

# Guidance and units

## BTEC Short Courses

### Edexcel Level 3 and 4 BTEC Award and Certificate in Working with Substance Misuse

For first teaching November 2007

Level 3 Award in Working with Substance Misuse

Level 4 Award in Working with Substance Misuse

Level 3 Certificate in Working with Substance Misuse

Level 4 Certificate in Working with Substance Misuse

QCF Test and Trials Project – 2007/8

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# Qualification titles covered by this specification

## Edexcel Level 3 and 4 BTEC Award and Certificate in Working with Substance Misuse

These qualifications have been accredited to the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the DCSF under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualifications are part of the Test and Trials Project for the Qualifications and Credit Framework. They are only approved to be delivered by selected centres who have registered their interest in delivering them with the Skills for Health and Skills for Justice Sector Skills Councils.

The qualification titles listed above feature in the funding lists published annually by the DCSF and on the regularly updated website [www.dfes.gov.uk/](http://www.dfes.gov.uk/). The QCF Qualifications Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. The QANs for these qualifications are listed in *Annexe A*.

These qualification titles are as they will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel. Providing this happens, centres are able to describe the programme of study leading to the award of the qualification in different ways to suit the medium and the target audience.

# Introduction

This document contains the associated guidance and units for the Qualifications and Credit Framework (QCF) Edexcel Level 3 and 4 BTEC Award and Certificate in Working with Substance Misuse. Each unit sets out the required outcomes, content and assessment criteria and includes advice regarding appropriate delivery and assessment strategies. This guidance contains further details of the assessment and quality assurance of the qualification. It includes advice about Edexcel's policy regarding access to its qualifications, the design of programmes of study and delivery modes.

These qualifications are part of the Test and Trials Project for the Qualifications and Credit Framework. This framework will replace the National Qualifications Framework (NQF). It is designed to be:

- more responsive to employer and learner needs
- demand and market led
- simple, flexible and with currency for learners
- underpinned by a credit system that recognises achievement of units and qualifications.

BTEC Short Courses are designed to meet a range of different needs. BTEC Short Courses offer:

- maximum flexibility in the design of programmes
- the opportunity to use a range of delivery methods
- the opportunity to certificate smaller blocks of learning which are designed to motivate learners and encourage widening participation in education and training
- courses that relate to the particular training and employment patterns in a sector
- courses that may offer preparation for specific jobs and subsequent achievement of NVQs or Apprenticeship Diplomas when in employment
- opportunities for learners to develop skills that support career and professional development
- underpinning knowledge, skills and understanding linked, where appropriate, to named NVQs
- programmes that can enable progression either to higher levels of study or to other courses at the same level of study.

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.

Assessment of candidate performance must take place in a work-based situation, except for those units for which simulation has been deemed acceptable.

These qualifications are approved only for delivery by selected centres who have registered their interest in delivering them with the Skills for Health and Skills for Justice Sector Skills Councils.

## Structure of the qualification

**To achieve the Level 3 or 4 Award in Working with Substance Misuse:**

- a learner must successfully pass sufficient units between a minimum of 10 and maximum of 17 credits
- a minimum of six credits must come from the required level
- a minimum of two units must be achieved.

**To achieve the Level 3 or 4 Certificate in Working with Substance Misuse:**

- a learner must successfully pass sufficient units to total a minimum of 18 credits
- a minimum of 11 credits must come from the required level
- a minimum of three units must be achieved.

Please note that units ASM6, 10 and 20 have been removed for the duration of the test and trial period.

Structure of the Level 3 and 4 BTEC Award and Certificate in Working with Substance Misuse			
Units		Credit value	Level
ASM1	Recognise indications of substance misuse and refer individuals to specialists	4	3
ASM2	Enable individuals who misuse substances to identify and use health and social care services and facilities	4	3
ASM3	Support individuals who are substance users	7	3
ASM4	Identify and act upon immediate risk of danger to substance misusers	4	3
ASM5	Provide services to those affected by someone else's substance use	4	3
ASM7	Support and challenge workers on specific aspects of their practice	5	4
ASM8	Increase awareness about substances with individuals and groups	7	3
ASM9	Test for substance misuse	5	3
ASM11	Carry out initial assessments to identify and prioritise the needs of substance misusers	5	3
ASM12	Carry out comprehensive substance misuse assessment	5	3
ASM13	Develop, implement and review care plans for individuals who misuse substances	6	4

Structure of the Level 3 and 4 BTEC Award and Certificate in Working with Substance Misuse			
Units		Credit value	Level
ASM14	Contribute to care planning and review for individuals who misuse substances	3	3
ASM15	Assist with the transfer of individuals, who misuse substances, between agencies and services	1	3
ASM16	Analyse agency processes to retain individuals in contact with substance misuse services	6	4
ASM17	Implement policies to manage risks to individuals who misuse substances and third parties within services	5	4
ASM18	Support individuals through detoxification programmes	3	3
ASM19	Supervise methadone consumption	3	3
ASM21	Contribute to the development of organisational policy and practice	6	4
ASM22	Contribute to the prevention and management of abusive and aggressive behaviour of individuals who misuse substances	4	3
ASM23	Develop and sustain effective working relationships with staff within substance misuse services and other agencies	4	3
ASM24	Assess children and young people involved in the use of substances	6	4
ASM25	Assist children and young people to be supported by substance use services	7	4
ASM26	Facilitate others to develop their knowledge, skills, confidence and resources about the provision of services to children and young people who use substances	4	4
ASM27	Enable children and young people to address their substance use	6	4
ASM28	Model pro-social behaviour and relationships with children and young people who use substances	5	3
ASM29	Supervise and enforce the sentences of low to medium risk offenders who misuse substances, in the community	5	3
ASM30	Address the offending behaviour of substance misusers	6	3

Structure of the Level 3 and 4 BTEC Award and Certificate in Working with Substance Misuse			
Units		Credit value	Level
ASM31	Enable individuals who misuse substances to change their offending behaviour	8	4
ASM32	Provide and obtain information at courts and formal hearings	3	3
ASM33	Develop and disseminate information and advice materials regarding the management of substance misuse	5	4
ASM34	Administer medication to individuals and monitor the effects	5	3
ASM35	Supply and exchange injecting equipment for individuals	3	3
ASM36	Employ techniques to help individuals adopt sensible drinking behaviour	5	3

## Key features

BTEC Short Course Awards, Certificates and Diplomas are designed to provide focused and specialist work-related qualifications in a range of sectors. The qualifications can provide a specialist emphasis for learners following a general vocational programme of study. BTEC Short Courses offer focused qualifications for learners, particularly more mature learners, who wish to follow a short programme of study directly related to their work experience or to an aspect of employment that they wish to move into.

On successful completion of these qualifications, learners may be able to progress within employment and more clearly understand their roles and/or continue their study in the vocational area.

### National Occupational Standards

Where appropriate, BTEC Short Courses are designed to relate to the National Occupational Standards in the relevant sector which, in turn, form the basis of National Vocational Qualifications (NVQs).

These Edexcel Level 3 and 4 BTEC Award and Certificate in Working with Substance Misuse have been derived directly from the National Occupational Standards for Drugs and Alcohol (DANOS) and from those for the Justice sector.

When a unit for these qualifications has been achieved it is directly transferable to the relevant NVQ unit, similarly if the corresponding unit has been achieved through an NVQ qualification it is directly transferable to the BTEC qualifications in Working with Substance Misuse.

### Edexcel Level 3 and 4 BTEC Award and Certificate in Working with Substance Misuse

The Edexcel Level 3 and 4 BTEC Award and Certificate in Working with Substance Misuse are designed to provide:

- the knowledge, understanding and skills learners need to work in a wide range of substance misuse settings
- skills development for those working/employed in an environment where they are in contact with substance users
- opportunities for employees working in the substance misuse sector to achieve a nationally-recognised Level 3/4 vocationally-specific qualification
- opportunities for learners to focus on the development of the major and wider key skills, such as improving own learning and performance, problem solving and working with others, in a substance misuse context
- opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.

# Unit format

All units in Edexcel QCF BTEC Short Courses have a standard format which is designed to provide clear guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit is set out in the following way.

## *Unit title*

The unit title is accredited by QCA and this form of words will appear on the learner's Notification of Performance (NOP).

## *QCF level and credit value*

This is the level of study and credit value of the qualification as determined by the Qualifications and Credit Framework (QCF).

## *Unit abstract*

The unit abstract is designed to give the reader an appreciation of the value of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It provides the reader with a snapshot of the aims of the unit and the key knowledge, skills and understanding developed while studying the unit. The unit abstract also emphasises links to the sector by describing what the unit offers the sector.

## *Learning outcomes*

Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit.

## *Unit content*

The unit content identifies the depth and breadth of knowledge, skills and understanding needed to design and deliver a programme of learning sufficient to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS). The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the pass grading criteria.

The unit content section will often have lists of topics that provide the range of the subject material required to be covered in order to meet the grading criteria. Subject material may be further detailed by lists enclosed within brackets or an elongated dash which provide the defined elements of the specific topic item. Where the subject material list includes an 'eg', it should be noted that this provides an indicative range of material to support the specific topic item.

### *Note on content*

*For clarification ...* where an item of content is introduced by a phrase indicating the level at which you need to possess this item.

*Basic awareness of ...* this phrase is used when the criteria demand only a very limited and generalised understanding that something exists but an individual would not need to know any details.

*Factual knowledge of ...* this phrase is used when the criteria call for a knowledge that is detailed on a factual level, but does not involve any more than a superficial understanding of any principles or theories.

*Working knowledge of ...* this phrase is used when the criteria call for the application of factual knowledge in a manner that takes account of widely understood technical principles and implications within the field of practice.

*In-depth understanding of ...* this phrase is used when the criteria demand a broad and detailed understanding of the theoretical underpinning of an area of practice, including conflicting theories and constructs.

*Critical understanding of ...* this phrase is used when the criteria call for the ability to evaluate and devise approaches to situations that depend on the critical application of theories and conceptual constructs within the area of practice.

### *Assessment criteria*

Each *Assessment criteria* section contains statements of the criteria used to determine the evidence that each learner must produce in order to receive a pass grade.

### *Essential guidance for tutors*

*Links to National Occupational Standards.* These could be used to ensure that learners can relate different aspects within the qualification and offer opportunities for integration of learning, delivery and assessment. Links to the National Occupational Standards will be highlighted here.

## **Assessment and grading**

The assessment for the Edexcel Level 3 and 4 BTEC Award and Certificate in Working with Substance Misuse is criterion referenced, based on the achievement of specified criteria. Each unit contains contextualised pass criteria for unit assessment.

In the Edexcel Level 3 and 4 BTEC Award and Certificate in Working with Substance Misuse all units are internally assessed. Centre assessment will be externally verified in line with the requirements of the Assessment strategy for this qualification.

The overall grading for the Edexcel Level 3 and 4 BTEC Award and Certificate in Working with Substance Misuse is a pass, based upon the successful achievement of all units.

Centres are encouraged to use a variety of assessment methods, including assignments, case studies and work-based assessments, along with projects and performance observation. Practical application of the assessment criteria in a realistic scenario should be emphasised and maximum use made of practical work experience.

Assignments should be set between the assessor and the candidate and should be valid, reliable and fit for purpose, building on the application of the assessment criteria. Care must be taken to ensure that assignments used for assessment of a unit cover all the criteria for that unit as set out in the *Assessment criteria*. It is advised that the criteria which an assignment is designed to cover should be clearly indicated in the assignment to (a) provide a focus for learners (for transparency and to help ensure that feedback is specific to the criteria) and (b) assist with internal verification processes. Tasks and activities should enable learners to produce evidence that directly relates to the specified criteria.

The creation of assignments that are fit for purpose is vital to learner achievement by learners and their importance cannot be over emphasised.

### **Accreditation of Prior Learning (APL)**

Edexcel encourages centres to recognise learners' previous achievements and experience through APL. Learners may have evidence that has been generated during previous study or in their previous or current employment or whilst undertaking voluntary work that relates to one or more of the units in the qualification. Assessors should assess this evidence against the national standards in the specifications in the normal way. As with all evidence, assessors should be satisfied about the authenticity and currency of the material when considering whether or not the outcomes of the unit have been met.

Full guidance about Edexcel's policy on APL is provided on our website: [www.edexcel.org.uk](http://www.edexcel.org.uk).

## **Quality assurance**

Edexcel's qualification specifications clearly set out the standard to be achieved by each learner in order to achieve the award of the qualification. This is given in the learning outcomes and assessment criteria in each unit.

Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers. It achieves this through the following activities.

### **Internal verification**

Centres are required to have processes in place that ensure each assessor's decisions are reviewed so that they are correctly interpreting and applying the standards set out in the specifications. Choice and application of an appropriate system is a matter for individual centres. Edexcel fully supports the use of the centre's own quality assurance systems where this ensures robust internal standardisation.

## External verification

Edexcel will sample assessors' decisions using subject-specialist external verifiers. This process will follow the requirements of the Sector Skills Councils assessment strategy in line with the *NVQ Code of Practice*.

## Approval

These qualifications are only approved for delivery by selected centres who have registered their interest in delivering them with the Skills for Health and Skills for Justice Sector Skills Councils.

The approvals contract is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and linked codes or regulations.

Sanctions and tariffs will be applied if centres do not comply with the contract. This could ultimately result in the suspension of certification or withdrawal of approval.

# Programme design and delivery

A qualification is achieved through completion of units whose credit value for the Award is a minimum of 10 and for the Certificate a minimum of 18.

## Mode of delivery

Edexcel does not define the mode of study for BTEC qualifications. Centres are free to offer the qualifications using any mode of delivery that meets the needs of their learners. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specifications and to the subject specialists delivering the units.

## Resources

Physical resources need to support the delivery of the programme and the proper assessment of the outcomes and therefore should be of industry standard. Staff delivering programmes and conducting the assessments should be fully familiar with current practice and standards in the sector concerned. Centres will need to meet any specialist resource requirements when they seek approval from Edexcel.

## Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of the Edexcel Level 3 and 4 BTEC Award and Certificate in Working with Substance Misuse. The specifications contain a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practise and that the knowledge base is applied to the sector. This will require the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learner's experience.

Centres should note that the qualifications set out in this specification have been developed in consultation with centres and employers, in particular with Skills for Health and Skills for Justice Sector Skills Councils. The units are designed to meet the skill needs of the sector and to lead to or support employment within the sector.

## Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- the qualifications should be available to everyone who is capable of reaching the required standards
- the qualifications should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should also show regard for Edexcel's policy on learners with particular requirements.

### Restrictions on learner entry

The Edexcel Level 3 and 4 BTEC Award and Certificate in Working with Substance Misuse are accredited on the QCF for learners aged 16 years and over. Learners aged 15 and under cannot be registered for these qualifications.

### Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which is on the Edexcel website ([www.edexcel.org.uk](http://www.edexcel.org.uk)). This policy replaces the previous Edexcel policy (*Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002*) concerning learners with particular requirements.

## Key skills

All BTEC Short Courses include signposting of key skills. These are transferable skills that play an essential role in developing personal effectiveness for adult and working life and in the application of specific vocational skills.

In each unit, the opportunities for the generation of evidence for key skills are signposted. These are indicative links only. Staff will need to become familiar with key skills specifications and their evidence requirements and they are advised not to rely on the signposting in the units when presenting key skills evidence for moderation. Centres should refer to the QCA website ([www.qca.org.uk](http://www.qca.org.uk)) for the latest key skills standards.

Key skills provide a foundation for continual learning. They enable and empower individuals who inevitably face a series of choices in work, education and training throughout their lives. Current and future initiatives such as Learndirect, lifelong learning, and widening participation all require a more flexible population in the workplace and key skills play a role in setting the framework.

Learners need the chance to show current and future employers that they can:

- communicate effectively, in a variety of situations, using a wide range of techniques
- work well with others – individuals or teams – so that work can be properly planned and targets met
- manage their own development, so that they are always ready to take on the challenges of change and diversification
- use numeracy, not just within routine tasks and functions but to help them be more effective and efficient in all they do
- use ICT in a range of applications to support all aspects of their role
- solve problems in a variety of circumstances.

## The wider curriculum

Study of the Edexcel Level 3 and 4 BTEC Award and Certificate in Working with Substance Misuse provides opportunities for learners to develop an understanding of moral, ethical, social and cultural issues and an awareness of environmental issues, health and safety considerations, and European developments. These wider curriculum opportunities are indicated in the units as appropriate.

### **Moral, ethical, social and cultural issues**

Moral, ethical, social and cultural issues are encountered throughout the Edexcel Level 3 and 4 BTEC Award and Certificate in Working with Substance Misuse when learners are dealing with colleagues and customers.

## Environmental issues

Learners will appreciate the importance of environmental issues through their experience of working with substance misuse, in most units.

## European developments

Much of the content of the Edexcel Level 3 and 4 BTEC Award and Certificate in Working with Substance Misuse applies throughout Europe, even though delivery is in a UK context.

## Health and safety considerations

The Edexcel Level 3 and 4 BTEC Award and Certificate in Working with Substance Misuse is practically based and health and safety issues are encountered throughout all the units. Learners will develop an awareness of the safety of others as well as of themselves in all practical activities.

## Equal opportunities issues

Equal opportunities issues are implicit throughout the Edexcel Level 3 and 4 BTEC Award and Certificate in Working with Substance Misuse.

# Useful publications

Related publications include:

- the current Edexcel publications catalogue and update catalogue
- key skills publications – specifications, tutor support materials and question papers
- *Accreditation of Prior Learning* – available on our website: [www.edexcel.org.uk](http://www.edexcel.org.uk)
- *Working specification for the Qualifications and Credit Framework test and trials* (QCA, 2006)
- *The Statutory Regulation of External Qualifications in England, Wales and Northern Ireland* (QCA, 2004).

Edexcel publications on the Quality Assurance System and the internal and external verification of vocationally-related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Most of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

## How to obtain National Occupational Standards

National Occupational Standards for Substance Misuse are available from:

Skills for Health Sector Skills Council  
Head Office  
2nd Floor  
Goldsmiths House  
Broad Plain  
Bristol BS2 0JP

Telephone: 0117 922 1155  
Fax: 0117 925 1800  
Email: [office@skillsforhealth.org.uk](mailto:office@skillsforhealth.org.uk)  
Website: [www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)

Skills for Justice Sector Skills Council  
Head Office  
Centre Court  
Atlas Way  
Sheffield S4 7QQ

Telephone: 0114 261 1499  
Website: [www.skillsforjustice.com](http://www.skillsforjustice.com)

## Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building key skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website ([www.edexcel.org.uk/sfc/training](http://www.edexcel.org.uk/sfc/training)). You can request customised training through the website or by contacting one of our advisers in the Professional Development and Training team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DIDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training will also underpin many areas of the LLUK standards for teachers working towards them.

## Further information

Edexcel produces regular policy statements on Edexcel qualifications and accompanying procedures. Please check our website for current information.

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website at [www.edexcel.org.uk](http://www.edexcel.org.uk)



# Units



# **Unit ASM1: Recognise indications of substance misuse and refer individuals to specialists**

**QCF Level 3**

**Credit value: 4**

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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.

They also appear in the Health and Social Care NOS as HSC362 and HSC338 respectively.

## **Unit abstract**

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.

## **Learning outcomes**

**On completion of this unit a learner should:**

- 1 Recognise indications of substance misuse
- 2 Assess and monitor risk
- 3 Handle information and maintain records
- 4 Refer individuals to appropriate services.

## Unit content

---

You need to apply:

### Information handling

- 1 the importance of keeping full and accurate records, and how to do so
- 2 the importance of providing full and accurate information, and how to do so
- 3 the principle of confidentiality: what information may be given to whom

### Legislation and organisational policy and procedures

- 4 legal and organisational requirements and policies requirements relevant to the functions being carried out

### Monitoring and evaluation

- 5 the importance of monitoring the situation regarding an individual's misuse of substances, and how to do so

### Risk assessment

- 6 how to assess the risk to individuals and to others from their substance misuse
- 7 the importance of regularly reviewing risk assessments

### Substance misuse

- 8 the range of different substances and their effects
- 9 the range of different indications of substance misuse: physical, behavioural and information provided by the individual or from other sources
- 10 other factors which produce indications that may be interpreted as caused by substance misuse
- 11 ways of keeping your knowledge about substances and indications of substance misuse up to date
- 12 how to investigate situations in order to make a reasonable judgement about substance misuse
- 13 sources of assistance about substance misuse
- 14 substance misuse specialists, and procedures for referring individuals to them
- 15 the range of actions you can take when individuals may be misusing substances, and how to decide what action is appropriate

### Values

- 16 the rights of individuals with whom you come into contact

## Assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Recognise indications of substance misuse	1.1 Identify the range of substances which may be misused and their effects (eg illegal drugs, prescription drugs, over the counter drugs, alcohol, solvents) 1.2 Identify possible indications of substance misuse (eg physical, behavioural, social, emotional) 1.3 Identify other factors which produce indications that may be interpreted as caused by substance misuse 1.4 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	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	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.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>4 Refer individuals to appropriate services</p>	<p>4.1 Identify the range of services relevant to substance misuse available locally and nationally</p> <p>4.2 Demonstrate how to refer individuals to services, in line with organisational requirements</p> <p>4.3 Provide appropriate services with complete and accurate information about the situation, in line with organisational requirements.</p>

## Unit evidence requirements

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### Evidence requirements for this unit

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

### Special considerations

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

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

The evidence must reflect, at all times, workplace policies and procedures as linked to current legislation, and the values and principles for good practice in dealing with individuals who are substance users.

### Preferred sources of performance and knowledge evidence

**Direct observation by your assessor/or expert witness testimony** is the preferred assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you they will identify an expert witness in your workplace who will provide a testimony of your work-based performance. Your assessor, or expert witness will observe you carrying out real work activities and this will provide some of the evidence for the assessment criteria for this unit.

### Other sources of performance and knowledge evidence

Your assessor will identify other sources of evidence 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.
- **Questioning:** Questions may be oral or written. In either case the question and your answer will need to be recorded.
- **Professional discussion:** This should be a structured review of your practice with the outcomes captured on audiotape or as a written summary. These are particularly useful to provide evidence that you know and understand the principles which support practice and that you can critically evaluate their application.

- **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 this training so that it can be matched to the standards and they can confirm 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.
- **Witness testimony:** Colleagues, allied professionals and individuals you work with may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

The above list is not exhaustive and your assessor may use other sources of evidence that suit your own learning style.

## Essential guidance for tutors

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### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

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 the Health and Social Care NOS as HSC362 and HSC338 respectively.



# **Unit ASM2: Enable individuals who misuse substances to identify and use health and social care services and facilities**

**QCF Level 3**

**Credit value: 4**

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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 the Health and Social Care Standards as HSC330.

## **Unit abstract**

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 by groups and amenities in the community.) It also covers evaluation of the services and facilities used.

## **Learning outcomes**

**On completion of this unit a learner should:**

- 1 Support individuals to identify the services and facilities they need
- 2 Enable individuals to access and use services and facilities
- 3 Enable individuals to evaluate services and facilities used.

## Unit content

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You need to apply:

### Values

- 1 A working knowledge of legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when supporting individuals to access and use services and facilities
- 2 A working knowledge of how to provide active support and place the preferences and best interest of individuals at the centre of everything you do, whilst enabling them to take responsibility (as far as they are able and within any restrictions placed upon them) and make, and communicate, their own decisions about their lives, actions and risks about access to and the use and evaluation of services and facilities

### A working knowledge of the rights of carers to be supported in the caring role

- 3 A working knowledge of dilemmas between the individual's rights and their responsibilities for their own care and protection, the rights and responsibilities of key people and your role and responsibilities in enabling individuals to access and use services and facilities
- 4 A working knowledge of how to work in partnership with individuals, key people and those within and outside your organisation to enable individual's to access and use the services and facilities they prefer
- 5 A working knowledge of how to deal with, and challenge, discrimination for individuals accessing and using services and facilities

### Legislation and organisational policy and procedures

- 6 A working knowledge of codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when enabling individuals to access, use and evaluate services and facilities
- 7 A working knowledge of current local, National and European legislation and organisational requirements, procedures and practices for:
  - a data protection, including recording, reporting, storage, security and sharing of information
  - b health and safety
  - c risk assessment and management
  - d protecting individuals from danger, harm and abuse
  - e enabling individuals to access, use and evaluate services and facilities
  - f working with others to provide integrated services

- 8 A working knowledge of practice and service standards relevant to your work setting and for enabling individuals to access, use and evaluate services and facilities
- 9 A working knowledge of how to access records and information on the needs, views and preferences of individuals and key people

### **Theory and practice**

- 10 A working knowledge of how and where to access information and support that can inform your practice about individuals accessing, using and evaluating services and facilities
- 11 A working knowledge of how you can access, review and evaluate information about resources, services and facilities relevant to the needs and preferences of the individuals with whom you work
- 12 A working knowledge of government reports, inquiries and research relevant to individuals accessing, using and evaluating services and facilities
- 13 A working knowledge of theories relevant to the individuals with whom you work, about:
  - a aspects of human growth and development and how these can affect and be affected by the individual's access to, and use of services and facilities
  - b identity and self-esteem and how this can be affected by individual access and use of services and facilities
- 14 A working knowledge of how power and influence can be used and abused when supporting individuals to access, use and evaluate services and facilities
- 15 A working knowledge of the role relationships, support networks, services and facilities in promoting the individuals' wellbeing
- 16 A working knowledge of factors that affect the health, wellbeing, behaviour, skills, abilities and development of individuals and key people
- 17 A working knowledge of methods of supporting individuals to express their needs and preferences and to be able to evaluate the services and facilities they have used
- 18 A working knowledge of how to keep services and facilities informed about the needs of the individuals and any changes that might be necessary

## Assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>1 Support individuals to identify the services and facilities they need</p>	<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, wellbeing, 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>
<p>2 Enable individuals to access and use services and facilities</p>	<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>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>3 Enable individuals to evaluate services and facilities used</p>	<p>3.1 Identify the methods and timescales for evaluating services and facilities</p> <p>3.2 Encourage individuals and key people to give feedback on the services and facilities they have identified and used</p> <p>3.3 Support individuals to identify any changes necessary to improve the outcomes from the use of the services and facilities</p> <p>3.3 Record and report on the outcomes of evaluation according to legal and organisational requirements.</p>

## Unit evidence requirements

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### Evidence requirements for this unit

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

### Special considerations

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

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

The evidence must reflect, at all times, workplace policies and procedures as linked to current legislation, and the values and principles for good practice in dealing with individuals who are substance users.

### Preferred sources of performance and knowledge evidence

**Direct observation by your assessor/or expert witness testimony** is the preferred assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you they will identify an expert witness in your workplace who will provide a testimony of your work-based performance. Your assessor, or expert witness will observe you carrying out real work activities and this will provide some of the evidence for the assessment criteria for this unit.

### Other sources of performance and knowledge evidence

Your assessor will identify other sources of evidence 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.
- **Questioning:** Questions may be oral or written. In either case the question and your answer will need to be recorded.
- **Professional discussion:** This should be a structured review of your practice with the outcomes captured on audiotape or as a written summary. These are particularly useful to provide evidence that you know and understand the principles which support practice and that you can critically evaluate their application.

- **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 this training so that it can be matched to the standards and they can confirm 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.
- **Witness testimony:** Colleagues, allied professionals and individuals you work with may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

The above list is not exhaustive and your assessor may use other sources of evidence that suit your own learning style.

## Essential guidance for tutors

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### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

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 the Health and Social Care NOS as HSC330.

# Unit ASM3: Support individuals who are substance users

QCF Level 3

Credit value: 7

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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 the Health and Social Care NOS as HSC379.

## Unit abstract

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.

## Learning outcomes

On completion of this unit a learner should:

- 1 Understand about different substances, their effects and how they might be used
- 2 Enable individuals to adopt safe practices associated with substance use
- 3 Support individuals when they have used substances
- 4 Support individuals in reducing substance use.

## Unit content

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You need to apply:

### Legislation and organisational policy and procedures

- 1 substance use which is legal and illegal (including the illegal use of prescribed drugs), agency policy and how this affects the role of the worker (eg if individual is using illegal drugs – the ways of dealing with this)
- 2 legislation relating to the supply and use of substances, and to particular individual groups (eg Children Act) and how these affect your role and responsibilities
- 3 legislation and agency policies and guidelines on the storage and use of substances (including Health and Safety at Work Act) and your role in relation to these
- 4 resources within and outside the agency to assist the substance user to control or minimise the risks of the use (such as a supply of new syringes, accommodation, rehabilitation centres)
- 5 the different specialist advice/therapy agencies and national/local support networks involved in supporting substance users
- 6 resources within and outside the agency available to assist the substance user to cease or reduce use, including the different specialist advice/therapy agencies and national/local support networks involved in supporting substance users
- 7 your role and responsibilities in relation to the individual and how these should affect any relationship between you and the individual

### Theories and practice

#### Factors which influence what you do

- 8 the different forms of substance which individuals might use, how they are used (eg drinking, injecting, sniffing, smoking) and their likely effects
- 9 the ways in which individuals may combine substances and the different effects which might arise from this
- 10 the risks involved with substance use both in the short and the long term (such as overdose, dependence, associated health risks such as HIV, Hepatitis B and C)
- 11 different forms of cleanliness (from social cleanliness to sterilisation) and the links between forms of cleanliness and harm reduction strategies (such as the re-use of needles)
- 12 the range of activities that may be affected by substance use and harm-reduction strategies that can be adopted in relation to these
- 13 harm reduction strategies, how and why these may differ from individual to individual

- 14 the range of safer sex practices and how individuals can be encouraged to use these
- 15 hazardous materials and equipment, nature of the hazard that they create and safe methods for disposing of them (and the available options given the facilities that the individual has access to)
- 16 the indicators of substance use the different forms of substance which individuals might use and their likely effects (in order to be able to recognise the abnormal and potential health emergencies)
- 17 the risks involved with substance use both in the short and the long term (such as overdose, dependence, associated health risks)
- 18 the indicators of pain, discomfort and that the effects of the substance are posing a significant threat to a individual's wellbeing (such as alcohol poisoning, overdose) and the action that should be taken in relation to each
- 19 the range of after-effects of substance use and what the needs of the individual may be following substance use
- 20 how views of substance use may differ
- 21 your role in the environment and the boundaries and limits of that role
- 22 the impact which your feelings may have on the support which can be effectively offered to the individual
- 23 factors that influence individuals to use substances and how these may be inter-related or combine
- 24 reasons why individuals decide to reduce or cease substance use
- 25 the range of potential effects of reducing or ceasing substance use upon relationships, life-style, recreation and leisure activities, physical and emotional health
- 26 the type of difficulties that are likely to arise in attempting to cease or reduce substance use and strategies and methods for alleviating them
- 27 the effects which your own beliefs and feelings about substance use may have on your behaviour and why it is important to work with individuals in a supporting and non-judgmental manner, even when your own beliefs conflict with the individual's actions

#### **How to achieve important outcomes**

- 28 methods of moving and handling individuals which are likely to be the safest for you and the individual and why individuals should be moved only when necessary
- 29 emergency aid for situations where the substance causes a health emergency
- 30 methods of supporting individuals at times when they have used substances
- 31 how to assist individuals to make realistic assessments of their progress and how you can offer views in a supportive manner
- 32 ways of supporting individuals who are seeking to reduce or cease substance use

### **Good practice**

- 33 the importance of acknowledging and dealing with your own feelings in relation to the substance use concerned
- 34 why the language used should be consistent with the individual's own form of expression (for example, not clinical) and strategies that can be used to maximise the possibility of information being heard and understood
- 35 why the individual should be supported to talk through their circumstances and history of substance use
- 36 why the individual should be supported to contact others for further advice and assistance and the forms which such support and assistance might take
- 37 methods of making one's presence and availability obvious to the individual without attracting aggressiveness etc
- 38 why the individual should be supported to describe any pain or discomfort which they are experiencing
- 39 the importance of assisting individuals to meet their own needs and requirements after the effects of the substance have worn off and ways of doing this
- 40 why information should be reported and recorded
- 41 why it is important to review with individuals their reasons for deciding to reduce or cease substance use and the motivational effects of this
- 42 the importance of acknowledging individual's rights in making decisions regarding their use of substances

### **Values**

- 43 individuals' rights in making decisions regarding their health, including their right to ignore advice

## Assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

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

Learning outcomes	Assessment criteria To achieve each outcome a learner must demonstrate the ability to:
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 evidence requirements

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### 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** your evidence must come from real work activities.

The evidence must reflect, at all times, workplace policies and procedures as linked to current legislation, and the values and principles for good practice in dealing with individuals who are substance users.

### Preferred sources of performance and knowledge evidence

**Direct observation by your assessor/or expert witness testimony** is the preferred assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you they 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 carrying out real work activities and this will provide some of the evidence for the unit assessment criteria for this unit.

### Other sources of performance and knowledge evidence

Your assessor will identify other sources of evidence 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.
- **Questioning:** Questions may be oral or written. In either case the question and your answer will need to be recorded.
- **Professional discussion:** This should be a structured review of your practice with the outcomes captured by on audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice and that you can critically evaluate their application.

- **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 this training so that this can be matched to the standards and they can confirm 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.
- **Witness testimony:** Colleagues, allied professionals and individuals you work with may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

The above list is not exhaustive and your assessor may use other sources of evidence that suit your own learning style.

## Essential guidance for tutors

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### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

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 the Health and Social Care NOS as HSC379.



# **Unit ASM4: Identify and act upon immediate risk of danger to substance misusers**

**QCF Level 3**

**Credit value: 4**

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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 the Health and Social Care NOS as HSC342.

## **Unit abstract**

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 immediate risk of danger has passed.

## **Learning outcomes**

**On completion of this unit a learner should:**

- 1 Identify immediate risk of danger to substance misusers
- 2 Act upon immediate risk of danger to substance misusers.

## Unit content

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You need to apply:

### **Legislation and organisational policy and procedures**

- 1 legal and organisational requirements and policies requirements relevant to the functions being carried out

### **Legislation**

- 2 legal requirements relevant to the functions being carried out

### **Local knowledge**

- 3 the partner agencies in the local area

### **Organisational context**

- 4 the organisation's policies and procedures in dealing with risk of danger to individuals

### **Theories and practice**

### **Communication and interpersonal skills**

- 5 how to communicate effectively in a range of different settings
- 6 how to calm individuals who have used substances
- 7 how to calm other people in the immediate vicinity

### **First aid**

- 8 when and how to move an individual to make them comfortable
- 9 when and how to administer first aid to individuals
- 10 when to call the emergency services

### **Information handling**

- 11 the importance of gathering full and accurate information and how to do so

### **Reporting**

- 12 how to report accurately
- 13 the importance of stating any gaps in information or assumptions made

### **Substance misuse**

- 14 how to recognise and deal with immediate risk of danger to individuals who have used substances
- 15 the range of different substances and their effects
- 16 the appropriate actions/options available when the immediate risk of danger has passed

### **Values**

- 17 the rights of individuals with whom you come into contact

## Assessment criteria

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In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Identify immediate risk of danger to substance misusers	<p>1.1 Describe the range of different substances subject to misuse and their effects (eg illegal drugs, prescription drugs, over the counter drugs, alcohol, solvents)</p> <p>1.2 Describe any signs of immediate risk of danger which may include risk of</p> <ul style="list-style-type: none"><li>a overdose</li><li>b individuals causing injury or harm to themselves or others (eg family members)</li></ul> <p>1.3 Explain the relevant policies and procedures for dealing with risk of danger to individuals and others.</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
2 Act upon immediate risk of danger to substance users	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 <ul style="list-style-type: none"> <li>a calming the individual, if the individual is in an agitated state, if safe to do so</li> <li>b reviving the individual, if the individual seems to be in a withdrawn state</li> </ul> 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 to relevant agencies and services) 2.10 Record all information and report to appropriate person in the required format.

## Unit evidence requirements

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### 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** your evidence must come from real work activities.

The evidence must reflect, at all times, workplace policies and procedures as linked to current legislation, and the values and principles for good practice in dealing with individuals who are substance users.

### Preferred sources of performance and knowledge evidence

**Direct observation by your assessor/or expert witness testimony** is the preferred assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you they 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 carrying out real work activities and this will provide some of the evidence for the unit assessment criteria for this unit.

### Other sources of performance and knowledge evidence

Your assessor will identify other sources of evidence 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.
- **Questioning:** Questions may be oral or written. In either case the question and your answer will need to be recorded.
- **Professional discussion:** This should be a structured review of your practice with the outcomes captured by on audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice and that you can critically evaluate their application.

- **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 this training so that this can be matched to the standards and they can confirm 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.
- **Witness testimony:** Colleagues, allied professionals and individuals you work with may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

The above list is not exhaustive and your assessor may use other sources of evidence that suit your own learning style.

## Essential guidance for tutors

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### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

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 the Health and Social Care NOS as HSC342.

# Unit ASM5: Provide services to those affected by someone else's substance use

QCF Level 3

Credit value: 4

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This unit is directly related to the Skills for Health/DANOS National Occupational Standard:

- AB7: Provide services to those affected by someone else's substance use.

This also appears in the Health and Social Care NOS as HSC391.

## Unit abstract

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

## Learning outcomes

On completion of this unit a learner should:

- 1 Know about the available support services for those affected
- 2 Understand issues that affect children and young people within families affected by drug and alcohol use
- 3 Identify options for individuals affected by someone else's substance use
- 4 Enable individuals affected by someone else's substance use to review the effectiveness of selected options.

## Unit content

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You need to apply:

### **Legislation and organisational policy and procedures**

- 1 legal acts and policies relevant to the functions being carried out eg Children Act, Mental Health Act
- 2 the partner agencies in the local area and their eligibility criteria

### **Theories and practice**

#### **Communication and interpersonal skills**

- 3 how to communicate effectively with a variety of audiences
- 4 how to run groups and how group dynamics work
- 5 listening skills
- 6 counselling skills
- 7 how to explain complex material to improve people's understanding, both orally and in writing
- 8 motivational techniques and skills

#### **Family dynamics**

- 9 how family dynamics work – cause and effect
- 10 the different family structures
- 11 the different ways to solve problems in a family environment
- 12 how family dynamics work within different cultures and ethnic and minority groups
- 13 issues that affect children and young people within families affected by drug and alcohol use
- 14 issues that affect children and young people as carers
- 15 the protection that children and young people affected by someone else's substance use may require and how to make this protection available

#### **Local and national knowledge**

- 16 the range of different target populations, their different characteristics and needs
- 17 the training and development opportunities available in the local area
- 18 support groups – both formal and informal
- 19 benefits and financial assistance available

## Assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Know about the available support services	1.1 Identify the forms of support which may be available (eg counselling, financial, emotional, medical, self-help groups) 1.2 Identify relevant agencies and services in the local area and how to access them.
2 Understand issues that affect children and young people within families affected by drug and alcohol use	2.1 Describe a range of family structures and give examples of how family dynamics work 2.2 Describe the issues that affect children and young people within families affected by drug and alcohol use 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 2.4 Describe the legislation and policies relevant to working with children, young people and families.
3 Identify options for individuals affected by someone else's substance use	3.1 Demonstrate how motivational techniques may be used 3.2 Support the individual to: <ul style="list-style-type: none"> <li>a identify issues concerning them</li> <li>b explore and consider the options open to them</li> <li>c plan required actions</li> </ul> 3.3 Assist the individual in accessing the required services 3.4 Support and motivate the individual without infringing the individual's freedom.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>4 Enable individuals affected by someone else's substance use to review the effectiveness of selected options</p>	<p>4.1 Support the individual to review and feed back on:</p> <ul style="list-style-type: none"> <li>a progress</li> <li>b the effectiveness of support obtained</li> </ul> <p>4.2 Identify any significant positive changes in the individual</p> <p>4.3 Complete reports accurately and store records, which maintain the individual's confidentiality.</p>

## Unit evidence requirements

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### 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** your evidence must come from real work activities.

The evidence must reflect, at all times, workplace policies and procedures as linked to current legislation, and the values and principles for good practice in dealing with individuals who are substance users.

### Preferred sources of performance and knowledge evidence

**Direct observation by your assessor/or expert witness testimony** is the preferred assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you they 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 carrying out real work activities and this will provide some of the evidence for the unit assessment criteria for this unit.

### Other sources of performance and knowledge evidence

Your assessor will identify other sources of evidence 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.
- **Questioning:** Questions may be oral or written. In either case the question and your answer will need to be recorded.
- **Professional discussion:** This should be a structured review of your practice with the outcomes captured by on audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice and that you can critically evaluate their application.

- **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 this training so that this can be matched to the standards and they can confirm 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.
- **Witness testimony:** Colleagues, allied professionals and individuals you work with may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

The above list is not exhaustive and your assessor may use other sources of evidence that suit your own learning style.

## Essential guidance for tutors

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### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

This unit is directly related to the Skills for Health/DANOS National Occupational Standard:

- AB7: Provide services to those affected by some one else's substance use.

This also appears in the Health and Social Care NOS as HSC391.



# Unit ASM7: Support and challenge workers on specific aspects of their practice

QCF Level 4

Credit value: 5

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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 the Skills for Justice Community Justice National Occupational Standards as Unit F309.

## Unit abstract

This unit is about 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 in terms of enabling them to reflect on their work, constructively challenging aspects of their work and monitoring the effects their work has on their colleagues.

## Learning outcomes

On completion of this unit a learner should:

- 1 Establish and maintain routine contact with other workers
- 2 Enable other workers to reflect on their personal effectiveness
- 3 Support other workers to improve their working practice.

## Unit content

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You need to apply the following knowledge and skills.

### Communication and interpersonal relationships

- 1 the purpose of providing team members with clear information and the nature of the information they need to carry out their work; the purpose of providing information on the interrelationship between the different roles which people have

### Legislation, policy and good practice

- 2 the range and use of different protocols which can be used both to support people as they work and also control the activities which they undertake

### Networks and support systems

- 3 the networks and support systems which may be available, the nature of the support they may give and how to access them; the support which others may give to team members to assist them in reflecting on their practice

### Planning

- 4 the principles and processes of action planning and how to assist members to develop realistic, achievable plans

### Providing support

- 5 how to evaluate the support which different team members will need when delivering services (eg in relation to the stresses and strains that different team members are under, their levels of expertise and confidence) and encourage them to seek support themselves

### Reflective practice

- 6 methods of encouraging others to evaluate their own values and practices constructively; effective ways of challenging and developing team members in relation to values and attitudes
- 7 strategies and methods of encouraging team members to evaluate realistically their own practice, the factors that influence their effectiveness, and methods of tackling such factors; how to provide constructive challenges which focus on the work and not on the person who did it

### **Roles and responsibilities**

- 8 why it is important for you to understand your own personal beliefs and preferences, values, interests and priorities when working with others; how interests, priorities and values may affect team members' work and change over time
- 9 the nature of the interrelationships between yourself and others whom you work with and how this may affect your ability to work effectively; the limits of your own work role and its interrelationship with the work roles of others
- 10 the subtle ways in which professional boundaries and relationships between workers and those whom they work with can become eroded, related risks, and the ways in which individuals may seek to manipulate these relationships

### **Working relationships**

- 11 methods of continuously monitoring the nature of your own relationships with others to identify breaches of boundaries; methods of monitoring the nature of others' relationships with others

## Assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>1 Establish and maintain routine contact with other workers</p>	<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>
<p>2 Enable other workers to reflect on their personal effectiveness</p>	<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>

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>3 Support other workers to improve their working practice</p>	<p>3.1 Demonstrate ways of challenging and developing team members values and attitudes</p> <p>3.2 Assist others to identify realistic and achievable goals for improving their practice</p> <p>3.3 Assist others to seek support from people who are in a position, and are willing to help them achieve goals</p> <p>3.4 Assist others to identify how and when they should review their progress towards their goals</p> <p>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.</p>

## Unit evidence requirements

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### 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** your evidence must come from real work activities.

The evidence must reflect, at all times, workplace policies and procedures as linked to current legislation, and the values and principles for good practice in dealing with individuals who are substance users.

### Preferred sources of performance and knowledge evidence

**Direct observation by your assessor/or expert witness testimony** is the preferred assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you they 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 carrying out real work activities and this will provide some of the evidence for the unit assessment criteria for this unit.

### Other sources of performance and knowledge evidence

Your assessor will identify other sources of evidence 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.
- **Questioning:** Questions may be oral or written. In either case the question and your answer will need to be recorded.
- **Professional discussion:** This should be a structured review of your practice with the outcomes captured by on audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice and that you can critically evaluate their application.

- **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 this training so that this can be matched to the standards and they can confirm 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.
- **Witness testimony:** Colleagues, allied professionals and individuals you work with may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

The above list is not exhaustive and your assessor may use other sources of evidence that suit your own learning style.

## Essential guidance for tutors

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### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

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 the Skills for Justice Community Justice national occupational standards as Unit F309.

# Unit ASM8: Increase awareness about substances with individuals and groups

QCF Level 3

Credit value: 7

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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 the Health and Social Care NOS as HSC365.

## Unit abstract

This unit is for those who need to raise awareness about substances (drugs and alcohol) and the use and effects of these 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.

## Learning outcomes

On completion of this unit a learner should:

- 1 Understand legislation and policy relevant to substance use
- 2 Understand substance use, its effects and treatments
- 3 Identify individuals' knowledge and values about substances
- 4 Increase individuals' knowledge and understanding of substances.

## Unit content

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You need to apply:

### Legislation and organisational policy and procedures

- 1 legal and organisational requirements and policies requirements relevant to the functions being carried out
- 2 the legislation (national and European) which relates to the work being undertaken (eg Misuse of Drugs Act, Medicines Act, Child Protection Act, Customs and Excise Act, Road Traffic Act, Crime and Disorder Act)
- 3 government policy in relation to substance use: prevention and education; treatment, counselling, support and rehabilitation
- 4 key organisations that are designed to deliver the government's strategy on drugs and alcohol on the ground (ie Drug Action Teams in England and Scotland, Drug Co-ordination Teams in Northern Ireland, Drug and Alcohol Action Teams in Wales)
- 5 the differing responses which governments make to legal and illegal drugs, the reasons for this and the effect of this on treatment availability for different groups
- 6 the agency's policy and procedures regarding confidentiality of information and the disclosure of information to third parties, and the specific circumstances under which disclosure may be made

### Theories and practice

#### Substance use, its effects and treatments

- 7 physical, social, psychological and emotional development of individuals and the ways in which such development can be affected; the nature of adolescence and how it affects behaviour and feelings
- 8 the different substances which are available and the effects they have on the body – stimulants, sedatives and hallucinogenics (including prescription and over-the-counter drugs)
- 9 street names for substances, how these change over time and in different locations, the need to check out understanding with users re the terminology used
- 10 the dangers of substance use: quantity, frequency, purity of the substances, polydrug use
- 11 issues of quality in illegal substances; impurities, adulterants and dilutents and their difference; the interest which dealers have in maintaining the quality of the substances they sell
- 12 methods of substance use (injecting, eating/drinking, snorting, inhaling, smoking) and the different risks associated with the different methods (blood borne diseases, physical harm to different parts of the body, reduced inhibitions/disorientation, death)

- 13 the inter-relationship between the background of individuals and the effect of substances on them: experience and expectations, mental and psychological state (including dual diagnosis), physical health problems (including related diseases), energy levels at the time of consumption, body weight
- 14 the reasons why individuals use substances: enjoyment, environment, curiosity, defence mechanism, rebellion, promotion and availability, cost in comparison to other substances
- 15 the effect of gender on substance use and the different perceptions that relate to the different genders and their use of substances
- 16 prevalence of substance use, age of use (particularly for children and young people) and relationship to substance type, relationship between (problematic) substance use and economic disadvantage and/or emotional deprivation
- 17 the difference between prevalence of substances in different social classes dependent on the legality and nature of the different substances
- 18 the relationship between the settings in which substances are used and the link of this to the activities of the individuals using substances: out-of-the-way places and lack of access to assistance when needed, implications of the setting on the use of substances (eg consumption in schools), risks associated with using machinery and equipment, lowering of inhibitions (eg sexual behaviour), over-exertion (eg use of ecstasy in dance clubs)
- 19 evidence for the inter-connectedness of different substances over time
- 20 methods of preventing/minimising the effect of substances that individuals use
- 21 perceptions of non-users of substances on those who use substances (eg families perceptions of their children's use, stereotyping)
- 22 the potential effects of substance use on others (eg neglect of children, domestic violence, street violence, theft, absenteeism from work)
- 23 the difference between legal and illegal drugs, the reasons for the different classifications under law and the social construction of the law in relation to substance use
- 24 the nature of dependence (psychological and physical) on substances
- 25 different services that are available to address substance use: preventive, treatment and support
- 26 the relationship between crime and antisocial behaviour and substance use: the risk factors that lead to crime and to substance use

#### **Working to improve agency practice**

- 27 the role of the agency and its services and how they relate to other agencies and services in the sector (eg when working in schools, substance use awareness raising must comply with any school policies covering substance use education)
- 28 how to monitor, analyse and evaluate implications of changes in the agency in which one works

### **Working to improve individual practice**

- 29 your own role and responsibilities and from whom assistance and advice should be sought if you are unsure
- 30 how to apply the principles of equality, diversity and anti-discriminatory practice to your own work
- 31 the options you consider in your own work and the reasoning processes to be used
- 32 how to evaluate your own competence, determine when further support and expertise is needed and the measures which may be taken to improve your own competence; how to evaluate the effectiveness of your own actions and learn from experience
- 32 how to inform and consult with others on problems and proposals and encourage others to offer ideas and challenge
- 33 the need to develop your own competence and skills in line with changes in evidence, knowledge and practice

### **Values**

- 34 the rights of individuals with whom you come into contact

## Assessment criteria

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In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand legislation and policy relevant to substance use	<ul style="list-style-type: none"><li>1.1 Identify the legislation which relates to substance use and describe the difference between legal and illegal drugs</li><li>1.2 Describe government policy in relation to substance use services, eg prevention, treatment and rehabilitation</li><li>1.3 Identify key organisations that are designed to deliver the government's strategy on drugs and alcohol</li><li>1.4 Describe the legislation, policy and procedures regarding equality and confidentiality of information.</li></ul>

Learning outcomes The learner will:	Assessment criteria The learner can:
2 Understand substance use, its effects and treatments	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	3.1 Enable individuals to talk about and identify what they know and understand about substance use 3.2 Support individuals to explore their feelings and values about substance use 3.3 Interact with individuals in a manner that encourages an open exchange of views and is non-judgemental.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>4 Increase individuals' knowledge and understanding of substances</p>	<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 evidence requirements

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### Evidence requirements for this unit

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

### Special considerations

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

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

The evidence must reflect, at all times, workplace policies and procedures as linked to current legislation, and the values and principles for good practice in dealing with individuals who are substance users.

### Preferred sources of performance and knowledge evidence

**Direct observation by your assessor/or expert witness testimony** is the preferred assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you they will identify an expert witness in your workplace who will provide a testimony of your work-based performance. Your assessor, or expert witness will observe you carrying out real work activities and this will provide some of the evidence for the assessment criteria for this unit.

### Other sources of performance and knowledge evidence

Your assessor will identify other sources of evidence 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.
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- **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 this training so that it can be matched to the standards and they can confirm 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.
- **Witness testimony:** Colleagues, allied professionals and individuals you work with may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

The above list is not exhaustive and your assessor may use other sources of evidence that suit your own learning style.

## Essential guidance for tutors

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### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

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 the Health and Social Care NOS as HSC365.

# Unit ASM9: Test for substance misuse

QCF Level 3

Credit value: 5

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This unit is directly related to the Skills for Health/DANOS National Occupational Standard:

- AE1: Test for substance use.

This also appears in the Health and Social Care NOS as HSC363.

## Unit abstract

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

## Learning outcomes

On completion of this unit a learner should:

- 1 Prepare to test individuals for substance use
- 2 Test for substance use
- 3 Communicate the outcomes of testing for substance use.

## Unit content

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You need to apply:

### Legislation and organisational policy and procedures

- 1 the legal requirements relating to testing for substance misuse
- 2 health, safety and security policies and how to ensure the testing environment and procedures meets these
- 3 whom to refer to if you suspect that samples are not authentic or have been contaminated

### Theories and practice

### Communication and interpersonal relationships

- 4 the principles and processes of effective communication and how to apply them

### Information handling

- 5 the principles and standards of confidentiality and how to apply them
- 6 the importance of keeping full and accurate records and how to do so

### Substance misuse

- 7 the purpose of testing and the consequences of non-compliance for individuals
- 8 the importance of accurately identifying those individuals to be tested for substance use and how to do so
- 9 the competences required of those involved in testing for substance use
- 10 clinical and organisational procedures for testing for substance use
- 11 when testing needs to be witnessed and how to make appropriate arrangements
- 12 the importance of obtaining consent for substance testing, how to do so and when carer and/or guardians need to be involved
- 13 the possible causes of false readings in the types of tests carried out
- 14 the equipment required for testing for substance use and how to use this in accordance with supplier's/manufacturer's instructions
- 15 how to dispose of samples safely

### Values

- 16 individuals' rights when being tested for substance use

## Assessment criteria

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In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>1 Prepare to test individuals for substance use</p>	<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 individuals consent for testing procedures</p> <p>1.6 Explain clearly and precisely to individuals what they have to do to provide their samples.</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
2 Test for substance use	2.1 Take samples (eg breath, urine, blood, hair, saliva) according to clinical and organisational policies and procedures 2.2 Test samples, or refer them for testing, in accordance with clinical and organisational policies and procedures 2.3 Follow supplier's/manufacturer's instructions for use of equipment, where appropriate 2.4 Dispose of samples and equipment safely, in accordance with clinical and organisational policies and procedures 2.5 Explain possible causes of false readings in the types of tests carried out.
3 Communicate the outcomes of testing for substance use	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 evidence requirements

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### Evidence requirements for this unit

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

### Special considerations

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

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

The evidence must reflect, at all times, workplace policies and procedures as linked to current legislation, and the values and principles for good practice in dealing with individuals who are substance users.

### Preferred sources of performance and knowledge evidence

**Direct observation by your assessor/or expert witness testimony** is the preferred assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you they will identify an expert witness in your workplace who will provide a testimony of your work-based performance. Your assessor, or expert witness will observe you carrying out real work activities and this will provide some of the evidence for the assessment criteria for this unit.

### Other sources of performance and knowledge evidence

Your assessor will identify other sources of evidence 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.
- **Questioning:** Questions may be oral or written. In either case the question and your answer will need to be recorded.
- **Professional discussion:** This should be a structured review of your practice with the outcomes captured on audiotape or as a written summary. These are particularly useful to provide evidence that you know and understand the principles which support practice and that you can critically evaluate their application.

- **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 this training so that it can be matched to the standards and they can confirm 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.
- **Witness testimony:** Colleagues, allied professionals and individuals you work with may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

The above list is not exhaustive and your assessor may use other sources of evidence that suit your own learning style.

## Essential guidance for tutors

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### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

This unit is directly related to the Skills for Health/DANOS National Occupational Standard:

- AE1: Test for substance use.

This also appears in the Health and Social Care NOS as HSC363.



# Unit ASM11: Carry out initial assessments to identify and prioritise the needs of substance misusers

QCF Level 3

Credit value: 5

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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 the Health and Social Care NOS as HSC339.

## Unit abstract

This unit is for those who need to refer individuals with straightforward 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.

## Learning outcomes

On completion of this unit a learner should:

- 1 Understand the range of different substances and their effects
- 2 Evaluate individuals' substance misuse and their understanding of substance misuse services
- 3 Assess individuals' needs and the necessary appropriate interventions
- 4 Make referrals to substance misuse services.

## Unit content

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You need to apply:

### Legislation and organisational policy and procedures

- 1 the principles of the Children's Act 1989 and the UN Convention on the Rights of the Child 1989
- 2 how to obtain information from individuals and other agencies in line with protocol
- 3 show to pass information obtained during an assessment to another agency in line with local protocols

### Theories and practice

#### Assessment of individuals

- 4 how to involve an individual in the assessment of their needs
- 5 how to assess an individual's understanding of services available and readiness to engage in a treatment programme
- 6 how to assess the required degree of urgency when referring individuals to services
- 7 how to deal with challenging, abusive, aggressive or chaotic behaviour
- 8 how to assess individuals who are intoxicated
- 9 who can provide support when there are any problems with the assessment
- 10 how to achieve consistency in assessments with other workers in your organisation
- 11 the importance of adhering to locally agreed criteria and documentation when carrying out assessments
- 12 how to involve adults with parental responsibility in the assessment and referral of children and young people
- 13 how to take account of a child or young persons age and maturity when involving them in assessment

#### Information handling

- 14 the importance of keeping full and accurate records, and how to do so
- 15 the principle of confidentiality: what information may be given to whom
- 16 how to present information in a manner, level and pace appropriate to the individual

### **Monitoring and evaluation**

- 17 the importance of monitoring the situation regarding an individual's misuse of substances, and how to do so

### **Risk assessment**

- 18 how to assess the risk to individuals and to others from their substance misuse and/or co-existent problems
- 19 the importance of regularly reviewing risk assessments

### **Substance misuse**

- 20 the range of different substances and their effects
- 21 the range of different indications of substance misuse: physical, behavioural and information provided by the individual or from other sources
- 22 ways of keeping your knowledge about substances and indications of substance misuse up to date
- 23 how to understand the jargon used by substance misusers in your locality

## Assessment criteria

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In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the range of different substances and their effects	<ul style="list-style-type: none"><li>1.1 Identify the range of different substances and their effects</li><li>1.2 Identify different indications of substance misuse</li><li>1.3 Demonstrate ways of keeping knowledge about substances and indications of substance misuse up to date</li><li>1.4 Explain the jargon used by substance misusers in the locality.</li></ul>

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>2 Evaluate individuals' substance misuse and their understanding of substance misuse services</p>	<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> <p>2.9 Demonstrate how to take account of a child or young persons age and maturity when involving them in assessment</p> <p>2.10 Describe the principles of the relevant legislation.</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
3 Assess individuals' needs and the necessary 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 evidence requirements

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### Evidence requirements for this unit

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

### Special considerations

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

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

The evidence must reflect, at all times, workplace policies and procedures as linked to current legislation, and the values and principles for good practice in dealing with individuals who are substance users.

### Preferred sources of performance and knowledge evidence

**Direct observation by your assessor/or expert witness testimony** is the preferred assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you they will identify an expert witness in your workplace who will provide a testimony of your work-based performance. Your assessor, or expert witness will observe you carrying out real work activities and this will provide some of the evidence for the assessment criteria for this unit.

### Other sources of performance and knowledge evidence

Your assessor will identify other sources of evidence 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.
- **Questioning:** Questions may be oral or written. In either case the question and your answer will need to be recorded.
- **Professional discussion:** This should be a structured review of your practice with the outcomes captured on audiotape or as a written summary. These are particularly useful to provide evidence that you know and understand the principles which support practice and that you can critically evaluate their application.

- **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 this training so that it can be matched to the standards and they can confirm 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.
- **Witness testimony:** Colleagues, allied professionals and individuals you work with may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

The above list is not exhaustive and your assessor may use other sources of evidence that suit your own learning style.

## Essential guidance for tutors

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### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

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 the Health and Social Care NOS as HSC339.



# Unit ASM12: Carry out comprehensive substance misuse assessment

QCF Level 3

Credit value: 5

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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 the Health and Social Care NOS as HSC340.

## Unit abstract

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

## Learning outcomes

On completion of this unit a learner should:

- 1 Understand the signs and implications of a range of substance misuse related problems
- 2 Understand the range of substance misuse services and interventions
- 3 Prepare for comprehensive substance misuse assessment
- 4 Assess possible risks to the individual
- 5 Assess individuals' substance misuse and related problems
- 6 Follow up the assessment process.

## Unit content

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You need to apply:

### Legislation and organisational policy and procedures

- 1 the principles of the Children's Act 1989 and the UN Convention on the Rights of the Child 1989
- 2 how to obtain information from individuals and other agencies in line with protocols
- 3 how to pass information obtained during an assessment to another agency in line with local protocols

### Theories and practice

#### Assessment of individuals

- 4 how to evaluate requests for assessment according to their priority in line with your organisations criteria
- 5 how to involve an individual in the assessment of their needs
- 6 how to assess an individual's understanding of services available and readiness to engage in a treatment programme
- 7 how to deal with challenging, abusive, aggressive or chaotic behaviour
- 8 how to assess individuals who are intoxicated
- 9 who can provide support when there are any problems with the assessment
- 10 how to achieve consistency in assessments with other workers in your organisation
- 11 the importance of adhering to locally agreed criteria and documentation when carrying out assessments
- 12 how to record the outcomes of assessments and use the assessment to inform the development of a comprehensive care plan
- 13 how to review assessments at appropriate intervals once an individual has commenced a programme of care
- 14 how to involve adults with parental responsibility in the assessment and referral of children and young people
- 15 how to take account of a child or young persons age and maturity when involving them in assessment

#### Information handling

- 16 the importance of keeping full and accurate records, and how to do so
- 17 the principle of confidentiality: what information may be given to whom
- 18 how to support individuals to complete documentation

### **Monitoring and evaluation**

- 19 the importance of monitoring the situation regarding an individual's misuse of substances, and how to do so

### **Risk assessment**

- 20 how to assess the risk to individuals and to others from their substance misuse and/or co-existent problems
- 21 the importance of regularly reviewing risk assessments

### **Substance misuse**

- 22 the signs and implications of a range of substance misuse related problems including drug use, alcohol use, psychological problems, physical problems, social problems and legal problems
- 23 how to deal with other problems including the need for intensive interventions, significant psychiatric and or physical co-morbidity, contact with multiple service providers, pregnancy or children 'at risk' and a history of disengagement from substance misuse treatment services
- 24 ways of keeping your knowledge about substances and indications of substance misuse up to date
- 25 how to understand the jargon used by substance misusers in your locality

### **Substance misuse services and interventions**

- 26 sources of information on substance misuse services and treatment interventions
- 27 the range of treatment interventions and assessment services available in your locality
- 28 the eligibility criteria and protocols for accessing services in your locality
- 29 national, local and organisational treatment priorities and resource constraints
- 30 how to respond to individuals who do not want to be referred to other services

### **Values**

- 31 how to present information in a manner, level and pace appropriate to the individual

## Assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

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

Learning outcomes The learner will:	Assessment criteria The learner can:
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	5.1 Involve the individual in the assessment as far as possible, according to their capability 5.2 Assess the nature of the individual's substance misuse problems and other problems 5.3 Assess the individual's understanding of services available and readiness to engage in a treatment programme 5.4 Conduct the assessment in line with locally agreed criteria and using standardised documentation 5.5 Manage with challenging, abusive, aggressive or chaotic behaviour 5.6 Seek clear conclusions from the assessment to inform the development of a comprehensive care plan 5.7 Explain how to involve adults with parental responsibility in the assessment and referral of children and young people 5.8 Describe how to take account of a child or young person's age and maturity when involving them in assessment 5.9 Describe the principles of the relevant legislation.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>6 Follow up the assessment process</p>	<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 evidence requirements

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### Evidence requirements for this unit

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

### Special considerations

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

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

The evidence must reflect, at all times, workplace policies and procedures as linked to current legislation, and the values and principles for good practice in dealing with individuals who are substance users.

### Preferred sources of performance and knowledge evidence

**Direct observation by your assessor/or expert witness testimony** is the preferred assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you they will identify an expert witness in your workplace who will provide a testimony of your work-based performance. Your assessor, or expert witness will observe you carrying out real work activities and this will provide some of the evidence for the assessment criteria for this unit.

### Other sources of performance and knowledge evidence

Your assessor will identify other sources of evidence 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.
- **Questioning:** Questions may be oral or written. In either case the question and your answer will need to be recorded.
- **Professional discussion:** This should be a structured review of your practice with the outcomes captured on audiotape or as a written summary. These are particularly useful to provide evidence that you know and understand the principles which support practice and that you can critically evaluate their application.

- **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 this training so that it can be matched to the standards and they can confirm 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.
- **Witness testimony:** Colleagues, allied professionals and individuals you work with may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

The above list is not exhaustive and your assessor may use other sources of evidence that suit your own learning style.

## Essential guidance for tutors

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### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

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 the Health and Social Care NOS as HSC339.



# Unit ASM13: Develop, implement and review care plans for individuals who misuse substances

QCF Level 4

Credit value: 6

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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 the Health and Social Care NOS as HSC416.

## Unit abstract

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

## Learning outcomes

On completion of this unit a learner should:

- 1 Understand the legislation and organisational policy and procedures relevant to care planning
- 2 Develop care plans to meet individual needs and preferences
- 3 Implement care plans
- 4 Review and revise care plans to meet changing needs, preferences and circumstances.

## Unit content

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You need to apply:

### Legislation and organisational policy and procedures

- 1 codes of practice and conduct, and standards and guidance relevant to your setting and own and the roles, responsibilities, accountability and duties of others when developing, implementing and reviewing care plans
- 2 current local, national and European legislation and organisational requirements, procedures and practices for:
  - a data protection
  - b health and safety
  - c risk assessment and management
  - d employment practices
  - e protecting individuals from danger, harm and abuse
  - f your responsibility for keeping yourself, individuals and others safe
  - g making and dealing with complaints and whistle blowing
  - h multi-disciplinary and multi-agency working
  - i working in integrated ways to promote the individual's wellbeing
  - j the planning and provision of services
  - k developing, implementing and reviewing care plans
- 3 key government initiatives which affect the development and review of care plans to meet individual needs, preferences and circumstances
- 4 how to access, evaluate and influence organisational and workplace policies, procedures and systems for developing, implementing and reviewing care plans
- 5 how to access and record information, decisions and judgements for care plans
- 6 how different philosophies, principles, priorities and codes of practice can affect inter-agency and partnership working when developing, implementing and reviewing care plans

## Theories and practice

- 7 how and where to access literature, information and support to inform your practice when developing, implementing and reviewing care plans
- 8 an up-to-date knowledge of:
  - a literature related to best practice in the development, implementation and review of care plans
  - b government reports, inquiries and research relevant to the development, implementation and review of care plans
  - c government reports, inquiries and research into serious failures to protect individuals, families, carers and other key people
- 9 theories of:
  - a facilitating empowerment and participation of individuals and key people in the development, implementation and review of care plans
  - b the role of family and social support networks in meeting individuals' needs
  - c how social and economic circumstances may impact on the individuals' social care, wellbeing and life chances
  - d human resource management in relation to the development, implementation and review of care plans
  - e human growth and development
  - f managing loss and change
  - g how stress can affect behaviour
  - h how power and influence can be used and abused when developing, implementing and reviewing care plans
  - i multi-disciplinary and multi-organisational working
- 10 knowledge of the physical, emotional and health conditions of the individuals for whom you are developing, implementing and reviewing care plans and how to use this information to make informed decisions for the content of the care plans
- 11 the factors to take account of when evaluating whether your organisation has the resources (human, physical and financial) to provide the services and facilities
- 12 how to analyse, interpret and balance:
  - a individual needs and preferences
  - b views of key people
  - c evidence, knowledge and practice based information
  - d knowledge of individuals' conditions
  - e resources and capacity within your organisation
  - f to enable you to assess individuals' needs and preferences, fairly and ethically

- 13 methods of supporting individuals and key people to:
  - a express their wishes, needs and preferences about the delivery of services and facilities
  - b understand and take responsibility for promoting their own health and wellbeing
  - c identify how their care needs should be met
  - d assess and manage risks to their health and wellbeing
- 14 methods of supporting staff to work with individuals, key people and others to deliver, implement and evaluate care plans
- 15 the stages, procedures, paperwork and people involved in developing, implementing and reviewing care plans
- 16 the use of evidence, fact and knowledge based opinions in records and reports and why it is important to differentiate between these and make clear the source of evidence
- 17 what is meant by needs-led and service-led planning and their relevance for reviewing care plans
- 18 reasons for changing resources and care plans and how to deal with the affect this may have on individuals
- 19 why and how the review and revision of care plans may have implications for individuals, key people and the existing provision

## Values

- 20 legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when developing, implementing and reviewing care plans
- 21 knowledge and practice that underpin the holistic person-centred approach which enable you to work in ways that:
  - a place the individuals' preferences and best interests at the centre of everything you do
  - b provide active support for the individuals
  - c recognise the uniqueness of individuals and their circumstances
  - d empower individuals to take responsibility (as far as they are able and within any restrictions placed upon them), and make and communicate their own decisions about their lives, actions and risks when developing, implementing and reviewing care plans
- 22 how to manage ethical dilemmas and conflicts for individuals, those who use services and staff/colleagues when developing, implementing and reviewing care plans

- 23 how to challenge, and to support individuals, key people and others to challenge information, documents, systems, structures, procedures and practices that are discriminatory
- 24 the ways that health and social care values may differ from those of the individuals and key people you are working with
- 25 how to form relationships that promote the individuals' rights, choices and wellbeing

## Assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>1 Understand the legislation and organisational policy and procedures relevant to care planning</p>	<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 Identify key government initiatives which affect the development and review of care plans</p> <p>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.</p>
<p>2 Develop care plans to meet individual needs and preferences</p>	<p>2.1 Identify the theories relevant to the development, implementation and review of care plans</p> <p>2.2 Identify and agree the roles and responsibilities of all concerned with the development of care plans</p> <p>2.3 Research and review information about individuals' needs and preferences and any specific requirements they may have</p> <p>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</p> <p>2.5 Develop care plans:</p> <ul style="list-style-type: none"> <li>a according to legal and organisational requirements</li> <li>b in a format and language that is understandable and useable by all who need and are required to access and use them.</li> </ul>

Learning outcomes The learner will:	Assessment criteria The learner can:
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 3.3 Record and report any issues or changes in individuals when working with individuals and implementing care plan activities.
4 Review and revise care plans to meet changing needs, preferences and circumstances	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: <ul style="list-style-type: none"> <li>a review all aspects of the care plan</li> <li>b agree changes to the care plan</li> <li>c identify resources necessary to implement any changes</li> </ul> 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 evidence requirements

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### Evidence requirements for this unit

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

### Special considerations

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

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

The evidence must reflect, at all times, workplace policies and procedures as linked to current legislation, and the values and principles for good practice in dealing with individuals who are substance users.

### Preferred sources of performance and knowledge evidence

**Direct observation by your assessor/or expert witness testimony** is the preferred assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you they will identify an expert witness in your workplace who will provide a testimony of your work-based performance. Your assessor, or expert witness will observe you carrying out real work activities and this will provide some of the evidence for the assessment criteria for this unit.

### Other sources of performance and knowledge evidence

Your assessor will identify other sources of evidence 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.
- **Questioning:** Questions may be oral or written. In either case the question and your answer will need to be recorded.
- **Professional discussion:** This should be a structured review of your practice with the outcomes captured on audiotape or as a written summary. These are particularly useful to provide evidence that you know and understand the principles which support practice and that you can critically evaluate their application.

- **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 this training so that it can be matched to the standards and they can confirm 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.
- **Witness testimony:** Colleagues, allied professionals and individuals you work with may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

The above list is not exhaustive and your assessor may use other sources of evidence that suit your own learning style.

## Essential guidance for tutors

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### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

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 the Health and Social Care NOS as HSC416.

# Unit ASM14: Contribute to care planning and review for individuals who misuse substances

**QCF Level 3**

**Credit value: 3**

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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 the Health and Social Care NOS as HSC328.

## **Unit abstract**

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.

## **Learning outcomes**

**On completion of this unit a learner should:**

- 1 Understand the legislation and organisational policy and procedures relevant to care planning
- 2 Contribute to assessing the needs and preferences of individuals
- 3 Support the development and implementation of care plans
- 4 Contribute to reviewing care plans.

## Unit content

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You need to apply:

### Legislation and organisational policy and procedures

- 1 codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when planning, monitoring and reviewing the delivery of service for individuals
- 2 current local, National and European legislation and organisational requirements, procedures and practices for:
  - a data protection, including recording, reporting, storage, security and sharing of information
  - b health and safety
  - c risk assessment and management
  - d protecting individuals from danger, harm and abuse
  - e planning, monitoring and reviewing the delivery of service for individuals
  - f working with others to provide integrated services
  - g the different methods of providing support and services
- 3 practice and service standards relevant to your work setting and relating to the assessment of individual needs and preferences, and the development, implementation and review of care plans

### Theories and practice

- 4 how and where to access information and support that can inform your practice when assessing individual needs and preferences, and contributing to the development, implementation and review of care plans
- 5 government reports, inquiries and research reports relevant to the assessment of individual needs and the development, implementation and review of care plans
- 6 theories and best practice relevant to:
  - a the assessment of the holistic needs and circumstances of individuals
  - b care planning, implementation and review generally, and specifically to the individuals with whom you work
- 7 methods of monitoring, reviewing and evaluating care plans

- 8 methods of supporting individuals to:
  - a contribute to assessments and reviews
  - b express their needs and preferences
  - c understand and take responsibility for promoting their own health and care
  - d identify how their care needs should be met
  - e assess and manage risks to their health and wellbeing
- 9 role of relationships and support networks in:
  - a the assessment of individual needs
  - b care planning, implementation and review
- 10 factors that affect the health, wellbeing, behaviour, skills, abilities and development of individuals and key people
- 11 the significant changes that are likely to affect needs and circumstances of individuals with whom you work and how these will impact on care needs assessment and the development, implementation and review of care plans
- 12 reasons for revising care plans and how to deal with the affect this may have on individuals

### **Values**

- 13 legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information on planning, monitoring and reviewing the delivery of service for individuals
- 14 how to provide active support and place the preferences and best interest of individuals at the centre of everything you do, whilst enabling them to take responsibility (as far as they are able and within any restrictions placed upon them) and make and communicate their own decisions about their lives, actions and risks
- 15 the rights of carers to be supported in the caring role
- 16 dilemmas between:
  - a the individual's rights and their responsibilities for their own care and protection, the rights and responsibilities of key people and your role and responsibilities for their care and protection
  - b the individual's views, preferences and expectations and how these can and are provided for in the services being delivered
  - c the individual's rights and the rights of key people
  - d your own values and those of the individual and key people
  - e your own professional values and those of others within and outside your organisations
- 17 how to work in partnership with individuals, key people and those within and outside your organisation to enable the individual's needs, wishes and preferences to be met

## Assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>1 Understand the legislation and organisational policy and procedures relevant to care planning</p>	<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>
<p>2 Contribute to assessing the needs and preferences of individuals</p>	<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>
<p>3 Support the development and implementation of care plans</p>	<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>

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>4 Contribute to reviewing care plans</p>	<p>4.1 Support individuals and key people to identify:</p> <ul style="list-style-type: none"> <li>a parts of the care plans which best meet the individual's needs and preferences</li> <li>b parts of the care plans that may need changing</li> <li>c changes to the individual's needs, circumstances and preferences that could affect the care plan and its implementation</li> </ul> <p>4.2 Provide feedback to the appropriate people on the strengths and limitations of the care plan</p> <p>4.3 Contribute to meetings and discussions about revisions to care plans and their implementation</p> <p>4.4 Contribute to revising and implementing any changes to care plans that are within their own role and responsibilities.</p>

## Unit evidence requirements

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### Evidence requirements for this unit

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

### Special considerations

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

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

The evidence must reflect, at all times, workplace policies and procedures as linked to current legislation, and the values and principles for good practice in dealing with individuals who are substance users.

### Preferred sources of performance and knowledge evidence

**Direct observation by your assessor/or expert witness testimony** is the preferred assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you they will identify an expert witness in your workplace who will provide a testimony of your work-based performance. Your assessor, or expert witness will observe you carrying out real work activities and this will provide some of the evidence for the assessment criteria for this unit.

### Other sources of performance and knowledge evidence

Your assessor will identify other sources of evidence 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.
- **Questioning:** Questions may be oral or written. In either case the question and your answer will need to be recorded.
- **Professional discussion:** This should be a structured review of your practice with the outcomes captured on audiotape or as a written summary. These are particularly useful to provide evidence that you know and understand the principles which support practice and that you can critically evaluate their application.

- **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 this training so that it can be matched to the standards and they can confirm 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.
- **Witness testimony:** Colleagues, allied professionals and individuals you work with may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

The above list is not exhaustive and your assessor may use other sources of evidence that suit your own learning style.

## Essential guidance for tutors

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### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

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 the Health and Social Care NOS as HSC328.

# Unit ASM15: Assist with the transfer of individuals, who misuse substances, between agencies and services

QCF Level 3

Credit value: 1

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This unit relates directly to the Drugs and Alcohol NOS (DANOS) unit:

- AG3: Assist in the transfer of individuals between agencies and services.

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

## Unit abstract

This unit is aimed at those who arrange the transfer of individuals between agencies and services. It covers circumstances where someone may be referred either into or out of a service, as well as those circumstances where someone is referred within an agency.

## Learning outcomes

On completion of this unit a learner should:

- 1 Understand how legislation and organisational policies impact on the transfer of individuals between agencies and services
- 2 Apply agency and service procedures correctly in preparing people for, and supervising them during, transfer from one service to another
- 3 Respect the rights of the individual and value diversity
- 4 Use communication skills effectively in working with individuals and the agencies and services to which they are being transferred.

## Unit content

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You need to apply:

### **Legislation and organisational policy and procedures**

- 1 legal and organisational requirements and policies requirements relevant to the functions being carried out

### **Working within the substance misuse sector**

- 2 the specific legislation (national and European) which relates to the work you undertake and how to take this into account in your work
- 3 any particular factors relating to the agency's policies and practices which affect the work undertaken

### **Theories and practice**

#### **Working to improve individual practice**

- 4 how to evaluate your own competence when at work and decide when further support and expertise are needed

#### **Working with individuals and groups**

- 5 the ways in which it is necessary to alter communication when working with different individuals and representatives of different agencies
- 6 the protocols for sharing of information between and within agencies in order to achieve continuity of service for the individual
- 7 the range of different views, feelings and concerns that individuals and other people may have about the individual's transfer
- 8 the different ways in which people react to change
- 9 ways of providing guidance and support to individuals, including situations when they are distressed, anxious or angry
- 10 how to deal with abusive, aggressive and discriminatory behaviour and situations
- 11 the ways in which individual's culture and gender influence your practice
- 12 how to apply the principles of equality, diversity and anti-discriminatory practice to your work

#### **Values**

- 13 the rights of individuals with whom you come into contact

## Assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>1 Understand how legislation and organisational policies impact on the transfer of individuals between agencies and services</p>	<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>
<p>2 Apply agency and service procedures correctly in preparing people for and supervising them during transfer from one service to another</p>	<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>

Learning outcomes The learner will:	Assessment criteria The learner can:
3 Respect the rights of the individual and value diversity	3.1 Identify the support and assistance which individuals will need to help them make the transfer 3.2 Show how an individuals culture and gender influence practice in preparing them for and supervising transfer arrangements 3.3 Demonstrate how principles of equality, diversity and anti-discriminatory practice have been considered and applied in the course of a transfer 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 Use communication skills effectively in working with individuals and the agencies and services to which they are being transferred	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 evidence requirements

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### Evidence requirements for this unit

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

### Special considerations

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

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

The evidence must reflect, at all times, workplace policies and procedures as linked to current legislation, and the values and principles for good practice in dealing with individuals who are substance users.

### Preferred sources of performance and knowledge evidence

**Direct observation by your assessor/or expert witness testimony** is the preferred assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you they will identify an expert witness in your workplace who will provide a testimony of your work-based performance. Your assessor, or expert witness will observe you carrying out real work activities and this will provide some of the evidence for the assessment criteria for this unit.

### Other sources of performance and knowledge evidence

Your assessor will identify other sources of evidence 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.
- **Questioning:** Questions may be oral or written. In either case the question and your answer will need to be recorded.
- **Professional discussion:** This should be a structured review of your practice with the outcomes captured on audiotape or as a written summary. These are particularly useful to provide evidence that you know and understand the principles which support practice and that you can critically evaluate their application.

- **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 this training so that it can be matched to the standards and they can confirm 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.
- **Witness testimony:** Colleagues, allied professionals and individuals you work with may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

The above list is not exhaustive and your assessor may use other sources of evidence that suit your own learning style.

## Essential guidance for tutors

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### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

This unit relates directly to the Drugs and Alcohol NOS (DANOS) unit:

- AG3: Assist in the transfer of individuals between agencies and services.

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



# Unit ASM16: Analyse agency processes to retain individuals in contact with substance misuse services

QCF Level 4

Credit value: 6

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This unit directly relates to the Skills for Health/DANOS National Occupational Standard:

- AG4: Retain individuals in contact with substance misuse services.

## Unit abstract

This unit covers the development, implementation and monitoring of the processes used 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 reasons for retention and drop out and to put in place processes to improve retention. It also includes briefing colleagues, supporting them in applying these processes in particular cases and taking action where the individual is likely to drop out.

## Learning outcomes

On completion of this unit a learner should:

- 1 Develop processes to retain individuals in contact with substance misuse services
- 2 Implement processes to retain individuals in contact with substance misuse services
- 3 Monitor processes to retain individuals in contact with substance misuse services
- 4 Establish the action to be taken in circumstances where substance abuse services appear not to be meeting an individual's needs.

## Unit content

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You need to apply:

### Data and information

- 1 in-depth understanding of the legal and policy requirements for handling and sharing personal data
- 2 in-depth understanding of how to obtain information from individuals and colleagues
- 3 in-depth understanding of the reasons individuals may not wish to provide information and how to address these
- 4 in-depth understanding of how to use data and information to identify the likely causes of problems
- 5 working knowledge of how to present recommendations to address organisational and resource issues

### Human resource management and development

- 6 in-depth understanding of how to brief colleagues
- 7 critical understanding of how to provide advice and guidance to colleagues

### Multi-agency working

- 8 in-depth understanding of other agencies and the range of services they provide for different groups of individuals
- 9 in-depth understanding of the protocols for referring individuals to other agencies

### Organisational context

- 10 in-depth understanding of colleagues' competences and how they can help in developing processes to retain individuals in contact with substance misuse services
- 11 in-depth understanding of your organisation's policies in relation to hard to retain individuals
- 12 in-depth understanding of colleagues' knowledge of individuals' circumstances

## **Substance misuse**

- 13 in-depth understanding of the nature of dependency
- 14 in-depth understanding of the factors that may cause individuals stay in contact, or drop out of contact, with services (eg organisational, social, psychological, criminal justice)
- 15 in-depth understanding of evidence of effective practice in retaining individuals in contact with substance misuse services and how to access this evidence
- 16 in-depth understanding of the range of processes that can be developed to retain individuals in contact with substance misuse services
- 17 in-depth understanding of how to recognise if services are not meeting an individual's needs

## Assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>1 Develop processes to retain individuals in contact with substance misuse services</p>	<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>
<p>2 Implement processes to retain individuals in contact with substance misuse services</p>	<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>

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>3 Monitor processes to retain individuals in contact with substance misuse services</p>	<p>3.1 Monitor retention and drop out rates in their own area of responsibility to identify patterns of drop out</p> <p>3.2 Use data and information to identify the likely causes of the problems</p> <p>3.3 Identify the factors that may cause individuals to stay in contact, or drop out of contact, with services eg organisational, social, psychological, criminal justice</p> <p>3.4 Make recommendations to address organisational or resource issues which may be contributing to drop out.</p>
<p>4 Establish the action to be taken in circumstances where substance abuse services appear not to be meeting an individual's needs</p>	<p>4.1 Identify when services are not meeting an individual's needs</p> <p>4.2 Describe the range of services that other agencies can provide for different groups of individuals</p> <p>4.3 Explain the protocols for referring individuals to other agencies.</p>

## Unit evidence requirements

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### Evidence requirements for this unit

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

### Special considerations

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

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

The evidence must reflect, at all times, workplace policies and procedures as linked to current legislation, and the values and principles for good practice in dealing with individuals who are substance users.

### Preferred sources of performance and knowledge evidence

**Direct observation by your assessor/or expert witness testimony** is the preferred assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you they will identify an expert witness in your workplace who will provide a testimony of your work-based performance. Your assessor, or expert witness will observe you carrying out real work activities and this will provide some of the evidence for the assessment criteria for this unit.

### Other sources of performance and knowledge evidence

Your assessor will identify other sources of evidence 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.
- **Questioning:** Questions may be oral or written. In either case the question and your answer will need to be recorded.
- **Professional discussion:** This should be a structured review of your practice with the outcomes captured on audiotape or as a written summary. These are particularly useful to provide evidence that you know and understand the principles which support practice and that you can critically evaluate their application.

- **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 this training so that it can be matched to the standards and they can confirm 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.
- **Witness testimony:** Colleagues, allied professionals and individuals you work with may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

The above list is not exhaustive and your assessor may use other sources of evidence that suit your own learning style.

## Essential guidance for tutors

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### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

This unit directly relates to the Skills for Health/DANOS National Occupational Standard:

- AG4: Retain individuals in contact with substance misuse services.

# Unit ASM17: Implement policies to manage risks to individuals who misuse substances and third parties within services

QCF Level 4

Credit value: 5

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This unit is related to the Skills for Health DANOS National Occupational Standard:

- AG5: Implement policies to manage risk to individuals and third parties.

## Unit abstract

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 need 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 to policies and practices if required.

## Learning outcomes

On completion of this unit a learner should:

- 1 Understand relevant legislation, policy and guidelines on managing risks to individuals and third parties
- 2 Understand how to carry out risk assessments and develop risk management plans with substance misusers
- 3 Support colleagues in the process of assessing and managing risk
- 4 Take action, in consultation with colleagues, in circumstances where situations are beyond their own or others' level of competence
- 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
- 6 Review incidents and policies.

## Unit content

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You need to apply:

### Case management

- 1 critical understanding of how to conduct formal, periodic reviews of individual cases

### Children

- 2 working knowledge of the legislation relating to child protection
- 3 working knowledge of local structures and bodies with responsibility for developing local overarching, multi-agency policies and protocols for managing

### Risks to children

- 4 in-depth understanding of the range of risks that substance misusers might pose to children and the potential impact of these risks
- 5 critical understanding of your own responsibilities under child protection

### Legislation

### Communication

- 6 in-depth understanding of how to raise colleagues' awareness of risk issues
- 7 in-depth understanding of reflective questioning techniques
- 8 working knowledge of how to present recommendations for improvements to risk management policies and practices
- 9 working knowledge of organisational and inter-agency record-keeping protocols

### Human resource management and development

- 10 working knowledge of the development opportunities available to help colleagues assess and manage risk
- 11 in-depth understanding of how to facilitate learning from incidents or potential incidents that have been successfully prevented

### Multi-agency working

- 12 in-depth understanding of other agencies involved in managing risks to individuals and third parties
- 13 in-depth understanding of the protocols for sharing information on risks with other agencies
- 14 in-depth understanding of how to work with other agencies to help them understand the possible risks to individuals and third parties, assess and communicate these risks effectively

### **Organisational context**

- 15 critical understanding of your own level of competence
- 16 in-depth understanding of colleagues' levels of competence
- 17 in-depth understanding of how colleagues can help in dealing with risks, incidents, and situations beyond your own level of competence

### **Policies and procedures**

- 18 critical understanding of organisational policies and guidelines on managing risks to individuals and third parties
- 19 critical understanding of how to translate policies into practical guidelines
- 20 working knowledge of local/regional and national policies and guidelines on managing risks to individuals and third parties
- 21 in-depth understanding of the difference between serious untoward incidents and other incidents or accidents and the different policies and procedures that must be followed in each case

### **Risk management**

- 22 in-depth understanding of how professional anxiety about risk can be managed as part of the overall risk plan
- 23 critical understanding of how to carry out risk assessments and develop risk management plans with substance misusers
- 24 in-depth understanding of the ways in which individuals' co-existing conditions may affect risk
- 25 in-depth understanding of the ways in which social, gender, ethnic and cultural issues may affect risk
- 26 critical understanding of the range of risk management options that can be applied in different situations
- 27 in-depth understanding of how to review incidents with colleagues to enable learning to take place and prevent similar situations and issues arising in the future

### **Substance misuse**

- 28 in-depth understanding of the harms that may be caused by substance misuse
- 29 in-depth understanding of the nature of dependency
- 30 in-depth understanding of the range of risks to substance misusers and third parties

## Assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>1 Understand relevant legislation, policy and guidelines on managing risks to individuals and third parties</p>	<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, overarching, multi-agency policies and protocols for managing risks to children</p> <p>1.4 Demonstrate how to translate policies into practice.</p>
<p>2 Understand how to carry out risk assessments and develop risk management plans with substance misusers</p>	<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 individuals' co-existing conditions may effect risk</p> <p>2.6 Explain how social, gender, ethnic and cultural issues may affect risk.</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
3 Support colleagues in the process of assessing and managing risk	3.1 Demonstrate how to raise colleagues awareness of risk issues by using approaches such as reflective questioning 3.2 Provide practical guidance and development opportunities to help colleagues assess and manage risk in line with policies and guidelines 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 their 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.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
6 Review incidents and policies	<p>6.1 Demonstrate how to conduct formal, periodic reviews of individual cases</p> <p>6.2 Review incidents with colleagues to enable learning to take place and prevent similar situations and issues arising in the future</p> <p>6.3 Demonstrate how to facilitate learning from incidents or potential incidents which have been prevented</p> <p>6.4 Recommend improvements to risk management policies, guidelines and practices where required.</p>

## Unit evidence requirements

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### Evidence requirements for this unit

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

### Special considerations

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

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

The evidence must reflect, at all times, workplace policies and procedures as linked to current legislation, and the values and principles for good practice in dealing with individuals who are substance users.

### Preferred sources of performance and knowledge evidence

**Direct observation by your assessor/or expert witness testimony** is the preferred assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you they will identify an expert witness in your workplace who will provide a testimony of your work-based performance. Your assessor, or expert witness will observe you carrying out real work activities and this will provide some of the evidence for the assessment criteria for this unit.

### Other sources of performance and knowledge evidence

Your assessor will identify other sources of evidence 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.
- **Questioning:** Questions may be oral or written. In either case the question and your answer will need to be recorded.
- **Professional discussion:** This should be a structured review of your practice with the outcomes captured on audiotape or as a written summary. These are particularly useful to provide evidence that you know and understand the principles which support practice and that you can critically evaluate their application.

- **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 this training so that it can be matched to the standards and they can confirm 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.
- **Witness testimony:** Colleagues, allied professionals and individuals you work with may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

The above list is not exhaustive and your assessor may use other sources of evidence that suit your own learning style.

## Essential guidance for tutors

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### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

This unit directly relates to the Skills for Health/DANOS National Occupational Standard:

- AG4: Retain individuals in contact with substance misuse services.



# Unit ASM18: Support individuals through detoxification programmes

QCF Level 3

Credit value: 3

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This unit is directly related to the Skills for Health/DANOS National Occupational Standard:

- AH7: Support individuals through detoxification programmes.

The original AH7 appears in the Health and Social Care NOS as:

- HSC381: Support individuals through detoxification programmes.

## Unit abstract

This unit is about working with individuals to help them achieve stabilisation or withdrawal from alcohol, drug and other 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 the next steps.

## Learning outcomes

On completion of this unit a learner should:

- 1 Understand how assessments should be undertaken
- 2 Introduce individuals to detoxification programmes
- 3 Develop and review detoxification treatment and care plans
- 4 Manage the closure of individuals' detoxification programmes.

## Unit content

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You need to apply:

### **Legislation and organisational policy and procedures**

- 1 how to pass information obtained during assessment or treatment to another agency in line with local protocols

### **Theories and practice**

- 2 how to prioritise requests for assessment according to their priority in line with your organisations criteria
- 3 how to involve individuals in the assessment of their needs
- 4 how to assess an individual's motivation and readiness to engage in a treatment programme
- 5 how to review assessments at appropriate intervals once an individual has commenced a programme of care

### **Information handling**

- 6 the importance of keeping full and accurate records, and how to do so
- 7 the principle of confidentiality: what information may be given to whom

### **Management of detoxification programmes**

- 8 locally agreed criteria for admission of individuals to a detoxification programme
- 9 how to arrange for completion of comprehensive substance misuse and risk assessments
- 10 how to establish the appropriate level of urgency for admission to a detoxification programme
- 11 advice and information required by individuals prior to a detoxification programme
- 12 how to agree a contract of care, outlining the responsibilities of your organisation and the responsibilities of the individual during the detoxification programme
- 13 how to involve significant others and carers in an individuals detoxification programme
- 14 how to manage individuals' expectations of a detoxification programme
- 15 how to formulate a treatment and care plan for an individual
- 16 how to involve members of other service teams in planning and reviewing an individual's care plan
- 17 how to actively involve an individual in formulating and reviewing a care plan

- 18 harm minimisation good practice including overdose prevention, safer injecting, contraception and safer sex
- 19 how to arrange for an individual to be tested for substance use, HIV and hepatitis
- 20 how to review expectations and plans with individuals who are not yet able complete the detoxification programme
- 21 the available detoxification options, including substitute medications and regimes
- 22 locally agreed criteria for selecting specific detoxification options
- 23 the evidence base for detoxification programmes and realistic expectations of outcomes
- 24 how to deal with challenging, abusive, aggressive or chaotic behaviour

#### **Risk assessment**

- 25 how to assess the risk to individuals and to others from their substance misuse and/or co-existent problems
- 26 the importance of regularly reviewing risk assessments

#### **Substance misuse**

- 27 the signs and implications of a range of substance misuse related problems including drug use, alcohol use, psychological problems, physical problems, social problems and legal problems
- 28 ways of keeping your knowledge about substances and indications of substance misuse up to date
- 29 how to understand the jargon used by substance misusers in your locality

## Assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

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

Learning outcomes The learner will:	Assessment criteria The learner can:
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 the 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 evidence requirements

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### Evidence requirements for this unit

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

### Special considerations

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

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

The evidence must reflect, at all times, workplace policies and procedures as linked to current legislation, and the values and principles for good practice in dealing with individuals who are substance users.

### Preferred sources of performance and knowledge evidence

**Direct observation by your assessor/or expert witness testimony** is the preferred assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you they will identify an expert witness in your workplace who will provide a testimony of your work-based performance. Your assessor, or expert witness will observe you carrying out real work activities and this will provide some of the evidence for the assessment criteria for this unit.

### Other sources of performance and knowledge evidence

Your assessor will identify other sources of evidence 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.
- **Questioning:** Questions may be oral or written. In either case the question and your answer will need to be recorded.
- **Professional discussion:** This should be a structured review of your practice with the outcomes captured on audiotape or as a written summary. These are particularly useful to provide evidence that you know and understand the principles which support practice and that you can critically evaluate their application.
- **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 this training so that it can be matched to the standards and they can confirm 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.
- **Witness testimony:** Colleagues, allied professionals and individuals you work with may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

The above list is not exhaustive and your assessor may use other sources of evidence that suit your own learning style.

## Essential guidance for tutors

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### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

This unit is directly related to the Skills for Health/DANOS National Occupational Standard:

- AH7: Support individuals through detoxification programmes.

The original AH7 appears in the Health and Social Care NOS as:

- HSC381: Support individuals through detoxification programmes.

# Unit ASM19: Supervise methadone consumption

QCF Level 3

Credit value: 3

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This unit is directly related to the Skills for Health/DANOS National Occupational Standard:

- AH9: Supervise methadone consumption.

It also appears in the Health and Social Care NOS as:

- HSC424: Supervise methadone consumption.

## Unit abstract

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

## Learning outcomes

On completion of this unit a learner should:

- 1 Understand legislation and organisation policy and procedures
- 2 Dispense methadone prescriptions for individuals
- 3 Supervise methadone consumption by individuals.

## Unit content

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You need to apply:

### Legislation and organisational policy and procedures

- 1 legal obligations and organisational policies regarding client confidentiality
- 2 national legislation for the administration of drugs including the Medicines Act of 1968 and regulations the Misuse of Drugs Regulations 1985
- 3 what is regarded as unacceptable behaviour from an individual by your organisation

### Theories and practice

#### Factors which influence what you do

- 4 the importance of following the prescribed method, dosage and frequency and the risks if this is not done (such as failure of the medication to work, over-medication, under-medication)
- 5 the information which needs to be on a medicine label and its significance
- 6 the common side effects of the medicines and the common adverse reactions related to the medications being used
- 7 how to respond to the common adverse reactions related to the medications being used
- 8 why containers of prescribed methadone doses must not be shared by more than one individual
- 9 why it is important to offer water to an individual after methadone consumption and to converse with them
- 10 why you must contact the prescriber if the individual does not consume the whole dose under supervision
- 11 why you should inform the individual in advance of the last dose on the current prescription
- 12 why containers and stock bottles must be rinsed and their labels removed prior to disposal

#### Information handling

- 13 the importance of keeping full and accurate records, and how to do so

### **Services and products**

- 14 potential benefits of providing general health promotion advice when supervising methadone consumption
- 15 why the volume of methadone dispensed should be checked by a pharmacist or designated member of staff
- 16 the importance of safe storage for methadone that is supplied for home use
- 17 why hygiene precautions are necessary

### **Good practice**

- 18 why prepared prescriptions must be stored in a Controlled Drugs cupboard or equivalent
- 19 why methadone should never be given in advance of receipt of a prescription
- 20 how to check a prescriptions authenticity
- 21 when to accept a prescription that is not hand written
- 22 how to confirm the identity of an individual
- 23 how to develop a contract for methadone administration and what it should contain

### **Values**

- 24 how to provide information for individuals in a manner and pace suited to their needs and abilities

## Assessment criteria

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In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand 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 you are unsure about any aspect.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>3 Supervise methadone consumption by individuals</p>	<p>3.1 Confirm that the medicine or product:</p> <ul style="list-style-type: none"> <li>a Matches the prescription</li> <li>b Will remain in date for the course of treatment</li> </ul> <p>3.2 Prepare and label the product correctly</p> <p>3.3 Explain why the volume of methadone dispensed should be checked by a pharmacist or designated member of staff</p> <p>3.4 Pack the medicine or product appropriately</p> <p>3.5 List the common side effects and adverse reactions related to medicine usage</p> <p>3.6 Demonstrate the correct responses to adverse reaction so medicines</p> <p>3.7 Endorse the prescription appropriately</p> <p>3.8 Complete all records appropriately</p> <p>3.9 Apply health, hygiene and safety procedures</p> <p>3.10 Forward the prescription for checking.</p>

## Unit evidence requirements

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### Evidence requirements for this unit

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

### Special considerations

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

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

The evidence must reflect, at all times, workplace policies and procedures as linked to current legislation, and the values and principles for good practice in dealing with individuals who are substance users.

### Preferred sources of performance and knowledge evidence

**Direct observation by your assessor/or expert witness testimony** is the preferred assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you they will identify an expert witness in your workplace who will provide a testimony of your work-based performance. Your assessor, or expert witness will observe you carrying out real work activities and this will provide some of the evidence for the assessment criteria for this unit.

### Other sources of performance and knowledge evidence

Your assessor will identify other sources of evidence 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.
- **Questioning:** Questions may be oral or written. In either case the question and your answer will need to be recorded.
- **Professional discussion:** This should be a structured review of your practice with the outcomes captured on audiotape or as a written summary. These are particularly useful to provide evidence that you know and understand the principles which support practice and that you can critically evaluate their application.
- **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 this training so that it can be matched to the standards and they can confirm 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.
- **Witness testimony:** Colleagues, allied professionals and individuals you work with may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

The above list is not exhaustive and your assessor may use other sources of evidence that suit your own learning style.

## Essential guidance for tutors

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### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

This unit is directly related to the Skills for Health/DANOS National Occupational Standard:

- AH9: Supervise methadone consumption.

It also appears in the Health and Social Care NOS as:

- HSC424: Supervise methadone consumption.

# Unit ASM21: Contribute to the development of organisational policy and practice

QCF Level 4

Credit value: 6

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This unit is directly related to the Skills for Health/DANOS National Occupational Standard and relates to:

- BA3: Contribute to the development of organisational policy and practice.

This also appears in the Health and Social Care NOS as HSC439.

## Unit abstract

This unit focuses contributing to the identification of potential for organisational development, and presenting ideas about this. You need to understand legal, organisational and policy matters as well as the theories and practice relating to this type of organisational development.

## Learning outcomes

On completion of this unit a learner should:

- 1 Understand the impact of relevant legislation, policy and procedures
- 2 Understand theories and practice related to organisational policy and practice
- 3 Contribute to identifying potential for organisational development
- 4 Present information and ideas to contribute to organisational development.

## Unit content

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You need to apply:

### **Legislation and organisational policy and procedures**

- 1 the effect of statutory requirements, and changes in statutory requirements, upon your organisation and other key organisations in relation to planning development
- 2 your own organisation's relevant policies, practice guidelines, procedures, role boundaries and resources
- 3 your own organisation's structure and functions
- 4 other organisations' structures and functions and how they relate to your organisation
- 5 other key organisations' relevant services and resources, and how to access them

### **Theories and practice**

- 6 basic self-monitoring and evaluation methods
- 7 a range of methods and means for the presentation of information and ideas
- 8 a range of strategies for negotiation
- 9 basic research methods relevant to planning development
- 10 how to find out about further sources of relevant information, assistance, advice, support and resources

## Assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand the impact of relevant legislation policy and procedures	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  1.2 Explain your organisation's relevant policies, practice guidelines, procedures, role boundaries and resources.
2 Understand theories and practice related organisational policy and practice	2.1 Demonstrate basic self-monitoring and evaluation methods 2.2 Identify a range of methods and means for presenting information and ideas 2.3 Identify a range of strategies for negotiation 2.4 Explain how to research: <ul style="list-style-type: none"> <li>a Plans for development</li> <li>b Further sources of information, assistance, advice, support and resources.</li> </ul>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>3 Contribute to identifying potential for organisational development</p>	<p>3.1 Describe your organisations structure and functions</p> <p>3.2 Identify other organisation’s functions, 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> <p>3.6 Consult all relevant parties in order to establish way forward and seek advice where this is not possible</p> <p>3.7 Identify and address relevant constraints to progress</p> <p>3.8 Make clear and constructive contributions to establishing aims and objectives for development</p> <p>3.9 Make contributions which are consistent with the available information</p> <p>3.10 Record all information accurately, and store it according to organisational policy and practice, including requirements for confidentiality.</p>

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>4 Present information and ideas to contribute to organisational development</p>	<p>4.1 Establish, maintain and develop channels of communication and effective working relationships with relevant parties</p> <p>4.2 Provide information that is clear, accurate, relevant to the case, and make it accessible to a appropriate parties, taking account of the requirements of confidentiality</p> <p>4.3 Identify the positive aspects, strengths and advantages of changes and/or development proposed</p> <p>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</p> <p>4.5 Identify, acknowledge and address constructively conflicting interests, constraints and obstacles to progress.</p>

## Unit evidence requirements

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### Evidence requirements for this unit

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

### Special considerations

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

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

The evidence must reflect, at all times, workplace policies and procedures as linked to current legislation, and the values and principles for good practice in dealing with individuals who are substance users.

### Preferred sources of performance and knowledge evidence

**Direct observation by your assessor/or expert witness testimony** is the preferred assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you they will identify an expert witness in your workplace who will provide a testimony of your work-based performance. Your assessor, or expert witness will observe you carrying out real work activities and this will provide some of the evidence for the assessment criteria for this unit.

### Other sources of performance and knowledge evidence

Your assessor will identify other sources of evidence 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.
- **Questioning:** Questions may be oral or written. In either case the question and your answer will need to be recorded.
- **Professional discussion:** This should be a structured review of your practice with the outcomes captured on audiotape or as a written summary. These are particularly useful to provide evidence that you know and understand the principles which support practice and that you can critically evaluate their application.
- **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 this training so that it can be matched to the standards and they can confirm 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.
- **Witness testimony:** Colleagues, allied professionals and individuals you work with may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

The above list is not exhaustive and your assessor may use other sources of evidence that suit your own learning style.

## Essential guidance for tutors

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### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

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 NOS as HSC439.

# **Unit ASM22: Contribute to the prevention and management of abusive and aggressive behaviour of individuals who misuse substances**

**QCF Level 3**

**Credit value: 4**

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This unit directly relates to the Skills for Justice NOS:

- E203: Contribute to the prevention and management of abusive and aggressive behaviour.

## **Unit abstract**

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.

## **Learning outcomes**

**On completion of this unit a learner should:**

- 1 Understand relevant policies, practices and legislation
- 2 Know about the theories and principles underlying communication and aggressive behaviour
- 3 Contribute to preventing abusive and aggressive behaviour
- 4 Deal with incidents of aggressive and abusive behaviour
- 5 Contribute to reviewing incidents involving abusive and aggressive behaviour.

## Unit content

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To meet the standard, you need to know and understand

### **Working with individuals and groups**

- 1 the ways in which people communicate by behaviour as well as through language and how different forms of behaviour can be interpreted
- 2 constraints to effective communication (interpersonal, physical and environmental)
- 3 methods of establishing contact which are likely to maximise productive engagement with individuals and minimise unproductive interventions
- 4 the ways in which feelings of anger and frustration can be displaced from their original source to those in authority and how the worker can deal with this
- 5 the ways in which stereotyping and discrimination might affect risk assessment and how to guard against this
- 6 the difference between aggression and assertiveness
- 7 the possible reasons for different sorts of behaviour occurring, especially those which may be viewed as aggressive or abusive
- 8 the effects which the worker's own behaviour may have on others
- 9 the ways in which individual's culture and gender influence the worker's practice
- 10 how they have applied the principles of equality, diversity and anti-discriminatory practice to their work

### **Working within the community justice sector**

- 11 the specific legislation (national and European) which relates to the work they undertake and how they have taken this into account in their work
- 12 any particular factors relating to the agency's policies and practices which have affected the work undertaken

### **Working to improve individual practice**

- 13 how they evaluate their own competence when at work and decide when further support and expertise are needed

## Assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>1 Understand relevant policies, practices and legislation</p>	<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>
<p>2 Know about the theories and principles which underlie communication and aggressive behaviour</p>	<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>

Learning outcomes The learner will:	Assessment criteria The learner can:
3 Contribute to preventing abusive and aggressive behaviour	3.1 Communicate with others in a manner which respects the rights of individuals 3.2 Demonstrate behaviours that create calmness and reassurance to all involved 3.3 Demonstrate how to protect potential victims at whom aggressive or abusive behaviour may be directed 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 3.5 Demonstrate how to prevent triggers to abusive behaviour occurring and enable individuals to find alternative ways of expressing their feelings.
4 Deal with incidents of aggressive and abusive behaviour	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 4.2 Show how to minimise abusive and aggressive behaviour which is consistent with <ul style="list-style-type: none"> <li>a any inherent risks</li> <li>b the maintenance of effective working relationships</li> <li>c agency policies and procedures</li> <li>d evidence of effective practice</li> </ul> 4.3 Show how to take constructive action to address opposing interests 4.4 Explain when to call for any necessary assistance and support.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>5 Contribute to reviewing incidents involving abusive and aggressive behaviour</p>	<p>5.1 Show how why 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> <p>5.6 Show how to complete records accurately and clearly and storing them according to agency requirements</p> <p>5.7 Provide accurate and clear information to others so that issues can be addressed</p>

## Unit evidence requirements

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### Evidence requirements for this unit

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

### Special considerations

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

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

The evidence must reflect, at all times, workplace policies and procedures as linked to current legislation, and the values and principles for good practice in dealing with individuals who are substance users.

### Preferred sources of performance and knowledge evidence

**Direct observation by your assessor/or expert witness testimony** is the preferred assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you they will identify an expert witness in your workplace who will provide a testimony of your work-based performance. Your assessor, or expert witness will observe you carrying out real work activities and this will provide some of the evidence for the assessment criteria for this unit.

### Other sources of performance and knowledge evidence

Your assessor will identify other sources of evidence 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.
- **Questioning:** Questions may be oral or written. In either case the question and your answer will need to be recorded.
- **Professional discussion:** This should be a structured review of your practice with the outcomes captured on audiotape or as a written summary. These are particularly useful to provide evidence that you know and understand the principles which support practice and that you can critically evaluate their application.

- **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 this training so that it can be matched to the standards and they can confirm 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.
- **Witness testimony:** Colleagues, allied professionals and individuals you work with may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

The above list is not exhaustive and your assessor may use other sources of evidence that suit your own learning style.

## Essential guidance for tutors

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### Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit directly relates to the Skills for Justice NOS:

- E203: Contribute to the prevention and management of abusive and aggressive behaviour.

# **Unit ASM23: Develop and sustain effective working relationships with staff within substance misuse services and other agencies**

**QCF Level 3**

**Credit value: 4**

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This unit is directly related to the Skills for Justice NOS:

- F403: Develop and sustain effective working relationships with staff in other agencies.

## **Unit abstract**

This unit is about sustaining and developing working relationships with staff in other organisations.

**Effective working is a key feature, and is increasing in importance, in justice, social care and health organisations. Workers are not expected to set up effective working relationships from scratch, but are expected to contribute to optimising the value of them.**

## **Learning outcomes**

**On completion of this unit a learner should:**

- 1 Understand the context of working in partnership
- 2 Develop effective working relationships with staff in other agencies
- 3 Sustain effective working relationships.

## Unit content

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To meet the standard, you need to know and understand

### **Working with individuals and groups**

- 1 the nature of the sector in which the worker is practising, and the nature, roles and functions of the principal agencies within it
- 2 agency structures, functions, methods of communication and decision making processes
- 3 models of agency development and how these have been put into action by others, the basis of these models and their meaning for the practice of workers
- 4 any particular factors relating to the agency's policies and practices which have affected the work undertaken
- 5 principles and benefits of joint working and the importance of reaching agreements about roles and responsibilities and arrangements for decision-making
- 6 methods of identifying and resolving conflict within and between agencies and between individuals
- 7 the effect of agency structure and culture upon the policy and practice of joint working
- 8 the factors likely to hinder joint working
- 9 how stereotypical assumptions can affect joint work and examples of how the worker has minimised these
- 10 methods of assessing the effectiveness of joint working relationships
- 11 the actions which are appropriate in terms of resolving conflict and the tensions which might arise between current thinking and agency policy
- 12 how they have applied the principles of equality, diversity and anti-discriminatory practice to their work

### **Working within the community justice sector**

- 13 the specific legislation (national and European) which relates to the work being undertaken – both the context and the individual – and the impact of this on the work

### **Working to improve individual practice**

- 14 methods of evaluating their own competence, determining when further support and expertise are needed and the measures taken to improve own competence in this area of work

## Assessment criteria

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In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the context of working in partnership	<ul style="list-style-type: none"><li>1.1 Identify the nature roles and functions, policies and procedures of principal agencies</li><li>1.2 Identify structures, function, and methods of communication and decision making</li><li>1.3 Identify the roles and responsibilities of key people who work in these agencies who are involved in joint working arrangements</li><li>1.4 Identify the effect agency structure and culture may have upon the policy and practice of joint working</li><li>1.5 Identify the effect of agency culture and structure upon policy and practice of working in partnership</li><li>1.6 Explain the principles and benefits of working in partnership.</li></ul>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>2 Develop effective working relationships with staff in other agencies</p>	<p>2.1 Develop clear action plans for joint work which clarify roles and responsibilities of the respective parties</p> <p>2.2 Reach agreements about roles and responsibilities and arrangements for decision making</p> <p>2.3 Apply principles of equality, diversity and anti-discriminatory practice in working relationships with staff in other agencies</p> <p>2.4 Confirm arrangements for joint work which are</p> <ul style="list-style-type: none"> <li>a appropriate to the nature and purpose of the work</li> <li>b likely to be effective in establishing and maintaining relationships</li> <li>c respect confidentiality while balancing risks of sharing or not sharing information</li> </ul> <p>2.5 Identify effective methods to monitor and review the progress of joint work</p> <p>2.6 Obtain advice and support promptly when team discussion and supervision are appropriate</p> <p>2.7 Complete records accurately and clearly and store them according to agency requirements</p> <p>2.8 Communicate information to people who are authorised to have it.</p>

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>3 Sustain effective working relationships</p>	<p>3.1 Identify the benefits and advantages of joint working and use these to develop own practice</p> <p>3.2 Identify factors which might hinder joint working</p> <p>3.3 Explain methods of identifying and resolving conflict within and between agencies and between individuals</p> <p>3.4 Demonstrate methods of assessing the effectiveness of joint working relationships</p> <p>3.5 Explain and defend the views of your agency and its policies</p> <p>3.6 Contribute to regular reviews of effectiveness and efficiency of joint working arrangements and identify ways in which the arrangements could be improved</p> <p>3.7 Complete records accurately and clearly and store them according to agency requirements</p> <p>3.8 Communicate information to people who are authorised to have it.</p>

## Unit evidence requirements

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### Evidence requirements for this unit

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

### Special considerations

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

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

The evidence must reflect, at all times, workplace policies and procedures as linked to current legislation, and the values and principles for good practice in dealing with individuals who are substance users.

### Preferred sources of performance and knowledge evidence

**Direct observation by your assessor/or expert witness testimony** is the preferred assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you they will identify an expert witness in your workplace who will provide a testimony of your work-based performance. Your assessor, or expert witness will observe you carrying out real work activities and this will provide some of the evidence for the assessment criteria for this unit.

### Other sources of performance and knowledge evidence

Your assessor will identify other sources of evidence 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.
- **Questioning:** Questions may be oral or written. In either case the question and your answer will need to be recorded.
- **Professional discussion:** This should be a structured review of your practice with the outcomes captured on audiotape or as a written summary. These are particularly useful to provide evidence that you know and understand the principles which support practice and that you can critically evaluate their application.

- **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 this training so that it can be matched to the standards and they can confirm 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.
- **Witness testimony:** Colleagues, allied professionals and individuals you work with may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

The above list is not exhaustive and your assessor may use other sources of evidence that suit your own learning style.

## Essential guidance for tutors

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### Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit is directly related to the Skills for Justice NOS:

- F403: Develop and sustain effective working relationships with staff in other agencies.

# Unit ASM24: Assess children and young people involved in the use of substances

QCF Level 4

Credit value: 6

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This unit is directly related to the Skills for Justice national occupational standard (NVQ unit) in Youth Justice:

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

## Unit abstract

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 a course of action. The unit covers preparing an outline of the requirements of a comprehensive assessment, an understanding of the effects and consequences of substance misuse and the implications of working with children and young people.

## Learning outcomes

On completion of this unit a learner should:

- 1 Prepare assessment interviews with children and young people
- 2 Conduct an interview with a child or young person in relation to their substance misuse
- 3 Analyse the effect of substance use for individual children and young people
- 4 Determine courses of action with children and young people in relation to their use of substances.

## Unit content

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To meet the standard, you need to know and understand

### **Working with children and young people**

- 1 physical, social, psychological and emotional development of children and young people; and the ways in which such development can be affected; the nature of adolescence and how it affects behaviour and feelings
- 2 the relationship between physical, social, psychological and emotional development and behaviour and associated patterns
- 3 the effect of parenting and families on children and young people in relation to their ability to form other relationships
- 4 the issues and hazards that affect children and young people in society, how they can manage these and the sort of assistance they need
- 5 the impact of the broader social environment on children and young people (eg area of material deprivation, crime and the fear of crime, poor housing, poverty)
- 6 the effect that being in care has on children and young people
- 7 the different forms and range of effective communication (eg total communication); the effect of culture on communication (eg the use of sensory contact – touch, presence, contact, distance between individuals when communicating, the terms of respect and address used etc); when physical contact is appropriate and when it is not
- 8 how culture, gender and beliefs can affect attitudes and behaviour and how it may be perceived by others (eg it may be seen to be more acceptable for men to be assertive than women); why it is important to recognise and challenge this in oneself

### **Substance use, its effects and treatments**

- 9 the different substances which are available and the effects they have on the body – stimulants, sedatives and hallucinogenics
- 10 street names for substances, how these change over time and in different locations, the need to check out understanding with users re the terminology used
- 11 the dangers of substance use: quantity, frequency, purity of the substances, polydrug use
- 12 issues of quality in illegal substances; impurities, adulterants and dilutents and their difference; the interest which dealers have in maintaining the quality of the substances they sell
- 13 methods of substance use (injecting, eating/drinking, snorting, inhaling, smoking) and the different risks associated with the different methods (blood borne diseases, physical harm to different parts of the body, reduced inhibitions/disorientation, death)

- 14 the inter-relationship between the background of individuals and the effect of substances on them: experience and expectations, mental and psychological state (including dual diagnosis), physical health problems (including related diseases), energy levels at the time of consumption, body weight
- 15 the inter-relationship between the educational background of children and young people and their use of substances (truancy, temporary and permanent exclusion, examination failure)
- 16 the reasons why individuals use substances: enjoyment, environment, curiosity, defence mechanism, rebellion, promotion and availability, cost in comparison to other substances
- 17 the effect of gender on substance use and the different perceptions that relate to the different genders and their use of substances
- 18 prevalence of substance use, age of use (particularly for children and young people) and relationship to substance type, relationship between (problematic) substance use and economic disadvantage and/or emotional deprivation
- 19 the different prevalence of substances in different social classes and cultures dependent on the legality and nature of the different substances
- 20 the relationship between the settings in which substances are used and the link of this to the activities of the individuals using substances: out-of-the-way places and lack of access to assistance when needed, implications of the setting on the use of substances (eg consumption in schools), risks associated with using machinery and equipment, lowering of inhibitions (eg sexual behaviour), over-exertion (eg use of ecstasy in dance clubs)
- 21 evidence for the inter-connectedness of different substances over time (eg cannabis to harder drugs)
- 22 methods of preventing/minimising the harmful effect of substances that individuals use
- 23 perceptions of non-users of substances on those who use substances (eg families perceptions of their children's use, stereotyping)
- 24 the potential effects of substance use on others (eg neglect of children, domestic violence, street violence, theft, absenteeism from work, relationship problems)
- 25 the role of the worker in working with those who are affected by children and young people's use of substances, and may be able to support their treatment, as well as the children and young people themselves
- 26 signs and symptoms of substance use; how to work with individuals to find out whether they are using substances and the reasons for this
- 27 the availability of substances: production (cultivation and precursors, supply and trafficking, local/retail supply, access through social groups, prevalence, cost)
- 28 the difference between legal and illegal drugs, the reasons for the different classifications under law and the social construction of the law in relation to substance use
- 29 the nature of dependence (psychological and physical) on substances

- 30 preventive interventions related to substance use (eg education, media campaigns, internet, the law, reducing availability, public health measures), evidence of effectiveness, different approaches within each (eg educational approach as compared with propaganda)
- 31 models of putting substances users in touch with treatment services: information, proactivity (eg direct work with people held in custody), incentives (eg coercion and cautioning)
- 32 treatment and demand for treatment for substance use: awareness raising, advice and counselling, harm reduction, opiate detoxification, methadone reduction programmes, methadone maintenance programmes, heroin prescribing; legislation and accountability in relation to different types of treatment (eg prescribing methadone and diamorphine)
- 33 agencies and services who are involved in treatment for substance use: drug agencies, GPs, accident and emergency, drug dependency units, needle exchange schemes, outreach services, residential services, telephone help lines, self-help groups
- 34 issues in the availability and quality of treatment for children and young people; lack of recognition that children and young people can be physically and psychologically dependent on substances
- 35 the relationship between crime and antisocial behaviour and substance use (and related trends): the risk factors that lead to crime and to substance use; use and supply of illegal drugs, violence caused by substances, driving offences, violence and intimidation related to dealing and using illegal drugs, burglary and theft to fund substance use; relative numbers and proportion of people convicted of offences related to substances; penalties for using and supplying substances
- 36 referral for treatment through the criminal justice system: police, prisons, probation, youth justice services
- 37 initiatives that have been set up to try and break the link between substance use and crime (eg arrest referral schemes, drug treatment and testing orders)
- 38 tensions between undertaking therapeutic work with individuals in relation to their substance use and any sentences they may be serving for offending behaviour (eg when to breach or not)
- 39 the reasons why other workers may not refer for substance use work: lack of familiarity with issues, lack of knowledge, culture of avoidance, lack of clarity of role of drug worker, clash of philosophies
- 40 the relationship of confidentiality to individual rights; the grey areas surrounding confidentiality and the tensions which may exist between an individual's rights, the agency's responsibility to individuals and its responsibility to others

### **Working within the sector**

- 41 the legislation (national and European) which relates to the work being undertaken (Misuse of Drugs Act, other laws which cover different drugs, their use and effects (eg Medicines Act, Customs and Excise Act, Road Traffic Act, Crime and Disorder Act)
- 42 how to monitor, analyse and assess the implication of, and changes in, legislation and the regulatory environment; how to interpret and apply relevant legislation to the work being undertaken
- 43 government policy in relation to substance use: prevention and education; treatment, counselling, support and rehabilitation; use of the law to deter drug use, stifling production, supply and importation (and relationship to the policies of country of origin and relationships between different governments)
- 44 key organisations that are designed to deliver the government's strategy on drugs and alcohol on the ground (ie Drug Action Teams in England and Scotland, Drug Coordination Teams in Northern Ireland, Drug and Alcohol Action Teams in Wales); the relationship of these agencies to other connected agencies (regional and local government, health service, crime reduction partnerships, community/criminal justice, youth justice services)
- 45 the differing responses which governments make to legal and illegal drugs, the reasons for this and the effect of this on treatment availability for different groups
- 46 debates on the legalisation of drugs: civil liberties, harm, managing legalisation, escalation, therapeutic uses
- 47 service standards and quality assurance procedures in the sector

### **Working to improve agency practice**

- 48 the role of the agency and its services and how they relate to other agencies and services in the sector
- 49 the agency's policy and procedures regarding confidentiality of information and the disclosure of information to third parties, and the specific circumstances under which disclosure may be made
- 50 how to monitor, analyse and evaluate implications of changes in the agency in which one works

### **Working to improve individual practice**

- 51 own role and responsibilities and from whom assistance and advice should be sought if the worker is unsure
- 52 how they have applied the principles of equality, diversity and anti-discriminatory practice to their work
- 53 the options they considered in their work and the reasoning processes they used
- 54 how to evaluate one's own competence, determine when further support and expertise is needed and the measures which may be taken to improve own competence; how to evaluate the effectiveness of one's own actions and learn from experience
- 55 how to inform and consult with others on problems and proposals and encourage others to offer ideas and challenge
- 56 the need to develop one's own competence and skills in line with changes in evidence, knowledge and practice; how the worker's area and scope of practice are changing, the evidence which is available on the effectiveness of interventions and the implications of this for their own skill and knowledge base
- 57 the tensions which workers can experience between their work as a substance use worker and their position in the youth justice system; methods of maintaining boundaries between supervision of children and young people's offending behaviour and addressing their substance use

## Assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Prepare assessment interviews with children and young people	1.1 Identify and record information to be considered prior to interviewing a child or young person 1.2 Create a suitable environment for assessment 1.3 Identify the information required from the child or young person in relation to their personal history and use of substances.
2 Conduct an interview with a child or young person in relation to their substance misuse	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 2.2 Apply protocols on recording, sharing and access to information gathered in the assessment process 2.3 Communicate with children and young people in a way that is consistent with their development and context. 2.4 Confirm the accuracy of information gathered through the assessment.

Learning outcomes The learner will:	Assessment criteria The learner can:
<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 wellbeing 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>
<p>4 Determine courses of action with children and young people regarding their use of substances</p>	<p>4.1 Evaluate the relationship between motivation of the child or young person and the appropriate model of referral; coercive or proactive</p> <p>4.2 Analyse the risks, and benefits inherent in potential courses of action, including implications of any sentences or court orders</p> <p>4.3 Identify the referral criteria for other agencies and obtain the necessary information for a referral.</p>

## Unit evidence requirements

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### Evidence requirements for this unit

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

### Special considerations

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

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

The evidence must reflect, at all times, workplace policies and procedures as linked to current legislation, and the values and principles for good practice in dealing with individuals who are substance users.

### Preferred sources of performance and knowledge evidence

**Direct observation by your assessor/or expert witness testimony** is the preferred assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you they will identify an expert witness in your workplace who will provide a testimony of your work-based performance. Your assessor, or expert witness will observe you carrying out real work activities and this will provide some of the evidence for the assessment criteria for this unit.

### Other sources of performance and knowledge evidence

Your assessor will identify other sources of evidence 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.
- **Questioning:** Questions may be oral or written. In either case the question and your answer will need to be recorded.
- **Professional discussion:** This should be a structured review of your practice with the outcomes captured on audiotape or as a written summary. These are particularly useful to provide evidence that you know and understand the principles which support practice and that you can critically evaluate their application.

- **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 this training so that it can be matched to the standards and they can confirm 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.
- **Witness testimony:** Colleagues, allied professionals and individuals you work with may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

The above list is not exhaustive and your assessor may use other sources of evidence that suit your own learning style.

## Essential guidance for tutors

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### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

This unit is directly related to the Skills for Justice national occupational standard in Youth Justice:

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



# Unit ASM25: Assist children and young people to be supported by substance use services

QCF Level 4

Credit value: 7

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This unit directly relates to the Skills for Justice National Occupational Standard in Youth Justice:

- B802: Enable children and young people to be supported by substance use services.

## Unit abstract

The unit is intended for drug and alcohol workers in the youth justice sector who work directly with children and young people to link them with substance use services. It is about enabling children and young people to access and benefit from substance use services – both drug use and alcohol use. This involves the drug and alcohol worker supporting the child or young person to access and make best use of services, and evaluating whether the services work effectively with the child or young person.

## Learning outcomes

On completion of this unit a learner should:

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

## Unit content

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To meet the standard, you need to know and understand

### **Working with children and young people**

- 1 physical, social, psychological and emotional development of children and young people; and the ways in which such development can be affected; the nature of adolescence and how it affects behaviour and feelings
- 2 the relationship between physical, social, psychological and emotional development and behaviour and associated patterns
- 3 the effect of parenting and families on children and young people in relation to their ability to form other relationships
- 4 the issues and hazards that affect children and young people in society, how they can manage these and the sort of assistance they need
- 5 the impact of the broader social environment on children and young people (eg area of material deprivation, crime and the fear of crime, poor housing, poverty)
- 6 the effect that being in care has on children and young people
- 7 the different forms and range of effective communication (eg total communication); the effect of culture on communication (eg the use of sensory contact – touch, presence, contact, distance between individuals when communicating, the terms of respect and address used etc); when physical contact is appropriate and when it is not
- 8 how culture, gender and beliefs can affect attitudes and behaviour and how it may be perceived by others (eg it may be seen to be more acceptable for men to be assertive than women); why it is important to recognise and challenge this in oneself

### **Substance use, its effects and treatments**

- 9 the different substances which are available and the effects they have on the body – stimulants, sedatives and hallucinogenics
- 10 street names for substances, how these change over time and in different locations, the need to check out understanding with users re the terminology used
- 11 the dangers of substance use: quantity, frequency, purity of the substances, polydrug use
- 12 issues of quality in illegal substances; impurities, adulterants and dilutents and their difference; the interest which dealers have in maintaining the quality of the substances they sell
- 13 methods of substance use (injecting, eating/drinking, snorting, inhaling, smoking) and the different risks associated with the different methods (blood borne diseases, physical harm to different parts of the body, reduced inhibitions/disorientation, death)

- 14 the inter-relationship between the background of individuals and the effect of substances on them: experience and expectations, mental and psychological state (including dual diagnosis), physical health problems (including related diseases), energy levels at the time of consumption, body weight
- 15 the inter-relationship between the educational background of children and young people and their use of substances (truancy, temporary and permanent exclusion, examination failure)
- 16 the reasons why individuals use substances: enjoyment, environment, curiosity, defence mechanism, rebellion, promotion and availability, cost in comparison to other substances
- 17 the effect of gender on substance use and the different perceptions that relate to the different genders and their use of substances
- 18 prevalence of substance use, age of use (particularly for children and young people) and relationship to substance type, relationship between (problematic) substance use and economic disadvantage and/or emotional deprivation
- 19 the different prevalence of substances in different social classes and cultures dependent on the legality and nature of the different substances
- 20 the relationship between the settings in which substances are used and the link of this to the activities of the individuals using substances: out-of-the-way places and lack of access to assistance when needed, implications of the setting on the use of substances (eg consumption in schools), risks associated with using machinery and equipment, lowering of inhibitions (eg sexual behaviour), over-exertion (eg use of ecstasy in dance clubs)
- 21 evidence for the inter-connectedness of different substances over time (eg cannabis to harder drugs)
- 22 methods of preventing/minimising the harmful effect of substances that individuals use
- 23 perceptions of non-users of substances on those who use substances (eg families perceptions of their children's use, stereotyping)
- 24 the potential effects of substance use on others (eg neglect of children, domestic violence, street violence, theft, absenteeism from work, relationship problems)
- 25 the role of the worker in working with those who are affected by children and young people's use of substances, and may be able to support their treatment, as well as the children and young people themselves
- 26 signs and symptoms of substance use; how to work with individuals to find out whether they are using substances and the reasons for this
- 27 the availability of substances: production (cultivation and precursors, supply and trafficking, local/retail supply, access through social groups, prevalence, cost)
- 28 the difference between legal and illegal drugs, the reasons for the different classifications under law and the social construction of the law in relation to substance use
- 29 the nature of dependence (psychological and physical) on substances

- 30 preventive interventions related to substance use (eg education, media campaigns, internet, the law, reducing availability, public health measures), evidence of effectiveness, different approaches within each (eg educational approach as compared with propaganda)
- 31 models of putting substances users in touch with treatment services: information, proactivity (eg direct work with people held in custody), incentives (eg coercion and cautioning)
- 32 treatment and demand for treatment for substance use: awareness raising, advice and counselling, harm reduction, opiate detoxification, methadone reduction programmes, methadone maintenance programmes, heroin prescribing; legislation and accountability in relation to different types of treatment (eg prescribing methadone and diamorphine)
- 33 agencies and services who are involved in treatment for substance use: drug agencies, GPs, accident and emergency, drug dependency units, needle exchange schemes, outreach services, residential services, telephone help lines, self-help groups
- 34 issues in the availability and quality of treatment for children and young people; lack of recognition that children and young people can be physically and psychologically dependent on substances
- 35 the relationship between crime and antisocial behaviour and substance use (and related trends): the risk factors that lead to crime and to substance use; use and supply of illegal drugs, violence caused by substances, driving offences, violence and intimidation related to dealing and using illegal drugs, burglary and theft to fund substance use; relative numbers and proportion of people convicted of offences related to substances; penalties for using and supplying substances
- 36 referral for treatment through the criminal justice system: police, prisons, probation, youth justice services
- 37 initiatives that have been set up to try and break the link between substance use and crime (eg arrest referral schemes, drug treatment and testing orders)
- 38 tensions between undertaking therapeutic work with individuals in relation to their substance use and any sentences they may be serving for offending behaviour (eg when to breach or not)
- 39 the reasons why other workers may not refer for substance use work: lack of familiarity with issues, lack of knowledge, culture of avoidance, lack of clarity of role of drug worker, clash of philosophies
- 40 the relationship of confidentiality to individual rights; the grey areas surrounding confidentiality and the tensions which may exist between an individual's rights, the agency's responsibility to individuals and its responsibility to others

### **Working within the sector**

- 41 the legislation (national and European) which relates to the work being undertaken (Misuse of Drugs Act, other laws which cover different drugs, their use and effects (eg Medicines Act, Customs and Excise Act, Road Traffic Act, Crime and Disorder Act)
- 42 how to monitor, analyse and assess the implication of, and changes in, legislation and the regulatory environment; how to interpret and apply relevant legislation to the work being undertaken
- 43 government policy in relation to substance use: prevention and education; treatment, counselling, support and rehabilitation; use of the law to deter drug use, stifling production, supply and importation (and relationship to the policies of country of origin and relationships between different governments)
- 44 key organisations that are designed to deliver the government's strategy on drugs and alcohol on the ground (ie Drug Action Teams in England and Scotland, Drug Coordination Teams in Northern Ireland, Drug and Alcohol Action Teams in Wales); the relationship of these agencies to other connected agencies (regional and local government, health service, crime reduction partnerships, community/criminal justice, youth justice services)
- 45 the differing responses which governments make to legal and illegal drugs, the reasons for this and the effect of this on treatment availability for different groups
- 46 debates on the legalisation of drugs: civil liberties, harm, managing legalisation, escalation, therapeutic uses
- 47 service standards and quality assurance procedures in the sector

### **Working to improve agency practice**

- 48 own role and responsibilities and from whom assistance and advice should be sought if the worker is unsure
- 49 how they have applied the principles of equality, diversity and anti-discriminatory practice to their work
- 50 the options they considered in their work and the reasoning processes they used
- 51 how to evaluate one's own competence, determine when further support and expertise is needed and the measures which may be taken to improve own competence; how to evaluate the effectiveness of one's own actions and learn from experience
- 52 how to inform and consult with others on problems and proposals and encourage others to offer ideas and challenge
- 53 the need to develop one's own competence and skills in line with changes in evidence, knowledge and practice; how the worker's area and scope of practice are changing, the evidence which is available on the effectiveness of interventions and the implications of this for their own skill and knowledge base
- 54 the tensions which workers can experience between their work as a substance use worker and their position in the youth justice system; methods of maintaining boundaries between supervision of children and young people's offending behaviour and addressing their substance use

## Assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>1 Facilitate children and young people to access substance use services</p>	<p>1.1 Identify the information about the child/young person's use of substances that would need to be shared with different services</p> <p>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</p> <p>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</p> <p>1.4 Identify and implement protocols relating to information sharing, confidentiality and joint working between respective services.</p>
<p>2 Assist children and young people to benefit from relevant substance use services effectively</p>	<p>2.1 Draw up a realistic and achievable plan for children and young people to access and use substance use services</p> <p>2.2 Review obstacles to access and use of substance use services and identify how these can be overcome</p> <p>2.3 Identify the extent to which dependence on substances affects successful compliance with treatment options</p> <p>2.4 Identify what motivates children and young people in seeking the support of substance use services</p> <p>2.5 Identify models of promoting young people to engage in treatment services.</p>

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>3 Evaluate the effectiveness of substance use agency's service to children and young people</p>	<p>3.1 Analyse how the agency's provision of services is tailored towards the needs of children and young people</p> <p>3.2 Evaluate the progress of the child or young person against the agency's contribution to the work plan</p> <p>3.3 Record and evaluate data on the child or young person's contact with, use of and progress with substance use services</p> <p>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.</p>

## Unit evidence requirements

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### Evidence requirements for this unit

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

### Special considerations

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

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

The evidence must reflect, at all times, workplace policies and procedures as linked to current legislation, and the values and principles for good practice in dealing with individuals who are substance users.

### Preferred sources of performance and knowledge evidence

**Direct observation by your assessor/or expert witness testimony** is the preferred assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you they will identify an expert witness in your workplace who will provide a testimony of your work-based performance. Your assessor, or expert witness will observe you carrying out real work activities and this will provide some of the evidence for the assessment criteria for this unit.

### Other sources of performance and knowledge evidence

Your assessor will identify other sources of evidence 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.
- **Questioning:** Questions may be oral or written. In either case the question and your answer will need to be recorded.
- **Professional discussion:** This should be a structured review of your practice with the outcomes captured on audiotape or as a written summary. These are particularly useful to provide evidence that you know and understand the principles which support practice and that you can critically evaluate their application.

- **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 this training so that it can be matched to the standards and they can confirm 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.
- **Witness testimony:** Colleagues, allied professionals and individuals you work with may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

The above list is not exhaustive and your assessor may use other sources of evidence that suit your own learning style.

## Essential guidance for tutors

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### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

This unit directly relates to the Skills for Justice National Occupational Standard in Youth Justice:

- B802: Enable children and young people to be supported by substance use services.

# **Unit ASM26: Facilitate others to develop their knowledge, skills, confidence and resources in relation to the provision of services to children and young people who use substances**

**QCF Level 4**

**Credit value: 4**

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This unit is directly related to Youth Justice:

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

## **Unit abstract**

This unit is about working with 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.

## **Learning outcomes**

**On completion of this unit a learner should:**

- 1 Provide information to other colleagues to develop their knowledge about substance use
- 2 Facilitate other colleagues to develop their skills, confidence and resources in relation to substance use services for children and young people.

## Unit content

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To meet the standard, you need to know and understand

### **Working with children and young people**

- 1 physical, social, psychological and emotional development of children and young people; and the ways in which such development can be affected; the nature of adolescence and how it affects behaviour and feelings
- 2 the relationship between physical, social, psychological and emotional development and behaviour and associated patterns
- 3 the effect of parenting and families on children and young people in relation to their ability to form other relationships
- 4 the issues and hazards that affect children and young people in society, how they can manage these and the sort of assistance they need
- 5 the impact of the broader social environment on children and young people (eg area of material deprivation, crime and the fear of crime, poor housing, poverty)
- 6 the effect that being in care has on children and young people
- 7 the different forms and range of effective communication (eg total communication); the effect of culture on communication (eg the use of sensory contact – touch, presence, contact, distance between individuals when communicating, the terms of respect and address used etc); when physical contact is appropriate and when it is not
- 8 how culture, gender and beliefs can affect attitudes and behaviour and how it may be perceived by others (eg it may be seen to be more acceptable for men to be assertive than women); why it is important to recognise and challenge this in oneself

### **Substance use, its effects and treatments**

- 9 the different substances which are available and the effects they have on the body – stimulants, sedatives and hallucinogenics
- 10 street names for substances, how these change over time and in different locations, the need to check out understanding with users re the terminology used
- 11 the dangers of substance use: quantity, frequency, purity of the substances, polydrug use
- 12 issues of quality in illegal substances; impurities, adulterants and dilutents and their difference; the interest which dealers have in maintaining the quality of the substances they sell
- 13 methods of substance use (injecting, eating/drinking, snorting, inhaling, smoking) and the different risks associated with the different methods (blood borne diseases, physical harm to different parts of the body, reduced inhibitions/disorientation, death)

- 14 the inter-relationship between the background of individuals and the effect of substances on them: experience and expectations, mental and psychological state (including dual diagnosis), physical health problems (including related diseases), energy levels at the time of consumption, body weight
- 15 the inter-relationship between the educational background of children and young people and their use of substances (truancy, temporary and permanent exclusion, examination failure)
- 16 the reasons why individuals use substances: enjoyment, environment, curiosity, defence mechanism, rebellion, promotion and availability, cost in comparison to other substances
- 17 the effect of gender on substance use and the different perceptions that relate to the different genders and their use of substances
- 18 prevalence of substance use, age of use (particularly for children and young people) and relationship to substance type, relationship between (problematic) substance use and economic disadvantage and/or emotional deprivation
- 19 the different prevalence of substances in different social classes and cultures dependent on the legality and nature of the different substances
- 20 the relationship between the settings in which substances are used and the link of this to the activities of the individuals using substances: out-of-the-way places and lack of access to assistance when needed, implications of the setting on the use of substances (eg consumption in schools), risks associated with using machinery and equipment, lowering of inhibitions (eg sexual behaviour), over-exertion (eg use of ecstasy in dance clubs)
- 21 evidence for the inter-connectedness of different substances over time (eg cannabis to harder drugs)
- 22 methods of preventing/minimising the harmful effect of substances that individuals use
- 23 perceptions of non-users of substances on those who use substances (eg families perceptions of their children's use, stereotyping)
- 24 the potential effects of substance use on others (eg neglect of children, domestic violence, street violence, theft, absenteeism from work, relationship problems)
- 25 the role of the worker in working with those who are affected by children and young people's use of substances, and may be able to support their treatment, as well as the children and young people themselves
- 26 signs and symptoms of substance use; how to work with individuals to find out whether they are using substances and the reasons for this
- 27 the availability of substances: production (cultivation and precursors, supply and trafficking, local/retail supply, access through social groups, prevalence, cost)
- 28 the difference between legal and illegal drugs, the reasons for the different classifications under law and the social construction of the law in relation to substance use
- 29 the nature of dependence (psychological and physical) on substances

- 30 preventive interventions related to substance use (eg education, media campaigns, internet, the law, reducing availability, public health measures), evidence of effectiveness, different approaches within each (eg educational approach as compared with propaganda)
- 31 models of putting substances users in touch with treatment services: information, proactivity (eg direct work with people held in custody), incentives (eg coercion and cautioning)
- 32 treatment and demand for treatment for substance use: awareness raising, advice and counselling, harm reduction, opiate detoxification, methadone reduction programmes, methadone maintenance programmes, heroin prescribing; legislation and accountability in relation to different types of treatment (eg prescribing methadone and diamorphine)
- 33 agencies and services who are involved in treatment for substance use: drug agencies, GPs, accident and emergency, drug dependency units, needle exchange schemes, outreach services, residential services, telephone help lines, self-help groups
- 34 issues in the availability and quality of treatment for children and young people; lack of recognition that children and young people can be physically and psychologically dependent on substances
- 35 the relationship between crime and antisocial behaviour and substance use (and related trends): the risk factors that lead to crime and to substance use; use and supply of illegal drugs, violence caused by substances, driving offences, violence and intimidation related to dealing and using illegal drugs, burglary and theft to fund substance use; relative numbers and proportion of people convicted of offences related to substances; penalties for using and supplying substances
- 36 referral for treatment through the criminal justice system: police, prisons, probation, youth justice services
- 37 initiatives that have been set up to try and break the link between substance use and crime (eg arrest referral schemes, drug treatment and testing orders)
- 38 tensions between undertaking therapeutic work with individuals in relation to their substance use and any sentences they may be serving for offending behaviour (eg when to breach or not)
- 39 the reasons why other workers may not refer for substance use work: lack of familiarity with issues, lack of knowledge, culture of avoidance, lack of clarity of role of drug worker, clash of philosophies
- 40 the relationship of confidentiality to individual rights; the grey areas surrounding confidentiality and the tensions which may exist between an individual's rights, the agency's responsibility to individuals and its responsibility to others

### **Working within the sector**

- 41 the legislation (national and European) which relates to the work being undertaken (Misuse of Drugs Act, other laws which cover different drugs, their use and effects (eg Medicines Act, Customs and Excise Act, Road Traffic Act, Crime and Disorder Act)
- 42 how to monitor, analyse and assess the implication of, and changes in, legislation and the regulatory environment; how to interpret and apply relevant legislation to the work being undertaken
- 43 government policy in relation to substance use: prevention and education; treatment, counselling, support and rehabilitation; use of the law to deter drug use, stifling production, supply and importation (and relationship to the policies of country of origin and relationships between different governments)
- 44 key organisations that are designed to deliver the government's strategy on drugs and alcohol on the ground (ie Drug Action Teams in England and Scotland, Drug Coordination Teams in Northern Ireland, Drug and Alcohol Action Teams in Wales); the relationship of these agencies to other connected agencies (regional and local government, health service, crime reduction partnerships, community/criminal justice, youth justice services)
- 45 the differing responses which governments make to legal and illegal drugs, the reasons for this and the effect of this on treatment availability for different groups
- 46 debates on the legalisation of drugs: civil liberties, harm, managing legalisation, escalation, therapeutic uses
- 47 service standards and quality assurance procedures in the sector

### **Working to improve agency practice**

- 48 own role and responsibilities and from whom assistance and advice should be sought if the worker is unsure
- 49 how they have applied the principles of equality, diversity and anti-discriminatory practice to their work
- 50 the options they considered in their work and the reasoning processes they used
- 51 how to evaluate one's own competence, determine when further support and expertise is needed and the measures which may be taken to improve own competence; how to evaluate the effectiveness of one's own actions and learn from experience
- 52 how to inform and consult with others on problems and proposals and encourage others to offer ideas and challenge
- 53 the need to develop one's own competence and skills in line with changes in evidence, knowledge and practice; how the worker's area and scope of practice are changing, the evidence which is available on the effectiveness of interventions and the implications of this for their own skill and knowledge base
- 54 the tensions which workers can experience between their work as a substance use worker and their position in the youth justice system; methods of maintaining boundaries between supervision of children and young people's offending behaviour and addressing their substance use

## Assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>1 Provide information to other colleagues to develop their knowledge about substance use</p>	<p>1.1 Establish what colleagues need to know about the different types of substances used by children and young people</p> <p>1.2 Describe to colleagues:</p> <ul style="list-style-type: none"> <li>a the methods of using substances</li> <li>b the effects that substances have on individuals' lives</li> <li>c the street names of substances and how these names change over time and in different locations</li> <li>d the factors that affect children and young people's use of substances</li> </ul> <p>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</p> <p>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.</p>

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>2 Facilitate other colleagues to develop their skills, confidence and resources in relation to substance use services for children and young people</p>	<p>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 colleague's context and culture</p> <p>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</p> <p>2.3 Describe the processes for collaborative work addressing the substance use of individual children and young people, including definition of roles and responsibilities</p> <p>2.3 Explain methods of maintaining boundaries between supervision of children and young people's offending behaviour and addressing their substance use</p> <p>2.5 Analyse the tensions which workers can experience between their work with substance use and their position in the youth justice system</p> <p>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.</p>

## Unit evidence requirements

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### Evidence requirements for this unit

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

### Special considerations

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

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

The evidence must reflect, at all times, workplace policies and procedures as linked to current legislation, and the values and principles for good practice in dealing with individuals who are substance users.

### Preferred sources of performance and knowledge evidence

**Direct observation by your assessor/or expert witness testimony** is the preferred assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you they will identify an expert witness in your workplace who will provide a testimony of your work-based performance. Your assessor, or expert witness will observe you carrying out real work activities and this will provide some of the evidence for the assessment criteria for this unit.

### Other sources of performance and knowledge evidence

Your assessor will identify other sources of evidence 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.
- **Questioning:** Questions may be oral or written. In either case the question and your answer will need to be recorded.
- **Professional discussion:** This should be a structured review of your practice with the outcomes captured on audiotape or as a written summary. These are particularly useful to provide evidence that you know and understand the principles which support practice and that you can critically evaluate their application.

- **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 this training so that it can be matched to the standards and they can confirm 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.
- **Witness testimony:** Colleagues, allied professionals and individuals you work with may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

The above list is not exhaustive and your assessor may use other sources of evidence that suit your own learning style.

## Essential guidance for tutors

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### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

This unit is directly related to the Skills for Justice NOS in Youth Justice:

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

# Unit ASM27: Enable children and young people to address their substance use

QCF Level 4

Credit value: 6

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This unit is directly related to the Skills for Justice National Occupational Standard in Youth Justice:

- B804: Enable children and young people to address their substance use.

## Unit abstract

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 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 substance use worker enables children and young people to identify the options available to them, put their choices into action, and then supports them in sustaining their course of action.

## Learning outcomes

On completion of this unit a learner should:

- 1 Understand the context of substance use for children and young people
- 2 Evaluate the impact of substance use on children and young people
- 3 Support children and young people as they address their substance use.

## Unit content

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To meet the standard, you need to know and understand

### **Working with children and young people**

- 1 physical, social, psychological and emotional development of children and young people; and the ways in which such development can be affected; the nature of adolescence and how it affects behaviour and feelings
- 2 the relationship between physical, social, psychological and emotional development and behaviour and associated patterns
- 3 the effect of parenting and families on children and young people in relation to their ability to form other relationships
- 4 the issues and hazards that affect children and young people in society, how they can manage these and the sort of assistance they need
- 5 the impact of the broader social environment on children and young people (eg area of material deprivation, crime and the fear of crime, poor housing, poverty)
- 6 the effect that being in care has on children and young people
- 7 the different forms and range of effective communication (eg total communication); the effect of culture on communication (eg the use of sensory contact – touch, presence, contact, distance between individuals when communicating, the terms of respect and address used etc); when physical contact is appropriate and when it is not
- 8 how culture, gender and beliefs can affect attitudes and behaviour and how it may be perceived by others (eg it may be seen to be more acceptable for men to be assertive than women); why it is important to recognise and challenge this in oneself

### **Substance use, its effects and treatments**

- 9 the different substances which are available and the effects they have on the body – stimulants, sedatives and hallucinogenics
- 10 street names for substances, how these change over time and in different locations, the need to check out understanding with users re the terminology used
- 11 the dangers of substance use: quantity, frequency, purity of the substances, polydrug use
- 12 issues of quality in illegal substances; impurities, adulterants and dilutents and their difference; the interest which dealers have in maintaining the quality of the substances they sell
- 13 methods of substance use (injecting, eating/drinking, snorting, inhaling, smoking) and the different risks associated with the different methods (blood borne diseases, physical harm to different parts of the body, reduced inhibitions/disorientation, death)

- 14 the inter-relationship between the background of individuals and the effect of substances on them: experience and expectations, mental and psychological state (including dual diagnosis), physical health problems (including related diseases), energy levels at the time of consumption, body weight
- 15 the inter-relationship between the educational background of children and young people and their use of substances (truancy, temporary and permanent exclusion, examination failure)
- 16 the reasons why individuals use substances: enjoyment, environment, curiosity, defence mechanism, rebellion, promotion and availability, cost in comparison to other substances
- 17 the effect of gender on substance use and the different perceptions that relate to the different genders and their use of substances
- 18 prevalence of substance use, age of use (particularly for children and young people) and relationship to substance type, relationship between (problematic) substance use and economic disadvantage and/or emotional deprivation
- 19 the different prevalence of substances in different social classes and cultures dependent on the legality and nature of the different substances
- 20 the relationship between the settings in which substances are used and the link of this to the activities of the individuals using substances: out-of-the-way places and lack of access to assistance when needed, implications of the setting on the use of substances (eg consumption in schools), risks associated with using machinery and equipment, lowering of inhibitions (eg sexual behaviour), over-exertion (eg use of ecstasy in dance clubs)
- 21 evidence for the inter-connectedness of different substances over time (eg cannabis to harder drugs)
- 22 methods of preventing/minimising the harmful effect of substances that individuals use
- 23 perceptions of non-users of substances on those who use substances (eg families perceptions of their children's use, stereotyping)
- 24 the potential effects of substance use on others (eg neglect of children, domestic violence, street violence, theft, absenteeism from work, relationship problems)
- 25 the role of the worker in working with those who are affected by children and young people's use of substances, and may be able to support their treatment, as well as the children and young people themselves
- 26 signs and symptoms of substance use; how to work with individuals to find out whether they are using substances and the reasons for this
- 27 the availability of substances: production (cultivation and precursors, supply and trafficking, local/retail supply, access through social groups, prevalence, cost)
- 28 the difference between legal and illegal drugs, the reasons for the different classifications under law and the social construction of the law in relation to substance use
- 29 the nature of dependence (psychological and physical) on substances

- 30 preventive interventions related to substance use (eg education, media campaigns, internet, the law, reducing availability, public health measures), evidence of effectiveness, different approaches within each (eg educational approach as compared with propaganda)
- 31 models of putting substances users in touch with treatment services: information, proactivity (eg direct work with people held in custody), incentives (eg coercion and cautioning)
- 32 treatment and demand for treatment for substance use: awareness raising, advice and counselling, harm reduction, opiate detoxification, methadone reduction programmes, methadone maintenance programmes, heroin prescribing; legislation and accountability in relation to different types of treatment (eg prescribing methadone and diamorphine)
- 33 agencies and services who are involved in treatment for substance use: drug agencies, GPs, accident and emergency, drug dependency units, needle exchange schemes, outreach services, residential services, telephone help lines, self-help groups
- 34 issues in the availability and quality of treatment for children and young people; lack of recognition that children and young people can be physically and psychologically dependent on substances
- 35 the relationship between crime and antisocial behaviour and substance use (and related trends): the risk factors that lead to crime and to substance use; use and supply of illegal drugs, violence caused by substances, driving offences, violence and intimidation related to dealing and using illegal drugs, burglary and theft to fund substance use; relative numbers and proportion of people convicted of offences related to substances; penalties for using and supplying substances
- 36 referral for treatment through the criminal justice system: police, prisons, probation, youth justice services
- 37 initiatives that have been set up to try and break the link between substance use and crime (eg arrest referral schemes, drug treatment and testing orders)
- 38 tensions between undertaking therapeutic work with individuals in relation to their substance use and any sentences they may be serving for offending behaviour (eg when to breach or not)
- 39 the reasons why other workers may not refer for substance use work: lack of familiarity with issues, lack of knowledge, culture of avoidance, lack of clarity of role of drug worker, clash of philosophies
- 40 the relationship of confidentiality to individual rights; the grey areas surrounding confidentiality and the tensions which may exist between an individual's rights, the agency's responsibility to individuals and its responsibility to others

### **Working within the sector**

- 41 the legislation (national and European) which relates to the work being undertaken (Misuse of Drugs Act, other laws which cover different drugs, their use and effects (eg Medicines Act, Customs and Excise Act, Road Traffic Act, Crime and Disorder Act)
- 42 how to monitor, analyse and assess the implication of, and changes in, legislation and the regulatory environment; how to interpret and apply relevant legislation to the work being undertaken
- 43 government policy in relation to substance use: prevention and education; treatment, counselling, support and rehabilitation; use of the law to deter drug use, stifling production, supply and importation (and relationship to the policies of country of origin and relationships between different governments)
- 44 key organisations that are designed to deliver the government's strategy on drugs and alcohol on the ground (ie Drug Action Teams in England and Scotland, Drug Coordination Teams in Northern Ireland, Drug and Alcohol Action Teams in Wales); the relationship of these agencies to other connected agencies (regional and local government, health service, crime reduction partnerships, community/criminal justice, youth justice services)
- 45 the differing responses which governments make to legal and illegal drugs, the reasons for this and the effect of this on treatment availability for different groups
- 46 debates on the legalisation of drugs: civil liberties, harm, managing legalisation, escalation, therapeutic uses
- 47 service standards and quality assurance procedures in the sector

### **Working to improve agency practice**

- 48 the role of the agency and its services and how they relate to other agencies and services in the sector
- 49 the agency's policy and procedures regarding confidentiality of information and the disclosure of information to third parties, and the specific circumstances under which disclosure may be made
- 50 how to monitor, analyse and evaluate implications of changes in the agency in which one works

### **Working to improve individual practice**

- 51 own role and responsibilities and from whom assistance and advice should be sought if the worker is unsure
- 52 how they have applied the principles of equality, diversity and anti-discriminatory practice to their work
- 53 the options they considered in their work and the reasoning processes they used
- 54 how to evaluate one's own competence, determine when further support and expertise is needed and the measures which may be taken to improve own competence; how to evaluate the effectiveness of one's own actions and learn from experience
- 55 how to inform and consult with others on problems and proposals and encourage others to offer ideas and challenge
- 56 the need to develop one's own competence and skills in line with changes in evidence, knowledge and practice; how the worker's area and scope of practice are changing, the evidence which is available on the effectiveness of interventions and the implications of this for their own skill and knowledge base
- 57 the tensions which workers can experience between their work as a substance use worker and their position in the youth justice system; methods of maintaining boundaries between supervision of children and young people's offending behaviour and addressing their substance use

## Assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>1 Understand the context of substance use for children and young people</p>	<p>1.1 Identify how the physical, social, psychological and emotional development of children can be affected by substance use</p> <p>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.</p> <p>1.3 Identify the different substances which are available to children and young people and recognise the effects they have on the body</p> <p>1.4 Recognise the street names for substances, and identify changes in use over time and location</p> <p>1.5 Describe the different methods of substance use and analyse the risks associated with the different methods.</p>
<p>2 Evaluate the impact of substance use on children and young people</p>	<p>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</p> <p>2.2 Evaluate the inter-relationship between the personal history of individuals and the effect of substances on them</p> <p>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</p> <p>2.4 Analyse the reasons why children and young people use the substances that they use and how they make choices</p> <p>2.5 Facilitate children and young people to identify their priorities for change and their potential for change.</p>

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>3 Support children and young people as they address their substance use</p>	<p>3.1 Communicate with children and young people in a way which is consistent with their development and context.</p> <p>3.2 Analyse different models of accessing treatment and evaluate how these can meet the needs of different children and young people</p> <p>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</p> <p>3.4 Demonstrate strategies to enable children and young people to:</p> <ul style="list-style-type: none"> <li>a be empowered to take responsibility for addressing their use of substances</li> <li>b to make and review plans</li> <li>c to evaluate the effectiveness of the services they receive.</li> </ul> <p>3.5 Identify and encourage the use of support available to children and young people from family, friends, and agencies</p> <p>3.6 Identify and record changes in the progress of children and young people as they address their substance use.</p>

## Unit evidence requirements

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### 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** your evidence must come from real work activities.

The evidence must reflect, at all times, workplace policies and procedures as linked to current legislation, and the values and principles for good practice in dealing with individuals who are substance users.

### Preferred sources of performance and knowledge evidence

**Direct observation by your assessor/or expert witness testimony** is the preferred assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you they 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 carrying out real work activities and this will provide some of the evidence for the unit assessment criteria for this unit.

### Other sources of performance and knowledge evidence

Your assessor will identify other sources of evidence 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.
- **Questioning:** Questions may be oral or written. In either case the question and your answer will need to be recorded.
- **Professional discussion:** This should be a structured review of your practice with the outcomes captured by on audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice and that you can critically evaluate their application.

- **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 this training so that this can be matched to the standards and they can confirm 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.
- **Witness testimony:** Colleagues, allied professionals and individuals you work with may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

The above list is not exhaustive and your assessor may use other sources of evidence that suit your own learning style.

## Essential guidance for tutors

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### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

This unit is directly related to the Skills for Justice National Occupational Standard in Youth Justice:

- B804: Enable children and young people to address their substance use.



# Unit ASM28: Model pro-social behaviour and relationships with children and young people who use substances

QCF Level 3

Credit value: 5

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This unit is directly related to the Skills for Justice National Occupational Standard in Youth Justice:

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

## Unit abstract

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 antisocial behaviour and promote prosocial behaviour. It also covers helping children and young people to understand the impact of crime on victims and on the wider community and environment. It includes helping individual children and young people to recognise their own behaviour and their obligations to others.

## Learning outcomes

On completion of this unit a learner should:

- 1 Build relationships with children and young people that model positive behaviour
- 2 Facilitate children and young people to acknowledge the impact of crime on victims and communities and reinforce positive behaviour.

## Unit content

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To meet the standard, you need to know and understand

### Working with children and young people

- 1 physical, social, psychological, emotional and intellectual development of children and young people; and the ways in which such development can be affected; the nature of adolescence and how it affects behaviour and feelings
- 2 the relationship between physical, social, psychological, emotional and intellectual development and behaviour and associated patterns
- 3 the effect of parenting and families on children and young people in relation to their ability to form other relationships; the effects of peer groups on children and young people
- 4 the issues and hazards that affect children and young people in society, how they can manage these and the sort of assistance they need
- 5 the impact of the broader social environment on children and young people (eg area of material deprivation, crime and the fear of crime, poor housing, poverty)
- 6 the effect that being in care has on children and young people
- 7 strategies for encouraging individuals to recognise and take responsibility for their own behaviour and their obligations to others; the importance of the worker's role as a positive role model to reinforce pro-social behaviours, ways of continuously monitoring own effectiveness in this; behaviours which demonstrate value for others and those which do not
- 8 the different forms and range of effective communication (eg total communication); the effect of culture on communication (eg the use of sensory contact – touch, presence, contact, distance between individuals when communicating, the terms of respect and address used etc); when physical contact is appropriate and when it is not (eg when it is a way of dealing with your distress rather than the individual's)
- 9 how culture, gender and beliefs can affect attitudes and behaviour and how it may be perceived by others (eg how eye contact is used to give differing perceptions of appropriate respect; it may be seen to be more acceptable for men to be assertive than women); why it is important to recognise and challenge this in oneself

### **Working with victims, survivors and witnesses**

- 10 the impact of crime on victims, survivors and witnesses and their need for protection, respect, recognition, information and confidentiality; why it is important to recognise the impact on all those affected by crime, whether they are direct victims or indirect victims (for example family, friends or other associates); repeat victimisation and its implications
- 11 reactions to the experience of crime; the factors (for example previous victimisation) which affect how individuals react to and recover from their experience
- 12 the needs of those who have experienced crime who may be particularly vulnerable, (for example people with mental health problems; people who have learning disabilities; people experiencing hate-based crime; people experiencing violence and abuse; women experiencing gender-based violence and abuse; children and young people)

### **Working within the sector**

- 13 how to use legislation, guidelines of good practice, charters and service standards in work with children and young people

### **Working to improve agency practice**

- 14 the role of the agency and its services and how they relate to other agencies and services in the sector
- 15 the agency's policy and procedures regarding confidentiality of information and the disclosure of information to third parties, and the specific circumstances under which disclosure may be made

### **Working to improve individual practice**

- 16 own role and responsibilities and from whom assistance and advice should be sought if the worker is unsure
- 17 how they apply the principles of equality, diversity and anti-discriminatory practice to their work
- 18 the options they considered in their work and the reasoning processes they used in relating to different children and young people

## Assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>1 Build relationships with children and young people that model positive behaviour</p>	<p>1.1 Demonstrate what is required to act as a role model to children and young people</p> <p>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</p> <p>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</p> <p>1.3 Analyse and reflect on own personal behaviours and attitudes that might collude with offending and antisocial behaviour and demonstrate changes in practice as a result of this reflection</p> <p>1.4 Demonstrate social responsibility and promotion of diversity in interactions with children and young people</p> <p>1.5 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.</p>

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>2 Facilitate children and young people to acknowledge the impact of crime on victims and communities and reinforce positive behaviour</p>	<p>2.1 Encourage children and young people to communicate in ways which support the right to expression but challenge discriminatory, offending or antisocial behaviour</p> <p>2.3 Explore with children and young people the way that they think about crime and antisocial behaviour and its effects on victims and the wider community</p> <p>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</p> <p>2.4 Identify and implement strategies to promote constructive ways of acting and thinking which promote inclusion and social behaviour.</p>

## Unit evidence requirements

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### 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** your evidence must come from real work activities.

The evidence must reflect, at all times, workplace policies and procedures as linked to current legislation, and the values and principles for good practice in dealing with individuals who are substance users.

### Preferred sources of performance and knowledge evidence

**Direct observation by your assessor/or expert witness testimony** is the preferred assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you they 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 carrying out real work activities and this will provide some of the evidence for the unit assessment criteria for this unit.

### Other sources of performance and knowledge evidence

Your assessor will identify other sources of evidence 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.
- **Questioning:** Questions may be oral or written. In either case the question and your answer will need to be recorded.
- **Professional discussion:** This should be a structured review of your practice with the outcomes captured by on audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice and that you can critically evaluate their application.

- **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 this training so that this can be matched to the standards and they can confirm 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.
- **Witness testimony:** Colleagues, allied professionals and individuals you work with may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

The above list is not exhaustive and your assessor may use other sources of evidence that suit your own learning style.

## Essential guidance for tutors

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### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

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

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

# Unit ASM29: Supervise and enforce the sentences of low to medium risk offenders who misuse substances in the community

QCF Level 3

Credit value: 5

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This unit is directly related to the Skills for Justice National Occupational Standard in Community Justice:

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

## Unit abstract

This unit is intended for those supervising 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.

## Learning outcomes

On completion of this unit a learner should:

- 1 Understand the context of work to supervise offenders in the community
- 2 Supervise low to medium risk offenders serving sentences in the community
- 3 Enforce court orders and statutory licences of low to medium risk offenders
- 4 Monitor and review the progress of low to medium risk offenders serving sentences in the community.

## Unit content

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To meet the standard, you need to know and understand

### **Working with communities and community members**

- 1 the profile of the local area with which the worker is concerned
- 2 communities (neighbourhoods, communities of interest, communities of identity)
- 3 crime and anti-social behaviour: incidence, types, levels, problems and contributing factors, the likely extent of unreported crime
- 4 structures and amenities
- 5 cultural diversity, community groups, formal and informal leaders, networks
- 6 the social and environmental factors which contribute to social exclusion; the particular needs of individuals who may be socially excluded or stigmatised; why social justice is important to working effectively with socially excluded individuals, groups and communities
- 7 the meaning of 'hard to reach' groups as it applies to the area with which the worker is concerned; why it is important to involve such groups in all community consultation and community-based action
- 8 the impact of crime on victims and their families and their right to protection, recognition, respect, information and confidentiality; direct and indirect victimisation; the meaning and implications of repeat victimisation for community safety practice
- 9 methods for developing and maintaining effective channels of communication with members of all communities in the local area with which the worker is concerned
- 10 how to respond to differences in the way that people communicate; the ways in which communication can be altered for different needs and contexts; barriers to cross cultural communication and ways of overcoming them; how to organise and provide appropriate translation and interpreting services
- 11 methods for consulting with communities about their concerns and priorities in ways that encourage ownership of the process and outcomes
- 12 the kinds of misinformation which people receive about crime and anti-social behaviour and how this can be counteracted
- 13 methods for managing the dynamics of groups and meetings

### **Working within the youth justice sector**

- 14 the specific legislation, guidelines of good practice, charters and service standards that relate to the work being undertaken and the impact of these on the work
- 15 the services, policies and priorities of community safety partnerships and their members; the relationship between community safety partnership strategies and the strategies of other multi-agency partnerships (for example youth offending, drug and alcohol action, health and education action, regeneration projects); how to strengthen these links in order to provide coherent services to communities

### **Working to improve agency practice**

- 16 the services, policies and priorities of the worker's agency and how it relates to other agencies in the youth justice sector
- 17 the data storage and retrieval systems used by key agencies working in community safety
- 18 codes of practice and protocols about confidentiality and information sharing between agencies working in partnership

### **Working to improve individual practice**

- 19 own role and responsibilities and from whom assistance and advice should be sought if the worker is unsure
- 20 the reasoning processes the worker used in determining their approach and methodology
- 21 how the worker has applied the principles of equality, diversity and anti-discriminatory practice to their work
- 22 what is evidence-based practice; why it is important to use evidence from research about what is effective; methods for monitoring and evaluating practice; why it is important to share information about successes and failures

## Assessment criteria

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In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the context of work to supervise offenders in the community	<p>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</p> <p>1.2 Identify triggers to an individual's offending behaviour and factors which contribute to likelihood to offend</p> <p>1.3 Identify the specific legislation (national and European) that they have taken into account in their work</p> <p>1.4 Apply the principles of equality, diversity and anti-discriminatory practice apply to work supervising and enforcing sentences.</p>

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

## Unit evidence requirements

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### 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** your evidence must come from real work activities.

The evidence must reflect, at all times, workplace policies and procedures as linked to current legislation, and the values and principles for good practice in dealing with individuals who are substance users.

### Preferred sources of performance and knowledge evidence

**Direct observation by your assessor/or expert witness testimony** is the preferred assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you they 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 carrying out real work activities and this will provide some of the evidence for the unit assessment criteria for this unit.

### Other sources of performance and knowledge evidence

Your assessor will identify other sources of evidence 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.
- **Questioning:** Questions may be oral or written. In either case the question and your answer will need to be recorded.
- **Professional discussion:** This should be a structured review of your practice with the outcomes captured by on audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice and that you can critically evaluate their application.

- **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 this training so that this can be matched to the standards and they can confirm 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.
- **Witness testimony:** Colleagues, allied professionals and individuals you work with may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

The above list is not exhaustive and your assessor may use other sources of evidence that suit your own learning style.

## Essential guidance for tutors

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### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

This unit directly relates to National Occupational Standard in Community Justice:

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

# Unit ASM30: Address the Offending Behaviour of Substance Misusers

QCF Level 3

Credit value: 6

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This unit is directly related to the Skills for Justice National Occupational Standard in Community Justice:

- EC2: Help individuals to address their offending behaviour.

## Unit abstract

This unit is about helping individuals who have offended, or who 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.

## Learning outcomes

On completion of this unit a learner should:

- 1 Understand the context of work to address offending behaviour
- 2 Facilitate individuals to understand their offending behaviour and recognise the need to change
- 3 Facilitate individuals to address their offending behaviour and make relevant changes.

## Unit content

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To meet the standard, you need to know and understand

### **Working with offending behaviour**

- 1 the ways in which the physical, social, psychological and emotional development and functioning of individuals affects their behaviour and its associated patterns
- 2 how equality and inequality can affect people
- 3 the impact of crime on victims and their need for protection, respect, recognition and information
- 4 different ways of encouraging individuals to see the need to change their behaviour and develop the motivation to do so
- 5 the obstacles to change which may exist for individuals and methods of overcoming them
- 6 why it is important to help individuals consider the effects of their choices on others and to have ownership of, and be responsible for, the decisions that they make
- 7 the evidence for the effectiveness of different ways of supporting individuals to change their behaviour and how they determined that which was most appropriate to use for different individuals
- 8 the ways in which it is necessary to alter communication when working with different individuals and representatives of different agencies
- 9 the ways in which individual's culture and gender influence the worker's practice
- 10 how they have applied the principles of equality, diversity and anti-discriminatory practice to their work

### **Working within the community justice sector**

- 11 the specific legislation (national and European) which relates to the work they undertake and how they have taken this into account in their work
- 12 any particular factors relating to the agency's policies and practices which have affected the work undertaken

### **Working to improve individual practice**

- 13 how they evaluate their own competence when at work and decide when further support and expertise are needed

## Assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner 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 evidence requirements

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### 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** your evidence must come from real work activities.

The evidence must reflect, at all times, workplace policies and procedures as linked to current legislation, and the values and principles for good practice in dealing with individuals who are substance users.

### Preferred sources of performance and knowledge evidence

**Direct observation by your assessor/or expert witness testimony** is the preferred assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you they 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 carrying out real work activities and this will provide some of the evidence for the unit assessment criteria for this unit.

### Other sources of performance and knowledge evidence

Your assessor will identify other sources of evidence 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.
- **Questioning:** Questions may be oral or written. In either case the question and your answer will need to be recorded.
- **Professional discussion:** This should be a structured review of your practice with the outcomes captured by on audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice and that you can critically evaluate their application.
- **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 this training so that this can be matched to the standards and they can confirm 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.
- **Witness testimony:** Colleagues, allied professionals and individuals you work with may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

The above list is not exhaustive and your assessor may use other sources of evidence that suit your own learning style.

## Essential guidance for tutors

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### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

This unit is directly related to the Skills for Justice National Occupational Standard in Community Justice:

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

# Unit ASM31: Enable Individuals Who Misuse Substances to Change Their Offending Behaviour

QCF Level 4

Credit value: 8

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This unit is directly related to the Skills for Justice National Occupational Standard in Community Justice

- EC2: Enable individuals to change their offending behaviour.

## Unit abstract

This unit focuses on working with individuals who misuse substances to enable them to change their offending behaviour. It includes planning how to undertake this 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 how the process can be improved.

## Learning outcomes

On completion of this unit a learner should:

- 1 Understand the context of work to change offending behaviour
- 2 Plan interventions to enable individuals to change their offending behaviour
- 3 Enable individuals to develop strategies for changing their offending behaviour
- 4 Facilitate individuals to sustain changes in their offending behaviour
- 5 Evaluate and review interventions to enable individuals to change their offending behaviour.

## Unit content

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To meet the standard, you need to know and understand

### **Working with offending behaviour**

- 1 the impact of crime on victims and their need for protection, respect, recognition and information
- 2 the ways in which the physical, social, psychological and emotional development and functioning of individuals affects their behaviour and its associated patterns
- 3 the ways in which they have managed situations where the options which the individual chooses have run counter to the worker's own beliefs and preferences
- 4 relevant research into the relationship between known factors which influence offending behaviour and evidence of effective practice in tackling these factors
- 5 the ways in which stereotyping and discrimination might affect risk assessment and how to guard against this
- 6 issues involved in risk identification and prediction including the use of different predictive methods
- 7 possible methods available for enabling individuals to change their offending behaviour (such as motivational interviewing, cognitive behavioural methods, adult learning methods, solution-focused therapy), what may affect availability and suitability of the different options and evidence of their effectiveness
- 8 the ways in which individual's culture and gender might influence the choice of methods selected
- 9 how they have applied the principles of equality, diversity and anti-discriminatory practice to their work

### **Working within the community justice sector**

- 10 the specific legislation (national and European) which relates to the work being undertaken – both the context and the individual – and the impact of this on the work
- 11 any particular factors relating to the agency's policies and practices which have affected the work undertaken

### **Working to improve individual practice**

- 12 methods of evaluating their own competence, determining when further support and expertise are needed and the measures taken to improve own competence in this area of work

## Assessment criteria

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In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>1 Understand the context of work to change offending behaviour</p>	<p>1.1 Identify the potential impact of crime on victims and their needs</p> <p>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</p> <p>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</p> <p>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</p> <p>1.5 Apply principles of equality, diversity and anti-discriminatory practice apply to work with offending behaviour.</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
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	3.1 Communicate with individuals in a way which encourages them to recognise the consequences of their offending behaviour and the advantages of changing 3.2 Challenge attitudes and behaviour which are aggressive, abusive or discriminatory 3.3 Enable individuals to set viable short and long term goals for changing their offending behaviour and managing the risks associated with it 3.4 Evaluate risk of harm and risk of re-offending, and follow protocols for communicating changes in risk assessments 3.5 Analyse the obstacles to change which may exist for individuals and methods of overcoming them.

Learning outcomes The learner will:	Assessment criteria The learner can:
4 Facilitate individuals to sustain changes in their offending behaviour	4.1 Support individuals to seek support in sustaining changes in behaviour 4.2 Identify strategies for supporting individuals to take responsibility for the choices which they have made for their chosen course of action 4.3 Evaluate the effectiveness of strategies for sustaining the individual's behaviour change.
5 Evaluate and review interventions to enable individuals to change their offending behaviour	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 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 5.3 Reflect on personal learning and development using the evaluation, review and feedback from colleagues and others.

## Unit evidence requirements

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### 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** your evidence must come from real work activities.

The evidence must reflect, at all times, workplace policies and procedures as linked to current legislation, and the values and principles for good practice in dealing with individuals who are substance users.

### Preferred sources of performance and knowledge evidence

**Direct observation by your assessor/or expert witness testimony** is the preferred assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you they 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 carrying out real work activities and this will provide some of the evidence for the unit assessment criteria for this unit.

### Other sources of performance and knowledge evidence

Your assessor will identify other sources of evidence 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.
- **Questioning:** Questions may be oral or written. In either case the question and your answer will need to be recorded.
- **Professional discussion:** This should be a structured review of your practice with the outcomes captured by on audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice and that you can critically evaluate their application.

- **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 this training so that this can be matched to the standards and they can confirm 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.
- **Witness testimony:** Colleagues, allied professionals and individuals you work with may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

The above list is not exhaustive and your assessor may use other sources of evidence that suit your own learning style.

## Essential guidance for tutors

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### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

This unit is directly related to the Skills for Justice National Occupational Standard in Community Justice:

- EC2: Enable individuals to change their offending behaviour.

# Unit ASM32: Provide and Obtain Information at Courts and Formal Hearings

QCF Level 3

Credit value: 3

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This unit is directly related to Skills for Justice National Occupational Standard in Community Justice:

- DA1: Provide and obtain information at courts and formal hearings.

## Unit abstract

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 other agencies and may write reports or make verbal 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.

## Learning outcomes

On completion of this unit a learner should:

- 1 Provide written information at courts and formal hearings
- 2 Obtain written information at courts and formal hearings
- 3 Make verbal contributions to courts and formal hearings.

## Unit content

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To meet the standard, you need to know and understand

### **Working with individuals and groups**

- 1 the functions, associated statutory requirements, procedures (eg administration and etiquette) and resources of the different courts and formal hearings in which the worker practises or to which their work is related
- 2 possible hearing outcomes and associated statutory requirements of the different courts and formal hearings in which the worker practises or to which their work is related
- 3 the different forms of report which are required for the different courts and formal hearings in which the worker practises or to which their work is related and the reasons for these
- 4 the ways in which it is necessary to alter communication when working with different individuals and representatives of different agencies
- 5 ways of identifying and addressing problems with the information and examples of how they have done this in their work
- 6 how they have applied the principles of equality, diversity and anti-discriminatory practice to their work

### **Working within the community justice sector**

- 7 the specific legislation (national and European) which relates to the work they undertake and how they have taken this into account in their work
- 8 any particular factors relating to the agency's policies and practices which have affected the work undertaken

### **Working to improve individual practice**

- 9 how they evaluate their own competence when at work and decide when further support and expertise are needed

## Assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>1 Provide written information at courts and formal hearings</p>	<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>
<p>2 Obtain written information at courts and formal hearings</p>	<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>

Learning outcomes The learner will:	Assessment criteria The learner can:
3 Make verbal contributions to courts and formal hearings	3.1 Present the information accurately and succinctly, consistent with the conventions of the hearing 3.2 Make oral contributions consistent with their own role, agency policy and statutory requirements 3.3 Complete accurate records of the verbal contribution and store them according to agency requirements 3.4 Analyse and reflect on their own personal learning and development and seek further information, advice and support promptly as required.

## Unit evidence requirements

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### 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** your evidence must come from real work activities.

The evidence must reflect, at all times, workplace policies and procedures as linked to current legislation, and the values and principles for good practice in dealing with individuals who are substance users.

### Preferred sources of performance and knowledge evidence

**Direct observation by your assessor/or expert witness testimony** is the preferred assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you they 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 carrying out real work activities and this will provide some of the evidence for the unit assessment criteria for this unit.

### Other sources of performance and knowledge evidence

Your assessor will identify other sources of evidence 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.
- **Questioning:** Questions may be oral or written. In either case the question and your answer will need to be recorded.
- **Professional discussion:** This should be a structured review of your practice with the outcomes captured by on audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice and that you can critically evaluate their application.

- **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 this training so that this can be matched to the standards and they can confirm 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.
- **Witness testimony:** Colleagues, allied professionals and individuals you work with may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

The above list is not exhaustive and your assessor may use other sources of evidence that suit your own learning style.

## Essential guidance for tutors

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### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

This unit is directly related to the Skills for Justice National Occupational Standard in Community Justice:

- DA1: Provide and obtain information at courts and formal hearings.



# **Unit ASM33: Develop and Disseminate Information and Advice Materials Regarding the Management of Substance Misuse**

**QCF Level 4**

**Credit value: 5**

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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 wellbeing.

## **Unit abstract**

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

## **Learning outcomes**

**On completion of this unit a learner should:**

- 1 Plan the production of information and advice materials
- 2 Design information and advice materials
- 3 Produce information and advice materials
- 4 Disseminate information and advice materials
- 5 Evaluate the production and dissemination of information and advice materials.

## Unit content

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You need to apply:

### Legislation and organisational policy and procedures

- 1 relevant legislation (including copyright), codes of practice, guidelines and ethical requirements

### Theories and practice

#### Communication skills

- 2 how to write complex material clearly and concisely
- 3 the language and graphics appropriate for specific target groups
- 4 how to check information and advice materials for clarity and accuracy

#### Dissemination

- 5 the different dissemination methods available for various target groups
- 6 how different methods of dissemination are suitable for different types of information and advice material
- 7 the resources necessary for disseminating different types of information and advice materials
- 8 how to liaise with other organisations, networks or stakeholders that provide access to target groups

#### Information and advice materials

- 9 the importance of identifying specific objectives for information and advice materials
- 10 how to assess what is good about existing information and advice materials and how they could be improved
- 11 how information and advice materials can be used to reinforce local and national interventions
- 12 evidence of what works for the various target groups
- 13 the importance of involving relevant people in the development and dissemination of materials and how to do so
- 14 how to access the services of media professionals if required
- 15 how to provide a detailed briefing for media professionals
- 16 how to estimate the quantities of information and advice materials to be produced, taking account of their probable 'shelf life'

### **Information handling**

- 17 the importance of gathering full and accurate information and how to do so
- 18 sources of information, and how to access them
- 19 how to check the accuracy and validity of information received

### **Local knowledge**

- 20 the range of target groups, their different needs, motives and perceptions
- 21 local substance misuse needs assessments and priorities
- 22 local substance misuse strategies and plans
- 23 the range of substance misuse services offered by your organisation and other organisations

### **Monitoring and evaluation**

- 24 how to distinguish between the evaluation of process and the evaluation of effectiveness in achieving objectives
- 25 how to monitor the budget and time allocated to the design, production and dissemination of information and advice materials
- 26 how to establish criteria for evaluating the effectiveness of information and advice materials
- 27 how to collect and review information on the effectiveness of information and advice materials in achieving their original objectives
- 28 how to record the findings of monitoring and evaluation

## Assessment criteria

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In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>1 Plan the production of information and advice materials</p>	<p>1.1 Identify the overall purpose of the information and advice materials and specific objectives to be achieved through their production and dissemination</p> <p>1.2 Identify specific target groups to be reached and recognise their needs, motives and perceptions</p> <p>1.3 Identify any existing materials which could be used or adapted</p> <p>1.4 Demonstrate how information and advice materials could be integrated with other interventions to reinforce key messages</p> <p>1.5 Plan the production of materials, taking account of the time, money and expertise available.</p>
<p>2 Design information and advice materials</p>	<p>2.1 Obtain information for inclusion in the information and advice materials and confirm the accuracy and validity of the information</p> <p>2.2 Identify why it may be necessary to protect sources of information</p> <p>2.3 Contextualise the information and advice materials that appeal to the target groups</p> <p>2.4 Identify how the design and content meets the original purpose and objectives</p> <p>2.5 Identify how the language and any graphics used are appropriate to the target groups.</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
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 3.3 Identify when it may be appropriate for design and production to be contracted to media professionals 3.4 Brief any media professionals involved in design or production 3.5 Consult with the relevant people on the design and content of the information and advice materials (eg managers, service users) 3.6 Explain the expected 'shelf life' of the information and advice materials and the quantities required.
4 Disseminate information and advice materials	4.1 Identify the most appropriate method of dissemination to the target groups 4.2 Demonstrate liaison with organisations, networks or stakeholders that provide access to the target groups 4.3 Demonstrate liaison with other initiatives where the information and advice materials could reinforce similar messages 4.4 Demonstrate time and resource allocation for distribution of information and advice materials.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>5 Evaluate the production and dissemination of information and advice materials</p>	<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 evidence requirements

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### 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** your evidence must come from real work activities.

The evidence must reflect, at all times, workplace policies and procedures as linked to current legislation, and the values and principles for good practice in dealing with individuals who are substance users.

### Preferred sources of performance and knowledge evidence

**Direct observation by your assessor/or expert witness testimony** is the preferred assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you they 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 carrying out real work activities and this will provide some of the evidence for the unit assessment criteria for this unit.

### Other sources of performance and knowledge evidence

Your assessor will identify other sources of evidence 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.
- **Questioning:** Questions may be oral or written. In either case the question and your answer will need to be recorded.
- **Professional discussion:** This should be a structured review of your practice with the outcomes captured by on audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice and that you can critically evaluate their application.

- **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 this training so that this can be matched to the standards and they can confirm 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.
- **Witness testimony:** Colleagues, allied professionals and individuals you work with may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

The above list is not exhaustive and your assessor may use other sources of evidence that suit your own learning style.

## Essential guidance for tutors

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### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

This unit is directly related to Community Justice National Occupational Standard (NVQ unit):

- AD4: Develop and disseminate information and advice about substance use, health and social wellbeing



# Unit ASM34: Administer Medication to Individuals and Monitor the Effects

QCF Level 3

Credit value: 5

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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 abstract

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.

## Learning outcomes

On completion of this unit a learner should:

- 1 Understand legislation, policy and procedures relevant to administration of medication
- 2 Know about common types of medication and their use
- 3 Understand procedures and techniques for the administration of medication
- 4 Prepare for the administration of medication
- 5 Administer and monitor individuals' medication.

## Unit content

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You need to apply:

### Legislation and organisational policy and procedures

- 1 a factual knowledge of the current European and national legislation, national guidelines and local policies and protocols which affect your work practice in relation to the administration of medication, including:
  - a drug storage (such as medical and legal regulations, local pharmacy policy)
  - b drug handling, preparation and administration
  - c health and safety when dealing with drugs (eg COSHH)
- 2 a working knowledge of your responsibilities and accountability in relation to the current European and national legislation, national guidelines and local policies and protocols

### Theories and practice

- 3 a factual knowledge of the importance of working within your own sphere of competence and seeking advice when faced with situations outside your sphere of competence
- 4 a working knowledge of the importance of applying standard precautions to the administration of medication and the potential consequences of poor practice, including safe methods of handling and disposing of hazardous equipment and materials, such as sharps and medication
- 5 a working knowledge of the hazards and complications which may arise during the administration of medications and how you can minimise such risks

### Care and support

- 6 a working knowledge of the importance of offering effective verbal and non-verbal support and reassurance to individuals, and appropriate ways of doing so, according to their needs
- 7 a working knowledge of the importance of communicating effectively and how communication differences may be overcome
- 8 a working knowledge of the factors which may compromise the comfort and dignity of individuals during drug administration – and how the effects can be minimised

## **Pharmacology**

- 9 a working knowledge of the common types of medication and rules for their storage
- 10 a working knowledge of the effects of common medication relevant to the individual's condition
- 11 a working knowledge of medications which demand for the measurement of specific physiological measurements and why these are vital to monitor the effects of the medication
- 12 a working knowledge of the common adverse reactions to medication, how each can be recognised and the appropriate action(s) required
- 13 a working knowledge of the common side effects of the medication being used
- 14 a working knowledge of the different routes of medicine administration
- 15 a working knowledge of the information which needs to be on the label of medication, both prescribed and non-prescribed, and the significance of the information

## **Materials and equipment**

- 16 a working knowledge of the various aids to help individuals take their medication
- 17 a working knowledge of the types, purpose and function of materials and equipment needed for the administration of medication via the different routes
- 18 a working knowledge of the factors which affect the choice of materials and equipment for the administration of medication to individuals

## **Procedures and techniques**

- 19 a working knowledge of how to read prescriptions/medication administration charts to identify:
  - a the medication required
  - b the dose required
  - c the route for administration
  - d the time and frequency for administration
- 20 a working knowledge of how to prepare the medication for administration using a non-touch technique
- 21 a working knowledge of how you would check that the individual had taken their medication
- 22 a working knowledge of how you dispose of different medications

### **Reporting, recording and documentation**

- 23 a working knowledge of the importance of correctly recording your activities as required
- 24 a working knowledge of the importance of keeping accurate and up to date records
- 25 a working knowledge of the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff

## Assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
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.

Learning outcomes The learner will:	Assessment criteria The learner can:
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 individuals 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' medication	5.1 Select the route for the administration of 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: <ul style="list-style-type: none"> <li>a in line with legislation and local policies</li> <li>b in a way which minimises pain, discomfort and trauma to the individual</li> </ul> 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 evidence requirements

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### 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** your evidence must come from real work activities.

The evidence must reflect, at all times, workplace policies and procedures as linked to current legislation, and the values and principles for good practice in dealing with individuals who are substance users.

### Preferred sources of performance and knowledge evidence

**Direct observation by your assessor/or expert witness testimony** is the preferred assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you they 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 carrying out real work activities and this will provide some of the evidence for the unit assessment criteria for this unit.

### Other sources of performance and knowledge evidence

Your assessor will identify other sources of evidence 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.
- **Questioning:** Questions may be oral or written. In either case the question and your answer will need to be recorded.
- **Professional discussion:** This should be a structured review of your practice with the outcomes captured by on audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice and that you can critically evaluate their application.

- **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 this training so that this can be matched to the standards and they can confirm 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.
- **Witness testimony:** Colleagues, allied professionals and individuals you work with may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

The above list is not exhaustive and your assessor may use other sources of evidence that suit your own learning style.

## Essential guidance for tutors

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### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

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 the Health and Social Care NOS as HSC375.



# Unit ASM35: Supply and exchange injecting equipment for individuals

QCF Level 3

Credit value: 3

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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 the Health and Social Care Standards as HSC380.

## Unit abstract

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.

## Learning outcomes

On completion of this unit a learner should:

- 1 Understand policy and procedures for the supply and exchange of injecting equipment
- 2 Conduct initial assessment of substance users and provide relevant advice
- 3 Supply and exchange injecting equipment.

## Unit content

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You need to apply:

### Legislation and organisational policy and procedures

- 1 legal and organisational procedures and requirements regarding the recording, storage and passing on of information relating to individuals and work undertaken with them
- 2 policy guidelines and legislation for needle exchange with under-16s
- 3 policy guidelines for working with individuals with learning difficulties
- 4 health and safety legislation relevant to transportation and storage of used injecting equipment
- 5 legal obligations and organisational policies regarding client confidentiality
- 6 legal obligations and local policies regarding service provision for children and young people
- 7 organisational policies and procedures for supply and exchange of injecting equipment
- 8 potential benefits of brief interventions (eg referring individuals to other services)
- 9 complaints and appeals procedures which individuals can utilise
- 10 the range of substance misuse services offered by your organisation and other organisations

### Theories and practice

#### Information handling

- 11 the importance of keeping full and accurate records, and how to do so

#### Substance misuse

- 12 the range of behaviours that can be expected from substance users, and how to deal with these
- 13 how to recognise and deal with immediate risk of danger to individuals who have used substances

### **Supply and exchange of injecting equipment**

- 14 harm reduction techniques when using injecting equipment
- 15 the health risks associated with returned needles
- 16 how to dispose of needles safely
- 17 potential blood borne viruses including HIV, Hepatitis B and C
- 18 how to provide safe sex advice
- 19 what to do in the event of a needle stick injury occurring
- 20 what constitutes adequate stocks of injecting equipment

### **Good practice**

- 21 how to provide a service with due regard for personal health and safety

### **Values**

- 22 the rights of individuals to equal access to substance misuse services

## Assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>1 Understand policy and procedures for the supply and exchange of injecting equipment</p>	<p>1.1 Describe organisational policies and procedures for supply and exchange of injecting equipment</p> <p>1.2 Explain policy guidelines and legislation for needle exchange with children, young people and individuals with learning difficulties</p> <p>1.3 Identify the potential benefits of brief interventions with substance users</p> <p>1.4 Describe the range of behaviours that can be expected from substance users, and how to deal with these</p> <p>1.5 Describe how to recognise and deal with immediate risk of danger to individuals who have used substances</p> <p>1.6 Describe the potential blood borne viruses</p> <p>1.7 Explain what to do in the event of a needle stick injury occurring</p> <p>1.8 Describe the range of substance misuse services available in the locality</p> <p>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.</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
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"> <li>a safe or safer injecting techniques and sites</li> <li>b harm minimisation</li> <li>c primary health</li> <li>d safer sex</li> </ul> 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: <ul style="list-style-type: none"> <li>a adequate stocks of injecting equipment are maintained</li> <li>b injecting equipment is stored safely and securely</li> </ul> 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: <ul style="list-style-type: none"> <li>a injecting equipment supply and exchange in line with organisational procedures</li> <li>b the needle exchange service.</li> </ul>

## Unit evidence requirements

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### 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** your evidence must come from real work activities.

The evidence must reflect, at all times, workplace policies and procedures as linked to current legislation, and the values and principles for good practice in dealing with individuals who are substance users.

### Preferred sources of performance and knowledge evidence

**Direct observation by your assessor/or expert witness testimony** is the preferred assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you they 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 carrying out real work activities and this will provide some of the evidence for the unit assessment criteria for this unit.

### Other sources of performance and knowledge evidence

Your assessor will identify other sources of evidence 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.
- **Questioning:** Questions may be oral or written. In either case the question and your answer will need to be recorded.
- **Professional discussion:** This should be a structured review of your practice with the outcomes captured by on audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice and that you can critically evaluate their application.

- **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 this training so that this can be matched to the standards and they can confirm 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.
- **Witness testimony:** Colleagues, allied professionals and individuals you work with may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

The above list is not exhaustive and your assessor may use other sources of evidence that suit your own learning style.

## Essential guidance for tutors

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### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

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 the Health and Social Care NOS as HSC380.

# Unit ASM36: Employ techniques to help individuals adopt sensible drinking behaviour

QCF Level 3

Credit value: 5

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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 abstract

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

## Learning outcomes

On completion of this unit a learner should:

- 1 Understand the potential effects of alcohol
- 2 Identify the signs of individuals' risky or problematic alcohol use
- 3 Employ techniques to help individuals adopt sensible drinking behaviour.

## Unit content

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You need to apply:

### Alcohol

- 1 the physical, psychological, social, legal and emotional effects of alcohol
- 2 the risks alcohol can present to an individual's health
- 3 what constitutes normal, hazardous and harmful drinking as defined by the World Health Organisation
- 4 the changes which can be made to drinking behaviour to improve health

### Local knowledge

- 5 the availability and characteristics of alcohol agencies and support groups in the local community
- 6 the eligibility criteria and protocols for accessing services in your locality

### Organisational context

- 7 the extent and limit of your own role and responsibilities
- 8 the relevant national, local, professional, and organisational requirements relating to equal opportunities, discrimination, health and safety, security, confidentiality, and data protection
- 9 the availability and characteristics of alcohol agencies and support groups in the local community

### Providing interventions

- 10 the principles of active listening, and how to apply them
- 11 how to present and explore options with different individuals
- 12 how to present information and advice fully, accurately, concisely and in ways appropriate to people's needs
- 13 the provision of culturally appropriate interventions
- 14 the cycle of change model
- 15 the principles of dependence
- 16 how to identify and assess risks
- 17 the importance of brief interventions to enable individuals who do not need specialised treatment to change their drinking behaviour
- 18 the role of brief interventions to engage individuals in treatment
- 19 how to help individuals make and review decisions and establish priorities

## Assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand the potential effects of alcohol	1.1 Explain the potential physical, psychological, social and emotional effects of alcohol 1.2 Describe the characteristics of alcohol dependence 1.3 Explain the legal implications of excessive alcohol intake eg road traffic legislation 1.4 Describe what constitutes normal, hazardous, harmful and dependent drinking as defined by the World Health Organisation.
2 Identify the signs of individuals' risky or problematic alcohol use	2.1 Respond to individuals who express concern about their drinking levels 2.2 Create an environment suitable for frank, confidential discussion 2.3 Initiate discussions about risky drinking behaviour 2.4 Use recognised screening tools or techniques with individuals 2.5 Explain how to present and explore options with different individuals, taking account of individuals' needs and circumstances 2.6 Collect and record information about an individual's drinking behaviour.

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>3 Employ techniques to help individuals adopt sensible drinking behaviour</p>	<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> <p>3.4 Check the individual's understanding of the impact of their drinking behaviour and whether they want to change this behaviour</p> <p>3.5 Provide information and feedback about the risks associated with the current alcohol intake of an individual</p> <p>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</p> <p>3.7 Describe how to work with the individual to:</p> <ul style="list-style-type: none"> <li>a set drinking goals</li> <li>b identify and overcome barriers to changing drinking behaviour</li> </ul> <p>3.8 Provide relevant supplementary information leaflets or resources and signpost local specialist services if the individual wishes to seek further help</p> <p>3.9 Keep accurate records of interventions and the information and advice given.</p>

## Unit evidence requirements

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### 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** your evidence must come from real work activities.

The evidence must reflect, at all times, workplace policies and procedures as linked to current legislation, and the values and principles for good practice in dealing with individuals who are substance users.

### Preferred sources of performance and knowledge evidence

**Direct observation by your assessor/or expert witness testimony** is the preferred assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you they 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 carrying out real work activities and this will provide some of the evidence for the unit assessment criteria for this unit.

### Other sources of performance and knowledge evidence

Your assessor will identify other sources of evidence 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.
- **Questioning:** Questions may be oral or written. In either case the question and your answer will need to be recorded.
- **Professional discussion:** This should be a structured review of your practice with the outcomes captured by on audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice and that you can critically evaluate their application.

- **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 this training so that this can be matched to the standards and they can confirm 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.
- **Witness testimony:** Colleagues, allied professionals and individuals you work with may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

The above list is not exhaustive and your assessor may use other sources of evidence that suit your own learning style.

## Essential guidance for tutors

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### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

This unit is directly related to the Skills for Health/DANOS National Occupational Standard:

- AH10: Employ techniques to help individuals adopt sensible drinking behaviour.



# Annexe A

## QCA codes

The QCA Qualifications and Credit Framework (QCF) code is known as a Qualification Accreditation Number (QAN). This is the code that features in the DCSF Funding Schedules, Section 96 and Section 97, and is to be used for all qualification funding purposes. Each unit within a qualification will also have a QCA QCF unit code.

The QCA qualification and unit codes will appear on the learner's final certification documentation.

The QANs for the qualifications in this publication are:

500/3440/6	Level 3 BTEC Award in Working with Substance Misuse
500/3440/6	Level 4 BTEC Award in Working with Substance Misuse
500/3439/X	Level 3 BTEC Certificate in Working with Substance Misuse
500/3437/6	Level 4 BTEC Certificate in Working with Substance Misuse



# Annexe B

## Mapping with NOS

The grid below maps the knowledge and skills covered in the Edexcel Level 3 and 4 BTEC Award and Certificate in Working with Substance Misuse against the underpinning knowledge and skills of the Skills for Health/DANOS National Occupational Standards

### KEY

NOS unit	Edexcel unit number
AA1: Recognise indications of substance misuse and refer individuals to appropriate services and Carry out screening and referral assessment AF1: These also appear in the Health and Social Care NOS as HSC362 and HSC338 respectively.	ASM1
AA3: Support individuals to access and use services and facilities This also appears in the Health and Social Care NOS as HSC330.	ASM2
AB2: Support individuals who are substance users This also appears in the Health and Social Care NOS as HSC379.	ASM3
AB5: Identify and act upon immediate risk of danger to substance users This also appears in the Health and Social Care NOS as HSC342.	ASM4
AB7: Provide services to those affected by some else's substance use This also appears in the Health and Social Care NOS as HSC391.	ASM5
AC4: Support and challenge workers on specific aspects of their practice This also appears in the Community Justice National.	ASM7
AD1: Raise awareness about substances, their use and effects This also appears in Health and Social Care NOS as HSC365.	ASM8
AE1: Test for substance use This also appears in Health and Social Care NOS as HSC363.	ASM9
AF2: Carry out assessment to identify and prioritise needs This also appears in Health and Social Care NOS as HSC339.	ASM11

NOS unit	Edexcel unit number
AF3: Carry out comprehensive substance misuse assessment This also appears in Health and Social Care NOS as HSC340.	ASM12
AG1: Develop, implement and review care plans for individuals This also appears in Health and Social Care NOS as HSC416.	ASM13
AG2: Contribute to care planning and review This also appears in Health and Social Care NOS as HSC328.	ASM14
AG3: Assist in the transfer of individuals between agencies and services This unit also appears in the Health and Social Care NOS HSC386.	ASM15
AG4: Retain individuals in contact with substance misuse services.	ASM16
AG5: Implement policies to manage risk to individuals and third parties.	ASM17
AH7: Support individuals through detoxification programmes The original AH7 appears in the Health and Social Care NOS as: HSC381: Support individuals through detoxification programmes.	ASM18
AH9: Supervise methadone consumption It also appears in the Health and Social Care NOS as: HSC424: Supervise methadone consumption.	ASM19
BA3: Contribute to the development of organisational policy and practice This also appears in the Health and Social Care NOS as HSC439.	ASM21
E203: This unit is directly related to the Skills for Justice Contribute to the prevention and management of abusive and aggressive behaviour.	ASM22
F403: This unit is directly related to the Skills for Justice Unit Develop and sustain effective working relationships with staff in other agencies.	ASM23

NOS unit	Edexcel unit number
Youth Justice National Occupational Standard – B801:	Assess children and young people’s use of substances and the effect of these on their lives. ASM24
Youth Justice National Occupational Standard – B802:	Enable children and young people to be supported by substance use services. ASM25
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. ASM26
Youth Justice National Occupational Standard – B804:	Enable children and young people to address their substance use. ASM27
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. ASM28
Community Justice National Occupational Standard – EB1:	Supervise, enforce and review low to medium risk offenders serving sentences in the community. ASM29
Community Justice National Occupational Standard – EC2:	Help individuals to address their offending behaviour. ASM30
Community Justice National Occupational Standard – EC2:	Enable individuals to change their offending behaviour. ASM31
Community Justice National Occupational Standard – DA1:	Provide and obtain information at courts and formal hearings ASM32
AD4:	Develop and disseminate information and advice about substance use, health and social wellbeing. ASM33
AH3:	Supply and exchange injecting equipment for individuals This also appears in the Health and Social Care NOS as HSC380. ASM35
AH10:	Employ techniques to help individuals adopt sensible drinking behaviour. ASM36



# Annexe C

## Mapping to Level 3 key skills

Key skills	ASM1	ASM2	ASM3	ASM4	ASM5	ASM8	ASM9	ASM11	ASM12	ASM14	ASM15
N3.1							✓				
N3.2							✓				
N3.3							✓				
C3.1a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C3.1b				✓							
C3.2	✓	✓		✓			✓	✓	✓	✓	✓
C3.3	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
ICT3.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ICT3.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ICT3.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LP3.1	✓					✓					
LP3.2	✓					✓					
LP3.3	✓					✓					
PS3.1	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
PS3.2	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
PS3.3	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
WO3.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
WO3.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
WO3.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Key skills	ASM18	ASM19	ASM22	ASM23	ASM28	ASM29	ASM30	ASM32	ASM34	ASM35	ASM36
N3.1										✓	
N3.2										✓	
N3.3										✓	
C3.1a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C3.1b		✓									
C3.2	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
C3.3	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
ICT3.1	✓		✓	✓	✓	✓		✓	✓	✓	
ICT3.2	✓		✓	✓	✓	✓		✓	✓	✓	
ICT3.3	✓		✓	✓	✓	✓		✓	✓	✓	
LP3.1											
LP3.2											
LP3.3											
PS3.1			✓	✓	✓	✓	✓	✓			
PS3.2			✓	✓	✓	✓	✓	✓			
PS3.3			✓	✓	✓	✓	✓	✓			
WO3.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
WO3.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
WO3.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

## Mapping to Level 4 key skills

Key skills	ASM7	ASM13	ASM16	ASM17	ASM21	ASM24	ASM25	ASM26	ASM27	ASM31	ASM33
N4.1											
N4.2											
N4.3											
C4.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C4.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C4.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ICT4.1	✓	✓			✓					✓	✓
ICT4.2	✓				✓					✓	✓
ICT4.3	✓				✓					✓	✓
LP4.1											
LP4.2										✓	
LP4.3										✓	
PS4.1	✓	✓			✓	✓	✓	✓	✓	✓	✓
PS4.2	✓	✓			✓	✓	✓	✓	✓	✓	✓
PS4.3	✓	✓			✓	✓	✓	✓	✓	✓	✓
WO4.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
WO2.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
WO4.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	



# Annexe D

## Assessment strategy

Level 3 Award in Working with Substance Misuse

Level 4 Award in Working with Substance Misuse

Level 3 Certificate in Working with Substance Misuse

Level 4 Certificate in Working with Substance Misuse

This strategy was agreed in partnership with the Sector Skills Councils and awarding bodies involved.

# 1 Introduction

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 (10 credits)
- Level 4 Award in Working with Substance Misuse (10 credits)
- Level 3 Certificate in Working with Substance Misuse (18 credits)
- Level 4 Certificate in Working with Substance Misuse (18 credits).

The qualifications are supported by Skills for Care and Development.

A qualification will be achieved by combining units which each have a **credit value** to achieve the total 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 Working with Substance Misuse be awarded.

*(NB: Credit value specifies the number of credits that will be awarded to a learner 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 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. They are suitable for workers who are new to the field but may 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.

The qualifications are on the Qualifications and Credit Framework and are available in England, Wales and Northern Ireland.

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

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

The following sections outline the Sector Skills Councils' specific principles in regard to:

- 1 external quality control of assessment
- 2 workplace assessment
- 3 the use and characteristics of simulation
- 4 the required occupational expertise of assessors and verifiers.

These principles are in addition to the generic criteria that awarding bodies must meet for the delivery of NVQs as required by the Qualifications and Curriculum Authority's (QCA's) *NVQ Code of Practice* for awarding bodies.

## 2 External Quality Assurance – A rigorous and robust system of internal and external verification

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*.

## 3 Workplace assessment

**Assessment of candidate 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 candidates have access to the types of resources commonly in use in the sector 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, 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 will be 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.

Sources of evidence will include:

- candidate practice – including the observation record 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
- 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.

## 4 Simulation

Simulations should only be used in units:

M/501/0591 – ASM4 and D/501/0585 – ASM22.

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

- 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 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 simulation 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.

## 5 Requirements 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 role effectively.

### 5.1 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 also meet the criteria laid out in points 1 and 2 above.
- 5 Where the qualification is new and there are not sufficient occupationally competent assessors to meet the counter signatory requirements as above, centres may use qualified NVQ/SVQ assessors who are not occupationally competent for up to 18 months from their introduction of the qualification/s.  
  
Any such arrangements should be agreed with the awarding body and be monitored through the external verification process.

## 5.2 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 the 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.

### 5.3 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. IVs must also sample the assessment process and resolve differences and conflicts about 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 where an internal verifier is working towards their internal verifier qualification, awarding bodies must require that their internal verification decisions are countersigned 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
- 5 occupy a position in the organisation that gives them the authority and resources to coordinate 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
- 8 Where the qualification is new and there are not sufficient occupationally competent internal verifiers to meet the counter signatory requirements as above, centres may use qualified NVQ/SVQ internal verifiers who are not occupationally competent for up to 18 months from their introduction of the qualification/s.

## 5.4 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.

### Additional requirements for assessors for the Youth Justice units

For the units:

ASM24 (T/501/0592), ASM25 (T/501/0690), ASM26 (A/501/0593) and ASM27 (A/501/0691)

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** (ie a maximum of 12 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.

# Annexe E

## Unit level and credit

### Level 3 units

Units		Credit value
ASM1	Recognise indications of substance misuse and refer individuals to specialists	4
ASM2	Enable individuals who misuse substances to identify and use health and social care services and facilities	4
ASM3	Support individuals who are substance users	7
ASM4	Identify and act upon immediate risk of danger to substance misusers	4
ASM5	Provide services to those affected by someone else's substance use	4
ASM8	Increase awareness about substances with individuals and groups	7
ASM9	Test for substance misuse	5
ASM11	Carry out initial assessments to identify and prioritise the needs of substance misusers	5
ASM12	Carry out comprehensive substance misuse assessment	5
ASM14	Contribute to care planning and review for individuals who misuse substances	3
ASM15	Assist with the transfer of individuals, who misuse substances, between agencies and services	1
ASM18	Support individuals through detoxification programmes	3
ASM19	Supervise methadone consumption	3
ASM22	Contribute to the prevention and management of abusive and aggressive behaviour of individuals who misuse substances	4
ASM23	Develop and sustain effective working relationships with staff within substance misuse services and other agencies	4
ASM28	Model pro-social behaviour and relationships with children and young people who use substances	5
ASM29	Supervise and enforce the sentences of low to medium risk offenders who misuse substances, in the community	5
ASM30	Address the offending behaviour of substance misusers	6
ASM32	Provide and obtain information at courts and formal hearings	3
ASM34	Administer medication to individuals and monitor the effects	5
ASM35	Supply and exchange injecting equipment for individuals	3
ASM36	Employ techniques to help individuals adopt sensible drinking behaviour	5

## Level 4 units

Units		Credit value
ASM7	Support and challenge workers on specific aspects of their practice	5
ASM13	Develop, implement and review care plans for individuals who misuse substances	6
ASM16	Analyse agency processes to retain individuals in contact with substance misuse services	6
ASM17	Implement policies to manage risks to individuals who misuse substances and third parties within services	5
ASM21	Contribute to the development of organisational policy and practice	6
ASM24	Assess children and young people involved in the use of substances	6
ASM25	Assist children and young people to be supported by substance use services	7
ASM26	Facilitate others to develop their knowledge, skills confidence and resources in relation to the provision of services to children and young people who use substances	4
ASM27	Enable children and young people to address their substance use	6
ASM31	Enable individuals who misuse substances to change their offending behaviour	8
ASM33	Develop and disseminate information and advice materials regarding the management of substance misuse	5

### Unit credit in descending order (1)

ASM31	Enable individuals who misuse substances to change their offending behaviour	8
ASM3	Support individuals who are substance users	7
ASM8	Increase awareness about substances with individuals and groups	7
ASM25	Assist children and young people to be supported by substance use services	7
ASM13	Develop, implement and review care plans for individuals who misuse substances	6
ASM16	Analyse agency processes to retain individuals in contact with substance misuse services	6
ASM21	Contribute to the development of organisational policy and practice	6
ASM24	Assess children and young people involved in the use of substances	6

### Unit credit in descending order (2)

ASM27	Enable children and young people to address their substance use	6
ASM30	Address the offending behaviour of substance misusers	6
ASM7	Support and challenge workers on specific aspects of their practice	5
ASM9	Test for substance misuse	5
ASM11	Carry out initial assessments to identify and prioritise the needs of substance misusers	5
ASM12	Carry out comprehensive substance misuse assessment	5
ASM17	Implement policies to manage risks to individuals who misuse substances and third parties within services	5
ASM28	Model pro-social behaviour and relationships with children and young people who use substances	5
ASM29	Supervise and enforce the sentences of low to medium risk offenders who misuse substances, in the community	5
ASM33	Develop and disseminate information and advice materials regarding the management of substance misuse	5
ASM34	Administer medication to individuals, and monitor the effects	5
ASM36	Employ techniques to help individuals adopt sensible drinking behaviour	5
ASM1	Recognise indications of substance misuse and refer individuals to specialists	4
ASM2	Enable individuals who misuse substances to identify and use health and social care services and facilities	4
ASM4	Identify and act upon immediate risk of danger to substance misusers	4
ASM5	Provide services to those affected by someone else's substance use	4
ASM22	Contribute to the prevention and management of abusive and aggressive behaviour of individuals who misuse substances	4

**Unit credit in descending order (3)**

ASM23	Develop and sustain effective working relationships with staff within substance misuse services and other agencies	4
ASM26	Facilitate others to develop their knowledge, skills confidence and resources in relation to the provision of services to children and young people who use substances	4
ASM14	Contribute to care planning and review for individuals who misuse substances	3
ASM18	Support individuals through detoxification programmes	3
ASM19	Supervise methadone consumption	3
ASM32	Provide and obtain information at courts and formal hearings	3
ASM35	Supply and exchange injecting equipment for individuals	3
ASM15	Assist with the transfer of individuals, who misuse substances, between agencies and services	1

# Annexe F

## Unit numbers with QCF codes

Listed below are the codes assigned to each unit by QCA on the QCF.

Units ASM6, 10 and 20 have been removed for the duration of the test and trial period.

Unit	QCA/QCF unit Reference number
ASM1	T/501/0625
ASM2	Y/501/0584
ASM3	A/501/0626
ASM4	D/501/0585
ASM5	F/501/0627
ASM7	T/501/0639
ASM8	H/501/0586
ASM9	K/501/0640

Unit	QCA/QCF unit Reference number
ASM19	T/501/0687
ASM21	A/501/0688
ASM22	M/501/0591
ASM23	F/501/0689
ASM24	T/501/0592
ASM25	T/501/0690
ASM26	A/501/0593
ASM27	A/501/0691

Unit	QCA/QCF unit Reference number
ASM11	A/501/0643
ASM12	K/501/0587
ASM13	J/501/0645
ASM14	M/501/0588
ASM15	J/501/0662
ASM16	T/501/0589
ASM17	K/501/0668
ASM18	K/501/0590

Unit	QCA/QCF unit Reference number
ASM28	J/501/0595
ASM29	F/501/0692
ASM30	L/501/0596
ASM31	J/501/0693
ASM32	R/501/0597
ASM33	L/501/0694
ASM34	Y/501/0598
ASM35	D/501/0599
ASM36	J/501/0600



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