

Pearson BTEC Level 2 Award in Drugs Awareness in the Licensed Retail Sector (QCF)

Specification

Pearson BTEC Specialist qualification

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Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing Pearson BTEC Specialist qualifications

For more than 25 years, Pearson BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record of improving motivation and achievement. Pearson BTECs also provide progression routes to the next stage of education or to employment.

What are Pearson BTEC Specialist qualifications?

Pearson BTEC Specialist qualifications are qualifications from Entry to Level 3 on the Qualifications and Credit Framework (QCF). They are work-related qualifications and are available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. They also provide career development opportunities for those already in work. These qualifications may be full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Some Pearson BTEC Specialist qualifications are knowledge components in Apprenticeship Frameworks, i.e. Technical Certificates.

There are three sizes of Pearson BTEC Specialist qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for every 10 hours of learning time
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes to the standard determined by the assessment criteria.

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 2 Award in Drugs Awareness in the Licensed Retail Sector (QCF)
QCF Qualification Number (QN)	601/1125/2
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	29/08/2013
Operational start date	01/08/2014
Approved age ranges	16-18 19+
Credit value	1
Assessment	Pearson-devised assessment (onscreen multiple-choice testing)
Guided learning hours	5
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10 Access and recruitment</i>)

QCF qualification number and qualification title

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in the *Edexcel Information Manual*, available on our website: www.edexcel.com

Objective of the qualification

The Pearson BTEC Level 2 Award in Drugs Awareness in the Licensed Retail Sector (QCF) is for learners who work in, or want to work in, the licensed retail sector.

It gives learners the opportunity to:

- develop knowledge related to drug use and possession
- learn about the legal classification of drugs
- learn about how to deal with medical emergencies
- achieve a nationally-recognised Level 2 qualification
- develop their own personal growth and engagement in learning.

Relationship with previous qualifications

This qualification is a replacement for the Pearson EDI Level 2 Award in Drugs Awareness in the Licensed Retail Sector (QCF).

Progression opportunities

Learners who have achieved the Award can progress to a range of related level 2 and level 3 qualifications, such as Pearson BTEC Level 2 Certificate in Front of House Operations, or where a learner wishes to develop their own knowledge and understanding of Drugs Awareness in the Licensed Retail Sector

Industry support and recognition

This qualification is supported by People 1st, the SSC for hospitality, passenger transport, travel and tourism.

Relationship with National Occupational Standards

This qualification relates to the National Occupational Standards in Skills for Health. The mapping document in *Annexe A* shows the links between the units within this qualification and the National Occupational Standards.

3 Qualification structure

Pearson BTEC Level 2 Award in Drug Awareness in the Licensed Retail Sector (QCF)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	1
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Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	Y/503/6666	Principles of Drug Awareness in the Licensed Retail Sector	2	1	5

4 Assessment

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
All units	Pearson-devised assessment: onscreen test multiple-choice test

Pearson-devised assessment (external assessment)

To pass an externally assessed unit, learners must pass an onscreen multiple-choice test. Pearson sets and marks the test. The test writer will use the *Unit amplification* section as a guide when writing questions for the external assessments.

Further information, including details of test duration and question types is available on the webpage for this qualification.

5 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in the policy document *Recognition of Prior Learning Policy and Process*, which is on our website, www.edexcel.com.

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

6 Centre resource requirements

As part of the approval process, centres must make sure that the resources requirements below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to the Home Office website, www.gov.uk/government/organisations/home-office

7 Centre recognition and approval centre recognition

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson BTEC qualifications is available at www.edexcel.com.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, Conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Pearson BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):
 - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions
- 2 Delivery of the qualification outside the apprenticeship:
 - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
 - Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will annually allocate annually a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the *UK BTEC Quality Assurance Handbook* on our website.

9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Where a unit is externally assessed, it is essential that learners have covered all of the *Unit amplification* before they are tested.

Centres must make sure that any legislation taught is up to date.

10 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

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

Centres are required to recruit learners to Pearson BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information regarding Access Arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangement, Reasonable Adjustments and Special Consideration for General and vocational qualifications*.

Further details on how to make adjustments for learners with protected characteristics are given in the *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

These documents are available on our website, at www.edexcel.com/policies

12 Units

Units have the following sections.

Unit title

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

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to Level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

Unit aim

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Indicative resource materials* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: Principles of Drug Awareness in the Licensed Retail Sector

Unit reference number: Y/503/6666

QCF level: 2

Credit value: 1

Guided learning hours: 5

Unit aim

This qualification is aimed at people working within the licensed retail sector, particularly those working in pubs, clubs and bars who might come into contact with illegal drug users or drug dealers. It will enable learners to identify illegal drugs and to recognise the signs of drug use and drug dealing. The qualification will also enable learners to understand the legal issues surrounding drug use and how to develop a policy to combat drug use and drug dealing on licensed premises.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
<p>1 Know how illegal drugs are classified and which laws prohibit their use.</p>	<p>1.1 Identify legislation that is intended to prevent or control the misuse of drugs.</p>	<p>Relevant and current legislation that are intended to prevent or control the misuse of drugs:</p> <ul style="list-style-type: none"> □ The Misuse of Drugs Act is intended to prevent the non-medical use of certain drugs, for this reason it controls medical drugs as well as drugs with no medical use. □ Drugs Act incorporates clauses on possession, supply, use and compulsory testing □ The Medicines Act governs the manufacture and supply of medicine, it divides medical drugs into three categories; those that can only be prescribed; those that can be sold by a pharmacist without prescription; and general sales list medicines which can be sold by any shop □ Drug Trafficking Act controls misuse of drugs by making it an offence to sell articles for the preparation or administration of controlled drugs □ The Licensing Act – intends to control misuse of drugs through licence objectives; 1 prevention of crime and disorder, 2 public safety, 3 prevention of public nuisance, 4 protect children from harm □ Intoxicating Substances Supply Act prohibits the supply of certain substances, to persons under the age of eighteen, which may cause intoxication if inhaled □ Crime and Disorder Act controls misuse of drugs through enforceable drug treatment and testing orders

Learning outcomes	Assessment criteria	Unit amplification
	1.2 Outline the legal classification of drugs.	<p>The Misuse of Drugs Act regulates what are termed control drugs and divides these drugs into three classifications, broadly based on their harmfulness either to the user or to society, when they are misused:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Class A; most dangerous and harmful <input type="checkbox"/> Class B; less dangerous than Class A but still harmful <input type="checkbox"/> Class C; least dangerous and harmful, but are still illegal
	1.3 List drugs that are in each classification.	<p>The Advisory Council on the Misuse of Drugs is commissioned to classify the use of illegal drugs, drugs within these classification are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Class A; heroin (diamorphine), cocaine, methadone, ecstasy (MDMA), LSD and magic mushrooms <input type="checkbox"/> Class B; amphetamine, barbiturates, codeine, cannabis, cathinones and synthetic cannabinoids, Methylphenidate (Ritalin), Pholcodin <input type="checkbox"/> Class C; anabolic steroids, benzodiazepines (tranquilliser), ketamine, gamma hydroxybutyrate (GHB)

Learning outcomes	Assessment criteria	Unit amplification
	<p>1.4 State the offences under drugs legislation.</p>	<p>Offences relating to drugs legislation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Possession of a controlled (Class A,B, C) drug (Misuse of Drugs Act, Drugs Act, Crime and Disorder Act) <input type="checkbox"/> Possession with intent to supply someone else (Misuse of Drugs Act, Drug Trafficking Act, Drugs Act, Intoxicating Substances Supply Act, Crime and Disorder Act) <input type="checkbox"/> Producing, cultivating and manufacturing controlled drugs (Misuse of Drugs Act, Drugs Trafficking Act; The Medicines Act) <input type="checkbox"/> Supplying controlled drugs to others (Misuse of Drugs Act, Drug Trafficking Act, Intoxicating Substances Supply Act) <input checked="" type="checkbox"/> Importing or exporting controlled drugs (Misuse of Drugs Act) <input type="checkbox"/> Allowing the production of controlled drugs on owned or managed premises (Misuse of Drugs Act, The Licensing Act) <input type="checkbox"/> Allowing the consumption of controlled drugs on owned or managed premises (Misuse of Drugs Act, The Licensing Act)

Learning outcomes	Assessment criteria	Unit amplification
	<p>1.5 Explain the legal consequences of using or supplying illegal drugs on licensed premises.</p>	<p>Legal consequences of those using or supplying illegal drugs on licensed premises:</p> <ul style="list-style-type: none"> □ Class A: Possession - up to 7 years in prison plus a fine. Dealing and trafficking – Up to life in prison plus a fine. □ Class B: Possession - up to 5 years in prison plus a fine. Dealing and trafficking - up to 14 years in prison plus a fine □ Class C: Possession – up to 2 years in prison plus a fine. Dealing and trafficking – up to 5 years in prison plus a fine <p>Legal consequences for those who occupy or manage licensed premises, and knowingly permit activities that involve the use or supply of illegal drugs:</p> <ul style="list-style-type: none"> □ Review, loss, suspend or revoke the licence □ Modify the conditions of the licence □ Remove the designated premises supervisor/manager □ Premises are closed down □ Suspend personal licence □ Forfeit a personal licence for 5 years
	<p>1.6 State the difference between medicinal drugs and drugs of abuse.</p>	<p>The difference between medicinal drugs and drugs of abuse</p> <ul style="list-style-type: none"> □ Medicinal drugs – treat symptoms of disease; alleviate symptoms of disease; prevent disease/illness; meet medical or scientific needs, often prescribed by doctors □ Drugs of abuse; non-approved by medical professionals; unsupervised by medical professionals; taken for non-medical reasons.

Learning outcomes	Assessment criteria	Unit amplification
2 Understand the use of illegal drugs on licensed premises.	2.1 Identify which illegal drugs are addictive.	<p>An addiction refers to a drug dependency that has developed to such an extent that it has taken over the user's life with serious detrimental effects and where the user has great difficulty in stopping drug use.</p> <p>Illegal drugs that are addictive:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Heroin – stimulates pleasurable sensations <input type="checkbox"/> Cocaine – increases energy, reduce mental fatigue, enhance mental alertness <input type="checkbox"/> Methamphetamine – reduces motor skills, impairs verbal learning <input type="checkbox"/> Prescription drugs –dependency on pain relief (OxyContin), stimulate pleasurable sensation (Ritalin), Depressant (Valium), accidentally overdose
	2.2 Explain how illegal mass-market drugs are used.	<p>How illegal mass-market drugs are used:</p> <ul style="list-style-type: none"> <input type="checkbox"/> smoked: Crack Cocaine, Methamphetamines <input type="checkbox"/> swallowed: Methamphetamine, Prescription drugs <input type="checkbox"/> chewed: Prescription drugs <input type="checkbox"/> inhaled: Cocaine, Methamphetamine <input type="checkbox"/> injected: Heroin, Methamphetamine

Learning outcomes	Assessment criteria	Unit amplification
2.3	Explain the effects that illegal mass-market drugs have on users.	<p>The effects that illegal mass-market drugs have on user:</p> <ul style="list-style-type: none"> □ Hallucinogens: interfere with the brain and central nervous system, making it hard to think, communicate and focus on reality. Psychosis, panic attacks and dangerous accidents are all possible risks (LSD, Mushrooms, Mescaline, Ketamine, PCP) □ Stimulants: stimulate the brain and central nervous systems, speeding up communication, alertness and physical activity (Ecstasy, Cocaine, Crack cocaine, Methamphetamine, Speed, Base, Ice) □ Depressants: slow down the activity of the brain and nervous system, slowing down communication, relax muscles, calm nerves (Cannabis, GHB, Heroin, Codeine, Methadone)
2.4	Identify drugs used on licensed premises for which there is an illegal mass market.	<p>Illegal mass market drugs used on licensed premises:</p> <ul style="list-style-type: none"> □ Crack, cocaine, ecstasy, heroin, cannabis compounds, Amphetamines (Speed), Ecstasy
2.5	Identify which types of licensed premises are most associated with particular types of illegal drug use.	<p>Types of licensed premises associated with particular types of illegal drug usage :</p> <ul style="list-style-type: none"> □ Public houses and bars □ Night clubs □ venues providing public entertainment such as music concerts and festivals

Learning outcomes	Assessment criteria	Unit amplification
	<p>2.6 Explain why licensees should keep illegal drugs off their premises.</p>	<p>Why licensees should keep illegal drugs off their premises:</p> <ul style="list-style-type: none"> □ If drug activity becomes prevalent on your premises, general criminal activity increases, and the premises loses its regular and law-abiding customers. □ Licence holders who permit drug related offences to take place on their premises face heavy penalties, conviction and may result in a review and possibly loss of their licence. □ Police and authorised legal officers have the legal power to entry to licensed premises; the licence can be reviewed, changed, suspended or revoked if drug possession, use or supply is detected.

Learning outcomes	Assessment criteria	Unit amplification
	<p>2.7 Explain the risks of allowing drug use or dealing on licensed premises.</p>	<p>The risks of allowing drug use or dealing on licensed premises upon:</p> <p>Licensee</p> <ul style="list-style-type: none"> <input type="checkbox"/> License being revoked if licensing objectives are breached (prevention of crime and disorder; public safety; prevention of public nuisance; protection of children from harm) <input type="checkbox"/> An increase in criminal activity <input type="checkbox"/> Financial penalties or conviction <input type="checkbox"/> Loss of regular and law abiding customers <input type="checkbox"/> Negative impact upon reputation, leading to loss of revenue <p>Staff (paid or non-paid)</p> <ul style="list-style-type: none"> <input type="checkbox"/> financial penalties or conviction <input type="checkbox"/> Health and safety risks from users under the influence or equipment used to consume drugs <p>Public</p> <ul style="list-style-type: none"> <input type="checkbox"/> health and safety risk from users under the influence or equipment used to consume drugs <input type="checkbox"/> items of value stolen to fund the demand for drugs or whilst under the influence of drugs <p>User</p> <ul style="list-style-type: none"> <input type="checkbox"/> Serious health injury or death if staff are unable to spot the signs drug overdose

Learning outcomes	Assessment criteria	Unit amplification
3 Know how to prevent or control illegal drug use and supply on licensed premises.	3.1 Describe the aims and objectives of an anti-drugs policy.	<p>The aims of an anti-drugs policy:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Protect customers and employees from all aspects relating to drug abuse <input type="checkbox"/> Establish a zero tolerance to the production, manufacture and distribution of illegal drugs <p>The objectives of an anti-drugs policy:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prevent drugs entering the premises <input type="checkbox"/> Lessen the demand for illegal drugs <input type="checkbox"/> Detect those supplying and misusing drugs <input type="checkbox"/> Ensuring the safety of customers and staff <input type="checkbox"/> Prevent access to illegal drugs
	3.2 Identify the issues to be agreed with the authorities when putting a drugs control strategy in place.	<p>The issues to be agreed with authorities (licensing authority; local constabulary and fire authority; primary care trust; departments within local county council) when implementing a drugs control policy:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Authorised person to ensure the policy is put into operation and reviewed <input type="checkbox"/> Management of drugs on the premises <input type="checkbox"/> Forum to be consulted when developing the policy (police, local authority and licensing authority) <input type="checkbox"/> Policy content: training; reporting; scene preservation; usage of portable testing equipment and passive drug dogs <input type="checkbox"/> Referral and enforcement procedures: tip offs; 'round robins' and other networking systems <input type="checkbox"/> Preventative measures: equipment (installation of and access to security systems including CCTV, alarms and trained personnel); high standards of cleanliness and decor

Learning outcomes	Assessment criteria	Unit amplification
	<p>3.3 Explain drug-search protocols.</p>	<p>Drug search protocols are performed in line with the Police and Criminal Evidence Act 1984 (PACE) which sets out Police powers to stop, search and arrest:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consent is needed for routine searches; no consent is needed if police have 'reasonable suspicion' <input type="checkbox"/> Police must identify themselves giving their name and police station <input type="checkbox"/> Explain grounds for suspicion (intelligence, traces including drug litter) and what is being sought <input type="checkbox"/> Inform those who have been searched, that a copy of the search record will be available, if requested, within 1 year <p>Special legal provisions for drugs searches allow the police to take suspects to a police station without a formal arrest:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Where a public search is a superficial inspection of outer clothing, a detailed search should be done by a police officer of the same sex at a police station <p>Intimate searches of body orifices are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Authorised in writing by a police superintendent, on suspicion of a Class A drug hidden with criminal intent, conducted by a doctor or nurse in a hospital or clinic. <input type="checkbox"/> When police are informed by licensed premises owner/manager of a suspicion of drug usage or dealing, search consent must be given. <p>Police can search at any time with consent when:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Following an arrest for an arrestable offence <input type="checkbox"/> Execution of a warrant <input type="checkbox"/> Premises are in the immediate vicinity of a "serious arrestable offence" such as supply of drugs <input type="checkbox"/> Police can enter by force if they feel that delay in entering will lead to disposal of drugs

Learning outcomes	Assessment criteria	Unit amplification
	<p>3.4 Describe how staff should dispose of drugs confiscated on licensed premises.</p>	<p>How staff should dispose of drugs confiscated on the premises when taking temporary possession:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Immediately inform designated manager/supervisor, if unavailable ensure second adult witness is present throughout <input type="checkbox"/> Seal a sample in a plastic bag, include date and time of the seizure/find and have a witness present <input type="checkbox"/> Store confiscated drugs in a secure location, safe or other lockable container with access limited to management <input type="checkbox"/> Immediately notify the police who will collect it <input type="checkbox"/> Record full details of the incident, including police incident reference number and cross referencing any CCTV systems
	<p>3.5 Identify drugs litter.</p>	<p>Types of drug litter:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discarded syringes; Small plastic bags with traces of powder; Foils; Swabs; Spoons; Plastic bottles; Cans; Empty solvent containers
	<p>3.6 Describe how to spot and stop drug use or dealing.</p>	<p>Drug use can be spotted through behaviour:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Slurred speech; Impaired co-ordination; Tremors/shakes; negative performance at work, study and other places; Frequent fights, disorderly behaviour; Stealing; Changes in physical appearance (pupils larger/smaller than normal) <p>Drug dealing can be spotted when the following activities occur:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quick entry and exit from premises occasionally carrying packages on exit; Small huddled groups; Increase in cars parking for a short length of time; loitering around premises; waiting in cars; Money or small parcels being exchanged; Drug litter

Learning outcomes	Assessment criteria	Unit amplification
3.7	Explain the types of equipment used in reducing drug use on licensed premises.	<p>The types of equipment used to reduce drug use on licensed premises</p> <ul style="list-style-type: none"> □ CCTV; Security lighting for external areas such as delivery; Mobile phones to record images or call emergency services; Digital cameras; share recorded information between licensees within an area; Computer based controlled entry ID systems
3.8	Identify environmental factors that minimise the risk of drug use and dealing.	<p>Environmental factors that minimise the risk of drug use and dealing</p> <ul style="list-style-type: none"> □ Induction/training/instruction; employee expectations of appropriate behaviour, zero tolerance, □ Maintain high housekeeping standards internal and external □ Employee reporting system; Display signs □ Open floor plan enabling staff to see all areas □ Effective lighting in all areas (passage ways and car parks) □ Good communication and teamwork □ Access to employee support (counselling, services, programmes, assistance)
3.9	Describe the importance of community partnerships in reducing drug use on licensed premises.	<p>Community partnerships:</p> <ul style="list-style-type: none"> □ Police; Local Licensing Authority; Local Health Authority; Local drugs support groups, Local Education Authorities, Schools and Universities <p>The importance of these partnerships:</p> <ul style="list-style-type: none"> □ Give support and guidance; Educate employers and employees; Share information on new drugs, stop and search protocols and known offenders

Learning outcomes	Assessment criteria		Unit amplification
4 Understand how to deal with drug related medical emergencies.	4.1	Identify drug-related medical emergencies.	Drug related medical emergencies: <ul style="list-style-type: none"> □ Difficulty in breathing; drowsy; overheated; dehydration; panic attacks; choking on their vomit; projectile bleeding from an artery
	4.2	Explain how to respond to drug-related medical emergencies on the premises.	Responding to a drug-related medical emergency: <ul style="list-style-type: none"> □ Stay calm and be aware of personal safety (needles, aggression), refer to appointed First Aider, call an ambulance; find out which substance has been taken and how much, stay with individual safety until medical assistance arrives If person is anxious, tense or having a panic attack: <ul style="list-style-type: none"> □ Take them to quiet area/room, keep away from bright lights, encourage slow deep breaths If very drowsy: <ul style="list-style-type: none"> □ Keep them awake, if they become unconscious, place in recovery position, call for an ambulance, stay with them.

Information for tutors

Delivery

This delivery of this unit should support the vocational nature of this qualification and give a balance of practical skill development and knowledge requirement. This unit should be delivered in a way that develops learner knowledge and understanding of 'The principles of drug-awareness in the licensed retail sector'. Learners are expected to enquire into the topics covered by this unit, to question related theory and to compare and contrast theory with their own professional knowledge and practice. For learners this will mean building on existing knowledge and workplace experiences.

Assessment

This unit is assessed through an onscreen test multiple-choice test. Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*.

Suggested resource

Websites

www.adfam.org.uk	website set up for families with information on drug and alcohol symptoms
www.bii.org	British Institute of Innkeepers – has information on dealing with illegal drugs on licensed premises
www.defra.gov.uk	Department for Environment, farming and Rural Affairs has information on how to recognise drug litter
www.drugabuse.gov	National Institute on Drug Abuse. Includes a site for teachers and students with educational materials.
www.drugscope.org.uk	Information on classification of drugs and related legislation
www.homeoffice.gov.uk/drugs	UK government website- has information relating to reducing drug misuse and dependence, legislation and licensing
www.nationalpubwatch.org.uk	Licensed trades scheme to tackle drug uses
www.talktofrank.com	National drug information service with fact files and FAQs.
http://www.urban75.org	Drugs and the Criminal Law legal advice and information

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Pearson Edexcel: **www.edexcel.com/contactus**
- Pearson BTEC: **www.btec.co.uk/contactus**
- Pearson Work Based Learning: **www.pearsonwbl.com/contactus**
- Books, software and online resources for UK schools and colleges: **www.pearsonschoools.co.uk/contactus**

Other sources of information and publications available include:

- *Pearson Equality Policy*
- *Edexcel Information Manual* (updated annually)
- *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*
- *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*
- *Recognition of Prior Learning Policy and Process*
- *Quality Assurance Handbook* (updated annually)
- *BTEC Centre Guide to Assessment*

Publications on the quality assurance of Pearson BTEC qualifications are available on our website at www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/Pages/home.aspx

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website at: www.edexcel.com/resources

14 Professional development and training

Pearson supports UK and international customers with training related to Pearson 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 learner-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: www.edexcel.com/training. You can request customised training through the website or you can contact one of our advisors in the Training from Edexcel team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We have designed our new network events programme to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region. Sign up to the training you need at: www.btec.co.uk/training

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments. If you would like your Curriculum Development Manager to contact you, please get in touch with your regional office on: 0844 463 2535.

Your Pearson BTEC support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson BTEC support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: www.edexcel.com/subjectadvisors
- **Ask Edexcel:** submit your question online to our Ask Edexcel online service www.edexcel.com/ask and we will make sure your query is handled by a subject specialist.

Annexe A

Mapping with National Occupational Standards

The grid below maps the knowledge covered in the Pearson BTEC Level 2 Specialist qualifications in Drugs Awareness in the Licensed Retail Sector against the underpinning knowledge of the National Occupational Standards in Skills for Health. Centres can use this mapping when planning holistic delivery and assessment activities.

KEY

- # indicates partial coverage of knowledge in the NOS unit
- A blank space indicates no coverage of the knowledge

NOS	Pearson BTEC Specialist units	Unit 1
SFHAD1	Raise awareness about substances, their use and effects	#
DAN AA1	Recognise indications of substance misuse and refer individuals to specialists	#
SFHBA3	Contribute to the development of organisational policy and practice	#



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