



Life and Living Skills Suite – Evidence guidance for centres using Breaking Free Online or Pillars of Recovery materials

Unit O1 – Learning to manage substance dependency

Unit O2 – Managing recovery from substance dependency

Evidence that a learner has met the assessment criteria (AC) for these units can include:

Observation of learner – an observation statement/s is required.

For example, a learner could be observed during a discussion with another learner and during the activity the learner states what it means to be dependent on substances (Unit O1, AC 1.1) – what the learner says would be recorded in the Record of Assessment & Evidence (RAE) in the appropriate section.

Questioning of learner/discussion – a summary of discussion/questions and answers is required.

For example, a learner could be asked, by the assessor, 'Which two people or groups can support individuals recovering from substance dependency?' and the learner could respond by saying 'Alcoholics Anonymous and the person's partner' (Unit O2, AC 3.3) - the question and answer would be recorded in the RAE in the appropriate section.

Examination of product/learner's work – proof of the learners work is required and attached to the RAE.

For example, a learner could write a paragraph to describe different aspects of an individual's lifestyle (Unit O2, AC 1.1) and this work would be attached to the back of the RAE.

Centres using Breaking Free Pillars of Recovery Programme or Breaking Free Online can utilise the evidence produced during course sessions, as detailed in the mapping overleaf.

Mapping of OCR Assessment Criteria to Breaking Free Pillars of Recovery sessions (strategy handouts):

Unit O1 – Learning to manage substance dependency		Unit O2 – Managing recovery from substance dependency	
Assessment criteria (AC)	Pillars of Recovery strategy handout	Assessment criteria (AC)	Pillars of Recovery strategy handout
AC 1.1	Session 1/2	AC 1.1	Session 7a
AC 1.2	Session 1d	AC 1.2	Session 7c, f
AC 1.3	Session 1c	AC 2.1	Session 8a, 9
AC 2.1	Session 3a	AC 2.2	Session 1c, 8, 9, 10
AC 3.1	Sessions 1b 2.b	AC 2.3	Session 8, 9a, 10a, b, c, d
AC 3.2	Session 4a, b, c	AC 3.1	Session 6a
AC 3.3	Session 4e	AC 3.2	Session 6c, d
		AC 3.3	Session 6b
		AC 4.1	Session 12b, d
		AC 4.2	Session 12d
		AC 4.3	Session 1c, d & 12c, b

Further advice

Centre assessors should check the learner evidence before it is submitted for certification. They should ensure that:

- All of the ACs, in each of the two units, have been evidenced clearly and in a detailed and individualised way.
- Any plurals in the AC have been evidenced – remember, plural words mean ‘at least two’.
- Command words in the AC have been accurately assessed and evidenced.
- **‘Extra’ learner work has not been included. OCR only require specific evidence to meet the AC. There is no need to send additional teaching and learning materials or multiple examples to evidence that the learners have met the AC.**
- All witness statements and records are signed.
- All learner work has a verification statement and assessor’s signature.

Breaking Free Online and OCR Life and Living Skills (Entry Level)

Below is a mapping of Breaking Free **Online** Programme and the OCR Life and Living Skills units (O1 and O2), which shows opportunities to produce evidence. This is not a list of evidence required. **OCR would not expect all of this evidence to be produced for assessment.** The previous pages give a guide as to the minimum evidence required.

Intervention	GLH using PC	Evidence	GLH implementing	Evidence	Unit O1 Learning to manage substance dependency Assessment Criteria:	Unit O2 Managing recovery from substance dependency Assessment Criteria:
1. Assessment	30 - 60 mins	Observation and/or discussion	N/A	Discussion	1,1	4.1, 4.2
2. My diagram	30 - 60 mins	Observation and/or discussion	30 - 60 mins	Signed handout and/or discussion	1.1, 1.2, 1.3	1,1, 2,1, 2.2, 4.3
3. Understanding the cycle of dependence	30 - 60 mins	Observation and/or discussion	30 - 60 mins	Signed handout and/or discussion	1.1, 1.2, 1.3, 3.1	2.1, 2.2, 2.3, 3.1, 3.2, 4.3
4. Understanding your difficult situations	30 - 60 mins	Observation and/or discussion	30 - 60 mins	Signed handout and/or discussion	3.1, 3,2, 3.3	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.3
5. Managing your risky situation	30 - 60 mins	Observation and/or discussion	60 - 120 mins	Signed handout and/or discussion	3.1, 3,2, 3.3	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.3
6. Understanding your negative thoughts	30 - 60 mins	Observation and/or discussion	30 - 60 mins	Signed handout and/or audio download	3.1, 3,2, 3.3	2.1, 2.2, 2.3, 4.3
7. The blame trap	30 - 60 mins	Observation and/or discussion	60 - 120 mins	Signed handout and/or discussion	3.1, 3,2, 3.3	2.1, 2.2, 2.3, 4.3
8. The helpless trap	30 - 60 mins	Observation and/or discussion	60 - 120 mins	Signed handout and/or discussion	3.1, 3,2, 3.3	2.1, 2.2, 2.3
9. The catastrophe trap	30 - 60 mins	Observation and/or discussion	60 - 120 mins	Signed handout and/or discussion	3.1, 3,2, 3.3	2.1, 2.2, 2.3, 4.3
10. The guilt trap	30 - 60 mins	Observation and/or discussion	60 - 120 mins	Signed handout and/or discussion	3.1, 3,2, 3.3	2.1, 2.2, 2.3, 4.3
11. The all or nothing trap	30 - 60 mins	Observation and/or discussion	60 - 120 mins	Signed handout and/or discussion	3.1, 3,2, 3.3	2.1, 2.2, 2.3, 4.3
12. Understanding your emotional impact	30 - 60 mins	Observation and/or discussion	30 - 60 mins	Signed handout and/or discussion	3.1, 3,2, 3.3	4.3
13. Attention switching	30 - 60 mins	Observation and/or discussion	60 - 120 mins	Signed handout and/or discussion	3.1, 3,2, 3.3	4.3
14. Attention narrowing	30 - 60 mins	Observation and/or discussion	60 - 120 mins	Signed handout and/or discussion	3.1, 3,2, 3.3	4.3
15. Understanding your physical sensations	30 - 60 mins	Observation and/or discussion	30 - 60 mins	Signed handout and/or discussion	3.1, 3,2, 3.3	4.3
16. Surfing your cravings and urges	30 - 60 mins	Observation and/or discussion	60 - 120 mins	Signed handout and/or discussion	3.1, 3,2, 3.3	4.3

17. Understanding your unhelpful behaviours	30 - 60 mins	Observation and/or discussion	30 - 60 mins	Signed handout and/or discussion	3.1, 3.2, 3.3	2.1, 2.2, 2.3, 4.3
18. Planning your time positively	30 - 60 mins	Observation and/or discussion	30 mins +	Signed handout and/or discussion	3.1, 3.2, 3.3	2.1, 2.2, 2.3, 3.3, 4.3
19. Understanding your Lifestyle	30 - 60 mins	Observation and/or discussion	30 - 60 mins	Signed handout and/or discussion	3.1, 3.2, 3.3	1.1, 1.2, 4.1, 4.2, 4.3,
20. Achieving your life goals	30 - 60 mins	Observation and/or discussion	60 - 120 mins	Signed handout and/or discussion	3.1, 3.2, 3.3	1.1, 1.2, 4.1, 4.2, 4.3
21. Progress check	30 - 60 mins	Observation and/or discussion	N/A	Signed handout and/or discussion		4.1, 4.2
22. Learn about drugs: Alcohol	30 - 60 mins	Observation and/or discussion	30 - 60 mins	Signed handout and/or discussion	1.1, 1.2, 1.3, 2.1	4.3
23. Learn about drugs: Amphetamines	30 - 60 mins	Observation and/or discussion	30 - 60 mins	Signed handout and/or discussion	1.1, 1.2, 1.3, 2.1	4.3
24. Learn about drugs: Benzodiazepines	30 - 60 mins	Observation and/or discussion	30 - 60 mins	Signed handout and/or discussion	1.1, 1.2, 1.3, 2.1	4.3
25. Learn about drugs: Cannabis	30 - 60 mins	Observation and/or discussion	30 - 60 mins	Signed handout and/or discussion	1.1, 1.2, 1.3, 2.1	4.3
26. Learn about drugs: Cocaine	30 - 60 mins	Observation and/or discussion	30 - 60 mins	Signed handout and/or discussion	1.1, 1.2, 1.3, 2.1	4.3
27. Learn about drugs: Crack	30 - 60 mins	Observation and/or discussion	30 - 60 mins	Signed handout and/or discussion	1.1, 1.2, 1.3, 2.1	4.3
28. Learn about drugs: Ecstasy	30 - 60 mins	Observation and/or discussion	30 - 60 mins	Signed handout and/or discussion	1.1, 1.2, 1.3, 2.1	4.3
29. Learn about drugs: Methamphetamine	30 - 60 mins	Observation and/or discussion	30 - 60 mins	Signed handout and/or discussion	1.1, 1.2, 1.3, 2.1	4.3
30. Learn about drugs: Mephedrone	30 - 60 mins	Observation and/or discussion	30 - 60 mins	Signed handout and/or discussion	1.1, 1.2, 1.3, 2.1	4.3
31. Learn about drugs: Opiates	30 - 60 mins	Observation and/or discussion	30 - 60 mins	Signed handout and/or discussion	1.1, 1.2, 1.3, 2.1	4.3
32. Mutual aid meeting finder	30 - 60 mins	Observation and/or discussion	30 mins +	Discussion		3.1, 3.2, 3.3

Notes

- The use of Breaking Free Online combines use of a PC and 'real world' implementation of strategies.
- The reflection on and implementation of strategies can take place over hours, days and/or weeks.
- The programme is person centred and therefore service users may work through a range of different strategies at their own pace.

- Implementing strategies can vary in time and frequency e.g., planning your time positively can include numerous recovery-oriented activities that meet the learner outcomes for both units.
- There are numerous ways learner outcomes can be evidenced:
 - Observation (i.e., relating to use of PC, downloaded audio files/handouts, implementation of strategies).
 - Discussion (i.e., relating to use of PC, downloaded audio files/handouts, implementation of strategies).
 - Signed handouts

Unit O1 Learning to manage substance dependency

Learning Outcome: The learner will know about the issues of substance dependency

Assessment Criteria (AC) – The learner can:

- 1.1 State what it means to be dependent on substances
- 1.2 Identify reasons why an individual continues using substances
- 1.3 Identify ways in which an individual can be affected by substance dependency

Learning Outcome: The learner will know about risks associated with misuse of substances

Assessment Criteria (AC) – The learner can:

- 2.1 Identify risks associated with misuse of substances

Learning Outcome: The learner will know that steps can be taken to end substance dependency

Assessment Criteria (AC) – The learner can:

- 3.1 Identify positive reasons to stop using substances
- 3.2 Identify challenges to recovery
- 3.3 Identify ways of dealing with challenges to recovery

Unit O2 Managing recovery from substance dependency

Learning Outcome: The learner will understand lifestyle balance

Assessment Criteria (AC) – The learner can:

- 1.1 Describe different aspects of an individual's lifestyle
- 1.2 Describe positive experiences or rewards in an individual's life

Learning Outcome: The learner will know how to overcome negative thoughts and unhelpful behaviours

Assessment Criteria (AC) – The learner can:

- 2.1 Identify negative thoughts
- 2.2 Identify unhelpful behaviours
- 2.3 Identify positive activities to deal with negative thoughts or unhelpful behaviours

Learning Outcome: The learner will understand how to build positive relationships to aid recovery

Assessment Criteria (AC) – The learner can:

- 3.1 Identify barriers that prevent relationships being positive
- 3.2 Identify ways to overcome barriers to positive relationships
- 3.3 Identify people or groups that can support recovery

Learning Outcome: The learner will know how life goals affect recovery

Assessment Criteria (AC) – The learner can:

- 4.1 Identify life goals
- 4.2 Identify what motivates a person to achieve their life goals
- 4.3 Identify what could prevent a person from achieving their life goals