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| <b>Unit Title:</b>         | <b>Test for substance misuse</b> |
| Sector unit reference:     | ASM 9                            |
| Level:                     | 3                                |
| Credit value:              | 5                                |
| Guided learning hours:     | 30                               |
| Unit accreditation number: | T/601/0666                       |

## Unit purpose and aim

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

| <b>Learning Outcomes</b><br>The learner will:   | <b>Assessment Criteria</b><br>The learner can:   | <b>Exemplification</b> |
|---|--|------------------------|
| 1 Prepare to test individuals for substance use | 1.1 Identify those individuals to be tested for substance misuse and make arrangements for tests to be witnessed, where required<br>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<br>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<br>1.4 Provide opportunities for individuals to describe their substance use and explain possible false positives before they are tested<br>1.5 Obtain the individuals consent for testing procedures |                        |

| <b>Learning Outcomes</b><br>The learner will:    | <b>Assessment Criteria</b><br>The learner can:  | <b>Exemplification</b> |
|--|---|------------------------|
|  | 1.6 Explain clearly and precisely to individuals what they have to do to provide their samples.   |                        |
| 2 Test for substances                            | 2.1 Take samples (eg breath, urine, blood, hair, saliva) according to clinical and organisational policies and procedures<br>2.2 Test samples, or refer them for testing, in accordance with clinical and organisational policies and procedures<br>2.3 Follow supplier's/ manufacturer's instructions for use of equipment, where appropriate<br>2.4 Dispose of samples and equipment safely, in accordance with clinical and organisational policies and procedures<br>2.5 Explain possible causes of false readings in the types of tests carried out. |                        |
| 3 Communicate outcomes of testing for substances | 3.1 Communicate the outcomes of the tests to individuals, and their carers or guardians where required, and ensure they understand the consequences<br>3.2 Obtain individual's informed consent when test results are to be shared with other practitioners<br>3.3 Complete accurate records of tests and associated reports in accordance with organisational policy and procedures.   |                        |

## Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes

and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Competence based assessment must include direct observation as the main source of evidence.

## Evidence requirements

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### Unit evidence requirements

#### Evidence Requirements for this unit:

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

#### Special Considerations:

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

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

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

#### Required sources of performance and knowledge evidence:

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

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

#### Other sources of performance and knowledge evidence:

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

Not applicable to this unit.

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

- **Work Products:** These are non-confidential records made, or contributed to, by you eg information leaflets which advise drug, alcohol and substance users of their rights in relation to testing.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg test result records.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be eg how you follow the suppliers/manufactures instructions for the use of equipment.

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

### Unit Guidance

The evidence for this unit is likely to come from:

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

### Guidance on assessment and evidence requirements

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OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

### National Occupational Standards (NOS) mapping/signposting

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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 Health and Social Care Standards as HSC363.

**NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk)**

## Functional skills signposting

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This section indicates where candidates may have an opportunity to develop their functional skills.

Link to functional skills standards <http://www.qcda.gov.uk/15565.aspx>

| Functional Skills Standards |   |              |  |  |   |
|-----------------------------|---|--------------|--|--|---|
| English                     |   | Mathematics  |  | ICT  |   |
| Speaking and Listening      |   | Representing |  | Use ICT systems                              | ✓ |
| Reading                     | ✓ | Analysing    |  | Find and select information                  | ✓ |
| Writing                     | ✓ | Interpreting |  | Develop, present and communicate information | ✓ |

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.