

Unit Title:	Carry out initial assessments to identify and prioritise the needs of substance misusers
Unit sector reference:	ASM 11
Level:	3
Credit value:	5
Guided learning hours:	30
Unit accreditation number:	D/601/0662

Unit purpose and aim

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

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand the range of different substances and their effects	1.1 Identify the range of different substances and their effects 1.2 Identify different indications of substance misuse 1.3 Demonstrate ways of keeping knowledge about substances and indications of substance misuse up to date 1.4 Explain the jargon used by substance misusers in the locality.	
2 Evaluate individuals' substance misuse and understanding of substance misuse services	2.1 Explain why the assessment of individuals should be carried out promptly 2.2 Obtain information from the individual and if applicable, from the referring agency, in line with protocols	

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	<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>	
<p>3 Assess individuals' needs and appropriate Interventions</p>	<p>3.1 Present possible interventions to the individual in a positive manner and review the advantages and disadvantages with them</p> <p>3.2 Agree an appropriate course of action with the individual according to the type of intervention required</p>	

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	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	

Assessment

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

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 e.g. information leaflets which advise drug, alcohol and substance users of assessment procedures and the services available in the local community.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio e.g. Case records, assessment records and care plans.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be e.g. describe the range of different substances and their effects
- **Professional discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice; policies, procedures and legislation, and that you can critically evaluate their application e.g. describe the principles of the relevant legislation.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice e.g. Certificate/Progression Award in Drug and Alcohol Services
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your

qualification.

Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit e.g. describe how to achieve the best balance between the interests of the individual, any inherent risks and the legal duty of care.

- **Witness Testimony** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

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

Guidance on assessment and evidence requirements

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

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

AF2 Carry out assessment to identify and prioritise needs

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

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk

Functional skills signposting

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

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

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.