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| <b>Unit Title:</b>         | <b>Support individuals who are substance misusers</b> |
| Sector unit reference:     | ASM 3   |
| Level:                     | 3   |
| Credit value:              | 7   |
| Guided learning hours:     | 42  |
| Unit accreditation number: | A/601/0670  |

## Unit purpose and aim

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.

| <b>Learning Outcomes</b><br>The learner will:                                     | <b>Assessment Criteria</b><br>The learner can:  | <b>Exemplification</b> |
|---|---|------------------------|
| 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<br>1.2 Identify the risks involved with substance use both in the short and the long term (eg overdose, dependence and associated health risks)<br>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<br>2.2 Communicate with individuals in a manner that maximise the individuals' understanding<br>Support individuals to discuss their circumstances and history of substance use                                    |                        |

| <b>Learning Outcomes</b><br>The learner will:        | <b>Assessment Criteria</b><br>The learner can:   | <b>Exemplification</b> |
|--|--|------------------------|
|  | 2.3 Advise individuals on ways in which methods of substance use and activities affected by it can be practised more safely<br>2.4 Support individuals to dispose of hazardous materials and equipment safely<br>2.5 Describe harm reduction strategies, how and why these may differ from individual to individual<br>2.6 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   |                        |
| 3 Support individuals when they have used substances | 3.1 Explain relevant policies and procedures for the support of individuals who have used substances<br>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<br>3.3 Demonstrate how to make the environment as safe as possible, including how and when to move individuals for their own safety<br>3.4 Support individuals to meet their own needs and requirements after the effects of the substance have worn off<br>3.5 Show when and how to request further support and assistance<br>3.6 Report information about episodes of substance use to an appropriate person and record it in the required format. |                        |

| <b>Learning Outcomes</b><br>The learner will:   | <b>Assessment Criteria</b><br>The learner can:  | <b>Exemplification</b> |
|---|---|------------------------|
| 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<br>4.2 Offer support to individuals which respects their individual rights, and is appropriate to their needs<br>4.3 Assist individuals to review their progress in reducing substance use<br>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<br>4.5 Identify the specialist agencies and support networks involved in supporting substance users |                        |

## Assessment

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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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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. promotional material relating to the effects of substance misuse 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 and care plans.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded e.g. outline the legislation, policies and guidelines on the use and storage of substances?
- **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. explain relevant policies and procedures for the support of individuals who have used substances.
- **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. explain factors that influence individuals to use substances and reasons why individuals decide to reduce or cease substance use.
- **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 working with an individual
- b Confidential case records, and
- c The candidate's explanation of their work with this and other individuals 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:

AB2 Support individuals who are substance users

This also appears in Health and Social Care Standards as HSC379.

**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.

**Functional Skills standards can be viewed at <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.