

Unit Title:	Increase awareness about drugs, alcohol or other substances with individuals and groups
Unit sector reference:	ASM 8
Level:	3
Credit value:	7
Guided learning hours:	42
Unit accreditation number:	H/501/0586

Unit purpose and aim

This unit is for those who need to raise awareness about substances (drugs and alcohol), the use of substances and the effects of substances. The awareness raising may be with children and young people, or with other people who need to know about substances e.g. because they use substances themselves, have friends or family who use or may use substances, or work on a formal or informal basis with individuals who use substances.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand legislation and policy relevant to substance use	1.1 Identify the legislation which relates to substance use and describe the difference between legal and illegal drugs 1.2 Describe government policy in relation to substance use services e.g. prevention, treatment and rehabilitation 1.3 Identify key organisations that are designed to deliver the government's strategy on drugs and alcohol 1.4 Describe the legislation, policy and procedures regarding equality and confidentiality of information	
2 Understand substance use, its effects and treatments	2.1 Describe the different substances which are available and the effects they have on the body e.g. stimulants, sedatives and hallucinogenics 2.2 identify the street names for substances, and how	

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	<p>these change over time and in different locations</p> <p>2.3 Describe the dangers of substance use e.g. related to quantity, frequency, purity and polydrug use</p> <p>2.4 Describe the methods of substance use and the risks associated with the different methods</p> <p>2.5 Explain the inter-relationship between the background of individuals and the effect of substances on them: e.g. experience and expectations, mental and psychological state, physical health etc</p> <p>2.6 Identify reasons why individuals use substances and the influence on substance use of individuals' age, gender, economic disadvantage and/or emotional deprivation</p> <p>2.7 Describe the relationship between substance use, crime and antisocial behaviour</p>	
<p>3 Identify individuals' knowledge and values about substances</p>	<p>3.1 Enable individuals to talk about and identify what they know and understand about substance use</p> <p>3.2 Support individuals to explore their feelings and values about substance use</p> <p>3.3 Interact with individuals in a manner that encourages an open exchange of views and is non judgemental</p>	
<p>4 Increase individuals' knowledge and understanding of Substances</p>	<p>4.1 Identify the gaps in individuals' knowledge and understanding about substances, their use and effects</p> <p>4.2 Demonstrate how the values and beliefs of individuals may need to be challenged in their own</p>	

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	interests and those of others 4.3 Provide learning opportunities in a manner sensitive to individuals' needs and confidence 4.4 Ensure that the content of the learning provision is accurate and based on up-to-date evidence	

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

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. promotional material relating to the nature of substance misuse.
- **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.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded e.g. what are the key organisations that deliver the governments strategy on drugs and alcohol?
- **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 legislation, policy and procedures regarding equality and confidentiality of information.
- **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 the interrelationship between the background of individuals and the effect of substances on them.
- **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 or group
- b. Confidential case records and/or promotional material prepared, and
- c. The candidate's explanation of their work with individuals or a group 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:

AD1 Raise awareness about substances, their use and effects

This also appears in Health and Social Care Standards as HSC365.

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.

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

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.