

<b>Unit Title:</b>	<b>Carry out comprehensive substance misuse assessment</b>
Unit sector reference:	ASM 12
Level:	3
Credit value:	5
Guided learning hours:	30
Unit accreditation number:	K/501/0587

## Unit purpose and aim

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This unit is for those who assess the needs of drug, alcohol or substance misusers with complex requirements and/or those people who require more intensive and/or structured care programmes. It covers assessment that is on-going throughout the contact with the substance misuse service and the wider treatment system.

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>	<b>Exemplification</b>
1 Understand the signs and implications of a range of substance misuse related problems	1.1 Describe the different substances which individuals might use, how they are used and their likely effects 1.2 Identify challenges often associated with substance misuse e.g. significant psychiatric and or physical co-morbidity, children at risk, social problems. legal problems 1.3 Explain ways of keeping knowledge about substances and indications of substance misuse up to date 1.4 Describe the jargon used by substance misusers in the locality	
2 Understand the range of substance misuse services and interventions	2.1 Describe the range of treatment interventions and assessment services available in the locality 2.2 Describe the eligibility criteria and protocols for accessing services in the locality	

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>	<b>Exemplification</b>
	2.3 Explain how to respond to individuals who do not want to be referred to other services	
3 Prepare for comprehensive substance misuse Assessment	3.1 Obtain information on individuals from previous assessments carried out by other services in line with protocols 3.2 Establish any particular needs of the individual which will need to be taken into account during the assessment 3.3 Fully and accurately record arrangements for the assessment in line with the organisation's procedures	
4 Assess possible risks to the individual	4.1 Demonstrate how to assess the risk to individuals from their substance misuse and/or co-existent problems 4.2 Explain the importance of regularly reviewing risk assessments 4.3 Demonstrate that the risk assessment takes account of the individual's needs and the legal duty of care to the individual and others	
5 Assess individuals' substance misuse and related Problems	5.1 Involve the individual in the assessment as far as possible, according to their capability 5.2 Assess the nature of the individual's substance misuse problems and other problems 5.3 Assess the individual's understanding of services available and readiness to engage in a treatment programme 5.4 Conduct the assessment in line with locally agreed criteria and using standardised documentation 5.5 Manage challenging, abusive, aggressive or chaotic behaviour	

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>	<b>Exemplification</b>
	5.6 Seek clear conclusions from the assessment to inform the development of a comprehensive care plan 5.7 Explain how to involve adults with parental responsibility in the assessment and referral of children and young people 5.8 Describe how to take account of a child or young person's age and maturity when involving them in assessment 5.9 Describe the principles of the relevant legislation	
6 Follow up the assessment process	6.1 Keep accurate, legible and complete records of the assessment 6.2 Continue assessment at appropriate intervals once the individual has commenced a care plan 6.3 Provide individuals with accurate and clear information on systems for making complaints about the assessment system and appealing on the decisions 6.4 Ensure consistency of approach with other members of the substance misuse service team	

## 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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### **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:

Explain how to involve adults with parental responsibility in the assessment and referral of children and young people.

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. explanatory leaflets regarding the assessment process.
- **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. Assessment records, case records, 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 jargon used by substance misusers in the locality.
- **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. outline how you have conducted the assessment in line with locally agreed criteria.
- **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 how to involve adults with parental responsibility in the assessment and referral of children and young people.
- **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:

- The observation of the candidate working with an individual
- Confidential assessment records and case records, and
- 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:

AF3 Carry out comprehensive substance misuse assessment

This also appears in Health and Social Care Standards as HSC340.

**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.