



National Open
College Network

**PRACTITIONER SKILLS
IN THE
MANAGEMENT OF SUBSTANCE MISUSE**

**NATIONAL PROGRAMME
DOCUMENT**

**Only for use with the NOCN Advanced Certificate in Practitioner
Skills in the Management of Substance Misuse Qualification**

HOW TO USE THE NATIONAL PROGRAMME

This National Programme has been developed exclusively for those wishing to offer the National Open College Network Advanced Certificate in Practitioner Skills in the Management of Substance Misuse.

All Centres wishing to offer the qualification are required to deliver it within this national programme. The qualification cannot be embedded, or used within any other learning programme.

It is important that the Qualification Guide for the Advanced Certificate in Practitioner Skills in the Management of Substance Misuse is read carefully by those wishing to gain approval to deliver the qualification/programme, particularly those who have a responsibility for:

- Authorising and managing programmes.
- Supporting staff.
- Ensuring quality.
- Teaching and advising/counselling learners.
- Assessment, verification and moderation.

In order to gain approval to run the programme the Centre should complete the attached pro-forma document, complete form NP3 and forward two copies of each document to their local OCN. In addition, the Centre will need to complete the NQ1, Approval to Deliver NOCN Qualifications, provided in the NOCN Administration Handbook for Centres.

A Tutor and Learner Manual is available to support this programme and these are required by all Centres intending to use the programme. The manuals can be ordered through your local OCN.

NOCN AND OCN ACCREDITATION

The National Open College Network (NOCN) represents and quality assures the work of 28 Open College Networks (OCNs) operating in England, Wales and Northern Ireland. NOCN is also a qualifications awarding body. NOCN aims to develop and widen access to high quality and flexible education, training and learning in a variety of contexts.

OCNs are locally managed, not-for-profit partnerships which provide a flexible accreditation service for a wide range of learning activities, taking place in colleges, centres, in the community or in the workplace.

The OCN accreditation framework is particularly designed to address the needs of learners whose achievements have not been formally recognised or have remained outside the existing qualifications framework.

OCNs operate on the basis of partnership between different sectors of education and training, and bring together a range of organisations either providing or concerned with learning opportunities for adults and young people.

National Credit Framework

All OCN accredited programmes use the nationally agreed specifications of the NOCN Credit Framework to describe and recognise achievements.

This Credit Framework requires the achievements gained through learning to be organised into **units**. Within the framework a unit is defined as a coherent set of learning outcomes. Units are the building blocks of all OCN programmes.

Each unit gives details of what a learner is expected to know, understand or do on completion of a unit (the learning outcomes) and the criteria that will be used to judge if these outcomes have been achieved (the assessment criteria).

The process of recognition of an OCN programme also establishes a **credit value** for each unit. This credit value indicates the number of credits a learner will achieve through the successful completion of the unit.

In all OCN programmes:

a credit is awarded for the successful completion of those outcomes which a learner might reasonably be expected to achieve in a notional 30 hours of learning.

It is important to note that credit is awarded for achievement. Once the credit value of a unit is agreed, the amount of time a learner actually takes to achieve the outcomes is irrelevant to the award of credit.

In addition to credit value, all units within an OCN programme include a **level**. The level indicates:

- The degree of complexity of the learning outcomes
- The degree of independence expected of the learner in achieving the outcomes
- The range of contexts within which the learner is able to demonstrate achievement of these outcomes

NOCN and OCN programmes operate on the following level descriptors:

Entry Level

The acquisition of a limited range of basic skills knowledge and understanding in highly structured and self-referenced contexts which permit the identification of progression from the learner's point of entry to the learning process.

Level One

The acquisition of a foundation of competencies, knowledge and understanding in a limited range of predictable and structured contexts that prepare the learner to progress to further achievements.

Level Two

The acquisition of a broader range of competencies, knowledge and understanding which demonstrate the extension of previous abilities in less predictable and structured contexts and prepare the learner to progress to further achievements.

Level Three

The acquisition of a more complex range of competencies, knowledge and understanding in contexts which develop autonomous, analytical and critical abilities that prepare the learner to progress to further independent achievements.

This national system provides a robust, simple and effective mechanism for all OCN accredited programmes to be compared and valued in relation to each other. It also allows comparisons to be made with other awards. For example:

Entry Level provides a basis for progression to other learning programmes within the framework.

Level One is comparable to NVQ1, Foundation GNVQ and GCSE grades D-G.

Level Two is comparable to NVQ2, Intermediate GNVQ and GCSE grades A-C.

Level Three is comparable to NVQ3, A Level, AS Level and AVCE.

HOW TO USE THE PROGRAMME/QUALIFICATION

Stage	User Organisation	Local OCN
Information	Having received details of the qualification (from the NOCN website), provider decides whether it wants to run the national programme and offer the NOCN qualification.	
Advice	Contacts local OCN for advice about registering the national programme and qualification.	Receives query and provides advice about approval and initial registration through named officer for the Qualification. Provides NQ1 and further details.
Approval & Initial Registration	Completes: <ul style="list-style-type: none"> • NP3 pro-forma • Centre/user form (SMPS) Sends two copies to local OCN together with NQ1.	Receives completed forms and information and processes them through internal quality systems.
Notification	Receives OCN approval to run the programme and approval to offer the NOCN Qualification. Registers programme and learners with OCN.	Sends approval to run the programme and confirms approval to offer the Qualification. Provides details of how to register learners through Administration Handbook. Informs lead OCN and provides details of Centre and OCN officer responsible. Receives and registers programme and learner registrations. Confirms moderator with Centre.
Delivery	Delivers the national programme and Qualification units in accordance with the Qualification Guide. Reviews delivery to ensure continuous improvement in accordance with OCN /NOCN requirements.	Provides identified Officer support. Administers moderation of units and conforms to requirements for Qualification as detailed in the Administrative Guide and External Assessment Pack for the Qualification. Attends/reports on Review to Lead OCN/NOCN.

PROGRAMME INFORMATION

This information must be read in conjunction with the Qualification Guide

Programme Title

Practitioner Skills in the Management of Substance Misuse

Programme Aims

This programme has been developed to support the use of the NOCN Advanced Certificate in Practitioner Skills in the Management of Substance Misuse. This qualification aims to:

- Underpin the Government strategy outlined in ‘Tackling Drugs to Build a Better Britain’
- Promote good practice in substance misuse management
- Provide learners with the skills necessary to perform as substance misuse workers
- Provide current substance misuse workers with a professional qualification in their chosen field
- Provide a basis for further study and motivation towards career development and/or specialism for learners

1. Does the centre/organisation have any additional aims to those stated?

Target Group

The qualification has been developed for people interested in becoming alcohol or drug workers who may have a relevant professional qualification and/or two years relevant experience.

The qualification is suitable for:

- Current workers in the substance misuse field who now wish to attain a recognised professional qualification in their chosen field.
- Those with relevant professional qualifications, examples of relevant professional qualifications include Nursing, Social Work, and Youth and Community Work.
- Those with two years experience in the field usually as volunteers. Relevant experience must be in the field of substance misuse and include interaction with clients.

The programme has also been designed to take account of the need for the engagement of new workers and those wishing to enter the field with little or no previous experience. The application process will identify those new workers for whom some initial training may be necessary before they are admitted to the programme. It is intended that additional units to support those requiring initial training prior to entry to the qualification, or those who require a shorter programme to support their current professional role (for example, teachers, police) will be added at Level Two.

The minimum age requirement for entry to the programme is 19 years.

2. Please confirm the target group for this programme at your Centre.

Admission and Guidance

Prior Knowledge and Skills

The demands and nature of the qualification and the assessment requirements are such that learners will need sound literacy and numeracy skills. Learners will need to be able to:

- Read and interpret information
- Write with clarity in a logical and understandable format
- Select and organise information clearly and coherently

Admission Process

Applicants will be considered against the minimum entry criteria and preference in the first instance will be given to workers requiring the qualification and those wishing to enter the field with relevant related experience. All applicants will be provided with a statement regarding equal opportunities policy relating to the application process.

For those applicants not admitted to the programme, advice and guidance will be provided by a member of the course team on alternative training and/or experience available. Places will be limited for each run of the programme and unsuccessful applicants may be put onto a waiting list if they so wish.

It will be a requirement of all centres to administer the admission process and provide all the necessary support to applicants.

3. Please outline how the Centre will conduct the admission process.

Advice and Support

All learners admitted to the programme will have an induction into the programme and the requirements of the qualification at the commencement of the course. This will normally be provided by the Course Tutor.

On-going advice and support will be available to learners throughout the programme. It will be the responsibility of the Centre to ensure that each learner has regular access to support for both classroom-based and work-based elements of the programme.

4. Please identify how the Centre intends to provide on-going support and advice to learners. Provide details of how the learners on this programme will be supported and the requirements met. This should include details of:

- *The provision of on-going guidance and support*
- *Work based support*
- *Personal support facilities*
- *Learning support facilities*

Programme Structure and Delivery

- The programme/qualification is composed of a total of **six units**.
- Each unit will normally be delivered over a five week period. Unit 5 must be delivered over a minimum of three weeks, 30 hours of work placement time must be available to each learner.
- All units within the programme are **compulsory** for those learners wishing to achieve the qualification.
- All units are offered at Advanced level – Level Three.
- The units must be achieved in succession as each unit builds on the theory and applications of the previous unit/s.
- The final unit entitled ‘Specialist Area of Substance Misuse’ will be applied in the specific area of substance misuse selected by the learner as appropriate to the context in which they operate/wish to operate.

5. Give details of the proposed pattern of study, e.g. hours per day, per week, weeks per year, the mode of delivery and the location of the delivery.

Please provide written confirmation that adequate and appropriate work placement is available to learners recruited to this programme. Confirmation details including location, contact details and confirmation of regulatory checks should be attached to this pro-forma and will form part of the approval process.

6. Please identify for Unit 5 – Field Placement and Unit 6 – Observation, the local arrangements in place for the delivery of work based elements including supervision and learner support.

Resources

In order to deliver the programme and provide the required expertise for assessment of learners' work, the following criteria must apply to staff engaged on the programme:

Essential Criteria:

- Minimum of three years experience of training/teaching, including the assessment of candidates' work. **(Units 1-4)**
- Minimum of three years experience of providing learner/candidate guidance and support. **(Units 1-4)**
- Minimum of three years experience in the field and two years experience of providing clinical supervision. (This applies for all those operating with **Units 5 and 6** of the qualification.)

Desirable Criteria:

- Professional teaching qualification, for example City and Guilds 7307 (or equivalent).
- Assessors Awards (TDLB Units D32, D33, NOCN Assessors Award).
- Other professional Qualifications, for example, RMN, CQSW, DipSW, or other higher academic awards in a related field.

In addition to the above general criteria, the following specific criteria will apply to assessors who are engaged to provide teaching and assessment in each of the units of the qualification.

Unit 1: Substance, Set and Setting

Essential	Desirable
<ul style="list-style-type: none"> • Specific demonstrable knowledge and experience of psychology, biology and sociology relating to the substance misuse field. 	<ul style="list-style-type: none"> • Professional qualification in a related field or discipline. • Assessors award, for example TDLB D32/D33/D34 (or NOCN).

Unit 2: Treatment Options

Essential	Desirable
<ul style="list-style-type: none"> • Minimum of three years experience of a diverse range of interventions including: treatment, harm reduction, primary and shared care, criminal justice work and aftercare. • Professional qualification in a related field or discipline. 	<ul style="list-style-type: none"> • Professional teaching qualification, for example City & Guilds 7307(or equivalent). • Assessors award, for example TDLB D32/D33/D34 (or NOCN).

Unit 3: Identifying Needs and Planning to Meet Needs

Essential	Desirable
<ul style="list-style-type: none"> • Minimum of three years experience of care assessment and planning, including utilising a variety of interview and care planning techniques and models. 	<ul style="list-style-type: none"> • Professional teaching qualification, for example City & Guilds 7307(or equivalent). • Professional qualification in related field or discipline. • Assessors award, for example TDLB D32/D33/D34 (or NOCN).

Unit 4: Implementation, Review and Evaluation of Care Plans

Essential	Desirable
<ul style="list-style-type: none"> • Minimum of three years experience of care assessment and planning, including utilising a variety of interview and care planning techniques and models. • Minimum of three years knowledge and experience of providing drug interventions and of reviewing/evaluating and monitoring clinical care plans. 	<ul style="list-style-type: none"> • Professional teaching qualification, for example City & Guilds 7307(or equivalent). • Professional qualification in related field or discipline. • Assessors award, for example TDLB D32/D33/D34 (or NOCN).

Unit 5: Field Placement

Essential	Desirable
<ul style="list-style-type: none"> • Minimum of three years experience in the field. • Minimum of two years experience of providing clinical supervision. 	<ul style="list-style-type: none"> • Professional teaching qualification, for example City & Guilds 7307(or equivalent). • Professional qualification in related field or discipline. • Assessors award, for example TDLB D32/D33/D34 (or NOCN).

Unit 6: Specialist Area of Substance Misuse

Essential	Desirable
<ul style="list-style-type: none"> • Minimum of three years experience related to the specialist unit being delivered. 	<ul style="list-style-type: none"> • Professional teaching qualification, for example City & Guilds 7307(or equivalent). • Professional qualification in related field or discipline. • Assessors award, for example TDLB D32/D33/D34 (or NOCN).

7. *Please provide details of staff delivering this programme in relation to essential criteria given. Give details of local staffing arrangements including:*

- *The co-ordinator for the programme*
- *The staff team delivering the programme*
- *The pattern of staff meetings/development events to support delivery*
- *How staff are inducted/trained in OCN accreditation/NOCN Qualification*

Learner and Learning Support

It will be a requirement of Centre approval to run the programme that all learners will be provided with adequate support during the programme in relation to learning materials, core texts, and library access. Centres will need to provide information to learners during the induction process on how they can access learning support. Some Centres may make arrangements with local colleges/libraries or other organisations to extend the range of learning support services available to learners on this programme. All learners on the programme must have access to the individual student handbook, produced to support this qualification.

In addition Centres should provide advice at induction to other support services available, for example access to childcare facilities, financial support services and support for those with a particular learning need and/or disability. It is expected that this information will be provided to all learners.

8. Please provide details of the learning resources available at the Centre to support learners on this programme.

Quality Assurance

Any Centre wishing to offer the programme/qualification must meet the criteria identified within the Qualification Guide (Page 10).

The programme is supported by both tutor and student handbooks and these will detail the course content supporting the units. Assessment strategies for the units are detailed in the Qualification Guide.

Centres wishing to offer the programme/qualification must agree to meet the quality assurance requirements identified NQ3 in the NOCN Administration Handbook for Centres.

Please indicate who will be responsible for:

- *The quality assurance of the programme.*
- *Liaison with and co-ordination between OCN external moderators and internal moderators/verifiers.*
- *Monitoring, evaluating and reviewing the programme.*

The following minimum requirements relating to internal moderation must be applied in any Centre offering the qualification and application of these requirements will be monitored by the OCN Moderator and reported after the first runs of the programme across identified centres.

Internal verification will be required. This will be undertaken by assessors who meet the following criteria:

Essential Criteria:

- Minimum of three years experience of training/teaching including the assessment of candidates' work. (Units 1-4)
- Minimum of three years experience of providing learner/candidate guidance and support. (Units 1-4)
- Minimum of three years experience in the field, and a minimum of two years experience of providing clinical supervision. (This applies for all assessors operating with Units 5 and 6 of the qualification)

Desirable Criteria:

- Professional teaching qualification, for example City and Guilds 7307 (or equivalent).
- Assessors Awards (TDLB Units D32, D33).
- Other professional Qualifications, for example, RMN, CQSW, DipSW, or other higher academic awards in a related field.

An Internal Moderator/Moderation Co-ordinator must be identified. In most cases this will be the course co-ordinator.

9. Please detail how Internal Moderation will be undertaken on this programme and who will be responsible.

Assessment

General principles

- All units in the qualification must be achieved in succession as the units build on the development of knowledge, skills and understanding throughout the course.
- Candidates must successfully achieve each unit before progressing to the next unit.
- Summative assessment will be undertaken for each unit and candidates must meet the requirements of **all** learning outcomes of the unit in order to successfully achieve the unit.
- Deadlines will be set for the submission of assessment evidence.
- Candidates who do not successfully achieve **all** the outcomes of the unit will be offered the opportunity to re-submit work. Re-submission will be in a timely fashion, in the majority of cases it will be expected in the following session.
- Evidence for assessment will include written material, oral presentations, interviews and observed performance.
- Assessment for each unit of the qualification must adhere to the requirements detailed in the Qualification Guide.
- Details of the external assessment requirements for those wishing to access the qualification are provided in the Qualification Guide.

Centres must agree to all the requirements for assessment (internal and external) as detailed in the Qualifications Guide.

Achievement and Progression

The key progression route for successful candidates is directly to employment in the area of substance misuse identified. The groups accessing the qualification are likely to come from as diverse a range of vocational backgrounds as those requiring their services.

A proportion of those wishing to access the qualification will be professionally qualified and actively working in related areas of the health sector, for example nurses, doctors, therapists; social workers and youth workers; or those working within voluntary/community sector organisations. For these target groups successfully achieving the qualification will add to the knowledge and skills they require in aspects of their employment and they, therefore, will not progress further in this area.

For all those accessing the qualification a series of transferable skills will be developed, all of which are noted within the Health Advisory Service Review and which are relevant and appropriate within a wide range of vocational occupations. These include:

- Effective communication
- Working with Others
- Problem Solving
- Analysing and Interpreting complex information
- Presentation of information in both oral and written contexts
- Independent Learning Skills
- Managing, monitoring and review skills

Delivery Information

Unit One: Substance, Set, Setting

This unit covers the knowledge and understanding required in relation to substance set (psychology) and setting (sociology). The unit will require an understanding of how elements of biology, biochemistry, psychology and socio-economics can be synthesised and applied to problem substance misuse.

The unit, therefore, covers:

- Biological aspects of substance misuse, including knowledge of the human body and the pathways utilised by psychoactive drugs and the various functions of the key systems within the human body.
- Biochemical aspects of substance misuse to include knowledge of the operation of the central nervous system. The key principles of neuronal transmission of impulses and the effect on these of psychoactive substances. The unit also covers tolerance, intoxication, withdrawal and dependence.
- Psychological aspects of substance misuse to include the role that psychological factors play. Key areas of psychological theory will be covered within this unit to include attribution and conflict theories.
- Socio-economic aspects linked to substance misuse to include an understanding of both micro and macro factors.

The final session will look at the interaction and synthesis of each of these areas in the understanding of substance misuse. In particular this will focus on case study material to assist learners in identifying key factors with reference to particular individual cases presented.

Delivery

This unit will be delivered in the classroom and will use case study material to illustrate examples. Learners will be able to draw on relevant experience/knowledge. Delivery styles will include tutor input, learner input, group discussion and presentations.

Unit Two: Treatment Options

This unit will develop knowledge and understanding of the treatment continuum within the substance misuse field. The unit also covers:

- The role of prevention
- The application of the philosophy of harm reduction
- Pharmacological approaches
- Application of psychosocial treatment
- The need for specialist options
- The role of aftercare and its function in the treatment process

The sessions will cover:

- Prevention and Harm Reduction, including the role of prevention and the genesis of harm reduction strategies.
- Pharmacological treatment options relating to opiates, amphetamines and alcohol and will include, but not be limited to, pharmacotherapy, detoxification, maintenance, prescribing and substitution.
- Psychosocial treatment options to include the main theories and applications of the theory. Theory will include cognitive behavioural therapy, motivational interviewing and topic-centred therapy groups. The sessions will also look at alternative therapies and their application.

Delivery

This unit will be delivered in the classroom and will use case study material to illustrate examples. Learners will be able to draw on relevant experience/knowledge. Delivery styles will include Tutor input, learner input, group discussion.

Delivery will be supported by learner and tutor support materials which may include written, visual and other reference materials produced specifically to support the qualification.

Unit Three: Identifying Need and Planning Need

This unit develops the knowledge and skills needed to identify needs of individual clients, to analyse the information gathered and to plan the appropriate intervention needed to meet identified need. The unit brings together understanding and knowledge gained in previous units and uses this in practical applications. It is necessary for learners to have a critical understanding of the assessment process and skills in interpretation and analysis of information gained through the assessment process. Therefore the key areas, addressed within the unit, are:

- Assessment processes and practice to include developing an understanding of the process.
- Evaluation of different models for assessment and the factors which may influence and shape the assessment process in practice.
- Assessment interview techniques and the development of interviewing skills.
- Applying the theoretical content of units 1 and 2 in the application of the assessment process.
- Organising, analysing and interpreting information from assessments.
- Planning appropriate interventions to meet identified need and the development of care plans.

Delivery

This unit will be delivered in the classroom and will use case study material to illustrate examples. Learners will be able to draw on relevant experience/knowledge. Delivery styles will include tutor input, learner input, group discussion. Role play and practical work will form an integral element of the delivery of this unit.

Delivery will be supported by learner and tutor support materials which may include written, visual and other reference materials produced specifically to support the qualification.

Unit Four: Implementation, Review and Evaluation of Care Plans

This unit develops the knowledge and skills needed for implementing care plans to meet identified need and builds directly from the knowledge gained through the previous unit. The unit also develops from the implementation of those plans through the evaluation of the outcomes and amendment to plans as necessary to achieve desired results.

The unit will require learners to demonstrate their understanding of the nature and context of service provision in the UK and will include:

- Identification of service providers
- Engaging with service providers
- Co-ordination of services for the delivery of care plans
- Setting target outcomes and reviewing against targets
- Using review and evaluation to amend care plans and undertaking re-assessment

This unit will require the development of analytical and evaluative skills as well as the development of learner's ability to negotiate with a range of people and organisations involved in service provision.

Delivery

This unit will be delivered in the classroom and will use case study material to illustrate examples. Learners will be able to draw on relevant experience/knowledge. Delivery styles will include tutor input, learner input, group discussion. Role play and practical work will form an integral element of the delivery of this unit.

Delivery will be supported by learner and tutor support materials which may include written, visual and other reference materials produced specifically to support the qualification.

Unit Five: Fieldwork Placement

This unit applies the knowledge, understanding and skills acquired through the previous four units to work in practical settings in the field. Learners will, therefore, be required to work in a fieldwork placement. A minimum of 30 hours placement time is required. The unit will take the form of supervised practice and learners must have achieved the four previous units in order to progress to this unit.

The unit focuses on the application of knowledge in supervised practical work with clients. The unit develops the learners' ability to work with a diverse range of clients and covers the following practical elements:

- Conducting an initial assessment of need.
- Interview techniques.
- Organising, recording and presenting information.
- Applying theoretical concepts to work in the field.
- Formulating and implementing an initial care plan.
- Producing case notes.
- Identifying and assessing service providers.
- Reviewing and amending the initial care plan.
- Understanding and applying equal opportunities and anti discriminatory practice.
- Understanding and applying confidentiality policy and practice.

Delivery

The unit takes the form of practical work in a work placement. The work will be supervised at all times and learners will have access to a tutor and mentor to support their work in practice and to give feedback and evaluate their activity.

Each student will have a fieldwork supervisor from the workplace in which they are located. This is in addition to the support they will continue to receive from the course tutor.

Unit Six: Specialist Area of Substance Misuse

This unit builds on the core skills and knowledge gained in the previous five units. The unit focuses on a specialist area of work within the substance misuse field and requires the learner to develop their knowledge, skills and understanding of the specialist area chosen. The unit requires the learner to develop an understanding of the history and development of the specialist field, the nature and aims of the work undertaken in this area and its integration into the wider field of substance misuse. The learner will be required to develop in detail an understanding of the key features, characteristics and context of substance misuse work in the specialist area, of relevant policy and practice and the legislative framework within which it operates. In addition the unit will develop the learner's ability to develop critical and analytical skills in relation to case histories of clients within the specialism.

The key elements of this unit are:

- A knowledge of the specialist field, its aim and purpose.
- Key features and characteristics and the context of substance misuse work in the specialist area.
- Policy, practice and legislative frameworks operating in the specialist area.
- Observational placement activity in relation to the specialist area and client case histories.

Delivery

The unit will have a mixture of delivery which will include taught sessions and observational placement work within a specialist area. Case study material will be used to illustrate examples. Learners will be able to draw on relevant experience/knowledge. Delivery styles will include Tutor input, learner input, group discussion. An observational placement activity and practical work will form an integral element of the delivery of this unit.

Delivery will be supported by comprehensive learner and tutor support materials which may include written, visual and other reference materials produced specifically to support the qualification.

Equal opportunities

- 10** *Describe how the programme will apply and take forward the centre/organisation's Equal Opportunities policy and how any additional requirements will be implemented if applicable. Please attach a copy of the centre/organisation's Equal Opportunities Policy.*

Tutor/student Handbooks are available to support the delivery of this programme/qualification and the Centre is required to obtain these prior to submitting this pro-forma for approval.

NP3

INITIAL REGISTRATION: APPLICATION TO USE AN NOCN NATIONAL PROGRAMME

Please complete this form and submit it to your local OCN prior to commencement of the programme. For further details see the enclosed Guidance for Centres. Please submit this form together with:

- Two completed sets of Programme Information (SMPS). Providing detailed information on the local arrangements for running this programme.
- Form NQ1, Approval to deliver NOCN qualifications, and understanding of NOCN qualifications.

PROGRAMME DETAILS:

Programme Title	Practitioner Skills in the Management of Substance Misuse
Originating Organisation	

USER DETAILS:

Organisation			
Address	Telephone Fax E-mail		
Programme Co-ordinator (For All Contact with OCN)			
Programme Tutor/s - if different			
Proposed Start Date of First Run of Programme			

DECLARATION:

On behalf of the above organisation, I confirm that:

- The programme will be delivered and resourced as described in the Qualification Guide including details supplied by our organisation on how the programme will be run locally.
- The tutor/s will be appropriately briefed about the programme and will be in possession of all programme documents, including the units.
- Our organisation accepts the local OCN charges as outlined in their current Fees/Charges document.

Authorised by:* Signature	Printed Name
Date	

* This must be a person authorised by the User Organisation to authorise submission documents and transfers.

OCN Guidance Checklist

- 1. The NOCN Advanced Certificate in Practitioner Skills in the Management of Substance Misuse can only be offered within the National Programme 'Practitioner Skills in the Management of Substance Misuse'.**
- 2. Centres wishing to offer the qualification must complete the pro-forma attached to the National Programme document as well as the NQ1 approval to define NOCN qualifications and units of NOCN qualifications.**
- 3. OCNs should note that additional units cannot be added to the National programme.**
- 4. OCNs should note that units from the qualification/national programme cannot be transferred into other OCN programmes.**
- 5. Centres should be advised that delivery manuals are available and are required to support the delivery of the programme. These can be obtained from the Lead OCN and will subject to a small charge (£10 per copy).**
- 6. Centres should be advised that approval will not be given to offer the programme/qualification unless work placements have been arranged in advance. OCNs should check that this has been completed as part of the approval process.**
- 7. Additional support for providers on delivery issues will be available from Trafford Substance Misuse Services (Karen Lee). Telephone: 0161 905 8577.**
- 8. OCNs should identify a named officer to support centres offering this qualification. The named officer will be required to attend support and review meetings arranged at intervals by the Lead OCN.**