

Qualification Guide

for

Providers/Tutors/Assessors

**National Open College Network
Level Three Certificate in Practitioner Skills in the
Management of Substance Misuse**

Accreditation No: 100/2410/4

NOCN Qualification No: PS2ACQ0001

All providers offering this qualification must have approval to run the qualification, and have access to the externally set task and the NOCN Administration Handbook for Centres.

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Coding and Numbering System for Units

NOCN LEVEL THREE CERTIFICATE IN PRACTITIONER SKILLS IN THE MANAGEMENT OF SUBSTANCE MISUSE

QCA Qualification Accreditation Number: 100/2410/4

Accreditation Start Date: 01/08/2002

Accreditation End Date: 31/08/2005

Certification End Date: 31/08/2008

National Open College Network Unit Code	Unit Title	Level	NOCN 10 Hour Credit Value	Accredited Units: Unit Number
PS23QQ002	Substance Set and Setting	Three	3	Y/101/5002
PS23QQ003	Treatment Options	Three	3	D/101/5003
PS23QQ004	Identifying Need and Planning to Meet Identified Need	Three	3	H/101/5004
PS23QQ005	Implementation, Review and Evaluation of Care Plans	Three	3	K/101/5005
PS23QQ006	Fieldwork Placement	Three	3	M/101/5006
PS23QQ007	Specialist Area of Substance Misuse	Three	3	T/101/5007

The units above may only be delivered within the NOCN National Programme 'Practitioner Skills in the Management of Substance Misuse' (Appendix 1). **They may not be delivered as stand alone units.**

THE NATIONAL OPEN COLLEGE NETWORK (NOCN)

The National Open College Network is the UK's foremost provider of accreditation services for adult learning. Ever since its foundation, NOCN has committed itself to promoting and supporting wider access to high quality, lifelong learning opportunities and to formal recognition of learners' achievements. In doing so NOCN believes that the needs of learners are paramount and that meeting these needs can help to create a more equitable society.

NOCN is a national qualification awarding body, subject to regulation by QCA (in England), ACCAC (in Wales) and CCEA (in Northern Ireland). Some NOCN qualifications and services are also available in Scotland.

NOCN offers qualifications from Entry Level to Level Three/Advanced in a wide range of subjects and areas. A number of qualifications at Level Four are also being developed. All are designed to be suitable for adults and for anyone for whom more traditional qualifications are unsuitable. NOCN qualifications enable learners to achieve specific unit credits for their achievements and to accumulate these credits towards the achievement of the full qualification. Above all, NOCN qualifications are designed to be accessible and to support the development of skills and knowledge that enable people to participate in work, in their communities or in further learning.

The National Open College Network exists to promote and support regional Open College Networks (OCNs) in developing and widening access to high quality and flexible education, and to training and learning in any context, particularly for learners who have benefited least from formal provision. NOCN ensures that there is a quality assured, effective and comprehensive framework through which individual licensed Open College Networks can consistently award credit for learner achievement and provide access to NOCN national qualifications.

OPEN COLLEGE NETWORKS (OCNs)

On behalf of NOCN, OCNs provide the quality assurance arrangements for NOCN qualifications. You will be working closely with your local OCN in delivering these qualifications. A list of Open College Networks and contact addresses can be found on page 82.

OCNs are locally managed membership organisations which provide credit awards for a wide range of learning taking place in centres from all sectors of education and training. 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 qualification framework.

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

Open College Networks operate throughout England, Wales and Northern Ireland.

INTRODUCTION TO THE NOCN ADVANCED CERTIFICATE IN PRACTITIONER SKILLS IN THE MANAGEMENT OF SUBSTANCE MISUSE

Rationale

The NOCN Level Three Certificate in Practitioner Skills in the Management of Substance Misuse, has been developed in order to meet an identified need for a minimum training requirement for substance misuse workers in the treatment field.

The strategic push from government for a cohesive and comprehensive approach to tackling problems of substance misuse as outlined in the White Paper 'Tackling Drugs to Build a Better Britain', has resulted in the need to identify minimum standards for the training of workers in the field.

It is estimated that 34,000 people work in the Sector/Service area in total. Some 15,000 people work in specialist drugs and alcohol services (Sources: Alcohol Concern, Drugscope, National Treatment Agency). This number can probably be doubled when specialists working in GP practices, hospitals, schools and others are taken into account. In addition to these specialists there are a significant number of general workers such as medical practitioners, police officers, prison officers and social workers.

Current service provision as identified by Government statistics indicates that 57.5% of service providers in this area are located in the voluntary sector, 37.5% in the statutory sector and 5% in the private sector. These figures indicate that much work in this area is currently undertaken in the voluntary sector and that training which specifically addresses the requirements of these workers in a diverse range of settings is currently not available. The NOCN Level Three Certificate in Practitioner Skills responds to the national need for a practitioner qualification for those working in the area of substance misuse, which meets the requirements set out in a series of government papers and NHS guidance.

The development of National Occupational Standards by the new Sector Skills Council responsible for this area, will address the inconsistencies identified across all sectors of provision. The wide range of targets and contexts set out in the National Plans cover provision of services in communities, schools, Prison Service establishments and for those within the criminal justice system. In many cases providing these services will require workers on the ground at community level. Training available varies in terms of accessibility, availability and quality. This qualification has been developed as a response to the need for specialist training for that particular group of workers identified by the National Training Organisation (NTO) as substance misuse specialists.

This qualification has been developed with the support of practitioners in the specialist field of substance misuse in the context of the strategic background. In mapping the qualification to emerging standards, key attention has been directed at ensuring the qualification meets the levels of training requirements set out in the NHS Health Advisory Service Thematic Review, Children and Young People – Substance Misuse Services' (ISBN 0-11-321934-2) at Level Three. This mapping makes it possible to locate the relevance of the programme of learning for this qualification to work in various parts of the drugs and alcohol treatment services. It will support employers in planning the priorities for workforce development and will also support career development plans for learners and employers alike.

Target Group

The NOCN Level Three Certificate in Practitioner Skills in the Management of Substance Misuse has been developed for people interested in becoming alcohol or drug workers who wish to work in the treatment field. The qualification is specifically targeted at those who wish to work directly with clients to assess treatment options and draw up and monitor individual client care plans.

This qualification is suitable for:

- those who may have some relevant professional qualification
- those with two years relevant experience as volunteers in the field
- those currently working in the substance misuse field who wish to attain a recognised national qualification in a specialist area of substance misuse work.

For 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 qualification.

Substance misuse specialists are identified by the sector as practitioners who provide expertise, training and competence in substance misuse as their main activity. They may work as part of a multi-disciplinary team and provide advice, carry out assessments, provide treatments or facilitate access to rehabilitation options. Examples include, workers in drugs and alcohol services, probation officers supervising DTTOs, members of CARAT teams in prisons, DATS teams.

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

Progression Opportunities

The primary progression route for successful candidates is directly to employment in the area of substance misuse work.

A small 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 working within voluntary/community sector organisations. For these learners, successfully achieving the qualification will enable them to acquire knowledge and skills required in aspects of their work.

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.

Learners completing NOCN Level Three Certificate in Practitioner Skills in the Management of Substance Misuse will be able to progress to a number of specialist courses, for example, the Certificate in Alcohol and Drugs Counselling Skills (Central School of Counselling and Therapy); Alcohol and Drugs Study Course: The Treatment of Addiction (Leeds Addiction Unit) or higher level academic qualifications, e.g. Foundation /Degrees.

Qualification Aims

The Qualification aims are 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 practitioner 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

Curriculum Time and Work Placement

The NOCN Level Three Certificate in Practitioner Skills in the Management of Substance Misuse is composed of a total of six compulsory units with no optional units. Each unit represents, on average, 30 hours of learning activity including internal and external assessment. All units have equal weighting in terms of the demands of the learning activities. The units are designed to be achieved in succession as each builds on the previous unit/s and thus must be delivered sequentially.

All learners must have access to a work placement if they are not currently working in a paid or unpaid capacity as a substance misuse worker. **It is the provider's responsibility to ensure that the placement is appropriate to the qualification and that a minimum of 30 hours of placement time is available.**

Restrictions on Entry to the Qualification

The NOCN Level Three Certificate in Practitioner Skills in the Management of Substance Misuse is designed to provide the widest possible access to learners. Providers of the qualification will need to ensure that entry to the qualification is appropriate to the individual's previous experience and/or qualifications.

All learners will be required to be **19 years of age** on entry to the qualification.

Learners wishing to register for the qualification should normally:

- hold a relevant professional qualification or
- have at least two years relevant experience which may have come from work in the voluntary sector, or
- be currently employed in a paid capacity as a substance misuse worker or have access to a work placement if they are not currently employed

For those wishing to enter the field with little or no experience the provider must ensure that the application process identifies those new workers for whom initial training may be necessary before they are accepted. The demands of the qualification make it unsuitable for those who do not meet the key entry criteria.

All learners will be subject to the relevant regulatory checks.

Specific Centre requirements including guidance on meeting the requirements of relevant legal instructions.

This qualification will only be available through approved centres specifically identified through the NOCN/OCN approval process. Specific criteria which need to be met include:

- Centres have an identified and significant attachment to local service providers of substance misuse services
- Centres can demonstrate they are able to provide access to appropriate work placement in the local vicinity
- Centres are located in areas where there is an identified local need for training of practitioner skills in the field of substance misuse
- Centres are located in areas of particular need or which are targeted as a result of Government initiatives in the area of substance misuse
- Centres are accessible to the target group of learners
- Centres can demonstrate availability of resources, both in staffing expertise, as identified in this document, and delivery of field and classroom based learning
- Centres use the tutor and student manuals developed to support the qualification*
- Centres provide a geographical spread nationally in order to meet national targets for training of substance misuse workers

Each centre will have access to a named advisor for guidance on delivery issues and an identified OCN Officer attached to provide on-going advice and support. The advisor will contribute to the Annual Review process for the qualification.

*All approved centres will have access to student and tutor handbooks developed to support the implementation of this qualification nationally. Handbooks are made available through the Lead OCN.

Work Placement

All learners registered on this qualification must have access to a minimum of **30 hours** continuous work placement/experience in order to complete the Fieldwork Placement unit. Centres will be required to establish suitable placements for learners who are not in paid employment prior to the commencement of the course.

Arrangements must be in place to ensure that placement organisations can provide adequate supervision for learners during the period of placement/experience.

Centre approval to offer the qualification will be dependent on these arrangements being in place. Under no circumstances should work experience/placement be undertaken outside the regulatory framework. All Centres should check that employer public liability insurance is held by placement providers.

All learners must be advised at enrolment that they will be subject to the relevant regulatory checks. The responsibility for conducting regulatory checks, including police checks with the national criminal records office lies with the providing institution.

Candidates with Particular Requirements

Assessment within the NOCN Level Three Certificate in Practitioner Skills in the Management of Substance Misuse is designed to be accessible and inclusive. The NOCN Administration Handbook for Centres provides details of how the Centre may provide special assessment appropriate for learners with particular requirements.

APPROVAL TO DELIVER THE QUALIFICATION

This qualification must be embedded in the NOCN National Programme 'Practitioner Skills in the Management of Substance Misuse' (Appendix 1). The National Programme pro –forma must be completed by Centres and submitted to the local OCN for approval through the normal approval processes before the qualification can be offered. The programme has been designed specifically to support this qualification and other units **should not** be added to the national programme.

The OCN standard approval and quality assurance processes will apply. In summary, the OCN will:

- provide curriculum support and advice through the OCN officer responsible and in partnership with the specialist advisor allocated to your centre.
- approve the details of your proposals for the delivery of the qualification
- approve the details of your internal quality assurance arrangements
- appoint an external moderator for the approved programme within which the qualification is delivered
- Verify the results of internally assessed tasks through external moderation
- Verify the award of credit for units of the qualification through external moderation
- provide unit and qualification certification for learners

Units from this qualification should not be transferred into other NOCN/OCN programmes.

ACHIEVING THE QUALIFICATION

NOCN Level Three Certificate in Practitioner Skills in the Management of Substance Misuse

The NOCN Level Three Certificate in Practitioner Skills in the Management of Substance Misuse consists of **six compulsory** units.

To meet the requirements of the qualification a learner must **achieve all six compulsory units**. In addition the learner must **achieve the external assessment** requirement for the qualification.

Compulsory Units

National Open College Network Unit Code	Unit Title	Level	NOCN 10 Hour Credit Value	Accredited Units: Unit Number
PS23QQ002	Substance Set and Setting	Three	3	Y/101/5002
PS23QQ003	Treatment Options	Three	3	D/101/5003
PS23QQ004	Identifying Need and Planning to Meet Identified Need	Three	3	H/101/5004
PS23QQ005	Implementation, Review and Evaluation of Care Plans	Three	3	K/101/5005
PS23QQ006	Fieldwork Placement	Three	3	M/101/5006
PS23QQ007	Specialist Area of Substance Misuse	Three	3	T/101/5007

External Assessment

The external assessment is in the form of a time constrained written exercise in short answer format (Open Book). Learners will be required to demonstrate through their answers that they have a sound theoretical knowledge and are able to select, synthesise and present information relating to substance misuse from a practitioner perspective.

QUALITY ASSURANCE

General Information

All providers wishing to deliver the NOCN qualifications, will need to demonstrate the ability to manage and deliver the qualification including adherence to quality assurance and assessment regulations.

Your local OCN will provide guidance and give support in enabling you to deliver the qualification.

The Open College Network standard quality assurance arrangements and requirements will apply and include the following:

Internal Moderation – carried out by the centre delivering the qualification

The internal assessment process is subject to internal moderation in order to monitor the decisions of assessors. This means that the work of assessors is monitored through Internal Moderation, to ensure that:

- internally set assessments meet the published benchmark
- assessment judgements conform to agreed standards

Internal moderation is critical to the success of this qualification including the maintenance of national standards. Internal moderation will need to be consistent with the assessment methodology of both the internal and external assessment requirements. NOCN recommends that the centre's internal moderator should hold the NOCN Internal Moderators Award or be working towards achieving it.

Key Responsibilities of the Internal Moderator

- sampling assessment
- verifying assessment
- supporting and providing feedback to assessors
- identifying good practice
- liaison with NOCN External Moderators
- identifying training and development requirements
- maintaining accurate and up to date records of internal moderation activity

Guidelines for Internal Moderation Sampling

- the overall sample should be equal to the square root of the number of learners or a minimum of 5
- all methods of assessment must be sampled
- the overall assessment sample should be drawn from across all tutors/assessors responsible for delivering the qualification
- assessment samples must cover all units of the qualification

External Moderation – carried out by a moderator appointed by NOCN through the local OCN

External Moderators will be appointed by NOCN through its licensed OCNs, and will be fully conversant with the subject area and the assessment requirements for the qualification.

Each centre will be subject to external moderation. The role of the External Moderator includes the following:

- ensuring that internal moderators are undertaking duties satisfactorily
- monitoring internal quality assurance and the sampling of assessment activities, tasks, methods and recording
- acting as a source of advice and support
- promoting best practice

Key Responsibilities of the External Moderator

- ensuring compliance with the qualification specification and assessment requirements
- ensuring approved centre and programme approval details are followed
- assessing the quality of the learner experience
- contributing to standardisation activity
- reporting to NOCN on the outcomes of external moderation in relation to the maintenance of standards
- verifying achievement for unit certification

External Assessment

External Assessors are appointed by NOCN. The External Assessment Pack for this qualification provides further details on the centre management and administration of external assessment. In each case, external assessments are processed through the local OCN. Please refer to your Administration Handbook for Centres for further guidance.

ASSESSMENT

The qualification is awarded to learners who meet the full requirements for both internal and external assessment. Units of the qualification are achieved through internally set tasks which are internally marked and externally moderated. In addition, learners are required to undertake the externally set task in order to fulfil the requirements for the achievement of the qualification. The External Assessment Pack for this qualification will be made available to assessors through their OCN as a part of the process of approval to deliver the qualification.

Devising Tasks For Unit Assessment

Individual units are assessed through internally set and marked tasks.

Internally set and marked tasks are to be benchmarked against the published benchmarks in this guide. The benchmark assessments in this guide should be scrutinised by assessors prior to devising their own assessment tasks.

Unit assessment may comprise a single task or a series of tasks as long as all the learning outcomes within a unit are covered.

The Benchmark Assessments provided in this guide can be used for the actual assessment of the units. However, tutors are required to ensure that tasks are appropriate to the context of learning. Case studies used in the assessments must be regularly updated and always be appropriate to context.

Completing Tasks

Assessors are responsible for setting tasks when they feel that students are ready to complete them successfully. Tasks are devised for assessment, not teaching, and it is essential for assessors to ensure that each learner's work is authentic, i.e. it is genuinely their own work.

Tasks for each unit should be presented to learners sequentially, as with the units themselves. Learners must proceed through assessment and units in the order presented in this handbook

Marking Tasks

Each task must be assessed against the achievement criteria identified for it and judged to be either achieved or not achieved. Where a series of tasks is set, learners must demonstrate the achievement of the required standard in all tasks in order to achieve the unit. Units are either achieved or not achieved.

Recording Achievement

To record a learner's performance in each unit it is expected that a Task Assessment sheet will be completed for each learner's assessed work. This assessment sheet should record the learner's performance against the achievement criteria for the tasks.

Assessments will be internally and externally moderated. The external moderator will report on the level of assessment tasks in relation to the published benchmark.

The assessment methods for units within this Advanced Certificate are indicated below.

Assessment Evidence – Units

The evidence for unit assessment may be presented within a portfolio for the purposes of external moderation. The portfolio may include a range of appropriate items of assessment evidence, such as:

- Record Sheets
- Tutor /supervisor observations
- Reflective Logs
- Time constrained/independently set assessments
- Task based assessments
- Written Exercises
- Reports
- Tape recordings, audio visual aids, videos
- Evidence of interviews and peer assessment

UNIT TITLE: Substance, Set and Setting**Y/101/5002****LEVEL: Three****10 HOUR CREDIT VALUE: 3****UNIT CODE: PS23QQ002**

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner should be able to:	The learner has achieved this outcome because s/he can:
1. Understand and know the methods by which psychoactive substances enter, are distributed in, metabolised by and excreted from the body.	1.1 Describe the pathways utilised by psychoactive drugs including the body systems with which they interact. 1.2 Discuss the factors which may affect those pathways including age, gender, body mass.
2. Understand the interaction of psychoactive substances with the central nervous system and how that interaction affects behaviour.	2.1 Describe the principles of neuronal transmission of impulses. 2.2 Describe how psychoactive substances can affect the synapse. 2.3 Describe tolerance, intoxication, withdrawal and dependence in neuropharmacologic terms.
3. Understand the role that psychological factors play in drug taking behaviour.	3.1 Discuss the role of classical and operant conditioning in drug taking. 3.2 Discuss how attribution and conflict theories can be applied to drug taking behaviour.
4. Understand how micro and macro socio-economic factors can influence the initiation, maintenance and cessation of problem substance use.	4.1 Identify and discuss the socio-economic factors implicated in the initiation, maintenance and cessation of problem substance use.
5. Understand the interaction between biological, psychological and socio-economic factors in problem substance use.	5.1 Identify and analyse the bio-psycho-social factors underlying substance use as they apply to an identified case study.

BENCHMARK ASSESSMENT

Qualification Title: Level Three Certificate in Practitioner Skills in the Management of Substance Misuse

Unit Title: Substance, Set and Setting Y/101/5002

Unit Status: Compulsory

Introduction

The Benchmark Assessment for this unit is a tool to support standardisation in internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess:

- underpinning knowledge and understanding required in relation to substance, set (psychology) and setting (sociology)
- understanding of how elements of biology, biochemistry, psychology and socio-economics can be synthesised and applied to the problem of substance misuse

Assessment Tasks

Five tasks are used for the assessment of this unit. The final task is a summative assessment for the unit which draws together all the elements covered. **Fewer or more tasks** may be set as long as all the learning outcomes for the unit are assessed through the task(s).

The tasks assess the learner's knowledge and understanding of the biological/bio-chemical, psychological and socio-economic aspects of substance misuse.

TUTOR GUIDANCE

TASK	EVIDENCE	PRESENTATION
A. Completion of worksheet with structured questions based on LO1	<ul style="list-style-type: none"> Completed worksheet / tutor marked 	Completion of a structured worksheet in written format
B. Completion of worksheet with structured questions based on LO2	<ul style="list-style-type: none"> Completed worksheet / tutor marked 	Completion of a structured worksheet in written format
C. Group Presentation based on topic identified in LO3	<ul style="list-style-type: none"> Tutor observation sheets against set criteria Learner/Peer evaluation sheets 	Completed evaluation sheets (pre-prepared)
D. Written/Oral presentation based on LO4	<ul style="list-style-type: none"> Completed assignment/ tutor marked 	Written answers or preparatory notes for presentation
E. Case study – summative task covering unit as a whole	<ul style="list-style-type: none"> Completed case study / tutor marked 	Written/word processed in logical format (minimum 500 words or equivalent)

The assessment tasks detailed require the learner to demonstrate the acquisition of knowledge and the development of an ability to synthesise information, when presented with the final assessment case study. Each assessment task should build on the knowledge gained throughout the unit. If tutors use fewer tasks for assessment purposes, they are required to ensure that all the learning outcomes are assessed in accordance with the unit specification.

TASK A – Substance, Set and Setting Structured Questions

This task tests your knowledge of the biological background on the transport and metabolism of psychoactive substances in the body. The task assesses the key areas covered in Learning Outcome 1.

You should answer each question as fully as possible.

Modes/routes of administration

1. List four main routes by which drugs can enter the body and the advantages/ disadvantages of each.
2. For each of the four main routes, give an example of a drug that is commonly taken in this way.

The Blood/Brain Barrier

3. What particular feature of molecules makes it easier for them to pass through the blood/brain barrier?

Metabolism- alcohol

4. What are the two main enzymes involved in the metabolism of alcohol and where in the body are they active?
5. In what ways can gender and race affect the amount of these enzymes in the body?

Excretion

6. What are the final excretion products of alcohol metabolism?
7. What substance would there be in the urine of a drug user to indicate that they were using heroin?

TASK B – Substance, Set and Setting Structured Questions

This task assesses your knowledge and understanding of the interaction of psychoactive substances on the central nervous system and how that links to behaviour. The task assesses Learning Outcome 2 of the unit. You should use your knowledge and reading to answer the questions as fully as possible.

Questions

Neuronal Transmission

1. Describe the key features of the transmission of impulses along a neuron.

The Synapse

2. Name the main elements of the synapse.

Drug actions on the Synapse

3. Describe the key features of the action of heroin, cocaine and amphetamine on synaptic communication.

Neurotransmitters and links to Behaviour

4. Morphine reduces the response of some parts of the nervous system by acting as an inhibitor. Name two of the physiological responses to opiates that can produce significant physical problems for users.

Intoxication, Tolerance, Dependence and Withdrawal

5. What are the major features of intoxication and withdrawal with respect to heroin?
6. Tolerance can be viewed as a behavioural effect or as a result of two physiological processes. Discuss these three explanations of drug tolerance.
7. What are the implications of the behavioural view of tolerance for overdose prevention?
8. Briefly explain the link between dependence, tolerance and withdrawal in terms of adaptation of the neural pathway.

TASK C – Substance, Set and Setting Group Presentation

This task assesses your understanding of the role of psychological factors in drug taking and assesses Learning Outcome 3 of the unit. You are asked to select one topic below and work with your allocated group to present a 10 minute group presentation to the other learners and tutor/s.

Each member of the group will need to agree which part of the presentation for which they are responsible and all members of the group will work together to prepare the presentation.

You will be assessed through the tutors observation of your presentation as well as your own and other students' evaluations. Your evaluation should reflect not only on the content of the presentation but your contribution to the preparation, presentation and follow up. You will also be asked to record your evaluation of other students group presentations and the topics covered in these. This will all be required as evidence for assessment purposes.

Presentation Titles

1. Discuss classical conditioning as an explanation of acquiring substance use.
2. Discuss operant conditioning as an example of maintaining substance use making reference to reward systems in the brain.
3. Discuss, giving examples, how drinkers or drug users can have a misplaced ' locus of control' in terms of their continued use of substances.
4. Explore how different constructs of ' addiction' can affect drinkers and drug users cognition regarding their own substance use.
5. Discuss the key aspects of cognitive behavioural theory and conflict theory.

TASK C – Substance, Set and Setting Group Assessment – Evaluation Sheet

Name: _____

Own Group Presentation Evaluation

Content of presentation:

My contribution to the presentation:

Overall assessment of own group presentation: 1 2 3 4 5 Please Circle 1= Poor 5= Excellent

Other Group Presentation Evaluations

1. Group Name:

Content of presentation:

Overall assessment: 1 2 3 4 5 Please Circle 1= Poor 5= Excellent
State why you have given this assessment

2. Group Name

Content of presentation:

Overall assessment: 1 2 3 4 5 Please Circle 1 = poor 5= Excellent
State why you have given this assessment

TASK D – Substance, Set and Setting Written/Oral Assignment

This task requires you to use the information and references provided by your tutor to answer a series of questions. You should answer as fully as possible and use information and knowledge gained in addition to the handouts/reading provided. Your tutor may have decided that you undertake this as an oral rather than written task. In either case your answers will be assessed against set criteria. The task assesses your understanding of the influence of socio-economic factors on problem substance misuse and relates to Learning Outcome 4 of the unit.

Written/Oral Assignment

Using the handout ACMD (1998) Drug Misuse and the Environment, HMSO Chapter 3; answer the following questions as clearly and concisely as you can:

1. Social science views individual behaviour as being influenced by a number of external environmental factors. What terms do we use to group these factors in order to analyse how an individual's environment might influence their choice of a drug use lifestyle?
2. Select one of the factors from an individual's immediate interpersonal environment and briefly describe how such a factor might impact on the choice or rejection of a drug using career.
3. Select one of the factors from an individual's wider economic, social and cultural environment and describe how this might affect an individual's choice or rejection of a drug using career.
4. 'The relationship between substance misuse and environment is a two way one'. Explain giving examples of two sets of factors, one to be drawn from the individual's immediate environment and one from the wider environmental context.

TASK E – Substance, Set and Setting Case Study

This task brings together all the learning you have undertaken in this unit and asks you to synthesise this information in order to be able to analyse a case history in relation to the biological/bio-chemical, psychological and socio-economic frameworks. You have been provided with a short case history and the task is to analyse the case history. Your answer should be no more than 500 words and should be presented in a logical format. You may hand write or word-process your answer.

All materials used to support your answer should be referenced in a bibliography.

CASE STUDY

Jan is 22 years old and has been using heroin for 5 years. She left school at 16 with few qualifications and worked for a while in short-term, part-time jobs. . Four years ago, she lost her last job through poor time-keeping. Since then Jan has not been in paid employment. For the last six weeks she has slept on the settee at the flat of another user. This arrangement will end soon as her flat-mate is losing the flat because of complaints from neighbours.

Jan has asked her mum if she can come to stay with her for a while if she does lose the flat. Her mum says that Jan's stepfather will not have her back in the house after their last experience when Jan stole his wages.

Her heroin use commenced as smoking the drug on foil with her boyfriend of the time; she moved to injecting after about a year of use. Jan now uses heroin three or four times a day and says that it helps her to forget her problems. She also says that she would never have started using if it hadn't been for her boyfriend.

She overdosed about five weeks ago and was admitted to hospital overnight. Jan's arms are heavily scarred from her injecting and she has recently started to inject in her groin. Although she tries to get clean injecting equipment all the time, she has shared equipment with her flat-mate a few times. She has permanent constipation and has lost about two stones in weight over the past year.

The only time Jan has stopped using in the past 3 years was when she was arrested for shoplifting and remanded in custody for two weeks. She got some 'DF118s' for a week as a detoxification whilst in prison but began using again the day she was released.

TASK:

Analyse Jan's case history in terms of the biological/biochemical, psychological and socio-economic frameworks you have been studying over the past weeks.

Your analysis should be no longer than 500 words and should NOT address Jan's treatment needs.

You should include those factors that might have led to the initiation and maintenance of her drug use according to those frameworks.

ACHIEVEMENT CRITERIA

Qualification Title: Level Three Certificate in Practitioner Skills in the Management of Substance Misuse

Unit Title: Substance, Set and Setting **Y/101/5002**

Unit Status: Compulsory

Task	Achievement Criteria
Task A Structured Worksheet	<ul style="list-style-type: none"> • Correctly identifies pathways utilised by psychoactive drugs and can state factors which affect pathways • Correctly describes body processes of metabolism and excretion and uses correct biological and bio-chemical terms for anatomy, process and function • Can provide sound explanation of bio-chemical processes involved in metabolism and excretion in relation to substances including drugs and alcohol
Task B Structured Worksheet	<ul style="list-style-type: none"> • Correctly identifies the key features of neuronal transmission • Uses correct terminology to describe the key elements of the synapse and explains drug action on the synapse • Defines intoxication, tolerance, dependence and withdrawal in neuropharmacologic terms • Links behavioural theories to tolerance and treatment
Task C Group Presentation	<ul style="list-style-type: none"> • Has actively participated in the preparation and delivery of the presentation • Presents information clearly using correct terminology • Presents supporting information on own and others topics to demonstrate an understanding of psychological theory and the factors which affect drug taking behaviours • Can critically assess own and others presentation in terms of content and delivery
Task D Written Assignment	<ul style="list-style-type: none"> • Through answers show correctly defined initiation, maintenance, and cessation in relation to socio-economic factors • Explains clearly the difference between micro and macro factors • Links environment clearly to drug using • Has analysed material provided and has extracted key information accurately • Uses other sources to support answers
Task E Case Study	<ul style="list-style-type: none"> • Has analysed material presented to extract relevant information • Demonstrates ability to apply theory learnt to case history • Synthesises bio, psycho and socio-economic factors in explaining initiation and maintenance of drug use • Presents reflective and considered conclusions • Demonstrates use of reading and research in producing analysis • Presents work in a structured, coherent, logical manner with accurate use of terminology throughout. • Includes correctly referenced bibliography

UNIT TITLE: Treatment Options**D/101/5003****LEVEL: Three****10 HOUR CREDIT VALUE: 3****UNIT CODE: PS23QQ003**

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner should be able to:	The learner has achieved this outcome because s/he can:
1. Understand the concepts and applications of prevention as it applies to the substance misuse field.	1.1 Critically discuss the role of prevention in the treatment continuum.
2. Understand harm reduction strategies, their development and applications.	2.1 Critically discuss the genesis of harm reduction strategies. 2.2 Identify and discuss three applications of harm reduction philosophy.
3. Understand pharmacological treatment options and their application.	3.1 Discuss detoxification, its role and methods. 3.2 Explain the application of maintenance prescribing giving pros and cons. 3.3 List agonist/antagonist/anti-craving medications.
4. Understand the main theories of psychosocial treatment options.	4.1 Discuss cognitive behavioural therapy, motivational interviewing and focus groups. 4.2 Identify a range of treatment communities and settings. 4.3 List and assess the positives and negatives of self help and mutual help groups. 4.4 Critically evaluate alternative therapies as they apply to substance misuse treatment.
5. Understand a range of special treatment settings including shared care, young persons services and the criminal justice setting.	5.1 List the advantages and disadvantages of the shared care setting. 5.2 Identify the indications for young persons services. 5.3 Discuss Drug Treatment and Testing Orders, CARATs, and arrest referral programmes.
6. Understand the various types of aftercare and their function within the treatment process.	6.1 Critically discuss the role of aftercare in the treatment continuum.
7. Understand the treatment continuum as a whole and its potentially cyclical nature.	7.1 Analyse the five areas of the treatment continuum that have been presented and discuss their inter-relationships.

BENCHMARK ASSESSMENT

Qualification Title: Level Three Certificate in Practitioner Skills in the Management of Substance Misuse

Unit Title: Treatment Options D/101/5003

Unit Status: Compulsory

Introduction

The Benchmark Assessment for this unit is a tool to support standardisation in internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess:

- understanding of concepts and applications of prevention
- understanding and application of harm reduction strategies
- understanding of the application of pharmacological treatment options
- understanding of special treatment settings
- understanding and functions of aftercare

Assessment Tasks

Six tasks are used for assessment of this unit. The final task is a summative assessment for the unit which draws together all the elements covered. **Fewer or more tasks** may be set as long as all the learning outcomes for the unit are assessed through the task(s).

The tasks are intended to assess the learner's knowledge and understanding of treatment options and the treatment continuum including the provision of specialist services and the range of service offered. On completion of the unit the learner should have a sound understanding which will be the basis of the underpinning knowledge necessary to apply knowledge gained to practice.

TUTOR GUIDANCE

TASK	EVIDENCE	PRESENTATION
A. Structured Questions based on LO1 and 2	<ul style="list-style-type: none"> Completed answers recorded/tutor marked 	Completion of a structured worksheet in written format
B. Structured Worksheet based on LO3	<ul style="list-style-type: none"> Completed worksheet/ tutor marked 	Completion of a structured worksheet in written format
C. Group Presentation based on topic identified in LO4	<ul style="list-style-type: none"> Tutor observation sheets against set criteria Learner/Peer evaluation sheets 	Completed evaluation sheets (pre-prepared)
D. Structured Questions based on LO5	Completed answers recorded / tutor marked	Structured written short answers
E. Structured Questions based on LO6	Completed answers recorded/ tutor marked	Structured written short answers
F. Case study-summative task covering unit as a whole	Completed case study / tutor marked	Written/word processed in logical format (minimum 500 words or equivalent)

The assessment tasks detailed require the learner to demonstrate the acquisition of knowledge and the development of an ability to synthesise information when presented with the final assessment case study. Each assessment task should build on the knowledge gained throughout the unit. If tutors use fewer tasks for assessment purposes they are required to ensure that all the learning outcomes are met in accordance with the unit specification.

TASK A - Treatment Options Structured Questions

This task focuses on your understanding of the concept of prevention and harm reduction and asks you to answer a set of structured questions. The task assesses Learning Outcomes 1 and 2 of the unit and you should use the knowledge you have gained as well as any additional reading you have done to answer the questions as fully as possible.

Questions

Prevention

1. The first model discussed outlined three levels of prevention - list and discuss each of the three
2. Tannahill's model of health promotion consists of three rings - list and discuss each of the three

Harm Reduction

3. Identify the reasons that harm reduction was taken up as a way of working in the late 1980's.
4. Identify the differences between 'harm minimisation' and 'harm reduction'.
5. Discuss three applications of harm reduction and state what level of prevention they are.
6. Outline three criticisms of harm reduction philosophy.

TASK B – Treatment Options Structured Question

This task assesses Learning Outcome 3 of the unit and assesses your understanding of the pharmacological treatment options available. You should use the knowledge you have gained as well as any additional reading you have done to answer the questions as fully as possible.

You should submit your answers by the deadline provided by the tutor.

Questions

Methadone

1. Why pharmacologically is methadone an effective treatment option?
2. Methadone maintenance prescribing has advantages and disadvantages. Give three examples for each.
3. Methadone is used for substitution prescribing. Name three other drugs that can be used in opiate substitution prescribing.

Detoxification

4. There are a number of points which need to be taken into consideration when planning a community detox. Outline three of these.
5. Name the drug most commonly used in alcohol withdrawal management.
6. Name a non-opiate drug that may be used in community detoxification from opiates.
7. Identify the three drugs which can provide symptomatic relief in opiate withdrawal. Outline the function of each.
8. Identify three drugs that can be used on completion of either alcohol or opiate detox and their functions.
9. What psychosocial interventions are beneficial for people who are undergoing a detox or have completed a detox.

TASK C – Treatment Options Group Presentation

This task assesses your understanding of the role of psychosocial interventions in the treatment continuum and assesses Learning Outcome 4 of the unit. You are asked to select one topic below and work with your allocated group to present a 10 minute group presentation to the other learners and tutor/s.

Each member of the group will need to agree which part of the presentation they are responsible for and all members of the group will work together to prepare the presentation.

You will be assessed through the tutor's observation of your presentation as well as your own and other students' evaluations. Your evaluation should reflect not only on the content of the presentation but your contribution to the preparation, presentation and follow up. You will also be asked to record your evaluations of other students' group presentations and the topics covered in these. This will all be required as evidence for assessment purposes.

Presentation Titles

1. Describe the role of auricular acupuncture during the treatment process.
2. Examine how NA and AA offer support during the treatment process.
3. Examine how family therapy can be used during the treatment process.
4. Show how Anxiety Management programmes play an important role in helping people cope with their feelings.
5. Describe how Community Reinforcement Approach applies to substance misuse treatment.

TASK C – Treatment Options Group Presentation – Evaluation Sheet

Name: _____

Own Group Presentation Evaluation

Content of presentation:

My contribution to the presentation:

Overall assessment of own

Group presentation: 1 2 3 4 5 Please Circle 1= Poor 5= Excellent

Other Group Presentation Evaluations

1. Group Name:

Content of presentation:

Overall assessment: 1 2 3 4 5 Please Circle 1= Poor 5= Excellent

State why you have given this assessment

2. Group Name:

Content of presentation:

Overall assessment: 1 2 3 4 5 Please Circle 1=poor 5= Excellent

State why you have given this assessment

TASK D – Treatment Options Structured Questions

This task requires that you have read the support material thoroughly and have undertaken any further reading required around specialist service provision. This task assesses your understanding of specialist provision for Learning Outcome 5 of the unit. You should answer the questions as fully as possible in prose style providing references to actual service examples throughout.

You must submit your work within the deadline provided by your tutor.

Questions

1. Since the development of community drug teams, it has been identified that specialist services have needed to be set up. Briefly state why this has happened.
2. The development of the shared care model has highlighted a number of advantages and disadvantages. List four of each.
3. Identify the reasons why separate services for young people have developed.
4. From the handout, identify one key worker from each tier of service provision for young people misusing substances and discuss the role, of each key worker identified.
5. Describe the aims of the three services that provide interventions within the criminal justice system.
6. Identify and discuss the five functions of a CARATS worker.

Task E – Treatment Options Structured questions

This task asks you to answer questions on the various types of aftercare available and assesses your knowledge for Learning Outcome 6 of the unit. You will need to use the knowledge you have gained and undertake any further reading you may need on aftercare services to answer the questions as fully as possible. Give examples to illustrate your answers.

Questions

1. Presenting clients very often have a need for services after the 'acute treatment' phase. Give four examples of service provision other than mainstream community/alcohol teams.
2. Many long-term dependent users have a need for residential rehabilitation. Discuss the reasons why this may be.
3. There have been different types of residential rehabilitation units that have been identified by the 'effectiveness review' (1996). Give examples of each and briefly outline their differing philosophies.
4. Relapse prevention can be implemented in both psychological and pharmacological interventions. Outline five main areas of relapse prevention within the psychological sphere.
5. Name two examples of pharmacological relapse prevention and for each discuss two ways in which it may be beneficial.

TASK F – Treatment Options Case Study

This task brings together all the learning you have undertaken in this unit and asks you to synthesise this information in order to be able to analyse a case history in relation to interventions and the treatment continuum. You have been provided with a short case history and the task is to analyse the case history. Your answer should be no more than 500 words and should be presented in a logical format. You may hand write or word-process your answer.

All materials used to support your answer should be referenced in a bibliography.

CASE STUDY

Jan is 22 years old and has been using heroin for 5 years. She left school at 16 with few qualifications and worked for a while in short-term, part-time jobs. Four years ago, she lost her last job through poor time-keeping. Since then Jan has not been in paid employment. For the last six weeks she has slept on the settee at the flat of another user. This arrangement will end soon as her flat-mate is losing the flat because of complaints from neighbours.

Jan has asked her mum if she can come to stay with her for a while if she does lose the flat. Her mum says that Jan's stepfather will not have her back in the house after their last experience when Jan stole his wages.

Her heroin use commenced as smoking the drug on foil with her boyfriend of the time; she moved to injecting after about a year of use. Jan now uses heroin three or four times a day and says that it helps her to forget her problems. She also says that she would never have started using if it hadn't been for her boyfriend.

She overdosed about five weeks ago and was admitted to hospital overnight. Jan's arms are heavily scarred from her injecting and she has recently started to inject in her groin. Although she tries to get clean injecting equipment all the time, she has shared equipment with her flat-mate a few times. She has permanent constipation and has lost about two stones in weight over the past year.

The only time Jan has stopped using in the past 3 years was when she was arrested for shoplifting and remanded in custody for two weeks. She got some 'DF118s' for a week as a detoxification whilst in prison but began using again the day she was released.

TASK:

Analyse Jan's case history in terms of the treatment frameworks you have been studying over the past weeks.

Your analysis should be no longer than 500 words and should address her history in terms of opportunities for interventions in the following categories:

Primary Prevention

Harm Reduction

Pharmacological Interventions

Psychological Interventions

Social Care/After Care

For each category, outline what interventions could have been used, at which points they would have been appropriate and explain the rationale for your choices.

Also, explain how this case history illustrates the potentially cyclical nature of the treatment continuum.

ACHIEVEMENT CRITERIA

Qualification Title: Level Three Certificate in Practitioner Skills in the Management of Substance Misuse

Unit Title: Treatment Options D/101/5003

Unit Status: Compulsory

Task	Achievement Criteria
Task A Structured Questions	<ul style="list-style-type: none"> • Correctly describes the three levels of prevention • Critically discusses the development of harm reduction strategies • Demonstrates understanding of the application and philosophy of harm reduction • Can identify advantages and disadvantages of harm reduction philosophy and application
Task B Structured Worksheet	<ul style="list-style-type: none"> • Has an accurate knowledge of pharmacological treatments • Uses correct terminology throughout • Correctly identifies specific functions of each pharmacologic treatment discussed • Defines correctly the process of detoxification
Task C Group Presentation	<ul style="list-style-type: none"> • Has actively participated in the preparation and delivery of the presentation • Presents information clearly using correct terminology • Presents supporting information on own and others topics to demonstrate an understanding of treatment options and psychosocial interventions • Can critically assess own and others presentation in terms of content and delivery
Task D Structured Questions	<ul style="list-style-type: none"> • Gives a clear explanation with examples of the reasons for the development of specialist services to include increase in use, waiting times, crime and disorder and inability of community drugs teams to meet need • Provides a minimum of 4 advantages and disadvantages of the shared care model with rationale • Provides clear rationale for young peoples services with examples as appropriate • Can analyse support materials and extract relevant information • Has an accurate understanding of intervention within the criminal justice system, uses correct terminology and provides relevant and appropriate examples to illustrate responses.
Task E Structured Questions	<ul style="list-style-type: none"> • Provides appropriate examples of aftercare services • Applies knowledge of psychological and pharmacological intervention to answers • Can critically assess residential rehabilitation and its effectiveness
Task F Case Study	<ul style="list-style-type: none"> • Clearly identifies interventions available and gives rational explanation for choice of intervention • Provides a critical analysis in relation to treatment options • Demonstrates thorough understanding of the treatment continuum • Draws on initial assessment conclusions to come to decisions • Synthesises information • Presents a reflective conclusion to analysis • Provides a clearly referenced bibliography

UNIT TITLE: Identifying Need and Planning to Meet Identified Need H/101/5004

LEVEL: Three

10 HOUR CREDIT VALUE: 3

UNIT CODE: PS23QQ004

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner should be able to:	The learner has achieved this outcome because s/he can:
1. Understand the purpose of assessment and the models and practices employed within the field.	1.1 Clearly define the purposes of assessment. 1.2 Identify and critically discuss a range of assessment models and practices employed within the field.
2. Understand the contextual issues which influence and shape the focus content and outcome of assessments.	2.1 Consider the contextual influences, including wider political and strategic issues, which shape the assessment process.
3. Know how to undertake effective need assessments, employing a range of interviewing skills and techniques.	3.1 Apply a range of interview techniques appropriately and effectively to include reflective listening, paraphrasing and summarising, recognition of key words and expressions, use of open and closed questions, awareness of body language, approach and attitude.
4. Organise, analyse and interpret information gathered from assessments to identify need.	4.1 Organise and record relevant assessment information. 4.2 Analyse and interpret assessment information in order to identify need.
5. Translate and apply theory and research from the field to the assessment process.	5.1 Apply knowledge of bio-psycho- social theories from the field to the process of assessment. 5.2 Apply knowledge of the treatment continuum to the process of assessment.
6. Work in partnership with clients to select appropriate interventions to meet identified need.	6.1 Select and plan the delivery of appropriate interventions which meet identified need. 6.2 Work in partnership with clients.
7. Develop care plans for the delivery of selected interventions.	7.1 Develop an appropriate and realistic care plan.

BENCHMARK ASSESSMENT

Qualification Title: Level Three Certificate in Practitioner Skills in the Management of Substance Misuse

Unit Title: Identifying Need and Planning to Meet Identified Need H/101/5004

Unit Status: Compulsory

Introduction

The Benchmark Assessment for this unit is a tool to support standardisation in internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess:

- knowledge and skills necessary to identify the needs of individual clients
- the ability to analyse the information gathered and to plan the appropriate interventions to meet identified need
- communication and analytical skills

Assessment Tasks

Three tasks are used for the assessment of this unit. **Fewer or more** tasks may be set as long as all the learning outcomes for the unit are assessed through the task(s).

The tasks are intended to assess the learner's knowledge and skills in identifying the needs of individual clients, to analyse the information and plan appropriate interventions based on case histories. The activities also assess the underpinning communication and analytical skills necessary to apply knowledge in practice.

TUTOR GUIDANCE

TASK	EVIDENCE	PRESENTATION
A. Produce two short essays (LO1 and 2)	<ul style="list-style-type: none"> Essays / tutor marked 	Written/word processed structured in short essay format (minimum 200 words each)
B. Simulated assessment interviews (LO3)	<ul style="list-style-type: none"> Tutor observation sheets Video tape records 	Interview of 5-10 minutes duration
C. Case Study assignment – Part 1 of Task C (LO4)	<ul style="list-style-type: none"> Completed case study/tutor marked 	Written/word processed in logical format (minimum 500 words)
Part 2 of Task C (LO5)	Completed case study /tutor marked	As above
Part 3 of Task C (LO6 and 7)	Completed case study / tutor marked	As above

The assessment tasks detailed require the learner to demonstrate the acquisition of knowledge from previous units and apply this to the identification of client need. The unit requires tutors to set up structured interviews based on case history materials and the case study requires the provision of client histories which learners can use to produce appropriate care plans. If tutors use fewer tasks for assessment purposes they are required to ensure that adequate provision is made for the practice elements of the unit and that all the learning outcomes are met in accordance with the unit specification.

TASK A – Identifying Need and Planning to Meet Identified Need Short Essays

For this task you are asked to write two short essays. The essays look at the purpose, context and models of assessment and assesses Learning Outcomes 1 and 2 of the unit. You should draw on your knowledge and understanding from units one and two to support your work by giving appropriate examples wherever possible. All reading and research should be referenced in a bibliography.

Essay Titles

1. Describe the purpose of assessment in the drug and alcohol field (minimum 200 words).
2. Describe and contrast two models of assessment used in the drug and alcohol field (minimum 200 words).

TASK B – Identifying Need and Planning to Meet Identified Need: Simulated Assessment Interviews

This task has been designed to allow you to demonstrate your ability to undertake effective needs assessment with service users. You will undertake three simulated assessment interviews which are constructed to provide you with the opportunity to demonstrate your knowledge and skill. Your simulated interviews will be both directly observed and recorded on videotape. Each simulated interview will last 15 minutes and will be loosely scripted. The task assesses Learning Outcome 3.

Simulated Assessment Interviews

In groups of three, role-play assessment interviews. Each role-play should last 15 minutes and be loosely scripted to provide a starting point for the interview. In turn participants will take the role of interviewer, interviewee and observer. The observer will complete a competency checklist on their observation of the interviewer.

Role- Play scripts

- A.** Joanna is a 19 year old woman with a three year history of amphetamine use. She is a lone parent of two pre-school children. The interviewer is a counsellor in a voluntary sector drugs agency.
- B.** Bob is a 49 year old man with a longstanding alcohol problem. He was born in the West Indies and came to England 30 years ago. The interviewer is a nurse specialist based in the local community drugs and alcohol team.
- C.** Rachel is a 27 year old woman with a 7 year history of IV heroin use, which she funds through theft. The interviewer is an Arrest Referral Worker.

TASK B – Observers Competency Checklist for Simulated Assessment Interviews

	Name of Interviewer:	
	Yes	No
	Please Tick	

Initiating the interview:		
• Takes account of the physical setting of the interview	.....	.....
• Adjusts the style and pace of the interview in relation to the client	.....	.....
• Is sensitive to the social and cultural background/context of the client	.....	.....
• Establishes and sustains appropriate rapport	.....	.....
• Clarifies the nature and purpose of the interview	.....	.....
• Agrees goals for the interview	.....	.....
• Clarifies issues of confidentiality	.....	.....
• Agrees boundaries	.....	.....
Conducting an interview:		
• Is attentive and respectful	.....	.....
• Demonstrates active listening	.....	.....
• Able to facilitate/encourage responses	.....	.....
• Has awareness of body language and non-verbal cues	.....	.....
• Asks appropriate and relevant questions	.....	.....
• Recognises key words/expressions	.....	.....
• Uses open and closed questions appropriately	.....	.....
• Asks focused questions	.....	.....
• Seeks clarifications as necessary	.....	.....
• Seeks concrete examples/descriptions	.....	.....
• Able to summarise/paraphrase	.....	.....
• Able to check out and confirm	.....	.....
• Able to bring an interview to a conclusion	.....	.....
General:		
• Gathers relevant information	.....	.....
• Shows a commitment to anti-discriminatory practice throughout	.....	.....
	Observer:	

Task C–Identifying Need and Planning to Meet Identified Need

Case Study

This task is a three- part case study exercise in which you are asked to respond to a case history and assessment interview. This will be provided by your tutor and you will be asked to apply the knowledge and skills gained to produce the following:

- Record relevant information from the assessment interview
- Analyse this information using research and knowledge gained
- Apply theory to practice by producing a referral and proposing a care plan

This activity assesses Learning Outcomes 4,5,6 and 7 of the unit

Your work should be submitted in the correct format by the deadlines provided by your tutor.

Case Study for a Given Case Study of an Assessment Interview

Part 1 - Organise and analyse information from assessment (LO4)

Organise and record, in a clear and coherent manner, relevant information from the given assessment interview and analyse and interpret this information in order to identify need. Complete a standard assessment form in response to the given case study of an assessment interview.

Part 2 – Research minded practice – The application of research and theory in practice (LO5)

Using the information gathered in Part 1, suggest two potential courses of action. Explain with supporting evidence why each might be appropriate/recommended.

Part 3 – Applying Theory to Practice (LO6&7)

Drawing on the knowledge gained, provide a written response to the given case study, in which you should apply bio-psycho-social theories from the field and show an understanding of the treatment continuum. The response should be in the form of a referral to a drug and alcohol agency from a local GP. You should describe the presenting problems based on the above and propose a care plan that addresses the indicated treatment issues.

ACHIEVEMENT CRITERIA

Qualification Title: Level Three Certificate in Practitioner Skills in the Management of Substance Misuse

Unit Title: Identifying Need and Planning to Meet Identified Need H/101/5004

Unit Status: Compulsory

Task	Achievement Criteria
<p>Task A Short Essay 1 (minimum 200 words) Purpose of Assessment</p> <p>Short Essay 2 (minimum 200 words) Models of assessment</p>	<ul style="list-style-type: none"> • Clearly identifies the purpose of assessment in relation to problem resolution and the understanding of presenting difficulties, giving examples to illustrate • Clearly identifies the purpose of assessment in relation to identifying goals and outcomes, giving examples to illustrate • Clearly identifies the purpose of assessment in relation to the formulation of specific interventions, giving examples to illustrate • References the importance of the process of engagement with the client • Presents work in structured and logical format • Includes correctly referenced bibliography <ul style="list-style-type: none"> • Reflects a sound awareness of the range of approaches employed within the field • Differentiates between those approaches which are service-specified and those related to particular practice philosophy, giving relevant examples • Presents appropriate examples throughout for both drugs and alcohol • Presents work in a structured and logical format • Includes correctly referenced bibliography
<p>Task B Simulated Assessment Interview</p>	<p>Initiating the interview:</p> <ul style="list-style-type: none"> • Takes account of the physical setting of the interview • Adjusts the style and pace of the interview in relation to the client • Is sensitive to the social and cultural background/context of the client • Establishes and sustains appropriate rapport • Clarifies the nature and purpose of the interview • Agrees goals for the interview • Clarifies issues of confidentiality • Agrees boundaries <p>Conducting an interview:</p> <ul style="list-style-type: none"> • Is attentive and respectful • Demonstrates active listening • Able to facilitate/encourage responses • Has awareness of body language and non-verbal cues • Asks appropriate and relevant questions • Recognises key words/expressions • Uses open and closed questions appropriately • Asks focused questions

Task	Achievement Criteria
	<ul style="list-style-type: none"> • Seeks clarification as necessary • Seeks concrete examples/descriptions • Able to summarise/paraphrase • Able to check out and confirm • Able to bring an interview to a conclusion <p>General:</p> <ul style="list-style-type: none"> • Gathers relevant information • Shows a commitment to anti-discriminatory practice throughout
<p>Task C Case Study</p>	<ul style="list-style-type: none"> • Analysis demonstrates knowledge of assessment and treatment options • Applies bio-psycho-social theories to application of care planning • Produces realistic and rational care plan • Provides a critical analysis of care plan options and choices • Synthesises information • Presents reflective conclusions to care plan produced • Provides a clearly referenced bibliography

UNIT TITLE: Implementation, Review and Evaluation of Care Plans K/101/5005

LEVEL: Three

10 HOUR CREDIT VALUE: 3

UNIT CODE: PS23QQ005

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner should be able to:	The learner has achieved this outcome because s/he can:
1. Understand the range of contextual factors which determine the nature and availability of services for substance users in the UK.	1.1 Critically discuss current service provision within own locality with reference to local and national factors which influence the nature and availability of service provision.
2. Identify and engage service providers in the delivery of care plans.	2.1 Select appropriate service providers. 2.2 Discuss the steps necessary to access these services on behalf of clients.
3. Co-ordinate and monitor service delivery and progress.	3.1 Identify and critically discuss the actions required to ensure a care plan is delivered effectively and appropriately. 3.2 Clearly identify a strategy for monitoring the delivery of care plans.
4. Undertake reviews of progress and evaluate the results.	4.1 Implement progress reviews against care plan objectives and targets. 4.2 Critically evaluate results against care plan targets.
5. Undertake amendment and re-assessment for care planning.	5.1 Amend care plans in the light of review and evaluation. 5.2 Justify amendments and critically assess amendments to ensure effectiveness and/or to address new or additional need.

BENCHMARK ASSESSMENT

Qualification Title: Level Three Certificate in Practitioner Skills in the Management of Substance Misuse

Unit Title: Implementation, Review & Evaluation of Care Plans K/101/5005

Unit Status: Compulsory

Introduction

The Benchmark Assessment for this unit is a tool to support standardisation in internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess:

- the ability to implement care plans to meet identified needs
- the ability to evaluate outcomes of care
- the ability to amend care plans as a result of such evaluation

Assessment Tasks

Two tasks are used for assessment of this unit. An integrated assignment case study forms a significant part of the assessment activity for the unit and this is subdivided into 4 parts for the purposes of assessment. **Fewer or more** tasks may be set as long as all the learning outcomes for the unit are assessed through the task(s).

The tasks are intended to assess the learner's ability to consider for clients with a range of needs, which local services should be engaged in their treatment, how treatment should be implemented, reviewed and evaluated through the development of initial care plans.

TASK	EVIDENCE	PRESENTATION
A. Written assignment (LO1)	<ul style="list-style-type: none"> Completed assignment/tutor marked 	Written/word processed in clear logical format a (minimum of 200 words or equivalent)
B. Case Study Part 1 (LO2)	<ul style="list-style-type: none"> Completed case study Pt 1/tutor marked 	Written/word processed in logical format (minimum 500 words or equivalent)
Part 2-(LO3)	<ul style="list-style-type: none"> Completed case study Pt 2/tutor marked 	As above
Part 3-(LO4)	<ul style="list-style-type: none"> Completed case study Pt 3/tutor marked 	As above
Part 4-(LO5)	<ul style="list-style-type: none"> Completed case study Pt 4/tutor marked 	As above

Tutors should provide a comprehensive case study on which the integrated assignment will be based. Additional details on the case study will need to be provided to enable the learner to undertake part 3 and part 4 of the task. These should be supplied once part 1 and part 2 have been completed. In addition a minimum of three appropriate examples of Drug and Alcohol Action Team Plans will need to be provided.

TASK A – Implementation, Review and Evaluation of Care Plans -Written Assignment

This task focuses on the context of assessment and service provision and assesses Learning Outcome 1. You are asked to reflect critically on contextual influences and apply knowledge gained in the unit to your analysis. You should submit work by the deadline provided by your tutor.

Written Assignment

Reflect critically on the range of contextual influences which shape the focus, content and outcome of assessments, including the wider political context and strategic policy development at both local and national levels.

You should demonstrate an awareness of how the assessment process is influenced by:

- The nature and availability of services
- The focal concerns of service providers
- Service aims and objectives
- Operational philosophies
- Differing settings and locations
- The accommodation of diversity
- Service capacity and competence
- Strategic and operational links between key service providers
- National and local policy frameworks

Task B Implementation, Review and Evaluation of Care Plans - Case Study

This task is an integrated assessment covering Learning Outcomes 2,3,4 and 5 and is designed to assess your understanding of the role of service providers in the delivery of care plans. You will need to understand a range of service providers relevant to the case study you are given.

You will be provided with an individual case study and at least three separate Drug and/or Alcohol Action Team service plans.

Part 1

Review three separate Drug (& Alcohol) Action Team service plans and the given case study. Your task is to identify the appropriate agencies for the individual case study, stating how you would go about engaging those agencies and your reasons for selecting them. You will need to demonstrate both your understanding of the particular case study and a clear understanding of the service providers in order to successfully complete this task.

Part 2

Building on Part 1, please address the difficulties in co-ordinating delivery of the chosen services. Additionally detail how you would monitor the client's progress.

Part 3

Consider the additional details provided for the same case study. Using an identified method of monitoring progress, review the client's progress. You are then to evaluate their progress against target outcomes.

Part 4

Consider the additional details provided for the case study and amend care plans to ensure the identified needs are met. You are to re-assess the care plan in response to the identification of new or additional need.

ACHIEVEMENT CRITERIA

Qualification Title: Level Three Certificate in Practitioner Skills in the Management of Substance Misuse

Unit Title: Implementation, Review and Evaluation of Care Plans K/101/5005

Unit Status: Compulsory

Task	Achievement Criteria
Task A Written assignment	<ul style="list-style-type: none"> • Correctly addresses the areas listed and critically evaluates the influence of these on service provision and the assessment process • Reflects on issues and provides relevant examples to support reflection • Presents work in structured and logical format • Includes correctly referenced bibliography
Task B Written Assignment – Case Study	<ul style="list-style-type: none"> • Demonstrate critical understanding of the needs of the individual • Demonstrate clear understanding of the service offered by a range of service providers and can select appropriate service providers for the individual's need and justify choices made • Can identify and critically evaluate progress through monitoring procedure which is clearly outlined • Can justify amendments as a result of critical evaluation • Demonstrate the application of theory to practice • Provide a clear, logical and relevant plan for the individual

UNIT TITLE: Fieldwork Placement M/101/5006

LEVEL: Three

10 HOUR CREDIT VALUE: 3

UNIT CODE: PS23CE005

LEARNING OUTCOMES The learner should be able to:	ASSESSMENT CRITERIA The learner has achieved this outcome because s/he can:
1. Undertake in the fieldwork placement all the required preparation for client assessment.	1.1 Make and confirm an assessment appointment for clients. 1.2 Assemble and compile appropriate and relevant documentation needed prior to the assessment 1.3 Prepare and manage the environment where the assessment will take place ensuring it is appropriate to the clients' needs. 1.4 Take any action necessary to ensure a safe environment is maintained.
2. Undertake needs assessments in the fieldwork placement, employing a range of interviewing skills and techniques.	2.1 Select and employ appropriate interview techniques to conduct a range of face to face assessment interviews 2.2 Critically evaluate the effectiveness of techniques selected.
3. Translate and apply theory and research from the field to the assessment process.	3.1 Apply knowledge of bio-psycho-social theories to the process of assessment with clients in the field. 3.2 Apply knowledge of the treatment continuum to the process of assessment with clients in the field.
4. Organise, analyse and interpret information from fieldwork assessment to identify client need.	4.1 Organise and clearly record relevant assessment information. 4.2 Analyse and interpret information in order to identify need. 4.3 Compile and produce a set of case notes showing evidence of clear, concise, methodical and logical organisation of client information.
5. Plan appropriate interventions to meet identified need for client/s in the fieldwork placement.	5.1 Select and plan the delivery of appropriate interventions to meet identified need. 5.2 Develop care plan in partnership with client.
6. Implement, review and evaluate client/s care plans in the fieldwork placement.	6.1 Select appropriate service providers and justify selection. 6.2 Access services on behalf of client. 6.3 Identify strategy for monitoring and review. 6.4 Critically assess implementation of care plan and amend as necessary to ensure effectiveness. 6.5 Critically evaluate success of care plan at all stages.
7. Understand and apply equal opportunities and anti-discriminatory practice.	7.1 Work at all times in an anti-discriminatory manner and with strict adherence to equal opportunities policies.
8. Understand and apply client confidentiality policies and procedures.	8.1 Work at all times with adherence to the confidentiality policies of the agency with whom they are undertaking the fieldwork placement. 8.2 Work at all times within the boundaries of client confidentiality as set out by the host agency. 8.3 Critically assess the situations wherein confidentiality may be breached within the host agency. 8.4 Identify procedures to be followed where there is a breach in confidentiality within the host agency. 8.5 Assess the impact of breaches of confidentiality on clients and the agency and the field worker.

BENCHMARK ASSESSMENT

Qualification Title: Level Three Certificate in Practitioner Skills in the Management of Substance Misuse

Unit Title: Fieldwork Placement M/101/5006

Unit Status: Compulsory

Introduction

The Benchmark Assessment for this unit is a tool to support standardisation in internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess:

- the application of knowledge in a supervised practical work based setting with clients
- the ability to apply knowledge to a diverse range of client need
- the ability to apply skills and knowledge at all stages from initial assessment to development and review of care plans
- understanding and application of policy and procedures throughout

Assessment Tasks

Two tasks are used for the assessment of this unit. The assessment tasks cover all of the learning outcomes for the unit and takes the form of a structured record **and** reflective log for the placement activity.

The tasks are intended to assess the learner's ability to apply knowledge in practice in a work placement setting **under supervision**. In addition to the learner record presented for assessment, observation checklists and endorsed statements will be provided by the work place supervisor/mentor as part of a larger portfolio of evidence.

TASK	EVIDENCE	PRESENTATION
Learner record of work place activity and reflective log	<ul style="list-style-type: none"> • Completed record sheets • Reflective log • Supervisor observation sheets and endorsements 	<ul style="list-style-type: none"> • Record presented on prepared record sheets and endorsed by the work place supervisor • Reflective log produced by learner with guidance from tutor on content and format • Record sheets and log retained for assessment purposes • Record sheets and log will adhere to all policies relating to client confidentiality

Recording sheets will need to be available for each student. Tutors will need to ensure that work place supervisors/mentors are aware of their responsibilities in completing observation sheets and endorsing the record sheets as evidence for assessment purposes. Tutors should provide initial guidance to learners on the completion of a reflective log and provide examples of content and acceptable format.

ASSESSMENT TASKS

Qualification Title: Level Three Certificate in Practitioner Skills in the Management of Substance Misuse

Unit Title: Fieldwork Placement M/101/5006

Unit Status: Compulsory

TASK A Fieldwork Placement – Work Placement Record

This task requires you to complete a work placement record. The record sheets will be provided by your tutor and it will be your responsibility to ensure that these are kept up to date and that as you complete a work placement task it is recorded and signed off by your work place supervisor/mentor. Evidence to support the record sheets should be collated in a portfolio which will also form part of the assessment material.

TASK B Fieldwork Placement – Reflective Log

The second task is the completion of a work placement reflective diary or log. The purpose of the log is to demonstrate what and how you have learned in a particular situation and should bring in elements of the learning from the previous units. It must include a record of your strengths and how you have made use of these. It should reflect on limitations and what you have done during the placement to address these. The log should also include your personal thoughts and reflections on learning through practice.

At the end of each day it may be helpful to ask yourself the following questions:

What are your feelings about the placement?

What work has been done / has to be done?

Are there any key issues which have arisen?

What do you still need to know, need to do?

The record sheets and reflective log together with any appropriate supporting evidence should be presented in a folder clearly marked with your name, the work placement details and your supervisor/mentor details to your tutor by the deadline identified.

ACHIEVEMENT CRITERIA

Qualification Title: Level Three Certificate in Practitioner Skills in the Management of Substance Misuse

Unit Title: Fieldwork Placement M/101/5006

Unit Status: Compulsory

Task	Achievement Criteria
Task A Work Placement Record	<ul style="list-style-type: none"> • The work placement record is complete and all elements signed off by supervisor/mentor • Supporting evidence is presented as appropriate to each assessment criterion in a clearly labelled and organised portfolio • Supporting evidence is relevant and identifies where theory has been applied in practice • All records demonstrate understanding of equal opportunities and anti-discriminatory practice • All records demonstrate adherence to relevant client confidentiality • Work place policy and procedures are observed throughout
Task B Reflective log	<ul style="list-style-type: none"> • The reflective log is up to date and covers the period of the placement • The log presents a critical and analytical reflection in relation to strengths and limitations • The log identifies areas for personal development in practice • The log clearly links theory to practice in its observations • The log demonstrates adherence to equal opportunities and anti-discriminatory practice • The log demonstrates evidence of the learners understanding of practice policy and procedures

**UNIT TITLE: Specialist Area of Substance Misuse
T/101/5007**

LEVEL: Three

10 HOUR CREDIT VALUE: 3

UNIT CODE: PS23CE006

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner should be able to:	The learner has achieved this outcome because s/he can:
1. Understand the context, purposes and aims of the specialist area.	1.1 Summarise the development of the specialist area over the last 20 years. 1.2 Critically discuss the aims of specialist intervention within the specialist area. 1.3 Assess how and where the work of the specialist area integrates with other aspects of substance misuse work.
2. Understand the key features and characteristics of work in the specialist area.	2.1 Discuss the typical factors that characterise the work of the specialist area. 2.2 Assess the strengths and limitations of the specialist work. 2.3 Critically discuss the skills that are needed in this area in addition to those of a generic substance misuse worker. 2.4 Describe the roles of significant others involved in the specialist intervention. 2.5 Describe referral pathways between other agencies/individuals and the specialist area.
3. Understand the policy, practice and legislative framework operating within the specialist area.	3.1 Summarise the scope and purpose of relevant national policy guidelines that impact on the specialist area. 3.2 Discuss and summarise examples of operational policies from local services in the specialist area. 3.3 Cite examples of good practice. 3.4 Critically discuss, giving examples, organisational and/or legislative changes that affect working practice in the specialist area.
4. Understand the processes of intervention operating within the specialist area.	4.1 Critically assess the process of the intervention in the specialist service. 4.2 Discuss and critically assess the case histories of clients within the specialist service.

BENCHMARK ASSESSMENT

Qualification Title: Level Three Certificate in Practitioner Skills in the Management of Substance Misuse

Unit Title: Specialist Area of Substance Misuse T/101/5007

Unit Status: Compulsory

Introduction

The Benchmark Assessment for this unit is a tool to support standardisation in internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess:

- knowledge of the context, purpose and aims of the specialist area chosen
- understanding of the key characteristics of work in the specialist area
- understanding and application of regulatory frameworks, policies and practice in the specialist area
- understanding and application of intervention strategies operating in the specialist area

Assessment Tasks

Two tasks are used for assessment of the unit. The tasks cover all the learning outcomes of the unit 'Specialist Area of Substance Misuse'. Fewer or more tasks may be set as long as all the learning outcomes for the unit are assessed through the task(s).

The tasks are intended to assess the learner's knowledge and understanding of the specialist area of substance misuse selected. The assessment activity should reflect prior learning and its application to the specialist area chosen.

TASK	EVIDENCE	PRESENTATION
A. Complete an essay with given title relating to specialist area chosen (LO1 and 2)	<ul style="list-style-type: none"> • Completed essay/tutor marked 	Written/word processed in logical format (minimum 500 words)
B. Care Plan based on Case Study in specialist area/context (LO3 and 4)	<ul style="list-style-type: none"> • Completed case study & care plan/tutor marked 	Written/word processed minimum of 500 words or equivalent and accompanied by a care plan presented in recognised format

Tutors should supply a case study appropriate to the learners chosen specialist areas. Specialist areas should be those accessible within the local context for learners so that work place visits to support their learning can be made available and specialists within the field are available to provide input for learners.

TASK A Specialist Area of Substance Misuse –

Essay Title: Discuss the context, purposes and aims of the specialist area of substance misuse.

Your discussion needs to address the following areas:

- The development of the specialist area
- The aims of the specialist area
- The function of the specialist area
- Provide details of the specialist skill required to work in this specialist area
- Discuss the strengths and limitations of the specialist area in relation to substance misuse work

This task tests your knowledge of the specialist area of substance misuse you have selected for your final unit. The essay will require research and reading and should reflect what you have learned throughout the course. You should apply the knowledge you have gained to the specialist area you have selected. The essay should be produced in a logical format and be minimum of 500 words. All references should be provided within a bibliography. This task assesses Learning Outcomes 1 and 2.

Your essay must be presented to your tutor by the agreed deadline.

Task B Specialist area of Substance Misuse – Care Plan [Based on Case Study]

For this task you are asked to read the case study provided by your Tutor and use this as a basis for assessment, intervention and care planning for the client. You will need to use the knowledge you have gained in previous units to make a thorough and competent assessment of the client's needs and you will be expected to demonstrate this knowledge and understanding in your care plan.

In a minimum of 500 words submit your assessment and initial care plan. In your response you need to include:

- The key areas of your assessment
- Other agencies which would be involved in the delivery of care for George
- The key areas of intervention in the care plan and what outcomes you would be setting
- How you would set about delivering the care plan if George was placed on a DTTO

ACHIEVEMENT CRITERIA

Qualification Title: Level Three Certificate in Practitioner Skills in the Management of Substance Misuse

Unit Title: Specialist Area of Substance Misuse T/101/5007

Unit Status: Compulsory

Task	Achievement Criteria
<p>Task A Essay (minimum 500 words)</p>	<ul style="list-style-type: none"> • Correctly describes the development of the specialist area and gives reasons for its development • Critically discusses the aims of the specialist area with reference to previous learning • Can accurately reflect the functions of the area and links this to theoretical understanding of substance misuse • Evaluates the additional specialist skills needed to practice in this area • Articulates the links between this area and others in the field • Presents work in structured and logical essay form • Includes relevant examples of practice as appropriate • Includes a relevant and correct bibliography identifying reading and references
<p>Task B Care Plan</p>	<ul style="list-style-type: none"> • Demonstrates critical understanding of the needs of the individual and the specialist area • Demonstrates clear understanding of the service offered within the specialist area and can select appropriate service providers for the individual's need and justify choices made • Can identify and critically evaluate assessment of need and care planning within the specialist setting to meet client need • Can identify and critically evaluate interventions within the context of the individual and the specialist area • Demonstrates the application of theory to practice throughout • Provide a clear, logical and relevant plan for the individual

EXTERNAL ASSESSMENT

Following completion of the 6 units within the qualification, the learner is required to complete a time constrained, open book, externally set and externally marked assessment. The assessment will be of one and a half hours duration plus 30 minutes reading time prior to the written assessment and is conducted under supervised conditions at the centre.

The questions will require learners to:

- demonstrate sound underpinning theoretical knowledge
- select, synthesise and present information from a practitioner perspective.

The questions will be presented to the learner 30 minutes before the written assessment under supervised conditions. Learners will have access to key reading materials previously used in session plans. A single copy of reading material will be provided by the centre, however learners may bring their own (same) copy for ease of access. In addition, the learner may bring their course file into the assessment environment.

Further details are given in the External Assessment Pack for Centres.