

**NCFE**

**CACHE**

# Qualification specification

**NCFE CACHE Level 1 Award in Alcohol  
Awareness  
QN: 601/3184/6**

**Qualification summary**

<b>Qualification title</b>	<b>NCFE CACHE Level 1 Award in Alcohol Awareness</b>		
<b>Ofqual qualification number (QN)</b>	601/3184/6	<b>Aim reference</b>	60131846
<b>Guided learning hours (GLH)</b>	27	<b>Total qualification time (TQT)</b>	30
<b>Credit value</b>	3		
<b>Minimum age</b>	14		
<b>Qualification purpose</b>	This qualification is designed for learners looking to increase their knowledge and raise their awareness of the consequences of alcohol use.		
<b>Grading</b>	Achieved/not yet achieved		
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence.		
<b>Work/industry placement experience</b>	This is a knowledge-only qualification. Work/industry placement experience is not required.		

**Contents**

<b>Qualification summary</b>	<b>2</b>
<b>Summary of changes</b>	<b>4</b>
<b>Section 1: introduction</b>	<b>5</b>
Aims and objectives	5
Support handbook	5
Guidance for entry and registration	5
Achieving this qualification	6
Resource requirements	6
Work/industry placement experience	6
How the qualification is assessed	6
Internal assessment	7
<b>Section 2: unit content and assessment guidance</b>	<b>8</b>
Unit 01 Introduction to alcohol awareness for the individual (A/506/1205)	9
Recommended assessment methods	12
Assessment strategies and principles	13
<b>Section 3: explanation of terms</b>	<b>14</b>
<b>Section 4: support</b>	<b>15</b>
Support materials	15
Useful websites	15
Other support materials	15
Reproduction of this document	15
<b>Contact us</b>	<b>16</b>
Appendix A	17
Units	17

## Summary of changes

This section summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
v4.1	February 2020	Information regarding the wellbeing and safeguarding of learners added to <a href="#">Resources</a> .
v4.2	June 2022	Information regarding registration and entry requirements added to section 1. Information regarding the language of assessment evidence added to section 2. Information about the support handbook added to section 5.
v4.3	September 2022	<a href="#">Assessment method</a> updated. This qualification is internally assessed and externally quality assured via a portfolio of evidence. Learners are no longer required to complete a mandatory workbook.  Qualification specification template information has been updated throughout. There have been no changes to the unit content.

## Section 1: introduction

If you are using this qualification specification for planning purposes, please make sure that you are using the most recent version.

### Aims and objectives

This qualification aims to:

- focus on the study of alcohol awareness

The objectives of this qualification are to:

- raise awareness of the harmful effects of alcohol use
- engage learners in understanding issues that can impact on health and wellbeing
- prepare learners to progress to further qualifications in a similar subject area at a higher level or complement other areas of study in a related subject area

### Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

### Guidance for entry and registration

This qualification is designed for a wide range of learners who want to raise their awareness of the consequences of alcohol use.

It may also be useful to learners studying qualifications in the following sectors:

- counselling
- childcare
- community work
- youth work
- volunteering

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the Portal.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved an entry level qualification.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

## **Achieving this qualification**

To be awarded this qualification, learners are required to successfully achieve **one** mandatory unit.

Please refer to the list of units in appendix A or the unit summary in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the unit as detailed in this qualification specification.

## **Progression**

Learners who achieve this qualification could progress to the following:

- Level 1 Award in Preparing to Work in Adult Social Care
- Level 2 Award or Certificate in Equality and Diversity
- Level 2 Certificate in Counselling Skills

## **Resource requirements**

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

## **Work/industry placement experience**

This is a knowledge-only qualification. Work/industry placement experience is not required.

## **How the qualification is assessed**

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance (IQA) must still be completed by the centre as usual)

Learners must be successful in this component to gain the Level 1 Award in Alcohol Awareness.

All the evidence generated by the learner will be assessed against the standards expected of a level 1 learner for each LO.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

## Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the LOs associated with the unit. On completion of the unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio are provided in section 2.

If a centre needs to create their own internal assessment tasks, there are 4 essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Assessment guidance is provided. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

**Section 2: unit content and assessment guidance**

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer.

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in section 3.



## Unit 01 Introduction to alcohol awareness for the individual (A/506/1205)



Unit summary				
This unit helps learners to develop an understanding of the harmful effects of alcohol use, including possible health issues, and where to seek help and support on alcohol misuse issues.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 1</b>	<b>3 credits</b>	<b>27 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know about differences in unit strengths	1.1 State the unit strength of at least 4 <b>alcoholic drinks</b>
2. Know the possible causes of alcohol misuse	2.1 Identify reasons why people may misuse alcohol
3. Recognise some of the physical and psychological effects of alcohol misuse	3.1 List some psychological and physical <b>effects</b> of alcohol misuse
4. Be aware of the effects that alcohol misuse can have on others	4.1 State at least one effect that alcohol misuse can have on each of the following: <ul style="list-style-type: none"> <li>• family</li> <li>• friends</li> <li>• society</li> </ul>
5. Be aware of the health issues associated with alcohol misuse	5.1 List ways in which alcohol misuse can <b>impact on health</b> (for example, nutrition, liver, heart, mental health, sexual health)
6. Recognise the effects of withdrawing from alcohol	6.1 List the <b>effects of withdrawing</b> from alcohol
7. Know some of the agencies offering help and information about alcohol misuse	7.1 Identify <b>sources of help and information</b> in relation to alcohol abuse

Range
1. Know about differences in unit strengths
<b>1.1 Alcoholic drinks:</b> <ul style="list-style-type: none"> <li>• spirits</li> <li>• beers</li> <li>• alcopops</li> <li>• mixed drinks</li> <li>• wine</li> </ul>

Range
<p><b>3. Recognise some of the physical and psychological effects of alcohol misuse</b></p> <p><b>3.1 Effects</b> must include:</p> <ul style="list-style-type: none"> <li>• short-term</li> <li>• long-term</li> </ul> <p>Effects of alcohol can initially be perceived as positive, as well as negative.</p>
<p><b>5. Be aware of the health issues associated with alcohol misuse</b></p> <p><b>5.1 Impact on health</b> must include as a minimum:</p> <ul style="list-style-type: none"> <li>• nutrition</li> <li>• liver</li> <li>• heart</li> <li>• mental health</li> <li>• sexual health</li> </ul> <p>The health impact on many different parts of the body may be mentioned in the evidence, but as a minimum the above must be covered.</p>
<p><b>6. Recognise the effects of withdrawing from alcohol</b></p> <p><b>6.1 Effects of withdrawing</b> could include:</p> <ul style="list-style-type: none"> <li>• mild to moderate psychological symptoms</li> <li>• mild to moderate physical symptoms</li> </ul>
<p><b>7. Know some of the agencies offering help and information about alcohol misuse</b></p> <p><b>7.1 Sources of help and information</b> could include:</p> <ul style="list-style-type: none"> <li>• a local organisation, project or agency offering help and advice on substance misuse</li> <li>• a national organisation or helpline</li> <li>• a reliable website</li> <li>• a trusted adult, family member or professional whom they might ask for advice and guidance in the first instance</li> </ul>

Delivery and assessment guidance
<p>This unit could be assessed through a workbook, learner reports, oral or written questioning or information leaflets.</p> <p>Group discussions used as evidence should be supported by peer or tutor witness testimonies detailing the key learning points raised and contribution of each learner.</p> <p><b>1.1</b> At least 4 examples of different drinks should be provided as evidence. Learners must provide the unit value of the alcoholic drinks chosen and not simply the alcohol by volume (ABV) percentage.</p> <p><b>2.1</b> Learners must identify 5 reasons why people may misuse alcohol.</p> <p>Learners could identify the factors that might lead a person to use alcohol and complete a table giving examples of the life event or background and very briefly explain why this might lead to substance use/misuse.</p>

**Delivery and assessment guidance**

**3.1** Learners must list 3 psychological and 3 physical effects of alcohol misuse.

**6.1** Learners must list a minimum of 2 effects of withdrawing from alcohol.

**7.1** Learners must identify a minimum of 2 sources of help and information. They could be given specific guidance or assistance to research the available local and national sources of help. The examples of where to access help and guidance should be age appropriate, depending on the learner cohort, and locally accessible. National helplines and sources of information should also be included.

Tutors are advised to encourage learners to provide realistic examples of the sources of information or people they would approach.

Websites identified must provide credible, accurate and reliable information.

### Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for the individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your external quality assurer with full details of your proposed method. It will need formal approval from NCFE before it can be used.

Each learner must generate evidence from appropriate assessment tasks that demonstrate achievement of all the LOs associated with each unit (grades are not awarded).

Please refer to the notes relating to expert witness testimony and simulation that follow this table.

Ref	Assessment method	Assessing competence/ skills	Assessing knowledge/ understanding
A	Direct observation of learner by assessor: <ul style="list-style-type: none"> <li>by an assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice</li> </ul>	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony*: <ul style="list-style-type: none"> <li>when directed by the Sector Skills Council (SSC) or other assessment strategy/principles</li> </ul>	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	No
H	Portfolio of evidence: <ul style="list-style-type: none"> <li>may include simulation**</li> </ul>	Yes	Yes
I	Recognition of prior learning	Yes	Yes

J	Reflection on own practice in real work environment	Yes	No
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by NCFE (for knowledge LOs)	No	Yes
N	Oral questions and answers	Yes	Yes
<p>* <b>Expert witness testimony</b> should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:</p> <ul style="list-style-type: none"> <li>• when assessment may cause distress to an individual, such as supporting a child with a specific need</li> <li>• a rarely occurring situation, such as dealing with an accident or illness</li> <li>• confidential situations, such as safeguarding strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance</li> </ul> <p>** <b>Simulation.</b> A learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.</p>			

### Assessment strategies and principles relevant to this qualification

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

### NCFE assessment strategy

#### Knowledge LOs:

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

#### Competence/skills LOs:

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

**Section 3: explanation of terms**

This table explains how the terms used at level 1 in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Define</b>	Give the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject.
<b>Describe</b>	Provide details about the subject or item.
<b>Explain</b>	Provide details about the subject with reasons showing how or why.
<b>Give (examples of...)</b>	Provide relevant examples to support the subject.
<b>Identify</b>	List or name the main points.
<b>Indicate</b>	Point out or show using words, illustrations or diagrams.
<b>Locate</b>	Find or identify.
<b>List</b>	Make a list of words, sentences or comments.
<b>Outline</b>	Identify or describe the main points.
<b>Plan</b>	Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration.
<b>Show</b>	Give information that includes clear knowledge about the subject.
<b>State</b>	Give the main points in brief, clear sentences.
<b>Use</b>	Take an item, resource or piece of information and link to the question or task.

## Section 4: support

### Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- learner workbook
- learner's evidence tracking log (LETL)
- learning resources

### Useful websites

Centres may find the following websites helpful for information, materials and resources to assist with the delivery of this qualification:

- [www.drinkaware.co.uk](http://www.drinkaware.co.uk)
- [www.talktofrank.com](http://www.talktofrank.com)
- [www.alcoholchange.org.uk](http://www.alcoholchange.org.uk)
- [www.nhs.uk/LiveWell/Alcohol](http://www.nhs.uk/LiveWell/Alcohol)

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse these websites or any learning resources available on these websites. For official NCFE endorsed learning resources, please see the additional and teaching materials sections on the qualification page on the NCFE website.

### Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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**Appendix A****Units**

 Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

**Mandatory units**

	<b>Unit number</b>	<b>Regulated unit number</b>	<b>Unit title</b>	<b>Level</b>	<b>Credit</b>	<b>GLH</b>	<b>Notes</b>
	Unit 01	A/506/1205	Introduction to alcohol awareness for the individual	1	3	27	