

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 1 Award in Awareness of
Substance Misuse
QN: 603/1924/0**

Qualification summary

Qualification title	NCFE CACHE Level 1 Award in Awareness of Substance Misuse		
Ofqual qualification number (QN)	603/1924/0	Aim reference	60319240
Guided learning hours (GLH)	18	Total qualification time (TQT)	20
Minimum age	14		
Qualification purpose	This qualification is designed to develop learners' knowledge and understanding of substances and their misuse.		
Grading	Achieved/not yet achieved		
Assessment method	Internally assessed and externally quality assured portfolio of evidence.		
Work/industry placement experience	This is a knowledge-only qualification. Work/industry placement experience is not required.		

Contents

Qualification summary	2
Summary of changes	4
Section 1: introduction	5
Aims and objectives	5
Support handbook	5
Guidance for entry and registration	5
Achieving this qualification	5
Resource requirements	6
Work/industry placement experience	6
How the qualification is assessed	6
Internal assessment	7
Section 2: unit content and assessment guidance	8
Develop an awareness of substance misuse (H/615/8263)	9
Recommended assessment methods	14
Assessment strategies and principles	15
Section 3: explanation of terms	16
Section 4: support	17
Support materials	17
Useful websites	17
Other support materials	17
Reproduction of this document	18
Contact us	19
Appendix A	20
Units	20

Summary of changes

This section summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
v3.1	February 2020	Information regarding the wellbeing and safeguarding of learners added to Resources .
v3.2	June 2022	Information regarding registration and entry requirements and the language of assessment evidence added to section 2. References to Public Health England replaced by UK Health Security Agency and Office for Health Improvement and Disparities in section 3. Information about the support handbook added to section 5.
v3.3	September 2022	Assessment method 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 substance misuse

The objective of this qualification is to:

- develop knowledge and understanding of substance misuse and its potential effects on individuals and others

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 learners in school or college as part of their personal and social development, and at those employed in sectors where a general understanding of substance misuse will support their job role.

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 or level 2 qualifications in health
- level 1 or level 2 qualifications in health and social care

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 Awareness of Substance Misuse.

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 Develop an awareness of substance misuse (H/615/8263)



Unit summary			
This unit enables the learner to develop a knowledge and understanding of the misuse of substances, including alcohol. Learners will also consider risk-taking behaviours associated with substance misuse that impact on health and wellbeing, whilst exploring prevention and resilience building.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	Achieved/not yet achieved	Level 1	18 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know what substances are commonly misused and why	1.1 Identify substances that are often misused
	1.2 State reasons why people might misuse substances
	1.3 Identify factors that influence an individual's attitude towards the use of substances
	1.4 Outline some of the risks involved with the misuse of substances
	1.5 Outline how the following factors can influence the effects of substances: <ul style="list-style-type: none"> • age • gender • person's mindset at the time of use • the setting in which a substance is taken
	1.6 Identify signs and symptoms that may indicate the use of substances and how these could potentially be misleading
2. Understand the personal and social effects of substance misuse	2.1 Identify the impact of substance misuse on individuals, communities and society
	2.2 Describe some of the wellbeing and health issues associated with substance misuse
	2.3 Give examples of local and national services and organisations that offer information, advice and guidance on substance misuse
3. Understand perceptions of and responses to substance misuse	3.1 Identify some of the stereotypes associated with substance misuse
	3.2 Explain how these stereotypes can be misleading or discriminatory
	3.3 Give examples of how the media portrays substance misuse
	3.4 Identify information about the extent and types of substance use and misuse in the UK
4. Understand ways to promote healthy choices and build resilience	4.1 Define 'resilience'
	4.2 Identify why some individuals are more likely to misuse substances
	4.3 State factors that may help to prevent individuals from misusing a substance
	4.4 Give examples of ways to build resilience and help protect individuals from the risks of substance misuse
	4.5 Identify possible barriers to making healthy choices

Range
<p>1. Know what substances are commonly misused and why</p> <p>1.4 Risks must include:</p> <ul style="list-style-type: none"> • physical health risks • psychological health risks • risks associated with an individual's social life • impact on an individual's financial circumstances <p>1.5 Must include:</p> <ul style="list-style-type: none"> • age: <ul style="list-style-type: none"> ○ all substances can be more harmful for young people because their bodies and brains are still developing • gender: <ul style="list-style-type: none"> ○ the effects of drugs can vary due to different body chemistry and hormones • person's mindset at the time of use: <ul style="list-style-type: none"> ○ a person's mood, health, circumstances and surroundings all contribute to the effect of the substance • the setting in which a substance is taken: <ul style="list-style-type: none"> ○ some places where substances may be used are inherently more dangerous, such as lonely out-of-the-way places where help may not be easy to access should something go wrong ○ using or taking substances into school may lead to being expelled with lasting effects on future education and career prospects ○ driving a car, riding a bicycle or operating machinery whilst intoxicated greatly increases the risks of accidents <p>1.6 Signs and symptoms could include:</p> <ul style="list-style-type: none"> • physical • behavioural • emotional • social • drug related debris (paraphernalia) <p>Signs and symptoms can be misleading/misinterpreted.</p> <p>Many signs and symptoms can be attributed to factors other than substance misuse. For example, underlying medical conditions, normal adolescent behaviours, stress, bullying at school.</p>
<p>2. Understand the personal and social effects of substance misuse</p> <p>2.3 Local and national</p> <p>Learners must provide examples, with a brief outline of the service provided. Local and national service provisions must be covered to encourage learners to explore the range and purpose of provision in their area.</p>
<p>3. Understand perceptions of and responses to substance misuse</p> <p>3.2 Stereotypes can be misleading or discriminatory could include:</p> <ul style="list-style-type: none"> • some legitimate health conditions can cause people to exhibit behaviours that are similar to someone who is under the influence of drugs

Range
<ul style="list-style-type: none"> • some people may use a substance for medical purposes, for example medical marijuana within the confines of their home, and have families, jobs and relationships <p>3.3 Media could include examples from:</p> <ul style="list-style-type: none"> • newspaper or magazine articles • news stories from television or radio • scenarios seen in films or on TV programmes, for example, soaps • lyrics from songs • online: <ul style="list-style-type: none"> ○ websites ○ blogs ○ social media <p>The learner should give a simple outline of the type of people involved, the situation and how the substance use was portrayed (for example, good, bad, fun, criminal, harmful).</p> <p>Both negative and positive examples of media-generated perceptions must be included.</p> <p>3.4 Information:</p> <p>Learners must identify reputable/reliable sources of information.</p> <p>Some information, depending on the source, might not be accurate or correct due to:</p> <ul style="list-style-type: none"> • collection method used • personal prejudice • unrecorded use (of drugs) • illegal use • who funded/organised the research • who was asked to take part • answers not clearly recorded • types of questions asked • inaccurate reporting • sensationalising the issue • glamorising the issue
<p>4. Understand ways to promote healthy choices and build resilience</p> <p>4.3 Prevent individuals</p> <p>There are many potentially preventative factors that have been identified in 3 domains:</p> <ul style="list-style-type: none"> • individual • family • community

Delivery and assessment guidance

This unit could be assessed through a workbook, learner reports, oral or written questioning, information leaflets.

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.

LO1

Tutors should ensure the widest possible range of substances are discussed, from the most common to the less common and including alcohol and tobacco (with the tutor filling in the gaps for those that are not mentioned by learners).

Tutors to ensure that the following types of substances are covered:

- new psychoactive substances (NPS)
- over the counter (OTC) drugs that are/may be misused
- prescribed drugs (that are/may be misused)

1.1 Learners must identify 3 substances which are often misused. Learners could identify any type of substance affecting the mind, body or perceptions.

1.2 Learners must state 3 possible reasons why people might misuse substances.

It is important that tutors include the positive reasons for use, as opposed to simply stressing the negatives.

1.3 Learners must identify 3 factors that might influence an individual's attitude towards the use of substances.

1.4 The risks involved fall into 4 main categories and learners should be able to give examples from each:

- physical health risks
- psychological health risks
- risks associated with an individual's social life
- impact on an individual's financial circumstances

LO2

Tutors should ensure that the use and misuse of alcohol and other substances are covered, with particular reference to the many and various longer-term health consequences of excessive drinking as well as shorter-term consequences.

It is helpful to enable learners to explore the services provided locally for people who may need advice, guidance or help with their substance use and often these agencies and organisations will be available to have some input to the learning journey.

Delivery and assessment guidance

3.1 Learners must identify 3 stereotypes associated with substance misuse including typical and atypical.

4.1 Tutors should introduce the concept of resilience at a basic level, enabling learners to identify protective factors that are likely to enhance wellbeing and reduce the risks involved with substance misuse.

4.2 Learners must identify 3 reasons why some individuals are more likely to misuse substances.

4.3 There are many potentially preventative factors that have been identified in 3 domains: family, individual and community. Learners must state factors that may help to prevent individuals from misusing a substance from each domain.

4.4 Learners must give 3 examples of ways to build resilience and help protect individuals from the risks of substance misuse.

Tutors should use simple case studies and examples to illustrate how resilience can be enabled. They are advised to explore the 5 ways to wellbeing as the basis for building resilience to peer pressure to use substances and preventing problems from escalating.

4.5 Factors considered for 4.2 also relate to potential barriers to making healthy choices. Learners must identify 3 possible barriers.

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"> 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 	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony*: <ul style="list-style-type: none"> when directed by the Sector Skills Council (SSC) or other assessment strategy/principles 	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"> may include simulation** 	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>* Expert witness testimony 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"> • when assessment may cause distress to an individual, such as supporting a child with a specific need • a rarely occurring situation, such as dealing with an accident or illness • confidential situations, such as safeguarding strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance <p>** Simulation. 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).

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

Useful websites

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

- www.alcoholchange.org.uk
- www.nhs.uk/livewell/Pages/Livewellhub
- www.drugwise.org.uk
- www.changegrowlive.org/young-people
- www.addiction.org.uk
- www.mind.org.uk/DrugAbuse
- [New Psychoactive Substances \(NPS\) resource pack](#)
- www.digital.nhs.uk/data-and-information/publications/statistical/statistics-on-drug-misuse
- www.nta.nhs.uk/statistics
- www.talktofrank.com
- www.adfam.org.uk
- www.familylives.org.uk
- www.assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/355766/Review2_Resilience_in_schools_health_inequalities.pdf

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.

Reproduction of this document

Reproduction by approved centres is permissible for internal use under the following conditions:

- you may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information
- the use of PDF versions of our support materials on the NCFE website will ensure that correct and up-to-date information is provided to learners
- any photographs in this publication are either our exclusive property or used under licence from a third party:
 - they are protected under copyright law and cannot be reproduced, copied, or manipulated in any form
 - this includes the use of any image or part of an image in individual or group projects and assessment materials
 - all images have a signed model release

Contact us

NCFE
Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT

Tel: 0191 239 8000*

Fax: 0191 239 8001

Email: customersupport@ncfe.org.uk

Website: <https://www.ncfe.org.uk/>

NCFE © Copyright 2022 All rights reserved worldwide.

Version 3.3 September 2022

Information in this qualification specification is correct at the time of publishing but may be subject to change.

NCFE is a registered charity (Registered Charity No. 1034808) and a company limited by guarantee (Company No. 2896700).

CACHE; Council for Awards in Care, Health and Education; and NNEB are registered trademarks owned by NCFE.


All the material in this publication is protected by copyright.

**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***

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

	Unit number	Regulated unit number	Unit title	Level	GLH	Notes
	Unit 01	H/615/8263	Develop an awareness of substance misuse	1	18	