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## Qualification Specification

### Highfield Level 2 Award in Substance Misuse (RQF)

Qualification Number: 600/1758/2

Version 2.0 January 2018

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## Highfield Level 2 Award in Substance Misuse (RQF)

### Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager

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### Qualification regulation and support

The Highfield Level 2 Award in Substance Misuse (RQF) has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual and CCEA regulation. The qualification is also regulated by Qualification Wales.

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### Key facts

<b>Qualification number:</b>	600/1758/2
<b>Learning aim reference:</b>	60017582
<b>Credit value:</b>	9
<b>Assessment method:</b>	Portfolio of Evidence
<b>Guided learning hours (GLH):</b>	67
<b>Total qualification time (TQT):</b>	90

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### Qualification overview and objective

The objective of this qualification is to support a role in the workplace or prepare learners for further training in a similar subject area.

The qualification covers understanding how to recognise and respond to substance misuse, solvents and volatile substance misuse and options and interventions for those affected by substance misuse.

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### Entry requirements

It is advised that learners have a minimum of level 1 in literacy or numeracy or equivalent.

The qualification is approved for delivery to learners aged 16 and above.

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### Geographical coverage

This qualification is suitable for delivery in England, Wales or Northern Ireland.

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### Guidance on delivery

The total qualification time for this qualification is 90 hours and of this 67 are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

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### Guidance on assessment

This qualification is assessed by portfolio of evidence, which will be internally quality assured by the centre. Learners must complete all learning outcomes and assessment criteria within their selected units in order to achieve the qualification.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

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### Guidance on quality assurance

Highfield Qualifications requires centres to have in place a robust mechanism for internal quality assurance of training delivery and internal assessment processes.

Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

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### Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing the learner for assessment.

For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) policy in the members' area of the Highfield Qualifications website. This policy should be read in conjunction with this specification and all other relevant Highfield Qualifications documentation.

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### Assessor requirements

Highfield Qualifications recommends nominated assessors for this qualification meet the following:

- hold a relevant subject area qualification or experience, which could include any of the following:
  - Level 2 Award in Substance Misuse
  - Level 3 Diploma in Health and Social Care
  - Experience working in environments dealing with substance abuse
- Hold, or be working towards, a recognised assessing qualification, which could include any of the following:
  - A1 Assessor Award
  - Level 3 Award in Assessing Competence in the Work Environment
  - Level 3 Certificate in Assessing Vocational Achievement
  - D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence
- maintain appropriate continued professional development for the subject area

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### Internal quality assurance (IQA) requirements

Highfield Qualifications recommends internal quality assurers for this qualification meet the following:

- hold a relevant subject area qualification or experience, which could include any of the following:
  - Level 2 Award in Substance Misuse

- Level 3 Diploma in Health and Social Care
  - Experience working in environments dealing with substance abuse
  - Hold, or be working towards, a recognised internal quality assurance qualification, which could include any of the following:
    - V1 Award
    - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
    - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
    - D34 or V1 Verifier Awards
  - maintain appropriate continued professional development for the subject area
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### Countersigning strategy

While it is a minimum requirement for centres to have the appropriately qualified workforce in place, it is understood that centres may have new personnel who are working towards those requirements. During this period, centres are required to have a robust countersigning strategy in place that supports and validates unqualified assessment/quality assurance decisions, until the point where they meet the requirements as detailed above.

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### Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

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### ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

**For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.**

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### Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Level 2 and 3 Diploma in Adult Care
  - Further qualifications within Health and Social Care
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## Appendix 1: Qualification structure

To complete the Highfield **Level 2 Award in Substance Misuse (RQF)**, learners must complete the following:

- **all units** contained within the mandatory group totaling **8 credits**
- a **minimum of 1 credit** from the optional group

### Mandatory group

Learners must achieve **all units** in this group

Unit reference	Unit title	Level	GLH	Credit
D/601/2363	Understand substance use/misuse	2	22	3
M/601/2366	Understand how to recognise and respond to substance use/misuse	2	15	2
F/601/2369	Understand the safe, sensible and social use of alcohol	2	24	3

### Optional group A

Learners must achieve a minimum of **1 credit** from this group

Unit reference	Unit title	Level	GLH	Credit
T/601/2370	Community responses to substance misuse	2	6	1
R/601/2375	Options and interventions for those affected by substance use/misuse	2	22	3
Y/601/2376	Substance misuse and young people	2	14	2
K/601/2379	Understand solvents and volatile substance abuse	2	14	2
H/601/2381	Understand blood-borne infections related to substance use/misuse	2	8	2

## Appendix 2: Qualification content

### Unit 1: Understand substance use/misuse

Unit number: D/601/2363

Credit: 3

GLH: 22

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the size, scope and complexity of substance use/misuse in the UK</b></p>	<p>1.1 Define the term ‘psychoactive substance’</p> <p>1.2 Define the terms ‘incidence’, ‘prevalence’, ‘morbidity’ and ‘mortality’</p> <p>1.3 Use different sources of statistical information to extract data on substance use/misuse in the UK</p> <p>1.4 Describe the relevance and limitation of statistics relating to the substance misuse field</p> <p>1.5 Explore current trends in substance use/misuse in the UK using data from 1.3</p> <p>1.6 Describe factors which influence substance use/misuse in the UK</p> <p>1.7 Give examples of the differing legal status of a range of substances within and outside the UK</p>
<p><b>2. Understand the social context of substance use/misuse in the UK and how this has changed over time</b></p>	<p>2.1 Describe the history of the use of psychoactive substances in the UK</p> <p>2.2 Illustrate how attitudes to substance use/misuse have changed over time</p> <p>2.3 Outline the wider social consequences of substance use/misuse</p> <p>2.4 Explain why substance misuse issues are the responsibility of everyone</p>
<p><b>3. Understand the reasons why people use substances</b></p>	<p>3.1 Describe how psychoactive substances are broadly categorized</p> <p>3.2 Describe the effects of psychoactive substance</p> <p>3.3 Explain the difference between physical and psychological effects</p> <p>3.4 Compare the effects of a substance when used by different people in different settings</p> <p>3.5 Compare people’s reasons for using legal and illegal substances</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>4. Understand the importance of attitudes and values and their effects on behaviour</b></p>	<p>4.1 Define the terms ‘attitude’ and ‘values’</p> <p>4.2 Illustrate the importance of attitudes and how they can influence the outcome of a given situation</p> <p>4.3 Give examples of the effects of different attitudes on the behaviour of those who misuse substances</p> <p>4.4 Illustrate the importance of using appropriate terminology related to substance use/misuse</p>

**Unit 2:** Understand how to recognise and respond to substance use/misuse  
 Unit number: M/601/2366  
 Credit: 2  
 GLH: 15  
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand the UK national response to substance use/misuse</b>	1.1 Summarise the key aims of the Government’s current drug strategy 1.2 Describe the key areas of response to substance misuse in society 1.3 Describe the key legislation related to substance misuse 1.4 Describe the main implications of the legislation for members
<b>2. Understand the possible signs and symptoms relating to substance use/misuse and their limitations</b>	2.1 Describe signs and symptoms relating to substance use/misuse 2.2 Illustrate the limitations of such signs and symptoms 2.3 Give examples of potentially misleading physical signs and symptoms of substance use/misuse 2.4 Describe the paraphernalia and debris associated with substance use/misuse and its significance
<b>3. Know the range of services available for those affected by substance use/misuse</b>	3.1 Identify the range of agencies and organisations offering services for those affected by substance use/misuse 3.2 Describe the services that these agencies and organisation offer 3.3 Identify how and when these services could be contacted

**Unit 3:** Understand the safe, sensible and social use of alcohol  
 Unit number: F/601/2369  
 Credit: 3  
 GLH: 24  
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Know the issues and concerns around alcohol use/misuse</b></p>	<p>1.1 Provide examples of the use of alcohol historically and in contemporary society</p> <p>1.2 Identify different sources of statistical information about alcohol and its use in the UK</p> <p>1.3 Explore the role of the media and advertising on alcohol use</p> <p>1.4 Give examples of conflicting messages about alcohol and how these can affect understanding and behaviour</p> <p>1.5 Explain terminology associated with alcohol</p> <ul style="list-style-type: none"> <li>• Alcohol by volume (ABV)</li> <li>• Unit of alcohol</li> </ul>
<p><b>2. Understand the different styles of drinking and their potential for harm</b></p>	<p>2.1 Define the different drinking styles</p> <p>2.2 Describe the effects of alcohol consumption</p> <p>2.3 Explain how problems can be associated with the individual, alcohol itself or the situation in which the alcohol use takes place</p> <p>2.4 Explore the popular myths surrounding alcohol and its use</p>
<p><b>3. Know the ways in which society responds to alcohol use and misuse</b></p>	<p>3.1 Describe the key aims of the national alcohol strategy</p> <p>3.2 Give examples of the ways in which individuals, agencies and society can respond to alcohol misuse</p> <p>3.3 Explain the reasons for providing alcohol awareness education</p> <p>3.4 Explain the purpose of very brief and brief interventions</p> <p>3.5 Identify a range of opportunities and settings for providing alcohol awareness education and brief interventions</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>4. Understand the attitudes towards, and the impact of, alcohol use among young people</b></p>	<p>4.1 Identify a range of responses to alcohol specifically for use with young people</p> <p>4.2 Give examples of drinking patterns amongst young people</p> <p>4.3 Describe the potential harm to young people from alcohol use</p> <p>4.4 Compare attitudes amongst young people towards alcohol use and the impact of these attitudes on their drinking behaviour</p>

**Unit 4:** Community responses to substance misuse  
 Unit number: T/601/2370  
 Credit: 1  
 GLH: 6  
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand how communities can be protected from substance misuse related crime and antisocial behaviour</b></p>	<p>1.1 Describe the national strategic approach to protecting communities</p> <p>1.2 Explain the need for a community based approach to issues around substance misuse</p> <p>1.3 Give an example of a positive and a negative community response to concerns about substance misuse</p>
<p><b>2. Know ways of working effectively with communities</b></p>	<p>2.1 Describe the process of community involvement or engagement</p> <p>2.2 Identify people and organisations who may have a role to play in community involvement</p> <p>2.3 Explain the key role of communication within and between communities</p> <p>2.4 Give examples of simple community based action plans based on substance related issues</p> <p>2.5 Identify potential barriers to community engagement and involvement</p> <p>2.6 Describe the potential benefits of community involvement/engagement</p>

**Unit 5:** Options and interventions for those affected by substance use/misuse  
**Unit number:** R/601/2375  
**Credit:** 3  
**GLH:** 22  
**Level:** 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Know the different types of substance use/misuse and their associated problems</b>	1.1 Differentiate between the types of substance use/misuse 1.2 Identify problems associated with the types from 1.1 1.3 Describe the inter-relationship between the broad categories of response and the type of misuse 1.4 Explain how problems can be associated with the individual, the substance, or the situation in which the use takes place
<b>2. Understand the range of treatments and interventions for substance misuse</b>	2.1 Explore the methods used historically to treat dependency 2.2 Give examples of how attitudes and approaches to dependency have changed over time 2.3 Classify the types of treatments and interventions currently available 2.4 Give the pros and cons of different types of treatments and interventions identified in 2.3
<b>3. Understand the concept of harm-reduction in substance misuse</b>	3.1 Define harm-reduction 3.2 Give examples of those at risk of substance misuse related harm 3.3 Assess the range of opinions and views in the area of harm reduction 3.4 Identify the challenges to the application of harm reduction in children and young people's services
<b>4. Know how to recognise and respond to substance related incidents which may require an immediate response</b>	4.1 Give examples of substance related incidents which may require an immediate response 4.2 Describe how to respond to 2 different types of substance related incidents 4.3 Describe the purpose of the recovery position

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.4 Perform the initial assessment procedure 4.5 Demonstrate placing a person in the recovery position 4.6 Identify the main Health and Safety issues associated with substance related incidents

**Unit 6:** Substance misuse and young people  
 Unit number: Y/601/2376  
 Credit: 2  
 GLH: 14  
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand how to use effective communication skills when talking to young people about substances</b>	1.1 Identify a range of different attitudes held by young people about substance use/misuse 1.2 Describe the factors which influence young people’s attitudes to substance use/misuse 1.3 Explore the range of skills needed to communicate effectively with young people 1.4 Identify barriers to effective communication with young people
<b>2. Understand how to identify substance related needs in young people</b>	2.1 Identify the first steps to take in identifying needs in relation to substance use/misuse 2.2 Describe the different responses that might apply in different situations 2.3 Define the term ‘screening’ 2.4 Explore ways in which a simple screening process can be carried out
<b>3. Know why it is important to follow organisational procedures when working with young people</b>	3.1 Identify the key legislation and guidance related to safeguarding children and young people 3.2 Explain the importance of recording information according to organisational requirements 3.3 Outline personal and professional limitations when working with young people 3.4 Give examples of when it is appropriate to involve other services and make referrals

**Unit 7:** Understand solvents and volatile substance misuse  
 Unit number: K/601/2379  
 Credit: 2  
 GLH: 14  
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Know the history and development of volatile substance abuse (VSA) in the UK</b>	1.1 Define the meaning of VSA 1.2 Describe the history of VSA in the UK 1.3 Compare VSA with other types of drug use/misuse
<b>2. Know why people use volatile substances</b>	2.1 Give factors which may predispose a person to use volatile substances 2.2 Give reasons why people use solvents
<b>3. Understand the methods of use and effects of volatile substance abuse (VSA)</b>	3.1 Describe different methods of using volatile substances and associated types of user 3.2 Describe dangers and consequences of using different products in different ways 3.3 Compare the meaning of tolerance and dependence in relation to VSA and other substance use
<b>4. Know the range of responses to volatile substance abuse (VSA)</b>	4.1 Identify the need for a range of responses to VSA 4.2 Describe local and national services available related to VSA 4.3 Assess the effect of legislation on VSA 4.4 Identify barriers to accessing services

**Unit 8:** Understand blood borne infections related to substance use/misuse  
 Unit number: H/601/2381  
 Credit: 2  
 GLH: 8  
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand the relationship between blood-borne infections and substance misuse</b>	1.1 Identify the most common blood-borne infections associated with substance use/misuse 1.2 Differentiate between HIV and AIDS 1.3 Describe the physical effects of 2 different blood-borne infections 1.4 Explain the current prevalence and trends in bloodborne infections related to substance misuse in the UK
<b>2. Understand how blood-borne infections are transmitted</b>	2.1 Identify body fluids that may transmit blood-borne infections 2.2 Describe routes of transmission from one person to other 2.3 Give examples of high risk behaviours in the transmission of blood borne infections 2.4 Give examples of safe practices to prevent the spread of blood-borne infections

### Appendix 3: Sample assessment material

**Evidence Tracking Sheet – Example**

Learner Name				
Centre Name				
Unit 1: Example Unit in a Qualification (A/123/4567)				
Knowledge Assessment Criteria				
Learning Outcome	Assessment Criteria	Evidence Type	Evidence Reference	Date
1.	1.1	Obs	1	
2.	2.1	D, Wt	2	
	2.2	Sim	3, 5	
4.	4.1	Q, D	8	

**Assessment method key:**

Obs	Observation	Wt	Witness testimony
Pe	Product evidence	R	RPL
Q	Questioning	O	Other
Sim	Simulation/assignment	D	Discussion

Once all assessment criteria and range have been met, the learner and assessor must sign and date this tracking sheet

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**Learner Signature** Date:

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**Assessor Signature** Date:

.....

**IQA Signature (if sampled)** Date:

.....

**EQS Signature (if sampled)** Date:

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If sampled, the IQA/EQS must also sign and date this tracking sheet

Fill in the portfolio reference for each assessment criteria

Fill in each assessment method used using the key

Insert the date that the assessment criteria was fully met