NOCN Level 3 Certificate in Tackling Substance Misuse (QCF)

Qualification Approval No. 501/1568/6

Version 2 January 2012
National Open College Network

National Open College Network (NOCN) is a leading credit-based Awarding Organisation in the UK, offering high quality, flexible, credit-based qualifications and is recognised by the Qualifications Regulators in England, Wales, Northern Ireland and Scotland. We also have partnerships with OCNs in Scandinavia.

NOCN had the second highest number of achievements in the QCF in 2009-2010, within the UK (Regulators’ Annual Qualifications Market Report Version 2 – August 2011 Ofqual/11/4854).

We are a not for profit organisation and invest our resources into the development of existing products and services and new qualifications. We are proud to be a registered charity and will continue to promote our charitable objectives.

There are more than 2,500 centres nationally offering NOCN qualifications. We currently have nearly 300 qualifications on both the National Qualification Framework (NQF) and the Qualifications and Credit Framework (QCF). They are made up of more than 1,000 units from a wide range of areas including modern languages, trade unions, creative arts and design, foundations for learning and life, preparation for work including employability, security, credit control and Offender Learning.

We offer different types of qualifications from Entry Level to Level 4 and skills for life such as Functional Skills. NOCN qualifications are delivered through schools, further education and sixth form colleges, higher education institutions, trade unions, employers, local education authorities and training organisations, adult and community education centres, and voluntary and community organisations. We operate through a network of regional OCNs in England and Northern Ireland.

We work in collaboration with Agored Cymru, the Awarding Organisation for Wales. All OCNs support the delivery of NOCN qualifications, through NOCN recognised centres.
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1. About the qualification

The NOCN Level 3 Certificate in Tackling Substance Misuse (QCF) is designed for adult practitioners working in the drug and alcohol sector, including both employed individuals and those acting in a voluntary capacity.


“Providing appropriate, safe and effective drug interventions is a key objective of the drug strategy and the availability of an adequately skilled workforce is essential to meet this objective.” (Drugs: protecting families and communities, p.46)

It offers practitioners an opportunity to develop both breadth and depth within the field of substance misuse.

Achievement of the qualification will contribute to the professional development needs of all three categories of workers engaged in this sector:

- specialist drug and alcohol workers;
- generic workers who have a substance misuse function within their portfolio of responsibilities, for example social workers, youth workers;
- generic workers who have occasional substance misuse functions, for example prison officers, teachers, probation officers.

“Developing a competent substance misuse workforce, including both generic and specialist practitioners, is crucial to ensuring a high standard of service delivery.” (Drugs: protecting families and communities, p.47)

The NOCN Level 3 Certificate in Tackling Substance Misuse (QCF) is a recognised qualification within the Federation of Drug and Alcohol Professionals (FDAP) Drug and Alcohol Professional Certification scheme.

The qualification was developed in collaboration with experts and practitioners from a range of organisations including: ADS (Addiction Dependency Solutions), Blackpool; Compass, East Yorkshire; Drugline Lancashire Limited, Preston; Federation of Drug and Alcohol Practitioners, London; Lifeline Project Ltd, Manchester; THOMAS Organisation, Blackburn.

Guided Learning Hours

The recommended guided learning hours for learners to achieve this qualification is 105.

Guided Learning Hours are defined as the number of hours of teacher-supervised or directed study time required to teach a qualification or unit of a qualification.
Some learners will be able to achieve these units in a shorter time, other learners, particularly those with additional support requirements will take much longer.

**Relationship with National Occupational Standards and NHS Knowledge and Skills Framework**

The NOCN Level 3 Certificate in Tackling Substance Misuse (QCF) is related to the Drugs and Alcohol National Occupational Standards (DANOS) developed by Skills for Health. It provides a significant amount of knowledge, understanding and skills development that underpins occupational competence in the substance misuse sector. Units within the qualification have been carefully mapped to the relevant standards.

The units have also been mapped to the NHS Knowledge and Skills Framework.

**Language Requirements**

If you wish to offer this qualification in Welsh or Irish (Gaeilge) then please contact NOCN who will review demand and provide as appropriate.
2. Who the qualification is for

The NOCN Level 3 Certificate in Tackling Substance Misuse (QCF) is aimed at adult practitioners working in the drug and alcohol sector, including both employed individuals and those acting in a voluntary capacity.

The qualification is particularly suitable for those who are, or aspire to be:
- specialist drug and alcohol workers;
- generic workers who have a substance misuse function within their portfolio of responsibilities, for example social workers, youth workers;
- generic workers who have occasional substance misuse functions, for example prison officers, teachers, probation officers.

The minimum age for access to the qualification is 18 years because learners will be expected to:
- have achieved qualified status in their field (e.g. substance misuse workers, teachers, probation officers, youth and community workers) or;
- be working towards such qualified status or;
- be actively engaged in a voluntary capacity in such roles.

Anyone under the age of 18 years old is advised to extend their experience in the sector. Level 1 and 2 qualifications in substance misuse may provide a progression route into this Level 3 qualification.

Restrictions on Learner Entry

All learners registering for the qualification must fulfil at least one of the following criteria:

1. Be employed as a:
   - specialist drug or alcohol worker;
   - generic worker with a substance misuse function within their portfolio of responsibilities, for example a social worker or youth worker;
   - generic worker who has occasional substance misuse functions, for example a prison officer, teacher or probation officer.

Or

2. Be undertaking regular and sustained voluntary activity with a substance misuse organisation.

Or

3. Be on a student placement with a substance misuse organisation.
N.B. Learners will be able to acquire the required number of credits to achieve the qualification only if they are actively engaged in an appropriate context. That is, they will need to be employed in a capacity or be engaged in voluntary activity that includes working with substance users or within substance misuse services. In some circumstances this may require the provision of an appropriate placement or placements with substance misuse organisations or with services addressing the needs of substance users.

Entry Requirements

There are no restrictions on learner entry to this qualification.

However, centres should note that the NOCN Level 3 Certificate in Tackling Substance Misuse (QCF) is competence based. This means that it is linked to the learner's ability to competently perform a range of tasks in the workplace (see above).
### QCF Level Descriptors

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Achievement at level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgment within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine.</td>
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<tr>
<td></td>
<td>Interpret and evaluate relevant information and ideas.</td>
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<tr>
<td></td>
<td>Be aware of the nature of the area of study or work.</td>
</tr>
<tr>
<td></td>
<td>Have awareness of different perspectives or approaches within the area of study or work.</td>
</tr>
<tr>
<td></td>
<td>Address problems that, while well defined, may be complex and non-routine.</td>
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<tr>
<td></td>
<td>Identify, select and use appropriate skills, methods and procedures.</td>
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<td></td>
<td>Use appropriate investigation to inform actions.</td>
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<tr>
<td></td>
<td>Review how effective methods and actions have been.</td>
</tr>
<tr>
<td></td>
<td>Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility for supervising or guiding others.</td>
</tr>
<tr>
<td></td>
<td>Exercise autonomy and judgment within limited parameters.</td>
</tr>
</tbody>
</table>

*Extracted from QCF level descriptor's document on QCDA’s website October 2008*
Recognition of Prior Learning

Recognition of prior learning is an assessment method leading to the award of credit. The process involves considering if a learner can meet the specified assessment requirements for a unit through knowledge, understanding or skills that they possess already as a consequence of which they do not need to undertake a course of learning.

Centres are encouraged to recognise the previous achievements and experiences, both formal, for example through accredited units or qualifications or informal, for example through continuous learning. This involves the recognition of achievement from a range of activities that will have been assessed through any valid method of assessment. When using the process of the recognition of prior learning, it is essential that the assessment requirements of a specific unit or, more exceptionally, a qualification have been met. The evidence of learning provided must be sufficient, reliable, authentic and valid. Evidence is not time-limited.

Progression Opportunities

The NOCN Level 3 Certificate in Tackling Substance Misuse (QCF) enables progression to employment, further learning opportunities within employment, or further study.

The qualification is designed for adult practitioners working in the drug and alcohol sector including employed individuals, those taking courses of study and training for such roles and those acting in a voluntary capacity.

Such individuals, having achieved this qualification, may decide to progress to further learning and level 4 qualifications such as City and Guilds Level 4 Award in Working with Substance Misuse (QCF), City and Guilds Level 4 Certificate in Working with Substance Misuse (QCF), EDEXCEL Level 4 BTEC Award in Working with Substance Misuse (QCF), or EDEXCEL Level 4 BTEC Certificate in Working with Substance Misuse (QCF). Alternatively NVQs in Health and Social Care create additional opportunities for further development and progression.

Those who achieve the qualification while engaged in a voluntary capacity in the sector may progress to employment, benefitting from evidence of achievement of a Level 3 qualification.

The qualification is also relevant for those who are not substance misuse specialists but who, in other professional capacities, have contact with substance misusers. Examples include social workers, prison officers, teachers, youth workers, probation officers. As with the specialist practitioners discussed above, such professionals may progress to other level 3 or level 4 qualifications.
Learners with Particular Requirements

Assessment within the NOCN Level 3 Certificate in Tackling Substance Misuse (QCF) is designed to be accessible and inclusive. The unit based approach allows flexibility through enabling learners to achieve the qualification in stages. The assessment methodology is appropriate and rigorous for individuals or groups of learners.

If you have learners with particular requirements you should refer to the ‘Access to Fair Assessment Policy and Procedure’ which can be found in the NOCN Centre Handbook area of the NOCN website within the Learning Providers section.

This section gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the assessment criteria.

The NOCN Centre Recognition process requires policy statements on Equal Opportunities and Diversity and Disability Discrimination. These policy statements are then checked and confirmed through the Quality Review and Risk Assessment processes.
3. Achieving the qualification

Rules of Combination

For the achievement of the NOCN Level 3 Certificate in Tackling Substance Misuse (QCF), the learner must successfully achieve a total of 15 credits. 12 credits must be achieved from the two mandatory units in Group A plus 3 credits from one of the optional units in Group B.

Mandatory units (Group A) - both of these mandatory units must be achieved:

- Principles of Tackling Substance Misuse – 6 credits
- Assessment, Planning and Care for Substance Misuse Practitioners – 6 credits

Optional units (Group B) – one of these units must be achieved:

- Brief Interventions (for Substance Misuse Practitioners) – 3 credits
- Dual Diagnosis (for Substance Misuse Practitioners) – 3 credits
- Educating Others about Substances and their Effects – 3 credits
- Managing Individuals and Teams Working with Substance Users – 3 credits
- Managing Substance Misuse Services – 3 credits
- Providing Detoxification and Prescribing Services for Substance Users – 3 credits
- Providing Harm Minimisation Support to Substance Users – 3 credits
- Providing Support and After Care Services for Substance Users – 3 credits

Achievement Methodology

The qualification is awarded to learners who successfully achieve an approved combination of units. The assessment activities appropriate for the units are indicated in the Assessment Information Grid on the individual units. For full details on Assessment please refer to Section 5.
### 4. The qualification units

Please click on the hyperlinks below to access the units from the NOCN website.

<table>
<thead>
<tr>
<th>NOCN Unit Code</th>
<th>Accredited Number</th>
<th>Unit Title</th>
<th>Mandatory or Optional</th>
<th>Credit Value</th>
<th>Level</th>
<th>OPUS ID</th>
<th>Sector</th>
<th>Expiry Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS2/3/QQ/025</td>
<td>H/602/4787</td>
<td>Assessment, Planning and Care for Substance Misuse Practitioners</td>
<td>Mandatory</td>
<td>6</td>
<td>3</td>
<td>CAL715</td>
<td>1.3</td>
<td>31/08/2015</td>
</tr>
<tr>
<td>PS2/3/QQ/032</td>
<td>Y/602/4799</td>
<td>Principles of Tackling Substance Misuse</td>
<td>Mandatory</td>
<td>6</td>
<td>3</td>
<td>CAL779</td>
<td>1.3</td>
<td>31/08/2015</td>
</tr>
<tr>
<td>PS2/3/QQ/026</td>
<td>M/602/4789</td>
<td>Brief Interventions (for Substance Misuse Practitioners)</td>
<td>Optional</td>
<td>3</td>
<td>3</td>
<td>CAL716</td>
<td>1.3</td>
<td>31/08/2015</td>
</tr>
<tr>
<td>PS2/3/QQ/027</td>
<td>H/602/4790</td>
<td>Dual Diagnosis (for Substance Misuse Practitioners)</td>
<td>Optional</td>
<td>3</td>
<td>3</td>
<td>CAL717</td>
<td>1.3</td>
<td>31/08/2015</td>
</tr>
<tr>
<td>PS2/3/QQ/029</td>
<td>M/602/4792</td>
<td>Educating Others about Substances and their Effects</td>
<td>Optional</td>
<td>3</td>
<td>3</td>
<td>CAL718</td>
<td>1.3</td>
<td>31/08/2015</td>
</tr>
<tr>
<td>PS2/3/QQ/030</td>
<td>J/602/4796</td>
<td>Managing Individuals and Teams Working with Substance Users</td>
<td>Optional</td>
<td>3</td>
<td>3</td>
<td>CAL777</td>
<td>1.3</td>
<td>31/08/2015</td>
</tr>
<tr>
<td>PS2/3/QQ/031</td>
<td>R/602/4798</td>
<td>Managing Substance Misuse Services</td>
<td>Optional</td>
<td>3</td>
<td>3</td>
<td>CAL778</td>
<td>1.3</td>
<td>31/08/2015</td>
</tr>
<tr>
<td>PS2/3/QQ/033</td>
<td>F/602/4800</td>
<td>Providing Detoxification and Prescribing Services for Substance Users</td>
<td>Optional</td>
<td>3</td>
<td>3</td>
<td>CAL785</td>
<td>1.3</td>
<td>31/08/2015</td>
</tr>
<tr>
<td>PS2/3/QQ/034</td>
<td>J/602/4801</td>
<td>Providing Harm Minimisation Support to Substance Users</td>
<td>Optional</td>
<td>3</td>
<td>3</td>
<td>CAL787</td>
<td>1.3</td>
<td>31/08/2015</td>
</tr>
<tr>
<td>PS2/3/QQ/035</td>
<td>R/602/4803</td>
<td>Providing Support and After Care Services for Substance Users</td>
<td>Optional</td>
<td>3</td>
<td>3</td>
<td>CAL788</td>
<td>1.3</td>
<td>31/08/2015</td>
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</tbody>
</table>

The assessment activities for the units are indicated in the Assessment Information Grid on the individual units.

An explanation of the kind of activity, assessment and evidence expected at the appropriate level is given overleaf.
Case Studies

Consideration of a particular, relevant situation or example, selected by the tutor or by learners, which enables learners to apply knowledge to specific situations. May be used as a collective / group activity and discussed in a group of learners or by an individual learner. Or may be used with individual learners as a written activity through case study materials and learner responses.

The learning may be assessed by:
- Tutor observation
- Class discussion
- One to one
- Group tutorial discussion

Evidence could include:
- Tutor record of observation
- Learner notes
- Summary of class discussion
- Tutorial notes
- Audio/video/photographic record

<table>
<thead>
<tr>
<th>Activity</th>
<th>Assessment</th>
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<tbody>
<tr>
<td><strong>Level 3</strong></td>
<td>Case studies should allow the application of knowledge in a range of complex areas, in a variety of familiar and unfamiliar contexts. Discussion should be guided but self-directed (group). Written work should allow for autonomy, evaluation and reasoned judgements to be made (GL = 1000 words).</td>
<td>Assessment through peer assessment, self-assessment, tutor observation or assessment or written work.</td>
</tr>
</tbody>
</table>
Written question and answer/test /exam

Specific, open and closed questions for immediate response. Can range from formal exams and tests, to a quick, fun way of finding out where learners are up to, for example, a quiz. Allows response and questioning from learners and feedback from tutor.

The learning may be assessed through:
- Responses by individual learners.
- May make use of on-line assessment.

Evidence could include:
- Written questions
- Learner responses
- Tutor feedback

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<tr>
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</thead>
<tbody>
<tr>
<td><strong>Level 3</strong></td>
<td>Questions should cover a wide range of knowledge and contexts, and allow responses to unfamiliar and unpredictable problems. Learners should be encouraged to make use of / interpret knowledge rather than just testing recall. The process may be time limited.</td>
<td>Assessment by tutor or external marker (for exams / tests).</td>
</tr>
</tbody>
</table>
Essay

A discursive, written response to a question or statement which involves the learner in finding and presenting information and opinion in a structured way, which normally includes an introduction, the information / opinions / evaluation / analysis and a conclusion.

The learning may be assessed by:

- Tutor against clear criteria.

Evidence could include:

- Essay
- Detailed tutor feedback

<table>
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</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>The essay subject should allow the learner to access and evaluate information independently, to analyse information and to make reasoned judgements and demonstrate comprehension of relevant theories. Learners should be given information on possible structures for an essay and for the criteria for achievement. GL = 1000 words.</td>
<td>Assessment by the tutor.</td>
</tr>
</tbody>
</table>
Report

A record of an activity and / or a summary of research which presents information in a structured way. Does not include opinion, but may include analysis or evaluation. May be presented in written or oral form.

The learning may be assessed by:
- Tutor for written report.
- Tutor and / or peers for oral presentation of report.

Evidence could include:
- Written report with tutor feedback
- Notes for oral presentation with tutor and / or peer feedback.

<table>
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<tr>
<th>Level 3</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>Report could be presented orally or in written format. Oral presentation should be formal and could include a range of methods. Information should be from a wide range of sources and should be evaluated. Activities should be well defined but could be unfamiliar or unpredictable. Learners should be clear on the criteria for achievement but would be expected to decide on the format and structure of the report. GL = 8 minutes for oral / 1000 words for written</td>
<td>Assessment by tutor and or peers for an oral presentation.</td>
<td>Evidence could be; written report with tutor feedback or plan for oral presentation with peer and / or tutor feedback.</td>
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</tbody>
</table>
Oral question and answer

Specific, open or closed questions for immediate response. Can range from quite formal questions, for example, an oral test, to a quick, fun way of finding out where learners are up to, for example, a quiz. Allows response and questioning from learners and immediate feedback from tutor.

The learning may be assessed through:
- Responses by both tutor and individual learners.

Evidence could include:
- Tutor record/notes
- Learner notes or log
- Audio / video record

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<th>Evidence</th>
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</thead>
<tbody>
<tr>
<td><strong>Level 3</strong></td>
<td>Questions should cover a wide range of knowledge and contexts. They should allow responses to unfamiliar and unpredictable problems. The process may be time limited and formal, or may be a structured two-way discussion.</td>
<td>Assessment by tutor, with a degree of self-assessment and evaluation of own learning.</td>
</tr>
</tbody>
</table>
Written description

Consideration of a particular subject, situation or example selected by the tutor or by learners, which enables learners to apply knowledge to specific situations and to present them in written format.

The learning may be assessed by:
- Tutor.
- One to one tutorial.
- Discussion.

Evidence could include:
- Tutor record of observation.
- Learner notes.
- Tutorial notes.
- Completed report.
- Charts.
- Plans.

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<tr>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>Subjects should allow the application of knowledge in a range of complex areas, in a variety of familiar and unfamiliar context. GL = 1000 words.</td>
<td>Assessment through self-assessment and tutor assessment.</td>
</tr>
</tbody>
</table>
Reflective log/diary

A description, normally in writing but may be oral, by the learner reflecting on how and what they have learned. Often completed at regular intervals during the learning process thus allowing discussion on individual progress and how further learning could be supported.

The learning may be assessed by:

- Learner, often supported through tutorial discussions with tutor.

Evidence could include:

- Log / diary (however this may be confidential and therefore not available for moderation).
- Tutorial notes.
- Tutor record.

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<tbody>
<tr>
<td><strong>Level 3</strong></td>
<td>The reflection process should be written and learners given guidance on appropriate methods. Learners should be asked to record regularly what they have learned and to make judgements on how effective the learning process has been in terms of, for example, usefulness, interest, extension of knowledge / skills, their own learning style and what else they need to learn.</td>
<td>Assessment by learner, discussed with the tutor.</td>
</tr>
</tbody>
</table>
Role play/simulation

Use of a situation selected by the tutor or by learners, to enable learners to practice and apply skills and to explore attitudes.

The learning may be assessed by:
- Tutor / peer observation.
- One to one tutorial.
- Discussion.
- Self-assessment.

Evidence could include:
- Tutor record of observation.
- Learner notes.
- Tutor lesson plan.
- Tutorial notes.
- Audio / video / photographic record.
- Learner log.

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<tr>
<th>Activity</th>
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<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 3</strong> Role-plays should allow the application of skills in a range of complex areas and in a variety of familiar and unfamiliar contexts.</td>
<td>Assessment through tutor / peer observation, one to one tutorial, discussion and self-assessment.</td>
<td>Evidence could be; tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio / video / photographic record or learner log.</td>
</tr>
</tbody>
</table>
Practical demonstration

A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge.

The learning may be assessed by:
- Tutor.
- Peer observation.
- One to one tutorial.
- Discussion.
- Self-assessment.

Evidence could include:
- Tutor record of observation.
- Learner notes.
- Tutor lesson plan.
- Tutorial notes.
- Audio / video / photographic record.
- Learner log.

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</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>Practical demonstrations should allow for the application of skills and knowledge in a range of complex areas and in a variety of familiar and unfamiliar contexts.</td>
<td>Assessment through tutor / peer observation, one to one tutorial, discussion and self-assessment.</td>
</tr>
</tbody>
</table>
Group discussion

Discussion of a topic or situation selected by the tutor or by learners, to enable learners to share knowledge and thoughts and to assess their learning.

The learning may be assessed by:
- Tutor.
- Peer observation.
- One to one tutorial.
- Discussion.
- Self-assessment.

Evidence could include:
- Tutor record of observation.
- Learner notes.
- Tutor lesson plan.
- Tutorial notes.
- Audio/video/photographic record.
- Learner log.

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<tr>
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</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>Discussion should allow for consideration of a range of complex topics and in a variety of familiar and unfamiliar contexts.</td>
<td>Assessment through tutor, peer observation, one to one tutorial discussion and self-assessment.</td>
</tr>
</tbody>
</table>
Production of artefact

Production of a relevant artefact selected by the tutor or by learners, which enables learners to demonstrate skills and to apply knowledge.

The learning may be assessed by:
- Tutor / peer observation.
- One to one tutorial.
- Discussion.
- Self-assessment.

Evidence could include:
- Tutor record of observation.
- Learner notes.
- Tutor lesson plan.
- Tutorial notes.
- Audio / video / photographic record.
- Learner log.
- Completed artefact.

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<tr>
<th>Level 3</th>
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<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>Artefact should be selected with tutor guidance to allow the demonstration of skills and application of knowledge in a range of areas and contexts. Production of the artefact should be guided but self-directed. Production of the artefact should be planned and completed within an agreed timescale.</td>
<td>Assessment through tutor / peer observation, one to one tutorial, discussion, self-assessment and questioning during and at end of process.</td>
<td>Evidence could be; tutor record, learner notes, plans, reports, learner log, audio / video / photographic record and completed artefact.</td>
</tr>
</tbody>
</table>
Practice file

A structured collection of documents from real situations such as work or voluntary activity, which evidence the application of knowledge and / or skills. The documents should be mapped to specific learning outcome/s in a unit of assessment. May need a short explanation of how the particular document evidences achievement of a specific learning outcome.

The learning may be assessed through:
- Discussion with the tutor.

Evidence could include:
- Form mapping to learning outcomes, plus explanation if necessary and the documents, for example, minutes, reports, brochures, plans, witness statements, letters or e-mails.

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</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 3</strong> Practice evidence should be chosen to demonstrate the application of knowledge and skills in a range of complex activities. Learners should be expected to select appropriate and relevant evidence with minimal guidance, and to present the evidence in a structured format with sufficient information to demonstrate achievement.</td>
<td>Assessment through discussion with the tutor.</td>
<td>Evidence could include; structured file with tutor feedback.</td>
</tr>
</tbody>
</table>
5. How the qualification is assessed

The qualifications require achievement of the specified units with no further requirements for additional/summative assessment. Achievement is therefore determined by successful completion of unit assessment. The assessment process is as follows:

- Assessments are internally set and approved at the Centre by assessors, against the requirements detailed in the assessment criteria of the unit
- The learners are assessed internally at the Centre, using the assessments set
- The resulting portfolios of assessed evidence are internally verified by an internal verifier at the Centre
- The portfolios of assessed evidence are verified either by a member of Centre staff who is an Approved Internal Verifier (AIV) or by an OCN-appointed Quality Reviewer/External Verifier.

5.1 Unit Assessment

Achievement of units is through internally set, internally marked, internally verified and externally verified tasks, as detailed above. Centres devise assessment activities to meet the specified assessment criteria detailed in each unit, guided by the Assessment Information Grid which accompanies each unit and the NOCN Assessment Definitions Document. The activity or activities set must enable the learners to meet the standards detailed in the assessment criteria. Centre devised assessments should be scrutinised by the Internal Verifier before use to ensure that they are fit for purpose. Centre devised assessments will be scrutinised by the external verifier to ensure reliability and validity of assessment.

5.2 Assessment Information Grid

Each unit has a supplementary page with an Assessment Information Grid. The Assessment Information Grid gives recognised methods of assessment for NOCN units. If a method is marked ‘P’ (Prescribed), that method must be used in the assessment of the unit. Methods marked ‘O’ (Optional) are recommended methods and you will select the activity or activities most appropriate for your learners and context. Some units will have a combination of Prescribed and Optional methods. Assessors must always refer to this Grid before devising assessment tasks. NOCN also provides Assessment Definitions for a wide range of assessment activities. This grid includes a general description of the activity and, for each level (Entry to Level 3), details on how that method can be applied and what evidence is appropriate.

5.3 Marking Tasks

Each task must be marked against the identified assessment criteria in the unit 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 identified in the assessment criteria in all tasks in order to achieve the unit credit. All of the assessment criteria in a unit must be met before the unit is deemed achieved. The unit achievement is not banded or graded; units are either achieved or not achieved.
5.4 Recording Achievement

You must record each learner's performance in each unit on an appropriate form or forms. The form/s should record the learner's performance against the unit assessment criteria evidenced by the task.

5.5 Standardisation

Centres will be required to provide samples of assessment tasks for OCN and national standardisation activity.
6. Offering the qualification

Centres wishing to offer the qualification or units of the qualification should in the first instance contact their OCN for information and support. A list of all OCN offices and contacts can be found on the NOCN website at www.nocn.org.uk.

Your OCN will advise you on the best and most efficient methods for offering this qualification to learners. All procedures for the use of this qualification or units of this qualification, including approval, registration of learners, verification and certification will be completed through your OCN who will have an identified officer to support your Centre. If you have any queries or difficulties at any time you should contact your OCN office.

Approval to Offer NOCN Qualifications or Units of NOCN Qualifications

If you are a new Centre then please contact your nearest OCN office for details of the Centre Recognition Application process and the process for delivering qualifications.

Support for Centres

1. Your OCN will provide ongoing support and advice on the use of NOCN credit and qualifications including the requirements for assessment.
2. Approval should always take place through the normal OCN processes and will be explicitly recorded.
3. All Centres approved to offer NOCN credit and qualifications will be allocated a unique NOCN Centre Number.
4. If Centres approved to offer NOCN credit and qualifications have obtained a UKPRN (UK Provider Reference Number) from the UKRLP (UK Register of Learning Providers) this will be used as the Centre Reference number. If a Centre has not obtained a UKPRN they will be issued with a unique NOCN Centre Number. Information about obtaining a UKPRN can be found within the Centre Handbook.
5. Information about obtaining a Unique Learner Number (ULN) on behalf of the Centre’s Learners can be found on the NOCN website at ULN page.
6. Each Centre should identify a Centre Contact who will be responsible for NOCN credit and qualifications within the Centre.
7. The Centre Contact must ensure all procedures relating to the delivery of the qualification operate effectively in the Centre.
8. The Centre Contact is the person responsible for confirming and ensuring that the Centre meets all the NOCN requirements for Centre Recognition.
9. The Centre Contact is responsible for ensuring all relevant NOCN documentation is distributed as required within the Centre and that the security requirements for External Assessment are adhered to, where applicable.

Full details of all NOCN requirements are provided in the Centre Handbook on the NOCN website at www.nocn.org.uk.
7. Quality Assurance and National Standardisation

7.1 General Information

All Centres wishing to deliver the qualification, or units of the qualification, will need to demonstrate the ability to manage and deliver the units and/or the qualification, including adherence to quality assurance and assessment regulations.

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

The NOCN standard quality assurance arrangements and requirements include:

- Internal verification
- External verification
- Standardisation.

Details and guidance are provided by your OCN.

7.2 Standardisation

National standardisation is a process that promotes consistency in the understanding and application of standards, it:

- establishes statements on the standard of evidence required to meet the assessment criteria for the units in NOCN qualifications
- makes recommendations on assessment practice
- produces advice and guidance for the assessment of units
- identifies good practice in assessment.

It is a requirement of the Centre Recognition Process that each Centre offering the units from the qualification must contribute assessment materials and learners’ evidence for National Standardisation if requested.

OCNs will notify Centres of the required sample for National Standardisation purposes. Assessment materials, learners’ evidence and tutor feedback will be collected by Quality Reviewers on behalf of their OCN.

Outcomes from National Standardisation will be available to Centres through their OCN.
NOCN Level 3 Certificate in Tackling Substance Misuse (QCF)

Operational start date: 01/01/2011
Review end date: 31/12/2013