

## CCEA Specification Substance Misuse Awareness Level 1

Operational start date: 1 December 2010

Qualification Number: 600/0007/7

# substance misuse awareness *Level 1*



## Foreword

This booklet contains the specification for CCEA's Level 1 Award in Substance Misuse Awareness. We have designed this qualification to:

- Provide the learner with an awareness of the use and misuse of a range of drugs available; and
- Meet the requirements for Level 1 in the qualifications.

We will notify centres in writing of any major changes to this specification. We will also publish changes on our website at [www.ccea.org.uk](http://www.ccea.org.uk)

This specification is provided online, so the version available on our website is the most up-to-date edition. It is important to note that copies of the specification that have been downloaded and printed may be different from this authoritative online version.

QAN 600/0007/7

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## 1 Introduction

This specification sets out the content and assessment arrangements for our Level 1 in Substance Misuse Awareness.

Total Qualification Time (TQT) includes all supervised or direct contact time (Guided Learning (hours)/GL(hours) and an estimate of the hours a learner will approximately spend studying independently, not under direct supervision.

TQT for this qualification is:

TQT: 13 hours

GL: 13 hours

### 1.1 Aims and rationale

The purpose and aim of this qualification is to provide the learner with an awareness of the use and misuse of a range of drugs available.

- The qualification will allow the learner to research and identify the personal and social effects of drugs use as well as society's perceptions of the drugs culture.

### 1.2 Progression and prior learning

This qualification will allow the learner to have a basic understanding of drugs culture and awareness which can lead to the development of their learning to progress to the Level 2 qualification.

### 1.3 Key features

The key features of the specification appear below:

- Understand information related to alcohol intake
- Understand problems related to tobacco use
- Understand the dangers associated with misuse of legal and illegal drugs

We have designed this specification to be as free as possible from ethnic, gender, religious, political or other forms of bias.

### 1.4 Endorsement by Sector Skills Body (SSB)/Council (SSC)

This qualification is endorsed by Skills for Health. In designing its content, we took into account:

- the PSHEE programme for Key Stage 4 Action Plan; and
- the National Curriculum

Learners and providers can, therefore, be confident that the specification is up to date and reflects sector priorities.

### 1.5 Qualification Accreditation Numbers

Every qualification listed on the National Database of Accredited Qualifications (NDAQ) is assigned a Qualification Accreditation Number (QAN). Since the QAN identifies the qualification, it is required for registration and entry purposes. The QAN for this qualification is 600/0007/7.

## 2 Specification at a Glance

The table below summarises the structure of this qualification.

The one unit is **mandatory**

Content	Assessment	Availability
<b>Unit 1: Develop an Awareness of Substance Misuse</b>	Portfolio of Evidence Internal Assessment	January and Summer only

## 3 Qualification Content

### 3.1 Unit structure of the qualification

This Level 1 Award in Substance Misuse Awareness comprises ONE mandatory unit. The unit descriptions in the sections that follow are generic.

The details that follow include:

- unit titles and reference numbers;
- the level of each unit; and
- learning outcomes and assessment criteria.

The learning outcomes for each unit set out what learners are expected to know, understand or be able to do at the end of their learning experience. The assessment criteria specify the standard that learners must meet to demonstrate that they have achieved the learning outcomes.

### 3.2 Unit 1:

**Unit purpose and aim:** The aim of the unit is to develop the learner's knowledge and understanding of the potential implications of the use of illegal and legal drugs, including tobacco and alcohol.

<b>Title</b>	<b>Develop an Awareness of Substance Misuse</b>
<b>Unit reference numbers</b>	Y/601/2359
<b>Level</b>	1
<b>Guided learning hours</b>	13

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
<b>1. Know what substances are commonly misused and why.</b>	1.1 State reasons why people use substances 1.2 Identify types of substance which are misused and give an example of each 1.3 Identify factors from a person's background that might lead them to use substances
<b>2. Recognise possible signs of substance misuse.</b>	2.1 Identify possible signs or symptoms that may indicate substance misuse 2.2 Identify an example of when a possible sign or symptom may be misleading
<b>3. Be aware of the social and personal effects of substance misuse.</b>	3.1 Identify harmful effects of substance misuse on individuals 3.2 Identify harmful effects of substance misuse on society 3.3 Give examples of where to get support and advice on substance use
<b>4. Be aware of perceptions of and responses to substance misuse.</b>	4.1 Identify how stereotyping affects users 4.2 Outline how media reporting affects people's perceptions of substance use 4.3 State sources that can be used to find the extent of substance misuse in society 4.4 Outline ways that substance use in society can be responded to

## 4 Scheme of Assessment

### 4.1 Assessment opportunities

This specification is available for assessment [once a year, in the summer series].

### 4.2 Methods of assessment

Assessment will be based on candidate evidence produced through a Portfolio of Evidence. Research information may be obtained through a range of sources that may include internet, books, magazines, newspapers and information received from a range of various agencies.

### 4.3 Internal assessment

The course tutor or centre assessor conducts internal assessment. Centres must nominate staff who have the appropriate skills and knowledge to assess candidates' work in accordance with unit specifications. Centres with more than one assessor should take steps to ensure that the standard of assessment is consistent. Assessment of a poor standard may result in work being returned to the centre for re-assessment.

All candidates will complete the Candidate Record Sheet which is available for download on the CCEA Qualification Website.

Candidates must meet all assessment criteria in order to achieve this award.

### 4.4 Internal standardisation

Centres must ensure that they have arrangements in place for standardisation and quality assurance of their assessment outcomes. Centres with more than one tutor must carry out internal standardisation of the assessments before submitting them to us. This is to ensure that, as far as possible, each tutor has applied the assessment criteria consistently. The internal standardisation process may include meetings to discuss assessment decisions and feedback from previous submissions to us.

As a result of internal standardisation, it may be necessary to adjust an individual tutor's assessment decisions. This is to bring assessment into line with other tutors in the centre. Where adjustment is necessary, the achievement of assessment criteria should be amended.

It is essential that all centres complete a Declaration of Internal Standardisation form and submit it to us with their samples.

## 4.5 External moderation

Centres must submit assessment outcomes and samples to us according to the calendar of events set out in our *Qualifications Administration Handbook*, which you can access at [www.ccea.org.uk](http://www.ccea.org.uk). Moderators may adjust a centre's assessments in order to bring outcomes into line with their agreed standards.

We issue full instructions at the appropriate time on:

- the details of moderation procedures;
- the nature of sampling; and
- the dates by which centres must submit assessments and samples.

Tutors and centre staff may contact our officers (see Section 5) at any stage if they require advice, assistance or support regarding any aspect of assessment. We provide support to groups of centres, and also to individual centres, to discuss issues arising from the assessment and moderation processes.

## 5 Links, Resources and Support

### 5.1 Support

We provide the following resources to support this specification:

- our website at [www.ccea.org.uk](http://www.ccea.org.uk);
- a subject microsite within our website.
- Contacting the Education Manager

We are expanding our range of support to include the following:

- Principal Moderator's report;
- schemes of work;
- centre support visits;
- support days for tutors;
- agreement trials;
- a resource list; and.

You can find details of the Annual Support Programme of events and materials for the Drug Awareness Level 1 on our website at [www.ccea.org.uk](http://www.ccea.org.uk)

### 5.2 Relationship with the Northern Ireland Curriculum

This specification builds upon the broad objectives of the Northern Ireland Curriculum. In particular, it enables learners to:

- develop as individuals and contributors to the economy, society and environment by providing opportunities to explore topics such as the misuse of alcohol, tobacco and drugs;
- develop personal skills in areas such as:
  - self-awareness, personal health and relationships (Personal Development);
  - diversity and inclusion, human rights and social responsibility, and equality and social justice (Citizenship); and
  - work in the local and global economy, and career management (Employability);
- develop an understanding of spiritual, moral, ethical, social, legislative (including equality and disability discrimination), economic and cultural issues by providing opportunities to explore topics such as describing the social issues on passive smoking;
- investigate sustainable development, health and safety considerations, and European developments, by providing opportunities to explore topics such as social problems on alcohol abuse.
- develop skills that will enhance employability by providing opportunities to research and identify social problems and
- make effective use of technology by providing opportunities to use web-based research methods.

### 5.3 Essential and Key Skills

Essential Skills are nationally accredited adult qualifications available throughout Northern Ireland in:

- Literacy at Entry Level (Entry 1, 2 and 3);
- Numeracy at Entry Level (Entry 1, 2 and 3);
- Application of Number at Levels 1 and 2; and
- Communication at Levels 1 and 2.

This specification provides opportunities for learners to develop:

- Their communication skills and numeracy skills, and
- Research information.

You can find details of the current standards and guidance for each of these skills on our website at [www.ccea.org.uk/essential\\_skills](http://www.ccea.org.uk/essential_skills)

A course of study based on this specification also provides learners with opportunities to develop the following Key Skills, which are recognised throughout the UK:

- Application of Number;
- Communication;
- Information and Communication Technology;
- Improving Own Learning and Performance;
- Problem-Solving; and
- Working with Others.

You can find details of the current standards and guidance for each of these skills on the QCDA website at [www.qcda.gov.uk](http://www.qcda.gov.uk)

### 5.4 Entries and registration

Entry codes for this subject and details on how to register are available in our *Qualifications Administration Handbook*, which you can access at [www.ccea.org.uk](http://www.ccea.org.uk)

Alternatively, you can telephone our Entries, Results and Certification team using the contact details provided in this section.

### 5.5 Equality and inclusion

We have considered the requirements of equalities legislation in developing this specification.

Vocational qualifications often require the assessment of a broad range of competences. This is because they are designed to prepare learners for the vocational area being studied.

The content of this qualification was reviewed to identify whether any of the competences required by the subject presented a potential barrier to any learners with disabilities. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject.

Reasonable adjustments are made for learners with disabilities in order to reduce barriers to access assessments. For this reason, very few learners will have a complete barrier to any part of the assessment. It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. **You can find information on reasonable adjustments in the Joint Council for Qualifications' document *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates Who Are Eligible for Adjustments in Examinations*.**

## 5.6 Health and safety

As with all work-related programmes, centres must ensure compliance with all relevant health and safety legislation with regard to facilities, equipment and staff training. Centres offering Level 1 Award in Substance Misuse Awareness may be restricted in the choice of units they offer due to insurance and resources. Learners' use of electrical/power equipment or machinery must be supervised at all times.

## 5.7 Contact details

The following list provides contact details for relevant staff members and departments:

- Specification Support Officer: Nola Fitzsimons  
Telephone: (028) 9026 1200 ext. 2235, email: [nfitzsimons@ccea.org.uk](mailto:nfitzsimons@ccea.org.uk)
- Entries, Results and Certification  
Telephone: (028) 9026 1262, email: [entriesandresults@ccea.org.uk](mailto:entriesandresults@ccea.org.uk)
- Distribution (support materials)  
Telephone: (028) 9026 1242, email: [cceadistribution@ccea.org.uk](mailto:cceadistribution@ccea.org.uk)
- Support Events Administration  
Telephone: (028) 9026 1401, email: [events@ccea.org.uk](mailto:events@ccea.org.uk)
- Information Section (including Freedom of Information requests)  
Telephone: (028) 9026 1200, email: [info@ccea.org.uk](mailto:info@ccea.org.uk).