



## **Group Award Specification for:**

**Professional Development Award (PDA) in Brief  
Interventions for Substance Misuse at SCQF level 7**

**Group Award Code: GE7R 47**

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# 1 Introduction

This document was previously known as the Arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

This is the group award specification for the Professional Development Award (PDA) in Brief Interventions for Substance Misuse at SCQF level 7 which was validated in February 2012. This document includes background information on the development of the group award, its aims, guidance on access, details of the group award structure, and guidance on delivery.

The award has been designed to provide a formal work based qualification to improve professional practice and provide continuous professional development within the specialism of Addictions and related services delivering brief interventions for substance misuse and progression to further, higher and vocational qualifications.

## Rationale

'Modernising Nursing Careers' Department of Health (2006) was a multidisciplinary report produced in partnership with the Royal College of Nursing and the Nursing and Midwifery Council which established principles linking the future direction for staff training and career advancement with increased access to education and training. It featured staff development high on the agenda in particular relation to providing advanced skills for the ever-developing health care sector.

Addiction services identified several factors within the document including fit for purpose training based on best practice and evidence based interventions. The service also devised priorities for the personal and professional development for staff engaged in brief intervention delivery focusing on substance misuse within Addictions and related services.

At the beginning of 2009, the Addiction Services with NHS Ayrshire and Arran went through a change in service design, which allowed the Prevention and Service Support Team to evaluate the training provision in order to allow the service to further develop career pathways for staff. To this end, a questionnaire was designed to look at the current training provision which would provide evidence to support a move towards accreditation. Among the questions asked were several about the introduction of accredited training, and what the staff felt about this. The results received were:

**96% of the staff, advised that they felt it would be a good idea, 83% stated that they would attend more advanced training.**

## 2 Qualification structure

This group award is made up of one mandatory Higher National (HN) Unit and three Scottish Vocational Qualification (SVQ) Units selected from a list of nine options, incorporating reading, self-study and learning gained through application and practice. All will be assessed through examples generated by real work experience, reflection and the production of an essay.

The award is achieved on the successful completion of the HN Unit and three SVQ Units chosen from the list of nine optional units contained within the group award. The award will provide 32–37 credit points on the Scottish Credit and Qualifications Framework at level 7. The number of SCQF credit points will depend on the three SVQ Units completed.

An understanding of theory and its relation to practice is required for all outcomes, hence assessment will include discussions of various issues together with the opportunity to relate these to practice. Assessments require examples of real work situations provided in an essay and reflective accounts and also observed practice supported with products.

### 2.1 Structure

Learners undertaking the full group award will complete the following HN Unit and three SVQ Units from the list of optional units below. Assessment for each will be in accordance with the specified national assessment strategies to assure reliability, validity and authenticity based on the application of knowledge, skills, understanding and practical ability.

#### Mandatory Higher National Unit

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
FY9M	34	Brief Interventions for Substance Misuse	1	8	7

#### SVQ Units — select three from the following list of nine

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF Level
H5V3	04	Carry out Screening and Referral Assessment	1	9	7
H5V7	04	Help Individuals Address their Substance Use through an Action Plan	1	10	7
H5V8	04	Assess and Act Upon Immediate Risk of Danger to Substance Users	1	9	7
FP8N	04	Undertake Routine Clinical Measurements	1	8	6
H5VF	04	Recognise Indications of Substance Misuse and Refer Individuals to Specialists	1	9	7
H5VG	04	Test for Substance Use	1	8	7
H5VJ	04	Raise Awareness about Substances, their Use and Effects	1	10	7
H5VL	04	Support Individuals who are Substance Users	1	10	7
H5VM	04	Supply and Exchange Injecting Equipment for Individual	1	8	7

### 3 Aims of the qualification

This award will allow Addiction Services to develop in line with the rest of the caring professions by having a recognised career and developmental pathway for individuals working with clients within Addictions or related fields (ie Mental/General Healthcare and Social Care). It will also accredit learning and provide a qualification which formally embraces personal development in the application of learned theory and specialist skills gained in the work setting.

#### 3.1 General aims of the qualification

This award will aim to:

- 1 develop transferable skills including Core Skills.
- 2 develop personal professionalism and effectiveness.
- 3 develop skills in *Communication, Problem Solving, Working with Others* and *Accessing and Processing Information Using Information Communication and Technology*.
- 4 develop investigative, evaluative and analytical skills.
- 5 enable progression within the SCQF framework including possible progression to further and higher education.
- 6 provide opportunities for workforce and career planning which will enhance the learner's career prospects.

#### 3.2 Specific aims of the qualification

The overarching aim of the PDA is to enable learners to facilitate core behaviour change in their work with clients/service users.

This PDA in Brief Intervention for Substance Misuse will provide a range of learners with the opportunity to study an award that is nationally recognised, and linked into National Occupational Standards allowing a focused, practical and quality assured approach to learning enabling learners to confidently support care delivery within the specialist sector.

This award will enable learners to have a structure through which they will gain knowledge, skills and competencies in a specialist area with operational support from qualified and experienced specialist staff.

The HN Unit will equip learners with the knowledge, skills and understanding required to develop their practice and will:

- 1 demonstrate effective support and communication skills in relation to complex and sensitive issues.
- 2 enable learners to work with individuals to raise awareness about substances and their effects.
- 3 provide appropriate information for an individual client or service users needs, based on brief intervention.
- 4 develop practice through self-reflection and clinical supervision or social care equivalent to improve service provision.

The elements from the SVQ Units will integrate teaching and learning in practice gained from the HN Unit by:

- 5 increasing the learners knowledge and understanding of substances, their use and effects.
- 6 identifying the learners values and beliefs about substances, their use and effects.
- 7 enabling the learners to encourage their clients/service users to adopt safe practices associated with substance use.
- 8 supporting clients/service users when they have used substances.
- 9 supporting clients/service users in reducing substance use.
- 10 identifying substance misuse and related or co-existent problems.
- 11 referring clients/service users to substance misuse services.
- 12 carrying out routine clinical measurements.
- 13 testing for substance use.

The award will also present learners with no specialist qualification in this area of work with the opportunity to attain a professional qualification whilst developing their practice, knowledge, skills and understanding on how to deliver a brief intervention for substance misuse within the working environment.

### **3.3 Other aims of the group award**

The award focuses on competencies as identified within the Drugs and Alcohol National Occupational Standards to deliver brief interventions for substance misuse. These standards were utilised to produce current job descriptions used within the addictions field therefore learning gained will be transferable within Health and Social Care settings and other support agencies, ie Social Work, Mental Health and General Healthcare.

Other aims will include the personal development of Core Skills in *Communication, Information and Communication Technology, Problem Solving* and *Working with Others*. Although there is no automatic certification of Core Skills or Core Skills components, this will assist in enabling progression within the SCQF framework thus providing opportunities for career planning and advancement.

## **4 Recommended entry to the qualification**

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

The PDA is primarily to develop learners within Addiction and related services. Eligibility of potential candidates will be at the discretion of the delivering Centre with the proviso that candidates are able to demonstrate learning in a relevant workplace setting to enable holistic assessment. Failure to meet this requirement will affect the ability of learners to satisfy the full assessment requirements for the PDA.

Health and Social care is multi-disciplinary in nature and the PDA will provide learners with the opportunity to study an award that is nationally recognised and linked into a specialist discipline. Consequently, this award will permit for a more standardised approach to care provision within a variety of sectors. It will provide an assurance that learners can demonstrate specialist knowledge and skills grounded in evidence based practice which will provide assurance of high quality service provision.

Learners should be employed in an Addictions, Health or Social Care setting or other support agencies with a guarantee that they are able to undertake this award and apply learned theories and principles through their practice.

It is recommended that learners have prior knowledge of basic alcohol, advanced drugs and alcohol brief intervention. It is preferable for learners to have undertaken courses on:

- ◆ Alcohol Awareness
- ◆ Drug Awareness
- ◆ Alcohol Brief Intervention
- ◆ Infection control (patient contact)
- ◆ Hepatitis C and Blood Borne Viruses
- ◆ Equality and Diversity
- ◆ Management of Aggression
- ◆ Clinical Supervision
- ◆ IT Security

If appropriate, accreditation of reflective prior learning undertaken relevant to this PDA will be considered. Accredited centres will consider each request on its own merit without setting a precedent

## 4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication (Written and Oral)	5	Written communication will be developed through learners producing written work in a variety of formats. Verbal communication will be developed through discussion and debate and client contact/support. Reading communication will be developed by interpretation of written document, reports research materials and electronic communications.

<b>Core Skill</b>	<b>Recommended SCQF entry profile</b>	<b>Associated assessment activities</b>
Numeracy (Using Numbers and Graphical Information)	5	Learners will calculate and record various clinical measurements and test outcomes using relevant systems, documentation and toolkits.
Information and Communication Technology (ICT) (Access Information and Provide/Create Information)	5	Learners will develop their ICT skills through research and the presentation of written assignments as required. Learners will examine confidential information and ascertain how this relates to theories and principles for application. Learners will provide information by creating reports and sharing using ICT systems appropriately.
Problem Solving (Critical Thinking, Planning and Organising, Reviewing and Evaluating)	5	Learners will develop problem solving skills by identifying and analysing information collected in practice in order to provide solutions and support to service users. Learners will develop the ability to evaluate the efficacy of their own practice through reflection and supervision.
Working with Others (Working collaboratively with others and reviewing co-operative contribution)	5	Will be developed through engaging in multi-agency working with key partnerships, clients and colleagues.

## **5 Additional benefits of the qualification in meeting employer needs**

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

The local and national drivers indicate a true need for a practical specialist additions related training programme which at present is not met by any other accredited learning programme.



It was recognised that Addiction Services provided various training interventions to support the operational service delivery but at the same time it was widely acknowledged that this learning was not formally accredited. There was also broad acceptance that although staff were highly competent in their work activities they could be potentially disadvantaged for career advancement owing to the fact they did not hold a formal qualification in the specialist area of work. In addition, there was also some appreciation that when staff embarked on further or higher education, many training components were being repeated and had internal training been accredited it could have eliminated the need for this.

On examining the Drug and Alcohol National Occupational Standards, it was discovered that many of the standards were accredited by the Scottish Qualifications Authority and featured within the Social Services and Healthcare level 3 SVQ. However, it was felt that whilst learners would benefit from a full SVQ, a specific Professional Development Award would be of greater value in providing a greater specialism in order to meet the specific needs of the client/service users.

It is considered this PDA will provide formal assurance that learners have achieved the level of knowledge needed to meet the competencies required to confidently carry out their role within the brief intervention. It will enable employers to standardise and quality assure the training provided to learners. This training will be aligned to workforce planning taking into account the competencies required to deliver a service which is fit for purpose that meets needs of service users and all partner agencies involved in the provision of care. However, in addition to providing a formal record of assessed competencies, the PDA will also be recognised industry wide allowing the staff to develop and progress within the addictions field either within the NHS or external agencies.

## 5.1 Mapping of qualification aims to units

Code	Unit title	Aims						Specific aims												
		1	2	3	4	5	6	1	2	3	4	5	6	7	8	9	10	11	12	13
FY9M34	Brief Interventions for Substance Misuse	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
H5V3 04	Carry out Screening and Referral Assessment	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
H5V7 04	Help Individuals Address their Substance Use through an Action Plan	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
H5V8 04	Assess and Act Upon Immediate Risk of Danger to Substance Users	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
FP8N 04	Undertake Routine Clinical Measurements	X	X	X	X			X						X			X	X	X	
H5VF 04	Recognise Indications of Substance Misuse and Refer Individuals to Specialists	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
H5VG 04	Test for Substance Use	X	X	X	X			X	X						X		X			X
H5VJ 04	Raise Awareness about Substances, their use and Effects	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
H5VL 04	Support Individuals who are Substance Users	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
H5VM 04	Supply and Exchange Injecting Equipment for Individual	X	X	X				X	X	X		X		X			X	X		

## 5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

The NHS Knowledge and Skills Framework (KSF) applies to all NHS staff who are employed under Agenda for Change (AFC) terms and conditions. It is a useful tool to identify the knowledge, skills and learning and development that staff need to do their job well.

KSF Dimension	Focus
C1 Communication	<b>All forms of communication including written, verbal, listening skills, reporting and recording</b>
C2 Personal and People Development	Covers a wide range of activities during on-going work and personal learning and development activities, for example in-service training, job shadowing, secondments, 'acting up', e-learning and distance learning. Maintaining existing skills and developing new ones to keep up to date with evidence based practice and critically appraising new and changing theoretical models, policies and legislation. Personal development also covers learning from developing others.
C3 Health, Safety and Security	Focuses on maintaining and promoting the health, safety and security of everyone in the service and anyone who comes into contact with it.
C4 Service Improvement	Implementing policies and strategies and improving services. May be directly related to <b>service users or may be agencies that support the smooth running of the service</b>
C5 Quality	Focuses on maintaining high quality in all areas of work and practice. Adherence to codes of conduct and practice, policy and procedure and evidence based learning.
C6 Equality and Diversity	Relates to the actions and responsibilities of everyone: users of services, clients and carers; work colleagues; employees; people in other organisations; and the <b>public in general</b> .
HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing	Focuses on promoting people's health and wellbeing and preventing adverse effects on health and wellbeing. It might take place at individual, family, group or community level and be undertaken with users of services, the public as a whole and within services with staff and workers from other agencies.
HWB2 Assessment and care planning to meet health and wellbeing needs	Relates to assessing the health and wellbeing needs of people — individuals and groups (including families) — where the assessment focuses on the whole person in the context of their community, family, lifestyle and environment.

<b>KSF Dimension</b>	<b>Focus</b>
HWB3 Protection of health and Wellbeing	Relates to protecting people's health and wellbeing through monitoring and taking direct action when there are risks. Includes mental, physical, social, financial and emotional vulnerability.
HWB4 Enablement to address health and wellbeing needs	Relates to enabling and empowering individuals, families and groups to address their own health and wellbeing needs.
HWB6 Assessment and treatment planning	Includes clinical history taking and examination, and a range of tests and investigations, including various forms of imaging and measurement of body structures, and tests of physiological and psychological functioning. It also includes diagnosis and treatment <b>planning</b> .
HWB7 Interventions and treatments	Relates to intervening and treating individuals' physiological and/or psychological needs in the context of the whole person. Interventions and treatments may take a variety of forms, including on-going monitoring of the individual's condition to identify a need for possible intervention at a later date.

## Mapping of units to KSF dimensions

Code	Unit title	KSF Dimension											
		C1	C2	C3	C4	C5	C6	HWB 1	HWB 2	HWB 3	HWB 4	HWB 6	HWB 7
FY9M34	Brief Interventions for Substance Misuse	X	X	X	X	X	X	X	X	X	X	X	X
H5V3 04	Carry out Screening and Referral Assessment	X	X	X		X	X	X	X	X	X	X	X
H5V7 04	Help Individuals Address their Substance use through an Action Plan	X	X	X		X	X	X	X	X	X	X	X
H5V8 04	Assess and Act Upon Immediate Risk of Danger to Substance Users	X		X		X	X	X	X	X	X	X	X
FP8N 04	Undertake Routine Clinical Measurements	X		X		X	X	X	X	X	X	X	X
H5VF 04	Recognise Indications of Substance Misuse and Refer Individuals to Specialists	X		X		X	X	X	X	X	X	X	X
H5VG 04	Test for Substance Use	X		X		X	X	X		X		X	X
H5VJ 04	Raise Awareness about Substances, their use and Effects	X	X	X	X	X	X	X	X	X	X	X	X
H5VL 04	Support Individuals who are Substance Users	X	X	X	X	X	X	X	X	X	X	X	X
H5VM 04	Supply and Exchange Injecting Equipment for Individual	X		X		X	X	X		X	X		X

### 5.3 Mapping of Core Skills development opportunities across the qualification

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
FY9M34	Brief Interventions for Substance Misuse	x	x	x	x	x	x	x	x	x	x	x	x
H5V3 04	Carry out Screening and Referral Assessment	x	x	x	x	x	x	x	x	x	x	x	x
H5V7 04	Help Individuals Address their Substance Use Through an Action Plan	x	x	x	x		x	x	x	x	x	x	x
H5V8 04	Assess and Act Upon Immediate Risk of Danger to Substance Users	x	x	x	x		x	x	x	x	x	x	x
FP8N 04	Undertake Routine Clinical Measurements	x	x	x	x	x	x	x	x	x	x	x	x
H5VF 04	Recognise Indications of Substance Misuse and Refer Individuals to Specialists	x	x	x	x		x	x	x	x	x	x	x
H5VG 04	Test for Substance Use	x	x	x	x	x	x	x	x	x	x	x	x
H5VJ 04	Raise Awareness about Substances, their Use and Effects	x	x	x	x		x	x	x	x	x	x	x
H5VL 04	Support Individuals who are Substance Users	x	x	x	x		x	x	x	x	x	x	x
H5VM 04	Supply and Exchange Injecting Equipment for Individual	x	x	x	x	x	x	x	x	x	x	x	x

## 5.4 Assessment strategy for the qualification

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Brief Interventions for Substance Misuse	No more than three reflective accounts	No more than three reflective accounts	Essay of 3,500 words	No more than three reflective accounts

Unit	Assessment
Carry out Screening and Referral Assessment	<ul style="list-style-type: none"> <li>◆ direct observation of practice by a qualified assessor</li> <li>◆ observation of occupationally specific units by an expert witness</li> <li>◆ direct questioning and assignments</li> <li>◆ assessment of products</li> <li>◆ reflection by learner of work activities</li> </ul>
Help Individuals Address their Substance Use through an Action Plan	<ul style="list-style-type: none"> <li>◆ direct observation of practice by a qualified assessor</li> <li>◆ observation of occupationally specific units by an expert witness</li> <li>◆ direct questioning and assignments</li> <li>◆ assessment of products</li> <li>◆ reflection by learner of work activities</li> </ul>
Assess and Act Upon Immediate Risk of Danger to Substance Users	<ul style="list-style-type: none"> <li>◆ direct observation of practice by a qualified assessor</li> <li>◆ observation of occupationally specific units by an expert witness</li> <li>◆ direct questioning and assignments</li> <li>◆ assessment of products</li> <li>◆ reflection by learner of work activities</li> </ul>
Undertake Routine Clinical Measurements	<ul style="list-style-type: none"> <li>◆ direct observation of practice by a qualified assessor</li> <li>◆ observation of occupationally specific units by an expert witness</li> <li>◆ direct questioning and assignments</li> <li>◆ assessment of products</li> <li>◆ reflection by learner of work activities</li> </ul>

Unit	Assessment
Recognise Indications of Substance Misuse and Refer Individuals to Specialists	<ul style="list-style-type: none"> <li>◆ direct observation of practice by a qualified assessor</li> <li>◆ observation of occupationally specific units by an expert witness</li> <li>◆ direct questioning and assignments</li> <li>◆ assessment of products</li> <li>◆ reflection by learner of work activities</li> </ul>
Test for Substance Use	<ul style="list-style-type: none"> <li>◆ direct observation of practice by a qualified assessor</li> <li>◆ observation of occupationally specific units by an expert witness</li> <li>◆ direct questioning and assignments</li> <li>◆ assessment of products</li> <li>◆ reflection by learner of work activities</li> </ul>
Raise Awareness about Substances, their Use and Effects	<ul style="list-style-type: none"> <li>◆ direct observation of practice by a qualified assessor</li> <li>◆ observation of occupationally specific units by an expert witness</li> <li>◆ direct questioning and assignments</li> <li>◆ assessment of products</li> <li>◆ reflection by learner of work activities</li> </ul>
Support Individuals who are Substance Users	<ul style="list-style-type: none"> <li>◆ direct observation of practice by a qualified assessor</li> <li>◆ observation of occupationally specific units by an expert witness</li> <li>◆ direct questioning and assignments</li> <li>◆ assessment of products</li> <li>◆ reflection by learner of work activities</li> </ul>
Supply and Exchange Injecting Equipment for Individual	<ul style="list-style-type: none"> <li>◆ direct observation of practice by a qualified assessor</li> <li>◆ observation of occupationally specific units by an expert witness</li> <li>◆ direct questioning and assignments</li> <li>◆ assessment of products</li> <li>◆ reflection by learner of work activities</li> </ul>



## 6 Guidance on approaches to delivery and assessment

Learners undertaking the PDA in Brief Interventions for Substance Misuse will complete four units in total. One Higher National Unit at HNC level (SCQF level 7) and three SVQ Social Services and Healthcare Units (SCQF levels 6–10) selected from a list of nine. SCQF level 7 has been identified as the most appropriate level as learners will gain a broad knowledge and understanding of brief interventions and the theories, concepts and principles which underpin the practice. It is also a key requirement that learners are able to demonstrate their knowledge and understanding through practical application in both routine and non-routine contexts using a range of approaches. There is also an expectation that learners will be able to execute some initiative and independence in carrying out brief intervention at a professional level whilst working closely with, and knowing when to refer service users to, other specialist professionals who are statutorily registered and regulated. Learners completing this award will be well placed to progress on to higher education as the award introduces concepts and theories covered in University undergraduate modules. It will also help learners to access further study at Higher National Certificate/Diploma (HNC/HND) level.

The HN Unit in *Brief Intervention for Substance Misuse* is a taught unit concentrating mainly on theory, and legislation, and will be assessed in the submission of an essay and reflective accounts based on experiential learning gained through working practice. The remaining three SVQ Units will be work based and assessed as specified in the unit evidence requirements and in accordance with the Social Services and Healthcare SCQF level 7 assessment strategy.

Due to the innovative style of the award and nature of the material within the HN Unit, the unit has been specially written by a team drawn together with specialist theoretical and operational knowledge from academic, social and clinical practice. The subjects covered in the Unit will include models of addiction and legislation, with a specific emphasis being put on linking the theory to work based learning components of the award.

At present there is a PDA in Addiction Counselling however this is a very specific award for holistic counselling aimed at working with service users to facilitate longer term solutions to addictive behaviour. This PDA in Brief Interventions for Substance Misuse is aimed at learners who do not use counselling models.

### Target groups

This award will provide a clear focus and opportunity for Healthcare Support Workers and graduates entering into the field of Addictions to articulate into under-graduate study and further professional development. It is anticipated that learners requiring the specialist knowledge and skills will come from a broad range of job roles including\*:

- ◆ Non-registered Healthcare Assistants
- ◆ Adult Nursing Professionals/Graduates
- ◆ Mental Health Nursing Professionals/Graduates
- ◆ Allied Health Professions Assistants
- ◆ Allied Health Professionals/Graduates
- ◆ Social Work Assistants
- ◆ Social Work Professionals/Graduates
- ◆ Social Care Support Workers
- ◆ Housing Support Staff

*\*This list is not exhaustive.*

## 6.1 Sequencing/integration of units

Delivery of the PDA provides a combination of off-the-job and workplace learning. The PDA involves learners in a significant amount of experiential learning. Learners are required to operate effectively under direction to critically analyse and reflect on their experiences and to be able to make conclusions for their future behaviours and development.

Given the award is based on practice, centres should set realistic timescales for completion which are flexible and suit the requirements of the individual learners and their professional areas.

It is considered the HN Unit *Brief Intervention for Substance Misuse* will be taught first as this provides the principles, theory, knowledge and understanding necessary for the learning to be applied and assessed in the real work setting in accordance with SVQ Unit assessment requirements.

## 6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an assessment strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website [www.sqa.org.uk](http://www.sqa.org.uk).

The following sub-sections outline how existing SQA Unit(s) may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

## 6.2.1 Articulation and/or progression

Through the teaching of the HN Unit it is important that learners gain an understanding of theoretical concepts, legislation and procedures and an understanding of the principles and processes in connection with brief interventions for substance misuse before they undertake the assessment of their practice which is contained within the SVQ Units. However, learners should carefully consider the mapping of knowledge evidence for the HN Unit into the relevant SVQ Unit(s) as they progress.

The facilitation of learning for the award should be through a range of approaches including face-to-face inputs, blended and other forms of directed and self-directed learning.

The delivery mechanisms adopted by centres should be flexible to allow comprehensive access and participation, including distance and e-learning. An outcomes based approach, centred round the learning needs of the individual, may best meet the requirement for flexible delivery. The delivery of the PDA must take account of its practical nature and of the occupational backgrounds of learners.

## 6.4 Support materials

A **list of existing ASPs** is available to view on SQA's website.

## 6.5 Resource requirements

The PDA takes a portfolio building approach to assessment. This is necessary as the units provide candidates with the opportunity to demonstrate their learning through practice that will be observed and validated. There is an emphasis on assessing the whole outcome or a combination of outcomes within the units. Unit specifications detail the evidence requirements and performance criteria for each unit.

The award provides a number of opportunities for developing a range of assessment methods. Assessment provides the opportunity for candidates to demonstrate their skills and knowledge.

As part of the individual learner management process, centres should devise varied delivery methods and assessment strategies to suit the needs, learning styles and professional environments of candidates.

The key principles of assessment for this award are that it should be:

- ◆ objective, fair and equitable.
- ◆ quality assured — internally and externally.
- ◆ understandable, transparent and in a format appropriate to the learner.
- ◆ aligned and appropriate to the content of the units and outcomes at the relevant SCQF level.
- ◆ proportionate while being robust and demanding.
- ◆ timely and ongoing throughout the delivery of the award.
- ◆ incremental and developmental.
- ◆ redeemable (providing an opportunity for reassessment if necessary).
- ◆ efficient and manageable (ie cost, time and resources).

Additionally, assessment should:

- ◆ model good assessment practice.
- ◆ incorporate the flexibility to adapt to different learning styles.
- ◆ include provision of a clear, accessible Reflective Prior Learning process.

### **Integration of assessment**

Although the HN Unit is not necessarily designed for holistic delivery due to the portfolio approach to assessment, the integration of assessment embraces the integration of the HN and the SVQ Units.

The focus of the award is on the development of competence to use a range of principal skills, specialist skills and application to achieve unit outcomes.

Learner evidence should be based on naturally occurring circumstances during the course of their day-to-day activity. This approach encourages learners to reflect on the nature of what they do on a daily basis in relation to brief intervention for substance misuse.

## **7 General information for centres**

### **Equality and inclusion**

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

### **Internal and external verification**

All instruments of assessment used within this qualification should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* ([www.sqa.org.uk/GuideToAssessment](http://www.sqa.org.uk/GuideToAssessment)).

### **Candidates with disabilities and/or additional support needs**

The additional support needs of individual learners should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative outcomes for units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidate with Disabilities and/or Additional Support Needs*. ([www.sqa.org.uk](http://www.sqa.org.uk))

## 7.2 Internal and external verification

All instruments of assessment used within the award should be internally verified, using the appropriate policy within the accredited centre and the guidelines set by SQA.

External verification is carried out by SQA to ensure that internal quality is within the national guidelines for the award. SQA allocates each approved centre an External Verifier and s/he will undertake a visit to ensure that effective benchmarking and standard setting across course providers is adhered to.

Further information on internal and external verification can be found in the *SQA Guide to Assessment and Quality Assurance for Colleges of Further Education* [www.sqa.org.uk](http://www.sqa.org.uk)

## 8 Glossary of terms

**Embedded Core Skills:** is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

**Finish date:** The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ candidates may not be entered for the group award
- ◆ the Group Award will continue to exist only as an archive record on the Awards Processing System (APS)

**Graded unit:** Graded units assess learners' ability to integrate what they have learned while working towards the units of the group award. Their purpose is to add value to the group award, making it more than the sum of its parts, and to encourage learners to retain and adapt their skills and knowledge. (**Note to writer:** delete if not applicable to product type)

**Lapsing date:** When a group award is entered into its lapsing period, the following will apply:

- ◆ the group award will be deleted from the relevant catalogue
- ◆ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the group award
- ◆ centres should only enter candidates whom they expect to complete the group award during the defined lapsing period

**SQA credit value:** The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

**SCQF:** The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk).

**SCQF credit points:** SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

**SCQF levels:** The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

**Subject unit:** Subject units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

**Signposted Core Skills:** refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

## History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

**NOTE:** Where a unit is revised by another unit:

- ◆ No new centres may be approved to offer the unit which has been revised.
- ◆ Centres should only enter candidates for the unit which has been revised where they are expected to complete the unit before its finish date.

Version Number	Description	Date
02	The PDA structure has been amended to have an increased amount of optional SVQ Units. This increase will allow a broader range of learners to undertake the award.	August 2017

## 9 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

The PDA Brief Interventions for Substance Misuse at SCQF level 7 is designed to equip you with the skills, knowledge and understanding necessary to achieve the outcomes of each unit within the award.

Learners undertaking the full group award will complete HN Unit *Brief Interventions for Substance Misuse* (FY9M 34) and three SVQ Units from the list of nine optional units which are detailed in Section 2.1 of this document. Assessment for each will be in accordance with the specified national assessment strategies to assure reliability, validity and authenticity based on the application of knowledge, skills, understanding and practical ability.

The fundamental purpose of the HN Unit is to provide you with the underpinning knowledge to develop your skills and practice to provide brief interventions for individuals with substance misuse.

On completion of the HN Unit you will be able to:

- 1 Demonstrate effective support and communications skills in relation to complex and sensitive issues.
- 2 Work with Individuals to raise awareness about substances and their effects.
- 3 Provide appropriate information based on individuals needs using brief interventions.
- 4 Develop practice through self-reflection to improve service provision.

You will learn about the key legislation and practice drivers for the provision of values based practice and recovery. You will look in-depth into the social and cultural needs of individuals considering equality and diversity whilst relating this to real work activity through reflective accounts. You will further develop your knowledge regarding communication skills and models which will include self-directed learning into human communication models and human development. Through reflection and discussion you will gain an understanding of how human development impacts on language and communication skills in adult life and relate this to your practice regarding sensitive and complex issues, problem solving and conflicts.

You will be able to categorise and explain the different substances involved in addictive behaviours and their resulting effects on the service user, incorporating physical, and mental health related issues. You will also learn about the reasons for addictive behaviours and the legalities of the system in which you practice.

You will also be encouraged to carry out some research into criminal justice issues surrounding substance use and relate this to crime, anti-social behaviours and substance misuse.

You will gain a sound knowledge of the brief intervention process, motivational enhancement and behaviour change models. This will include Prochaska and DiClemente (1983) behaviour change model.

You will also understand and participate in the processes of self-reflection and development which will involve peer support and clinical supervision.



As you progress through the HN Unit you will develop a portfolio. This will include your essays and reflective accounts which will provide evidence of your knowledge, and your practice which you may also use for the three SVQ Units.

Learners undertaking the full group award will complete HN Unit *Brief Interventions for Substance Misuse* (FY9M 34) and three SVQ units from the list of 9 optional units which are detailed in Section 2.1 of this document.

In order to achieve these units you must follow the evidence requirements which are as follows:

**Direct Observation:** Your assessor must observe you apply the learning gained in real work activities which will provide evidence for a significant number of the performance criteria for the elements of each unit. The observation should include how you relate to individuals and communicate with them.

**Reflective Accounts/Professional Discussion:** These will be descriptions of your real work practice in which you should be able to give examples of how dealt with issues, problems and/or challenges.

**Product evidence:** This is naturally occurring evidence which you will generate in undertaking normal work activities. You may also be able to use assessments from the taught unit to demonstrate where you have used your learning to inform and support your practice.

The full SVQ Social Services and Healthcare SVQ level 3 assessment strategy can be accessed on the SQA website at [www.sqa.org.uk/carescotland](http://www.sqa.org.uk/carescotland)

Before you start the SVQ Units you should agree and complete an assessment plan with your assessor which details the types of evidence you will be using and the tasks that you will be able to demonstrate in your practice. You must provide evidence for all of the performance criteria and all of the knowledge points listed.

The evidence you provide must be from your own work using the policies and procedures of your workplace and be linked to current legislative, values, principles and theories which underpin brief interventions for substance misuse. All evidence must relate to your own work.

While undertaking this PDA you will be given opportunities to reaffirm and/or further develop Core Skills of *Communication, Working with Others, Problem Solving and Information and Communication Technology (ICT)* to SCQF level 5.

On completion of this award you may be able to progress on to other qualifications, ie full SVQ level 3 Social Services and Healthcare or Healthcare Support, HNC/HND Care and Administrative Practice and/or Social Services, and undergraduate in modules leading to a BSc in Health Studies, etc. However, this is at the discretion of the training provider/receiving institution.