

DANOS Guidance on Competence and Qualifications

Introduction

This paper provides guidance on how individual members of staff (both employees and volunteers) can develop their competence and demonstrate that their performance meets the requirements of the Drugs and Alcohol National Occupational Standards (DANOS). It describes a flexible framework of vocational, professional and academic qualifications, professional accreditation, performance management systems and supervision processes that services and commissioners can use to ensure staff work competently, safely and in line with national and local requirements.

The route maps on pages 5 and 6 describe the paths staff can take in order to become competent and develop their careers within the sector. They take account of the varying levels of experience and qualification workers bring with them when they enter the sector and the reality that today's workforce moves in and out of roles, organisations and sectors during their working lifetime.

Competence and routes to achieve it outlined in this document are intended as guidance. They are not a requirement placed on either commissioners or services. However, some services and their staff will be working within existing standards and requirements, some of which include requirements for staff competence. These might include:

- Residential treatment services working within the National Minimum Standards for Care Homes for Adults 18 - 65
- Common Core of Knowledge and Skills for the Children's Workforce
- DH Standards for Better Health
- National Standards for the Supervision of Offenders in the Community
- Prison Service Orders
- Supporting People
- NHS Knowledge and Skills Framework
- Professional standards and codes of ethics.

This guidance will support services' work to develop competent staff. Nothing described in this guidance is in conflict with existing standards or regulations or professional codes of conduct and requirements for professional registration.

Why have competent staff?

The quality and effectiveness of service provision depends upon the ability of staff to deliver interventions, and of their managers to support them. A competent member of staff consistently applies relevant knowledge and skills to meet the standards of performance required.

Competent staff therefore benefit an organisation by supporting it to achieve its aim of delivering effective interventions and by allowing the organisation to be assured of the quality of its services.

An organisation which has competent staff also provides protection to its service users as they can be assured that staff are performing to an agreed level and have demonstrated their good practice to an impartial assessor.

Finally, there are benefits for staff themselves as working within national occupational standards means that they can clearly understand what the expected levels of performance are in their own and other organisations in the sector. They will therefore be able to demonstrate to current and future employers that they are competent.

Qualifications and other methods of recognising and demonstrating competence

DANOS define the standards of performance and the knowledge required for the full range of activities which are carried out in substance misuse education, prevention, treatment and rehabilitation. DANOS provide a framework for designing and delivering qualifications and performance management systems which support the creation and development of effective, competent staff.

Health and Social Care Scottish/National Vocational Qualification (S/NVQ) Level 3

The Health and Social Care S/NVQ Level 3 (either adult or children and young people pathways) consists of eight units, four of which are core for all staff involved in direct service provision in the health and social care sectors. These are:

- Promote choice, wellbeing and the protection of all individuals (*or* Promote the wellbeing and protection of children and young people)
- Reflect on and develop your practice
- Promote, monitor and maintain health, safety and security in the working environment
- Promote effective communication for and about individuals.

All staff undertaking the Health and Social Care S/NVQ Level 3 have to demonstrate competence in these four core units irrespective of the sector or client group they are working with. The further four units in the Health and Social Care S/NVQ Level 3 are selected from a large number of optional units. The choice of units is guided by the specific role the worker fulfils. DANOS units are available as options within the Health and Social Care S/NVQ Level 3.

There are a number of key differences between S/NVQs and other qualifications which workers may have more experience of:

- S/NVQs are not courses. They are qualifications, based on National Occupational Standards, which are gained by members of staff once they have been assessed as competent by an external assessor. Staff members may have to attend some courses to develop some of their knowledge and skills to help them achieve competence.
- The assessment of competence is based on demonstration by the member of staff of their knowledge about an area of practice and their ability to apply that knowledge effectively and consistently. (Think of the driving test which consists of a theoretical and practical test. Someone may pass the theoretical part of the test by correctly identifying the common road signs, but will fail the practical test if they don't obey those road signs when actually driving a car! Who would you prefer to have on the road?) Assessment must be of practice across a period of time and in a range of situations and with a range of service users.

Development Awards

The DANOS units can also be used as the basis for other qualifications such as Development Awards. These awards are open to staff who have achieved the level of competence laid out in the Health and Social Care S/NVQ Level 3 or have professional qualifications. Development Awards will consist of a number of DANOS units grouped thematically in a way which addresses a specific area of practice. They will provide a qualification for staff who are either developing their role or moving into a new role after having achieved a minimum level of competence.

Professional Qualifications

As DANOS have been developed relatively recently, most relevant health, social care or justice professional qualifications are not explicitly based on DANOS units. However, most professional qualifications have components which are in line with the core units of the Health and Social Care S/NVQ Level 3. Additionally the vast majority of professional qualifications have not only a taught element but also an element of assessment of application of knowledge, ie of competence. Most professionals working in the drug and alcohol sector will have experienced assessment of their practice during placements. This will either have been carried out by their

course tutors, or by staff in the organisations who have been deemed competent senior practitioners by the organisation or educational establishment teaching the professional qualification.

Academic Qualifications

Many staff in the drug and alcohol sector have undertaken certificates, diplomas, first degrees or masters degrees (often given titles such as substance misuse, drugs and alcohol or addictions) as well as shorter training courses. A number of these courses have now been mapped against DANOS and may call themselves competence-based courses. This means that the course content covers the knowledge specification and seeks to support participants develop their competence through supervised practice of skills. However, this cannot be said to completely demonstrate competence as assessment of this must take place over a period of time in the workplace. All such courses have a position in the National Qualifications Framework. A description of the framework and a list of qualifications relevant to the drug and alcohol sector is attached at Appendix One (the courses listed are not all competence-based, but many have been mapped to DANOS)

Professional Certification

A further step on the route through qualifications is using evidence of competence for professional registration. The Federation of Drug and Alcohol Professionals (FDAP) has developed the Drug & Alcohol Professional Certification scheme. This is based on DANOS units and provides a route for competence-based certification for workers in the drug and alcohol sector. Workers can be certified as either Registered or Accredited Drug and Alcohol Professionals if they can provide evidence of competence in a 'core' set of 9 preset DANOS units plus one further unit from a list 14 specialist units, resulting in evidence of competence in 10 units in total. To be registered, a worker needs their employer to assess and verify their competence in the 10 units. To become an accredited practitioner, this evidence has to be supported by a recognised competence-based qualification.

Performance Management

Effective performance management processes in the workplace are essential to developing competent workers.

"Performance management is a process through which individuals in an organisation are monitored, motivated and supported. This includes agreeing individual goals and responsibilities, linked to the objectives of the organisation as a whole.

Effective performance management therefore requires individuals to be clear about:

- the aim and objectives of the organisation
- their own role within the organisation
- the standards of performance expected of them" (Skills for Health, 2004)

Performance management takes place on a daily basis through management of staff and also through systems such as induction, supervision and appraisal. These are key points at which individuals' performance and development needs can be discussed.

A useful approach to take throughout a worker's development of competence is the portfolio approach. S/NVQ assessment is based on the assessment of a portfolio of evidence collected by the candidate over a period of time. Some professional registration schemes are also based on the maintenance of a portfolio of evidence of practice and learning by the professional. Assessment of practice and development by portfolio is a growing practice and it is therefore a good idea for staff and organisations to become familiar with this approach.

Routes to Competence

Staff enter the drug and alcohol sector at a number of points in their working life. They may have:

- no relevant professional or vocational qualifications
- Level 2 NVQs and/or a history of volunteering
- professional qualifications
- a range of non-competence based qualifications or have attended a range of non-competence based training courses
- a combination of some of the above.

Note: Staff who are working with children and young people will need to demonstrate that they possess the Core Knowledge and Skills for the Children's Workforce before they can work with this group.

The route maps on pages 5 & 6 describe:

- the Basic Level of Competence staff need in order to practice safely and how they can develop and demonstrate this competence
- how staff can continue to develop and demonstrate their competence in their current jobs or as they prepare for new roles, and achieve an Enhanced Level of Competence.

Employers should be clear about the job role, the standards and the level of competence they require when drawing up job descriptions and person specifications, and use recruitment processes which demonstrate whether prospective staff members either have the competences or could be developed to achieve them. Guidance is available on the NTA website which employers can use to develop such processes (see FAQs in Annex 3).

All new staff, irrespective of qualifications or experience should receive induction. The extent of a new staff member's induction will depend on their existing knowledge and skills and the services or interventions the organisation provides. It can encompass the following elements tailored to these individual and organisational requirements:

- induction to the sector
- induction to the organisation
- induction to the service user group.

The knowledge and skills specification at Appendix Two can be used as a source for devising induction check lists or programmes.

Staff should also be supported to attain competence-based qualifications. Staff may require development to help them attain the required standard of performance and demonstrate competent practice to an independent external assessor. Staff members who are already competent may only require assessment. In either case, the independent external assessor will be the judge of the degree of development a candidate needs, and their readiness for assessment.

Independent external assessors from S/NVQ assessment centres are able to judge whether performance is competent enough to achieve an S/NVQ. Staff can also be supported to develop their competence within the organisation by competent senior staff members through mentoring or other forms of support. Such schemes help to develop the competence not only of the staff members receiving the support and but also of the staff members giving the support, as they develop their competence in supervision and staff management.

This guidance presents a basic level of competence to aim for. New staff should receive induction training on appointment, be working towards this basic level of competence with six months and achieve this basic level of competence within 18 months of appointment.

The basic level of competence to work in the substance misuse field is competent performance in the four core DANOS units plus four relevant non-core DANOS units.

This can be demonstrated through:

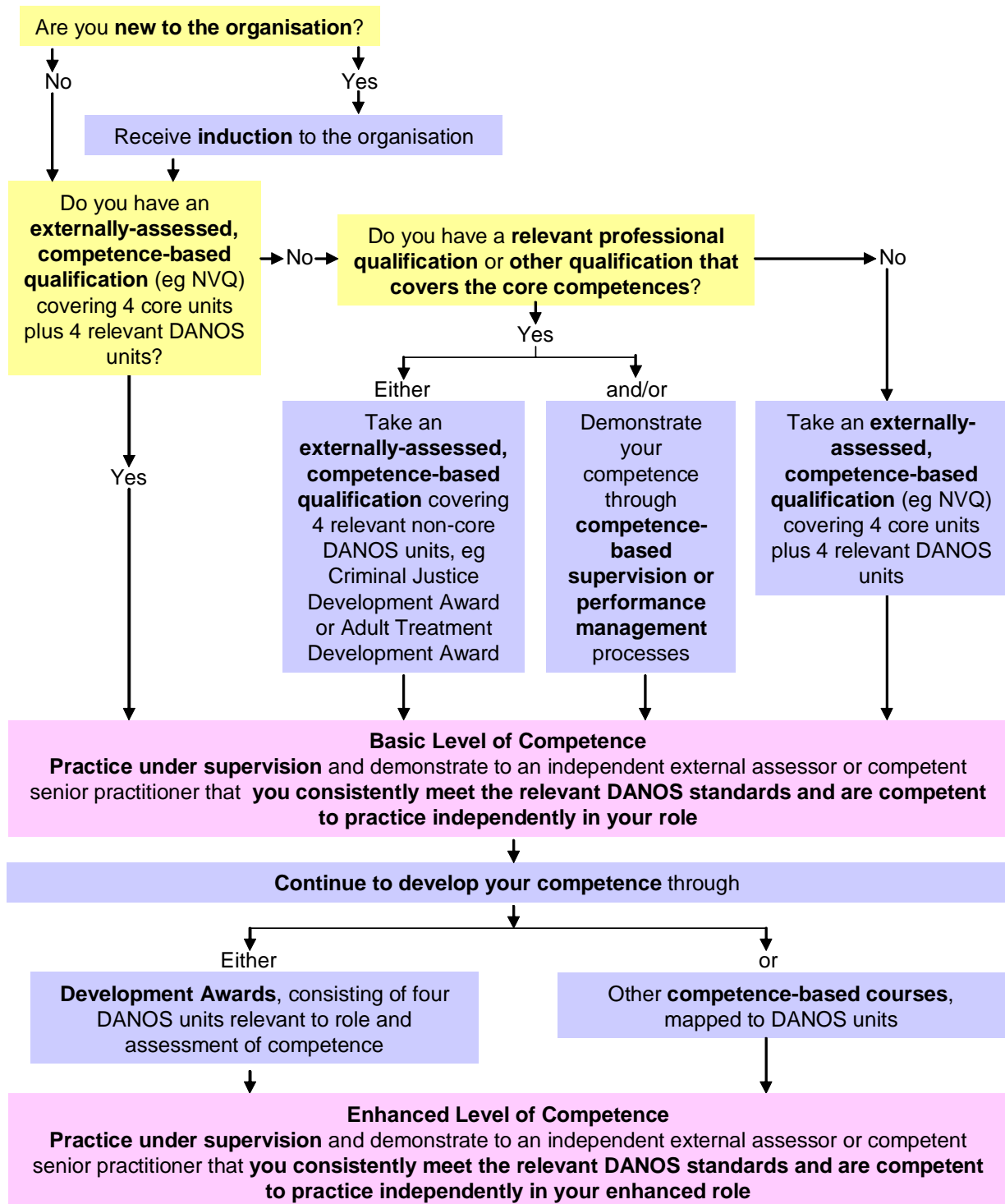
- *either* the Health and Social Care S/NVQ Level 3 with relevant DANOS options
- *or* a relevant health, social care or justice professional qualification plus the demonstration of competence in four relevant non-core DANOS units through competence-based Development Awards, supervision or performance management.

New staff should also receive induction to apply their knowledge and skills consistently to meet the standards when working with the specific organisation and user group.

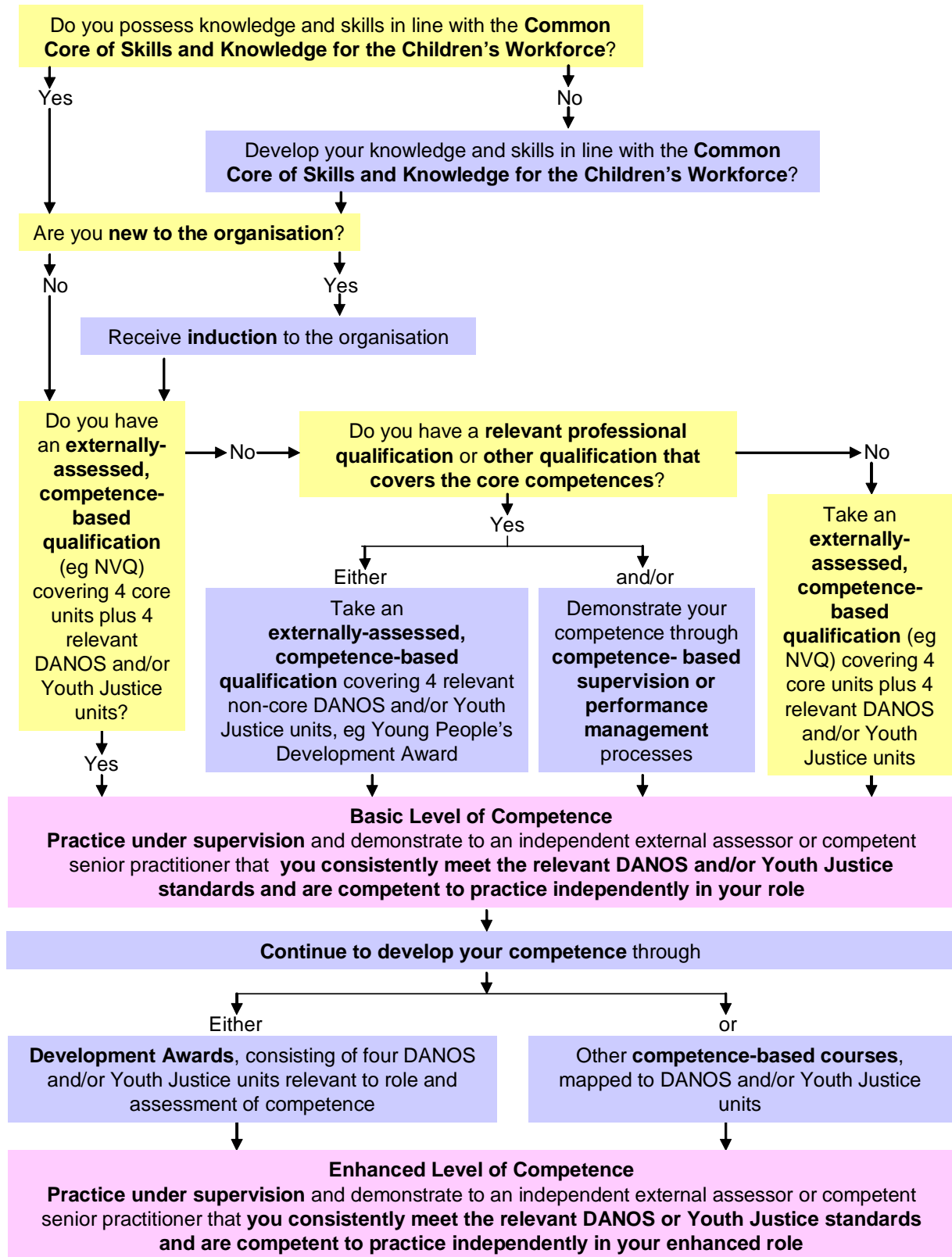
In addition, staff working with children and/or young people must possess knowledge and skills in line with the *Common Core of Skills and Knowledge for the Children's Workforce*. They may substitute relevant units from the Youth Justice Standards in place of non-core DANOS units.

Staff who have achieved this minimum can then take part in continuing development activities. These again should be based on DANOS and include an element of work-based assessment – either by independent external assessors or internal competent senior practitioners using the performance management processes outlined earlier in this guidance.

Competence and Qualifications in Adult Substance Misuse Treatment Services



Competence and Qualifications in Children and Young People's Substance Misuse Services



Glossary of Terms Used in Route Maps

Basic Level of Competence	the demonstration of competence in four core units plus four relevant non-core units from DANOS (and/or Youth Justice Standards in the case of those working with children and young people)
Common Core of Skills and Knowledge for the Children's Workforce	the skills and knowledge which have been identified and agreed by all the relevant bodies as core to working with children, covering Effective communication and engagement with children, young people, families and carers Child and young person development Safeguarding and promoting the welfare of the child Supporting transitions Multi-agency working Sharing information
competence	the application of knowledge and skills consistently to meet the standards required at work
competence-based performance management	a structured process in which the line manager uses National Occupational Standards or competences to state clearly the standards of performance required of staff, support their development, appraise their performance and provide feedback on performance
competence-based supervision	a structured programme of regular meetings with a senior competent practitioner in which staff reflect on their current performance, compare this with the requirements of National Occupational Standards or competences, and plan to develop their practice to meet the standards
competent	a competent member of staff is one who possesses the necessary knowledge and skills and applies these consistently to meet the standards required
competent senior practitioner	a senior member of staff who is experienced and competent in the relevant units of National Occupational standards
core units	the core units in the Health and Social Care S/NVQ level 3: HSC 31 Promote effective communication for and about individuals HSC 32 Promote, monitor and maintain health, safety and security in the working environment HSC 33 Reflect on and develop your practice HSC 35 Promote choice, wellbeing and the protection of all individuals (or HSC 34 Promote the well-being and protection of children and young people, in the case of those working with children and young people)
DANOS	Drugs and Alcohol National Occupational Standards
Development Award	a qualification based on the assessment of knowledge, skills and competence in four non-core DANOS or other relevant units
Enhanced Level of Competence	Basic Level of Competence plus the demonstration of competence in further non-core DANOS (or Youth Justice) units relevant to the member of staff's enhanced role
externally-assessed, competence-based qualification	a qualification in the National Qualifications Framework that assesses the competence of candidates against National Occupational Standards and uses an external framework to assure the quality and consistency of assessment

independent external assessor	a competent assessor (ie who meets the requirements of the "A" units in the Learning and Development Standards), who is independent of the line management of the member of staff and external to the organisation or operating unit
induction	a structured programme designed to introduce members of staff to the organisation, their role and the client group and ensure that they have the necessary basic knowledge and skills to be able to work effectively and safely
relevant professional qualification	a qualification which includes full coverage of the core units, is awarded following both assessed learning and supervised practice, and requires holders to be members of a professional association, comply with a code of practice and maintain their continuing professional development

National Qualifications Framework

The revised National Qualifications Framework for England, Wales and Northern Ireland¹ has eight levels and an entry level.

Level	Level indicators
8	Level 8 qualifications recognise leading experts or practitioners in a particular field. Learning at this level involves the development of new and creative approaches that extend or redefine existing knowledge or professional practice.
7	Level 7 qualifications recognise highly developed and complex levels of knowledge which enable the development of in-depth and original responses to complicated and unpredictable problems and situations. Learning at this level involves the demonstration of high level specialist professional knowledge and is appropriate for senior professionals and managers. Level 7 qualifications are at a level equivalent to Masters degrees, postgraduate certificates and postgraduate diplomas.
6	Level 6 qualifications recognise a specialist high level knowledge of an area of work or study to enable the use of an individual's own ideas and research in response to complex problems and situations. Learning at this level involves the achievement of a high level of professional knowledge and is appropriate for people working as knowledge-based professionals or in professional management positions. Level 6 qualifications are at a level equivalent to Bachelors degrees with honours, graduate certificates and graduate diplomas.
5	Level 5 qualifications recognise the ability to increase the depth of knowledge and understanding of an area of work or study to enable the formulation of solutions and responses to complex problems and situations. Learning at this level involves the demonstration of high levels of knowledge, a high level of work expertise in job roles and competence in managing and training others. Qualifications at this level are appropriate for people working as higher grade technicians, professionals or managers. Level 5 qualifications are at a level equivalent to intermediate Higher Education qualifications such as Diplomas of Higher Education, Foundation and other degrees that do not typically provide access to postgraduate programmes.
4	Level 4 qualifications recognise specialist learning and involve detailed analysis of a high level of information and knowledge in an area of work or study. Learning at this level is appropriate for people working in technical and professional jobs, and/or managing and developing others. Level 4 qualifications are at a level equivalent to Certificates of Higher Education.
3	Level 3 qualifications recognise the ability to gain, and where relevant apply a range of knowledge, skills and understanding. Learning at this level involves obtaining detailed knowledge and skills. It is appropriate for people wishing to go to university, people working independently, or in some areas supervising and training others in their field of work.
2	Level 2 qualifications recognise the ability to gain a good knowledge and understanding of a subject area of work or study, and to perform varied tasks with some guidance or supervision. Learning at this level involves building knowledge and/or skills in relation to an area of work or a subject area and is appropriate for many job roles.
1	Level 1 qualifications recognise basic knowledge and skills and the ability to apply learning with guidance or supervision. Learning at this level is about activities which mostly relate to everyday situations and may be linked to job competence.
Entry	Entry level qualifications recognise basic knowledge and skills and the ability to apply learning in everyday situations under direct guidance or supervision. Learning at this level involves building basic knowledge and skills and is not geared towards specific occupations.

NB. Revised levels are not currently being implemented for NVOs at level 4 and 5.

¹ The Statutory Regulation of External Qualifications In England, Wales and Northern Ireland, Qualifications and Curriculum Authority, 2004

Qualifications Relevant to the Substance Misuse Field

Level	Qualifications
8	
7	<p>Higher Education Institution Qualifications</p> <p>Central Lancashire University PG Certificate Counselling Studies (Substance Misuse) Central Lancashire University MA/PG Diploma Substance Misuse Glamorgan University Graduate Diploma Substance Misuse Theory and Practice Greenwich University (Promis Recovery Centre) MSc/PG Diploma/Certificate Addiction Counselling Keele University MSc/PG Diploma/Certificate Adolescent Addiction Counselling Kings College, London PG Diploma Addictions Counselling Kings College London MSc Clinical and Public health Aspects of Addiction Liverpool John Moores University MSc/PG Diploma Drug Use and Addiction Liverpool University MSc Addictive Behaviour Manchester Metropolitan University MA Drug Intervention Studies Middlesex University MSC/PG Diploma/Certificate Drugs in Society: Policy and Intervention Middlesex University MSC/PG Diploma Dual Diagnosis Paisley University MSc/PG Diploma Alcohol and Drug Studies St George's Hospital Medical School, London, MSc/PG Diploma Addictive Behaviour Stirling University PG Certificate European Studies in Substance Misuse Sussex University MSc/PG Diploma Substance Misuse</p> <p>Professional Qualifications</p> <p>RCPsych Certificate of Completion of Specialist Training Addiction Psychiatry SMMGP Certificate Management of Drug Misuse in Primary Care Parts 1 & 2</p> <p>Higher Level Vocational Qualifications</p> <p>EDEXCEL Level 7 BTEC Advanced Professional Certificate in Counselling</p>
6	<p>Higher Education Institution Qualifications</p> <p>Bournemouth University BSc Therapeutic Interventions for Addiction Kent University (Institute of Medicine and Health Science) BSc Addiction Studies Leeds University (Leeds Addiction Unit) BSc/Graduate Diploma Addiction Studies Thames Valley University BSc/Diploma Substance Use and Misuse Studies University of Wales (NEWI, Wrexham) BSc Substance Misuse Studies University West England BSc/HE Diploma Substance Misuse</p> <p>Professional Qualifications</p> <p>Initial training and registration in medicine, psychiatry, nursing, social work, probation, teaching or psychology (clinical, counselling, educational or forensic).</p> <p>Higher Level Vocational Qualifications</p> <p>C&G Level 4 Higher Professional Diploma in Counselling* EDEXCEL Level 4 BTEC Higher National Diploma in Health and Social Care* C&G Level 4 Higher Professional Diploma in Learning Disability Services*</p>

Level	Qualifications
5	<p>Higher Education Institution Qualifications</p> <p>Anglia Polytechnic University Substance Misuse Diploma Bath University/Clouds Addictions Counselling Foundation Degree Brighton University Diploma Professional Studies in Substance Misuse Intervention Strategies Essex University Certificate Recognition and Management of Substance Misuse Glasgow University (STRADA) Certificate Addictions Glasgow University (STRADA) Certificate Developing Competence in Managing Addiction Services Gloucester University (Life for the World) Certificate Substance Misuse Care and Counselling Kent University (Institute of Medicine and Health Science) Certificate Addictive Behaviours Leeds University (Leeds Addiction Unit) HE Diploma/Certificate Addiction Studies Leicester University Foundation Degree Drug and Alcohol Counselling Stirling University Certificate Drug Studies Sunderland University HE Diploma Drug and Alcohol Studies Surrey Roehampton University Certificate Drugs Prevention and Education Sussex University MSc/PG Diploma Substance Misuse</p> <p>Higher Level Vocational Qualifications</p> <p>EDEXCEL Level 4 BTEC Professional Diploma in Therapeutic Counselling* C&G Level 4 Higher Certificate in Community Justice* EDEXCEL Level 4 BTEC Higher National Certificate in Health and Social Care* CIH Level 4 Diploma in Housing* NCFE Level 4 Diploma in Counselling* EDEXCEL Level 4 BTEC Professional Diploma for Registered Managers (Adults)*</p>
4	<p>National and Scottish Vocational Qualifications, using NOS from*</p> <p>Advice, Guidance and Advocacy Care Community Justice Counselling, Advice, Mediation, Psychotherapy and Guidance Counselling and Mediation Health and Social Care Health and Safety Housing Learning and Development Management Youth Justice Youth Work</p> <p>Higher Level Vocational Qualifications</p> <p>C&G Level 4 Higher Certificate in Community Justice CIH Level 4 Certificate in Housing* OU Level 4 Certificate in Working with Young People Stoke of Trent College Professional Diploma Management of Addiction</p>

Level	Qualifications
3	<p>National and Scottish Vocational Qualifications, using NOS from</p> <p>Advice, Guidance and Advocacy Care Community Justice Counselling, Advice, Mediation, Psychotherapy and Guidance Counselling and Mediation Custodial Care Health and Social Care Health and Safety Housing Learning and Development Management Pharmacy Services Youth Justice Youth Work</p> <p>Vocationally Related Qualifications</p> <p>NOCN Advanced Certificate in Information, Advice and Guidance NOCN Advanced Certificate in Providing Advice and Guidance C&G Level 3 Progression Award in Care C&G Level 3 Certificate in Supporting Care Practice EDEXCEL Level 3 BTEC National Certificate in Care EDEXCEL Level 3 BTEC National Diploma in Care C&G Level 3 Progression Award in Community Justice NCFE Level 3 Certificate in Counselling Skills and Theory ABC Level 3 Diploma in Counselling EDEXCEL Level 3 BTEC Diploma in Developing Counselling Skills C&G Level 3 Progression Award in Counselling Skills CPCAB Advanced Diploma in Therapeutic Counselling C&G Level 3 Certificate in Providing Therapeutic Activities for Older People EDEXCEL Level 3 BTEC National Diploma in Health Studies EDEXCEL Level 3 BTEC National Certificate in Health Studies EDEXCEL Level 3 BTEC Diploma in Health and Care CIH Level 3 Award in Housing CIH Level 3 National Certificate in Housing C&G Level 3 Certificate in Working with People who have Learning Disabilities NOCN Level 3 Certificate in Working with People who have Learning Disabilities C&G Level 3 Certificate in Community Mental Health Care NEBOSH Level 3 Certificate in Occupational Health and Safety RSPH Advanced Diploma in Health and Safety in the Workplace CIEH Advanced Certificate in Health and Safety in the Workplace EDEXCEL Level 3 BTEC National Certificate in Pharmacy Services EDEXCEL Level 3 BTEC Award in The Control and Administration of Medicines NOCN Level 3 Certificate in Practitioner Skills in the Management of Substance Misuse Stoke of Trent College Management of Substance Misuse ABC Level 3 Diploma in Youth Work NOCN Level 3 Certificate in Youth Work CACHE Level 3 Certificate of Prof. Development in Work with Children & Young People</p>

Level	Qualifications
2	<p>National and Scottish Vocational Qualifications, using NOS from</p> <p>Advice, Guidance and Advocacy Care Community Justice Counselling, Advice, Mediation, Psychotherapy and Guidance Counselling and Mediation Custodial Care Health and Social Care Health and Safety Housing Learning and Development Management Pharmacy Services Youth Justice Youth Work</p> <p>Vocationally Related Qualifications</p> <p>NOCN Intermediate Award in Developing Information, Advice and Guidance Skills EDEXCEL Level 2 BTEC First Diploma in Caring C&G Level 2 Progression Award in Care ASET Level 2 Certificate in Care Practices EDEXCEL Level 2 BTEC Award in the Principles and Practice of Care C&G Level 2 Certificate in Supporting Care Practice C&G Level 2 Certificate in Contributing to the Care Setting CPCAB Level 2 Certificate in Counselling Studies CPCAB Level 2 Certificate in Counselling Skills ABC Level 2 Certificate in Counselling Skills NCFE Level 2 Certificate in Counselling Skills CPCAB Level 2 Certificate in Initial Counselling Skills CCEA Level 2 Certificate in Drug Awareness Studies and their Applications NCFE Level 2 Certificate in Drug Awareness Studies and their Applications BIAB Level 2 National Certificate for Licensees (Drugs Awareness) EDEXCEL Level 2 BTEC Certificate in Health and Care OCR Level 2 National Certificate in Health and Social Care C&G Level 2 Certificate in Supporting Development Needs of Homeless & Vulnerable People CIH Level 2 Certificate in Housing NOCN Level 2 Certificate in Working with People who have Learning Disabilities C&G Level 2 Certificate in Working with People who have Learning Disabilities C&G Level 2 Certificate in Working with People who have Learning Disabilities C&G Level 2 Certificate in Mental Health Work ABC Level 2 Certificate in Health and Safety in the Workplace C&G Level 2 Progression Award in Health and Safety in the Workplace NCFE Level 2 Certificate in Occupational Health and Safety CIEH Intermediate Certificate in Supervising Health and Safety OCNW Level 2 Certificate in Health and Safety in the Workplace ASET Level 2 Certificate Health and Safety in the Workplace ABC Level 2 Certificate in Handling Violence in the Workplace NCFE Level 2 Certificate in Safe Handling of Medicines ABC Level 2 Certificate in Youth Work</p>
1	<p>CCEA Level 1 Certificate in Drug Awareness NCFE Level 1 Certificate in Drug Awareness</p>

* Provisional placement in the revised framework (was at level 4 in the old framework)

NB. Further work needs to be done to check the completeness and accuracy of this table.

Appendix Two - Knowledge and Skills for Tackling Substance Misuse

The knowledge and skills specification outlines the key areas of knowledge and skills from DANOS that members of staff are likely to need in their first six months in post. It is not a qualification and has no status in the qualifications framework. The areas of knowledge and skill outlined can, however, be used by individuals and organisations in a variety of ways, including:

- Focusing on particular areas of the specification **in recruitment activities**. This may be particularly useful where organisations include an element of candidate testing during recruitment, or as a basis for interview questions
- Using the areas of specification **as part of induction checklists** during the first few months in post. Checklists could include sources of information and knowledge and opportunities to practice skills
- Providing **a framework for induction training activities**. The knowledge and skills areas can be used as a basis for learning outcomes and training courses. This could include all the areas in the specification, or be tailored for participants from particular professional backgrounds
- Using the areas of specification as **a basis for supervision and appraisal activities** with recently appointed staff. This may be particularly effective with new staff who have completed the induction process (checklists and/or training) and who need continued support to embed learning into practice
- The **development of training provision** by training organisations which is devised to meet the needs of individuals who may wish to enter the substance misuse sector and of organisations who may recruit staff new to the sector.

The knowledge and skills items are grouped together into categories.

To perform competently in the substance misuse field, you need to know and understand

Substances and their effects

- i. the difference between legal and illegal drugs, the reasons for the different classifications under law and the social construction of the law in relation to substance use
- ii. the range of different substances, their appearance, methods of taking them, their effects, the risks they pose, and their implications for the delivery of services
- iii. the interactions between different drugs
- iv. substance misuse jargon and commonly used terminology
- v. the impact of the language used to describe substance use and users upon the development and maintenance of therapeutic relationships

Substance use and dependence

- i. the underlying issues that may lead to substance misuse
- ii. the continuum of substance use from recreational to problematic
- iii. the relationship between the settings in which substances are used and the activities of the individuals using substances
- iv. the inter-relationship between the background of individuals and the effect of substances on them: experience and expectations, mental and psychological state (including dual diagnosis), physical health problems (including related diseases), energy levels at the time of consumption, body weight
- v. the prevalence of substance use, age of use and relationship to substance type, relationship between (problematic) substance use and economic disadvantage and/or emotional deprivation
- vi. issues of diversity including differing patterns of use in groups, such as Black and Minority Ethnic groups and women, and responses to use with these groups

- vii. the nature of poly-substance use
- viii. the nature of dependence (psychological and physical) on substances
- ix. the reasons why individuals decide to reduce or cease substance use

Substance misuse specific legislation, strategies and policies

- i. relevant and specific legislation, eg the Misuse of Drugs Act (1971) and the Medicines Act (1968)
- ii. national strategies, frameworks and standards, eg Tackling Drugs to Build a Better Britain and the Alcohol Harm Reduction Strategy for England, Tackling Substance Misuse in Wales: A partnership approach, Models of Care Framework for developing local systems of effective drug misuse treatment in England, Drug Misuse and Dependence – Guidelines on Clinical Management, DANOS, QuADS etc.
- iii. local and organisational policies and protocols which support the delivery of services to substance misusers, eg confidentiality, information sharing, joint working, health and safety regulations etc.

Substance misuse harm minimisation strategies and interventions

- i. the risks substance misuse may pose to individuals (both in the short and long term), and how to recognise, assess and minimise these risks and the effects of these risks
- ii. the range of actions to take appropriate to your assessment of risk
- iii. the range of harms associated with different methods of drug use, including blood-borne viruses
- iv. interventions commonly used to minimise the harms of substance misuse
- v. sources of substance misuse harm minimisation advice
- vi. the reasons why it is important to supervise methadone consumption
- vii. how and when to conduct relapse prevention interventions

Recognising substance misuse

- i. the range of behaviours that can be expected from substance users, and how to deal with these
- ii. the range of different indications of substance misuse related problems including drug use, alcohol use, psychological problems, physical problems, social problems and legal problems
- iii. how to investigate situations sufficiently to allow you to make a reasonable judgement about whether individuals are misusing substances
- iv. other factors which can produce indications that may be interpreted as caused by substance misuse
- v. the range of actions that can be taken when individuals may be misusing substances, and how to decide what action is appropriate

Dealing with overdose situations

- i. the signs and behaviours associated with overdose of a range of substances, and how to deal with these
- ii. the reasons for obtaining personal details from the individual or any person near the individual who has used the substance, and how to do so
- iii. the importance of obtaining information on the substance used from the individual or any person near the individual who has used the substance, and how to do so
- iv. how to encourage substance users suspected of overdose to describe any pain or discomfort they may be experiencing
- v. how to administer first aid, and assess if safe to do so

Screening, assessment and referral of substance users

- i. the importance of responding promptly to individuals presenting for substance misuse services in order to maintain their motivation and seize the opportunity for intervention
- ii. the range of needs relating to their substance use individuals may have, and ways of assessing and meeting these needs
- iii. the range of co-existing needs (eg physical health, mental health, legal, social and economic) substance users may have, and ways of assessing and meeting these needs
- iv. the levels of screening and assessment used in substance misuse services
- v. the risks to children of substance users, and ways of assessing and addressing these risks
- vi. ways of addressing substance misuse during screening and/or assessment processes
- vii. how to elicit the patient's own views of their substance misuse
- viii. how to respond to clients expressing concern about their substance misuse
- ix. screening and or assessment documentation (paper and electronic), and how to complete it
- x. the national drug treatment monitoring form, and how to complete it
- xi. policies and protocols for referring individuals to other services
- xii. how to respond to individuals who do not want to be referred to other services

Care planning

- i. how and where to access information and support that can inform your practice when assessing individual needs and preferences, and contributing to the development, implementation and review of care plans
- ii. government reports, inquiries and research reports relevant to the assessment of individual needs and the development, implementation and review of care plans
- iii. theories and best practice relevant to:
 - the assessment of the holistic needs and circumstances of individuals
 - care planning, implementation and review generally, and specifically to the individuals with whom you work
- iv. methods of monitoring, reviewing and evaluating care plans
- v. methods of supporting individuals to:
 - contribute to assessments and reviews
 - express their needs and preferences
 - understand and take responsibility for promoting their own health and care
 - identify how their care needs should be met
 - assess and manage risks to their health and well-being
- vi. role of relationships and support networks in:
 - the assessment of individual needs
 - care planning, implementation and review
- vii. factors that affect the health, well-being, behaviour, skills, abilities and development of individuals and key people
- viii. the significant changes that are likely to affect needs and circumstances of individuals with whom you work and how these will impact on care needs assessment and the development, implementation and review of care plans
- ix. reasons for revising care plans and how to deal with the affect this may have on individuals

Substance misuse services and other services

- i. forms of service provision commonly found in the substance misuse sector, eg shared care, in-patient prescribing, community prescribing, needle exchange, residential rehabilitation, structured day programmes, Drug Treatment and Testing Orders, Arrest Referral
- ii. the range of interventions commonly used with substance users and their underpinning theoretical models, eg the cycle of change, basic counselling skills, solution-focused therapy, prescribing substitute medication
- iii. the range of substance misuse services, specialist advice/therapy agencies and support groups *in* the local area, the services they provide, and how to access them
- iv. the range of substance misuse services, specialist advice/therapy agencies and support groups *outside* the local area, the services they provide, and how to access them
- v. methods for engaging with hard to reach individuals and communities
- vi. the range of services available for substance users who also have housing and social needs, and how to access them
- vii. the range of services available for substance users who also have mental health needs, and how to access them
- viii. the range of services available for substance users who also have criminal justice needs, and how to access them

Professional practice and development

- i. ways of keeping your own knowledge about substances and indications of substance misuse up to date
- ii. ways of keeping up to date with, and adding to, the evidence base for substance misuse interventions
- iii. the limits of your own responsibility and competence and who to refer to for assistance or advice.

Annex 3 Frequently Asked Questions

I am an ex drug user and have been drug free for one year. Can I work in the sector and what sorts of training and development support do I need?

Current guidance from the NTA states that "There is a wide misunderstanding about the 'two-year rule', and it is a common notion in the drugs field. Some services may have in the past, or currently still do, operate a two-year rule (or a similar rule), and in some cases there may be good reason for doing so. There is no national set time for ex-service users being allowed to work. The decision to employ staff in a drug treatment service should depend first and foremost on their competence to do the job. It should not be assumed however, that because a person has experienced drug treatment that they will therefore have the competence to deliver it. All new staff (including former drug users) should be competent to undertake the job and will require a full induction, and may require additional training to meet the requirements of the Drug and Alcohol National Occupational Standards (DANOS). See <http://www.skillsforhealth.org.uk/content/project.php?p=15> for more details."

The DrugScope publication 'Enhancing Drug Service (2003) contains a statement, jointly developed with the Methadone Alliance, which also stresses that decisions, as with all staff, on the employment of ex or current drug users are based on the individual's competence and ability to fulfil the job role. Consideration will also have to be given to whether the job role exposes the ex or current drug user to situations in which they may feel vulnerable, and any insurance issues which may arise if the candidate is a current drug user. All of these should be assessed on an individual by individual basis.

Again, as with all staff, ex or current drug users may require induction and training once in post to ensure that they become and remain competent in line with DANOS.

I have a Diploma in Addictions. Why do I need to demonstrate my competence?

Unless your Diploma in Addictions included an assessment of your application of the knowledge you developed during the course on a consistent basis over a period of time in your workplace, it is not possible for your current or any prospective employer to know whether you are competent other than by observing your performance in the work setting.

My background is in nursing. What do I need to do to demonstrate my competence, and what sort of professional development should I undertake?

If you have a professional qualification you will have addressed some of the core competences such as communication skills, working with diversity, protecting the rights and choices of individuals etc. These core competences are core units in the Health and Social Care S/NVQs. Importantly, you will have had an element of assessment of your application of these skills in the work setting as part of your qualification. You will therefore be considered to be competent in these core competences. You will need to demonstrate your competence in the drug and alcohol specific competences through competence-based supervision or performance management processes or through the Criminal Justice Development Award or the Adult Treatment Development Award. You will also require induction to your organisation and to the sector, if entering the sector for the first time.

You and your employer may want to consider continuing development options for you which reflect your current role or roles you are considering moving to in the near future.

I'm an employer and have staff drawn from a wide range of professional backgrounds and with varying levels of experience of working with drug and alcohol users. How do I make sense of the task of trying to ensure they are all competent and are developed?

Employers are used to managing the performance of staff drawn from this diverse range of professional backgrounds and experience through systems such as induction, supervision and appraisal. The main difference are that some of the options open to managers to ensure staff are competent are based on the same standards which managers can use to draw up job descriptions and person specifications and use as a basis for assessment of performance during supervision and appraisal – the DANOS units. This results in a shared language between what services require when they want to develop a staff member and what training and education providers can offer. This enables a much better fit between requirements and solutions.

In addition qualifications which assess and ensure competence can give employers much more confidence that staff can fulfil specific roles.

A number of tools which can be used by employers to manage the performance of their staff have already been developed. These include the NTA's Staff Development Toolkit for drug and alcohol services which is available at the NTA website <http://www.nta.nhs.uk/programme/workapprentice.htm#devtoolkit> and the NTA's Briefing on Recruitment and Retention available at http://www.nta.nhs.uk/publications/Drug_service_policies_4.htm.

I'm a commissioner and want to ensure that services in my area are staffed by competent workers. What can I do to support services achieve this?

Services may require support in a number of areas to achieve a competent workforce. Managers will require sufficient time to performance manage staff and will have to be competent in this. Both the development of staff and the process of assessing competence incur costs and this will need to be reflected in training budgets.

Services may also need information about locally available courses and S/NVQ assessment centres. Gathering and disseminating this information through an audit of available training and development resources would be a useful activity for a DAT to carry out.

I have a diploma in addiction counselling; is this the enough for me to be deemed competent?

As with all other courses discussed in this guidance, competence can only be determined by consistent assessment of practice, over time, in the actual workplace. If this has not been a feature of a diploma course then a worker cannot be said to have been assessed as competent.

It is also necessary to be clear, where competence has been assessed in something like addiction counselling, that the worker is competent in this specific area of practice. If the worker is moving into a new role where they do not carry out addiction counselling, then they may not be competent in all aspects of that new role.