

ICTQual AB



Qualification Specification

ICTQual AB Level 3 Award in Addictions, Substance Abuse and Mental Health Treatment



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ICTQual AB's

Level 3 Award in Addictions, Substance Abuse and Mental Health Treatment

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Qualification Specification about

ICTQual AB Level 3 Award in Addictions, Substance Abuse and Mental Health Treatment

About ICTQual AB's

ICTQual AB is a distinguished awarding body based in the United Kingdom, dedicated to fostering excellence in education, training, and skills development. Committed to global standards, ICTQual AB's provides internationally recognized qualifications that empower individuals and organizations to thrive in an increasingly competitive world. Their offerings span diverse industries, including technical fields, health and safety, management, and more, ensuring relevance and adaptability to modern workforce needs.

ICTQual AB's delivers high-quality educational solutions through a network of Approved Training Centres worldwide. Their robust standards and innovative teaching methodologies equip learners with practical knowledge and skills for personal and professional growth. With a mission to inspire lifelong learning and drive positive change, ICTQual AB's continuously evolves its programs to stay ahead of industry trends and technological advancements.

Course Overview

The **ICTQual AB Level 3 Award in Addictions, Substance Abuse, and Mental Health Treatment (HCM0093)** is designed to equip learners with a comprehensive understanding of the biological, psychological, and social factors that drive addiction. Rather than just focusing on the "what," this course dives into the "why" and "how" of substance abuse and its frequent companion: mental health disorders.

By blending theoretical knowledge with practical awareness, the program explores how various substances (and behaviors) affect the human brain and how professionals can provide empathetic, evidence-based support to those on the path to recovery.

In the modern landscape of social care and healthcare, the silos that once separated "addiction services" from "mental health support" are rapidly disappearing. The **HCM0093** qualification stands at this critical intersection, recognizing that substance misuse rarely exists in a vacuum. It is often a complex survival mechanism or a symptom of underlying psychological distress—a concept frequently referred to as **Dual Diagnosis**.

Aims of the Course

The primary aims of this qualification are to:

- **Demystify Addiction:** Provide a clear, scientific, and social framework for understanding substance misuse and behavioral addictions.
- **Bridge the Gap:** Highlight the critical link between mental health conditions and substance abuse (often referred to as **Dual Diagnosis**).
- **Foster Empathy:** Encourage a person-centered approach to treatment that reduces stigma and prioritizes the dignity of the individual.

Learning Objectives

By the end of this course, learners will be able to:

- **Identify** different types of substances and their specific physiological and psychological effects.
- **Analyze** the "cycle of addiction" and the various stages of change in the recovery process.
- **Recognize** common mental health disorders (such as depression, anxiety, or PTSD) that often co-occur with substance abuse.
- **Apply** basic counseling techniques, including active listening and motivational interviewing concepts.

Targeted Audience

This qualification is not just for aspiring specialists; it is tailored for a wide range of individuals who interact with those facing these challenges:

- **Aspiring Support Workers:** Individuals looking to enter the fields of drug and alcohol services or mental health support.
- **Healthcare Professionals:** Nurses, healthcare assistants, and social workers who want to deepen their specialized knowledge in addiction.
- **Community & Outreach Workers:** Those working in NGOs, shelters, or youth programs where substance abuse awareness is critical.
- **Counseling Students:** Learners at the beginning of their journey toward becoming professional therapists or psychologists.
- **Career Changers:** Anyone with a genuine interest in moving into a humanitarian or care-based sector.

Certification Framework

Qualification title	ICTQual AB Level 3 Award in Addictions, Substance Abuse and Mental Health Treatment
Course ID	HCM0093
Total Qualification Time	20 Hours
Guided Learning Hours	10 Hours
Grading Type	Pass / Fail
Competency Evaluation	Coursework / Assignments / Verifiable Experience
Assessment	The assessment and verification process for ICTQual AB's qualifications involves two key stages: Internal Assessment and Verification: ✓ Conducted by the staff at the Approved Training Centre (ATC) to ensure learners meet the required standards through continuous assessments. ✓ Internal Quality Assurance (IQA) is carried out by the centre's IQA staff to validate the assessment process. External Quality Assurance: ✓ Managed by ICTQual AB's verifiers, who periodically review the centre's assessment and IQA processes. Verifies that assessments are conducted to the required standards and ensures consistency across centres

Entry Requirements

Entry requirements for an ICTQual AB Level 3 Award in Addictions, Substance Abuse, and Mental Health Treatment may vary depending on the institution offering the program. However, typical entry requirements for such a course may include:

- ✓ Candidates must be at least 18 years old.
- ✓ Applicants should typically possess a minimum educational qualification equivalent to Level 2 in their respective fields.
- ✓ Participants should have basic literacy and numeracy skills. This is important as the course materials, including the training manual and assessment, require reading, comprehension, and basic mathematical understanding.
- ✓ Since the course is in English, participants should have proficient English language skills to engage with course materials effectively, participate in discussions, and complete written assignments.

Qualification Structure

This qualification comprises 7 mandatory units, totalling 02 Credits. Candidates must successfully complete all mandatory units to achieve the qualification.

Mandatory Units	
Unit Ref#	Unit Title
HCM0093-01	Introduction to Addictions and Substance Abuse
HCM0093-02	Mental Health Disorders and Co-occurring Conditions
HCM0093-03	Counseling Skills and Techniques
HCM0093-04	Treatment Approaches and Interventions
HCM0093-05	Ethical and Legal Considerations in Addiction Counseling
HCM0093-06	Community Support and Resources
HCM0093-07	Personal and Professional Development

Centre Requirements

To ensure quality training delivery, centres must adhere to the following standards:

1. Centre Approval

- ✓ Centres must be formally approved by ICTQual AB's before delivering this qualification.
- ✓ Approval involves a review of facilities, policies, and staff qualifications.

2. Qualified Staff

- ✓ **Tutors:** Must hold a Bachelor's Degree (Level 6) or higher in Psychology, Mental Health Nursing, or Social Work, and possess a minimum of 3 years of clinical or professional experience in the field of addictions or mental health treatment.
- ✓ **Assessors:** Must hold a recognized assessor qualification (e.g., CAVA, AVRA) or equivalent)
- ✓ **Internal Quality Assurers (IQAs):** Must hold a recognized IQA qualification (e.g. Level 4 Award in the IQA and Level 4 Certificate in Leading the IQA) and experience to oversee assessment standards.

3. Learning Facilities

Centre must offer:

- ✓ Private study areas and internet-enabled workspaces (for blended or physical delivery)
- ✓ Academic and pastoral support for learners
- ✓ Administrative support must be available to manage enrolment, tracking, and learner queries efficiently

4. Health and Safety Compliance

- ✓ All training facilities must comply with health and safety regulations.

- ✓ Centres must conduct regular risk assessments for practical activities.

5. Learning Resources

- ✓ **Course Materials:** Approved textbooks, study guides, and digital content must align with the qualification standards.
- ✓ **Assessment Tools:** Templates and guidelines must be provided to ensure standardized evaluation processes.
- ✓ **E-Learning Support:** Centres offering online or blended learning must implement an effective Learning Management System (LMS).

6. Assessment and Quality Assurance

- ✓ Centres must ensure assessments meet ICTQual AB's competency standards.
- ✓ Internal quality assurance (IQA) must be conducted to maintain consistency.
- ✓ External verifiers from ICTQual AB's will review assessment and training practices.

7. Learning Support

- ✓ **Qualification Guidance:** Support for coursework and assignments.
- ✓ **Career Pathway Assistance:** Information on progression opportunities in Psychology, Mental Health Nursing, or Social Work Sector.
- ✓ **Accessibility Support:** Accommodations for learners with disabilities or language barriers.

8. Policies and Compliance

Centres must uphold the following policies in accordance with ICTQual AB's standards:

- ✓ Equality, Diversity, and Inclusion Policy.
- ✓ Health and Safety Policy.
- ✓ Safeguarding and Learner Protection Policy.
- ✓ Complaints and Appeals Procedure.
- ✓ Data Protection and Confidentiality Policy.

9. Reporting Requirements

- Centres must provide ICTQual AB's with regular reports on learner registrations, progress, and certification outcomes.
- Assessment records must be maintained for external auditing and quality assurance purposes.

Support for Candidates

Centres should ensure that materials developed to support candidates:

- ✓ Facilitate tracking of achievements as candidate's progress through the learning outcomes and assessment criteria.
- ✓ Include information on how and where ICTQual AB's policies and procedures can be accessed.
- ✓ Provide mechanisms for Internal and External Quality Assurance staff to verify and authenticate evidence effectively.

This approach ensures transparency, supports candidates' learning journeys, and upholds quality assurance standards.

Assessment

This qualification is competence-based, requiring candidates to demonstrate high-level strategic proficiency as defined in the qualification units. The assessment evaluates the candidate's skills, knowledge, and understanding against the set standards. Key details include:

Assessment Process:

- Must be conducted by an experienced and qualified assessor.
- Candidates compile a portfolio of evidence that satisfies all learning outcomes and assessment criteria for each unit.

Types of Evidence:

- Assignments, detailed research projects, or strategic reports.
- Professional discussions.
- Candidate-produced strategic work (e.g., policy drafts, financial models).
- Recognition of Prior Learning (RPL).

Learning Outcomes and Assessment Criteria:

- **Learning Outcomes:** Define what candidates should know, understand, or accomplish upon completing the unit.
- **Assessment Criteria:** Detail the standards candidates must meet to demonstrate that the learning outcomes have been achieved.

Unit Descriptors

HCM0093-01- Introduction to Addictions and Substance Abuse

This unit provides a fundamental overview of chemical and behavioral dependencies. Learners examine the classification of psychoactive substances, the physiological effects on the brain, and the societal impact of addiction. By exploring the biological and environmental drivers of misuse, students build a solid foundation to understand how dependency develops and the challenges faced during the early stages of the recovery process.

Learning Outcome:	Assessment Criteria:
1. Define addiction and its characteristics.	1.1 Define the concept of addiction as a complex brain disorder, distinguishing clearly between substance-based addictions and behavioral addictions. 1.2 Explain the core characteristics of addiction, including loss of control, preoccupation, and the continuation of use despite experiencing negative consequences. 1.3 Identify the physical and psychological signs of withdrawal and tolerance that characterize the cycle of dependency.
2. Explain the psychological and physiological factors contributing to addiction.	2.1 Analyze how physiological factors, such as genetics and changes in brain chemistry (the reward system), contribute to the development of an addiction. 2.2 Evaluate the psychological drivers of addiction, such as self-medication for trauma, stress, or underlying mental health conditions. 2.3 Explain how the interaction between a person's environment and their mental state can increase the risk of moving from initial use to chronic substance abuse.
3. Identify common substances of abuse and their effects on the body and mind.	3.1 Classify common substances of abuse into categories—such as stimulants, depressants, and hallucinogens—and explain their primary functions. 3.2 Describe the short-term and long-term physical effects that specific substances (e.g., alcohol, opioids, or stimulants) have on major organ systems. 3.3 Identify the cognitive and emotional effects of substance abuse, including its impact on memory, decision-making, and mood regulation.

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| 4. Analyze the impact of addiction on individuals, families, and communities. | <ul style="list-style-type: none">4.1 Analyze the personal consequences for an individual living with addiction, focusing on health, financial stability, and legal standing.4.2 Evaluate the impact of substance misuse on family dynamics, including the breakdown of relationships and the specific risks to children and dependents.4.3 Discuss the wider social and economic costs of addiction to communities, such as increased crime rates and the burden on local emergency services. |
| 5. Evaluate societal attitudes towards addiction and their implications for treatment and support. | <ul style="list-style-type: none">5.1 Evaluate how social stigma and negative public perceptions can act as a barrier to individuals seeking help for substance use issues.5.2 Compare different societal views of addiction—such as the "moral model" versus the "disease model"—and how these views influence government policy.5.3 Explain how positive, inclusive community attitudes can improve the success rates of long-term recovery and reintegration into society. |
| 6. Discuss the public health implications of addiction. | <ul style="list-style-type: none">6.1 Discuss the strain that substance abuse places on national public health systems, including the costs of hospitalization and long-term care.6.2 Identify the public health risks associated with addiction, such as the spread of blood-borne viruses (BBVs) and the rise in overdose-related deaths.6.3 Explain the role of public health campaigns in preventing addiction through education and early intervention strategies. |
| 7. Explore harm reduction strategies and their effectiveness in reducing substance-related harms. | <ul style="list-style-type: none">7.1 Explain the principles of "Harm Reduction" and provide examples of specific interventions, such as needle exchange programs and supervised consumption sites.7.2 Evaluate the effectiveness of harm reduction methods in reducing immediate health risks compared to traditional "abstinence-only" approaches.7.3 Review how a practitioner can use harm reduction techniques to engage "hard-to-reach" individuals who are not yet ready to stop using substances. |

HCM0093-02- Mental Health Disorders and Co-occurring Conditions

This unit explores the intricate relationship between substance abuse and mental health conditions, often termed **dual diagnosis**. Learners will identify common disorders such as anxiety, depression, and PTSD, analyzing how these conditions interact with addictive behaviors. The focus is on developing a holistic understanding of the individual, ensuring that treatment plans address both the addiction and the underlying psychological health.

Learning Outcome:	Assessment Criteria:
1. Recognize symptoms and signs of common mental health disorders.	1.1 Describe the observable physical and behavioral signs of prevalent mental health conditions, such as severe depression, anxiety disorders, and trauma-related conditions. 1.2 Identify the cognitive and emotional symptoms that indicate a person may be experiencing a mental health crisis requiring immediate intervention. 1.3 Explain how to systematically observe, record, and report signs of mental health decline in a client within a professional support setting.
2. Differentiate between primary mental health disorders and those co-occurring with substance abuse.	2.1 Explain the defining differences between a primary, standalone mental health condition and a disorder that specifically co-occurs alongside an active addiction. 2.2 Evaluate client scenarios to safely distinguish symptoms that are caused by substance intoxication or withdrawal from the symptoms of an underlying mental health disorder. 2.3 Describe the assessment criteria and procedures used by clinical professionals to confirm a dual diagnosis rather than a temporary substance-induced episode.
3. Analyze the relationship between substance abuse and mental health disorders (e.g., dual diagnosis).	3.1 Analyze the concept of self-medication, explaining how individuals may purposefully use specific illicit substances or alcohol to cope with unmanaged mental health distress. 3.2 Explain the physiological and psychological ways in which chronic substance misuse can actively trigger, mimic, or permanently worsen underlying mental health conditions. 3.3 Discuss the cyclical nature of dual diagnosis, illustrating how the continuous interaction

between addiction and mental illness complicates the recovery trajectory for both conditions.

4. Discuss the challenges and considerations in treating individuals with co-occurring disorders.

- 4.1 Discuss the systemic and organizational barriers that frequently prevent individuals with a dual diagnosis from accessing cohesive, unified care across separate health and social care sectors.
- 4.2 Explain the specific clinical challenges and safety risks involved in prescribing and managing mental health medications when a client is actively misusing unpredictable substances.
- 4.3 Evaluate the complex behavioral challenges faced by practitioners when supporting dual-diagnosis clients, including a higher likelihood of treatment non-compliance and severe relapse risks.

5. Develop integrated treatment plans for individuals with co-occurring disorders.

- 5.1 Select and apply appropriate assessment tools to gather accurate, comprehensive background information regarding both the mental health and substance use history of a client.
- 5.2 Formulate a structured, integrated treatment plan that simultaneously addresses the client's addiction recovery targets and their specific mental health support requirements.
- 5.3 Review and continuously adapt a treatment plan in collaboration with the client, ensuring that the chosen interventions remain effective and responsive to their complex, non-routine needs.

6. Identify resources and strategies for managing concurrent mental health and substance use issues.

- 6.1 Identify specialized local and national multidisciplinary support services that are fully equipped to handle the complexities of dual-diagnosis cases.
- 6.2 Implement practical, evidence-based coping strategies that empower clients to manage acute mental health distress effectively without resorting to substance use.
- 6.3 Explain the professional procedures for initiating and managing cross-agency referrals, ensuring that addiction workers and mental health specialists collaborate to support the client safely.

HCM0093-03- Counselling Skills and Techniques

Focused on the practical application of therapeutic communication, this unit introduces learners to core counselling competencies. Emphasis is placed on **active listening**, empathy, and building a strong therapeutic alliance. Students will explore **Motivational Interviewing** techniques and other person-centered approaches, learning how to guide individuals through the cycle of change while maintaining professional boundaries and fostering a supportive environment.

Learning Outcome:	Assessment Criteria:
1. Demonstrate active listening and effective communication techniques in counseling settings.	1.1 Demonstrate active listening skills, including paraphrasing and summarizing, to accurately reflect and validate a client's statements during a support session. 1.2 Use an appropriate mix of open-ended and closed-ended questioning techniques to encourage clients to explore their complex thoughts and behaviors. 1.3 Explain how non-verbal communication, such as open body language and appropriate eye contact, reinforces verbal messages and maintains active client engagement.
2. Establish rapport and build trust with clients experiencing addiction and mental health challenges.	2.1 Describe the foundational elements and practical steps required to build a trusting therapeutic alliance with clients facing severe addiction and mental health barriers. 2.2 Demonstrate welcoming and supportive communication strategies that establish immediate rapport and help clients feel safe in a professional environment. 2.3 Evaluate the impact of a practitioner's reliability, consistency, and clear professional boundaries on maintaining long-term trust with highly vulnerable clients.
3. Practice empathy and non-judgmental attitudes in counseling interactions.	3.1 Differentiate clearly between empathy and sympathy, explaining why an empathetic, objective approach is vital for effective addiction recovery support. 3.2 Demonstrate a strictly non-judgmental attitude and vocabulary when responding to a client's disclosure of stigmatized behaviors or relapses. 3.3 Reflect on personal biases or cultural values and explain how a practitioner must manage these to

ensure they do not negatively influence client interactions.

4. Apply person-centered approaches to understand and address clients' needs and concerns.

- 4.1 Explain the core principles of a person-centered approach, specifically focusing on unconditional positive regard, genuineness, and empathetic understanding.
- 4.2 Apply person-centered techniques to collaborate with a client, helping them to identify their own unique recovery goals and preferred treatment methods.
- 4.3 Review how empowering the client to lead the decision-making process improves their internal motivation and personal accountability in their recovery journey.

5. Utilize crisis intervention techniques to support clients in acute distress or crises.

- 5.1 Identify the immediate physical, emotional, and behavioral signs of acute psychological distress or a crisis situation in a client.
- 5.2 Apply structured, step-by-step crisis intervention techniques to safely stabilize a client's emotional state and prevent any immediate harm to themselves or others.
- 5.3 Explain the correct procedural steps for escalating a severe crisis to emergency medical or specialized psychiatric services in a safe and timely manner.

6. Implement strategies for de-escalation and safety planning in crisis management.

- 6.1 Demonstrate specific verbal and non-verbal de-escalation strategies designed to safely calm an agitated, defensive, or potentially aggressive client.
- 6.2 Formulate a clear, actionable, and personalized safety plan in direct collaboration with a client to manage future high-risk situations and triggers.
- 6.3 Review the effectiveness of previously implemented de-escalation actions and safety plans to identify practical improvements for future crisis response procedures.

HCM0093-04- Treatment Approaches and Interventions

This unit evaluates the diverse range of recovery models available within the healthcare sector. Learners analyze evidence-based interventions, including **Cognitive Behavioral Therapy (CBT)**, 12-step programs, and pharmacological treatments. By comparing inpatient rehabilitation with community-based detoxification programs, students understand how to tailor interventions to meet the specific needs of individuals based on their unique history and recovery goals.

Learning Outcome:	Assessment Criteria:
1. Evaluate evidence-based treatment modalities for addiction and substance abuse.	1.1 Evaluate a range of evidence-based treatment models, such as residential rehabilitation, community-based detox, and pharmacological interventions, comparing their suitability for different types of addiction. 1.2 Review current research and clinical guidelines to explain why certain treatment modalities are preferred for specific substances, such as the use of opioid substitution therapy. 1.3 Explain the importance of using "evidence-based" practice to ensure that interventions are safe, proven to work, and meet professional UK standards of care.
2. Discuss the effectiveness and limitations of different treatment approaches (e.g., cognitive-behavioral therapy, motivational interviewing).	2.1 Discuss the core principles of Cognitive Behavioral Therapy (CBT) and its effectiveness in helping clients recognize and change the thought patterns that lead to substance misuse. 2.2 Explain the role of Motivational Interviewing (MI) in overcoming client ambivalence and strengthening their internal commitment to change. 2.3 Compare the limitations and potential challenges of different therapeutic approaches, such as why CBT might be difficult for a client experiencing a current mental health crisis.

- 3. Apply behavioral change theories and techniques to facilitate client motivation and readiness for change.**
 - 3.1 Apply the "Stages of Change" (Prochaska and DiClemente) model to accurately assess a client's current level of readiness and motivation for recovery.
 - 3.2 Select and use specific motivational techniques to help a client move from the "Contemplation" stage to the "Action" stage of their recovery journey.
 - 3.3 Analyze the behavioral techniques used to build a client's self-efficacy, helping them believe in their own ability to successfully change their habits.

- 4. Develop personalized treatment plans based on client strengths and goals.**
 - 4.1 Identify a client's personal strengths, social supports, and resources to build a recovery plan that focuses on positive assets rather than just problems.
 - 4.2 Formulate SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals in direct collaboration with the client to address their unique recovery needs.
 - 4.3 Review and adjust a personalized treatment plan periodically to ensure it remains aligned with the client's changing goals and life circumstances.

- 5. Identify triggers and risk factors for relapse in addiction recovery.**
 - 5.1 Identify and classify a client's internal triggers (such as stress, anger, or depression) and external triggers (such as social groups or specific locations) that increase the risk of relapse.
 - 5.2 Explain the "Relapse Process," describing how a return to substance use is often the result of a series of small, non-routine events rather than a single sudden act.
 - 5.3 Discuss the risk factors that make a relapse more likely, such as social isolation, lack of stable housing, or unmanaged co-occurring mental health issues.

- 6. Implement relapse prevention strategies and support mechanisms to sustain long-term recovery.**
 - 6.1 Implement practical relapse prevention techniques, such as "Urge Surfing" or "Refusal Skills," to help clients manage intense cravings in high-risk situations.
 - 6.2 Develop a comprehensive relapse response plan with a client that outlines the immediate steps to be taken if a slip or a full relapse occurs.
 - 6.3 Review the role of long-term support mechanisms, including aftercare programs, peer-led support groups, and healthy lifestyle changes, in maintaining lasting sobriety.

HCM0093-05- Ethical and Legal Considerations in Addiction Counseling

Understanding the regulatory framework is essential for safe practice. This unit covers the legal and ethical responsibilities of practitioners, focusing on patient confidentiality, informed consent, and **safeguarding protocols**. Learners explore the complexities of data protection and the ethical dilemmas that may arise in clinical settings, ensuring they can operate within professional codes of conduct and local statutory requirements.

Learning Outcome:	Assessment Criteria:
1. Apply ethical principles (e.g., autonomy, beneficence, confidentiality) in addiction counseling practice.	1.1 Explain the core ethical principles of autonomy, beneficence, and non-maleficence, and how they guide professional behavior when supporting individuals with addictions. 1.2 Demonstrate the application of confidentiality in a support setting, including the professional procedure for clearly explaining the limits of confidentiality to a client at the start of a session. 1.3 Analyze how the principle of "beneficence" (acting in the client's best interest) influences decision-making when addressing complex or non-routine problems in addiction recovery.
2. Navigate ethical dilemmas related to informed consent, boundaries, and dual relationships.	2.1 Explain the process and importance of obtaining valid informed consent, ensuring the client fully understands their treatment options, rights, and any potential risks. 2.2 Evaluate the potential risks and ethical complications of "dual relationships" and describe how to maintain clear, professional boundaries to protect the client-practitioner relationship. 2.3 Use a recognized ethical decision-making framework to identify and propose a solution for a complex dilemma where a client's choices may conflict with professional safety standards.
3. Understand legal obligations and responsibilities in addiction treatment and counseling.	3.1 Summarize the key requirements of relevant UK legislation, such as the Data Protection Act and the Equality Act, specifically how they apply to the delivery of addiction services. 3.2 Explain the legal concept of "Duty of Care" and how it defines the everyday responsibilities and professional limitations of an addiction support worker.

- 3.3 Identify the specific legal obligations regarding the safeguarding of vulnerable adults and children, including the statutory duty to report concerns to the correct authorities.
- 4. **Comply with legal requirements for documentation, reporting, and confidentiality in client care.**
 - 4.1 Produce accurate, objective, and timely client records that meet legal and organizational standards for the storage and management of sensitive personal information.
 - 4.2 Describe the legal and professional procedures for handling "mandatory disclosures," such as when a client reveals information regarding serious criminal activity or immediate risk of harm.
 - 4.3 Review the effectiveness of standard reporting and documentation methods in ensuring that client care is transparent, legally compliant, and maintains the highest level of confidentiality.

HCM0093-06- Community Support and Resources

Recovery extends beyond the clinical setting into the wider community. This unit identifies the network of support available to individuals, including NGOs, peer-led groups, and local authority services. Learners develop the skills to facilitate effective **referrals** and collaborate with multidisciplinary teams. The focus is on social reintegration and utilizing community assets to provide a long-term, sustainable support system.

Learning Outcome:	Assessment Criteria:
1. Identify community-based resources and support services for individuals affected by addiction and mental health issues.	1.1 Research and categorize a variety of community-based resources, such as residential services, outpatient clinics, and charitable support groups, detailing the specific help each provides. 1.2 Explain the unique role of peer-led recovery networks and mutual aid groups (e.g., 12-step programs) in providing long-term social stability for those in recovery. 1.3 Identify specialized support services tailored for specific demographics, such as youth-focused addiction programs or services for families affected by a relative's substance misuse.
2. Collaborate with community organizations to enhance access to care and support networks.	2.1 Demonstrate effective ways to work alongside local community organizations to create a "joined-up" approach that makes it easier for clients to navigate different support services. 2.2 Explain the professional procedures for referring a client to a community partner, ensuring all necessary information is shared safely and with the client's consent. 2.3 Evaluate how building strong professional relationships with diverse community stakeholders (such as housing associations or employment hubs) can improve a client's overall recovery outcome.
3. Advocate for policy changes and community initiatives to improve addiction treatment and mental health services.	3.1 Identify areas within local or organizational policy that could be improved to better support the complex, non-routine needs of individuals with addictions. 3.2 Develop a clear, persuasive argument or proposal to advocate for a specific community initiative, such as increased funding for local mental health crisis centers or needle exchange programs.

- 3.3 Explain how practitioners can use client feedback and service data to influence decision-makers and drive positive changes in how addiction services are delivered.
- 4. **Engage in outreach activities to raise awareness and reduce the stigma associated with addiction and mental health disorders.**
 - 4.1 Plan and implement a simple outreach activity or awareness campaign designed to educate the public on the realities of addiction and mental health.
 - 4.2 Use appropriate, non-stigmatizing language and communication methods to challenge common misconceptions and negative stereotypes about substance users during community interactions.
 - 4.3 Review the impact of outreach efforts in encouraging "hard-to-reach" individuals or marginalized groups to engage with available addiction and mental health support services.

HCM0093-07- Personal and Professional Development

This unit focuses on the practitioner’s growth and well-being. Learners engage in **reflective practice** to evaluate their own skills and biases, identifying areas for further training and Continuous Professional Development (CPD). Emphasis is placed on the importance of clinical supervision and self-care strategies to prevent burnout, ensuring that the professional remains resilient and effective while working in demanding environments.

Learning Outcome:	Assessment Criteria:
1. Engage in reflective practice to evaluate personal attitudes, biases, and growth in addiction counseling.	1.1 Use a recognized reflective model (e.g., Gibbs or Kolb) to evaluate how personal attitudes and values toward addiction influence professional decision-making. 1.2 Analyze specific interactions with clients to identify potential personal biases and describe the steps taken to ensure these did not impact the quality of care. 1.3 Document personal growth by comparing current professional practices and perspectives with those held at the start of the qualification.
2. Apply reflective techniques to enhance self-awareness and professional development.	2.1 Apply reflective techniques, such as maintaining a professional journal or participating in clinical supervision, to identify personal strengths and areas for improvement. 2.2 Evaluate the impact of "emotional labor" in addiction counseling and describe personal strategies used to maintain resilience and prevent professional burnout. 2.3 Review feedback from supervisors and peers to create an actionable plan for enhancing self-awareness and professional effectiveness.
3. Pursue ongoing learning opportunities and professional development in addiction counseling.	3.1 Create a Personal Development Plan (PDP) that identifies specific learning goals and the professional training needed to meet Level 3 occupational standards. 3.2 Participate in professional development activities, such as workshops, webinars, or shadowing experienced practitioners, and record how these have improved practical skills. 3.3 Explain the importance of Continuous Professional Development (CPD) in maintaining

professional competence and meeting the requirements of UK awarding bodies.

4. Stay informed about current research, trends, and best practices in the field of addiction and mental health treatment.

- 4.1 Identify reliable sources of information—such as government reports (e.g., Office for Health Improvement and Disparities), academic journals, and professional bodies—to stay updated on addiction trends.
- 4.2 Discuss how a recent piece of research or a new "best practice" guideline has changed or influenced current treatment approaches in the sector.
- 4.3 Review emerging trends in substance misuse, such as the rise of specific synthetic drugs or new digital support tools, and their implications for future service delivery.

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