Qualification specification

NCFE CACHE Level 2 Certificate in the Principles of Addiction Recovery
QN: 610/2501/X

Qualification summary

Qualification title	**NCFE CACHE Level 2 Certificate in the Principles of Addiction Recovery**		
Ofqual qualification number (QN)	610/2501/X	**Aim reference**	6102501X
Guided learning hours (GLH)	120	**Total qualification time (TQT)**	140
Minimum age	16		
Qualification purpose	This qualification is designed to increase learners' understanding of addiction. This qualification aims to raise awareness of treatments and care available for different types of addiction and support while in recovery. The need for education and training to enable improvements in addiction treatment and relapse prevention has been identified as essential to successfully implementing national and regional strategies. This qualification will support learners who wish to develop in-depth knowledge that can support them in their roles where they may interact with individuals in addiction recovery. These could include roles within the healthcare, social care, childcare, education and housing sectors.		
Grading	Achieved/not yet achieved.		
Assessment method	Internally assessed and externally quality assured portfolio of evidence.		
Work/industry placement experience	This is a knowledge-only qualification. Work/industry placement experience is not required.		
Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/2501/X.		
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.		

Contents

Summary of changes

This section summarises the changes to this Qualification Specification since the previous version (Version 1.0 July 2023).

Version	Publication date	Summary of amendments
v1.1	June 2024	Minor wording change for clarification in the range for Unit 3 AC 1.3.

Section 1: introduction

If you are using this qualification specification for planning purposes, please make sure that you are using the most recent version.

Aims and objectives

This qualification aims to:

- focus on the study of the principles of addiction recovery within the health and social care sector
- offer breadth and depth of study, incorporating a key core of knowledge

The objective of this qualification is to:

- increase learners' awareness and understanding of addiction
- increase learners' understanding of addiction recovery, which could be used to support their role in the workplace where they may work or interact with individuals dealing with addiction or in post-addiction recovery

Support handbook

This qualification specification must be used alongside the mandatory support handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Guidance for entry and registration

This qualification is designed for learners who want to increase their knowledge and understanding of addiction recovery. This can be used as evidence of continuing professional development to support roles within the healthcare, social care, childcare, education and housing sectors.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the Portal.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a level one qualification in healthcare, social care or childcare.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **4** mandatory units.

Please refer to the list of units in appendix A or the unit summaries in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate the achievement of all LOs of the units as detailed in this qualification specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the fees and pricing document on the NCFE website.

Progression

Learners who achieve this qualification could progress to the following:

- further education:
  - NCFE CACHE Level 3 Certificate in Understanding Mental Health (601/8968/X)
  - NCFE CACHE Level 3 Award in Counselling Skills and Theory (601/7156/X)
  - NCFE CACHE Level 3 Award in Skills for Workplace Health Champions (603/7028/2)
  - NCFE CACHE Level 3 Award in STEPS Towards Suicide Reduction (603/6064/1)
  - NCFE CACHE Level 3 Award in Health and Social Care (601/6108/5)
  - NCFE CACHE Level 3 Certificate in Health and Social Care (601/6109/7)
  - NCFE CACHE Level 3 Certificate in Preparing to Work in Adult Social Care (600/0048/X)

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

Real work environment (RWE) requirement/recommendation

This is a knowledge-only qualification. Experience in the real work environment is not required.

Work/industry placement experience

This is a knowledge-only qualification. Work/industry placement experience is not required.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance (IQA) must still be completed by the centre as usual)

Learners must be successful in this component to gain the NCFE CACHE Level 2 Certificate in the Principles of Addiction Recovery (610/2501/X).

All the evidence generated by the learner will be assessed against the standards expected of a level 2 learner for each LO.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, to demonstrate achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

If a centre needs to create their own internal assessment tasks, there are 4 essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs, or assessment criteria
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Please see the guidance document for creation of internal assessment tasks on our website.

Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer.

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in section 3.

Unit 01 Understanding addiction (Y/650/6702)

Unit summary
In this unit learners will understand the term 'addiction' and will know the types, signs and indicators of addiction. They will know the risk factors which may contribute to developing an addiction and actions that can be taken in response to concerns about addiction within the boundaries of confidentiality.

Assessment
This unit is internally assessed via a portfolio of evidence.

Mandatory	Achieved/not yet achieved	Level 2	35 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the term 'addiction'	1.1 Define the term 'addiction'
	1.2 Describe the following elements of addiction: • the reward system • cravings and tolerance • disinterest in other activities • loss of control
	1.3 Explain the difference between substance misuse and addiction
	1.4 Explain how addiction can affect wellbeing: • physical • psychological • economical • emotional • social • cognitive
	1.5 Explain why addiction is considered a chronic and treatable disease
2. Know the types, signs and indicators of addiction	2.1 Describe the most common **types** of addiction
	2.2 Describe **signs and indicators** of addiction
3. Know the risk factors which may contribute to developing an addiction	3.1 Identify **risk factors** for developing addiction
	3.2 Describe how these risk factors can lead to addiction
4. Understand how to respond to concerns about addiction	4.1 Describe actions to take in response to concerns about addiction: • immediate • long-term
	4.2 Explain how actions or statements in response to concerns about addiction could affect the individual concerned
	4.3 Explain own responsibilities and limitations in response to concerns about addiction
	4.4 Describe the boundaries of confidentiality in response to concerns about addiction

Range
2. Know the types, signs and indicators of addiction
2.1 Types could include: • gambling • food • sex • substance • alcohol • shopping • internet • gaming **2.2 Signs and indicators** must include: • physical signs • behavioural signs • signs of mental ill health
3. Know the risk factors which may contribute to developing an addiction

3.1 Risk factors could include**:**
 	
• adverse childhood experiences (ACEs)
• learned behaviour
• mental ill health
• post-traumatic stress disorder (PTSD)
• isolation
• lack of self-care
• stress and anxiety mismanagement
• misuse of medication
• abuse:
   o physical abuse
   o sexual abuse
   o emotional/psychological abuse
   o online/digital abuse
   o forced marriage
   o female genital mutilation (FGM)
   o modern slavery
   o child sexual exploitation
   o child abuse

Delivery and assessment guidance
3.2 The learner must describe how a combination of these factors can also increase an individual's vulnerability to experiencing addiction.

Delivery and assessment guidance
4.1 Actions described by the learner must distinguish between actions to be taken by a practitioner (for example, following policies and procedures) and actions to be taken by a non-practitioner (for example, signpost to support available). This must also include when it may be necessary to refer/signpost to: • manager • designated safeguarding lead • emergency services • mental health first aider (MHFA) • human resources (HR) • child and adolescent mental health services (CAMHS) • general practitioner (GP) • voluntary groups

Unit 02 Understanding the treatment and transitional care for addiction (A/650/6703)

Unit summary
The aim of this unit is to enable learners to understand the treatments available for different types of addiction and barriers that may prevent individuals from seeking treatment. Learners will also understand transitional care from treatment to recovery.

Assessment
This unit is internally assessed via a portfolio of evidence.

Mandatory	Achieved/not yet achieved	Level 2	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand treatment for addiction	1.1 Describe **treatments** for different types of addiction
	1.2 Explain the benefits of consulting with professionals in choosing a treatment
2. Understand barriers to seeking treatment for addiction	2.1 Describe the **barriers** that may prevent an individual from seeking treatment for addiction
	2.2 Explain how an individual's attitude could become a barrier to seeking treatment
	2.3 Describe ways to overcome barriers to seeking treatment
3. Understand transitional care	3.1 Explain what is meant by **transitional care**
	3.2 Describe the transition between treatment to recovery
	3.3 Explain how a successful transition can reduce the likelihood of relapse

Range
1. Understand treatment for addiction
1.1 Treatments must include**:**   • therapy   • counselling   • medical interventions   • detoxification   • rehabilitation
2. Understand barriers to seeking treatment for addiction
2.1 Barriers could include**:**

Range
1. Understand treatment for addiction
1.1 Treatments must include**:**   • therapy   • counselling   • medical interventions   • detoxification   • rehabilitation
• negative attitudes (for example, social stigma, discrimination, condemnation, disapproval, misconceptions and criticism)   • addictive beliefs (for example, denial, fear of being judged, hopelessness)   • cost of treatment   • severe withdrawal symptoms   • limited knowledge of available support   • disability   • cultural beliefs and practices

Range
3. Understand transitional care
3.1 Transitional care: short-term care to support individuals moving from one care setting to another.

Delivery and assessment guidance
1.1 The learner must understand that treatment refers to the overall addiction recovery process, which includes detoxification, rehabilitation (inpatient or outpatient) programmes, as well as therapies and various treatments that are part of specific programmes. Recovery encompasses every aspect of day-to-day living while the individual continues to remain substance free.   **1.2** The learner must be able to explain the benefits of accessing available support from the health and care system in their home nation, for example, NHS England, to include finding a treatment that will respond to specific needs.

Unit 03 Understanding support available for recovery and rehabilitation (D/650/6704)

Unit summary
The aim of this unit is to help learners understand recovery and to know what support is available to individuals in recovery from addiction and in rehabilitation. Learners will understand how supporting others can impact their own wellbeing and what coping strategies can help to support their own wellbeing.

Assessment
This unit is internally assessed via a portfolio of evidence.

Mandatory	Achieved/not yet achieved	Level 2	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand addiction recovery	1.1 Define the term 'recovery'
	1.2 Explain the stages of recovery
	1.3 Describe what is meant by a **person-centred approach** to recovery
	1.4 Describe **situations** when additional support with recovery may be required
	1.5 Explain the role of self-care in relation to recovery
2. Know ways to support an individual in recovery	2.1 Describe the range of **support** available to an individual in recovery
	2.2 Explain the role of **support groups**
	2.3 Describe **informal support** available to an individual in recovery
	2.4 Explain how informal support contributes to recovery
3. Understand rehabilitation in recovery	3.1 Define the term 'rehabilitation'
	3.2 Give examples of support which may be offered in **rehabilitation**
	3.3 Identify the benefits of rehabilitation in relation to recovery
4. Understand how to protect own wellbeing when supporting others	4.1 Describe how supporting an individual dealing with addiction may impact on own wellbeing
	4.2 Identify own limits in providing support to an individual
	4.3 Describe a range of coping strategies to support own wellbeing

Range
1. Understand addiction recovery
1.3 Person-centred approach could include:

- building relationships and getting to know individuals
- carrying out primary interviews
- simplifying language
- overcoming language barriers using translators and interpreters
- working one to one rather than in group settings
- involving carers and families
- liaising with other services such as disability teams
- helping individuals develop wider support networks

Range
1.4 Situations could include**:**   • bereavement   • abuse   • homelessness
2. Know ways to support an individual in recovery
2.1 Support could include: • housing   • recovery programmes   • community groups   • charities   • support groups   • sponsors   **2.2 Support groups** could include: • Alcoholics Anonymous   • Families Anonymous   • Gamblers Anonymous   • Narcotics Anonymous   **2.3 Informal support** could include: • friends and family   • face-to-face peer support groups   • phone and chat support   • support groups hosted online or through social media
3. Understand rehabilitation in recovery
3.2 Rehabilitation could include: • recovery houses   • residential rehabilitation centres   • outpatient rehabilitation centres   • day care centres   • prison and probation addiction treatment services

Delivery and assessment guidance
3.3 The learner must identify the benefit of activities in rehabilitation, such as those that may reduce cravings.   **4.2** This AC requires the learner to identify their own wellbeing.

Delivery and assessment guidance

Unit 04 Understanding post-addiction recovery and relapse prevention (F/650/6705)

Unit summary			
This unit aims to provide learners with the understanding of a person-centred approach to supporting individuals in post-addiction recovery, principles of self-management and relapse prevention.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
Mandatory	**Achieved/not yet achieved**	**Level 2**	**30 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand a person-centred approach to post-addiction recovery	1.1 Explain the benefit of a person-centred approach to supporting individuals in **post-addiction** recovery
	1.2 Describe **activities** that can support individuals in post-addiction recovery
2. Understand the principles of self-management in recovery	2.1 Describe potential **long-term effects** of addiction
	2.2 Describe how an individual can **manage their own recovery**
	2.3 Describe how the experience of addiction can affect individuals in different ways
3. Understand relapse prevention	3.1 Define relapse prevention
	3.2 Explain relapse prevention in the treatment of addiction
	3.3 Describe the **addiction cycle** in relation to relapse
	3.4 Explain relapse **triggers** in addiction recovery
	3.5 Describe how triggers may affect an individual's ability to engage in day-to-day living
	3.6 Explain **strategies and interventions** aimed at relapse prevention

Range
1. Understand a person-centred approach to post-addiction recovery
1.1 Post-addiction refers to the stage in the recovery process where individuals may experience withdrawal symptoms that may vary in intensity and time span. It is important to note that these symptoms could also be indicative of a different medical condition that may require further investigation. Some of these symptoms could include: • depression • anxiety • impaired interpersonal skills • obsessive-compulsive behaviour • impaired cognitive functions (for example, learning, memory and reasoning) • sleep disorders • extreme fatigue • increased sensitivity to pain • psychosis

Range
1.2 Activities could include: • exercise • healthy lifestyle • volunteering • groups (for example, cooking, sewing, gardening, singing)
2. Understand the principles of self-management in recovery
2.1 Long-term effects must include those on: • relationships • health • finances • employment • education **2.2 Manage their own recovery** must include: • attending support meetings • awareness of triggers • attending medical appointments • managing day-to-day living
3. Understand relapse prevention
3.3 Addiction cycle must include: • emotional trigger • craving • ritual • using • guilt **3.4 Triggers** could include: • people • places • events • sights • smells • time of day

Range
3.6 Strategies and interventions could include: • health campaigns • community partnerships • prison reform • quality standards • skills development

Delivery and assessment guidance
2.3 The learner must describe how the experience of dealing with addiction can affect the ability of an individual to successfully manage their post-addiction recovery and relapse prevention. **3.5** The learner must include in their description the triggers of positive and negative feelings that may impact day to day living, such as the individual feeling valued, included and able to interact comfortably, or feelings that may lead to the sense of feeling excluded.

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for the individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your external quality assurer with full details of your proposed method. It will need formal approval from NCFE before it can be used.

Each learner must generate evidence from appropriate assessment tasks that demonstrate achievement of all the LOs associated with each unit (grades are not awarded).

Please refer to the notes relating to expert witness testimony and simulation that follow this table.

Ref	Assessment method	Assessing competence/ skills	Assessing knowledge/ understanding
A	Direct observation of learner by assessor: • by an assessor who meets the Sector Skills Council's (SSC's) or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony*: • when directed by the Sector Skills Council (SSC) or other assessment strategy/principles	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence: • may include simulation**	Yes	Yes

Ref	Assessment method	Assessing competence/ skills	Assessing knowledge/ understanding
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment (RWE)	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by NCFE (for knowledge LOs)	No	Yes
N	Oral questions and answers	Yes	Yes

* **Expert witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations, such as safeguarding strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance

** **Simulation**. A learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

Requirements for referencing

Two carefully selected quotations must be included to support learners' own responses for each grade; quotations must be made identifiable through the use of quotation marks, bold or italic text and made traceable through referencing at the point of use.

Assessments must be completed in criterion order with each criterion being responded to clearly identified.

Assessment strategies and principles relevant to this qualification

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

NCFE assessment strategy

Knowledge LOs:

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/skills LOs:

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Section 3: explanation of terms

This table explains how the terms used at level 2 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points…)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points (some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Perform	Do something (take an action/follow an instruction) that the question or task asks or requires.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration, or other suitable format.

Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource, or piece of information as asked in the question or task.

Section 4: support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- learner's evidence tracking log (LETL)
- learning resources
- qualification factsheet

Useful websites

Centres may find the following websites helpful for information, materials and resources to assist with the delivery of this qualification:

- [Drug addiction: getting help - NHS](#)
- [Drug misuse in England and Wales - Office for National Statistics](#)
- [Alcohol and drug treatment quality governance - GOV.UK](#)
- [Routes to recovery from substance addiction - GOV.UK](#)
- [UK Drug Recovery Champion first annual report (accessible version) - GOV.UK](#)
- [Review of drugs part two: prevention, treatment, and recovery - GOV.UK](#)
- [www.england.nhs.uk/personalisedcare/supported-self-management/self-management-education/](#)

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse these websites or any learning resources available on these websites. For official NCFE-endorsed learning resources, please see the additional and teaching materials sections on the qualification page on the NCFE website.

Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Products to support the delivery of this qualification are offered by the Learning Curve Group.

For more information about these resources and how to access them, please visit the NCFE website.

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Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.

Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 01	Y/650/6702	Understanding addiction	2	35
Unit 02	A/650/6703	Understanding the treatment and transitional care for addiction	2	25
Unit 03	D/650/6704	Understanding support available for recovery and rehabilitation	2	30
Unit 04	F/650/6705	Understanding post-addiction recovery and relapse prevention	2	30