

# **Drugs and Alcohol National Occupational Standards (DANOS)**

## **Guide**

## About Skills for Health

Skills for Health is the Sector Skills Council for the UK health sector and part of the Skills for Business network. We have been licensed by the Department for Education and Skills, on behalf of the four lifelong learning ministers, to develop the health sector workforce across the UK.

Our remit includes the identification of sector workforce needs, promoting workforce development, and ensuring that education and development is driven by sector needs.

Skills for Health is supported by the four UK Health Departments, whose representatives sit on our board. Other board members represent the voluntary sector, independent sector, staff organisations, regulatory bodies and major employers.

In a complex sector, we operate as a strategic body, working in partnership with other health sector workforce development organisations.

Skills for Health adds unique value through:

- taking a UK-wide health sector perspective on workforce development
- developing a coherent, comprehensive competence framework and putting this at the heart of workforce development
- providing key strategic links between health and education development, supplied through national sector skills agreements and regional skills partnerships.

In developing the Drugs and Alcohol National Occupational Standards (DANOS), Skills for Health works very closely with the sector skills councils for social care, justice and other relevant sectors such as housing, education, youth work, training and employment. The DANOS Project Board also has members from the National Treatment Agency for Substance Misuse (NTA), Drug Strategy Directorate (DSD), National Assembly for Wales, DrugScope, Alcohol Concern and employer representatives. Consultation on DANOS has involved over 3,000 individuals and organisations from across the UK working in the statutory, independent and voluntary sectors, as well as service users.

As with all our standards and competence frameworks, the DANOS standards are kept under review and feedback is welcomed on your experience of using them.

If you would like to comment on any aspect of the standards and their applications, please send your comments to:

Skills for Health, Goldsmith's House, Broad Plain, Bristol BS2 0JP.

## Introduction



**John Rogers**  
**Director**  
**Skills for Health**

*A Competent Workforce to Tackle Substance Misuse*, published in 2000, identified serious shortfalls in the workforce to meet the demands of the national Drugs Strategy.

The publication of the *Alcohol Harm Reduction Strategy for England* in 2004 raised the stakes: even more competent workers will be required to meet the needs of the millions of people who misuse alcohol as well as the hundreds of thousands who misuse drugs.

The Drugs and Alcohol National Occupational Standards (DANOS) provide the cornerstone for the substance misuse workforce development strategy which requires significant increases in the number of competent workers, the range of skills they possess and the level of their knowledge and skills. Since their launch in May 2002, the DANOS standards have been rapidly taken up by both service providers and commissioners to help define the roles that practitioners have to play and the standards of performance expected of them. They form the basis of local and national workforce development plans and they have been integrated into more than 300 training courses across the UK.

This Guide presents a revised set of DANOS standards that have been brought in line with mainstream health and social care standards and NVQs/SVQs. In 2005, for the first time, drugs and alcohol workers will be able to gain recognition for their knowledge, skills and competence on a par with other practitioners in the caring professions.

We will continue to work with the statutory bodies at national, regional and local levels, with employers, professionals and service users, to maintain current commitment to - and increase future investment in - building a competent workforce to tackle substance misuse, in line with the DANOS standards.

## Acknowledgements

The Drugs and Alcohol National Occupational Standards (DANOS) form part of a series of national occupational standards and competence frameworks developed by Skills for Health. The contribution of many people to their development is gratefully acknowledged, in particular the service users and substance misuse workers who made their time and expertise available in a variety of ways. The DANOS Project Board actively supported and guided the project throughout its development. The team of technical consultants from the Management Standards Consultancy ensured that the standards and related materials were completed on time and to as high a standard as possible.

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## 1. What are DANOS?

DANOS – the Drugs and Alcohol National Occupational Standards – specify the standards of performance that people in the drugs and alcohol field should be working to. They also describe the knowledge and skills workers need in order to perform to the required standard. Used in a very straightforward way, DANOS standards allow *individual workers* to be perfectly clear about what is expected of them in their work. Workers can check that they are doing a good job. They can also identify any knowledge they need to acquire or skills they need to develop.

*Commissioners* will find DANOS helpful in specifying the activities workers need to meet local needs and national standards, developing the capacity of the substance misuse workforce in their areas, and ensuring local services are consistently delivered in line with service level agreements.

*Agencies* can use DANOS to ensure that they have a competent workforce and that everyone has the knowledge and skills to deliver services to the required quality standards. DANOS can help agencies

- develop job descriptions and person specifications
- recruit people with the necessary knowledge, skills and experience
- provide targeted induction training to bring new workers quickly up to speed
- identify individual and team development needs, and plan to address these
- appraise and develop the performance of individual workers and reward them fairly
- accredit workers' competence through nationally-recognised qualifications
- apply common standards of performance and quality across agencies and partnerships.

For *education and training providers*, DANOS offer a ready-made curriculum and set of learning outcomes against which to benchmark their current courses and learning materials or develop new programmes. They can ensure that their programmes meet learners' needs and allow them to achieve nationally-recognised qualifications.

The development of DANOS has been led by Skills for Health, the national body responsible for developing the skills of the workforce in the health sector. The work has been undertaken in close association with similar bodies covering justice, social care, housing, employment, education and young people.

Thousands of individuals from agencies in the statutory, voluntary and independent sectors, together with government departments, local authorities, professional associations and education and training providers, have contributed to the development of DANOS which are now recognised as the National Occupational Standards that apply to all workers in the drugs and alcohol field.

### ***Developing a Competent Workforce to Tackle Substance Misuse in Middlesbrough***

*Middlesbrough DAT is determined to ensure it recruits, trains and retains a competent workforce to help substance misusers address their problems both now and in the future.*

*Middlesbrough DAT is determined to ensure it recruits, trains and retains a competent workforce to help substance misusers address their problems both now and in the future.*

*The DAT has involved all substance misuse workers and service managers in using DANOS and other national occupational standards to identify the standards of performance expected of them and highlight their development needs. Whilst the majority of workers are confident about most aspects of their work, the area-wide training needs analysis has identified a number of common learning needs around working with children and young people, harm minimisation and, for managers, the ability to deal with performance issues. The need for more structured supervision and performance management has emerged as a common theme.*

*Middlesbrough DAT intends to put DANOS at the heart of its human resource strategy over the next two years. "DANOS has allowed us, for the first time to have an overview of the capacity and competence of the workforce in the area," says David Jackson, DAT joint commissioning manager. "We want to increase this capacity by working with mainstream employment organisations to recruit people with the appropriate abilities, develop their competence to meet the national standards, help them attain nationally-recognised qualifications and retain them in the sector by offering them career opportunities and transferable skills.*

*The DAT recognise, however, that they cannot do this alone. During 2005 they will be getting all those working with children and young people – Connexions Personal Advisers, Pupil Referral Unit workers, school nurses, educational psychologists, mentors and many others – engaged with DANOS, and training them to help young people tackle their drug and alcohol problems at an early age.*

## 2. Who are DANOS for?

The Drugs and Alcohol National Occupational Standards are relevant to everyone who is working to improve the quality of life for individuals and communities by minimising harm associated with substance misuse.

This includes the hundreds of thousands of people – such as school teachers, youth workers, social workers, police officers, probation officers, prison officers and employers – whose work may have a completely different focus, but who occasionally have to respond to individuals displaying signs of substance misuse. DANOS unit *AA1 Recognise indications of substance misuse and refer individuals to specialists* will be particularly useful to them.

The DANOS standards are also applicable to doctors, pharmacists, PSHE teachers, custody sergeants in police stations, medical officers in prisons, social workers and probation officers who regularly work with substance misusers. They will find generic units like *AB3 Contribute to the prevention and management of abusive and aggressive behaviour*, as well as units covering their specialist areas, eg *AH9 Supervise methadone consumption*, all highly relevant.

Substance misuse specialists – such as Drug Action Team co-ordinators, commissioners of substance misuse services, drugs and alcohol workers, drug and alcohol education officers, hospital staff working in detoxification units, psychiatrists, psychotherapists, CARATS teams in prisons, Arrest Referral workers in police stations, probation officers supervising offenders under Drug Treatment and Testing Orders – will find the DANOS standards cover all the key aspects of their work with substance misusers. The work of each of these specialists will be different, so it is very important to identify those DANOS units which describe their role.

### **3. What do DANOS cover?**

The DANOS standards describe all the functions and activities involved in improving the quality of life for individuals and communities by minimising harm associated with substance misuse.

There are three key areas in DANOS:

- A. Service Delivery
- B. Management of Services
- C. Commissioning Services.

There are 107 units in the DANOS suite. Similar units are grouped together within each of these three key areas.

#### **A. Service Delivery**

- AA. Help individuals access substance misuse services
- AB. Support individuals in difficult situations
- AC. Develop practice in the delivery of services
- AD. Educate people about substance use, health and social well-being
- AE. Test for substance misuse
- AF. Assess substance misusers' needs for care
- AG. Plan and review integrated programmes of care for substance misusers
- AH. Deliver healthcare services
- AI. Deliver services to help individuals address their substance use
- AJ. Help substance users address their offending behaviour
- AK. Support individuals' rehabilitation

#### **B. Management of Services**

- BA. Develop, implement and review the organisation's policies, strategies and plans
- BB. Promote the organisation and its services
- BC. Deliver services to specifications
- BD. Provide a healthy, safe, secure and suitable environment for the delivery of services
- BE. Manage information
- BF. Manage the organisation's human resources
- BG. Manage the organisation's financial resources
- BH. Provide administrative support for the delivery of services
- BI. Manage relationships

#### **C. Commissioning Services**

- CA. Identify needs for substance misuse services and develop strategies and plans to meet the needs
- CB. Manage contracts for substance misuse services

## 4. What is not covered by DANOS?

While the DANOS units cover all the functions and activities involved in working with substance misusers, they do not cover the full range of other activities that workers may be involved in. For example, a probation officer would also require some of the Community Justice Standards, a youth worker some of the Community Development and Youth Work Standards and a CARATS worker some of the Custodial Care Standards. Those working with individuals with co-existing mental health needs would also require the Mental Health Standards. These are some of the key sets of standards required.

<b>Standards</b>	<b>Available from</b>
Administration	Council for Administration <a href="http://www.cfa.uk.com">www.cfa.uk.com</a>
Advice, Guidance & Advocacy	Employment National Training Organisation <a href="http://www.ento.co.uk">www.ento.co.uk</a>
Community Justice	Skills for Justice <a href="http://www.skillsforjustice.com">www.skillsforjustice.com</a>
Community Development	PAULO <a href="http://www.paulo.org.uk">www.paulo.org.uk</a>
Counselling and Mediation	Employment National Training Organisation <a href="http://www.ento.co.uk">www.ento.co.uk</a>
Custodial Care	Skills for Justice <a href="http://www.skillsforjustice.com">www.skillsforjustice.com</a>
Health and Safety	Employment National Training Organisation <a href="http://www.ento.co.uk">www.ento.co.uk</a>
Health Care, including Mental Health	Skills for Health <a href="http://www.skillsforhealth.org.uk">www.skillsforhealth.org.uk</a>
Housing	Asset Skills <a href="http://www.assetskills.org">www.assetskills.org</a>
Learning and Development	Employment National Training Organisation <a href="http://www.ento.co.uk">www.ento.co.uk</a>
Management and Leadership	Management Standards Centre <a href="http://www.managers.org.uk">www.managers.org.uk</a>
Police	Skills for Justice <a href="http://www.skillsforjustice.com">www.skillsforjustice.com</a>
Social Care	Training Organisation for Personal Social Services <a href="http://www.topss.org.uk">www.topss.org.uk</a>
Sport and Recreation	Skills Active <a href="http://www.skillsactive.com">www.skillsactive.com</a>
Volunteer Management	Voluntary Sector National Training Organisation <a href="http://www.voluntarysectorskills.org.uk">www.voluntarysectorskills.org.uk</a>
Youth Justice	Skills for Justice <a href="http://www.skillsforjustice.com">www.skillsforjustice.com</a>
Youth Work	PAULO <a href="http://www.paulo.org.uk">www.paulo.org.uk</a>

### **Using National Occupational Standards to develop Positive Futures workers**

*Launched in March 2000, Positive Futures is a national sports-based social inclusion programme managed within the Home Office Drug Strategy Directorate. With over 100 projects throughout England run by local authorities or non-statutory agencies like NACRO and Crime Concern, one of the challenges is to develop a competent workforce to deliver quality services that meet local needs.*

*The Positive Futures Workforce Quality Initiative uses National Occupational Standards – not just DANOS, but also Sport, Youth Work, Youth Justice and Management standards – to identify the strengths of Positive Futures workers and where they need to develop their knowledge and skills.*

*A core training programme is delivered regionally to ensure workers are competent in specified sport and youth work standards as well as these DANOS units:*

*AA1 Recognise indications of substance misuse and refer individuals to specialists*

*AA3 Contribute to the prevention and management of abusive and aggressive behaviour*

*AB2 Support individuals who are substance users*

*AB5 Assess and act upon immediate risk of danger to substance users*

*AD1 Raise awareness about substances, their use and effects.*

*The managers of Positive Futures projects also have their own core training programme, developing their project management skills and their competence in working with local commissioning groups.*

*“Project workers have unique personal qualities which allow them to engage with socially excluded and disaffected young people and work with them through sport to choose a more*

*positive future than drugs and crime,” says Neil Watson, Positive Futures national director. “We need to build on these natural qualities to help workers to be more effective and sustain their work over the long term. Through our work with the Sector Skills Councils, we plan to make this successful training model available to a much wider range of social inclusion initiatives at local level.”*

## 5. What do the DANOS standards look like?

Like all National Occupational Standards, DANOS are divided into *units*. Each unit describes a key part of someone's job, for example

- AE1 Test for substance use
- AF3 Carry out comprehensive substance misuse assessment
- AH7 Support individuals through detoxification programmes
- AI1 Counsel individuals about their substance use using recognised theoretical models
- AJ1 Help individuals address their offending behaviour
- AK3 Enable individuals to access housing and accommodation
- BC4 Assure your organisation delivers quality services
- CB1 Invite tenders and award contracts.

Each DANOS unit has a brief introduction. This is the introduction to unit AA1 *Recognise indications of substance misuse and refer individuals to specialists*.

**Drugs and Alcohol National Occupational Standards (DANOS)**

**AA1 Recognise indications of substance misuse and refer individuals to specialists**

**About this unit**

For this unit you need to recognise signs which may indicate that someone - an employee, colleague, co-worker, customer, student or anyone else you come into contact with during your work - may be misusing drugs (illegal, prescription or over the counter), alcohol, solvents or other substances.

There are two elements:

AA1.1 Recognise indications of substance misuse  
AA1.2 Refer individuals with indications of substance misuse to specialists.

**Qualifications**

This is an optional unit in the Health and Social Care NVQ/SVQ at Level 3.

**Origin**

This unit was developed as part of the Drugs and Alcohol National Occupational Standards (DANOS).

It also appears in the Health and Social Care Standards as HSC362 Recognise indications of substance misuse and refer individuals to specialists

**Scope**

This section provides guidance on possible areas to be covered in this unit.

Substances	include <ul style="list-style-type: none"> <li>▪ illegal drugs</li> <li>▪ prescription drugs</li> <li>▪ over the counter drugs</li> <li>▪ alcohol</li> <li>▪ solvents</li> <li>▪ other</li> </ul>
Indications of substance misuse	include <ul style="list-style-type: none"> <li>▪ physical</li> <li>▪ behavioural</li> <li>▪ information provided by the individual</li> <li>▪ information from other sources</li> </ul>
Specialists	include <ul style="list-style-type: none"> <li>▪ internal to your organisation</li> <li>▪ external to your organisation</li> </ul>

The introduction contains a number of headings:

- *About this unit* briefly describes the unit and lists the numbers and titles of the elements of the unit. In unit AA1, there are two elements.
- *Qualifications* shows where this unit appears in National Vocational Qualifications (NVQs) and Scottish Vocational Qualifications (SVQs), and whether the unit is part of the mandatory core of the qualification or whether it is an optional unit. In the example, unit AA1 is an optional unit in the Health and Social Care NVQ/SVQ at level 3.
- *Origin* shows where the unit was originally developed. AA1 was developed as part of DANOS and also appears in the Health and Social Care standards. Some units have been imported from other sets of standards, such as Community Justice or Management. the format of these imported units may be slightly different.
- *Scope* explains what the unit covers and what it does not. For example, the scope of AA1 is very broad, covering the misuse of all kinds of substances, including illegal drugs, prescription drugs, over the counter drugs, alcohol, solvents and other substances.

Units are divided into two or more *elements* that describe the activities the worker has to carry out. For example, the unit AA1 *Recognise indications of substance misuse and refer individuals to specialists* has two elements:

AA1.1 Recognise indications of substance misuse

AA1.2 Refer individuals with indications of substance misuse to specialists.

Each element contains clear *performance criteria* that describe what effective workers do and the standard of performance they achieve. For example, in the element, *AA1.1 Recognise indications of substance misuse*, there are ten performance criteria describing what the worker needs to do.

**Drugs and Alcohol National Occupational Standards (DANOS)**

**AA1      Recognise indications of substance misuse and refer individuals to specialists**

**AA1.1      Recognise indications of substance misuse**

*You must ensure that*

1. you regularly update your knowledge about the range of substances which may be misused and the possible indications of substance misuse
2. you remain constantly alert to possible indications of substance misuse by those with whom you come into contact
3. you respect individuals' rights and the requirements of confidentiality
4. you investigate situations sufficiently to allow you to make a reasonable judgement about whether individuals are misusing substances
5. you obtain specialist assistance where you are unable to make a reasonable judgement about whether individuals are misusing substances
6. where individuals are not misusing substances, you help individuals understand how indications may be interpreted
7. you assess the risk to the individual and to others which may result from substance misuse and take prompt action appropriate to your assessment of risk
8. the action you take is in line with legal and organisational requirements
9. you record situations and actions taken in line with organisational requirements
10. you provide information about situations and actions taken only to those entitled to have it

DANOS units also specify the knowledge and skills workers need to do their jobs effectively. This is the Knowledge and Skills specification for unit AA1 *Recognise indications of substance misuse and refer individuals to specialists*.

**Drugs and Alcohol National Occupational Standards (DANOS)**

**AA1      Recognise indications of substance misuse and refer individuals to specialists**

**Knowledge and Skills**

*You need to apply the following knowledge and skills.*

*Information handling*

K1.    the importance of keeping full and accurate records, and how to do so

K2.    the importance of providing full and accurate information, and how to do so

K3.    the principle of confidentiality: what information may be given to whom

*Legislation and organisational policy and procedures*

K4.    legal and organisational requirements and policies requirements relevant to the functions being carried out

*Monitoring and evaluation*

K5.    the importance of monitoring the situation regarding an individual's misuse of substances, and how to do so

*Risk assessment*

K6.    how to assess the risk to individuals and to others from their substance misuse

K7.    the importance of regularly reviewing risk assessments

*Substance misuse*

K8.    the range of different substances and their effects

K9.    the range of different indications of substance misuse: physical, behavioural and information provided by the individual or from other sources

K10.   other factors which produce indications that may be interpreted as caused by substance misuse

K11.   ways of keeping your knowledge about substances and indications of substance misuse up to date

K12.   how to investigate situations in order to make a reasonable judgement about substance misuse

K13.   sources of assistance about substance misuse

K14.   substance misuse specialists, and procedures for referring individuals to them

K15.   the range of actions you can take when individuals may be misusing substances, and how to decide what action is appropriate

## 6. How can you find the relevant standards?

Before workers can use DANOS effectively, they need to know which units are relevant to their particular jobs. This is known as their Role Profile.

A Role Profile may contain units both from DANOS and from other sets of National Occupational Standards (eg Youth Work and Youth Justice for those working with children and young people, Mental Health for those working with dual diagnosis, Community Justice for those working with offenders in the community, Custodial Care for those working in prisons and Sport and Recreation for those working on sports-related projects).

There are three steps to developing a Role Profile:

### 1. List the tasks, duties or responsibilities of the job

Make a list of all the tasks, duties or responsibilities that the worker has to carry out. If the worker has a job description, this information may already be available (but check that the job description is up-to-date and accurately describes the individual's work).

This step is best done as a brainstorm between a group of people who have similar jobs, or as a joint activity between the individual and their line manager.

### 2. Identify relevant standards

Look at the DANOS units and other sets of National Occupational Standards and identify the unit, or units, that are specifically relevant to each task or responsibility on the list.

Often you will find you need to choose between two or more units, which describe a similar activity but with different levels of responsibility, authority, autonomy or complexity. It is vital to select the unit at the right level.

As you do this activity, you will probably find:

- that some units are relevant to more than one task or responsibility
- for some tasks or responsibilities, that there is a single unit which matches very well
- for some tasks or responsibilities, that there are a number of units which are relevant
- for some tasks or responsibilities, that there is no appropriate DANOS unit (if so, look for the unit in other sets of standards or contact Skills for Health at the address on page 2).

### 3. Produce the Role Profile

When you have identified all the units from DANOS and other National Occupational Standards, which are relevant to each task, duty or responsibility, you can eliminate any duplicates and produce a Role Profile.

Each worker needs a copy of their Role Profile and the units of the National Occupational Standards that are in it. Role Profiles help workers understand exactly what is expected of them, and what knowledge and skills they need if they are to do their jobs effectively.

For example, a **Drugs Worker** in a substance misuse project may have the following units in their Role Profile:

- BI5 Promote effective communication for and about individuals*
- BD4 Promote, monitor and maintain health, safety and security in the working environment*
- AC1 Reflect on and develop your practice*
- AA6 Promote choice, wellbeing and the protection of all individuals*
- AA1 Recognise indications of substance misuse and refer individuals to specialists
- AB2 Support individuals who are substance users
- AB5 Assess and act upon immediate risk of danger to substance users
- AD1 Raise awareness about substances, their use and effects
- AD3 Facilitate group learning
- AF1 Carry out screening and referral assessment
- AG2 Contribute to care planning and review

- AG3 Assist with the transfer of individuals between agencies and services
- AI1 Counsel individuals about their substance use using recognised theoretical models
- AI2 Help individuals address their substance use through an action plan

A **Commissioner of Drug Services** would have a very different Role Profile, which might look like this:

- BI5 Promote effective communication for and about individuals*
- BD4 Promote, monitor and maintain health, safety and security in the working environment*
- AC1 Reflect on and develop your practice*
- AA6 Promote choice, wellbeing and the protection of all individuals*
- BA1 Review and enhance your organisation's strategic position
- BA2 Establish strategies to guide the work of your organisation
- BA4 Evaluate and improve organisational performance
- BA5 Support effective governance
- BE5 Use information to take critical decisions
- BG3 Determine the effective use of resources
- BI1 Develop productive working relationships
- CA1 Research the needs of the local population for substance misuse services
- CA2 Develop and review strategies and plans to meet local needs for substance misuse services
- CA3 Promote the development of substance misuse services in the local area
- CA4 Draw up specifications for substance misuse services
- CB1 Invite tenders and award contracts
- CB2 Monitor and evaluate the quality, outcomes and cost-effectiveness of substance misuse services
- CB3 Procure services for individuals

**A Manager of a Substance Misuse Service** might have a Role Profile like this:

- BI5* Promote effective communication for and about individuals
- BD4* Promote, monitor and maintain health, safety and security in the working environment
- AC1* Reflect on and develop your practice
- AA6* Promote choice, wellbeing and the protection of all individuals
- AA1 Recognise indications of substance misuse and refer individuals to specialists
- BA3 Contribute to the development of organisational policy and practice
- BC1 Develop, negotiate and agree proposals to offer products and services
- BC2 Manage activities to meet customer requirements
- BE5 Use information to take critical decisions
- BF3 Select personnel for activities
- BF4 Develop teams and individuals to enhance performance
- BF6 Manage the performance of teams and individuals
- BF8 Deal with poor performance in your team
- BG4 Manage the use of financial resources
- BI2 Develop joint working agreements and practices and review their effectiveness
- BI3 Facilitate meetings

Note that, whilst each of these Role Profiles is different, they share some common core units (shown in *italics*) that all workers in the substance misuse field would be expected to possess. You can find Role Profiles for common job roles in the drugs and alcohol sector on [www.DANOS.info](http://www.DANOS.info).

In an organisation, many Role Profiles will be very similar, or at least share a number of common units. This is helpful for understanding what are the core occupational standards required by the organisation, what are the subtle differences between roles, and what workers may need to learn if they are to move successfully from one role to another.

### ***Developing a new team at Wellington Lodge***

*Wellington Lodge is a new facility in North West London, offering residential second-stage treatment for 15 men and women recovering from drug and/or alcohol dependence to maintain abstinence and facilitate their transition back into the community. As a residential rehabilitation facility, it has to meet the requirements of both the National Treatment Agency and the Commission for Social Care Inspection.*

*Wellington Lodge used DANOS and other National Occupational Standards to plan their human resource requirements, design roles and develop competence-based job specifications for*

- *care manager*
- *deputy care manager*
- *lead counsellor*
- *drug and alcohol counsellors*
- *activities and placement coordinator*
- *resettlement worker*
- *rehabilitation support workers.*

*The job specifications could then be used to recruit and select appropriate staff and ensure they possess the knowledge, skills and competence to perform to the national standards.*

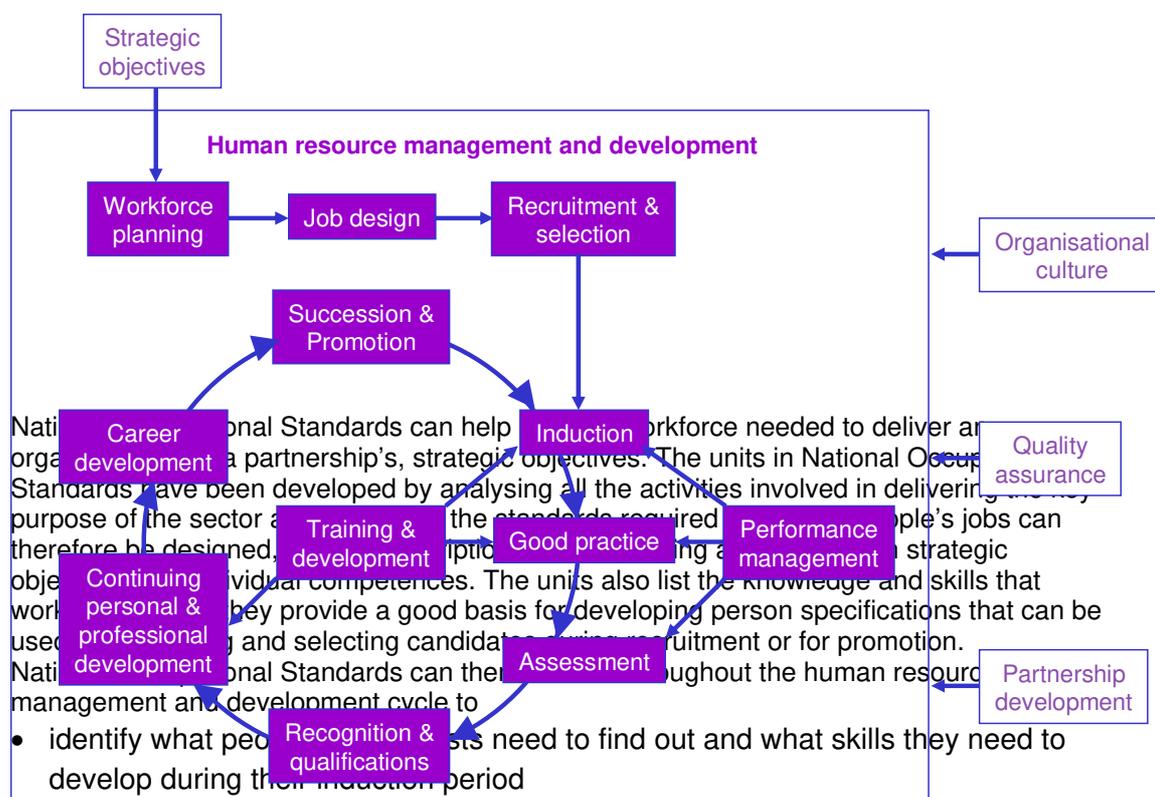
*“DANOS gave us a ready-made framework for designing our service and building a brand new team with complementary skills,” affirms Mike Heavey, director of Wellington Lodge.*

*“It is reassuring to know that we are all working to a national benchmark of good practice. Using National Occupational Standards as the basis of our performance management and development processes is now helping us to become recognised as an Investor in People.”*



## 7. How can you use DANOS?

All National Occupational Standards, including DANOS, can be used for a wide range of purposes throughout the human resource management and development cycle, as well as to support partnership development, quality assurance and the development of organisational culture.



- identify what people need to find out and what skills they need to develop during their induction period
- provide workers with guidance on what is expected of them and a model of good practice when they are carrying out unfamiliar activities
- develop objectives with individual workers and teams and support them in improving their performance and achieving their objectives
- assess whether workers are performing to the required standards, and if not where the problems may lie
- identify learning needs, designing training and development activities and evaluating the impact of training and development on the individual worker's knowledge and skills, on their performance and on the achievement of strategic objectives
- recognise competent performance through feedback, reward and qualifications
- provide a clear framework so that individuals can plan, manage and evaluate their own continuing personal and professional development
- help individuals understand what is involved in new posts they might like to apply for, what competences they could bring to these posts, and what new knowledge and skills they would need to develop
- prepare individuals to take over from others when they leave or retire, and select the right individuals for the jobs.

Using National Occupational Standards will impact on organisational culture, as all workers work to a model of good practice and take personal responsibility for delivering a quality service in line with the organisation's quality framework. They also provide a common language for different organisations within a partnership to communicate with each other, negotiate, agree and understand each others' roles and responsibilities, to support each others' work and hold each other to account.

The following sections provide guidance on how you can use National Occupational Standards for these different purposes. They are not intended to be prescriptive, but to provide an outline that can be adapted to different situations.

## **Workforce planning**

National Occupational Standards help you identify the activities that must be carried out to achieve your strategic objectives and plan the numbers of personnel and the competences they need to carry out these activities.

- Clearly establish the strategic objectives your team, organisation or partnership has to meet. Ensure these are SMART – Specific, Measurable, Agreed, Realistic and Time-bound.
- Identify from DANOS and other National Occupational Standards which activities must be carried out in order to meet these objectives.
- Estimate the number of people required to carry out each of these activities.
- Identify the personnel available and the competences they have.
- Allocate activities fairly to individual workers on the basis of their competence, capacity and opportunities for development.
- Where personnel and/or their competences are inadequate to carry out all the activities to achieve your strategic objectives, make the case for the recruitment of additional personnel or the development of additional competences within the existing team.
- Where you are unable to obtain adequate numbers of personnel and/or their competences, renegotiate your strategic objectives so that they are achievable.

## **Job design**

Closely related to workforce planning is job design – designing jobs that are attractive to personnel with the relevant competences, sustainable over time, and offer opportunities for development. The term “Job Specification” as used below comprises both the competence-based Job Description plus the specification of Knowledge, Understanding and Skills required.

- Be clear about the purpose of the job – what will the job holder be expected to contribute to achieving the team, organisational or partnership objectives?
- Identify from National Occupational Standards which activities the job holder will be expected to carry out.
- List the relevant units of National Occupational Standards; this forms the basis of the job description.
- From the units selected, identify the critical areas of knowledge and skills that the job holder will need to possess and list these.
- Identify the qualifications, experience and any other requirements the job holder will need.

- Estimate whether you will be able to attract candidates who have the necessary knowledge and skills, are capable of carrying out the required activities competently over time and will be able to develop in the role.
- If you are unable to attract suitable candidates, you will need to revise your job specification. This may mean also revising other people's job specifications, and revisiting your workforce plans.

## **Recruitment and selection**

The Job Specification, comprising both the competence-based Job Description and the specification of Knowledge and Skills required, is a vital component underpinning fair and effective recruitment, assessment and selection.

- Check that the Job Specification is accurate and up-to-date and make this available to all applicants, together with access to the relevant units of National Occupational Standards, so that they can get a good understanding of the requirements of the job, judge for themselves whether they are suitable, and prepare to present their relevant experience in a positive light.
- Establish your selection criteria. What knowledge, skills, qualifications and evidence of relevant experience do you require them to have? Which are essential and which are desirable?
- Establish how you are going to assess candidates' knowledge, skills, qualifications and evidence of relevant experience. You may wish to use an application form and/or curriculum vitae together with a letter of application to do the first sift. You may then want to see their qualifications, check references with current and previous employers and set tests or simulated activities to assess candidates' knowledge and skills. You may also want to hold interviews to verify information, probe areas of doubt and check that you have a common understanding of requirements and the candidates' ability to meet them.
- Advertise, assess candidates and select and appoint the candidate(s) who best meets the Job Specification.
- If you are unable to make an appointment, you may need to rethink the job design and revise the Job Specification.

## **Induction**

National Occupational Standards can help people who are newly appointed to post to understand their roles and responsibilities and identify what needs to be in their induction plan.

- Use the Role Profile (the list of National Occupational Standards relevant to the individual worker's role) to identify the activities relevant to the new role, and look at the units themselves to understand the standard of performance required and the underpinning knowledge and skills.
- Identify those units where you are fully confident you can perform to the standard as described in the elements, and those units where you feel you need some training or development.
- Use the Knowledge, Understanding and Skills section in each unit to identify precisely the knowledge and skills you need to develop. Make a note of these.

- Agree with your manager how you are going to develop these knowledge and skills (sometimes you may need to go on a training course, at other times you may simply require a briefing on people, places and procedures, or support from a more experienced colleague in undertaking unfamiliar activities), and at what point in time you are going to check whether you now perform to the standard required.

## **Performance management**

You can use National Occupational Standards to work with members of your team to help them perform to the standards required.

- Make sure that each member of your team has an up-to-date Role Profile (the list of National Occupational Standards relevant to the individual worker's role) and access to copies of the units within their Role Profile.
- Identify with each team member which units are critical to effective performance, and/or the units in which you would like to see an improvement in performance.
- Ask the team member to assess themselves as to whether they consistently perform to the standard as described in the critical units. Also make your own assessment of the team member's performance in these units.
- Discuss the team member's performance with them. Focus on the facts. Recognise occasions when they met the performance criteria and get them to acknowledge times when they did not meet them. Discuss and agree the reasons for this. It may be because they were unaware of what was required, or it may be because they lack some of the necessary knowledge and skills.
- Agree what needs to happen to ensure the team member consistently performs competently (ie to the standard required). This may simply be the team member changing what they do; it may require some training or development to acquire new knowledge or skills; it may mean that you need to give them some coaching support and close supervision to guide their work.
- Agree when you are going to reassess the team member's performance.
- Provide the team member with the training, coaching, supervision and/or other type of support agreed.
- At the agreed time, ask the team member to reassess their performance in the critical units, and ask them to think of specific examples when their performance met the criteria. Also make your own reassessment of their performance.
- Again, discuss the team member's performance with them, focusing on the facts. Recognise and congratulate the team member on improvements in their performance and agree with them any areas that need further work.
- Where appropriate, reward the team member for their performance.

## **Good practice guidance**

At their simplest, the units in the National Occupational Standards can be used to provide guidance on how to carry out your work activities.

- When you need to undertake a new or unfamiliar activity, identify the relevant unit(s) from National Occupational Standards.
- Use the performance criteria to help you plan how to approach this activity.

- Check that you possess the necessary knowledge and skills; if you do not, take appropriate action to acquire them.
- Keep the relevant unit(s) to hand and consult them regularly as you are carrying out the activity.
- When you have completed the activity, review what you have done and check that it was in line with the standard described in the unit(s). It is useful to carry out this review with your supervisor or a close colleague.

## **Training and development**

National Occupational Standards can support training and development needs analysis, the design of training and learning materials, and the evaluation of the effectiveness of training and development interventions.

### ***Training and development needs analysis***

- Identify the units of National Occupational Standards relevant to the work of those whose training and development needs are to be analysed.
- Assess whether the workers perform to the required standard, or ask the individual workers to assess how confident they feel about their performance in the identified units.
- Where workers are not performing to the required standard, or they are not confident about their performance, look at the knowledge and skills and identify any gaps.
- Record any gaps in knowledge and skills – these are training needs that must be met.
- Where appropriate, summarise the training and development needs for the group of workers as a whole, prioritise these and decide which should be addressed on a group, and which on an individual, basis.

### ***Design of training and learning materials***

National Occupational Standards specify the standard of performance required of workers and the knowledge and skills necessary for competent performance. National Occupational Standards, therefore, specify the corpus of knowledge and skills required, and provide learning objectives for specific training interventions and learning materials.

- Identify the units of National Occupational Standards relevant to the work of the workers who need training and development. The combined knowledge and skills sections from these units specify the corpus of knowledge and skills the workers need.
- Identify the specific units in which the workers need to develop their competence and express this as an *overall aim* for the learning programme in terms of the performance required, eg *“Following the learning programme and a period of supervised practice, participants will be competent to enable people to recognise indications of substance misuse and refer individuals to specialists”* (Unit AA1 in the Drugs and Alcohol National Occupational Standards - DANOS).
- Use the knowledge and skills specifications within the unit to identify the *specific learning objectives* that need to be met by each training event or learning module, eg *“At the end of this session/module, participants will know and understand*
  - *the range of different substances and their effects*
  - *the range of different indications of substance misuse: physical, behavioural and from information provided by the individual or other sources*
  - *other factors which produce indications that may be interpreted as caused by substance misuse*
  - *ways of keeping your knowledge about substances and indications of substance misuse up to date*
  - *how to investigate situations in order to make a reasonable judgement about substance misuse*
  - *sources of assistance about substance misuse*

- *substance misuse specialists, and procedures for referring individuals to them*
- *the range of actions you can take when individuals may be misusing substances, and how to decide what action is appropriate.”*
- Design the learning programme and individual sessions using appropriate media to ensure that the overall aim and specific learning objectives are met.

### ***Evaluating the effectiveness of training and development***

National Occupational Standards can help you to evaluate the effectiveness of training and development interventions at three different levels:

1. knowledge and skills acquisition
  2. individual performance
  3. impact on achievement of strategic objectives.
- Before commencing the training or development activity, clearly define the specific learning objectives as described in the section above. On completion of the training or development intervention, assess participants (using oral questioning, written tests, simulated activities etc) to check whether they have effectively acquired the knowledge and skills.
  - Before commencing the learning programme, clearly define its overall aim in terms of the standard of performance required. On completion of the learning programme and a period of supervised practice, assess participants (using observation, reflective accounts, witness testimony, oral questioning etc) to check whether their performance now meets the required standard.
  - Before commencing the learning programme, be clear how competent performance in these activities contributes to the achievement of the strategic objectives of the team, organisation or partnership and which strategic objectives would not be met if these activities were not carried out competently. Evaluate the contribution of the learning programme in delivering competent performance and therefore meeting the strategic objectives.

### **Assessment**

National Occupational Standards can be used to assess both the performance of individual workers and the extent to which they possess the required knowledge and skills. The assessment may be for a number of different purposes, such as selection, identification of training needs, evaluation of the effectiveness of training, performance management, quality assurance or qualifications.

- Whether you wish to assess performance or knowledge and skills, you must first identify the units of National Occupational Standards relevant to the work of the workers being assessed. You should then decide whether the workers are to be assessed across the whole range of units, or just in selected units.  
**Tip.** It is often useful to prioritise and select just those units which are critical to their performance.
- Use the performance criteria in each element of the units to assess the workers' performance. The question you should seek to answer is *When carrying out this activity, does the worker consistently meet the performance criteria?* For example, in element AA1.1 in the DANOS standards, you would seek to answer the question *When recognising indications of substance misuse and referring individuals to specialists, does the worker consistently investigate situations*

*sufficiently to allow them to make a reasonable judgement about whether individuals are using substances?* You would want to see evidence of this happening, which may be

- direct observation of the worker carrying out the activity, either in real or realistically simulated situations
- testimony of colleagues who witnessed the worker carrying out the activity, or of the individuals who were the subject of the activity
- reflective reports by the worker describing the activities they carried out and their reasoning
- oral questioning of the worker to establish what they did and their reasoning. Usually, a combination of evidence should be used to make a fair and safe assessment.
- Use the knowledge and skills specifications in each unit to assess whether workers possess the required knowledge and skills. By assessing a number of units together, it may be possible to eliminate duplication of knowledge and skills items that appear in more than one unit. The question you should seek to answer is *Does the worker know and understand how to apply these knowledge and skills?* For example, in unit AA1, you would seek to answer the question *Does the worker know and understand the importance of monitoring the situation regarding an individual's misuse of substances, and how to do so?* It may be possible to infer that the worker possesses these knowledge and skills through the assessment of their performance, or you may wish to supplement this with other assessment methods, such as
  - written tests of knowledge
  - demonstrations of skills under realistically simulated conditions
  - computerised tests and simulations
  - oral questioning of the worker to establish their knowledge and the extent of their understanding.

## **Recognition and Qualifications**

National Occupational Standards provide a framework for the fair and safe assessment of workers' performance. Where workers consistently perform to the standards required, it may be appropriate to recognise this through confirming the workers in their posts, regrading them, providing certificates of competence (such as NVQs or SVQs), providing financial rewards, or a combination of these.

From 2005, there will be a range of nationally-recognised qualifications available to accredit the competence of workers in the drugs and alcohol sector. These include:

- Health and Social Care NVQ/SVQ at level 3 with optional units taken from the DANOS suite, ideal for substance misuse workers without a relevant professional qualification
- Federation of Drugs and Alcohol Professionals (FDAP) Professional Certification which requires professionals working in the substance misuse field to demonstrate their competence in 10 core DANOS units plus one specialist unit of their choice
- Continuing Development Awards with a small cluster of DANOS units, designed for those who already hold a professional qualification but need a specialist

qualification and for those with an NVQ/SVQ who wish to gain credits for their continuing development

- other qualifications, developed by awarding bodies and higher education institutes, which attest to the holder's knowledge, skills and competence in one or more DANOS units.

For latest information on DANOS-based qualifications, visit [www.DANOS.info](http://www.DANOS.info).

## **Continuing personal and professional development**

Individual workers can use National Occupational Standards to manage their own personal and professional development.

- Identify the units of National Occupational Standards relevant to your work, both currently and in the next 6-12 months.
- Prioritise those units in which you are not fully confident about your performance and which will be critical over the next 6-12 months.
- Assess your own performance in each unit.
- Use the performance criteria to identify specific areas of your performance you wish to improve, and use the knowledge and skills sections to identify specific knowledge and skills you need to acquire.
- Identify and seize suitable learning opportunities (courses, learning materials, working with people more expert than yourself, coaching from your supervisor etc) to help you develop your knowledge and skills.
- Use the performance criteria to plan your work, guide your activities and reflect on your progress.
- Reassess your performance at appropriate intervals and continue your personal and professional development.

## **Career development**

National Occupational Standards can also help individual workers plan and take action to develop their careers.

- Identify the units of National Occupational Standards relevant to your work.
- Identify new career opportunities that you would like to apply for and identify the units of National Occupational Standards relevant to these posts.
- Compare the new career opportunities with your current post and consider the similarities and differences. What experience do you have that could be relevant to the new post? Which of your current knowledge and skills could you bring to the new post? Is the new post within your grasp, or would it be too demanding?
- If you believe the new post to be within your grasp, identify what new knowledge, skills and experience you would need in order to be successful in it. Plan to acquire the new knowledge and skills and gain the relevant experience – you may need help from your manager, human resources specialists or other colleagues in achieving this.
- Apply for the new post, confident in your ability to meet many of its demands straightaway and all of its requirements once you have gained the necessary knowledge, skills and experience.

## **Succession planning and promotion**

Organisations can also use National Occupational Standards to identify who is likely to succeed to a post when someone leaves or retires, and prepare them for their new role.

- Identify the units of National Occupational Standards relevant to the post you need to find a successor for.
- Identify those individuals in your team, organisation or partnership who have similar Role Profiles and compare their Role Profiles with that of the post you need to find a successor for. What are the similarities and differences? What new knowledge, skills and experience might they need to gain in order to be successful in the new post?
- Plan to help suitable individuals develop the necessary knowledge and skills and find opportunities for them to gain the necessary experience, under supervision.
- When the post becomes vacant, assess and select the most suitable candidate for the post (see the section on recruitment and selection above); don't forget to fill the post that the candidate leaves vacant!
- Remember to provide adequate induction for the new person in post (see the section on induction above). Even though they come from the same organisation, their new circumstances will be different and they will need support in order to become truly effective in their new role.

## **Organisational culture**

Using National Occupational Standards as a team, organisation or partnership inevitably has an impact on the culture of that team, organisation or partnership. The culture that develops is one of empowerment, reflection, and individual and collective commitment to delivering services to agreed quality.

Because National Occupational Standards clearly state the standard of performance expected of workers and the knowledge and skills required, workers are empowered to perform effectively and to take action to develop the knowledge and skills they require (see the sections on good practice guidance and continuing personal and professional development above). National Occupational Standards provide a framework to reflect on own and others' practice, to give and receive feedback designed to help improve own and others' performance so that services are delivered to meet the needs of service users.

## **Quality assurance**

National Occupational Standards place responsibility for quality assurance firmly in the hands of individual workers. They know clearly the standards they are expected to work to and can check they are consistently meeting these standards. Their managers also have a framework to assess the performance of their team members and be assured they are competent to carry out the activities assigned to them with the minimum of supervision (see the sections on performance management and assessment development above).

National Occupational Standards supports all organisation quality assurance systems and can be formally linked to quality initiatives such as QuADS, ISO9001:2000, Investors in People, PQASSO, EFQM Excellence Model, Standards for Better Health and Clinical Governance.

## **Partnership development**

National Occupational Standards offer a useful structure to support partnership development, because they provide a common language and an overall framework in which all partners can understand their own roles and other partners' roles in working towards a common purpose.

- Working with all the partners, either individually or, better still, as a team, identify who is accountable for which activity in the National Occupational Standards and who is involved.
- Discuss areas where there are gaps in the partnership's coverage and areas where there are overlapping accountabilities. Is it appropriate that there are gaps (it is not necessary for every partnership to cover the whole of the NOS area)? Are the overlaps in accountabilities appropriate or do these reveal duplication of activities and potential areas of conflict between partners? Is every partner clear about their own accountabilities and how these relate to other partner's roles?  
**Tip.** It is often useful to invite an external person to facilitate this discussion which may touch on individual sensitivities and demand a certain amount of negotiation between the partners.
- Require all partners to ensure that individual workers are consistently working to the standards described in the competences. Challenge each other on your performance and look for opportunities for joint training and development on areas of common interest.

## 8. National and Scottish Vocational Qualifications

National and Scottish Vocational Qualifications (N/SVQs), based on National Occupational Standards (NOS), are used extensively across the health and social care and criminal justice sectors.

To be awarded an NVQ or SVQ, a worker must demonstrate that he or she consistently meets the performance criteria in the standards and has the knowledge and skills to be able to perform effectively across the full scope of the units.

New N/SVQs for those working in the health and social care sectors are now available. Workers in mainstream services are now able to select one or more units from the DANOS standards as options within their N/SVQs. For example, they may wish to choose *AA1 Recognise indications of substance misuse and refer individuals to specialists* (362 in the new Health and Social Care NOS) or *AB2 Support individuals who are substance users* (379 in the new Health and Social Care NOS).

Workers in specialist substance misuse services are able to select from a wide range of options that are relevant to their roles. The N/SVQ level 3 requires candidates to take the four core (mandatory) units and select four optional units. However, these eight units are unlikely to cover all the activities and competences required for the worker's role. Workers are therefore encouraged to develop their knowledge, skills and competence continuously and ensure they are competent in all the units relevant to their role through their Continuing Professional Development (CPD).

### Core Units

All candidates for the Health and Social Care N/SVQ Level 3 working with adults are required to take the following four core units.

- AA6 Promote choice, wellbeing and the protection of all individuals (HSC 35)
- AC1 Reflect on and develop your practice (HSC 33)
- BD4 Promote, monitor and maintain health, safety and security in the working environment (HSC 32)
- BI5 Promote effective communication for and about individuals (HSC 31)

(The DANOS alphanumeric numbering scheme is used and the Health and Social Care numbering is given in brackets. )

Those working with children and young people are required to take unit *HSC 34 Promote the well-being and protection of children and young people* instead of unit AA6 (HSC 35) above .

### Optional Units

All candidates are also required to take four optional units relevant to their work. Normally, the employer, line manager or a human resources specialist will advise candidates on the selection of optional units relevant to their role.

The options that are particularly relevant to workers in specialist substance misuse services are:

- AA1 Recognise indications of substance misuse and refer individuals to specialists (HSC 362)
- AA5 Interact with individuals using telecommunications (HSC 353)
- AB2 Support individuals who are substance users (HSC 379)
- AB3 Contribute to the prevention and management of abusive and aggressive behaviour (HSC 336)
- AB4 Contribute to the protection of individuals from harm and abuse (HSC 335)
- AB5 Assess and act upon immediate risk of danger to substance users (HSC 342)
- AB6 Support individuals to deal with relationship problems (HSC 356)
- AB7 Provide services to those affected by someone else's substance use (HSC 391)
- AB8 Contribute to assessing and act upon risk of danger, harm and abuse (HSC 395)
- AB9 Work in collaboration with carers in the caring role (HSC 387)
- AB10 Relate to families, parents and carers (HSC 388)
- AD1 Raise awareness about substances, their use and effects (HSC 365)
- AD2 Facilitate learning through presentations and activities (HSC 3108)
- AD3 Facilitate group learning (HSC 3109)

- AE1 Test for substance use (HSC 363)
- AF1 Carry out screening and referral assessment (HSC 338)
- AF2 Carry out assessment to identify and prioritise needs (HSC 339)
- AF3 Carry out comprehensive substance misuse assessment (HSC 340)
- AG2 Contribute to care planning and review (HSC 329)
- AG3 Assist with the transfer of individuals between agencies and services (HSC 386)
- AH2 Prepare for, and administer medication to individuals, and monitor the effects (HSC 375)
- AH3 Supply and exchange injecting equipment for individuals (HSC 380)
- AH7 Support individuals through detoxification programmes (HSC 381)
- AI1 Counsel individuals about their substance use using recognised theoretical models (HSC 354)
- AI2 Help individuals address their substance use through an action plan (HSC 341)
- AI3 Counsel groups of individuals about their substance use using recognised theoretical models (HSC 355)
- AK1 Help individuals to access employment (HSC 347)
- AK2 Help individuals to access learning, training and development opportunities (HSC 348)
- AK3 Enable individuals to access housing and accommodation (HSC 349)
- AK4 Support individuals to manage their financial affairs (HSC 345)
- BE2 Receive, analyse, process and store information (HSC 3115)
- BF10 Contribute to the recruitment and placement of volunteers (HSC 3105)
- BF11 Plan, organise and monitor the work of volunteers (HSC 3106)
- BF12 Lead and motivate volunteers (HSC 3107)
- BI6 Develop and sustain effective working relationships with staff in other agencies (HSC 399)
- BI7 Participate in inter-disciplinary team working to support individuals (HSC 3100).

## Selecting optional units

Employers, line managers and human resources specialist will advise candidates which optional units they should select. These will usually be the units covering the activities which are central to the candidate's work role. Some possible examples are given below.

### ***Arrest Referral Worker***

- AA1 Recognise indications of substance misuse and refer individuals to specialists
- AB2 Support individuals who are substance users
- AG2 Contribute to care planning and review
- AG3 Assist with the transfer of individuals between agencies and services

### ***CARATS Worker***

- AG2 Contribute to care planning and review
- AI1 Counsel individuals about their substance use using recognised theoretical models
- AI2 Help individuals address their substance use through an action plan
- AI3 Counsel groups of individuals about their substance use using recognised theoretical models

### ***Counsellor***

- AG2 Contribute to care planning and review
- AI1 Counsel individuals about their substance use using recognised theoretical models
- AI2 Help individuals address their substance use through an action plan
- AI3 Counsel groups of individuals about their substance use using recognised theoretical models

### ***Drug Education Officer***

- AA1 Recognise indications of substance misuse and refer individuals to specialists
- AD1 Raise awareness about substances, their use and effects

- AD2 Facilitate learning through presentations and activities
- AD3 Facilitate group learning

***Key Worker***

- AA1 Recognise indications of substance misuse and refer individuals to specialists
- AB2 Support individuals who are substance users
- AB5 Assess and act upon immediate risk of danger to substance users
- AG2 Contribute to care planning and review

***Outreach Drugs Worker***

- AA1 Recognise indications of substance misuse and refer individuals to specialists
- AF2 Carry out assessment to identify and prioritise needs
- AG2 Contribute to care planning and review
- AG3 Assist with the transfer of individuals between agencies and services

### ***Project Worker***

- AB2 Support individuals who are substance users
- AB5 Assess and act upon immediate risk of danger to substance users
- AF2 Carry out assessment to identify and prioritise needs
- AG2 Contribute to care planning and review

### ***Volunteer Coordinator***

- AB2 Support individuals who are substance users
- BF10 Contribute to the recruitment and placement of volunteers
- BF11 Plan, organise and monitor the work of volunteers
- BF12 Lead and motivate volunteers

Many people working in specialist substance misuse services already have professional qualifications (psychiatrists, psychotherapists, doctors, nurses, social workers, probation officers etc). The N/SVQ is not designed for this group. A specialist Continuing Development Award is being developed for professionally qualified workers moving into the substance misuse field who need to develop their specialist skills in working with substance users.

## 9. How do DANOS fit in with other initiatives?

The DANOS standards have been developed to complement other initiatives designed to improve the quality and quantity of substance misuse services and the efficiency and effectiveness of the workforce delivering these services.

### The Government's Drug and Alcohol Strategies

The Government's *Updated Drug Strategy 2002* for England aims to reduce the harm that drugs cause to society – communities, individuals and their families. It has four main aims.

1. Prevent young people from using drugs by maintaining prohibition which deters use and by providing education and support: targeting action on the most dangerous drugs and patterns of drug use and the most vulnerable young people.
2. Reduce the prevalence of drugs on our streets: tackling supply at all levels from international traffickers, to regional drug barons and street dealers, with an increased emphasis on intelligence sharing and effective policing and confiscating the proceeds of drug trafficking.
3. Reduce drug-related crime: providing support to drug misusers and communities most in danger of being destroyed by drugs; working together to create stable, secure, crime-free lives and neighbourhoods; and taking every opportunity within the criminal justice system and within the community to refer people into treatment.
4. Reduce the demand for drugs by reducing the number of problematic drug users – those individuals who already have serious drug problems: providing effective treatment and rehabilitation to break the cycle of addiction while minimising the harm drugs can cause.

The *Alcohol Harm Reduction Strategy for England*, published in March 2004 by the Prime Minister's Strategy unit, sets out the Government's four aims for reducing alcohol-related harm:

- to improve the information available to individuals and to start the process of change in the culture of drinking to get drunk
- to better identify and treat alcohol misuse
- to prevent and tackle alcohol-related crime and disorder and deliver improved services to victims and witnesses
- to work with the industry in tackling the harms caused by alcohol.

DANOS are designed to support these aims, and similar objectives in the drug and alcohol strategies for Wales, Scotland and Northern Ireland, by providing a framework that describes what individuals need to do to make an effective contribution to these objectives, and helps them develop the knowledge and skills they require.

### Models of Care

Published in 2002 by the National Treatment Agency for Substance Misuse (NTA), *Models of care for treatment of adult drug misusers* (MoC) sets out a national framework for the commissioning of adult treatment for drug misuse expected to be available in every part of England to meet the needs of diverse local populations. According to the Department of Health, MoC has the same status, in terms of local planning and delivery, as a national service framework for drug treatment.

MoC seeks to provide the framework required to achieve equity, parity and consistency in the commissioning and provision of substance misuse treatment and care in England. It also

provides specific guidance to support the coordination of drug and alcohol treatment and effective management of care across drug misuse treatment services and general health, social and other care.

MoC advocates a whole system approach to meeting the multiple needs of drug and alcohol misusers. This should be achieved through the development of local systems that integrate drug and alcohol treatment services with other generic health, social and criminal justice services including throughcare and aftercare.

MoC will be updated during 2005 and a companion *Models of Care for Alcohol Misusers* will be published; both these publications will make specific reference to the role of DANOS in developing the competent workforce required to deliver MoC.

## **Department of Health's Standards for Better Health**

The DH *Standards for Better Health* were published in July 2004. The purpose of the standards is to

- provide a common set of requirements applying across all health care organisations to ensure that health services are provided that are both safe and of an acceptable quality
- provide a framework for continuous improvement in the overall quality of care people receive. The framework ensures that the extra resources being directed to the NHS are used to help raise the level of performance measurably year-on-year.

There are two sets of standards:

- *core* standards describe a level of service which is acceptable and which must be universal. Meeting the core standards is not optional. Health care organisations must comply with them from the date of publication of the standards
- *developmental* standards are designed for a world in which patients' expectations are increasing. The levels of investment now being made in the NHS make achievements against these standards realistic. Progress is expected to be made against the developmental standards across much of the NHS as a result of the NHS Improvement Plan and the extra investment in the period to 2008. The Healthcare Commission will, through its criteria for review, assess progress by healthcare organisations towards achieving the developmental standards.

Both the core and the developmental standards cover seven domains: Safety, Clinical and Cost Effectiveness, Governance, Patient Focus, Accessible and Responsive Care, Care Environment and Amenities, Public Health.

DANOS support the attainment of all these standards by clearly specifying individual responsibilities and standards of performance. Specifically, the framework supports standard C11.

- C11 Health care organisations ensure that staff concerned with all aspects of the provision of health care
- a) are appropriately recruited, trained and qualified for the work they undertake;
  - b) participate in mandatory training programmes; and
  - c) participate in further professional and occupational development commensurate with their work throughout their working lives.

## **Agenda for Change and the NHS Knowledge and Skills Framework**

Agenda for Change is the process for modernising pay and conditions throughout the NHS. It consists of three strands:

- the NHS Knowledge and Skills Framework (the NHS KSF) and its associated development review process
- job evaluation
- terms and conditions.

The **NHS KSF and associated development review process** is about the NHS investing in the ongoing development of all its staff in the future. This will help to ensure that staff are supported to be effective in their jobs and committed to developing and maintaining high quality services for the public. The NHS KSF is based on good human resource management and development – it is about treating all individuals fairly and equitably. In turn individual members of staff are expected to make a commitment to develop and apply their knowledge and skills to meet the demands of their post and to work flexibly in the interests of the public. The purpose of **job evaluation** is to compare all of the different jobs in the NHS fairly. Job evaluation is based on equal pay legislation – equal pay for work of equal value. It will enable NHS staff to move from the different pay systems and spines in existence in 2004 on to a new integrated pay system. The job evaluation system is crucial to the introduction of Agenda for Change as staff move across to the new pay system. Once all staff have been moved to the new integrated pay spines, job evaluation will only be used when a new job is created or when a job has changed and needs to be re-evaluated. In contrast the NHS KSF will be a constant feature for all staff in the future throughout their working lives.

The third main strand of Agenda for Change is the harmonisation of the **terms and conditions** that have come into existence since the NHS was established. This includes, for example, standard hours of working, and harmonisation of overtime rates, annual leave and payments for working outside of normal hours. The terms and conditions strand will help ensure comparability and fairness for all staff and facilitate the development of multi-disciplinary teams.

The NHS KSF defines and describes the knowledge and skills which NHS staff need to apply in their work in order to deliver quality services. It provides a single, consistent, comprehensive and explicit framework on which to base review and development for all staff. The DANOS standards complement the NHS KSF by providing specific and detailed descriptions of the performance required by practitioners and the knowledge and skills they need. It can support the development of competence and can be used to provide evidence of the achievement of the NHS KSF dimensions and levels and help individuals progress through “pay gateways” in the NHS KSF.

Each of the units in the DANOS standards has been mapped to the NHS KSF and the indicative relationship is shown in section 10 of this guide.

## **QuADS**

*Quality in Alcohol and Drugs Services (QuADS)*, developed jointly by Alcohol Concern and DrugScope, is widely used by alcohol and drug treatment services throughout England as the set of quality standards for organisations in the sector. Organisations use the standards for self-assessment and also for peer review.

QuADS is a comprehensive set of 37 standards that cover Governance, Management, Human Resources, the Care Environment, External Relationships, Performance Monitoring and Review, Core Service User Charter Standards, Access, Planned Care, Service Specific Standards and Target Group Standards.

QuADS specifies the standards of quality expected of organisations delivering alcohol and drugs services; DANOS complement QuADS by describing the standards of performance required by individual workers in seeking to achieve QuADS standards and meet service users needs.

## 10. What are the units in DANOS?

The following tables list the competences within each key area and area of competence. The second column shows the source of the unit, ie the set of National Occupational Standards it has been taken from and its unit number in that set of standards. The abbreviations used for the different sets of standards are as follows:

ACC	Accounting Standards
ADMIN	Administration Standards
CAMPAG	Counselling, Advice, Mediation, Psychotherapy and Guidance Standards
CARE	Care Standards
CHS	Clinical Healthcare Support
CJ	Community Justice Standards
DANOS	standards developed within the DANOS project and not yet used elsewhere
HSC	Health and Social Care
LANTRA	Land-based sector Training Agency Standards
MGT	Management Standards
PER	Personnel Standards
PSS	Pharmacy Support Standards

The third column provides an indication of the relationship between these competences and the NHS Knowledge and Skills Framework (KSF). The abbreviations used for the NHS KSF Dimensions are as follows:

Core	Core
HWB	Health and wellbeing
EF	Estates and facilities
IK	Information and knowledge
G	General

### Key Area A Service Delivery

#### AA Help individuals access substance misuse services

DANOS Unit Number and Title	Indicative Link to NHS KSF
AA 1 Recognise indications of substance misuse and refer individuals to specialists	HWB2 Assessment and care planning to meet health and wellbeing needs, level 1

#### Useful Competences in other suites

Unit Number and Title	Indicative Link to NHS KSF
HSC 233 Relate to and interact with individuals	HWB4 Enablement to address health and wellbeing needs, level 2
HSC 330 Support individuals to access and use services and facilities	HWB4 Enablement to address health and wellbeing needs, level 3
HSC 3111 Promote the equality, diversity, rights and responsibilities of individuals	Core 6 Equality and diversity, level 3
GEN 21 Interact with individuals using telecommunications	Core 1 Communication, level 3
HSC 35 Promote choice, well-being and the protection of all individuals	Core 6 Equality and diversity, level 3

## AB Support individuals in difficult situations

DANOS Unit Number and Title	Indicative Link to NHS KSF
AB 2 Support individuals who are substance users	HWB4 Enablement to address health and wellbeing needs, level 3
AB 3 Contribute to the prevention and management of abusive and aggressive behaviour	HWB3 Protection of health and wellbeing, level 2
AB 5 Assess and act upon immediate risk of danger to substance users	HWB3 Protection of health and wellbeing, level 2
AB 7 Provide services to those affected by someone else's substance use	HWB4 Enablement to address health and wellbeing needs, level 2

## Useful Competences in other suites

Unit Number and Title	Indicative Link to NHS KSF
HSC 226 Support individuals who are distressed	HWB4 Enablement to address health and wellbeing needs, level 2
HSC 335 Contribute to the protection of individuals from harm and abuse	HWB3 Protection of health and wellbeing, level 2
HSC 356 Support individuals to deal with relationship problems	HWB4 Enablement to address health and wellbeing needs, level 3
HSC 395 Contribute to assessing and act upon risk of danger, harm and abuse	HWB3 Protection of health and wellbeing, level 2
HSC 356 Support individuals to deal with relationship problems	HWB4 Enablement to address health and wellbeing needs, level 3
HSC 395 Contribute to assessing and act upon risk of danger, harm and abuse	HWB3 Protection of health and wellbeing, level 2
HSC 387 Work in collaboration with careers in the caring role	HWB4 Enablement to address health and wellbeing needs, level 3
HSC 388 Relate to families, parents and careers	HWB4 Enablement to address health and wellbeing needs, level 3

## AC Develop practice in the delivery of services

DANOS Unit Number and Title	Indicative Link to NHS KSF
AC 3 Contribute to the development of the knowledge and practice of others	Core 2 Personal and people development, level 3

## Useful Competences in other suites

Unit Number and Title	Indicative Link to NHS KSF
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Unit Number and Title	Indicative Link to NHS KSF
HSC 33 Reflect on and develop your practice	Core 2 Personal and people development, level 1
GEN 36 Make use of supervision	Core 2 Personal and people development, level 3
GEN 33 Enable other individuals to reflect on their own values, priorities, interests and effectiveness	Core 2 Personal and people development, level 3
GEN 35 Provide supervision to other individuals	Core 2 Personal and people development, level 3

### **AD Educate people about substance use, health and social well-being**

DANOS Unit Number and Title	Indicative Link to NHS KSF
AD 1 Raise awareness about substances, their use and effects	HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing, level 1
AD 4 Develop and disseminate information and advice about substance use, health and social wellbeing	IK2 Information collection and analysis, level 3

### **Useful Competences in other suites**

Unit Number and Title	Indicative Link to NHS KSF
LLUK L10 Enable learning through presentations	G1 Learning and development, level 3
LLUK L13 Enable group learning	G1 Learning and development, level 2

### **AE Test for substance misuse**

DANOS Unit Number and Title	Indicative Link to NHS KSF
AE 1 Test for substance use	HWB6 Assessment and treatment planning, level 2

### **AF Assess substance misusers' needs for care**

DANOS Unit Number and Title	Indicative Link to NHS KSF
AF 1 Carry out screening and referral assessment	HWB2 Assessment and care planning to meet health and wellbeing needs, level 2

<b>DANOS Unit Number and Title</b>	<b>Indicative Link to NHS KSF</b>
AF 2 Carry out assessment to identify and prioritise needs	HWB2 Assessment and care planning to meet health and wellbeing needs, level 3
AF 3 Carry out comprehensive substance misuse assessment	HWB2 Assessment and care planning to meet health and wellbeing needs, level 3

### **AG Plan and review integrated programmes of care for substance misusers**

<b>DANOS Unit Number and Title</b>	<b>Indicative Link to NHS KSF</b>
AG 1 Develop, implement and review care plans for individuals	HWB2 Assessment and care planning to meet health and wellbeing needs, level 3
AG 2 Contribute to care planning and review	HWB2 Assessment and care planning to meet health and wellbeing needs, level 2
AG 3 Assist with the transfer of individuals between agencies and services	HWB4 Enablement to address health and wellbeing needs, level 3

### **AH Deliver healthcare services**

<b>DANOS Unit Number and Title</b>	<b>Indicative Link to NHS KSF</b>
AH 1 Prescribe controlled drugs for substance users	HWB7 Interventions and treatments, level 3
AH 2 Prepare for, and administer medication to individuals, and monitor the effects	HWB5 Provision of care to meet health and wellbeing needs, level 3
AH 3 Supply and exchange injecting equipment for individuals	HWB4 Enablement to address health and wellbeing needs, level 3
AH 7 Support individuals through detoxification programmes	HWB7 Interventions and treatments, level 3
AH 9 Supervise methadone consumption	HWB7 Interventions and treatments, level 3
AH 10 Carry out brief interventions with alcohol users	HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing, level 2
AH 11 Prepare prescriptions for controlled drugs	HWB10 Products to meet health and wellbeing needs, level 2
AH 12 Enable individuals to take their medication as prescribed	HWB4 Enablement to address health and wellbeing needs, level 3

## Useful Competences in other suites

Unit Number and Title	Indicative Link to NHS KSF
HSC 225 Support individuals to undertake and monitor their own health care	HWB4 Enablement to address health and wellbeing needs, level 2
CHS 12 Undertake treatments and dressings related to the care of lesions and wounds	HWB5 Provision of care to meet health and wellbeing needs, level 2
CHS 19 Undertake physiological measurements	HWB6 Assessment and treatment planning, level 1
PHARM 07 Receive prescriptions from individuals	Core 1 Communication, level 2
PHARM 08 Confirm prescription validity	Core 1 Communication, level 2
PHARM 09 Assemble prescribed items	HWB10 Products to meet health and wellbeing needs, level 2
PHARM 11 Prepare extemporaneous medicines for individual use	HWB10 Products to meet health and wellbeing needs, level 2

## AI Deliver services to help individuals address their substance use

DANOS Unit Number and Title	Indicative Link to NHS KSF
AI 1 Counsel individuals about their substance use using recognised theoretical models	HWB4 Enablement to address health and wellbeing needs, level 3
AI 2 Help individuals address their substance use through an action plan	HWB2 Assessment and care planning to meet health and wellbeing needs, level 3
AI 3 Counsel groups of individuals about their substance use using recognised theoretical models	HWB4 Enablement to address health and wellbeing needs, level 3

## AJ Help substance users address their offending behaviour

DANOS Unit Number and Title	Indicative Link to NHS KSF
AJ 1 Help individuals address their offending behaviour	HWB4 Enablement to address health and wellbeing needs, level 2
AJ 2 Enable individuals to change their offending behaviour	HWB4 Enablement to address health and wellbeing needs, level 3

## AK Support individuals' rehabilitation

DANOS Unit Number and Title	Indicative Link to NHS KSF
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DANOS Unit Number and Title	Indicative Link to NHS KSF
AK 3 Enable individuals to access housing and accommodation	HWB4 Enablement to address health and wellbeing needs, level 3

### Useful Competences in other suites

Unit Number and Title	Indicative Link to NHS KSF
HSC 347 Help individuals to access employment	HWB4 Enablement to address health and wellbeing needs, level 3
HSC 348 Help individuals to access learning, training and development opportunities	HWB4 Enablement to address health and wellbeing needs, level 3
HSC 345 Support individuals to manage their financial affairs	HWB3 Protection of health and wellbeing, level 3
HSC 346 Support individuals to manage direct payments	HWB4 Enablement to address health and wellbeing needs, level 3

## Key Area B Management of Services

### BA Develop, implement and review the organisation's policies, strategies and plans

DANOS Unit Number and Title	Indicative Link to NHS KSF
BA 3 Contribute to the development of organisational policy and practice	Core 4 Service improvement, level 3
BA 5 Support effective governance	Core 5 Quality, level 4
BA 6 Manage the development and direction of the provision	G5 Services and project management, level 3

### Useful Competences in other suites

Unit Number and Title	Indicative Link to NHS KSF
M&L B2 Map the environment in which your organisation operates	IK 2 Information collection and analysis, level 3
M&L B3 Develop a strategic business plan for your organisation	Core 4 Service improvement, level 4
M&L F12 Improve organisational performance	Core 4 Service improvement, level 4

### BB Promote the organisation and its services

DANOS Unit Number and Title	Indicative Link to NHS KSF
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<b>DANOS Unit Number and Title</b>	<b>Indicative Link to NHS KSF</b>
BB 2 Establish, maintain and use relationships with the media to explain and promote the organisation and its work	G8 Public relations and marketing, level 3

### **Useful Competences in other suites**

<b>Unit Number and Title</b>	<b>Indicative Link to NHS KSF</b>
GEN 48 Promote your organisation and its services to stakeholders	G8 Public relations and marketing, level 3

### **BC Deliver services to specifications**

<b>DANOS Unit Number and Title</b>	<b>Indicative Link to NHS KSF</b>
BC 1 Develop, negotiate and agree proposals to offer services and products	G5 Services and project management, level 4
BC 4 Assure your organisation delivers quality services	Core 5 Quality, level 4
BC5 Manage a service which achieves the best possible outcomes for the individual	G5 Services and project management, level 3

### **Useful Competences in other suites**

<b>Unit Number and Title</b>	<b>Indicative Link to NHS KSF</b>
M&L D6 Allocate and monitor the progress and quality of work in your area of responsibility	G6 People management, level 3
M&L E6 Ensure health and safety requirements are met in your area of responsibility	Core3 Health, safety and security, level 3
M&L F11: Manage the achievement of customer satisfaction	Core 4 Service improvement, level 3
M&L F12 Improve organisational performance	Core 4 Service improvement, level 4

### **BD Provide a healthy, safe, secure and suitable environment for the delivery of services**

<b>DANOS Unit Number and Title</b>	<b>Indicative Link to NHS KSF</b>
BD 1 Provide facilities for your organisation	G5 Services and project management, level 3

<b>DANOS Unit Number and Title</b>	<b>Indicative Link to NHS KSF</b>
BD 2 Manage your organisation's facilities	G5 Services and project management, level 3

### Useful Competences in other suites

<b>Unit Number and Title</b>	<b>Indicative Link to NHS KSF</b>
HSC 22 Support the health and safety of yourself and individuals	Core 3 Health, safety and security, level 1
HSC 32 Promote, monitor and maintain health, safety and security in the working environment	Core 3 Health, safety and security, level 2

### BE Manage information

<b>DANOS Unit Number and Title</b>	<b>Indicative Link to NHS KSF</b>
BE 1 Establish information management and communication systems	IK1 Information processing, level 4
BE 3 Undertake research for the service and its clients	IK1 Information collection and analysis, level 3
BE 4 Supplying information for management control	G4 Financial management, level 3
BE 6 Preparing reports and returns	G4 Financial management, level 3

### Useful Competences for other suites

<b>Unit Number and Title</b>	<b>Indicative Link to NHS KSF</b>
HSC 3115 Receive, analyse, process, use and store information	IK1 Information processing, level 2
M&L B10 Manage risk	G5 Service and project management, level 4
M&L B6 Provide leadership in your area of responsibility	G6 People management, level 3
M&L B8 Ensure compliance with legal, regulatory, ethical and social requirements	G5 Quality, level 3
M&L B9 Develop the culture of your organisation	Core 4 Service improvement, level 4

## BF Manage the organisation's human resources

DANOS Unit Number and Title		Indicative Link to NHS KSF	
BF5	Lead teams to support a quality provision	Core 5	Quality, level 3
BF10	Contribute to the recruitment and placement of volunteers	G6	People management, level 2
BF11	Plan, organise and monitor the work of volunteers	G6	People management, level 2
BF12	Lead and motivate volunteers	G6	People management, level 2

## Useful Competences in other suites

Unit Number and Title		Indicative Link to NHS KSF	
M&L D4	Plan the workforce	G6	People management, level 4
<b>VSNT0 MV A2</b>	<b>Develop your organisation's volunteering policy</b>	<b>Core 4 Service improvement, level 4</b>	
<b>VSNT0 MV A3</b>	<b>Develop organisational structures and systems to support volunteering</b>	<b>G6</b>	<b>People management, level 3</b>
M&L D3	Recruit, select and keep colleagues	G6	People management, level 3
M&L D7	Providing learning opportunities for colleagues	Core 2	Personal and people development, level 3
M&L D6	Allocate and monitor the progress and quality of work in your area of responsibility	G6	People management, level 3
M&L D4	Plan the workforce	G6	People management, level 4

## BG Manage the organisation's financial resources

DANOS Unit Number and Title		Indicative Link to NHS KSF	
BG5	Making and recording payments	G4	Financial management, level 1
BG6	Maintaining financial records and preparing accounts	G4	Financial management, level 3

## Useful Competences in other suites

Unit Number and Title		Indicative Link to NHS KSF	
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Unit Number and Title	Indicative Link to NHS KSF
M&L E2 Manage finance for your area of responsibility	G4 Financial management, level 3
VSNT0 FD F20 Plan and co-ordinate fundraising activities	This workforce competence has indicative links with the following dimension and level within the NHS Knowledge and Skills Framework
M&L E3 Obtain additional finance for the organisation	G4 Financial management, level 4
M&L B1 Develop and implement operational plans for your area of responsibility	G6 People management, level 2
M&L F3 Manage business processes	G7 Capacity & capability, level 3
M&L E1 Manage a budget	G4 Financial management, level 2

## **BH Provide administrative support for the delivery of services**

*The National Occupational Standards for those providing administrative support have been developed and tested by the Council for Administration. They may be obtained from [www.cfa.uk.com](http://www.cfa.uk.com).*

## **BI Manage relationships**

### **Useful Competences in other suites**

Unit Number and Title	Indicative Link to NHS KSF
M&L F3 Manage business processes	G7 Capacity and capability, level 3
M&L A3 Develop your personal networks	Core 5 Quality, level 2
M&L D1 Develop productive working relationships with colleagues	Core 5 Quality, level 3
CfA 211 Organise and support meetings	G5 Services and project management, level 2
CfA 313 Organise and coordinate events	G5 Services and project management, level 2
CfA 412 Chair meetings	Core 1 Communication, level 3
CJDA1 Provide and obtain information at courts and formal hearings	Core 1 Communication, level 3
CJDA2 Represent the agency in courts and formal hearings	Core 1 Communication, level 4
CJAD3 Represent one's own at other agencies' meetings	Core 1 Communication, level 3

Unit Number and Title	Indicative Link to NHS KSF
CJAD2 Develop, sustain and evaluate joint work between agencies	Core 1 Communication, level 4

## Key Area C Commissioning Services

### CA Identify needs for substance misuse services and develop strategies and plans to meet the needs

DANOS Unit Number and Title	Indicative Link to NHS KSF
CA4 Draw up specifications for substance misuse services	G3 Procurement and commissioning, level 3

### Useful Competences in other suites

Unit Number and Title	Indicative Link to NHS KSF
GEN52 Research the needs of the local population for provision of health care services	Core 4 Service improvement, level 4
GEN53 Support the development of strategies to meet local needs for health care services	Core 4 Service improvement, level 4
GEN56 Review strategies and plans to meet local needs for health care services	Core 4 Service improvement, level 4
GEN44 Liaise between primary, secondary and community teams	Core 1 Communication, level 3

### CB Manage contracts for substance misuse services

DANOS Unit Number and Title	Indicative Link to NHS KSF
CB1 Invite tenders and award contracts	G3 Procurement and commissioning, level 3

### Useful Competences in other suites

DANOS Unit Number and Title	Indicative Link to NHS KSF
GEN50 Monitor and evaluate the quality, outcomes and cost-effectiveness of health care services	G3 Procurement and commissioning, level 3
GEN51 Procure health care services for individuals	G3 Procurement and commissioning, level 3

## 11. Where can I get further information and advice?

While the DANOS standards provide the overall framework of the standards of performance required of individual practitioners and the knowledge and skills they need, it is not itself a training course and cannot provide all the detailed information practitioners need. This detailed information will be found in professional education and training programmes, with updated information on the latest best evidence-based practice from various websites. A selection of useful websites for more detailed information is provided here.

Addiction Today	<a href="http://www.addictiontoday.co.uk">www.addictiontoday.co.uk</a>
Adfam	<a href="http://www.adfam.org.uk">www.adfam.org.uk</a>
Alcohol Concern	<a href="http://www.alcoholconcern.org.uk">www.alcoholconcern.org.uk</a>
Association of Nurses in Substance Abuse	<a href="http://www.ansa.uk.net">www.ansa.uk.net</a>
British Association for Counselling and Psychotherapy	<a href="http://www.bacp.co.uk">www.bacp.co.uk</a>
British Psychological Society	<a href="http://www.bps.org.uk">www.bps.org.uk</a>
Council for Wales	<a href="http://www.ccwales.org.uk">www.ccwales.org.uk</a>
City and Guilds	<a href="http://www.city-and-guilds.co.uk">www.city-and-guilds.co.uk</a>
COCA (Conference on Crack and Cocaine)	<a href="http://www.users.globalnet.co.uk/~cokenet/">www.users.globalnet.co.uk/~cokenet/</a>
Daily Dose	<a href="http://www.dailydose.net">www.dailydose.net</a>
DANOS	<a href="http://www.DANOS.info">www.DANOS.info</a>
Department of Health	<a href="http://www.dh.gov.uk">www.dh.gov.uk</a>
drinkanddrugs.net	<a href="http://www.drinkanddrugs.net">www.drinkanddrugs.net</a>
Drug Education Forum	<a href="http://www.drugeducationforum.co.uk">www.drugeducationforum.co.uk</a>
Drug Strategy Directorate	<a href="http://www.drugs.gov.uk">www.drugs.gov.uk</a>
DrugScope	<a href="http://www.drugscope.org.uk">www.drugscope.org.uk</a>
Edexcel Awarding Body	<a href="http://www.edexcel.org.uk">www.edexcel.org.uk</a>
European Association for the Treatment of Addiction (UK)	<a href="http://www.eata.org.uk">www.eata.org.uk</a>
Federation of Drug and Alcohol Professionals	<a href="http://www.fdap.org.uk">www.fdap.org.uk</a>
Health Development Agency	<a href="http://www.hda-online.org.uk">www.hda-online.org.uk</a>
National Addiction Centre	<a href="http://web1.iop.kcl.ac.uk/loP/Departments/PsychMed/NAC/index.shtml">http://web1.iop.kcl.ac.uk/loP/Departments/PsychMed/NAC/index.shtml</a>
National Institute for Mental Health in England	<a href="http://www.nimhe.org.uk">www.nimhe.org.uk</a>
National Open College Network	<a href="http://www.nocn.org.uk">www.nocn.org.uk</a>
National Treatment Agency for Substance Misuse	<a href="http://www.nta.nhs.uk">www.nta.nhs.uk</a>
NCFE Awarding Body	<a href="http://www.ncfe.org.uk">www.ncfe.org.uk</a>
Northern Ireland Civil Service	<a href="http://www.nics.gov.uk">www.nics.gov.uk</a>
OCR Awarding Body	<a href="http://www.ocr.org.uk">www.ocr.org.uk</a>
Re-Solv	<a href="http://www.re-solv.org">www.re-solv.org</a>
Royal College of General Practitioners	<a href="http://www.rcgp.org.uk">www.rcgp.org.uk</a>
Royal College of Psychiatrists	<a href="http://www.rcpsych.ac.uk">www.rcpsych.ac.uk</a>
Scottish Drugs Forum	<a href="http://www.sdf.org.uk">www.sdf.org.uk</a>
Scottish Executive	<a href="http://www.scotland.gov.uk">www.scotland.gov.uk</a>
Scottish Qualifications Authority	<a href="http://www.sqa.org.uk">www.sqa.org.uk</a>
Scottish Training on Drugs and Alcohol (STRADA)	<a href="http://www.projectstrada.org">www.projectstrada.org</a>
Skills for Health	<a href="http://www.skillsforhealth.org.uk">www.skillsforhealth.org.uk</a>
Skills for Justice	<a href="http://www.skillsforjustice.com">www.skillsforjustice.com</a>
Substance Misuse Management in General Practice	<a href="http://www.smmgp.co.uk">www.smmgp.co.uk</a>
substancemisuse.net	<a href="http://www.substancemisuse.net">www.substancemisuse.net</a>
Talk to Frank	<a href="http://www.talktofrank.com">www.talktofrank.com</a>
Training Organisation for Personal Social Services	<a href="http://www.topss.org.uk">www.topss.org.uk</a>
UK Harm Reduction Alliance	<a href="http://www.ukhra.org">www.ukhra.org</a>
Welsh Assembly Government	<a href="http://www.wales.gov.uk">www.wales.gov.uk</a>
Wired for Health	<a href="http://www.wiredforhealth.gov.uk">www.wiredforhealth.gov.uk</a>

