

*A Learner's guide to the*  
**QNUK Level 2 Award in**  
**Understanding County Lines (RQF)**

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## Introduction

This qualification specification outlines key information required by learners to ensure they are able to make an informed decision in regard to the qualifications they are undertaking.

## Qualification purpose

This qualification is aimed those who have, or are working with young people and adults at risk who may be exposed to the risks associated with county lines. The qualification is aimed at parents, carers, community members and leaders as well as teachers and education support staff.

## Qualification objective

This qualification has the objective of giving learners personal growth and engagement in learning

## Qualification structure

<b>Qualification accreditation number</b>	603/5379
<b>Qualification level</b>	2
<b>Guided learning hours (GLH)</b>	3
<b>Total Qualification Time (TQT)</b>	3
<b>Credit value</b>	1
<b>Validity</b>	It is recommended that this qualification is refreshed every 3 years

## Pre-requisites

This qualification is aimed at those over 14 who may be at risk of involvement in county lines, or may be a parent, carer or other responsible adult supporting young people who may be at risk.

Due to the language of the assessment, it is recommended that learners have sufficient command of the English language in order to understand the assessment and to undertake the recommended assessment methods.

There are no other pre-requisites for this qualification.

## Delivery requirements

This qualification is typically delivered in a face-to-face format over a half-day period.

Learners should complete the qualification within 2 weeks.

### Trainer to learner ratio

The maximum trainer to learner ratio for this qualification is 1:20, however, a preferred maximum of 16 is recommended.

### Optional and additional units

This qualification is not directly linked to other qualifications, however it can be delivered as a 'bolt on' to the QNUK Level 2 Award in Safeguarding and Protecting Children and young People (RQF)

## Blended learning

Blended learning is acceptable for this qualification. Blended learning options will include suitable controls to ensure learners undertake all elements.

All assessments must be undertaken in a moderated environment with the learner and moderator present.

## Units of assessment

This qualification has one mandatory unit

<b>Unit one title</b>	Awareness of County Lines
<b>Unit one reference number</b>	R/617/9061
<b>Level</b>	2
<b>Credit</b>	1
<b>Guided learning hours</b>	3
<b>Status</b>	Mandatory

Details on the knowledge and understanding which will be assessed can be found in Appendix 1 and 2 of this document.

## Assessment methods

Learners are assessed for this qualification using the following method:

- Multiple choice question paper

The Multiple-choice assessment will take place under examination conditions; i.e. learners will sit at least 1.25 metres apart and will not be allowed to confer during the examination. No books, including dictionaries, will be permitted during the examination.

### Multiple choice question paper

Each learner will be assessed for this qualification by the completion of a multiple-choice examination paper.

Example questions can be found in Appendix 3 of this document

<b>Method</b>	Multiple choice examination
<b>Language of assessment</b>	English
<b>Grading</b>	Pass/Fail
<b>Pass mark</b>	70% (11/15)
<b>Duration</b>	30 minutes

## Reasonable adjustments

All learners are required to complete the assessment criteria in a manner appropriate to the purpose of the qualification.

The prescribed assessment methods for this qualification should not unfairly disadvantage learners, who would otherwise be able to demonstrate competence in the assessment criteria and in line with the purpose of the qualification.

If you feel the assessment methods above would disadvantage you, please contact your centre to discuss reasonable adjustment.

## Results

Once you have completed your assessment, the centre is required to submit their results to Qualifications Network for moderation within 10 working days of the date of assessment. We will issue verified results and appropriate certification to the approved centre within 7 working days of receiving those results. Results and/or certificates will then be forwarded to learners by the Centre. Learners should expect to receive all results within 20 working days of the date they take the assessment. If they have not received them within 25 working days, they should contact their centre in the first instance.

## Progression routes

Learners undertaking this qualification may wish to progress to the QNUK Level 2 Award in Safeguarding and Protecting Children and Young People (RQF)

## Acceptable forms of I.D.

All learners must provide suitable identification documentation (I.D.) prior to being allowed to take an assessment for this qualification. This is a regulatory requirement. Centres must ensure that all I.D. is checked and the I.D. type noted on the Cohort Register.

Learners who do not have an acceptable form of I.D. will not be allowed to take the assessment.

The list below outlines acceptable forms of identification for learners undertaking a regulated qualification with Qualifications Network.

Ideally learners should provide at least 1 form of photo I.D. If photo I.D is not available, 2 forms of non-photographic I.D can be accepted.

Acceptable forms of photographic I.D (1 required) are:

- Signed UK Photo card driving licence
- Signed passport (any nationality)
- Valid EU Photo identity card
- SIA security licence (with photo)
- Current and valid warrant card issued by HM forces or Police
- Current and valid Prison service card (with photo)
- Proof of age card
- Employee photo identification card
- Student photo identification card for a recognised educational establishment
- Firearms license (with photo)

Acceptable forms of non-photographic I.D (2 required) are:

- Current driving license – paper version
- Birth certificate
- Marriage/civil partnership certificate
- Mortgage statement (issued within past 12 months)
- Bank or building society statement (issued within last 3 months)
- Bank or building society account opening confirmation letter (issued within last 3 months)
- Credit card statement (issued within last 3 months)
- Pension or endowment financial statement (issued within last 12 months)
- P45 or P60 statement (issued within last 12 months)
- Council tax statement (issued within last 12 months)
- Valid work permit or visa issue by UK government
- Utility bill – excluding mobile phone bill (issued within last 3 months)
- Benefit statement e.g. child benefit, pension (issued within last 3 months)

## Appendix 1 Learning Outcomes and Assessment criteria

### Unit 1 Awareness of county lines

The follow details the Learning Outcomes for this qualification and the assessment criteria referred to within the assessment and used to determine if a learner has met a learning outcome. Further details of how learning outcomes and assessment criteria are covered is included in Appendix 2 Unit 1 Indicative Content.

Assessment Method

MCQ

<b>1</b>	<b>Understand the principles of county lines, in relation to:</b>		
1.1	the definition of county lines		✓
1.2	terminology related to county lines		✓
<b>2</b>	<b>Understand the link between county lines and the abuse of young people and adults at risk, in relation to:</b>		
2.1	different types of abuse associated with county lines		✓
2.2	example of how abuse occurs		✓
2.3	the risk factors of an individual becoming involved with gangs		✓
2.4	the signs an individual may display if they are involved in county lines		✓
<b>3</b>	<b>Understand how to support an individual involved with county lines, in relation to:</b>		
3.1	barriers to engaging with an individual involved with county lines		✓
3.2	actions adults can take to support an individual involved with county lines		✓
3.3	how to report concerns		✓

## Appendix 2 Indicative content

### Unit 1 Awareness of County Lines

#### 1.1 The definition of county lines

An approach taken by gangs and criminal networks from urban areas, who travel to smaller towns and cities in order to sell drugs; typically Class A drugs.

#### 1.2 Terminology related to county lines

Learners will recognise common terms used within county lines to include:

'Going country', 'Going cunch' or 'Out there' (OT)

'Bando' or 'Trap house'

'Food' or 'Packs'

'OT Spot'

'Cuckooing'

'Trapping' or 'Shooting'

'Trap line' or 'Line'

'Nitty' or 'Biss head'

'Plugging'

#### 2.1 Different types of abuse associated with county lines

- Sexual exploitation
- Grooming
- Modern slavery
- Physical abuse
- Neglect

#### 2.2 Example of how abuse occurs

Learners should be able to identify example of the common types of abuse:

**Sexual exploitation:** individuals in debt bondage may be sexually exploited as a form of 'payment'. Gangs may sexually exploit female members, opposing gangs may take revenge through the exploitation of female members. It is important to understand female members are typically the recipient of sexual abuse but males are also.

**Grooming:** Grooming typically occurs over some time. It is a recruitment method typically used in county lines.

**Modern slavery:** typically those groomed to be part of county lines, engage on they understanding there will be vast rewards. In most cases individuals earn very little; particularly after 'debts' are paid.

**Physical abuse:** Often part of the recruitment process, an individual may be subject to violence in order for them to fall into debt bondage. The threat of violence from the criminal or gang network, ensures compliance.

**Neglect:** individuals, particularly children may be moved out of their home to live in a cuckooed property. They may be left there with no access to money, food or healthcare.

### 2.3 The risk factors of an individual becoming involved with gangs

Learners should understand that anyone could be involved with gangs, however there are some individuals who are more likely. These individuals include those:

- who have been excluded or suspended from mainstream education, perhaps proceeded by high truancy rates
- with an unstable home life, low income, anti-social parents, history of violence or abuse in the family
- with dysfunctional social groups
- from anti-social, high crime, low income neighbourhoods

### 2.4 The signs an individual may display if they are involved in county lines

Learners should know the common signs that someone may be involved with county lines. To include:

- Having more than one mobile phone
- Signs of physical or other abuse
- Significant change in attitude and behaviours
- Leaving the house or school without permission on a regular basis
- Excessive texting, messaging or calls
- Unexplained acquisition of money and other possessions.

### 3.1 Barriers to engaging with an individual involved with county lines

Learners should understand typical barriers to engagement, to include:

- Lack of trust
- Denial that they are not in control
- Embarrassment and shame
- Loyalty to those involved
- Reliance on income
- Reluctance to give up their status or power

### 3.2 Actions adults can take to support an individual involved with county lines

Learners should understand how they, in a role of a parent, carer, community member/ leader or teacher can support an individual involved in county lines. To include:

- Spend time with the young person – build trust
- Ensure they experience a positive lifestyle
- Work with them to be part of a community
- Know where the young person is and who they are with
- Talk to them about their future and the impact that is being made
- Moderate social media activity
- Provide discipline in fair, respectful and controlled manner

### 3.3 How to report concerns

Learners should understand how to report concerns in their role as a parent, carer, community member/ leader or teacher. To include:

- Contact 101 if a child is suspected of being involved with county lines and has been missing for more than 2 hours.
- Concerns can also be reported to Crime Stoppers
- Each school has a designated safeguarding lead which concerns can be reported to

### Appendix 3 Specimen assessment material

**1** Which **one** of the following is a common form of abuse used to recruit gang members?

- A** Cuckooing
- B** Grooming
- C** Neglect
- D** Going country

**2** What does the term 'OT' mean, in relation to county lines?

- A** Opioid treatment
- B** Other threat
- C** Overdosed teen
- D** Out there

**3** Which **one** the following is a common barrier to engaging with a young person involved with county lines?

- A** A commitment to other members of the gang
- B** Positive engagement with police and authorities
- C** High levels of Government funding directed at the problem
- D** Positive community engagement activities