




Programme Specification						
						Show Guidance
General Information						
Print View						
Title	BSc (Hons) Addictions Counselling					
Awarding Institution	University of Bath					
Teaching Institution	Centre for Addiction Treatment Studies, Action on Addiction					
Programme Accredited by						
Collaborative Provision Type	Franchised					
Placement Available?	Select...					
Study Abroad Available?	Select...					
Applicable to Entry Year from						
Subject Benchmark Statement(s)	Click here to see 'QAA List'					
Programme Approved by	Transfer date from Division for Lifelong Learning to Faculty of Humanities and Social Sciences: 1st Oc...					
Aims	Learning Outcomes	Assessment	Placement/Prof Acc	Admissions/Support	Show All	Close
Aims; "What is the purpose of this programme of study? What is the programme intended to achieve?"						
Synopsis and Coherence	<p>This programme is designed to provide Honours degree status to students who have achieved Level 5 qualifications through the Foundation Degree in Addictions Counselling offered by Action on Addiction and franchised by the University of Bath. It aims to meet a demand for well qualified senior practitioners and offers them a clear career pathway into management whilst remaining in clinical practice.</p> <p>The programme builds upon and extends the knowledge, skills and understanding gained in the Foundation Degree programme and integrates the long experience of the Centre for Addictions Treatment Studies (formerly Clouds PETR) as a centre of excellence within the field of addictions counselling. It has a pedagogic style designed for students following vocational and work-based programmes of study and enables students to integrate effective clinical and management practices with academic understanding and research skills within the workplace.</p> <p>The Curriculum includes 4 units developing knowledge and understanding of addictions counselling models building on Foundation Degree units (24 credits at level 6). These include units on the Theory, Models & Research of MI & CBT for Addictions, Developing Motivational Interviewing, Developing Cognitive-Behavioural Counselling and Developing Group Leadership. In addition, there are management and supervisory skills units comprising 3 units (12 credits at Level 5). Additionally, all students are required to undertake a unit on Research Methods at the start of the programme (6 credits at Level 6) and a work-based research project worth 18 credits at Level 6.</p>					
Educational Aims of the Programme						

	<p>Whilst the work-based learning principles of the Foundation Degree remains, the primary aim of this course is to 'add value' by preparing students for potential, longer-term leadership roles in the workplace. At its heart is a subject-based project that embodies the full life cycle from conception, design and planning, through organization, execution and management, to delivery, reflective review and objective assessment of the outcomes.</p> <p>Taught material supports the course ethos by: a) advancing knowledge through higher-level, subject-specific studies in areas of particular current relevance; b) engendering appropriate management, organizational, evaluative and team-building skills; and c) providing a firm basis for the effective research, assessment and presentation of evidence, arguments and assumptions, so as to enable sound judgments to be reached. Particular stress is placed on the timely and appropriate application of knowledge and problem-solving skills in a work-place environment.</p> <p>Teaching, Learning and Assessment Methods</p> <p>Teaching, learning methods include lectures, experiential workshops, small group exercises, tutor led seminars, individual and group tutorials, practical workshops, case studies and demonstration videos. In particular the pathway units reflect current best practice from within the field of addictions treatment by the integration of Action on Addiction's experience of delivering services directly to clients with the requisite underpinning of academic knowledge and research.</p> <p>Assessment methods include production of a literature review, project proposal, strategy and log, essays, critical reading assignments, case studies and project reports with a self-analysis of classroom role-play exercises through the medium of DVD recordings.</p>
<p>Learning Outcomes; including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate. Indicate what successful students should be able to do, how well they should be able to do it and the context or conditions in which they should be able to do it. See also FHEQ and SEEC guidance.</p>	
<p>Knowledge and Understanding</p>	<ul style="list-style-type: none"> ○ Demonstrate an understanding of the application of research methods in the context of their professional practice using a case study, or action research project; ○ Describe a coherent project design, locating and reviewing literature from appropriate fields, identifying suitable methods of data collection, techniques of analysis and ethical considerations for research into professional practice; ○ Comment on a selection of recent research into the study of addictions counselling in different settings; ○ Evaluate the implications of research findings on policy and practice; ○ Appreciate the limits of current knowledge and practice in the field of addictions counselling.
<p>Intellectual Skills</p>	<ul style="list-style-type: none"> ■ Engage in critical analysis of a wide range of texts and electronic information; ■ Synthesise information from a number of sources in order to gain a coherent understanding of research, policy and practice; ■ Critically evaluate arguments, assumptions, abstract concepts and data, to make judgements, and to frame appropriate questions to achieve a solution or identify a range of solutions to a problem; ■ Reflect on the appropriateness of theory, practice and outcomes; ■ Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects with skills in data analysis (qualitative and/or quantitative where appropriate); ■ Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
<p>Professional Practice Skills</p>	<ul style="list-style-type: none"> ■ Understand the application of relevant research findings in the workplace. ■ Apply counselling skills appropriately to facilitate clients' progress towards their goals. ■ Reflect upon own academic and professional performance and take responsibility for personal and professional learning and development. ■ Observe and evaluate own skills and those of others and give clear and appropriate feedback
<p>Transferable/Key Skills</p>	<ul style="list-style-type: none"> ■ Exercise initiative and personal responsibility ■ Make decisions ■ Work in teams ■ Use oral, written or audio-visual communication skills ■ Demonstrate confidence in using IT for the access, creation and manipulation of information ■ Undertake appropriate further training of a professional or equivalent nature
<p>Assessment Methods</p>	
<p>Summary of Assessment Regulations</p>	<p>Select... </p>

<p>Progression Regulations and Awards</p> <p><i>For programmes fully compliant with NFA refer to the relevant appendices of the relevant NFAAR document (UG, PGT, FD, HY, or CPD)</i></p> <p><i>Note any significant features relevant to the "Assessment in the programme context" sections of the relevant NFAAR document.</i></p> <p><i>Set out any approved exemptions from NFA.</i></p> <p><i>Set out progression and assessment regulations where these do not comply with NFA.</i></p>	<p>Suspension:</p> <p>For suspension of studies a formal request has to be made to the University either directly or via the Programme Leader at the partner institution communicating a valid reason for the need to suspend. This request will then be considered by the University. Suspension is for 12 months and allows students to return back to their study at the same point in the following academic year. In exceptional circumstances only, the University will consider a further suspension period of 12 months. Suspension beyond this point is not feasible.</p> <p>Regulations:</p> <p>The BSc Addictions Counselling programme is fully compliant with the University's New Framework for Assessment: Assessment Regulations. The NFAAR describes the rules for progression from one stage of the programme to the next (including supplementary assessment, and the extent of failure that can be condoned) as well as for the award of degrees. Students taking the BSc Addictions Counselling programme are assessed according to these rules (NFAAR-HY).</p> <p>The following NFAAR-HY appendices detail decision-making criteria and flowcharts Appendix 11: Main assessment Appendix 12: Supplementary assessment</p> <p>Appended is a description of how the programme is structured in terms of the NFAAR. Information about Designated Essential Units (DEUs) and the definitions for parts and stages of the programme, are also available in the NFAAR (see NFAAR-HY Appendix 2: Definitions).</p>
<p><i>Students leaving an undergraduate programme prematurely may be eligible for a Certificate of Higher Education or a Diploma of Higher Education.</i></p>	
<p>Click here to see 'Indicators of Quality & Standards'</p>	
<p>Placement and Professional Accreditation</p>	
<p>Details of Work Placements Requirements / Work Based Learning / Industrial Training Requirements</p>	<p>It is expected that students will be in employment or have access to professional experiences in a relevant setting. Access to such arrangements is required for successful completion of the work-based assignments within the programme and in particular for the purposes of the management and supervision units and the research project. Students are required to find a suitable work based learning environment, in consultation with their tutor.</p>
<p>Details of Study Abroad Requirements</p>	
<p>Details of Professional Accreditation</p>	
<p>Admissions and Support</p>	
<p>Admissions Criteria including APL/APEL arrangements</p> <p><i>Only refer to APL, APEL or direct entry with advanced standing if regular use is likely to be made or is not possible.</i></p>	<p>Candidates for the Honours Year will be expected to have successfully completed the University of Bath FdSc Addictions Counselling programme. Applications will be considered in competition with others and based upon the number of places available. Students will normally have achieved a minimum overall programme average grade profile of at least 55%.</p> <p>Admission may be subject to interview.</p> <p>It will be the student's responsibility to identify and agree a suitable work-based learning environment with their tutor in which they can carry out the Work-based Research Project. This must be in place at the time of admission.</p> <p>Precise entry requirements may vary from year to year.</p> <p>Deferral from Foundation Degree to Honours Year Top Up</p> <p>Students are able to defer entry to the Honours Year by one year only following the completion of their Foundation Degree. Permission has to be granted by the University and the partner institution in advance. Under exceptional extenuating circumstances and course permitting, the University will consider deferral by a further one year.</p>

<p>Details of Support Available to Students</p> <p>[link to Ac Reg quality page]</p>	
<p>Department and Programme Specific Support Information</p> <p><i>e.g. induction programmes, any peer mentoring schemes, regular department events</i></p>	<p>Support will follow the arrangements made by the partner institution, and detailed in the Partner Institution Programme Handbook. In particular, the following arrangements will apply:</p> <ul style="list-style-type: none"> • induction to the partner institution, its services and facilities, and to the programme • access to the partner institution's learning resources (Library, IT facilities etc.) • information on the units to be studied, including content, delivery and assessment • a partner institution programme handbook, including details of the full assessment schedule and programme regulations • personal tutorial system for the provision of academic and pastoral support. <p>In addition, students will receive support from the University of Bath according to the partnership arrangement between the two institutions, including:</p> <ul style="list-style-type: none"> • Access to Library resources and IT facilities at the Bath campus • The allocation of a Link Academic Advisor from the University to the programme • University of Bath Student Handbook, including details of the University's regulations • Membership of the University of Bath Students' Union (The SU Bath), including access to The SU's support services and training. <p>Info Sources:</p> <ul style="list-style-type: none"> • University of Bath Website • Partner Institution/s website: www.actiononaddiction.org.uk • Partner Institution/s publicity (e.g. prospectus, course leaflet, open days) • Partner Institution Programme handbook • University of Bath Student Handbook