Programme Specification

(please see the notes at the end of this document for a summary of uses of programme specifications)

Fields marked with * must be completed for the initial submission for Stage One approval to the Board of Studies and to the Academic Programmes Committee

GENERAL INFORMATION	
Awarding Institution//Body	University of Bath
Teaching Institution*	Centre for Addiction Treatment Studies, Action on Addiction
Validated/Franchised/Licensed (if appropriate)	Franchised
Programme accredited by (including date of accreditation)*	Federation of Drug and Alcohol Professionals (25/01/2012)
Programme approved by (including date & minute number of Senate)	Standing Committee: 21 June 2004 (M.185)
	Quality Assurance Committee: 5 July 2004 (M.487)
	Senate: 27 October 2004 (M.11995)
	Transfer date from Division for Lifelong Learning to Faculty of Humanities and Social Sciences: 1st October 2012.
	HSS FLTQC 03/12/14
Interim Award	Certificate of Higher Education
Final award	Foundation Degree (FdSc)
Programme title*	Foundation Degree (FdSc) Addictions Counselling
UCAS code (if applicable)	B940
Subject Benchmark Statement*	
Intended level of completed programme (in line with [FHEQ](#) eg 5, 6, 7,)*	Level 5
Duration of programme & mode of study*	Full Time: Two years
Date of Specification preparation/revision*	July 2016
Applicable to cohorts	*For students commencing in* September 2016

Synopsis and academic coherence of programme*

This Foundation Degree programme aims to meet the increased demand for capable practitioners in the field of Addictions Counselling. It includes a large work-based component

where academic knowledge and understanding reinforces and underpins the development of vocational skills in a planned integration of academic learning with work-based skills. The programme philosophy focuses on the development of reflective and effective clinical practice, provided by a range of learning opportunities including:

- The application of effective models of intervention for addictions treatment
- The investigation of a range of current issues in the treatment of addictive behaviours
- Clinical work-based learning experience
- The preparation for and reflection on clinical practice
- The development of a portfolio of professional practice

Educational aims of the programme*

The programme is intended to:

- Increase students knowledge, skills and critical understanding in order to deliver safe, effective and measurable interventions for persons presenting with problems due to substance misuse
- Provide an opportunity for students to experience work-based learning in one of a variety of statutory, voluntary and criminal justice settings
- Develop students' ability to gather and evaluate information from a range of sources and draw reasoned conclusions for application in their clinical practice
- Enable students to work collaboratively in multidisciplinary teams with service users and their significant others
- Develop students capacity to integrate the knowledge and theory of addictions counselling into the planning and delivery of treatment for addictive behaviours
- Empower students to respond to developments in the field of addictions treatment

Intended learning outcomes * (including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate)

On successful completion of the Certificate of Higher Education it is expected that the student will be able to:

➤ Knowledge & Understanding:	• Understand the theoretical framework which underpins the safe treatment of addictive behaviours
	• Understand a range of models of substance use with appropriate methods of assessment and treatment planning
	• Understand how the theory and practice of addictions counselling applies to a treatment setting
	• Understand some contemporary issues and developments in addictions treatment
	• Be aware of equality and diversity issues in the treatment of addictive behaviours
➤ Intellectual Skills:	• Generate ideas through the analysis of information and concepts
	• Formulate appropriate responses to resolve well

		defined problems
	•	Evaluate a range of information
➢ Professional Practical Skills:	•	Exercise appropriate judgement in planning and designing effective interventions with substance users
➢ Transferable/Key Skills:	•	Communicate effectively using different means (i.e. written and verbal)
	•	Utilise IT and communication skills to access internet, e-mail and produce reports
	•	Reflect upon own academic and professional performance
	•	Prepare for, plan and facilitate counselling sessions effectively
	•	Begin to utilise problem solving skills in a variety of theoretical and clinical situations
	•	Begin to work independently and as part of a team to identify and achieve clear goals
	•	Use supervision and support to identify own development needs and improve practice
	•	Research and construct a bibliography

On successful completion of the Foundation Degree Addictions Counselling it is expected that the student will be able to:

Knowledge and Understanding:	•	Understand the theoretical framework which underpins the safe and effective treatment of addictive behaviours
	•	Understand a range of methods of intervention
	•	Understand how the theory and practice of addictions counselling applies to their particular setting
	•	Understand a range of contemporary issues and developments in addictions treatment
Intellectual Skills:	•	Generate ideas through the analysis of information and concepts at an abstract level
	•	Formulate appropriate responses to resolve well defined and abstract problems
	•	Analyse, evaluate and reformulate a range of information

Professional Practical Skills:	• Command wide ranging specialised clinical skills • Utilise diagnostic and creative skills in a range of clinical functions • Exercise appropriate judgement in planning, designing and implementing effective interventions with substance users
Transferable/Key Skills:	• Communicate effectively using different means (i.e. written, verbal and visual) • Utilise IT and communication skills to access internet, e-mail and produce reports • Develop numeracy skills for the understanding of statistical analysis • Work effectively within multidisciplinary teams and professional networks • Reflect upon own academic and professional performance and take responsibility for personal and professional learning and development • Prepare for, plan and facilitate meetings effectively • Utilise problem solving skills in a variety of theoretical and clinical situations • Manage and prioritise caseload within organisational policies and priorities • Work independently and as part of a team to identify and achieve clear goals • Use supervision and support to identify own development needs and improve practice • Research and construct a bibliography
	Teaching, learning and assessment methods. • Teaching methodologies range from lectures, experiential workshops, small group exercises, tutor and student led seminars, individual and group tutorials, practical workshops, case studies, demonstration videos and periods of assessed clinical work with direct observation of experienced practitioners in the workplace. Assessment methods include essays, case studies, reflective accounts of practice, skills analyses and progress logs.

Structure and content of the programme (including potential stopping off points)

*(Append the relevant **programme description (PD) form(s)** and cross reference below)*

The University credit framework conforms to the European Credit Transfer System. Candidates for the Foundation Degree must have achieved 120 ECTS credits, of which at least 60 must be at level 5. Candidates for the interim award of Certificate of Higher Education must have achieved 60 ECTS credits.

The programme description is appended to this document.

Details of work placements / work-based learning / industrial training / study abroad requirements

Students are required to undertake a minimum of 684 hours of work-based learning activities. During these periods of clinical practice students are expected to produce a portfolio of evidence of their learning. Work-based learning takes place in agencies in the statutory, voluntary and independent sectors where students are supervised by qualified and experienced clinicians. Students are required to find a suitable work based learning environment, in consultation with their tutor.

Details of support available to students (e.g. induction programmes, programme information, resources)

Support will follow the arrangements made by the partner institution, and detailed in their Programme Handbook. In particular, the following arrangements will apply:

- 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.

In addition, students will receive support from the University of Bath according to the partnership arrangement between the two institutions, including:

- an initial induction to the Bath campus their facilities and learning resources

- access to Library resources and IT facilities at the Bath campus

- the allocation of a Link Academic Advisor from the University to the programme

- Access to library resources and IT facilities at the University

- University of Bath Student Handbook, including details of the University's regulations

- membership of the University of Bath Students' Union, including access to BUSU support services and training.

Admissions criteria (including arrangements for APL/APEL)

Applications are welcomed from candidates:

- with a relevant level 3 qualification. Please see the University of Bath website for further information regarding specific Level 3 entry criteria:

http://www.bath.ac.uk/study/ug/prospectus/foundation/foundation-programmes/addictions-counselling/index.html

- without formal qualifications but who have a minimum of two years relevant work experience and are able to demonstrate that they have developed the necessary skills to succeed on the course can apply through the University's AP(E)L procedures.

Applicants satisfying entry criteria will be required to attend a selection process.

As part of this selection process, applicants meeting the academic entry requirements but with limited experience will be required to attend and pass a one week intensive counselling course organized by the Centre for Addictions Treatment Studies before being admitted on the course.

All applicants will normally also require a pass (at grade C or above) in English or the level 2 equivalents.

Students applying with non-UK based qualifications will be considered on an individual basis.

Applicants without formal qualifications but who have a minimum of two years relevant work experience and are able to demonstrate that they have developed the necessary skills to succeed on the course can apply through the University's AP(E)L procedures.

Where English is not the applicant's first language an IELTS score of 6.5 with no element less than 6.0, or equivalent qualification, will normally be required.

Full details of the different routes into the qualification can be found at
http://www.bath.ac.uk/study/ug/prospectus/foundation/foundation-programmes/addictions-counselling/index.html

Precise entry requirements may vary from year to year.

Suspension of Studies

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.

Summary of assessment and progression regulations

This programme is compliant with NFA assessment regulations:
http://www.bath.ac.uk/registry/nfa/index.htm

Indicators of quality and standards (e.g. professional accreditation)

(For more general information on each part of the framework, click on the link)

To assure continuing excellence in its quality and standards, the University of Bath has a quality management framework including:

1. A Quality Assurance Code of Practice, and associated regulations and policies:
   http://www.bath.ac.uk/quality/cop/statements.html

2. A learning, teaching and quality committee structure which monitors quality and standards and instigates action for enhancement. For further information:
   Governance:
   http://www.bath.ac.uk/quality/documents/QA03PSGuidQSGov.doc
   Review and Monitoring:
   http://www.bath.ac.uk/quality/documents/QA03PSGuidQSRevMon.doc

3. Staff development arrangements that assist staff in enhancing their own performance as educators, as researchers or as professional support services staff. Further information: http://www.bath.ac.uk/quality/documents/QA03PSGuidQSASD.doc

    Students are involved in many of these processes. The emphasis here is upon the *informed* student voice - engaging with students as academic citizens to ensure they have opportunities to take an active part in shaping their own learning.

    http://www.bath.ac.uk/quality/documents/QA03PSGuidQSStuVoice.doc

A more detailed overview of the University's Quality Management framework is set out in this summary document:
http://www.bath.ac.uk/quality/documents/approach-to-quality-management.pdf

The University's management of its academic standards and quality is subject to external institutional review by the Quality Assurance Agency on a six year cycle. In its 2013 Institutional Review, the QAA confirmed that the University met its expectations for the management of standards, the quality of learning opportunities, and the enhancement of learning opportunities. The University was commended on its provision of information.

Professional bodies (Federation of Drug and Alcohol Practitioners (FDAP)) require particular standards and content in our programmes so that students exit able to claim professional registration or recognition, enabling them to progress successfully in their subsequent careers. Current professional accreditations are reviewed periodically by the bodies concerned. They are shown against each relevant programme in the prospectus. The full list can be seen here: QA8 Register of Accreditations.

Sources of other information

- University of Bath Website: http://www.bath.ac.uk
- UCAS Website: http://www.ucas.com/
- Partner Institution website: www.actiononaddiction.org.uk
- Partner Institution publicity (e.g. prospectus, course leaflet, open days)
- Partner Institution Programme handbook
- University of Bath Student Handbook

Appendix: Programme Description for a programme fully compliant with the NFA

Please read/use in conjunction with: http://www.bath.ac.uk/registry/registry.bho/assessment/nfa-briefing-009.pdf.

Programme code	UHHL-KFF09
Programme title	Foundation Degree in Addictions Counselling
Award type	Foundation Degree in Science
Award title	FdSc Addictions Counselling
Mode of Attendance	Full time
Length	2 years
State if coexistent M-level programme	-
State any designated alternative programme(s)	Certificate of Higher Education
Approving body and date of approval	Senate: 27 October 2004 (M.11995)

Year 1 *(for implementation with effect from 2016/17)*								
Part	**Stage**	**Normal period of study for this Mode**	**Unit code**	**Unit title**	**Unit status**	**Cred its**	**SRU status**	**Placement or Study Abroad status**	**Notes**
2	1	Year 1 Semester 1	LP10555	Study Skills	C	6			
		Year 1 Semester 1	LP10556	Alcohol and Drug Problems and Societal Responses	C	6			
		Year 1 Semester 1	LP10557	Treatment and Counselling Approaches and Models of Recovery	C	6			
		Year 1 Semester 1	LP10558	Counselling Skills in an Addictions Context	C	12			
		Year 1 Semester 2	LP10559	Diversity Issues in Addictions Treatment	C	3			
		Year 1 Semester 2	LP10560	Introduction to Assessment	C	6			
		Year 1 Semester 2	LP10561	Introduction to Treatment Planning	C	3			
		Year 1 Semester 2	LP10562	Interpersonal Group Therapy	C	6			
		Year 1 Semester 2	LP10563	Personal and Professional Development 1	C	6	**Y**		
		Year 1 Semester 2	LP10564	Motivational Interviewing	C	6			

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	SRU status	Placement or Study Abroad status	Notes
Year 2 *(for implementation with effect from 2017/18)*									
3	2	Year 2 Semester AY	LP20618	Personal and Professional Development 2	C	12			
		Year 2 Semester AY	LP20619	Research Project	C	12			
		Year 2 Semester 1	LP20621	Harm Reduction Approaches	C	3			
		Year 2 Semester 1	LP20623	The 12 Step Programme	C	3			
		Year 2 Semester 1	LP20620	Cognitive Therapy and Substance Misuse	C	6			
		Year 2 Semester 1	LP20624	Understanding the Research Literature	C	3			
		Year 2 Semester 1	LP20622	Preparing a Small Scale Research Project	C	6			
		Year 2 Semester 1	LP20625	Working with the Family and Significant Others	C	6			
		Year 2 Semester 2	LP20627	Relapse Prevention	C	6			
		Year 2 Semester 2	LP20626	Dual Diagnosis and Complex Needs	C	3			

Assessment weightings and decision references		
Stage	**Weighting within programme**	**NFAAR-FD decisions reference** *See* **http://www.bath.ac.uk/registry/nfa/index.htm#nfaar-fd**
Stage 1	50%	Main assessment: http://www.bath.ac.uk/registry/nfa/nfaar-fd-appendix-11.pdf Supplementary assessment: http://www.bath.ac.uk/registry/nfa/nfaar-fd-appendix-12.pdf
Stage 2	50%	Main assessment: http://www.bath.ac.uk/registry/nfa/nfaar-fd-appendix-11.pdf Supplementary assessment: http://www.bath.ac.uk/registry/nfa/nfaar-fd-appendix-12.pdf

.

NOTES

Programme Specifications are **definitive**, **formal and concise** descriptions of programmes that are comprehensible to a general audience and are intended to support external accountability. The University has committed to using programme specifications in the following ways:

Approval, Amendment and Review of Programmes

The University uses programme specifications in programme approval, amendment and review processes to ensure that the aims and intended learning outcomes of programmes are clear, and that the learning outcomes can be achieved and demonstrated. Further guidance on the content of programme specifications, including common content on University quality and student support structures, is available from the Learning and Teaching Enhancement Office or from the LTEO website: http://www.bath.ac.uk/quality/cop/statements.html

- **Programme approval:** Further information about the role of programme specifications in the process of programme approval is provided in QA3 Approval of New Programmes of Study Annex A. A draft programme specification setting out the title, level, learning outcomes, diet of core and key optional units, and any partnership arrangements or professional accreditation is submitted as part of the documentation for first stage strategic approval to Board of Studies and Academic Programmes Committee. The draft programme proposal and specification should also be forwarded to the Registry at this stage. It is good practice to submit the draft document to the Faculty/School Learning, Teaching and Quality Committee after first stage strategic approval and before second stage final approval is sought so that feedback may guide development of the final documentation. The completed programme specification including the programme description, which should be fully differentiated in respect of any exit awards, is submitted to the Faculty/School Learning Teaching and Quality Committee and to the Programmes Approval and Partnerships Committee as part of the documentation for second stage (full) approval. Once final approval has been granted by Senate the programme specification should be published on the University website

- **Amendment of programmes:** When an intermediate or major amendment to a programme is made, an updated programme specification should be submitted as part of the approval process (see QA4 Amendments to Programmes of Study para 6.4). Amended versions of the programme specification must be signed by the Dean of Faculty/School. Once approved, the revised programme specification should be published on the University website.

- **Degree Scheme Review:** The programme specification forms part of the evidence for the periodic review of the aims and learning outcomes of a programme of study (see QA13 Degree Scheme Reviews, para 4.11).

Provision of Information to Students

Programme specifications are multi-stakeholder documents, which form one of the sources of programme information available to current and prospective students (For further information, see QA44 Programme Handbooks and Programme Specifications, Section 5). Directors of Studies are responsible for ensuring that the programme specification is up to date and coherent with the detailed programme information provided in the prospectus and programme handbooks,and for ensuring that current programme specifications are published on the University website.

Programme descriptions should be appended to programme specifications and are intended to provide precise information for students and others on the stages of the programme, as required for the 'Structure and content of the programme' section of the main document. (PD forms for NFAAR for UG, PG, and non-NFA are available.)