Alcohol and Substance Misuse Work

Programme Information

2022.01, Approved

Overview

Programme Code	33384
Programme Title	Alcohol and Substance Misuse Work
Awarding Institution	Liverpool John Moores University
Programme Type	Level 3/4/5 Qualification

Awards

Award Type	Award Description	Award Learning Outcomes
Alternative Exit	Certificate of Higher Education - CHE	identify the key concepts commonly used in alcohol and substance addiction theory including the bio-psychosocial model identify the key concepts commonly used in alcohol and substance addiction theory including the bio-psychosocial model explain physical and psychological aspects of addiction explain physical and psychological aspects of addiction demonstrate an understanding of key principles linked to National Occupational Standards underpinning best practice when working with alcohol and substance addiction demonstrate an understanding of key principles linked to National Occupational Standards underpinning best practice when working with alcohol and substance addiction recognise the purpose of needs assessment planning and evaluate the effectiveness of these tools in achieving optimum outcomes for individuals recognise the purpose of needs assessment planning and evaluate the effectiveness of these tools in achieving optimum outcomes for individuals discuss historical and current legislative and policy frameworks in relation to the shaping and provision of alcohol and substance misuse service provision discuss historical and current legislative and policy frameworks in relation to the shaping and provision of alcohol and substance misuse service provision communicate and present work clearly and reliably both in writing and orally, developing lines of argument within their work and produce effective presentations communicate and present work clearly and reliably both in writing and orally, developing lines of argument within their work and produce effective presentations access, retrieve and process information from both paper based and electronic sources and apply appropriate academic conventions to their written work. access, retrieve and process information from both paper based and electronic sources and apply appropriate academic conventions to their written work.

Target Award	Foundation Degree Arts - FDA	N/A

Alternate Award Names	

Partner Name	Partnership Type
Nelson and Colne College Group	Validated

External Benchmarks

Subject Benchmark Statement	UG-Health Studies (2019), UG-Social Policy (2019), UG-Sociology (2019), UG-Psychology (2019)

Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length Programme Length Unit
Full-Time, Face to Face	September	Accrington Campus, Nelson and Colne College	4 Years
Full-Time, Face to Face	September	Accrington Campus, Nelson and Colne College	2 Years

Aims and Outcomes

Educational Aims of the Programme	To provide a programme of learning which enables students to critically engage with the various theoretical frameworks and concepts relevant to the context and practice of alcohol and substance misuse work. To enhance life-long learning skills and personal development in order to contribute to society at large and to prepare students for a career in the field of alcohol and substance misuse work or further academic study. To emphasise the causes and consequences of human actions and contextualise these to a range of social and health issues, related social & welfare policies and the operation of relevant societal institutions. To promote critical reflection which independently applied will lead to improved practice. To develop relevant transferable skills such as critical enquiry, argument and analysis, and capacity for independent learning. To develop proactive and flexible graduates who can respond to rapidly changing environments thereby enhancing their employment prospects. To provide a supportive and collaborative learning environment which is sensitive to the needs of all learners. To develop students' knowledge, understanding and application of the principles which underpin alcohol and substance misuse work practice. To facilitate students to engage with employability skills by completing a self-awareness statement

Learning Outcomes

Code	Number	Description
PLO1	1	Explore and analyse the key concepts used in alcohol and substance addiction theory
PLO2	2	Analyse, evaluate and apply a range of theoretical debates and concepts in relation to alcohol and substance addiction
PLO3	3	Interpret information and data from a variety of sources
PLO4	4	Demonstrate the capacity for reasoning, synthesis and reflection
PLO5	5	Work as part of a group
PLO6	6	Demonstrate independent thought, judgement and initiative
PLO7	7	Apply skills in the conventions of citation, referencing and the presentation of bibliographies
PLO8	8	Demonstrate competence in clear communication and presentation, in speech and writing and in other media
PLO9	9	Apply Information Technology skills, such as word-processing and structured searching of the internet
PLO10	10	Apply time management skills
PLO11	11	Identify and discuss a range of explanations offered for the bio psychosocial behaviour of individuals, human service organisations, communities and society

PLO12	12	Analyse the nature and implication of contemporary social policy on the provision of services for people with alcohol and substance addiction and their families and its impact on the wider community
PLO13	13	Analyse the links between crime and addition
PLO14	14	Analyse and apply to practice the framework of organisational practice standards
PLO15	15	Analyse and evaluate a range of approaches, strategies and interventions used to manage/treat addiction
PLO16	16	Explain the principles of research design and main methods of data collection used by social and health researchers
PLO17	17	Identify the key influences and the contribution of individuals, groups and organisations in preventing alcohol and substance misuse.
PLO18	18	Evaluate a variety of social, welfare, health & legal policy responses and practices in relation to alcohol and substance addiction

Course Structure

Programme Structure Description	The foundation degree will be studied as a full-time programme. The programme is structured around the University Academic Framework. If a student has to break off from study, for work or personal reasons, the credits he/she has gained up to that point are retained. When the student is able to begin studying again, he/she uses his/her credits to return to the college (within a time limit of usually 4 years). The target award is the FdA Alcohol and Substance Misuse Work (240 credits). However, students who are unable to complete the full programme may be eligible for an alternative exit award as follows: Certificate of Higher Education for achievement of 120 credits at L4. For information about awards, see https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework

Structure - 240 credit points	
Level 4 Core - 240 credit points	CORE
[MODULE] 4516ARCAS Care Assessment and Planning Approved 2022.01 - 20 credit points	
[MODULE] 4514ARCAS Introduction to Research Approved 2022.01 - 20 credit points	
[MODULE] 4512ARCAS Sociology of Health Approved 2022.01 - 20 credit points	
[MODULE] 4511-ARCCS Personal and Academic Development Approved 2022.01 - 20 credit points	
[MODULE] 4515ARCAS Drug and Alcohol Strategy and Legislation Approved 2022.01 - 20 credit points	
[MODULE] 4513ARCAS Concepts and Models of Addiction Approved 2022.01 - 20 credit points	
Level 5 Core - 240 credit points	CORE
[MODULE] 5515ARCAS Advanced Professional Practice and Personal Development Planning Approved 2022.01 - 20 credit points	
[MODULE] 5514ARCAS Independent Research Project Approved 2022.01 - 20 credit points	
[MODULE] 5513ARCMH Treatment and Recovery Approaches in Mental Health Approved 2022.01 - 20 credit points	
[MODULE] 5516ARCAS Harm Reduction Approved 2022.01 - 20 credit points	
[MODULE] 5512ARCAS Community Involvement and Engagement Approved 2022.01 - 20 credit points	
[MODULE] 5511ARCAS Prevention Approved 2022.01 - 20 credit points	

Teaching, Learning and Assessment

Teaching, Learning and Assessment	The acquisition of knowledge & understanding is promoted through a variety of methods including lectures, seminars, presentations, case studies, group work, group tutorials, project work, work placement/s, observation and demonstration and independent self-directed study and research Lectures present relevant subject information in a structured manner in order to outline key themes, issues and debates and thus provide students with the underpinning knowledge from which to conduct further self-directed learning. Seminars, group work and group tutorials offer more potential for a purposely student led interactive forum for knowledge sharing and acquisition. Individual tutorials facilitate student learning by addressing specific knowledge and understanding needs on an individual basis and remains an integral aspect of the relationship between staff and student in respect of the Professional Practice modules and the Independent Research Project. Throughout the learner is encouraged to undertake independent reading and research using both printed and electronic material to complement, widen, deepen and consolidate their knowledge and understanding. Knowledge and understanding are assessed via both oral and written coursework (such as essays, projects, seminars, poster presentations, case studies, portfolios and examinations). Within the programme students demonstrate intellectual skills in a variety of ways including through interactional lectures, seminar presentations, coursework and examinations. Preparatory reading & research involves evaluation and interpretation of salient issues and/or empirical data. Constructive feedback on both coursework and examinations also enhances students' intellectual development by confirming areas of intellectual acumen and outlining scope for further development Intellectual skills are assessed via both oral and written coursework (such as essays, projects, seminars, poster presentations, portfolio and examinations). C1. Demonstrate a high level of probity. C2. Identify own strengths and limitations to develop professional competency. C3. Clarifying and agreeing the rights and responsibilities of work and self. Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated Within the programme students demonstrate professional practical skills in a variety of ways including through work-based learning, interactional lectures, seminar presentations, coursework and preparatory reading, experiential activities and workshops. Constructive feedback on practice will be given orally and written format throughout the course enabling students to assess and evaluate own development. Professional practical skills are assessed via both practical, work based placement, supervision, written work, oral communication within group settings and one to one practical based workshops Students are taught and provided with opportunities to develop/practise transferable/key skills during tutorial. However such skills are also embedded throughout the entire programme via a range of strategies including the use of written and oral presentations, training in how to obtain information from a variety of paper based and electronic resources and via group work activities. Relevant numerical and statistical skills are taught in the programme and students use these in certain modules such as in the Independent Research Project. Transferable skills are assessed through coursework at all levels in all modules. In addition students will be required to complete exercises, for example on the use of IT or the presentation of bibliographies and references, as part of the tutorial programme.

Opportunities for work related learning

Opportunities for work related learning
An important element of any foundation degree programme is learning which is achieved and demonstrated through an engagement with a workplace environment. Students are normally employed within a statutory, private or voluntary human services agency/organisation or service provider. Students will fulfil the learning outcomes through their own occupation in their workplace or it may involve a period of agreed and negotiated learning in a real work situation. Work-based learning is not restricted to work experience or placement learning. It also includes relevant and appropriate assessed learning which links academic study with work situations and issues.

Entry Requirements

Type	Description

A levels	A/AS Level A GCE A level profile which demonstrates strong performance in a relevant subject or an adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at level A-C. BTEC National Diploma BTEC ND in an appropriate area or AVCE/GNVQ in an appropriate vocational area. Access to Higher Education Diploma - 60 credits, of which at least 45 must be achieved at level 3 (from 2010, with merit) and with an appropriate combination of modules. Access to Higher Education Diploma & modular achievement with 24 credits at level 3 (from 2010, with merit) NVQ level 3 in relevant vocational areas. At least 96 UCAS tariff points. 96 UCAS tariff points for Sept 2017 entry. This list is not exhaustive. Relevant work experience/ professional qualifications

Programme Contacts

Programme Leader

Contact Name

Link Tutor

Contact Name
Philomene Uwamaliya