

A NATURE OF THE AWARD		
1	Programme Title	Addictive Behaviour (Distance Learning)
2	Final award	Postgraduate Diploma
3	Intermediate awards	N/A
4	Awarding institution/body	St George's, University of London
5	Teaching institution	St George's, University of London
6	Programme accredited by	St George's, University of London
7	UCAS/JACS code	N/A
8	QAA benchmark statements	N/A
9	Date specification produced	November 2004

B FEATURES OF THE PROGRAMME		
1	Mode of study	Distance Learning
2	Usual length of programme	52 weeks
3	Other features of the programme	<ul style="list-style-type: none"> ● Course delivered via distance learning ● 3 x 2 day residentials ● Work-based learning outcomes

C EDUCATIONAL AIMS OF THE PROGRAMME	
<p>The course is designed to:</p> <ul style="list-style-type: none"> ● Equip criminal justice (CJ) healthcare and other staff involved with the CJ system with the theoretical knowledge, critical understanding, skills and confidence to deal appropriately with problem drug and alcohol use and related healthcare issues in the custodial setting. ● Provide an opportunity for CJ healthcare and other staff to undertake specialist work-related assignments to aid service practice and development. ● Enable participants to plan, and where appropriate, to deliver training in addictive behaviour to relevant CJ staff. 	

D LEARNING OUTCOMES OF THE PROGRAMME		
	<i>Advanced knowledge and understanding of:</i>	<i>Related teaching and learning methods and strategies:</i>
1	Historical and sociological perspectives of addictive behaviour	<ul style="list-style-type: none"> ● Telephone tutorials ● Asynchronous email communication (with tutor or with peers) ● One-to-one tutorials (by appointment) ● Residential lectures, seminars, tutorials and workshops ● Self-directed learning (with supported use of course workbook, handbooks, videos, online library learning resources) ● SGUL intranet
2	Biological, psychological and social bases of dependence	
3	Pattern, nature of substance use, substance misuse problems, dependence and addictive behaviour in the UK and internationally.	<p><i>Assessment:</i></p> <p><u>Summative</u></p> <ul style="list-style-type: none"> ● Essays ● Examinations ● Case study ● Critical appraisal <p><u>Formative</u></p> <ul style="list-style-type: none"> ● Assignment feedback ● Logbook for review of self-directed objectives for each term ● Review with tutor ● Completion of workbook activities
4	Effects of different classes of psychoactive substances.	
5	Models used to explain substance use in society and in a socio-cultural context.	
6	Physical, social and psychological consequences of substance misuse.	
7	Non-substance-related addictive behaviour (gambling, compulsive behaviours).	
8	Primary, secondary and tertiary prevention strategies.	
9	Models of demand reduction and supply reduction.	
10	Intervention modalities for addictive behaviours.	
11	Medico-legal aspects of substance use problems.	
12	Needs of special populations within the CJS and related problems of substance misuse.	

	<i>Cognitive skills: the ability to</i>	<i>Related teaching and learning methods and strategies:</i> <ul style="list-style-type: none"> ● Residential lectures, seminars, tutorials and workshops ● Telephone tutorials ● Self-directed learning activities contained within course workbook and course videos - with accompanying feedback. ● SGUL intranet
1	Examine students' own attitudes to substance misusers and test out views against evidence and experience gained in the course.	
2	Reflect on the national and international policies and guidelines including regulation and control of psychoactive substances.	
3	Develop critical skills to analyse research data and to critically appraise research papers.	
4	Use evidence-based approaches to evaluate efficacy and effectiveness of treatment approaches.	<i>Assessment:</i> <u>Summative</u> <ul style="list-style-type: none"> ● Assignment coursework - essays, case study , critical appraisal, examinations <u>Formative</u> <ul style="list-style-type: none"> ● Logbook for review of self-directed learning objectives ● Feedback from assignment plans/drafts ● Review with tutors

	<i>Practical skills: the ability to</i>	<i>Related teaching and learning methods and strategies:</i> <ul style="list-style-type: none"> ● Self-directed learning activities. ● Residential workshops. ● Clinical visits ● SGUL intranet
1	Practice relating advanced skills in the assessment of the nature and severity of substance misuse problems.	
2	Formulate care plans and evaluate appropriate treatment interventions.	
3	Work with practitioners and professionals within a multidisciplinary context.	<i>Assessment:</i> <u>Summative</u> <ul style="list-style-type: none"> ● Assignment coursework

4	Develop advanced skills in clinical observations, interpretation and evaluation as a basis for evidence-based practice.	with particular emphasis on the case study.
5	Enhance problem-solving skills, develop and utilise new concepts in work practice.	<p><u>Formative</u></p> <ul style="list-style-type: none"> • Logbook for review of self-directed learning objectives. • Feedback from assignment plans/drafts. • Review with tutors

	<i>Transferable skills: the ability to</i>	<i>Related teaching and learning methods and strategies:</i>
1	Engage in professional and academic communication with peers including reflection on own and others' practices.	<ul style="list-style-type: none"> • Residential workshops, seminars, group work, tutorials.
2	Utilise skills in communication and interpersonal relationships in a dynamic and changing working environment.	<ul style="list-style-type: none"> • SGUL intranet
		<i>Assessment:</i>
		<ul style="list-style-type: none"> • Case study • Critical appraisal • Logbook of learning

E	Programme structure and features
	<ul style="list-style-type: none"> • Programme duration 52 weeks • 4 x 10 week terms (plus term breaks) • 3 X 2 day residential sessions (minimum attendance 75%) • Academic level 'M' postgraduate diploma • The 4 terms are divided into 5 compulsory modules: <ul style="list-style-type: none"> a) Theories of addictive behaviour b) Assessment and treatment c) Prevention and public health d) Research and critical skills e) Management and organisation of services
	‘The description of the structure of the programme, including the lists of modules, is indicative and should not be regarded as full and definitive. For up-to-date information, see the course handbook.’
	Programme reference points – the following reference points were used in the preparation of this specification:

F General teaching and learning strategies

The Division of Mental Health, Addictive Behaviour strongly believes in student-centred learning approaches and principles of adult learning activities. The strategies used in this distance learning course serve to widen learning opportunities without prejudice either to the academic standard of the award or the quality of what is offered to students. The pedagogic thrust of this course may be characterised as moving from a 'process- based' learning style to a more 'outcome-based' approach with the focus on ends rather than means.

The course:

- Does not require the student to be physically located within the institution
- Does not assume that a student is necessarily working with other students
- Encourages students to establish 'off-site' learning via learning network hubs within their own locality (e.g. regional postgraduate medical centres, professional/practitioner networks)

G Assessment

By a range of formative and summative assessments:

Formative

- Continuous assessment of progress by tutors
- Logbooks of learning kept by student and reviewed by personal tutor three times per term.
- Completion of workbook activities

Summative

- Essays - two critical essays (3,000 words each) relating to two modules and submitted at end of each module. Questions drawn from the content and learning outcomes of the module. Marked by two internal examiners and feedback given;
- Case Study- (3,000 words) to assess learning outcomes on treatment and assessment.
- Critical appraisal (3,500 words) - critique of two research papers.
- Written examination - three hours duration with three questions covering course content and learning objectives
- Oral examination (25-30 minutes duration) for borderline fail/pass or distinction candidates, conducted by two examiners.

Throughout both formative and summative assessments, clear feedback is given to students to assist their learning.

A detailed scheme of assessment and SGUL regulations apply. Detailed marking guidelines and criteria are provided to ensure postgraduate Level M standard is applied. Indicative content is provided to markers in addition to detailed general guidance on marking of content and standards for differentiating different grades.

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H	Support for students and their learning
<ul style="list-style-type: none"> ● Induction residential workshop provides introduction to staff, course structure, admin support services and an orientation to the Division, Library and IT facilities. ● Course workbook, videos and handbooks given during induction workshop with information about the course and University of London General Regulations for Students. ● Academic advice from course leader and personal tutors. ● Student counselling available at SGUL ● Students are encouraged to use the SGUL Addictive Behaviour Bulletin Board. 	

I	Criteria for admissions
<ul style="list-style-type: none"> ● First degree and at least two years relevant experience in the field of substance misuse. ● In the absence of a first degree the candidate must have at least three years experience and is required to submit a qualifying essay, which is assessed by the course leader and the assistant academic registrar. <p>The course is intended for practitioners whose work is connected with addiction and interfaces with the criminal justice system. These include:</p> <ul style="list-style-type: none"> - Health care - medical practitioners, nurses, primary health care workers, pharmacists, psychologists, managers - Criminal justice system - prison staff (including CARAT teams), arrest referral workers, DTTO workers, CJIP/DIP workers, police, probation officers, magistrates, prolific offender workers - Social services - social workers, care workers - Other interested professionals such as those working in the forensic area, court liaison CPNs, etc. 	

J	Career opportunities
<p>This course prepares graduates for career progression both within statutory and non-statutory sectors. Upon completion of the PD Diploma, some students progressed to managerial positions. Other students moved on to MSc in Addictive Behaviour either at SGUL or at other institutions.</p>	

K	Methods for evaluating and improving the quality and standards of teaching and learning
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A range of methods are used:

Review of course through feedback to:

- Course committee meetings with student representatives (during the spring and summer term residential). The minutes are presented to TPCC.
- Addictive Behaviour Postgraduates Courses Committee meetings (monthly)
- Addictive Behaviour Academic Quality Assurance Committee
- Course management meetings
- Module evaluation forms (issues raised in each Course Committee)
- Annual programme monitoring reports
- Reports from Visiting Examiners (reviewed by Examination Board and TPCC)
- Examination Board review (including internal and visiting examiner oral feedback)

Other methods used:

- Staff CPD activities such as conferences, use of keynote visiting lecturers during residential workshops

L	Regulation of assessment
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- The course has a scheme of assessment for each year and it complies with the General regulations for Students and Programmes of study as devised by SGUL.
- Two internal examiners assess the work independently before agreeing a mark: the Chief Examiner adjudicates disputed marks.
- A selection of work from each marking band is sent to visiting examiners for academic and addiction specialist external validation.
- All works are subject to Examination Board scrutiny. The Examination Board also determines issues outside the standard regulars, if referred.

M	Indicators of quality and standards
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External review

- QAA report
- Visiting examiner reports (giving expert academic and specialist addiction feedback on course materials, assessed coursework and written and oral examination standards achieved)

Internal review

- Student feedback
- Annual programme monitoring reports (with student progression identified)
- Monitoring feedback from TPCC

- ABAQAC monitoring of compliance with standards processes and completeness of records of meetings and actions taken.
- Validation Committee Course Review

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the course handbook and, where they are produced, separate module guides.

Key sources of information are:

Course documents

Student Handbook

The St George's prospectus and the Kingston University prospectus

Course leaflets

The St George's internet site and the Kingston University internet site

General Regulations for students and programmes of study

QAA subject review reports