Accounting and Finance

European Studies in Substance Misuse

1. **Awarding institution** University of Stirling
2. **Teaching institution** University of Stirling
3. **Programme accredited by**
4. **Final award** Postgraduate Certificate
5. **Programme Title** European Studies in Substance Misuse
6. **UCAS code** N/A
7. **Subject benchmark statement** N/A
8. **Date of PS preparation/revision** Sep 2003

9. **Criteria for admission**

Applicants must hold a degree or degree level equivalent of a university or college recognised by the University of Stirling. A professional qualification plus substantial relevant experience may be accepted as equivalent. Candidates must be able to demonstrate their academic and professional readiness for undertaking the course.

The partner universities will normally only enrol students from their own countries. Students from non-partner countries are free to register with the university of their choice. The partner universities have also confirmed their commitment to overall course provision regardless of individual recruitment levels.

10. **Educational aims of the programme**

European Studies in Substance Misuse aims to address training and development needs for those working in the field of drug and alcohol misuse and related fields, thereby promoting improvements in practice and service delivery.

11. **Intended learning outcomes**

(Knowledge and understanding/Skills and other attributes/Professional practical skills/Transferable/key skills)

On completion of each programme, students will be able to understand and analyse:

- The pharmacology of alcohol and other drug use
- Dependence theories and their application
- Socio-cultural factors in drug/alcohol use
- Current developments in European drug policy
- Current approaches to treatment provision in Europe
- The impact of race, gender and popular culture on drug taking
- The relationship between policy and practice
• Diagnosis of drug/alcohol problems and treatment planning
• The use of diagnostic instruments
• The physical and psychological risks of long-term substance use
• The socio-cultural factors involved in drug and alcohol misuse
• The foremost theories of behavioural change
• Treatment service outcomes
• Client satisfaction and performance indication

12. Teaching, learning and assessment strategies

The programme is designed for mature students; particularly those working in the field of alcohol/drug misuse or related disciplines. Teaching methods encourage student participation and peer group learning. Students will experience lectures (both on-line and traditionally taught), workshops, small group discussions, and simulation activities. Students are encouraged to use on-line facilities for general discussions and on-line collaborative exercises to promote shared learning. All students receive on-line tutorials from their tutor and a mid-course review tutorial to discuss progress.

Students receive custom-made learning materials, usually electronically. A limited number of key texts are identified at an early stage, to enable students in distant locations to acquire them and an On-line Library is provided to assist students without easy access to traditional library facilities.

Students are encouraged to provide feedback throughout the course and formally (by electronic evaluation form) both at the end of each taught theme and at the conclusion of each module. This ensures that the course remains relevant to practice and sensitive to students' experience of teaching and assessment.

13. Programme structures and requirements, levels, modules, credits and awards

The programme can be undertaken either full-time or part-time and consists of two modules, each of 300 hours study:

• a taught theoretical module which commences with a week-long intensive programme hosted by one of the partner universities and continues on-line.
• a six-week supervised practice placement (including six days of independent study) in a treatment, prevention, research or policy agency in the field of substance misuse culminating in an individual study project/extended essay of 8000 words.

14. Regulation of assessment

Work is assessed on the basis of its structure and presentation, the use of theory, incorporation of relevant research and clarity of argument/discussion. All written assignments are double marked independently by the relevant course tutor and the enrolling partner. Where these two functions coincide, a second marker will be selected from the remaining course tutors as appropriate.
Each module is assessed as follows:

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<tr>
<th>Module 1 (ESS1)</th>
<th>Module 2 (ESS2)</th>
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<tbody>
<tr>
<td>3 x 2000 word essays</td>
<td>Extended Essay (8000 words)</td>
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Assessment is graded on a scale from A to E, with C being the pass grade (equivalent to 50%). These grades are provided partly for progress requirements and partly to provide feedback to students on the standard they are attaining. The MSc and the Postgraduate Diploma are not classified and are awarded simply as a pass.

15. Support for students and their learning

The University has a wide range of support facilities, including:

- Academic advice through the advisory system, which assigns each student to an Adviser of Studies, who provides guidance on the student’s choice of modules and on the requirements of degree programme.
- Stirling Library and Information Technology Support: http://www.is.stir.ac.uk/index.html
- Student Information and Support Service: http://www.siss.stir.ac.uk/
- Careers Advisory Service: http://www.careers.stir.ac.uk/
- Students’ Union: https://www.stirlingstudentsunion.com/
- Learning Support at Departmental and University Level

The University is committed to accessibility and transparency in its provision of information for students. It is currently investing heavily in a three year Student System Project (2001–2004) to provide better and more accessible information for students online. Students can now access their grade record, online progress reports, module enrolment and other registration data through the portal which is accessed from the University home page.