The Further Education and Training Awards Council (FETAC) was set up as a statutory body on 11 June 2001 by the Minister for Education and Science. Under the Qualifications (Education & Training) Act, 1999, FETAC now has responsibility for making awards previously made by NCVA.

Module Descriptor

Community Addiction Studies

Level 5   L21980

www.fetac.ie
**Introduction**

A module is a statement of the standards to be achieved to gain a FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module – the purpose, general aims, assessment details and assessment criteria – combine with the learning outcomes to state the standards in a holistic way.

While FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners’ needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners’ **core skills** is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one’s own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.
Module Title Community Addiction Studies

Module Code L21980

Level 5

Credit Value 1 credit

Purpose This module is a statement of the standards to be achieved to gain a FETAC credit in Community Addiction Studies at Level 5. The module is designed to enable people to learn about drugs and their effects; to develop an understanding of addiction; to examine their own attitudes; to become more effective in their personal responses; to develop the skills and knowledge to become more effective in responding to drug misuse in their own communities.

Preferred Entry Level Level 4 Certificate, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.

Special Requirements None

General Aims Learners who successfully complete this module will:

8.1 gain a knowledge of different drugs and their effects
8.2 become familiar with the process of addiction
8.3 gain a knowledge of how addiction effects individuals, families, and communities
8.4 develop skills in communicating about drug/alcohol issues
8.5 develop skills in understanding appropriate responses
8.6 develop a critical awareness of attitudes towards addiction.

Units The specific learning outcomes are grouped into 4 units.

Unit 1 Drugs and their Effects
Unit 2 The Process of Addiction
Unit 3 Intervention Strategies
Unit 4 Community Responses
10 Specific Learning Outcomes

Unit 1 Drugs and their effects

Learners should be able to:

10.1.1 identify principle drugs of misuse
10.1.2 identify in which categories the drugs belong
10.1.3 state the primary effects of the drugs identified
10.1.4 identify factors influencing the impact of drug use on an individual
10.1.5 identify drugs used in the local area
10.1.6 outline patterns of drug use in the local area
10.1.7 recognise general trends in drug use in Ireland since 1960.

Unit 2 The Process of Addiction

Learners should be able to:

10.2.1 identify key stages in the process of addiction
10.2.2 distinguish these key stages in actual scenarios
10.2.3 identify how addiction affects the whole person
10.2.4 recognise the progression of emotional development through the process of addiction
10.2.5 define the defence mechanisms associated with addiction
10.2.6 identify a model for understanding change within the process of addiction
10.2.7 distinguish the elements of this model
10.2.8 identify family roles
10.2.9 recognise how individual family members contribute to sustaining addiction
10.2.10 describe the impact of addiction on the family
10.2.11 describe adult patterns of behaviour arising out of childhood learning in relation to addiction
10.2.12 identify what supports are available to families dealing with addiction.
Unit 3  Intervention Strategies

Learners should be able to:

10.3.1 understand the relevant issues that need to be considered when approaching an intervention
10.3.2 explore his/her own attitudes towards addiction
10.3.3 demonstrate personal understanding of intervention and its impact
10.3.4 using one model of understanding change identify intervention strategies appropriate to different stages of the process of addiction
10.3.5 recognise stages of a crisis
10.3.6 demonstrate knowledge of one agency working in the addiction field
10.3.7 identify a number of different approaches taken by agencies in the addiction field
10.3.8 situate these different responses within the context of a model for understanding change within the process of addiction.

Unit 4  Community Responses

Learners should be able to:

10.4.1 identify agencies responding to addiction within own community
10.4.2 describe ways in which communities respond to addiction
10.4.3 demonstrate a critical analysis of the media in its treatment of addiction issues
10.4.4 identify what is community
10.4.5 identify the impact of addiction on a community
10.4.6 identify ways in which he/she can become involved in developing responses at a local level
10.4.7 identify and access relevant information on addiction
10.4.8 compile information on addiction in a manner accessible to peers.
See the note on assessment principles and the glossary of assessment techniques at the end of this module descriptor.

**Summary**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Collection of Work</td>
<td>60%</td>
</tr>
<tr>
<td>Assignments (2)</td>
<td>40% (20% each)</td>
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</table>

11.1 **Collection of Work**

The internal assessor will devise guidelines for candidates on gathering a collection of work that demonstrates evidence of a range of specific learning outcomes. The collection will include evidence displaying a knowledge and understanding of:

- Drugs and their effects.
- The impact of addiction on the family and the community.
- The services available in response to addiction.
- The nature and practice of intervention.
- The media presentation of addiction.
- The participant's own personal learning.

11.2 **Assignments (2)**

The internal assessor will devise two briefs that require candidates to produce evidence that demonstrates an understanding and application of a range of specific learning outcomes.

**Assignment 1.**

The brief for the first assignment will require the candidate to produce a case study. The case study should demonstrate a knowledge and understanding of the process of addiction and appropriate intervention strategies.

**Assignment 2.**

The brief for the second assignment will require the candidate to produce a research exercise following the investigation of a topic. The exercise will cover a topic related to addiction, and will be submitted in a format accessible to peers.

12 **Grading**

<table>
<thead>
<tr>
<th>Grade</th>
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<tr>
<td>Pass</td>
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<tr>
<td>Merit</td>
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<td>Distinction</td>
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## Assessment Criteria

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<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
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<tbody>
<tr>
<td><strong>Collection of Work</strong></td>
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<tr>
<td>• accurate list of a variety of drugs and their effects</td>
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<td>• in-depth understanding of how addiction impacts upon the family</td>
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<td>• comprehensive profile of one addiction-related service/agency</td>
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<td>• analysis of how addiction is portrayed in the media</td>
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<td>• considered reflection on personal learning</td>
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<td><strong>Subtotal</strong></td>
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<tr>
<td><strong>Assignment 1 - Case Study</strong></td>
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<td>• clear description of the progression of addiction</td>
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<td>• accurate description of defence system used</td>
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<td>• comprehensive analysis of issues for the individual</td>
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<td>• thorough identification of the needs of the individual</td>
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<td>• appropriate use of terminology throughout</td>
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<td><strong>Subtotal</strong></td>
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<td><strong>Assignment 2 - Research</strong></td>
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<td>• relevant information appropriately selected and organised</td>
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<td>• understanding and knowledge of chosen topic clearly demonstrated</td>
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<td>• evidence of analysis and conclusions</td>
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<td>• sources of information clearly acknowledged</td>
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<td>• information presented appropriately</td>
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<td><strong>TOTAL MARKS</strong></td>
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*This mark should be transferred to the Module Results Summary Sheet*

Internal Assessor’s Signature: ___________________________ Date: _________________

External Authenticator’s Signature: ______________________ Date: _________________
FETAC Module Results Summary Sheet

Module Title: Community Addiction Studies
Module Code: L21980

<table>
<thead>
<tr>
<th>Candidate Surname</th>
<th>Candidate Forename</th>
<th>Total 100%</th>
<th>Grade*</th>
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</table>

Signed: ___________________________________________

Internal Assessor: ________________________________ Date: ________________

This sheet is for internal assessors to record the overall marks of individual candidates. It should be retained in the centre. The marks awarded should be transferred to the official FETAC Module Results Sheet issued to centres before the visit of the external Authenticator.

Grade*
D: 80 – 100%
M: 65 – 79%
P: 50 – 64%
U: 0 – 49%
W: candidates entered who did not present for assessment
Glossary of Assessment Techniques

Assignment

An exercise carried out in response to a brief with specific guidelines and usually of short duration.

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

Collection of Work

A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

The body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc.

Examination

A means of assessing a candidate’s ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate’s ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

Learner Record

A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.

Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book.
The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner’s experience.

**Project**

*A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.*

Projects may involve:
- research – requiring individual/group investigation of a topic
- process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: *(some of these – about 2-4)*
- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

**Skills Demonstration**

*Assessment of mastery of specified practical, organisational and/or interpersonal skills.*

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.
FETAC Assessment Principles

Points 1 - 9

1 Assessment is regarded as an integral part of the learning process.

2 All FETAC assessment is criterion referenced. Each assessment technique has assessment criteria which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.

3 The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.

4 Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.

5 The reliability of assessment techniques is facilitated by providing support for assessors.

6 Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.

7 To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.

8 Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.

9 Group or team work may form part of the assessment of a module, provided each candidate’s achievement is separately assessed.