Module Descriptor

Title	Contemporary Responses to Substance Use		
Session	2025/26	**Status**	
Code	CDAS11006	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	K Miller		

Summary of Module

Contemporary Responses to Substance Use examines multiple approaches and perspectives on treatment and interventions used in relation to problematic substance use. The module examines responses from medical, criminal justice, public health, social and community models. Themes are considered across Scottish, European and International contexts. Sociodemographic characteristics such as, occupational class, gender and age are explored providing students specialist knowledge of traditional, contemporary and innovative approaches to managing problematic substance use from a variety of social and geographic contexts. Topics explored include approaches to prevention and harm reduction, therapeutic responses, cognitive-behavioural and motivational approaches, community and peer led methods and the often contested concept of recovery. Pharmacological interventions are considered in the context of harm reduction, relapse prevention and recovery. Interventions are considered in the overarching policy and practice aims of reducing the negative consequences of substance use.

The evidence that supports different approaches and responses forms an important element of this module, allowing students to critically evaluate the evidence base on which such interventions, policies and practices rest. Treatment outcomes and follow-up studies are investigated in order to consider the effectiveness of strategies that respond to the wide ranging impacts on health, offending, family, child protection, employment and community issues associated with substance use.

- Consider a range of responses to substance use
- Consider the evidence for the effectiveness of responses
- Harm reduction and preventive responses
- Treatment and treatment outcomes
- Perspectives on recovery

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☒	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☒ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate critical understanding of the differing perspectives on substance use.
L2	Critical understanding of the effectiveness of secondary prevention/harm reduction responses to substance use.
L3	Critical understanding of behaviour change processes and the role and effectiveness of treatment interventions in recovery.
L4	Critical understanding of environmental influences (family, significant others, community) on behaviour change and recovery.
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** Demonstrate a critical understanding of specialised theories, principles and concepts. Extensive detailed and critical knowledge in specialist areas.
Practice: Applied Knowledge and Understanding	**SCQF 11** Use a range of specialised techniques/methods which are at the forefront of developments. Use a significant range of principal skills associated with problem substance use issues.

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Generic Cognitive skills	**SCQF 11** Apply critical analysis, evaluation and synthesis to issues which are at the forefront or informed by developments at the forefront of a subject/discipline. Develop original and creative responses to problems and issues. Critically review, consolidate and extend knowledge, skills practices and thinking in the substance misuse field.
Communication, ICT and Numeracy Skills	**SCQF 11** Communicate, using appropriate methods with a range of audiences. Making effective use of information retrieval systems and use information technology applications to access and present documents in an appropriate form
Autonomy, Accountability and Working with Others	**SCQF 11** Working effectively in groups or teams. Substantial autonomy and responsibility in professional and equivalent activities

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. Teaching and learning sessions include short lecture inputs linked to small group discussion and exercises in order to both provide information and evidence as well as to engage the student group, some of whom will have relevant practical experience. There is a strong collaborative element to learning. Learning and teaching will consist of short lectures (recorded on aula for distance learners and campus learners to access), reflective discussion, groupwork, feedback and presentations.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	36
Independent Study	140
Tutorial / Synchronous Support Activity	24
Please select	
Please select	

Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Babor T et al 2018 Drug Policy and the Public Good. OUP. Oxford, Babor 2017 Alcohol: no Ordinary Commodity. Oxford UP Scottish Government 2018 Rights Respect and Recovery. Scottish Govt. Edinburgh
(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** All full-time students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: https://www.uws.ac.uk/about-uws/policies-procedures-guidance/

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Aula, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Social Sciences**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**

Module Eligible for Compensation	☐ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	PG Social Sciences
Moderator	A Shaw
External Examiner	L Williams
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1. Update module coordinator from April Shaw to Kate Miller 2. Update Moderator from Kate Miller to April Shaw

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Report of practical/field/clinical work: A reflective report following participation in a group debate on Responses to Substance Use (40%)
Assessment 2
Presentation: Presentation based on given service user case study. (60%)
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Report	☒	☒	☐	☐	☐	40	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☐	☒	☒	☒	☐	60	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**

	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**
New template, MC and Moderator	Mar 25	A Shaw