

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Understanding Substance Use			
Code: CDAS11005	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	A Shaw		
Summary of Module			
<p>Understanding Substance Use explores fundamental issues and concepts in the field of drug and alcohol studies. This module introduces the subject area by exploring a broad historical perspective on the prevalence of substance use.</p> <p>We will then offer definitions and effects of psychoactive substances and critically explore health and social consequences of use. Concepts of addiction and dependence are considered from a range of perspectives and disciplines.</p> <p>The module examines patterns of substance use across local, national and international units of analysis. This develops to consider differentiated patterns and consequences of consumption across gender, age, class and ethnicity.</p> <p>Students critically assess theoretical perspectives on substance use from a range of disciplines including biology, psychology, criminology and sociology using a range of data sources.</p> <p>This module introduces students to key concepts and historical information that will facilitate a contemporary understanding of how substance use is understood.</p> <p>This module provides subject specialist knowledge and is a required module for both the MSc and the Pg. Certificate.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Historical understanding of substance use, and the emergence of the concepts of addiction and dependence • Definitions and effects of psychoactive substances • Socio demographic patterns of consumption within populations, from an international perspective 			

- Consequences of substance use for individuals, families, communities, and the state.

Multi-disciplinary understanding of how substance use is understood from a range of theoretical perspectives including, biology, psychology, criminology and sociology.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

See Guidance Note for details.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements)

These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.

At the end of this module the student will be able to:

L1	Demonstrate a critical understanding of how substance use and problems are understood from a range of perspectives.
L2	Critical understanding of the prevalence of substance use
L3	Critical appreciation of the effects of substance use on individuals, families, communities and the State.
L4	. Demonstrate a critical awareness of how theories of addiction and dependence impact on understanding substance use and problems.

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)	<p>SCQF Level 11</p> <p>Students completing this module will be able to demonstrate:</p> <p>Historical and contemporary understanding of models of addiction, related terminology and how this underpins interventions;</p> <p>A critical understanding of the principal theories that challenge contemporary models of addiction and policy and treatment interventions.</p>	
Practice: Applied Knowledge and Understanding	SCQF Level 11	
Generic Cognitive skills	<p>SCQF Level 11</p> <p>Apply critical analysis, evaluation and synthesis to demonstrate subject specialist knowledge of addiction.</p> <p>Identify, conceptualise and define new and abstract problems and issues.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 11</p> <p>Take part in group discussions with academic supervisors both online and on campus.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 11</p> <p>Working effectively, together with others in groups or teams, taking both a leadership and a team member role where appropriate.</p> <p>Systematically identifying and addressing their own learning needs both in current and in new areas as appropriate.</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

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.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	12
Independent Study	98
Personal Development Plan	30
Asynchronous Class Activity	36
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Bancroft, A. (2009). *Drugs, intoxication and society*. Cambridge: Policy Press

Coomber, R., McElrath, K., Measham F. and Moore, K.et.al. (2013). *Key Concepts in Drugs and Society*. London: Sage

Gage, Suzi (2020) *Say why to drugs*. London: Hodder & Stoughton

Nutt, David (2020) *Drugs without the hot air: Making sense of legal and illegal drugs*. Cambridge:UIT

(*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:

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

All fulltime 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: <http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/>

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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	PG Social Science
Moderator	tbc
External Examiner	L. Williams
Accreditation Details	
Changes/Version Number	1.10 1. Update session from 2022/23 to 2024/25 2. Update module coordinator from Aileen O’Gorman to April Shaw

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

Assessment 1 Assessment 1:Review/Article/Critique/Paper. Produce a critical annotated bibliography detailing four research papers related to the topic of understanding substance use. Length: 1,200 words (40%)

Assessment 2 Essay. Discuss the connections between models of addiction and risk environments for substance use problems.

Length: 2,000 words (60%)

Assessment 3 – Free Text

(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Review/ Article/ Critique/ Paper	X	X				40	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay			X	X		60	0

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total for All Components						100%	0 hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor