**Note:** This sheet does not form part of the specification and will not be published. The information on this sheet provides contextual and supporting information for the approval process and should provide answers to questions that commonly arise in the consideration of new and revised modules. Please type directly into the form, boxes will expand as needed.

**NB – specifications with errors in formatting, typos and/or on incorrect or incomplete templates will not be considered for approval until corrected.**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | | **YES** | **NO** |
| 1. New module (if yes, complete numbers 3-8, 10-14) Title: | | | | | | | |  | X |
| 1. Revised module (if yes, complete numbers 3-14) Title and SDS/KV codes: SOCI8750 (SO875) – Drugs, Culture and Control | | | | | | | | x |  |
|  | | | | | | | | | |
| 1. State which stage this module will be applicable to (information required by SITS): | | | | | | | | 7 | |
| 1. Is this module (or any consequently withdrawn modules) compulsory in any programmes:   (i) in the School which owns the module? | | | | | | | |  | X |
| (ii) in programmes owned by other Schools? | | | | | | | |  | X |
| 1. Does the introduction/revision of this module, or the withdrawal of other modules, potentially require changes to those programmes? | | | | | | | |  | X |
| 1. If so, are those potential changes the result of:   (i) Changes to the Learning Outcomes of this module? | | | | | | | |  | X |
| (ii) Changes to the term(s) in which this module is delivered? | | | | | | | |  | X |
| (iii) Changes to pre- and co-requisite modules? | | | | | | | |  | X |
| (iv) Other (please specify) | | | | | | | |  | X |
| 1. If the answer to any of questions 4.2 to 6 is Yes - confirm that all the owners of the programmes listed in section 7 of the specification have been informed. | | | | | | | |  |  |
| 1. Will any modules be withdrawn as a result of the introduction of this module/changes to the module? | | | | | | | |  | X |
| 1. Please indicate which sections of the specification have been revised. NB the approval panel will look at the whole specification and may comment on sections that have not been revised in this submission. | | | | | | | |  | |
| 1 x | 2 | 3 | 4 | 5 x | 6 | 7 | 8 |
| 9 | 10 | 11 x | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 |  |  |  |  |  |
| 1. Are there any implications for learning resources, including staff, library, IT and space? If yes, please confirm the School has considered and planned for the allocation of the resources required. | | | | | | | |  | X |
| 1. Term and year the revised version/new module will start: Autumn term 2019 | | | | | | | | | |
| 1. Date this version of the module specification was approved by the School EC or GSC (and Board of Studies if appropriate): Approved SPSSR Graduate Studies Committee 10-10-2018 | | | | | | | | | |
| 1. Rationale: please provide any contextual information that will assist members of the approval panel who may not be familiar with the discipline and custom and practice in your School:   I run an undergraduate level 6 module on drugs and a postgraduate level 7 module on drugs. Currently both modules have the same name: ‘Drugs, culture and control’, even though the content is quite different. This is confusing to Kent UG students who stay on to do PG, as they think the module is the same. I therefore primarily want to change the name of the module to reflect its different content. I have also taken the opportunity to update the indicative reading and correct a few typos.. | | | | | | | | | |
| 1. Please provide any additional information that may assist the approval panel, for example the rationale for assessment or an explanation of the learning and teaching methods if these vary from a commonly seen pattern: | | | | | | | | | |

1. **Title of the module**

SOCI8750 (SO875) – Drug Policy Debates

1. **School or partner institution which will be responsible for management of the module**

School of Social Policy, Sociology and Social Research

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

20 credits (10 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring (term 1 or 2)

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Sociology MA

Criminology MA

Two year masters versions of the appropriate programmes listed above

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Critically evaluate differing styles of illicit drug control

8.2 Display a comprehensive understanding of the links between illicit drugs and cultural contexts

8.3 Offer detailed and critical analysis of current policy issues in the field of illicit drugs

8.4 Make sophisticated links between important debates in the field of illicit drugs and their theoretical underpinnings

8.5 Discuss illicit drugs issues within an informed global framework

9.  **The intended generic learning outcomes.  
On successfully completing the module students will be able to:**

9.1 Demonstrate sophisticated skills in communication and in utilization of research and empirical data

9.2 critically synthesise the theoretical contribution of different schools and disciplines of enquiry

9.3 gather appropriate library and web-based resources for postgraduate study; make critical judgments about their merits and use the available evidence to construct an argument to be presented orally or in writing

1. **A synopsis of the curriculum**

This module provides Masters students with a criminological, sociological and cultural understanding of drug use and trade. It will be divided into three parts: the first will explore the cultural contexts of illicit drug use within modern society; the second will offer a detailed analysis of current and potential methods of drug control; the third will consider and evaluate practical issues facing the drug policy makers of today. Throughout the module curriculum, effort will be made to consider methods, issues and policies in a global, as well as national, context. Particular emphasis will be placed on the theoretical arguments underpinning the major debates in this field and up-to-date research will be drawn upon throughout.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Barton, A. (2003*) Illicit Drugs: Use and Control* London: Routledge

Blackman, S. (2004) *Chilling Out: the cultural politics of substance consumption, youth and drug policy* Maidenhead: Open University Press

*Chatwin, C. (2018) Towards more effective global drug policies* Palgrave Macmillan

Manning, P. (2007) *Drugs and popular culture: drugs, media and identity in contemporary society* Cullompton: Willan

Nutt, D.J. (2012) *Drugs Without the Hot Air: Minimising the Harms of Legal and Illegal Drugs, Cambridge, UIT*

Parker, H. (1998) *Illegal leisure: the normalisation of adolescent recreational drug use* London: Routledge

South, N. (1998) *Drugs: Cultures, controls and everyday life* London: Sage

Thornton, S. (1995) *Club cultures: music, media and subcultural capital* Cambridge: Polity Press

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 178

Total study hours: 200

1. **Assessment methods**
   1. Main assessment methods

Coursework – essay (5000 words) – 100%

13.2 Reassessment methods

Coursework 100%

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** |  |  | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** |  | **X** |  |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay – 5000 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The discussion and application of the module topics is undertaken in an explicitly international context and emphasises international comparative study. The range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 2009 | N/K | September 2009 | N/K | N/K |
| 27/01/2019 | Major | September 2019 | 1, 5, 9, 11 | No |

Revised FSO March 2018