Module Descriptor

Title	Crime as social harm		
Session	2025/26	**Status**	Full-time
Code	CRIM10009	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	
School	**Education and Social Sciences**		
Module Co-ordinator	A Watkin		

Summary of Module

The module aims to examine the social harm perspective, which derives from Critical Criminology, and encourages students to think more broadly about definitions of crime and how particular acts that are often not defined within a criminal or legal framework can create harm. The aim of this module is to move beyond the confines of socially constructed definitions of 'crime', 'criminals' and 'criminal law' to consider a broader 'social harm' approach that explores the impact and consequences of political, social and economic policies and actions on people's lives at local, national and corporate level. Using a social harm approach, we will look at how social harms occur and the types of harms people may face and experience. This will include an examination of physical harms (for example workplace violence), financial harm/loss (through welfare policies, loans, security), emotional and psychological harm (experienced through violence or other forms of inequality and treatment), cultural harm (limiting development, opportunity, autonomy) and collective or mass harms (human rights abuses, forced labour, trafficking). In exploring these events and incidences structural determinants such as class, ethnicity, and gender will also be examined. This module also aims to broaden out from an anthropogenic view to harms that occur against animals and the environment.

Module Delivery Method	**On-Campus**[1] ☒	**Hybrid**[2] ☐	**Online**[3] ☐	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☐ Ayr	☐ Lanarkshire	☐ Online / Distance Learning	

[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

	☐ Dumfries		☐ London ☒ Paisley		☐ 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	Critically examine the limitations of studying issues constructed as crime and subsequent responses by criminal justice systems.
L2	Evaluate what constitutes social harm and the ways in which social harm can impact upon people's lives.
L3	Evaluate the ways in which different structural determinants like gender, inequality and ethnicity can frame the way in which social harm is experienced.
L4	Critically analyse policy responses to social harm and how these have been constructed and applied.
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 10** Students should be able to identify and demonstrate knowledge and understanding of the social harm approach. They should also be able to identify and demonstrate knowledge and understanding of the acts, omissions and policies that cause harm.
Practice: Applied Knowledge and Understanding	**SCQF 10** Students will gain this knowledge and understanding through engagement in lectures and seminars, events with guest speakers from reputable organisations, the module's documentary club, essential readings, time spent in independent learning, and assessments.
Generic Cognitive skills	**SCQF 10** Students will undertake critical analysis, evaluation and/or synthesis competing ideas, concepts, and information within the subject area. They will draw on logic and reasoning skills to examine these topics within seminars and will use their visual/auditory processing skills to present their understanding of these issues in assessments
Communication, ICT and Numeracy Skills	**SCQF 10** Students will demonstrate these skills via two assessments. The first assessment will demonstrate that they can clearly communicate knowledge and understanding of the key theories that underpin the module. The second assessment will allow them to demonstrate that they can apply critical thinking in answering an essay question and communicate their arguments in a clear manner.
Autonomy, Accountability	**SCQF 10**

and Working with Others	Students will demonstrate autonomy and accountability by being responsible for their planning, timekeeping, and meeting assessment deadlines. They will also by exercising autonomy showcase their ability to work with others through seminar debates and coursework preparation.

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.	
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	20 hours of lectures
Tutorial / Synchronous Support Activity	9 hours of tutorials
Tutorial / Synchronous Support Activity	7 hours of assessment drop-ins/assessment planning/writing time sessions
Independent Study	164
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: ultimately for the learning outcomes: Hillyard, P., & Tombs, S. (2017). Social harm and zemiology. The Oxford handbook of criminology, 284-305. Pemberton, S. (2016) Defining social harm. Harmful Societies: Understanding social harm. 13-34 Harvey, D. (2020) What is Neoliberalism, in "The Globalization Reader". John Wiley & Sons (This is a link to the e-book in the library, go to Chapter 8 (p71-76) Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.
(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:** Attendance Procedure at the following link: Academic engagement and attendance procedure

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 Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. 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 Policy can be accessed at the following link: http://www.uws.ac.uk/equality/ Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all.
(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	Criminal justice & criminology
Moderator	C Wilson
External Examiner	C Rhodes
Accreditation Details	ACCA
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Short essay (750 words) weighting - What is the social harm approach and why is it important?
Assessment 2
Essay (2,500 words) weighting - Students can choose one of the essay questions in which they apply the social harm approach to in order to undertake a critical analysis of a topic of their choice.
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**
Short essay	☒	☒	☐	☐	☐	25	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Longer essay	☒	☒	☒	☒	☐	75	

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 templace, no changes 25/26	Mar 25	A Watkins