

University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Applied Criminology and Criminal Justice			
Code: SSPG11009	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	M Sapouna		
Summary of Module			
<p>This module addresses the key theories and contemporary practices utilised in the field of Criminal Justice. The key aim of the module is to look at the link between theory and practice and how theoretical concepts and ideas are implemented in an applied manner, particularly in the area of supporting people to reduce their offending behaviour. This is achieved through considering key agencies and relevant actors in their field of criminal justice and examining some of their current practices and evaluating the effectiveness of these. Examples will be used from a variety of countries and contexts. Students are encouraged throughout this module to reflect on their own experience of the criminal justice sector and think about how the theories and principles they are engaging with are applied in their own field. Students without previous practical experience will be encouraged to think critically about the application of their existing academic knowledge.</p>			

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

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<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 significant critical understanding of the theories, concepts and principles of the application of Criminal Justice policies and practices.
L2	Critically identify, define, conceptualise and analyse complex problems and issues in the field of Criminal Justice Practice.
L3	Engage in and demonstrate a significant capacity for independent study and self-directed learning.
L4	
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 Level 11 Extensive, detailed and critical knowledge and understanding of criminal justice practice, principles
Practice: Applied Knowledge and Understanding	SCQF Level 11 Students will apply criminal justice theories to critically explain and evaluate new developments in criminal justice policy and practice. This will enable students to develop and understand high-quality interventions and policies in the criminal justice field in the future.
Generic Cognitive skills	SCQF Level 11 Students will apply critical analysis, evaluation and synthesis to complex issues at the forefront of the study of criminal justice.
Communication, ICT and Numeracy Skills	SCQF Level 11 Students will develop their ICT skills through the use of online research engines and tools such as Aula. They will practise their written communication skills by delivering a piece of written course work and oral communication when interacting with peers during the workshops.
Autonomy, Accountability and Working with others	SCQF Level 11

	<p>Students will exercise substantial autonomy and initiative in carrying out learning activities.</p> <p>Students will take responsibility for own work and contribute to the collective learning activities of the group.</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.	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	24
Asynchronous Class Activity	4
Independent Study	160
	Hours Total 200
**Indicative Resources: (eg. Core text, journals, internet access)	

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

Burke, L., Collett, S. and McNeil, F. (2019) *Reimagining Rehabilitation: Beyond the Individual*. Abingdon, Oxon: Routledge

Farrall, S., Hough, M., Maruna, S. and Sparks, R. (2011) *Escape Routes: Contemporary Perspectives on Life After Punishment*. Abingdon, Oxon: Routledge.

Brough, P, Brown, J and Biggs, a (2015) *Improving Criminal Justice Workplaces: Translating theory and research into evidence-based practice*, Abingdon Oxon: Routledge.

Hayes, S (2015) *Criminal Justice Ethics: Cultivating the Moral Imagination*, Abingdon, Oxon: Routledge.

Farrall, S. (2022) *Rethinking what works with offenders*, Abingdon, Oxon: Routledge.

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:

Students 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 5.3.6 – 5.3.8., 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 Sciences
Moderator	Sarah McKean
External Examiner	Markus Ketola
Accreditation Details	N/A
Changes/Version Number	1.1 Updates to summary, & reading list

Assessment: (also refer to Assessment Outcomes Grids below)

Assessment 1 Formative plan (500 words) 20%

Assessment 2 Social Enterprise Business Plan (3500 words) 80%

(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
Report	X	X	X			20%	12

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
Report	X	X	X			80%	24

Combined Total for All Components						100%	36 hours
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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

Version Number: MD Template 1 (2024-25)