University of the West of Scotland

Module Descriptor

Session:

Title of Module: Criminal Behaviour & Deviance			
Code: CRIM07005	SCQF Level: Choose an item. (Scottish Credit and Qualifications Framework)	Credit Points:	ECTS: (European Credit Transfer Scheme)
School:	School of Education & Social Science		
Module Co-ordinator:	Conor Wilson		

Summary of Module
The purpose of this module is to introduce students to the disciplines of criminology and criminological theory. The module looks at the process of socialisation and how social norms and values are formed and internalised and what causes groups and individuals to deviate from these and the extent to which this deviation becomes criminal. The module will introduce students to the conceptual frameworks of Structural-Functionalism and Conflict Theories. The module will also introduce students to the basic principles of psychological and sociological theories of crime and deviance. The aim of this module is to provide students with basic knowledge and understanding that can be developed in greater depth through subsequent levels of the programme.

Module Delivery Method					
Face-To-Face	Blended	Fully Online	Hybrid	Hybrid 0	Work-Based Learning
☒	☒	☐	☐	☐	☐
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:
☒	☐	☐	☐	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☒	Term 2	☐	Term 3	☐

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	Describe the process of socialisation, including key societal agencies and their role in determining our perceptions and attitudes towards deviance and criminal behaviour
L2	Explain the key features of Structural Functionalism and Conflict Theory in relation to the process of socialisation.
L3	Outline the key features of two theories from the disciplines of sociology and psychology (one from each discipline) that examine the violation of social norms

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 7 Achieve a broad understanding of the approaches taken by the disciplines of sociology and psychology to the study of criminal and deviant behaviour.
Practice: Applied Knowledge and Understanding	SCQF Level 7 Make use of case material, observational studies and examples of criminal and deviant behaviour from sociological and psychological sources.
Generic Cognitive skills	SCQF Level 7 Make use of case material, observational studies and examples of criminal and deviant behaviour from sociological and psychological sources.
Communication, ICT and Numeracy Skills	SCQF Level 7 Show an ability to read and understand data presented in various formats from research relevant to the study of crime and deviance in society.
Autonomy, Accountability and Working with others	SCQF Level 7

	Students will take responsibility for own work and contribute to the collective learning activities of the group.	
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
Asynchronous Class Activity	38
Independent Study	126
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	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:

Lawson, T and Heaton, T. (1999) Crime and Deviance (Skills –Based Sociology). Palgrave

Burke, R.H (2017) An Introduction to Criminological Theory. London: Routledge

Newburn, T. (2017) Criminology. London: 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:

Adherence to the Student Attendance and Engagement 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.

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	Criminal Justice
Assessment Results (Pass/Fail)	Yes ☐No ☐
School Assessment Board	UG Social Sciences
Moderator	Robert McLean
External Examiner	Duncan Parker
Accreditation Details	n/a
Changes/Version Number	2

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 The first assessment will be an online test that will cover the aims of Learning Outcome 3. This assessment will examine your understanding of the key processes, agencies (like family, the law and the police) and concepts surrounding socialization, internalization of norms and values as well as understanding of the key characteristics of the main theories.
Assessment 2 The second assessment covers Learning Outcomes 1 and 2 and asks students to write an 1,500 word essay. Students have a choice of one essay on Conflict Theory OR one essay on Functionalism.
(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**
			x			40	36

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**
	x	x				60	38

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%**	**72 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

Version Number: MD Template 1 (2023-24)