

Session: 2023/24

Last modified: 07/06/2021 09:25:22

<b>Title of Module: Deconstructing Crime &amp; Criminality</b>			
<b>Code: CRIM08007</b>	<b>SCQF Level: 8</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Education & Social Sciences		
<b>Module Co-ordinator:</b>	K Hammond		
<b>Summary of Module</b>			
<p>By examining contemporary theoretical perspectives on crime this module aims to familiarise students with the process of ‘rethinking’ issues in criminal justice when the key referent (crime) is subjected to a series of critical deconstructions. This will involve an examination of the wider social and political relationships between crime and society predominately in the UK, although examples from elsewhere will also be utilised.</p> <p>Various constructs such as class, gender, race, power, status and social order will be considered through examining different forms, explanations and responses to criminality.</p> <p>Topics will include social class and inequality, sex and crime, drugs and crime, hate crime, cybercrime, state crime, green criminology and rural criminology.</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>HybridO</b>	<b>Work-based Learning</b>
X					
<p><b>Face-To-Face</b> Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p><b>Blended</b> A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered “blended” if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p><b>Fully Online</b> Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p><b>HybridC</b> Online with mandatory face-to-face learning on Campus</p> <p><b>HybridO</b> Online with optional face-to-face learning on Campus</p> <p><b>Work-based Learning</b> Learning activities where the main location for the learning experience is in the workplace.</p>					

<b>Campus(es) for Module Delivery</b>
---------------------------------------

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

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓						
<b>Term(s) for Module Delivery</b>						
(Provided viable student numbers permit).						
Term 1		Term 2	✓	Term 3		

**Learning Outcomes: (maximum of 5 statements)**

On successful completion of this module the student will be able to:  
 L1. Demonstrate their understanding of key themes, issues and perspectives in contemporary critical criminology  
 L2. Demonstrate their ability to reflect critically upon the application of contemporary criminological ideas  
 L3. Analyse the key features of specific types of crime and responses to them  
 L4. Assess the relationship between crime and social structure

**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 8. Demonstrate a discerning understanding of a defined range of core theories, concepts, principles and terminology in relation to contemporary criminology and criminal justice.  Demonstrate an awareness and understanding of some major current issues in relation to criminology and criminal justice.
Practice: Applied Knowledge and Understanding	SCQF Level 8. Using a range of routine skills, techniques, practices and materials associated with the subject, a few of which are advanced or complex.
Generic Cognitive skills	SCQF Level 8. Undertaking critical analysis, evaluation and / or synthesis of ideas, concepts, information and issues.  Identifying and analysing routine professional problems and issues.
Communication, ICT and Numeracy Skills	SCQF Level 8. Students will develop their ICT skills through the use of online research engines and tools such as Moodle. They will practise their oral communication skills by interacting with peers during the seminars and in presentations.

Autonomy, Accountability and Working with others	<p>SCQF Level 8.</p> <p>Exercising autonomy and initiative, and taking continuing account of own responsibilities and contributions in carrying out group assessment tasks.</p> <p>Show awareness of own and others' roles, responsibilities and contributions when carrying out group assessment task.</p>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<p>To allow maximum flexibility a combination of Lectures, Seminars, Workshops and group discussion boards will be used to deliver this module. Lectures will be used to introduce key concepts and ideas to students, while seminars and group discussion will provide a forum for students to examine and discuss key areas of theories and crime discussed in the classroom. A variety of workshops will be provided to deal specifically with the assessments and to allow students to be independent learners through selecting their own topic for presentation Students' will be allowed to work on their assessments throughout the module and be allowed to test their ideas in the workshops/seminars.</p>	
<p><b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	26
Tutorial/Synchronous Support Activity	8
Asynchronous Class Activity	2
Independent Study	140
	200 Hours Total
<p><b>**Indicative Resources: (eg. Core text, journals, internet access)</b></p>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Carlen, P. and Franca, L.A. (eds.) (2018) Alternative Criminologies. London: Routledge.</p> <p>Liebling, A., Maruna, S. and McAra, L. (eds.) (2017) The Oxford Handbook of Criminology. Sixth Edition. Oxford: Oxford University Press.</p> <p>Winlow, S and Hall, S. (2013) Rethinking Social Exclusion, the end of the Social, London: Sage.</p>	

(\*\*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)

### Engagement Requirements

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/>

### Supplemental Information

<b>Programme Board</b>	Social Sciences
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	UG Social Sciences - Politics & Criminal Justice
<b>Moderator</b>	H Myles
<b>External Examiner</b>	D Parker
<b>Accreditation Details</b>	
<b>Version Number</b>	2

### Assessment: (also refer to Assessment Outcomes Grids below)

Critical Article Review 50% Students will be given a range of relevant articles to choose from and will have to review the article in relation to the author contribution to contemporary criminological theory and the significance of their theories to contemporary criminological perspectives.

Group presentation students will work collectively to produce and deliver a 20 minutes presentation on one of the core types of crime discussed in the module.

(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 Handbook.)

### Assessment Outcome Grids (Footnote A.)

#### Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Demonstrations/ Poster presentations/ Exhibitions	✓			✓	50	5
<b>Component 2</b>						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Review/ Article/ Critique/ Paper		✓	✓		50	5
<b>Combined Total For All Components</b>					100%	10 hours

#### Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

[\[Top of Page\]](#)

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note). This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

#### Equality and Diversity

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 (part-time and distant learning students should check with their programme leader for any queries). 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. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)