



## Module Descriptor

<b>Title</b>	Penology and Prisons		
<b>Session</b>	2025/26	<b>Status</b>	
<b>Code</b>	CRIM09005	<b>SCQF Level</b>	9
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	
<b>School</b>	Education and Social Sciences		
<b>Module Co-ordinator</b>	S McKean		

### Summary of Module

The aim of this module is to study and evaluate the dominant penal institution of prison and to consider some of the main issues, controversies and debates involved in our society's use of imprisonment as a penal sanction. A brief synopsis of the module content is as follows:

- Contemporary British prison system: philosophical justifications, purpose of prison, historical development, penal regimes and institutions, structure and system.
- The British 'prison crisis': 1980s / 90s riots and violence, overcrowding and prison conditions, the Woolf Report and current state of prisons in light of Woolf.
- Problems and effects of imprisonment: stress, violence, culture, bullying, institutionalisation, suicide, psychological disturbance, drugs, family.

Impact of the early release scheme and implications for future practice

- Comparative penology: future trends, private prisons, European practice, prisons in the US, capital punishment.
- Alternatives to prison: exploring community justice and electronic monitoring.
- Desistance: exploring mechanisms to recidivism and examining barriers that arise for those embarking upon desistance

Module Delivery Method	On-Campus <sup>1</sup>	Hybrid <sup>2</sup>	Online <sup>3</sup>	Work -Based Learning <sup>4</sup>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr		<input type="checkbox"/> Lanarkshire		<input type="checkbox"/> Online / Distance Learning	
	<input type="checkbox"/> Dumfries		<input type="checkbox"/> London		<input type="checkbox"/> Other (specify)	
		<input checked="" type="checkbox"/> Paisley				
<b>Terms for Module Delivery</b>	Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

<b>Learning Outcomes</b>	
<b>L1</b>	Demonstrate a critical understanding of the philosophical and practical development of the contemporary British prison systems.
<b>L2</b>	Critically analyse the practices, problems and effects of imprisonment and other forms of punishment.
<b>L3</b>	Critically examine the broader social, cultural and political context that impact upon prisons.
<b>L4</b>	Demonstrate a knowledge and understanding of how theory interacts with lived experiences of punishment
<b>L5</b>	

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<p><b>SCQF 9</b></p> <p>Demonstrating a broad and integrated knowledge and understanding of the scope, main areas and boundaries of the subject / discipline.</p> <p>Demonstrating a critical understanding of a selection of the principal theories, principles, concepts and terminology.</p>
<b>Practice: Applied Knowledge and Understanding</b>	<p><b>SCQF 9</b></p> <p>Use and examine techniques, practices and/or materials associated with the subject/discipline/sector.</p>
<b>Generic Cognitive skills</b>	<p><b>SCQF 9</b></p> <p>Undertaking critical analysis, evaluation and / or synthesis of ideas, concepts, information and issues.</p> <p>Identifying and analysing routine professional problems and issues.</p>
<b>Communication, ICT and Numeracy Skills</b>	<p><b>SCQF 9</b></p> <p>Students will explore trends in prison populations, interpreting statistics and graphs. Studnets will discuss complex theory with each other and get the opportunity to speak to those with lived experience of the justice system and those working in the field, i.e, prison officers, EM monitors and support workers.</p> <p>Using a range of IT applications to support and enhance work.</p>
<b>Autonomy, Accountability</b>	<b>SCQF 9</b>

<b>and Working with Others</b>	Students will work together in seminar activities to explore alternatives to punishment and possible support mechanisms. Both assessments are individual and promote accountability in relation to deadlines. The second assessment includes a choice of topics and a reflexive element which encourages autonomy
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Prerequisites	Module Code	Module Title
	<b>Other</b>	
Co-requisites	Module Code	Module Title

<b>Learning and Teaching</b>	
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.	
<b>Learning Activities</b>	<b>Student Learning Hours</b>
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	22
Tutorial / Synchronous Support Activity	9
Practice-based Learning	4 hours field trip to prisons along with MC and tutor
Asynchronous Class Activity	4
Tutorial / Synchronous Support Activity	3 hours assessment support
Independent Study	162
<b>TOTAL</b>	<b>200</b>

<b>Indicative Resources</b>
<p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>Cavadino, M &amp; James Dignan, Mair, G (2013) The Penal System: An Introduction (5th Edn) London: Sage</p> <p>Jewkes, Y (2016) Handbook on Prisons Cullompton: Willan</p> <p>Scott, D and Flynn, N (2014) Prisons and Punishment the Essentials London: Sage</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p>
<p><b>(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)</b></p>

**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 with 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](#).

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 Aula, 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/>

**(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**

<b>Divisional Programme Board</b>	<b>Social Sciences</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>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.</b>
<b>School Assessment Board</b>	Criminology and Criminal Justice
<b>Moderator</b>	H Myles
<b>External Examiner</b>	C Rhodes
<b>Accreditation Details</b>	ACCA
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	

**Assessment (also refer to Assessment Outcomes Grids below)****Assessment 1**

Two Logs, 700 words each – 40 %

**Assessment 2**

One essay, 2500 words – 60%

**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
Logs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40	1

**Component 2**

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	60	3

**Component 3**

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Combined total for all components</b>						100%	hours

**Change Control**

What	When	Who
New template, no changes 25/26	Mar 25	S McKean