

University of the West of Scotland

Module Descriptor

Session:

Title of Module: Penology & Prisons			
Code: CRIM09005	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Science		
Module Co-ordinator:	S McKean		
Summary of Module			
<p>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:</p> <ul style="list-style-type: none"> • 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. • 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					
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 critical understanding of the philosophical and practical development of the contemporary British prison systems.
L2	Critically analyse the practices, problems and effects of imprisonment and other forms of punishment.
L3	Critically examine the broader social, cultural and political context that impact upon prisons.
L4	Demonstrate a knowledge and understanding of how theory interacts with lived experiences of punishment.
L5	Click or tap here to enter text.

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)	<p>SCQF Level 9</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>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 9</p> <p>Use and examine techniques, practices and/or materials associated with the subject/discipline/sector.</p>

Generic Cognitive skills	<p>SCQF Level 9</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>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 9</p> <p>Making a formal presentation on standard / mainstream topics in the subject.</p> <p>Using a range of IT applications to support and enhance work.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 9</p> <p>Taking some responsibility for the work of others and for a range of resources.</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	24
Tutorial/Synchronous Support Activity	10
Asynchronous Class Activity	22
Practice Based Learning	4

Independent Study	140
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	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:

Cavadino, M & James Dignan, Mair, G (2013) *The Penal System: An Introduction* (5th Edn) London: Sage

Jewkes, Y (2016) *Handbook on Prisons* Cullompton: Willan

Scott, D and Flynn, N (2014) *Prisons and Punishment the Essentials* London: Sage

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 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](#).

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..

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

Divisional Programme Board	Social Science
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Social Science
Moderator	H Myles
External Examiner	C Rhodes
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	6

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 – Two Logs, 700 words each – 40 %
Assessment 2 – One essay, 2500 words – 60%
Assessment 3 – Free Text
(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
Logs x 2	X	X					1

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
Essay			X	X			3

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%	XX 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)