Module Descriptor

Title	Criminal Careers		
Session	2026/27	**Status**	
Code	CRIM09020	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	M Sapouna		

Summary of Module

This module will examine crime from a life-course perspective. Central to this perspective is the idea that a criminal career has many stages - start, duration and end - each of which requires a different explanation. The module will attempt to answer challenging questions such as: Why does crime peak in adolescence? Do some people start offending later than usual and how are they similar or different to people who start offending in adolescence? Why do some people continue offending for a long time while others stop? How can the criminal justice system support people to stop offending? Can people involved in sexual offending stop offending?

These topics will be explored through real-life case studies drawn from the module coordinator's own research.

The module will provide you with the opportunity to develop a range of graduate attributes through:
- developing ideas for policies that can support people to reduce their offending behaviour as part of the policy brief assessment thus enabling students to become enterprising and transformational.

- developing applied skills for example in risk assessment and motivational interviewing that support students to become knowledgeable and influential in their future practice.

Students will also be supported to become collaborators and effective communicators through participation in groupwork.

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1 ☐	Term 2 ☒	Term 3 ☐
Long-thin Delivery over more than one Term	Term 1 – Term 2 ☐	Term 2 – Term 3 ☐	Term 3 – Term 1 ☐

Learning Outcomes	
L1	Critically analyse life-course explanations of criminal behaviour.
L2	Critically explain how criminal behaviour starts, changes and stops as individuals move through time and space.
L3	Critically apply knowledge of pathways into and out of crime to make policy recommendations to improve the way in which people with criminal careers are supported to desist.
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 9** Students will develop an extensive, detailed and critical knowledge and understanding of life-course theories, concepts and methods.
Practice: Applied Knowledge and Understanding	**SCQF 9** Students will apply life-course criminological theories to critically explain why people stop offending and use that knowledge to inform new interventions and policies needed to support desistance from crime.
Generic Cognitive skills	**SCQF 9** Students will apply critical analysis, evaluation and synthesis to complex social issues.

[1] 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.

[2] 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.

[3] 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.

[4] 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

Communication, ICT and Numeracy Skills	**SCQF 9** Students will develop their ICT skills by using Aula and online learning technologies such as padlet and Socrative.
Autonomy, Accountability and Working with Others	**SCQF 9** There will be opportunities for groupwork in seminars and students will exercise autonomy in carrying out a variety of learning tasks.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

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** (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	28
Independent Study	136
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Benson, M. (2012) Crime and the Life Course: An Introduction. New York: Roxbury/Routledge. Laub, J.H. and Sampson, R.J. (2003) Shared Beginnings, Divergent Lives: Delinquent Boys to Age 70. Cambridge: Harvard University. Press. Road from Crime, documentary, http://blogs.iriss.org.uk/discoveringdesistance/documentary/ Barr, U. (2019) Desisting sisters: gender, power and the criminal (in)justice system, Cham, Switzerland : Palgrave Macmillan. Soothill, K., Fitzpatrick, C., and Francis, B. (2009) Understanding Criminal Careers. Devon:

Willan Publishing.

Carlsson, C. and Sarnecki, J. (2016) An Introduction to Life-Course Criminology. London: Sage Publications.

(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:

The university is committed to providing a supportive learning environment that activelyf acilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus, learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments. Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions orcompleting online activities.

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.

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

(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**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **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.
School Assessment Board	Criminology
Moderator	**S McKean**
External Examiner	C Rhodes
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Policy Briefing Part 1 1,000 words (40%)
Assessment 2
Policy Briefing Part 2 2,000 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**
Policy Briefing Part 1	☒	☒	☐	☐	☐	40	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Policy Briefing Part 2	☐	☐	☒	☐	☐	60	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who
Added a second assessment	30/01/26	MC (Maria Sapouna)