

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Criminal Careers			
Code: CRIM09020	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	M Sapouna		
Summary of Module			
<p>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?</p> <p>These topics will be explored through real-life case studies drawn from the module coordinator's own research.</p> <p>The module will provide you with the opportunity to develop a range of graduate attributes through:</p> <ul style="list-style-type: none">- 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. <p>Students will also be supported to become collaborators and effective communicators through participation in groupwork.</p>			

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 type="checkbox"/>	Term 2	<input checked="" 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	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.
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 9 Students will develop an extensive, detailed and critical knowledge and understanding of life-course theories, concepts and methodologies informed by research at the forefront of present knowledge.
Practice: Applied Knowledge and Understanding	SCQF Level 9 Students will apply life-course criminological theories to critically explain why people start offending, and why they stop and evaluate new developments in criminal justice policy and practice. This will enable students to develop and implement high-quality interventions and policies in the criminal justice field in the future.
Generic Cognitive skills	SCQF Level 9 Students will apply critical analysis, evaluation and synthesis to complex issues at the forefront of the study of criminal careers.

Communication, ICT and Numeracy Skills	SCQF Level 9 Students will develop their ICT skills through the use of online research engines and tools such as Aula. They will practise their written communication skills by delivering a piece of written course work and oral communication when interacting with peers during the workshops.	
Autonomy, Accountability and Working with others	SCQF Level 9 Students will exercise substantial autonomy and initiative in carrying out learning activities. 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:

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	4
Independent Study	160
	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:

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:

Students 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 5.3.6 – 5.3.8., available at the following link: <http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/>

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	Social Sciences
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	UG Social Sciences
Moderator	S McKean
External Examiner	C Rhodes
Accreditation Details	N/A
Changes/Version Number	1.1 Minor changes

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 Policy briefing of 3,000 words (100%)
Assessment 2 N/A
Assessment 3 N/A
(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
Report	X	X	X			100%	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

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%	36 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 (2024-25)