



Module Descriptor

Title	Criminal Careers		
Session	2025/26	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			
<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	On-Campus¹ <input checked="" type="checkbox"/>	Hybrid² <input type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1 <input type="checkbox"/>	Term 2 <input checked="" type="checkbox"/>	Term 3 <input type="checkbox"/>	
Long-thin Delivery over more than one Term	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

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

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

	Students will apply critical analysis, evaluation and synthesis to complex social issues.
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	Student Learning Hours
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	24
Tutorial / Synchronous Support Activity	12
Asynchronous Class Activity	28
Independent Study	136
Please select	
Please select	
TOTAL	200

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

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:

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](#).

(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	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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	Criminal Justice
Moderator	S McKean
External Examiner	C Rhodes
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Policy Briefing of 3,000 words (100%)

Assessment 2

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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100	

Component 2

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"/>		

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"/>		
Combined total for all components						100%	hours

Change Control

What	When	Who
new template, no changes	Mar 25	M Sapouna