

## University of the West of Scotland

## Module Descriptor

Session: 2023/24

<b>Title of Module: Criminal Careers</b>			
<b>Code: CRIM09020</b>	<b>SCQF Level: 9 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Education and Social Sciences		
<b>Module Co-ordinator:</b>	M Sapouna		
<b>Summary of Module</b>			
<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 particularly those relating to becoming work-ready as stated in the I AM UWS framework through:</p> <ul style="list-style-type: none"> <li>- developing ideas for new social enterprises that can support people to reduce their offending behaviour as part of the policy brief assessment thus enabling students to become enterprising and transformational.</li> <li>- developing applied skills for example in risk assessment and motivational interviewing that support students to become knowledgeable and influential in their future practice.</li> </ul> <p>Students will also be supported to become collaborators and effective communicators through participation in groupwork.</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>
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The module will <b>normally</b> 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.
L4	Click or tap here to enter text.
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)	<b>SCQF Level 9</b> 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	<b>SCQF Level 9</b> 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	<b>SCQF Level 9</b>

	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	<b>SCQF Level 9</b> Students will develop their ICT skills through the use of online research engines and tools such as Moodle. 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	<b>SCQF Level 9</b> 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.	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<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>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (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	36
Independent Study	128

Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Benson, M. (2012) <i>Crime and the Life Course: An Introduction</i>. New York: Roxbury/Routledge.</p> <p>Laub, J.H. and Sampson, R.J. (2003) <i>Shared Beginnings, Divergent Lives: Delinquent Boys to Age 70</i>. Cambridge: Harvard University. Press.</p> <p>Road from Crime, documentary, viewed 14 February 2017, <a href="http://blogs.iriss.org.uk/discoveringdesistance/documentary/">http://blogs.iriss.org.uk/discoveringdesistance/documentary/</a></p> <p>Barr, U. (2019) <i>Desisting sisters: gender, power and the criminal (in)justice system</i>, Cham, Switzerland : Palgrave Macmillan.</p> <p>Soothill, K., Fitzpatrick, C., and Francis, B. (2009) <i>Understanding Criminal Careers</i>. Devon: Willan Publishing.</p> <p>Carlsson, C. and Sarnecki, J. (2016) <i>An Introduction to Life-Course Criminology</i>. London: Sage Publications.</p>	
<p>(*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)</p>	
<b>Attendance and Engagement Requirements</b>	
<p>In line with the <a href="#">Student Attendance and Engagement Procedure</a>: 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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: <a href="#">Academic engagement procedure</a></p> <p>Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:</p> <p>All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all</p>	

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, Chapter 1, 1.64 – 1.67, 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

<b>Divisional Programme Board</b>	Social Sciences
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	UG Social Sciences
<b>Moderator</b>	S McKean
<b>External Examiner</b>	C Rhodes
<b>Accreditation Details</b>	e.g. ACCA <a href="#">Click or tap here to enter text.</a>
<b>Changes/Version Number</b>	1.0

### 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. <a href="#">Click or tap here to enter text.</a>
Assessment 1 Policy briefing of 3,000 words (100%)
Assessment 2 N/A
Assessment 3 N/A
(N.B. (i) <b>Assessment Outcomes Grids</b> 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 <b>indicative schedule</b> 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)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Report	X	X	X			100%	36

<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>

<b>Component 3</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
<b>Combined Total for All Components</b>						<b>100%</b>	<b>36 hours</b>

**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
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)