University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: Contemporary Studies in Criminal Justice			
Code: CRIM09021	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	C Moura de Souza		

Summary of Module
The module is designed to allow students optionality and flexibility in what they study. Rather than have multiple option modules, this module replaces that approach but still encourages student choice. Students choose from a suite of topics relevant to Criminal Justice. These topics are designed by staff and focus on their specialist research areas. Therefore, this module also contributes to the research-led teaching agenda. The topics run for a maximum of six weeks and students would select two options across the trimester. Topics might include: - Video Games, Crime and Culture   - Women, Drugs, and Creative Research Methods   - Online Victimization   - The Global Underworld of Informal Economies, Organized Crime and Criminality   - Hate and Extremism   - Junkie Thieving Scumbags: A Critical Exploration of Drug-related Crime   - Football Policing   - A Criminology of Star Wars   - Youth Street Violence in Brazil   - Border Criminology   - The Enterprises, Gangs, and People of the American Drug Trade   - Action Against Stalking

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid0	Work-Based Learning
☒	☐	☐	☐	☐	☐

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:
☒	☐	☐	☐	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☒	Term 2	☐	Term 3	☐

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 thorough knowledge of the specialist topics pursued.
L2	Engage critically with theoretical and conceptual debates pertinent to their elected specialist topics.
L3	Synthesise convincingly the arguments and evidence advanced in topic-specific literature.
L4	Explain the links between debates within relevant specialist topics and broader criminological contexts/paradigms.
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)	SCQF Level **9** Students will develop an extensive, detailed and critical knowledge and understanding of specialist area in criminology, concepts and methodologies informed by research at the forefront of present knowledge.

Practice: Applied Knowledge and Understanding	SCQF Level **9**
	Students will apply criminological theories to critically explain new developments in criminal justice policy and practice. This will enable students to understand policies and practice 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 criminological theory.
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 Moodle. They will practice their oral communication skills by 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:	The student must meet mandatory pre-requisites prior to progressing to next level of study.
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.	
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	24
Independent Study	140
Choose an item.	
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: Garland, D. (2001) The Culture of Control: Crime and Social Order in Contemporary Society. Chicago, IL: University of Chicago Press. Hagan, F.E., (2011) Essentials of Research Methods in Criminal Justice and Criminology. Pearson Higher Ed. Hill, M. (2014) Policy Process: A Reader London:Routledge Maguire, M., Morgan, R., and Reiner, R. (eds)(2007) The Oxford Handbook of Criminology OUP Newburn, T.(ed) (2009) Key Readings in Criminology Willan Publishing Click or tap here to enter text. Click or tap here to enter text. 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:

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 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.

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.

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

(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 ☐ No ☒
School Assessment Board	UG Criminal Justice
Moderator	TBA

External Examiner	C Rhodes
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	

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 – Students will submit one essay of around 1,500 words in week 7.
Assessment 2 – Students will submit one essay of around 1,500 words in week 15.
(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							
Assessme nt Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetable d Contact Hours**
	x	x	x	x	x	50	

Component 2							
Assessme nt Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetable d Contact Hours**
	x	x	x	x	x	50	

Component 3							
Assessme nt Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetable d 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)