University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: Victimology			
Code: CRIM10001	**SCQF Level: 10 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: (European Credit Transfer Scheme) 10**
School:	School of Education & Social Sciences		
Module Co-ordinator:	Suzanne Gallacher-Graham		

Summary of Module

Victimology is the study of the victims of crime. Victims are often forgotten about when examining theories associated with criminology or the reasons behind why people commit crime. Within this module, a number of areas are explored that go some way toward rectifying this knowledge gap as well as analysis of multi-agency responses to victims (e.g by the police, courts, media and social media) which have been found to often contribute to secondary victimisation. Both historical and contemporary aspects of victimology and victimisation are examined and analysed throughout the module through a combination of theoretical lenses and approaches. Furthermore, by adopting a critical lens, we explore victimisation as a social construct, and consider victims of harms which are not considered criminal or illegal.

The nature of the Victimology and the research dominant in this field, means that this module deals with topics which are of a sensitive and emotive nature. Victimisation of various types of crime are explored, including (but not limited to) interpersonal and sexual violence, rape, domestic violence, hate crime, gender-based violence including trans victimisation, and abuse against children, the elderly and victims with a disability. We will also explore topics of mass victimisation, including genocide. This module is therefore developed through the lens of trauma and feminist victimology, mirroring trauma informed practice within the module teaching and assessment design.

Areas covered include but are not limited to:

- Theories of victimology including a critique of positivist theories (e.g. victim culpability, victim proneness, victim precipitation theory), radical theories, critical theories (e.g. feminist victimology, ideal victim theory) and narrative victimology
- Types of victims
- Impact of victimisation
- Victim needs and rights
- Sexual Violence
- Domestic abuse
- Hate Crime

- Language and stigma around the 'victim' label
- Victimisation and intersectionality of race, social class, gender, sexuality, age and disability
- Mass victimisation
- Multiple victimisation
- Trauma informed victim support
- Responding to victims in the Criminal Justice system
- Secondary victimisation
- The media and social media response to victims

The module is taught through a series of lectures and seminars, with Aula as a VLE used as both an information repository and a method for further engaging students with discussion and activities.

In consideration of the sensitive nature of the module, various steps are taken to manage this in the classroom, including advanced and repeated notice of the content of each class, provision of resources and support, and choice of assessment topics, readings and case studies. Further information on the content and approach to the sensitive nature of the module will be explored in detail in the introductory lecture, and students are encouraged to speak to Lecturers as early as possible with any concerns or questions about any of the topics.

Assessments include conducting research on media articles which report on a case of victimisation to identify key victimology theories and concepts, and a group analysis of responses to victims in a vignette (fictionalised scenario).

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	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 critical knowledge of relevant theories and concepts which aid understanding of the processes and impacts of victimisation as well as the lived experiences of victims, such as risk and vulnerability, respectability, intersectionality and trauma
L2	Deploy a range of advanced research skills, such as applying specialist methodologies, conducting data analysis and presenting sophisticated findings in suitable formats
L3	Demonstrate critically evaluative and analytical thinking when engaging with the lived experiences of victims and the social and criminal justice responses to them
L4	Demonstrate sophisticated command of the range of communication approaches necessary for generating and presenting collaborative scholarly work in a sensitive field of research
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 **10** Knowledge that covers and integrates the principle areas, features, boundaries, terminologies and conventions from within the discipline of victimology and; A critical understanding of the principal theories, concepts, and principles of associated with victimology and types of victimisation. A key focus of knowledge and understanding is also on the lived experience of victims, the impact of victimisation and therefore the needs of victims in the criminal justice system
Practice: Applied Knowledge and Understanding	SCQF Level **10** Applying knowledge, skills and understanding of the impact of victimisation, and diverse needs of victims to analyse responses by

	multiple agencies involved in the support and response to cases of victimisation Application of research skills to conduct qualitative research in exploring a case of victimisation
Generic Cognitive skills	SCQF Level **10** Critically identify, define, conceptualise and analyse complex / professional problems and issues. Offer insights, interpretations and solutions to problems and issues. Demonstrate some originality and creativity in suggesting solutions to identified issues. Critically review and consolidate knowledge, skills, practices and thinking in the chosen assessment areas. Make judgements where data / information is limited or comes from a range of sources
Communication, ICT and Numeracy Skills	SCQF Level **10** Present or convey, formally and informally, information about the chosen topic to informed audiences; Communicate with other students, academics, and potentially specialists on a professional level; Use a range of ICT applications to support and enhance work at this level and adjust features to suit purpose; Interpret, use and evaluate a wide range of data to include within assessed work.
Autonomy, Accountability and Working with others	SCQF Level **10** Work, in conjunction with peers, to reach agreed aims and objectives in a trauma-informed way Work in ways that show awareness of own and others' roles and responsibilities; Work with others to suggest change, development, or new thinking in response to identified areas of concern relating to the role of victims within a chosen area of the criminal justice system and society more generally
Pre-requisites:	Before undertaking this module the student should have undertaken the following:

Module Code:	**Module Title:**

	Other:	
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	8
Laboratory/Practical Demonstration/Workshop	4
Independent Study	164
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:

Spencer, D. and Walklate, S. (2016) *Reconceptualizing Critical Victimology: Interventions and Possibilities.* Lexington Books: Lanham

Duggan, M., Christie, N. (2018) *Revisiting the 'Ideal' Victim: Developments in Critical Victimology.* Policy Press: Bristol.

Clevenger, S., Kelley, S. and Ratajczak, K. (2024) *Queer Victimology: Understanding the Victim Experience.* Routledge: New York.

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:

Attendance and engagement at lectures

Attendance and engagement at seminars

Making use of assessment support available e.g. drop in sessions and additional workshops

Engaging with VLE content and discussion

Attendance at Victimology symposium and engaging with guest speakers

Submission of assessments

Engagement in group work

Communication with Lecturers

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

(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	Criminal Justice (Policing)
Assessment Results (Pass/Fail)	Yes ☐No ☐
School Assessment Board	Criminal Justice (Policing)
Moderator	Karen Hammond
External Examiner	Claire 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 Conduct a content analysis, of a range of media sources provided, and write a report of this analysis with reference to victimological theory (50%).

Assessment 2 A group assessment to present your findings and analysis of a vignette which will be chosen from a range of topic options. A vignette is a fictionalised scenario which relates to the topic being studied, this can be in written form, or a video for example. In small groups of 4 or 5, you will agree on a vignette which is based on the topics you have studied in the module. The vignette will include an example of victimisation as well as the response from agencies in the Criminal Justice system or social responses. You should analyse the response and present your findings, research and discussion

(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
Content Analysis	X	X					

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
Presentation			X	X			

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%	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

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