University of the West of Scotland

Module Descriptor

Title of Module: Crime as Social Harm			
Code: CRIM10009	**SCQF Level: 10 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: (European Credit Transfer Scheme)**
School:	School of Education and Social Sciences		
Module Co-ordinator:	A Watkin		

Summary of Module
The module aims to examine the social harm perspective, which derives from Critical Criminology, and encourages students to think more broadly about definitions of crime and how particular acts that are often not defined within a criminal or legal framework can create harm. The aim of this module is to move beyond the confines of socially constructed definitions of 'crime', 'criminals' and 'criminal law' to consider a broader 'social harm' approach that explores the impact and consequences of political, social and economic policies and actions on people's lives at local, national and corporate level. Using a social harm approach, we will look at how social harms occur and the types of harms people may face and experience. This will include an examination of physical harms (for example workplace violence), financial harm/loss (through welfare policies, loans, security), emotional and psychological harm (experienced through violence or other forms of inequality and treatment), cultural harm (limiting development, opportunity, autonomy) and collective or mass harms (human rights abuses, forced labour, trafficking). In exploring these events and incidences structural determinants such as class, ethnicity, and gender will also be examined. This module also aims to broaden out from an anthropogenic view to harms that occur against animals and the environment.

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	Critically examine the limitations of studying issues constructed as crime and subsequent responses by criminal justice systems.
L2	Evaluate what constitutes social harm and the ways in which social harm can impact upon people's lives.
L3	Evaluate the ways in which different structural determinants like gender, inequality and ethnicity can frame the way in which social harm is experienced.
L4	Critically analyse policy responses to social harm and how these have been constructed and applied.
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** Students should be able to identify and demonstrate knowledge and understanding of the social harm approach. They should also be able to identify and demonstrate knowledge and understanding of the acts, omissions and policies that cause harm.
Practice: Applied Knowledge and Understanding	SCQF Level **10** Students will gain this knowledge and understanding through engagement in lectures and seminars, events with guest speakers from reputable organisations, the module's documentary club, essential readings, time spent in independent learning, and assessments.

Generic Cognitive skills	SCQF Level **10** Students will undertake critical analysis, evaluation and/or synthesis competing ideas, concepts, and information within the subject area. They will draw on logic and reasoning skills to examine these topics within seminars and will use their visual/auditory processing skills to present their understanding of these issues in assessments.
Communication, ICT and Numeracy Skills	SCQF Level **10** Students will demonstrate these skills via two assessments. The first assessment will demonstrate that they can clearly communicate knowledge and understanding of the key theories that underpin the module. The second assessment will allow them to demonstrate that they can apply critical thinking in answering an essay question and communicate their arguments in a clear manner.
Autonomy, Accountability and Working with others	SCQF Level **10** Students will demonstrate autonomy and accountability by being responsible for their planning, timekeeping, and meeting assessment deadlines. They will also by exercising autonomy showcase their ability to work with others through seminar debates and coursework preparation.

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	18
Tutorial/Synchronous Support Activity	8

Independent Study	164
Asynchronous Class Activity	8
Personal Development Plan	2
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:

Hillyard, P., & Tombs, S. (2017). Social harm and zemiology. The Oxford handbook of criminology, 284-305.

Pemberton, S. (2016) Defining social harm. Harmful Societies: Understanding social harm. 13-34

Harvey, D. (2020) What is Neoliberalism, in "The Globalization Reader". John Wiley & Sons (This is a link to the e-book in the library, go to Chapter 8 (p71-76)

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:

In line with the Academic Engagement and Attendance 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 Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: Academic engagement and attendance procedure

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 Moodle, 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. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/ Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all.
(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
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	Social Sciences
Moderator	Dr Conor Wilson
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 – Short essay (750 words) 25% What is the social harm approach and why is it important?

Assessment 2 – Essay (2,500 words) 75% Students can choose one of the essay questions in which they apply the social harm approach to in order to undertake a critical analysis of a topic of their choice.

Assessment 3 – Free Text

(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**
Short essay	X	X				25	

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**
Essay	X	X	X	X		75	

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

Version Number: MD Template 1 (2023-24)