1. **Title of the module**

LAWS9460 / LW946 Contemporary Issues in Criminal Justice

1. **Division or partner institution which will be responsible for management of the module**

Law, Society and Social Justice: Kent Law School

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

20 credits (10 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

LLM in Law; LLM in Law (specialisation in Criminal Justice); PG Diploma in Law; PG Certificate in Law

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. Demonstrate a critical and systematic understanding of the main concepts and principles of criminal justice;
3. Critically evaluate the criminal justice system using contemporary theoretical debates;
4. Demonstrate the ability to conduct independent research about the criminal justice system and to critically evaluate a range of current theoretical and methodological perspectives;
5. Evaluate the current state of knowledge in the field and assess the strengths and weaknesses of the literature.
6. **The intended generic learning outcomes.**

**On successfully completing the module students will be able to:**

1. Research, interpret and critique complex material from across several disciplines, such as: law, criminal justice, politics, history and sociology
2. Demonstrate skills in making well-constructed written arguments
3. Demonstrate critical modes of thought and analysis
4. Demonstrate the capacity to undertake research on a specific topic
5. Present written research findings within a critical theoretical framework
6. **A synopsis of the curriculum**

This module offers a critical study of contemporary issues in the English and Welsh criminal justice system. It uses inter-disciplinary insights about the workings of the criminal justice system and draws on scholarship from disciplines of history, critical legal studies, politics and sociology. The module’s focus is primarily on England and Wales, but will reference other appropriate jurisdictions for comparative purposes. The course explores contemporary problems facing the criminal justice system with reference to topics such as youth justice; gendered aspects of criminal law; punishment; the emotional labour of criminal practice; and critical race theory. The course takes an interdisciplinary approach meaning that the topics are situated in the context of human rights and social, political and historical realities.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
	* Bell E, *Criminal Justice and Neoliberalism* (Palgrave Macmillan 2011).
	* Bumiller K, *In an Abusive State: How Neoliberalism Appropriated the Violence Against Women Movement* (Duke University Press 2008).
	* Garland D, *The Culture of Control: Crime and Social Order in Contemporary Society* (Oxford University Press 2001).
	* Hall M, *Victims of Crime: Policy and Practice in Criminal Justice* (Routledge 2009).
	* Hart HLA, *Punishment and Responsibility: Essays in the Philosophy of Law* (Oxford University Press 2008).
	* Cunneen C, Goldson B and Russell, S ‘Human Rights and Youth Justice Reform in England and Wales: A Systemic Analysis’ (2018) 18.4 Criminology & Criminal Justice
	* Norrie A, *Law and the Beautiful Soul* (Routledge 2013).
	* Phillips C and Bowling B, ‘Ethnicities, Racism, Crime and Criminal Justice’ in Liebling A, Maruna S and McAra L (eds), *The Oxford Handbook of Criminology* (Oxford University Press 2017) 370-397.
	* Smart C, *Feminism and the Power of Law* (Routledge 1989).
	* Smart C, *Women, Crime and Criminology* (Routledge 1976).
	* Walklate S, *Handbook of Victims and Victimology* (Routledge 2007)
	* Phillips, J et al, (eds) *Emotional Labour in Criminal Justice and Criminology* (Routledge, 2020).

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1. **Learning and teaching methods**

Total contact hours: 20

Private study hours: 180

Total study hours: 200

1. **Assessment methods**

13.1 Main assessment methods

Short Essay – no more than 1500 words (30%)

Long Essay – no more than 3500 words (70%)

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

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| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | x | x | x | x | x | x | x | x | x | x | x |
| Combined lecture / seminars | x | x | x | x | x | x | x | x | x | x | x |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Short Essay (30%) | x | x | x | x | x | x | x | x | x | x | x |
| Long Essay(70%) | x | x | x | x | x | x | x | x | x | x | x |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

**a) Accessible resources and curriculum**

1. Preference will be given to electronic resources that meet minimum accessibility standards and support the use of assistive technologies.
2. Module outlines will be made accessible at least four weeks before the module starts.
3. Prioritised reading lists will be made available sufficiently in advance to accommodate the provision of alternative formats and support those with a slow reading speed.
4. Lecture/seminar slides/outlines will be made available in electronic format in advance to allow all students to prepare (particularly students with notetaking difficulties).
5. In accordance with the KLS school-level statement on Lecture Capture, lecture/seminars will not be recorded as they are heavily discussion based and may contain sensitive material.

**b) Learning, teaching and assessment methods**

The inclusive practices in the guidance (Annex B Appendix A, section b(1) and (2)) have all been considered in order to support all students in their assessments on this module.

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The module requires students to demonstrate (as learning outcomes); an ability to critique the origins and sources of criminal law and criminal practice in England and Wales; the adversarial system will be compared and contrasted to civil jurisdictions where the inquisitorial approach is preferred; and students will also have the opportunity to research and interpret case law of the European Court of Human Rights.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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