1. **Title of the module**

SOCO3050 (SO305) – Introduction to Criminology

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

Division of Law, Society and Social Justice: School of Social Policy, Sociology and Social Research

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

Level 4

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

15 credits (7.5 ECTS)

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

Autumn term (term 1)

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

None

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

BA Criminology, BA Criminology and Sociology, BA Criminology and Law, BA Criminology and Social Policy, BA Criminology and Cultural Studies, BA Sociology (compulsory module for Criminology programmes). The module is also available as a first year ‘wild’ option to various schools across the university.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate knowledge of the core debates and arguments in criminology.

8.2 Recognise the debates provoked by the pivotal criminological question ‘what is crime?’, and understand related issues surrounding the generation and construction of crime data

8.3 Critically assess the ways in which images and notions of crime are constructed and represented

8.4 Demonstrate a basic understanding of the criminal justice system and an awareness of the principle debates in penology

8.5 Understand the basic role of psychology within criminology

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Conduct basic research by using library e-journals and other on-line resources.

9.2 Demonstrate basic skills in regard to the organisation of information in a clear and coherent manner.

9.3 Demonstrate a rudimentary understanding of theory and research to the solution of problems.

9.4 Analyse and utilise basic statistical data drawn from research and official sources at a rudimentary level

1. **A synopsis of the curriculum**

Crime is a major social and political issue and the source of much academic and popular debate. Key criminological issues will be examined during the course of the module within their wider sociological and social policy context. There will be a particular focus on understanding the nature and extent of crime and victimisation, analysing public and media perceptions of crime, and exploring the relationship between key social divisions (age, gender and ethnicity) and patterns of offending and victimisation*.*

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

H Carrabine, E, Iganski, P, Lee, M, & Plummer, K (2004) *Criminology; A Sociological Introduction*: London: Routledge

Hale, C, Hayward, K, Wahidin, A, & Wincup, E (Eds) (2009) *Criminology*: Oxford University Press

Newburn, T (2007) *Criminology*: Willan Publishing

1. **Learning and teaching methods**

Total contact hours: 150

Private study hours: 128

Total study hours: 22

1. **Assessment methods**
	1. Main assessment methods

Assignment (essay 1500 words) – 50%

Examination (2-hours) – 50%

\*\* The essay must be passed in order to pass the module.

13.2 Reassessment methods

100% coursework

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

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X |  |  |  |
| Lectures | X | X | X | X | X |  |  | X | X |
| Seminars | X | X | X | X | X |  | X |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay | X | X | X | X | X | X | X | X | X |
| Examination | X | X | X | X | X |  |  | X | X |

1. **Inclusive module design**

The Division/School 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

b) Learning, teaching and assessment methods

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

Canterbury

1. **Internationalisation**

The discussion and application of the module topics is undertaken in an international context and emphasises international comparative study. The range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance.

**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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| April 2015 | Revision | September 2015 | N/K |  |
| EPA | Major | September 2021 | 9,13,14 | No |

Revised FSO Jan 2018