1. **Title of the module**

SOCI3290 (SO329) - Introduction to Criminology and Criminal Justice

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

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)**

Spring term (term 2)

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

None

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

BA Criminal Justice and Criminology

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

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

8.2 Describe and evaluate the core theoretical debates in criminology and criminal justice

8.3 Describe and understand the key stages in criminal justice processes and the role of key justice agencies

8.4 Use empirical data to explore the nature and extend of crime and victimisation

8.5 Describe and evaluate links between crime and key social divisions in society

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

9.1 Demonstrate written communication and presentation skills

9.2 Organise information in a clear and coherent manner

9.3 Demonstrate problem-solving skills and adaptability to changing situations

9.4 Demonstrate an ability to synthesise knowledge from different schools and disciplines of enquiry

9.5 Demonstrate research skills with regard to using library e-journals and other on-line resources in preparing for assessments (i.e. examination revision and essay preparation)

1. **A synopsis of the curriculum**

This introductory course in criminology and criminal justice will introduce students to the ways in which images and notions of crime are constructed and represented, including the links between crime and the key social divisions of age, gender and ethnicity. They will be introduced to the workings of the criminal justice system and its key agencies. Students would cover the measurement of crime, media representations of crime, the aims and justifications of punishment and the structure and operation of the criminal justice.

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

Hale, C., Hayward, K., Wahadin, A. and Wincup, E. (eds.) (2013) *Criminology*, 3rd edition. Oxford: Oxford University Press

Maguire, M., Morgan, R. and Reiner, R. (eds.) (2012) *The Oxford Handbook of Criminology*, 5th edition. Oxford: Oxford University Press

Newburn, T. (2013) *Criminology (*2nd edition). London: Routledge

1. **Learning and teaching methods**

Total contact hours: 150

Private study hours: 128

Total study hours: 22

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

Examination – 50%

Essay 1 – 20%

Essay 2 – 20%

Book Review – 10%

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)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X | X | X | X | X |
| Lecture | X | X | X | X | X |  |  |  | X | X |
| Seminar  | X | X | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay (2,500 words) | X | X | X | X | X | X | X | X | X | X |
| Exam (2 hours) | X | X | X | X | X | X | X | X | X | X |

1. **Inclusive module design**

The 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**

Medway

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.

**FACULTIES SUPPORT OFFICE 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) |
| 08/07/2016 | Major | January 2018 | Sections 5,8,9,10,11,12, 13,14 |  |
|  |  |  |  |  |

Revised FSO Jan 2018