UNIVERSITY OF KENT

Module Specification

1. **The title of the module**

Issues in Criminal Justice (SO651)

1. **The School which will be responsible for management of the module**

SSPSSR

1. **The Start Date of the Module**

September 2006

1. **The number of students expected to take the module**

30

1. **Modules to be withdrawn on the introduction of this proposed module and**

**consultation with other relevant Schools and Faculties regarding the withdrawal**

1. **The level of the module (eg Certificate [C], Intermediate [I], Honours [H] or**

**Postgraduate [M])**

H (FHEQ Level: 6)

1. **The number of credits which the module represents**

30 (15 ECTS)

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

Autumn and Spring terms.

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

Compulsory Stage 1 Criminal Justice Studies modules

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

BA (Hons) Criminal Justice Studies

1. **The intended subject specific learning outcomes and, as appropriate, their relationship**

**to programme learning outcomes**

At the end of the module students will be able to:

* Critically evaluate contemporary criminal justice policies and developments.
* Have acquired an in depth understanding of the complexities of the way the criminal justice

system operates and develops.

* Critically assess the key theories concerning gender, violence and abuse.
* Critically assess the competing theories of punishment and social control mechanisms.
* Describe and critically discuss key international policy developments around human rights.
* Identify and gather appropriate library and web-based resources, make judgements about their merits and use the available evidence to construct an argument to be presented orally or in writing.
* The above relate to the subject specific outcomes of the BA (Hon) Criminal Justice Studies, as set out in Section 12 of the Programme Specific Specifications, sections A, 1,2,3,4,5, 6, 7,8,9,10,11 and C, 1,2,3,5,7,8.

1. **The intended generic learning outcomes and, as appropriate, their relationship to**

**programme learning outcomes**

At the end of the module successful students will also have developed skills in:

* Be able to synthesise items of knowledge from different schools and disciplines of enquiry. (Key skill 6)
* Advancing existing skills in regard to the organisation of information in a clear and coherent manner, through essay writing, and seminar based group discussion of completed essays. (Key skills 1 & 5)
* Communicating, in terms of organising information in a clear and coherent way, responding to written sources and presenting information orally. ( Key Skills 1, 4 & 6)
* Conducting basic research by using library, e-journals and other on-line resources. ( Key skill 3)
* Demonstrating a rudimentary understanding of theory and research to the solution of problems.
* Analysing and utilisation of basic statistical data drawn from research and official sources at a rudimentary level. (Key skills 2 & 3- application of number.)
* This module will link the specific outcomes as outlined in sections B & D with specific reference to B1, 2,3,4,5, 6 and D1, 2, 3, 4, 5,6.

1. **A synopsis of the curriculum**

This module is concerned with contemporary issues, developments, practices and research in criminal justice. In line with current policy developments it will address the connections between criminal justice policies and other policy developments and critically examine ‘new’ policy initiatives including such measures as community crime prevention; developments to involve and protect the victims of crime; moves towards broader conceptualisations of justice, including reconceptualisations of crime as social harm. The module examines contemporary policy developments in sentencing, domestic violence, racism in criminal justice practices, amongst other issues.

1. **Indicative Reading List**

Cavadino, M. and Dignan, J. (2007) *The Penal System: an introduction* (4th edition) London: Sage Publications

Garland, D. (1990) *Punishment and Modern Society: A Study in Social Theory*, Oxford: Clarendon Press

M. Maguire, R. Morgan and R. Reiner (eds.) (2007) *Oxford Handbook of Criminology* (4th edition) Oxford: Oxford University

Melossi, D. (2008) *Controlling Crime, Controlling Society* Cambridge: Polity

Newburn, T. (ed.) (2009) *Key Readings in Criminology* Cullompton: Willan

1. **Learning and Teaching Methods, including the nature and number of contact hours**

**and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes**

Staff student contact hours: 22 hours of lectures and 22 hours of seminars.

Contact hours: 44.

Private study hours: typically 11 hours a week.

Total study hours: 300

1. **Assessment methods and how these relate to testing achievement of the intended**

**learning outcomes**

This module will be assessed 50% course work (two essays of between 2,000 and 2,500 words) and 50% three hour unseen exam.

The assignments will cover the following specific areas, which relate to the module’s learning outcomes:

* Critically assess and evaluate the various CJS concepts, theories and provision.
* Critically evaluate how gender, age, ethnicity and social class affect the CJS
* Identify and gather appropriate library and web-based resources, make judgements about their merits and use the available evidence to construct an argument to be presented in writing

The exam will concentrate on the following issues, which relate to the module’s specific learning outcomes:

* Critically assess and evaluate current CJS issues.
* Describe and evaluate concepts of violence and abuse.

1. **Implications for learning resources, including staff, library, IT and space**

**At present, the required learning resources for this module are one lecture room with PowerPoint access, one lecturer and seminar leader and good access to library resources**

1. **A statement confirming that, as far as can be reasonably anticipated, the curriculum,**

**learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities**

The curriculum, learning and teaching methods as well as forms of assessment do not present any disadvantage to students with disabilities.

Statement by the Director of Learning and Teaching: "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

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| ................................................................  Director of Learning and Teaching | ..............................................  Date |

Statement by the Head of School: "I confirm that the School has approved the introduction of the module and will be responsible for its resourcing"

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| .................................................................  Head of School | ..............................................  Date |