1. **Title of the module**

SOCI8700 (SO870) - Criminological Research in Practice: preparing for your dissertation

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 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)**

Spring term (term 2)

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

None

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

Criminology MA

Criminology with a term Abroad MA

Two year Master’s in Criminology MA

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

8.1 Critically engage with literature on methods and methodologies, including examples of empirical research based on a range of methods.

8.2 Evaluate and critique research studies which make use of both quantitative and qualitative research methods.

8.3 Extensively discuss, with reference to practical examples, the problems in using official statistics.

8.4 Demonstrate a substantial knowledge about a variety of research methods and how they have been used by criminologists and possess familiarity with the strengths and weaknesses of qualitative and quantitative research.

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

9.1 Be aware of the ethical issues in social science research

9.2 Evaluate complex methodologies

9.3 Demonstrate sophisticated skills in communication and in utilization of research and empirical data

9.4 Critically synthesise the theoretical contribution of different schools and disciplines of enquiry

1. **A synopsis of the curriculum**

This module provides practical example of the theories, logics and methods that underpin criminological research. As such, students will learn about the principles involved in designing, carrying out and interpreting research. The module focuses on the relationship between empirical data (what is observed/measured in the ‘real world’) and the development of theory (academic thought). Students are encouraged to learn how to ask appropriate criminological questions and to design studies which draw on the most appropriate methods to answer them. These methods include both primary empirical work (quantitative and qualitative) and secondary work (e.g. dataset analysis, literature analysis). The module thus is also concerned with how data can be interpreted and analysed. Beyond equipping students with intellectual and practical skills in the field of criminological research, the module fosters a capacity to critically evaluate research in general.

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

Jupp, V., Davies, P. and Francis, P. (2011), *Doing Criminological Research* (2nd edition),

London: Sage.

Wincup, E. ( 2017), *Criminological Research: Understanding*

*Qualitative Methods* (2nd edition) London: Sage.

May, T. (2011), *Social Research: Issues, Methods and Process* (4th edition), Maidenhead:

Open University Press.

Young, J. (2011), *The Criminological Imagination*, London: Polity Press.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 178

Total study hours: 200

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

Coursework – essay (5000 words) – 100%

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* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| lectures | **X** | **X** | **X** | **X** | **X** |  |  |  |
| seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay – 5000 words | **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**

Canterbury

1. **Internationalisation**

The discussion and application of the module topics are undertaken in an international context and emphasise 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.

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**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) |
| 2007 | Original spec | January 2008 | N/A | N/A |
| 27/01/2020 | Major | January 2020 | 1, 5, 8, 9, 10 | No |

Revised FSO Feb 2018