



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Exploring the Social World and the Problems of Crime				
Module Code	UZQRUY-30-0	Level	0	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Politics and International Relations		
Department	Health and Social Sciences	Module Type	Standard		
Contributes towards	<p>BA (Hons) awards in: Philosophy, Criminology, Sociology, Politics and International Relations, Criminology and Sociology.</p> <p>BSc (Hons) awards in: Psychology, Psychology with Sociology, Psychology with Criminology, Psychology with Law, Sociology with Psychology, Sociology with Criminology, Criminology with Psychology.</p>				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
First CAP Approval Date	Feb 2016	Valid from	September 2016		
Revision CAP Approval Date		Revised with effect from			

Review Date	Sept 2022
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Show awareness of social divisions and social diversity in relation to criminological and sociological topics (Component A, B1 and B2)</li> <li>2. Demonstrate knowledge of key concepts and theoretical approaches in criminology in relation to crime, deviance, social problems and victimisation, and their application (Component A and B2)</li> <li>3. Demonstrate knowledge of key concepts and theoretical approaches in sociology in relation to identity, culture and social order, and their application (Component B1)</li> <li>4. Demonstrate knowledge of criminal justice institutions and identify their role in relation to crime, crime control and social justice (Component A and B2)</li> <li>5. Demonstrate knowledge of social institutions and describe their role in relation to social action and social structure (Component B1)</li> <li>6. Identify ways in which the subjects of criminology and sociology can be distinguished from other forms of understanding and everyday explanations (Component A and B: 1,2).</li> </ol>
Syllabus Outline	<p>The module will provide students with an overview of the following areas (indicatively). This thematic approach is flexible and journeys the students through some of the key issues that span both Sociology and Criminology:</p> <ol style="list-style-type: none"> <li>1. Key concepts and theories in criminology and sociology</li> <li>2. The role of identity and culture in social life</li> </ol>

	<ol style="list-style-type: none"> <li>3. Digital media and online cultures</li> <li>4. Education, social exclusion and social inequality</li> <li>5. Crime, deviance and social problems in relation to class, gender, ethnicity</li> <li>6. Social, cultural and legal definitions and understandings of crime</li> <li>7. Profiling dangerous and risky offenders</li> <li>8. Criminal justice institutions</li> </ol>
Contact Hours	The contact hours (72) are distributed in the form of lectures, seminars and workshops - tailored as needed week-on-week in format depending on the subject at hand.
Teaching and Learning Methods	<p>A variety of learning approaches will be used with the aim of maximising the active engagement of students. These will include;</p> <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Seminars</li> <li>• Workshops</li> <li>• Debates</li> <li>• Problem based approaches</li> <li>• Independent study</li> </ul> <p><b>Scheduled learning:</b> The syllabus will be delivered through interactive lectures, seminars and workshops. The lectures will be used to introduce key ideas, main concepts and substantive topics and to guide and inform student centred learning. The seminars will provide students with important opportunities to engage in debates and discuss content as well as reflect on key issues raised during lectures in more detail and depth. The workshops will be oriented towards practice-based activities.</p> <p><b>Independent learning:</b> in addition to schedule learning, students will be encouraged to be independent learners by engaging in substantial and focused independent work on this module. Students will be expected to do essential reading, assignment preparation and completion etc.</p> <p><b>TEL:</b> MyUWE and Blackboard, the university supported learning portal and virtual learning environment, will be used to support students' learning, conduct activities, organise and communicate learning materials. Students will be able to engage with the material, other students and members of staff through these systems and make use of the various functionalities built into them (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.) as appropriate and useful for the module learning.</p> <p>These sessions constitute an average time per level as indicated in the table below.</p>
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

<b>Key Information Set - Module data</b>				
Number of credits for this module				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	228		300



The table below indicates as a percentage the total assessment of the module which constitutes a -

**Written Exam:** Unseen written exam, open book written exam, In-class test

**Coursework:** Written assignment or essay, report, dissertation, portfolio, project

Total assessment of the module:	
Presentation assessment percentage	20%
Coursework assessment percentage	80%
	100%

**Reading Strategy**

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.

If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.

A detailed reading list will be made available through relevant channels, e.g. module handbooks, Blackboard, etc.

**Indicative Reading List**

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. Current advice on additional reading will be available via the module guide or Blackboard pages.

Fulcher, J. and Scott, J. (2012) *Sociology*. 4<sup>th</sup> Edition. Oxford: Oxford University Press

Giddens, A. and Sutton, P. W. (2013) *Sociology: Introductory readings*. 7<sup>th</sup> Edition. Cambridge: Polity.

Newburn, T. (2013) *Criminology*. 2<sup>nd</sup> Edition. Devon: Willan Publishing.

Maguire, M. Morgan, R. and Reiner, R. (2012) *The Oxford Handbook of Criminology*. 5<sup>th</sup> Edition. Oxford: Oxford University Press.

McLaughlin, E., Muncie, J. and Hughes, G. (2013) *Criminological Perspectives: Essential Readings*. London. Sage.

Plummer, K. (2010) *Sociology: the basics*. London. Routledge.

Walklate, S. (2011) *Criminology: the basics*. London. Routledge.

<b>Part 3: Assessment</b>	
Assessment Strategy	<p>The Assessment Strategy has been designed to support and enhance the development of both subject-based and skills which will support progression onto the destination Programme, whilst ensuring that the modules Learning Outcomes are attained, as described below.</p> <p>Taken as a range of complementary tasks, upon completing these three assessments each student will be able to test and demonstrate their emerging skills (oral, group work, and written) in communicating and understanding the core issues covered in the module.</p> <p><b>Component A: 15min group presentation 20%</b> This assessment will provide students with an opportunity to demonstrate their knowledge on a specific topic and test a range of the learning outcomes as specified in part 2. A group presentation will provide a valuable learning experience which will be of benefit when progressing to undergraduate programmes in the Department. Students will present in groups of approximately three.</p> <p><b>Component B:</b> <b>Element 1: 1500 word essay 70%</b> The essay will provide students with an opportunity to demonstrate a more in-depth knowledge on a specific topic. This assessment will test a range of the learning outcomes and will provide a valuable learning experience through demonstrating knowledge which will be of benefit when progressing to undergraduate programmes in the Department. The essay questions, remit, and marking scheme will be tailored to the foundational level and emphasise embedding key skills such as basic research and writing.</p> <p><b>Element 2: 1500 word presentation briefing 30%</b> The presentation briefing will provide each student with an opportunity to reflect on the experience of the presentation and undertake a strengths and weaknesses self-appraisal.</p>

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>25%</b>	<b>75%</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	

1. Group presentation (15 mins)	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. Essay (1500 words)	70%
2. Presentation briefing (1500 words)	30%

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. Individual presentation (5 minutes)	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. Essay (1500 words)	70%
2. Presentation briefing (1500 words)	30%
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	