



## MODULE SPECIFICATION

Part 1: Information			
Module Title	Prisons		
Module Code	UZSY74-15-2	Level	2
For implementation from	September 2018		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Health and Applied Sciences	Field	Sociology and Criminology
Department	Health & Social Sciences		
Contributes towards	BA (Hons) Criminology: BA (Hons) Criminology with Foundation BA (Hons) Criminology and Sociology: BA (Hons) Criminology and Sociology with Foundation BA (Hons) Criminology and Law: BA (Hons) Criminology with Law: LLB (Hons) Law with Criminology: BSc (Hons) Criminology with Psychology: BSc (Hons) Criminology with Psychology with Foundation BSc (Hons) Psychology with Criminology: BSc (Hons) Psychology with Criminology with Foundation		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>The module aims to introduce students to the prison system in England and Wales, examining its characteristics, the challenges it faces, and its contribution to criminal and social justice in today's society. The module also introduces students to factors influencing the development of penal policy in general and in England and Wales in particular, drawing on comparative prison literature and research.</p> <p><b><u>Module Learning and Teaching Strategy:</u></b>            The module is taught through weekly 1 hour lectures and seminars, accompanied by weekly 1 hour online workshops. In seminars, both in groups and independently, students will apply their knowledge on each lecture topic based on a set of key questions and problem solving exercises. The online workshops will be reflective of real-time developments in penal policy and prison affairs and will be facilitated by member(s) of the teaching team. In the online workshops, students will utilise knowledge on penal policy and prisons to comment in an intelligible and professional manner on current prison affairs.</p> <p>An indicative list of the themes covered in the module is as follows:</p> <ul style="list-style-type: none"> <li>• Mentally Disordered Prisoners and Therapeutic Prisons</li> <li>• Life and Indeterminate Prison Sentences</li> <li>• Female Prisoners</li> <li>• Minorities and Prisons</li> </ul>

## STUDENT AND ACADEMIC SERVICES

- Race and Ethnicity in Prisons
- Prison Officers and their work
- Prison Education
- Prisoners and Human Rights
- Penal Policy in Late Modernity: risk, political economy, and culture
- Comparative European Penal Perspectives: The case of the Netherlands

### Part 3: Assessment

The assessment strategy outlined below is informed by QAA Criminology Benchmarks (2014), the criminology programme's learning outcomes and relevant level descriptors. As part of UWE's 2020 strategy priorities, the module offers students the opportunity to develop skills that will enable them to become 'ready and able graduates' as well as, an 'outstanding learning experience' by utilising specialist research led knowledge.

The formative assessment will afford students the opportunity to develop knowledge and practise research, communication and interpersonal skills. Building on the formative assessment, the summative assessment will enable students to harness their research and writing skills. The assessment strategy has been designed via consultation with the criminology team to ensure parity between modules and allows for a greater diversity in terms of assessment within the criminology programme as a whole.

#### Formative Assessment:

1. In groups, students are required to take part in role-play exercises where they will defend and argue against specific aspects of current prison policy and penal affairs. This role-play exercise will involve defenders and opponents of the topic in question, and observers who will feedback to the two sides on the strengths and weaknesses of their respective arguments. This will enable students to develop a more nuanced understanding of Prison and allow them to engage in debates on criminal justice matters. This addresses Learning Outcomes 1-4.

#### Summative Assessment:

1. Students are required to submit a 2000 word evaluative Prisons Report on a current aspect of prison policy and penal affairs. This addresses Learning Outcomes 1-4.

Students will design the report around their own specific interests of prison policy and penal affairs and will be individualised to them.

#### Formative Assessment:

1. Group based role-play exercises in seminars.

#### Summative Assessment:

1. A 2000 word evaluative Prisons Report on a current aspect of prison policy and penal affairs

Identify final timetabled piece of assessment (component and element)	Component A Prison Report	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	100	%
<b>First Sit</b>		
<b>Component A</b> Description of each element	<b>Element weighting</b> (as % of component)	
A 2000 word evaluative Prisons Report	100%	
<b>Component B</b> Description of each element	<b>Element weighting</b> (as % of component)	

STUDENT AND ACADEMIC SERVICES

Resit (further attendance at taught classes is not required)											
<b>Component A</b> (controlled conditions) Description of each element	<b>Element weighting</b> (as % of component)										
A 2000 word evaluative Prisons Report	100%										
<b>Component B</b> Description of each element	<b>Element weighting</b> (as % of component)										
Part 4: Teaching and Learning Methods											
Learning Outcomes	On successful completion of this module students will be able to: <ol style="list-style-type: none"> <li>Understand and appraise key current developments in the English penal policy and key factors influencing the scale and functions of imprisonment (Component A).</li> <li>Understand and evaluate current debates relating to the imprisonment of identifiable social groups and to the rationale of specific types of custodial sentences (formative assessment &amp; Component A).</li> <li>Utilise and apply key penological concepts and themes relating to the role of the prison as a form of punishment, and as a criminal justice and social institution for academic and non-academic audiences (formative assessment &amp; Component A).</li> <li>Develop and present arguments, informed by penological literature and research, relating to key issues associated with the use and experience of imprisonment (formative assessment &amp; Component A).</li> </ol>										
Key Information Sets Information (KIS)	<p><b><u>Key Information Set - Module data</u></b></p> <p>Number of credits for this module <span style="border: 1px solid black; padding: 2px;">15</span></p>										
Contact Hours	<table border="1"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> </tr> </tbody> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours							
150	36	114	0	150							
Total Assessment	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p><b>Written Exam:</b> Unseen or open book written exam  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project or in class test  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
Total assessment of the module:											
Written exam assessment percentage	0%										
Coursework assessment percentage	100%										
Practical exam assessment percentage	0%										
	100%										
Reading List	Online reading list: <a href="https://uwe.rl.talis.com/lists/54FCE4B3-8A0B-DEEC-070C-C72243E934CD.html?edit">https://uwe.rl.talis.com/lists/54FCE4B3-8A0B-DEEC-070C-C72243E934CD.html?edit</a>										

STUDENT AND ACADEMIC SERVICES

Cavadino, M., Dignan, J. and Mair, G. (2013) *The Penal System*. 3<sup>rd</sup> Ed. London: Sage.

Crewe, B. (2011) 'Depth, weight, tightness: Revisiting the pains of imprisonment'. *Punishment & Society*, 13(5), pp. 509-529.

Easton, S. and Piper, C. (2016) *Sentencing and Punishment: The Quest for Justice*. 4<sup>th</sup> Ed. Oxford: Oxford University Press.

Foucault, M. (1975 [1991]) *Discipline and Punish: The Birth of the Prison*. London: Penguin Books.

Genders, E. And Player, E. (2014) Rehabilitation, Risk Management and Prisoners' Rights, in *Criminology and Criminal Justice*, 14(4) pp.434-457

Goffman, E. (1961) (1991) *Asylums*, London: Penguin Books.

Hamilton, C. (2013) 'Punitiveness and Political Culture: Notes From Some Small Countries' *European Journal of Criminology*, 10(2) pp. 154-167.

Karamalidou, A. (2015) *The Return of the Difficult Patient* Middlesex Minds, Middlesex University. Available at, <http://mdxminds.com/2015/03/10/the-return-of-the-difficult-patient/>

Karamalidou, A. (2017) *Embedding Human Rights in Prisons*. Basingstoke: Plagrave Macmillan.

Liebling, A. (2013) 'Legitimacy under pressure' in high security prisons. In. J. Tankebe and A. Liebling (eds) *Legitimacy and Criminal Justice*. Oxford: Oxford University Press.

Loader, I. (2010) 'For penal moderation: Notes towards a public philosophy of punishment', *Theoretical Criminology*, 14(3) pp.349-367.

McNulty, D., Watson, N., Philo, G. (2014) Human Rights and Prisoners' Rights: The British Press and the Shaping of Public Debate. *Howard Journal of Criminal Justice*, 53(4), pp: 360-376.

Sims, J. (2009) *Punishment and Prisons: Power and the Carceral State*. London: Sage.

Warr, J. (2016) Transformative dialogues: (Re)privileging the informal prison education, *Prison Service Journal*, 225, pp.18-25

**Key Journals**

British Journal of Criminology	Criminology & Criminal Justice
Criminal Justice Matters	European Journal of Criminology
Howard Journal of Criminal Justice	Punishment & Society
Prison Service Journal	

FOR OFFICE USE ONLY

First ASQC Approval Date	17/1/2018			
Revision Approval Date		Version	1	<a href="#">RIA 12251</a>

STUDENT AND ACADEMIC SERVICES

<i>Update this row each time a change goes to CAP</i>				
---------------------------------------------------------------	--	--	--	--