



CORPORATE AND ACADEMIC SERVICES

**MODULE SPECIFICATION**

**Part 1: Basic Data**

Module Title	Penology				
Module Code	UJUJH-30-2	Level	2	Version	1
Owning Faculty	FBL	Field	Law Undergraduate		
Contributes towards	LLB (Hons); LLB (Hons) Law with Criminology; BA (Hons) Criminology and Law; BA (Hons) Criminology with Law; LLB (Hons) Law with Psychology; BSc (Hons) Psychology with Law; Law Joint Awards				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard,
Pre-requisites			Co-requisites		
Excluded Combinations	UJUTD9-30-3 Penology	Module Entry requirements	75 credits acceptable to the award on which the student is registered of which at least 30 credits must be credits from law modules		
Valid From	1 September 2012	Valid to			

<b>CAP Approval Date</b>	1/5/12
--------------------------	--------

**Part 2: Learning and Teaching**

Learning Outcomes	<p>After completing this module on Penology a successful student will be able to:</p> <p><b><u>Knowledge and Understanding</u></b></p> <ul style="list-style-type: none"> <li>• Display the knowledge gained in the study of Penology (Components A1, B1 &amp; B2)</li> <li>• Entertain discussion of key arguments, hypotheses and conclusions (Components A1, B1 &amp; B2)</li> <li>• Demonstrate the ability to analyse the complex legal, moral and philosophical issues raised by the concept of punishment (Components A1, B1 &amp; B2)</li> <li>• Demonstrate an understanding of substantive sentencing principles and related theoretical debates (Components A1, B1 &amp; B2)</li> <li>• Demonstrate an understanding of the economic, social and political issues underlying the system of punishment in England &amp; Wales (Components A1, B1 &amp; B2)</li> </ul> <p><b><u>Intellectual skills</u></b></p> <p>In the context of Penology, the student who completes the module will be able to:</p>
-------------------	---

- Demonstrate an appropriate application of subject knowledge and the ability to apply abstract concepts to a factual context (Components A1, B1 & B2)
- Apply analytical techniques and concepts to problems and issues arising from the study of Penology undertaken throughout the duration of the module (Components A1, B1 & B2)
- Display critical thinking, to adopt a multifaceted approach to the examination of problems and issues (Components A1, B1 & B2)
- Develop ideas, evaluate concepts and formulate reasoned opinions (Components A1, B1 & B2)

**Subject/practical skills**

On completion of the module on Penology, the student will be able to demonstrate:

- Effective use of research techniques relating to the acquisition of appropriate knowledge, including use of source materials, access to legal information and other data (Components A1, B1 & B2)
- Ability to both research and produce work in co-operation with other students (Components A1 & B2)
- Effective use of Library resources including traditional materials and information technology resources (Components B1 & B2)
- The skill of independent research and independent study, the acquisition of time management skills (Components B1 & B2)
- Analytical technical techniques appropriate to the solution of problems and issues arising (Components A1, B1 & B2)

**Key Transferable Skills**

The student who has completed this module will have acquired the ability to:

- Present word processed coursework to an acceptable standard which displays clarity and logical coherence (Components B1 & B2)
- Present, discuss and defend ideas, concepts and arguments through the written medium of written coursework, participation in seminars and through delivering a presentation (Components A1, B1 & B2)
- Use appropriate information technology skills both to aid research and presentation of assessed work (Components A1, B1 & B2)
- Evaluate own performance and to reflect on learning (Components A1, B1 & B2)
- Apply the required presentational skills, to present structured and reasoned arguments (Components A1, B1 & B2)
- Be able to work in a team (Components A1 & B2)

Syllabus Outline	<ul style="list-style-type: none"> <li>• Penal theory - aims and functions of punishment. Theoretical perspectives: retributive, utilitarian, denunciatory, 'just deserts'.</li> </ul>
------------------	--

	<ul style="list-style-type: none"> <li>• Penal theory – explanations of punishment: social cohesion, social control, consensus and conflict theories.</li> <li>• Historical development of penal measures - types, aims, availability and effectiveness of penal measures.</li> <li>• Comparative Penology – Introduction to international perspectives.</li> <li>• Financial penalties - types, aims, availability and effectiveness of financial penalties. The future of financial penalties.</li> <li>• Community penalties - types, aims, availability and effectiveness of community penalties. The future of community penalties and the probation service.</li> <li>• Imprisonment - types, aims, availability and effectiveness of imprisonment. measures. The 'prison crisis', prisoners' rights, 'unwanted' side-effects of imprisonment. The future of prisons.</li> <li>• Capital punishment - history, ethical correctness and effectiveness. Comparative aspects.</li> <li>• Sentencing - sentencing policy, sentencing powers of the courts, principles of sentencing, future of sentencing.</li> <li>• Dangerous Offenders – violent and sex offenders, extending sentences due to public protection concerns, registering such offenders and community notification of this.</li> </ul> <p>NB the content of the course will take full account of issues relating to race, class, gender and age.</p>
<p>Contact Hours/Scheduled Hours</p>	<ul style="list-style-type: none"> <li>• Lectures 24 two hour lectures = 48 hours*</li> <li>• Seminars 12 one hour seminar = 12 hours*</li> <li>• Research Surgery (VLE) 6 one hour sessions = 6 hours</li> <li>• Research Drop-In 3 Two hour session = 6 hours</li> </ul> <p>* It is hoped to organise a 3 hour prison visit for students. If this is possible this will replace one (2 hour) lecture and one (1 hour) seminar (It is possible other similar activities may be organised to enhance the student experience and if this is the case they will result in a similar reallocation of contact time)</p>
<p>Teaching and Learning Methods</p>	<p>The emphasis throughout will be on providing the student the opportunity and facilities to question, understand, analyse and evaluate the penal system in its historical, practical, academic and social context. The learning context is student-centred and utilizes a variety of techniques to encourage independent thought and constructive criticism. Dialogue is promoted between student and lecturer in an interactive relationship which emphasizes the two-way flow of information and criticism.</p> <p>Subject to the requirements of the Professional Bodies, it is not necessarily envisaged that every topic in the syllabus will be covered in any one academic year. Areas which have topical significance could, therefore, be developed at greater length and less important areas delineated in outline only.</p> <p>Students will be expected to conduct research with both traditional and electronic sources and will be instructed how to do this both during the Programme as a whole and, where necessary, within the module.</p>

**Scheduled Learning:**

Lectures: On most topics covered, outline learning materials will be supplied to students during or in advance of the lectures. Lectures are generally designed to:

- (a) communicate the principal features of a topic, including its major principles, rules, concepts, relationships and values;
- (b) to stimulate interest in the topic and provide alternative views; and
- (c) to provide other information necessary to facilitate its further study, including updating.

Guest speakers will be utilised where appropriate and attempts will be made to organise appropriate visits (e.g. to prisons and courts)

Seminars: Seminars will involve problem-solving and the analysis and synthesis of conceptual and contextual issues, through plenary discussion and presentations by individual students or groups of students. Students are expected to fully participate in seminar discussions, which will cover the controversial and difficult areas of the subject.

We see the function of seminars to be:

- (a) to monitor the acquisition by students of the knowledge, understanding and skills mentioned under the *Learning Outcomes*; and
- (b) to facilitate and enhance the acquisition of that knowledge, understanding and skills and to foster deeper learning.
- (c) to allow students to evaluate, analyse and synthesise legal materials in an interactive environment and to facilitate their appreciation of the levels of variation of opinion which may be generated in legal discussion.

Surgeries: In order to assist students with their research task (components A1 & B2) a series of online and campus based surgeries will be scheduled. These are designed as opportunities for research groups to discuss problems and issues they are experiencing with their projects with a member of the teaching team. Students are expected to have prepared for these sessions and to undertake suggested follow up action.

Visits Where arranged visits to prisons and other criminal justice institutions are intended to provide students with direct experience of the penal system and inform their academic studies. Students are expected to have prepared for the visits by appropriate internet and other research and following visits to reflect on their experience and its relationship with the course content.

**Student preparation:**

Lectures: In most cases there is no expectation of preliminary work. However, students may be given directed preliminary reading from recommended texts. Occasionally material may be also given out in advance so as to provide the basis for practical exercises or for more detailed discussion of topics to be conducted within the lecture.

Seminars: The Programme estimates a preparation time of 10 hours per seminar. Seminar preparation tasks include working individually, in pairs or in small groups.

	<p>Students will be given seminar sheets in advance of their seminars which will both highlight the required preparation and the tasks to be completed during the seminar.</p> <p>Directed reading will be suggested along with internet sources and video material as appropriate. Students are expected to make full use of their independent learning time to reflect critically upon the subject and to develop their own ideas.</p>
Reading Strategy	<p><b>Essential Reading</b></p> <p>Students will be expected to buy a copy of Cavadino, M &amp; Dignan, J (2007) <i>The Penal System: An introduction</i>, London, Sage. In addition other essential reading will be indicated clearly on blackboard, along with the capacity to access the material electronically. Where material is not available electronically the text will be digitalized through the library.</p> <p><b>Further Reading</b></p> <p>Relevant further reading will be highlighted on blackboard and all students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Assignment reference lists are expected to reflect the range of reading carried out.</p> <p><b>Access and Skills</b></p> <p>Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend the GDP sessions on selection of appropriate databases and search skills. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.</p>
Indicative Reading List	<p><b>Indicative Reading List</b></p> <p>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.</p> <p>Carlen, P (1998) <i>Sledgehammer: Women's Imprisonment at the Millennium</i>, Basingstoke, MacMillan Press Limited</p> <p>Davies, M., Croall, H &amp; Tyrer, J. (2010) <i>Criminal Justice</i>, Harlow, Pearson</p> <p>Easton, Susan and Piper, Christine (2008) <i>Sentencing and Punishment</i>, Oxford University Press.</p> <p>Feeley, M.M. &amp; Simon, J., (1992) The New Penology: Notes on the emerging strategy of corrections and its implications, Pages 449-474 in <i>Criminology</i>, Vol 30 No.4</p> <p>Garland, D. (2005) 'Capital punishment and American culture', <i>Punishment &amp; Society</i> 7: 347-376</p> <p>Grupp, S.E. (1971) <i>Theories of Punishment</i>, Bloomington, Indiana University Press</p>

	<p>Hudson, B. A. (1993) <i>Penal policy and Social Justice</i>. Basingstoke, Macmillan</p> <p>Hood, R.G. &amp; Hoyle, C. (2008) <i>the Death Penalty: A Worldwide Perspective</i>, Oxford, Oxford University Press</p> <p>Laub, J.H. &amp; Sampson, R.J. (2001) Understanding Desistance from crime, in Tonry, M. <i>Crime and Justice: A Review of Research</i> P 1-69, Chicago, Chicago University Press</p> <p>Maguire, Mike Morgan, Rod and Reiner, Robert (2007) <i>The Oxford Handbook of Criminology</i>, 4th Edition, Oxford University Press.</p> <p>Priestly, P. &amp; Vanstone, M (2006) Abolishing Probation – a political crime? <i>Probation Journal</i> No 53:408-416</p> <p>Richards, S.C. &amp; Jones, R.S. (2004) Beating the perpetual incarceration machine: overcoming structural impediments to re-entry, in Maruna, S. &amp; Immerigeon, R. (Eds.) <i>After Crime and Punishment: Pathways to offender reintegration</i>. Cullompton, Willan Publishing</p> <p>Scott, D (2008) <i>Penology</i>, London, Sage</p> <p>Sim, J. (2009) <i>Punishment and Prisons</i>, London, Sage.</p> <p>Social Exclusion Unit, 2002, Reducing re-offending by ex-prisoners, Office of the Deputy Prime Minister, Lond</p> <p>Sparks, R. (1994) <i>Can Prisons be legitimate? Penal Politics, Privatization and the Timeliness of an Old Idea</i>, in King and Maguire, <i>Prisons in Context</i>, Oxford, Clarendon Press</p>
--	---

<b>Part 3: Assessment</b>	
Assessment Strategy	<p>To ensure the widest possible assessment of the modules learning outcomes a number of different methods of assessment are utilised: These are:</p> <p><b>Component A</b></p> <p><u>Presentation</u></p> <p>To be delivered on the topic researched reported on in the portfolio above by the same groups. Each group will be allocated 15 minutes and each student will be expected to make an equal contribution.</p> <p>To enable students to demonstrate:</p> <ul style="list-style-type: none"> <li>• subject knowledge</li> <li>• the ability to apply abstract concepts to a factual context</li> <li>• display critical thinking</li> <li>• the ability to develop ideas, evaluate concepts and formulate reasoned opinions</li> <li>• ability to both research and produce work in co-operation with other students</li> <li>• the capacity to present, discuss and defend ideas, concepts and arguments verbally</li> <li>• use appropriate information technology skills to aid presentation</li> </ul> <p>A group mark will be allocated (equivalent to 10% of the overall module mark)</p>

for the collectively presentation. This will include an assessment of how well the group have organised themselves by the allocation of tasks and the way individuals' contributions link with each other.

An individual mark for each student's personal contribution to the presentation (equivalent to 20% of the overall module mark)

### **Component B**

#### 2,000 word essay (Component B1)

To enable students to demonstrate:

- Subject knowledge
- the ability to apply abstract concepts to a factual context
- Display critical thinking
- The ability to develop ideas, evaluate concepts and formulate reasoned opinions
- Effective use of research techniques
- Independent research skills
- The capacity to present, discuss and defend ideas, concepts and arguments in writing
- The ability to present word processed coursework to an acceptable standard which displays clarity and logical coherence

This essay will be weighted at 35% of the overall assessment of the module.  
Portfolio (B2)

Produced by a group of 3 students containing:

- Collectively written introduction, executive summary and conclusion (750 words)
- An individual sections written by each group member (1,250 words)

To enable students to demonstrate:

- Subject knowledge
- the ability to apply abstract concepts to a factual context
- Display critical thinking
- The ability to develop ideas, evaluate concepts and formulate reasoned opinions
- Effective use of research techniques
- Ability to both research and produce work in co-operation with other students
- Independent research skills
- The capacity to present, discuss and defend ideas, concepts and arguments in writing
- The ability to present word processed coursework to an acceptable standard which displays clarity and logical coherence
- The capacity to work as part of a team

The individual and collectively written sections of this coursework will be assessed separately. The individual aspects will be weighted at 25% of the overall assessment of the module and the collective elements at 10%

Identify final assessment component and element	<b>Group Presentation (Component A)</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>30%</b>	<b>70%</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1.Group Presentation	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Essay 2,000 words	50%	
2. Portfolio 1,250 words sole authorship & 750 words group authorship	50%	
<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> (as % of component)	
1.Individual Presentation	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Essay 2,000 words	50%	
2. Individual portfolio including executive summary and conclusion 2,000 words	50%	
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.		