

2.7 Module 12 Criminology

2.7.1 Headline information about the module

Module title	Criminology
Module NFQ level (only if an NFQ level can be demonstrated)	N/A
Module number/reference	Module 12
Parent programme(s) the plural arises if there are embedded programmes to be validated.	LLB (Hons)
Stage of parent programme	2
Semester (semester1/semester2 if applicable)	Semester 1 or 2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Full-time, Part-Time
Entry requirements (statement of knowledge, skill and competence)	Successful completion of stage 1 of this programme.
Pre-requisite module titles	None.
Co-requisite module titles	None.
Is this a capstone module? (Yes or No)	No.
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Lecturers are expected to hold at least a level 8 legal qualification, preferably with a professional legal qualification. It is an advantage to have completed the Certificate in Training and Education provided by Griffith College.
Maximum number of learners per centre (or instance of the module)	60
Duration of the module	One Semester, 12 weeks.
Average (over the duration of the module) of the contact hours per week (see * below)	2
Module-specific physical resources and support required per centre (or instance of the module)	Lecture room with internet access and digital projector.

Analysis of required learning effort (much of the remainder of this table must also be presented in the programme schedule—take care to ensure consistency)										
Effort while in contact with staff										
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:60						101			125
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				100				100%		

2.7.2 Module aims and objectives

This module aims to impart to the learner an appreciation and understanding of criminological theories and their applicability and operation in practice as well as an awareness of crime as a social construct, which is impacted on by the varying nature of society. It also seeks to provide the learner with a specific and detailed understanding of how crime is affected by different social and environmental factors; the ability to evaluate the various theories of crime and punishment and the skills to effectively research and present, both written and verbal, on aspects of criminology in an in-depth and coherent manner, displaying critical analysis.

2.7.3 Minimum intended learning outcomes

On successful completion of this module, learners will be able to:

- (i) Analyse the main theories of criminology and analyse their operation in the modern Irish criminal justice system;
- (ii) Discuss and investigate the impact of various social and environmental factors on crime;
- (iii) Appraise modern punishment theories and analyse their application in the modern Irish criminal justice system.
- (iv) Research, build, formulate and present a coherent analysis of the operation of criminological and punishment theories in the Irish legal system.

- (v) Critique the theory of the culture of control and assess the presence of such a culture in the Irish criminal justice system.
- (vi) Critically analyse the popular perception of crime as portrayed in the media and develop a clear personal analysis of the impact of this perception of crime on the public.

2.7.4 Rationale for inclusion of the module in the programme and its contribution to the overall MIPLOs

The Criminology module allows learners to explore a significant number of competing and sometimes contradictory theories as to the causes of crime and the influence of certain theories of criminality in the structure of our criminal justice system. The module provides an opportunity to learners to deepen and apply their knowledge of criminology and the aims of the criminal law and to discuss with nuance and reference to theory and empirical research the cause and effects of criminality on our legal institutions and society at large. These aspects of the module contribute to the MIPLOs 1, 4-7, and 9-10.

2.7.5 Information provided to learners about the module

At the start of the Academic Year, learners will receive their Faculty Handbooks. The Faculty Handbook provides general information about the faculty, its staffing, resources, and operation. Detailed programme information is supplied through Moodle, including copies of the approved module descriptors from the accredited programme along with a programme timetable detailing related teaching, learning and assessment.

During the first class of the Module, learners are given a detailed outline of the Module showing the schedule of delivery and the dates when assignments are released and due for submission.

Moodle is used to provide learners with ongoing access to module related information, from the handbooks and module outlines provided in advance of the module commencement, the lecture material and links to related resources provided on a scheduled basis in line with the module delivery.

2.7.6 Module content, organisation and structure

- Introduction to Criminology—The History of Criminology
- Classical School of Criminology
- Early Positivism—The Italian School
- Social Control Theories
- Sociological Theory
- Environmental Criminology
- Media and Crime
- Fear of crime and the culture of control
- Crime and Gender
- Environmental Criminology
- Juvenile Justice
- Crime and Punishment

- Rehabilitation
- Deterrence
- Incapacitation
- Retribution
- Restorative Justice

2.7.7 Module teaching and learning (including formative assessment) strategy

Assessment

The module is delivered by means of participative lectures, which consist of tutorial-style discussions, group work sessions and exercises. Formative assessment is provided through tutorial-style discussion, group work and exercises focus on specific case law and problem-based learning requiring the learner to analyse the law and apply it circumstances in which miscarriages of justice would tend to be produced. The lectures are supplemented by structured on-line resources and reading.

In the course of class discussions and activities, learners are challenged in their perception of crimes and its causes and provided feedback on their perspectives through lecturer interventions in in-class debates and other activities. In turn, this allows the learner to deepen their knowledge of criminology through acquiring discipline-specific vocabulary and theoretical perspectives which they can apply to questions or problems within criminology.

Learners undertaking the course via blended learning benefit from varied and additional options for engagement to compensate their reduced attendance of campus. These include webinars, screencasts (recorded lectures), discussion fora, and increased use of the College's VLE (Virtual Learning Environment), Moodle.

In addition to what has been stated, classroom assessment and benchmarking techniques are deployed to encourage learners to develop more agency in terms of their own learning including in-class presentations, group work, peer-review exercises and reflective practice. The variety of teaching, learning and assessment techniques reflect an enhanced emphasis on skills acquisition to deepen practical knowledge. Finally, the attention of learners is drawn to current industry practice and technology used in the specific area of law to add a further dimension to learning, tracking the actual practice of legal professionals.

2.7.8 Work-based learning and practice-placement

Criminology is a classroom-based module and does not require work-based learning and practice elements.

2.7.9 E-learning

Moodle is used to disseminate notes, advice, and online resources to support the learners. The learners are also given access to Lynda.com as a resource for reference.

2.7.10 Module physical resource requirements

Requirements are for a fully equipped classroom. The classroom is equipped with a PC and Microsoft Office; no other software is required for this module.

Moodle, can be accessed in the learner’s home, various open labs on campus and in the library.

2.7.11 Reading lists and other information resources Primary Reading:

Liebling, A., Maruna, S. & McAra, L. (2017) The Oxford Handbook of Criminology. Oxford: Oxford University Press.

White, F., Haines, F. & Asquith, N. (2017) Crime and Criminology. Oxford: Oxford University Press

O’Malley, T. (2016) Sentencing Law and Practice. Dublin: Roundhall

Secondary Reading

Carrabine, E. (2017) Crime and Social Theory. London: Macmillan International Higher Education.

Newburn, T. (2018) Criminology. Oxford: Oxford University Press

Ashworth, A. (2015) Sentencing and Criminal Justice. Cambridge: Cambridge University Press

Armstrong, S. & McAra, L. (2006) Perspectives on Punishment, The Contours of Control. Oxford: Oxford University Press.

2.7.12 Specifications for module staffing requirements

Lecturers qualified to at least a Level 8 legal qualification (LLB (Honours), BABL, BALB, preferably with a professional legal qualification and a third level teaching qualification (e.g. Certificate in Training and Education).

Learners also benefit from the support of the Programme Director, Programme Administrator, Lecturers, a dedicated Learning Technologist, Learner Representative, and Students’ Union and Counselling Service.

2.7.13 Module summative assessment strategy

Theoretical knowledge will be assessed by continuous (summative) assessment (100%). The continuous assessment shall consist of a written assignment divided into two stages: a written proposal worth 15% of the overall marks and a final submission on a topic of the learner’s choosing.

The assessed work breakdown can be seen in the table below.

No.	Description	MIMLOs	Weighting
1	Assignment (Part One)	i	15%
2	Assignment (Part Two)	i-vi	85%

2.7.14 Sample assessment materials

Part A (Assignment Part One): Instructions: (Please also ensure you follow the instructions provided by your lecturer in class).

- Each student must draft a 300-word proposal on any area of criminology covered in class

- There are marks assigned to proposal, however, if a proposal is not submitted the correlating assignment will not be corrected.
- Your proposal should be uploaded to the relevant TurnItIn link as previously advised within the deadline.
- Your lecturer will then give you guidance and feedback as to your chosen topic.
- Once the lecturer approves the student's proposal, the student must then submit a 4,000 – 4,500-word research paper in the chosen area.
- It is important that each student do independent research in their chosen area, and narrow down the specific area, keeping in mind the word count involved.

Part B (Assignment Part One): The Student Proposal:

The student proposal, of approximately 300 words, should set out the following:

- The proposed title of the assignment
- The research methodology involved;
- The rationale behind the selection of your chosen area;
- The scope for research in the area;
- What you hope to achieve through this research.

Part C (Part One: Final Submission): Your final submission should follow the following guidelines

- 4,500 Words maximum excluding footnotes and headings
- The assignment must be typed
- Size 12 Times New Roman font
- Spacing: 1.5
- Footnotes MUST be used (OSCOLA Referencing Style)
- A bibliography must be included
- All assignments MUST be submitted through TurnItIn

Assignment Marking Criteria – See Appendix 1