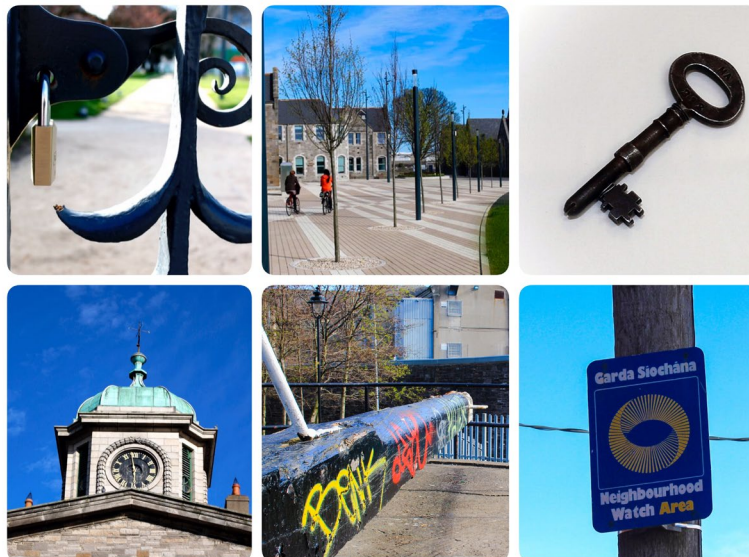


# MA in Criminology & PGDip in Criminology

## Student Handbook

2023-2024



**School of Social Sciences, Law, and Education**  
**Technological University Dublin**

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## WELCOME

### Welcome to the MA and PGDip in Criminology

On behalf of the staff in the School and the MA and PGDip in Criminology Programme Committee we wish you a rewarding and successful year ahead. You have enrolled on a highly sought after postgraduate programme and we hope you will find it challenging, stimulating and exciting. This handbook is designed to give you information about the MA and PGDip in Criminology, staff teaching on the programme, the organisation of the School, as well as the library, computer and support services available to students of Technological University Dublin (TU Dublin). All information in the handbook is correct at time of publication and any changes will be notified to you directly. The handbook contains a number of links that are accessible via the e-version of the handbook available on the TU Dublin Brightspace platform (TU321 TU373 Programme Information 2023-24).

Apart from academic endeavours, going to college has much to offer in the sporting, cultural and social spheres. We encourage you to make the most of what is on offer, both within the University and in the wider city, and to develop new interests, make new friends and broaden your horizons. Wishing you every success on your course,

Dr. Pat O'Connor, Head of School of Social Sciences, Law, and Education

Dr. Kevin Lalor, Discipline Lead

Dr. Nicola Hughes, Programme Chair, MA and PGDip in Criminology

### General Overview of Programme

#### Programme Information

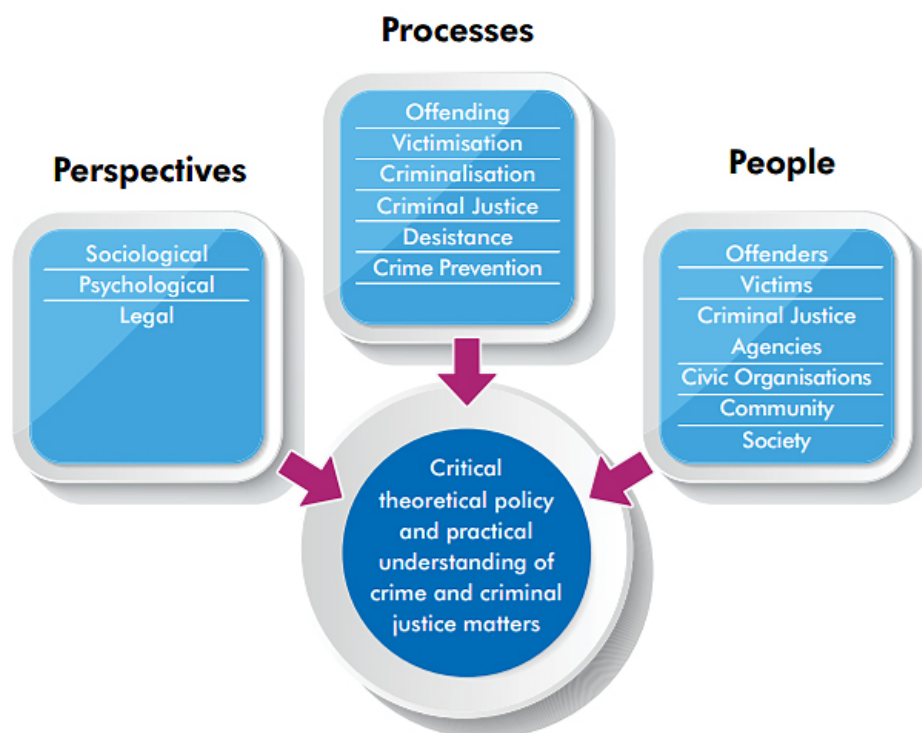
The core philosophy underpinning the programme is a belief in the importance of application of theory to practice. This is a feature of undergraduate programmes in the School of Social Sciences, Law, and Education, and we are committed to offering criminology students the opportunity to study criminology in the context of real lives, problems and behaviour. A further core position is a belief in the importance of sound theoretical positions, supported by robust empirical evidence, in informing all aspects of professional practice in the justice system, from social workers and social care workers to police, probation workers and the judiciary. The programme aims to create an atmosphere of rigorous academic enquiry and to apply this to all aspects of crime, criminal behaviour, its institutional frameworks and its associated problems in Ireland today.

Acknowledging the above and in the absence of specialized taught postgraduate learning opportunities in criminology in Ireland, the Master of Arts was developed in 2006 and it has since been delivered over one calendar year to full-time students and two years to part-time students. The course has now over 200 graduates in positions all over Ireland and overseas. The Postgraduate Diploma in Criminology was developed in 2023.

The MA in Criminology is a taught modularised programme and consists of 90 European Credit Transfer System (ECTS) points leading to the award of an MA in Criminology. Students will be required to complete four core modules, two optional modules and a dissertation.

The PGDip in Criminology is a taught modularised programme and consists of 60 European Credit Transfer System (ECTS) points leading to the award of a PGDip in Criminology. Students will be required to complete four core modules and two optional modules.

## Master of Arts & Postgraduate Diploma in Criminology Programme Vision



*The vision for this programme is to provide students with a multidisciplinary, critical theoretical, policy and practical understanding of crime and contemporary criminal justice matters which will meet the needs of both professionals who are already working in the area of criminal justice and those who wish to enter this field or engage in further MPhil/PhD research.*

### Programme Aims

The programme will meet the needs of both professionals who are already working in the area of criminal justice, such as members of An Garda Síochána, social workers, prison officers, barristers/solicitors, journalists and probation officers. It will also serve to provide new graduates in Ireland with a unique opportunity to gain a competitive edge prior to embarking on a career in the criminal justice field or in academia. In this context, the aims of the MA in Criminology and the PGDip in Criminology are to provide facilities for those who work in or with criminal justice or related agencies to reflect on their work from within an

academic discipline and to provide those who have recently obtained a Bachelor's degree with a thorough foundation in research methods, theoretical principles and contemporary debates as a prelude to a career in research, academia or institutions in the field.

### **Programme Learning Outcomes**

In accordance with the NQAI standards for Level 9 and other relevant government policy and legislation, the graduate of the MA in Criminology and the PGDip in Criminology will attain knowledge, competence and skills in line with the learning outcomes outlined below.

Having completed the programme, students should be able:

#### *Knowledge*

- To demonstrate an in-depth knowledge of the underlying theories and core concepts within the discipline of criminology relating to crime, victimisation, criminalisation and responses to crime and deviance.
- To examine critically the values and practices of key criminal justice agencies which administer responses to crime and deviance both within Ireland and in an international context.
- To exhibit critical awareness of contemporary criminological issues and problems.
- To show evidence of advanced research skills and techniques to a level that enables the student to undertake research as a professional career and/or at a higher level (e.g. PhD).
- To convey specialist knowledge of a particular aspect of criminology through research and/or scholarship to a Level 9 standard (dissertation).

#### *Competence/Skills*

- To engage in scholarly debate at an academic, policy and practice based level on a range of criminological and criminal justice issues.
- To draw on a range of criminological/criminal justice sources and demonstrate an ability to synthesise them.
- To interpret texts, formulate reasoned arguments and make ethical judgments about published research within a number of different contexts.
- To demonstrate competency regarding the ethical issues and dilemmas that may occur in criminological/criminal justice research design and practice.
- To build upon professional relationships developed on the programme with relevant external criminal justice agencies in the field.
- To critically evaluate self in relation to personal and professional development.
- To analytically reflect on their own values and social identity and employ these skills in an informed response to crime and deviant behaviour.
- To reflect on how the concerns of criminology and the criminal justice system connect to and interact with wider social issues in contemporary society and in an international context.

### **Graduate Attributes**

The MA in Criminology and the PGDip in Criminology programme provides students with a

range of opportunities to develop, practice and be assessed in a way that will contribute to graduates who are engaged, enterprising, effective, and enquiring as well as having expert knowledge in the discipline of Criminology. The graduate attributes identified for graduates of the MA in Criminology and the PGDip in Criminology programme are as follows:

- **Engaged:** MA in Criminology and PGDip in Criminology graduates are socially responsible graduates who have an international outlook who contribute meaningfully and positively in their professional, community and social environments. The programme teaching, learning and assessment requires students to engage and deal with social issues on a local and international level.
- **Enquiry based:** MA in Criminology and PGDip in Criminology graduates have a spirit of curiosity and a desire to learn, motivated to draw upon existing knowledge, generating new ideas, seeking out learning opportunities, and actively creating new knowledge. The programme teaching, learning and assessment requires students to critically review academic and policy literature and develop new knowledge by carrying out a research dissertation in the criminological field.
- **Effective:** MA in Criminology and PGDip in Criminology students are effective, highly skilled and confident graduates with the capacity to achieve desired results, believing that they can make a positive difference. The programme teaching, learning and assessment requires students to develop effective written and verbal communication skills, reflective skills and work effectively both as part of a group and independently to complete a variety of projects according to assigned deadlines.
- **Enterprising:** MA in Criminology and PGDip in Criminology graduates have the skills, knowledge and attributes needed to apply creative ideas and innovations and to find practical solutions. The programme teaching, learning and assessment encourages students to apply theory to practice and develop advocacy and policy-making skills.
- **Expert in Criminology:** MA in Criminology and PGDip in Criminology students are graduates with the professional knowledge and capacity to independently practice, reflect, review and build upon disciplinary expertise and judgment. The programme teaching, learning and assessment requires students to develop ethical practice, critical analysis skills, research skills and presentation skills which will enable them to share their criminological expertise in both academic and practice settings.

### **Nature, Duration and Structure of the Programme**

The MA in Criminology programme consists of 90 European Credit Transfers (ECTS) leading to the award of a Master of Arts in Criminology. Students will be required to complete four core modules and two optional modules and a dissertation (30 ECTS) (See Table One).

The PGDip in Criminology programme consists of 60 European Credit Transfers (ECTS) leading to the award of a Postgraduate Diploma in Criminology. Students will be required to complete four core modules and two optional modules (See Table One).

Core modules include Research Methods (10 ECTS), Criminological Theory (10 ECTS), the Criminal Justice System (10 ECTS) and Criminal Psychology (10 ECTS). The optional modules will incorporate courses in: Criminal Law; Desistance: The Route out of Crime; Policing and the Governance of Security; Studies in Victimology and Crime Prevention; Youth Offending and Youth Justice Perspectives; Law and Technology, Prisons and Imprisonment (10 ECTS) and Deviance, Punishment and Social Control in Modern Ireland (10 ECTS) (see Table One). Optional modules on offer **vary from year to year**. All modules are for one semester, beginning in semester 2, with the exception of Criminal Law and, Law and Technology which are for two semesters, beginning in semester 1.

The programme will be a taught modularised programme, delivered in semesters of 15 weeks duration (12 weeks teaching, 1 review week and 2 weeks assessment). The programme is offered in both full-time and part-time modes. Students may take the taught programme on a full-time basis over two semesters. MA in Criminology students complete a dissertation in the third semester. For students taking the programme on a part-time basis, coursework is completed over four semesters, with MA in Criminology students completing a dissertation in the semester following. Students who start the Postgraduate Diploma in Criminology, can transfer to the MA in Criminology.

**Table One: Structure of the MA & PGDip in Criminology**

Module	ECTS	Class Contact	Independent	Total
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		<b>Hours</b>	<b>Learning Hours</b>	
<b>Core Modules</b>				
Research Methods	10	36	164	200
Criminological Theory	10	24	176	200
The Criminal Justice System	10	24	176	200
Criminal Psychology	10	24	176	200
Dissertation	30	30	570	600
<b>Optional Modules (x2)</b>				
Criminal Law	10	48	152	200
Policing and the Governance of Security	10	24	176	200
Studies in Victimology and Crime Prevention	10	24	176	200
Desistance: The Route Out of Crime	10	24	176	200
Prisons and Imprisonment	10	24	176	200
Youth Offending and Youth Justice Perspectives	10	24	176	200
Law and Technology	10	48	152	200
Deviance, Punishment and Social Control in Modern Ireland	10	24	176	200

### **Programme Curriculum**

The MA in Criminology and PGDip in Criminology provide students with analytic and research skills, a systematic understanding of the criminal justice system as well as key concepts and theoretical approaches which have been developed in relation to crime and criminalization. In addition, through the range of elective modules offered, students will gain a practical understanding of the settings in which crime and justice policies are devised and implemented in Ireland and internationally.

Optional modules shall be delivered subject to viable group sizes to be determined by the Programme Committee.

### **Programme Delivery/Teaching Methods**

It is intended to provide students with a stimulating learning environment conducive to the attainment of the learning outcomes outlined above. As criminology attracts students from



diverse academic and social backgrounds, programmes within the discipline need to provide flexible and varied teaching and learning strategies. Accordingly, diverse and challenging ranges of learning experiences will be provided to students to enable them to develop their academic, policy related and practice knowledge and, research skills in the criminological domain. Delivery methods include lectures, peer learning activities including class debates/discussions, student presentations, group work and the use of technological communication for class related work and student supported learning. In certain instances, visits will be arranged for students to various criminal justice settings such as the courts or prisons. Guest lecturers working in criminal justice or related areas are invited to present in order to strengthen the link between theory and practice on the programme.

There is a strong emphasis on self-directed learning and particularly, engagement with the classical and contemporary literature in the criminological and criminal justice fields. Individual modules require substantial reading, coursework and continuous assessment in the form of written assignments, group presentation and use of technological mediums for learning.

## **Introduction to the University and Brief Outline of facilities**

There are almost 30,000 students at TU Dublin. The University is composed of five faculties which formerly constituted DIT, as well as Schools and programmes located on the Tallaght and Blanchardstown campuses:

- Faculty of Arts and Humanities
- Faculty of Business
- Faculty of Engineering and Built Environment
- Faculty of Sciences and Health
- Faculty of Computing, Digital and Data

The President of the University is Professor David Fitzpatrick.

### **Introduction to the Faculty of Arts and Humanities**

The Faculty of Arts and Humanities is composed of six Schools:

- School of Social Sciences, Law, and Education
- Conservatoire
- School of Culinary Arts and Food Technology
- School of Media
- School of Art and Design
- School of Tourism and Hospitality Management

The Dean of the Faculty is Dr. Orla McDonagh.

### **Introduction to the School of Social Sciences, Law, and Education**

The School formed in November 2013 initially as the School of Languages, Law, and Society and the current name of the School was adopted 1<sup>st</sup> September 2022. There are three distinct discipline areas within the School and the MA in Criminology and PGDip in Criminology are a synergy between research active staff in the areas of Law and Social Sciences.

The MA in Criminology and PGDip in Criminology are hosted primarily within the Social Sciences discipline within the School and are centred physically with other Social Sciences staff at the Grangegorman Campus. Social sciences staff are involved in a wide range of research projects in the area of criminal justice, comparative youth justice, youth offending, experiences of custody, prisoner reintegration and victimisation, providing an important impetus for the development of criminology programmes in the school.

As well as the MA in Criminology and PGDip in Criminology, the School hosts postgraduate researchers undertaking PhD and MPhil degrees by research. Some of the recent and current projects include:

- Victimisation and Youth Offending in Dublin Inner City
- Reintegration and Desistance among Marginalised Ex-Prisoners
- Reintegrating Young Adult Ex-Prisoners: The Role and Significance of the Community Context
- An Investigation into the Nature and Incidence of Child Sexual Abuse in Tanzania
- Leaving Care and Homelessness: The Continued Exclusion of those most Vulnerable
- Reducing Youth Offending: The Role, requirements and Context of Parental Responsibility
- Young People's Experience of Crime
- Community Service Orders versus Short Custodial Sentences
- Policy-Making Process and Post Release Orders
- Impact of Deaths in Prison on Prison Staff
- The Choice of a Police Career by Black Ethnic Minority in Ireland: The Concepts of Trust and Legitimacy in Decision-making
- Re-Modeling the Oberstown Children Detention Campus: How does the Change in the Focus of Offender Management Impact on the Existing Historical Child-care Habitus?
- Reducing Crime and Repairing harm: The role of the Family Conference in Responding to Youth Crime
- Crime, Risk and Resilience in the Countryside: Governing Rural Security
- Policing, accountability, and legitimacy: controversy, change and culture in An Garda Síochána

The Head of the School of Social Sciences, Law, and Education is Dr. Pat O'Connor, and the Discipline Lead, with responsibility for Social Sciences is, Dr. Kevin Lalor.

**School Office:**

East Quad, Grangegorman, city campus.

Opening Hours: Monday-Friday: 9.30-12.30 & 2.30-4.00

School Administrator: Lauren Smith, Tel: 353 1 2208477

**Facilities**

There are a range of student facilities and services on the Grangegorman campus. As Grangegorman is a green site there are numerous bicycle parking facilities. There are canteen facilities in Rathdown House and the Lower House, where a selection of hot and cold food along with drinks and snacks are served daily. The library is based in Park House. The Student Services office also located in Rathdown House. A student common room, and a gymnasium are to be found in the Lower House. Events undertaken in the St. Laurence's building include Mindfulness sessions and other events, such as conferences, and exhibitions which are advertised on campus.

Information on a variety of Student Support Services can be found at:

[Student Services & Support | TU Dublin](#)

### **Support Services' Email Addresses**

Career Advice	<a href="#">Career Development Centre   TU Dublin</a>
Chaplaincy Service	<a href="#">Pastoral Care &amp; Chaplaincy   TU Dublin</a>
Counselling Service	<a href="#">Counselling Service   TU Dublin</a>
Health Centre	<a href="#">Student Health Centres   TU Dublin</a>
International Students Office	<a href="#">International Students   TU Dublin</a>
Learning Support Officer	<a href="#">Student Life   TU Dublin</a>

### **TU Dublin Students Union**

The TU Dublin Students Union provide useful information on a variety of topics such as education matters, students' rights welfare, and events. Please see: [Home \(tudublinsu.ie\)](http://tudublinsu.ie)

## **INDUCTION/REGISTRATION**

### **Entry Criteria**

Students must normally hold a second-class honours degree, lower division (2.2) or higher in the area of social science, law, sociology, psychology or cognate discipline. Please be sure to include transcripts of your final degree award at time of application. If this is not readily available, please include transcripts of your academic career to date.

Applicants who do not meet the minimum academic requirements but who have significant relevant professional or vocational experience shall also be considered. In addition to an application form, this latter category of applicants should include two written references with their application form and also may be asked to present for interview.

Applicants whose first language is not English must have an IELTS score minimum of 6.5 overall, with nothing less than 6 in each component.

### **Instruction on how to finalise Registration and obtain Student Card**

Students must register on their programme each year. Students commencing their studies with TU Dublin will be sent details on how to register to the correspondence postal address. Continuing students will receive details on how to register to their TU Dublin student email

account. Registration details are issued from mid-August each year, and this continues into September. All students must register on their programme before classes commence so it is recommended all students register as soon as they receive their details. The registration and payment of fees process is a short online combined process. TU Dublin offers a two-phase instalment facility to all our students. A minimum of 50% of the overall fee must be paid to register and the remainder can be paid in multiple payments. When students register, they will gain access to services including attending lectures, access to email and the electronic learning platform Brightspace.

A student card is required to access lecture rooms in the East Quad and to use the library. A student card can be obtained from the student service centres. It is a simple process whereby your photo is taken, and the card is issued within a couple of minutes.

Your first card is free, and any replacements cost €10. Please visit [Register & Pay | TU Dublin](#) for a range of useful information. Or email [registrations.city@TUDublin.ie](mailto:registrations.city@TUDublin.ie)

### **List of Staff Involved with the Programme and Their Role**

The programme is delivered by a team of full-time academic staff at the School of Social Sciences, Law, and Education, including Dr. Kevin Lalor, Dr. Mairead Seymour, Dr. Sinéad Freeman, Dr. Nicola Hughes, Dr. Cormac Behan, Dr. Matt Bowden and Niall Neligan BL. Core staff on the programme have combined expertise in the disciplines of law, psychology, sociology, research methods and social science. The multi-disciplinary nature of the staff team combined with their postgraduate qualifications in criminology and related subjects, is one of the key strengths of the programme. In addition, all staff are research active in the criminological and criminal justice field, exploring a range of issues including imprisonment, anti-social behaviour orders, crime prevention, juvenile justice, alternatives to custody, homelessness and criminality, victimisation, the governance of security, policing and juvenile prostitution.

**Staff Team**



**Dr. Pat O'Connor**  
**Head of School of Social Sciences, Law,  
and Education**



**Dr. Levin Lalor**  
**Discipline Lead, Social Sciences**



**Dr. Nicola Hughes**  
**Programme Chair & Lecturer**



**Dr. Mairéad Seymour**  
**Programme Tutor & Senior Lecturer**



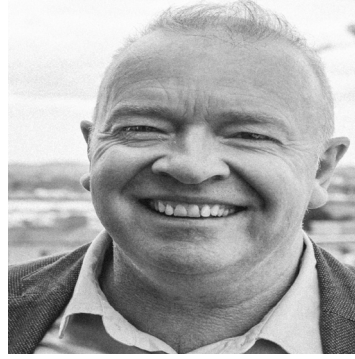
**Dr. Sinéad Freeman**  
**Lecturer**



**Dr. Cormac Behan**  
**Lecturer**



**Niall Nelligan, BL**  
**Lecturer**



**Dr. Matt Bowden**  
**Senior Lecturer**

**Dr. Pat O'Connor** is Head of the School of Social Sciences, Law, and Education. His research interests include the intersection between Higher Education and Further Education, Local and Regional Development, and Youth Unemployment. He is also interested in qualitative research methods and methodology. He has extensive experience in programme development and review.

**Dr. Kevin Lalor** is Social Sciences discipline lead at TU Dublin. His research is primarily focused on child abuse, since doctoral studies on the victimization of street children in Addis Ababa, Ethiopia, in the early 1990s. He has published a number of reviews on aspects of child abuse in sub-Saharan Africa. In recent years he has collaborated on a number of reviews, including links between childhood sexual abuse and later sexual revictimization and the epidemiology of child abuse in Europe. He is a member of the editorial boards of *Child Abuse and Neglect: The International Journal* and *Children, Youth and Environments*. He is incoming chair (2023-2025) of the International Society for the Prevention of Child Abuse and Neglect (ISPCAN).

**Dr. Sinéad Freeman's** research interests include youth coping; coping with uncertainty; mental health; youth offending; youth justice; custodial remand; young people's experiences of detention; effects of Imprisonment and alternatives to prison. She has authored publications on young people's experiences and coping abilities while remanded in custody. Lecturing areas include criminal psychology, psychological perspectives on mental health, research methods and academic skills.

**Dr. Mairéad Seymour's** teaching and research interests include youth crime and justice, community disposals, offender compliance, reintegration, restorative justice and comparative criminal justice. Her book, *Youth Justice in Context: Community, Compliance and Young People* (Routledge 2013), explores the notion of compliance in relation to offender supervision in comparative jurisdictions and from the perspectives of young people and the youth justice professionals who supervise them.

**Dr. Nicola Hughes'** research interests include recidivism and desistance, with a particular focus on recidivism and desistance by young offenders, particularly those who have spent time in detention. She was involved in the first national study of recidivism in Ireland. She is also interested in research methods, particularly as they relate to conducting research with vulnerable groups, such as prisoners.

**Dr. Cormac Behan's** research interests include penal history, prisoners' rights, comparative penology, prison education and historical criminology. His book, *Citizen Convicts: Prisoners, Politics and the Vote* was published by Manchester University Press in 2014. He has authored several publications on punishment and citizenship, and education in prison.

**Dr. Matt Bowden's** research interests include the sociology of crime and security governance with particular interest in questions of space (urban / rural). More recent work has focused on the fracturing of bureaucratic police organisation and the formation of security fields. He is currently working on the Post-Brexit Security Field on the Island of Ireland, policing and security related topics including on security and consumption, security fields in west Africa, rural security in Ireland, and on issues of policing culture and habitus. He is a series editor on the 'Research in Rural Crime' book series, Adjunct Senior Lecturer at

the School of Humanities, Arts & Social Sciences at the University of New England, New South Wales, Australia, a founder member of the TU Dublin Security Research Group and a senior member of the European University of Technology's Culture and Technology Lab (ECt+). He is former Treasurer (2012-2017) and Vice-President (2017-2018) of the Sociological Association of Ireland and is a member of the Social Sciences Committee of the Royal Irish Academy (2022-2026).

**Niall Neligan's** research interests include Criminal law, European and International Criminal Law, Evidence, Employment Law, Competition Law, Aviation and Commercial Law. Niall lectures in Criminal Law as an optional module on the MA in Criminology and in Criminal Law and Employment Law on the Postgraduate Diploma in Law; and on the BA (Ord) in Law.



## Contact Details for Staff

<b>Staff</b>	<b>Role</b>	<b>Location</b>	<b>Email</b>	<b>Phone</b>
Dr. Pat O'Connor	Head of School	Blanchardstown Campus	<a href="mailto:pat.oconnor@TUDublin.ie">pat.oconnor@TUDublin.ie</a>	353 1 885 1068
Dr. Kevin Lalor	Discipline Lead	East Quad, city campus, Grangegorman	<a href="mailto:kevin.lalor@TUDublin.ie">kevin.lalor@TUDublin.ie</a>	3531 2205 449
Dr. Nicola Hughes	Programme Chair and Lecturer	East Quad, city campus, Grangegorman	<a href="mailto:nicola.hughes@TUDublin.ie">nicola.hughes@TUDublin.ie</a>	353 1 2205 468
Dr. Sinéad Freeman	Lecturer	East Quad, city campus, Grangegorman	<a href="mailto:sinead.freeman@TUDublin.ie">sinead.freeman@TUDublin.ie</a>	3531 2205 465
Dr. Mairéad Seymour	Programme Tutor and Senior Lecturer	East Quad, city campus, Grangegorman	<a href="mailto:mairiad.seymour@TUDublin.ie">mairiad.seymour@TUDublin.ie</a>	3531 2205 473
Dr. Cormac Behan	Lecturer	East Quad, city campus, Grangegorman	<a href="mailto:cormac.behan@TUDublin.ie">cormac.behan@TUDublin.ie</a>	3531 2205 478
Dr. Matt Bowden	Senior Lecturer	East Quad, city campus, Grangegorman	<a href="mailto:matt.bowden@tudublin.ie">matt.bowden@tudublin.ie</a>	353 1 2205 444
Niall Neligan BL	Lecturer	East Quad, city campus, Grangegorman	<a href="mailto:niall.neligan@TUDublin.ie">niall.neligan@TUDublin.ie</a>	353 1 2205 471

### General Queries to School Office

East Quad, Grangegorman, city campus.

Tel: 353 1 2205 452 email: [socialsciences@TUDublin.ie](mailto:socialsciences@TUDublin.ie)

## **Details on the Programme Calendar, Location and Attendance Requirements**

The MA Criminology and PGDip in Criminology programme is organised within the official TU Dublin University calendar. View or download the University calendar at: [Academic Calendar | TU Dublin](#)

All lectures take place in the Grangegorman Campus. Students attend lectures for 12 weeks from September to December in semester one and for 12 weeks from January to May in semester two.

### **Link and Instructions on how to Access Web Timetables**

Students can access their timetables from the website at [Timetables | TU Dublin](#)

You will need a student ID number and password to log into the system.

### **Module Descriptors and indicative reading lists**

The following section contains detailed information on the exact aims, learning outcomes and content of each module in the programme. The module descriptors contain indicative reading lists. Further reading lists are distributed in class. Modules are designed by the programme team and validated under the TU Dublin Quality Assurance system and are aligned with the learning outcomes for study at Level 9 under the National Qualifications Framework.

Note this is the entire suite of both core and optional modules that the programme draws upon. It is not possible to run all of the specialised optional modules in any one year. Modules will run subject to timetable availability of a lecturer and viable student numbers. Decisions on timetable availability are made by the Discipline Lead of the School and not by the Programme Chair or lecturers.

## Criminological Theory (Core)

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s).	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD).#
CRIM 9001					10	9
<b>Module Title</b>	Criminological Theory					

<b>School Responsible:</b>	Social Sciences, Law and Education
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<b>Module Overview:</b>
<p>The module introduces the student to classicism and positivism and assesses the contemporary relevance of classical theory. Students will then explore theoretical developments in twentieth century criminology including the work of the Chicago school and social disorganisation theory. The module proceeds to explore and discuss contemporary criminological theory of the late 20<sup>th</sup> and early 21<sup>st</sup> century including control theory; subcultural and strain theories; social constructionism; feminist criminology; and radical, realist and critical criminology. The module concludes with an up-to-date appraisal of contemporary thought including postmodernism and post-structuralism, cultural criminology, late modernity and the regulatory state.</p>

<b>Learning Outcomes (LO)</b>	
On Completion of this module, the learner will be able to	
<b>1</b>	Critically assess classical and contemporary paradigms, their philosophical origins together with their epistemological and political effects.
<b>2</b>	Critically evaluate criminological theories and their application to the fields of crime, deviance, penology and crime control.
<b>3</b>	Analyse and discuss how theoretical frameworks influence applications in a variety of spheres including crime prevention, gender, class, race and ethnicity.
<b>4</b>	Discuss the ways in which theory can improve our understanding of the social problem of crime and the operations of the criminal justice system.
<b>5</b>	Critically analyse the continuities between classical origins of thought and their contemporary relevance and application.
<b>6</b>	Compare and contrast the theoretical merits of theoretical perspectives in addressing empirical and normative challenges in relation to crime in contemporary society.

<b>Indicative Syllabus:</b>
<p>The module content will include:</p> <p><b>Classical and Positivist Criminology:</b></p> <ul style="list-style-type: none"> <li>- Beccaria and Lombroso. Emotions and Passions in early social thought.</li> <li>- Sociological Positivism and the Legacy of Emile Durkheim.</li> </ul> <p><b>Criminological Theories of the Early and Mid Twentieth Century:</b></p> <ul style="list-style-type: none"> <li>- Social Disorganisation Theory: Crime as a social rather than an individual phenomenon. From Shaw and McKay to Wilson and Kelling and “broken windows”. Is there evidence supporting the work of the Chicago school in Ireland? Was Wilson and Kelling’s theory really implemented in Ireland in the period post 1996?</li> </ul>

- Anomie Theory/Strain/Sub Cultural Theory: Crime as a response to social inequality and the gap between culture and social structure. Survey of the work of *inter alia* Durkheim, Merton, Cloward and Ohlin, Cohen and Agnew. Theory applied to discussion of youth marginalisation, social exclusion, race and ethnicity.
- Control/Learning Theories: The influence of controlling forces, whether social or personal on crime. The studies of Matza, Hirschi and others and major limitations of the theory. Linking crime prevention to theory prevention initiatives and the role of criminal justice agencies etc.
- Social Constructionism: Labelling Theory and Symbolic Interactionism: The shift from the action to the reaction; from the aetiology of crime to society's response and its impact. The work of *inter alia* Becker, Lemert. Stanley Cohen and the concept of moral panic.

### Late Twentieth Century and Twenty-First Century Criminological Theory

- Conflict and Radical Criminology and New Left Realism: Linking the causes of crime to social conflict, exploitation and ideology in line with neo-Marxist and non-Marxian radical theory. Left Realism and the "square of crime." Critical Realism.
- Crime and gender – the gender construction of crime; theories of gender, crime and punishment malestream criminology and its discontents.
- Postmodern theory: Post-structuralism; criminology and the production of knowledge; criminology in an age of consumerism. Theories of 'Late Modernity' and the regulatory state.
- Cultural Criminology and Post-Political Bio-Politics – the spectacle of crime; crime, rationality and emotion; post-politics; crime, class and ethnicity; hate crime. Surveillance, violence and symbolic power.

### Learning and Teaching Methods:

Lecture and class discussion. Learning group activities including weekly journal group, group book review discussions and final presentation, student online discussion via Webcourses.

<b>Total Teaching Contact Hours</b>	24
<b>Total Self-Directed Learning Hours</b>	176

### Module Delivery Duration:

Semester One

### Assessment

Assessment Type	Weighting (%)	LO Assessment (No.).
Short Essay on Classical Criminological Theory (1,500 words).	30%	1, 5
Substantive Essay Integrating Module Elements (3,500 words).	70%	1, 2, 3, 4, 5,6
<b>Module Specific Assessment Arrangements (if applicable).</b>		
(a) Derogations from General Assessment Regulations		
(b) Module Assessment Thresholds		
(c) Special Repeat Assessment Arrangements		

### Indicative Reading:

- Beirne, P., & Messerschmidt, J. W. (2010). *Criminology*. Oxford, UK: Oxford University Press.
- Bernard, T., Snipes, J., & Gerould, A.L. *Vold's theoretical criminology*. Oxford, UK: Oxford University Press.
- Downes, D., & Rock, P. (2011). *Understanding deviance: A guide to the sociology of crime and rule breaking*. Oxford, UK: Oxford University Press.
- Ferrell, J., Hayward, K. & Young, J. (2008). *Cultural criminology: An invitation*. Los Angeles, CA: SAGE.
- Ferrell, J., Hayward, K., Morrisson, W. & Presdee, M. (2004). *Cultural criminology unleashed*. London, UK: Glasshouse.
- Hall, S., & Winlow, S. (Eds.) (2012). *New directions in criminological theory*. London, UK: Routledge.
- Hall, N. (2013). *Hate crime*. London, UK: Routledge.
- Hopkins-Burke, R. (2014). *An introduction to criminological theory*. London, UK: Routledge.
- Ilan, J. (2015). *Understanding street culture: Poverty, crime, youth and cool*. Basingstoke, UK: Palgrave Macmillan.
- Maguire, M., Morgan, R. & Reiner, R. (2012). *The Oxford handbook of criminology*. Oxford, UK: Oxford University Press.
- McLaughlin, E., Muncie, J and Hughes, G eds. (2003). *Criminological perspectives: Essential readings*. London UK: Sage.
- McLoughlin, E., Muncie, J. & Hughes, G. (Eds.) (2007). *Criminological perspectives: Essential readings: Part VI: Criminological transformations*. London, UK: Sage.
- McLaughlin, E., & Muncie, J. (Eds.) (2013). *Sage dictionary of criminology*. London, UK: Sage.
- Newburn, T. (2017). *Criminology* (3<sup>rd</sup> ed.). London, UK: Routledge.
- Phillips, C., & Webster C. (Eds.) (2014). *New directions in race, ethnicity and crime*. Routledge.
- Renzetti, C. (2013). *Feminist criminology*. London, UK: Routledge.
- Walklate, S. (2007). *Understanding criminology: Current theoretical debates*. Milton Keynes, UK: Open University Press.
- Wacquant, L. (2008). *Urban outcasts: A comparative sociology of advanced marginality*. Cambridge, UK: Polity.
- Young, J. (2011). *The criminological imagination*. Cambridge, UK: Polity.

### **Criminological Theory Primary Texts:**

- Beccaria, C. (1995). *On crimes and punishments*. Cambridge, UK: Cambridge University Press
- Becker, H. (1973). *Outsider: Studies in the sociology of deviance*. New York, NY: Free Press
- Cloward, R., & Ohlin, L. (1960). *Delinquency and opportunity: A theory of delinquent gangs*. (2011 ed.). London, UK: Routledge.
- Cohen, S. (1973). *Folk devils and moral panics* (2002 ed.) London, UK: Routledge
- Durkheim, E. (2002). *Suicide: A study in sociology*. London, UK: Routledge
- Durkheim, E. (2012). *The rules of sociological method*. Basingstoke, UK: Palgrave Macmillan
- Foucault, M. (1991). *Discipline and punishment: The birth of the prison*. London, UK: Penguin.
- Goode, E. (2016). *Deviant behaviour*. London, UK: Routledge
- Hirschi, T. (2002). *Causes of delinquency*. New Brunswick: Transaction Publishers.
- Lea, J., & Young, J. (1993). *What is to be done about law and order?* London, UK: Pluto Press.
- Matza, D. (1999). *Delinquency and drift*. New Brunswick, Canada: Transaction Publishers.
- Merton, R. (1968). *Social theory and social structure*. New York, NY: Free Press.
- Simon, J. (2007). *Governing through crime: How the war on crime transformed American democracy and created a culture of fear*. Oxford, UK: Oxford University Press.
- Smart, C. (2013). *Women, crime and criminology*. London, UK: Routledge.
- Walklate, S. (2004). *Gender, crime and criminal justice* (2<sup>nd</sup> ed.). Cullompton, UK: Willan Publishing.
- Walton, P., & Young, J. (Eds.) (1997). *The new criminology revisited*. London, UK: Macmillan.

Young, J. (2007). *The vertigo of late modernity*. London, UK: Sage.

Students will be directed towards further readings in class.

<b>Version No:</b>		<b>Amended By</b>	Dr. Nicola Hughes
<b>Commencement Date</b>	September 2020	<b>Associated Programme Codes</b>	TU321, TU373

# Modules that are to be offered as Stand-Alone CPD Programmes must have an NFQ level assigned

\*Details of the assessment schedule should be contained in the student handbook for the programme stage.

**Date of Academic Council approval: 28/05/2020**

## Criminal Justice System (Core)

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
CRIM9002					10	9
<b>Module Title</b>	Criminal Justice System					

<b>School Responsible:</b>	Social Sciences, Law and Education
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### Module Overview:

The aim of this module is to provide students with a critical insight into the Irish criminal justice system. The module will begin with an examination of the various criminal justice system models, how they have developed and changed over time and possible future directions, and this will inform their understanding of the criminal justice system in Ireland generally. The module will provide students with a critical insight and understanding of the role and responsibilities of the key institutions and actors within the system, and how they interact with one another in order to ensure the smooth running of the criminal justice system. The key institutions and actors will also be scrutinised from the perspective of accountability and transparency, and the challenges they currently face.

### Learning Outcomes (LO):

On Completion of this module, the learner will be able to

<b>1</b>	Demonstrate a critical and in-depth knowledge of the various criminal justice models.
<b>2</b>	Demonstrate a broad knowledge and critical awareness of the operation of the principal institutions and actors within the criminal justice system
<b>3</b>	Explain and critically assess the means by which the principal institutions and actors in the criminal justice system can be made accountable.
<b>4</b>	Compare and contrast the Irish criminal justice system with those in other jurisdictions, particularly in relation to matters such as the role of key actors and institutions.
<b>5</b>	Critically analyse the current issues and challenges facing the Irish criminal justice system.

### Indicative Syllabus:

#### Part A: Introduction to the Criminal Justice System

- Models of criminal justice
- Classes of criminal offences
- Structure and function of the courts

#### Part B: Criminal Justice Institutions

- Role of An Garda Síochána and other agencies of law enforcement, with a particular emphasis on police accountability and the role of the Garda Ombudsman Commission.
- Role of prosecuting authorities: Chief Prosecution Solicitor and the Director of Public Prosecutions, with particular emphasis on the giving of reasons for non-prosecution.
- The judiciary: role and accountability; the 'Sheedy' and 'Curtin' affairs.
- Origins and development of the Jury system: re-examining the role of the jury in the modern criminal justice system; recent developments in other jurisdictions.
- Role of the Probation Service: examining the evidence on effectiveness; 'what works'; issues around resourcing.

Prisons, Prisons Inspector and the Parole Board: is the prison system accountable.

**Part C: Aspects of Criminal Justice**

- Victims and witnesses: coming in from the cold.
- Risk and criminal justice in Ireland.
- Crime statistics: what they tell us and what they don't tell us.

**Learning and Teaching Methods:**

Collaborative student-centred learning consisting of lectures, group discussions, independent reading and the use of Webcourses.

<b>Total Teaching Contact Hours</b>	24
<b>Total Self-Directed Learning Hours</b>	176

**Module Delivery Duration:**

One semester

**Assessment**

Assessment Type	Weighting (%)	LO Assessment (No.)
Book Review (1,500 words)	20%	4, 5
Essay (3,500 words)	80%	1, 2, 3, 5

**Module Specific Assessment Arrangements (if applicable)**

(a) Derogations from General Assessment Regulations	
(b) Module Assessment Thresholds	
(c) Special Repeat Assessment Arrangements	

**Indicative Reading:**

- Ashworth, A., & Redmayne, M. (2010). *The criminal process*. Oxford, UK: Oxford University Press.
- Conway, V. (2010). *The blue wall of silence. The Morris Tribunal and police accountability in Ireland*. Dublin, Ireland: Irish Academic Press.
- Conway, V., Daly, Y., & Schweppe, J. (2010). *Irish criminal justice: Theory, process and procedure*. Dublin, Ireland: Clarus Press.
- Healy, D., Hamilton, C., Daly, Y., & Butler, M. (Eds.) (2016). *The Routledge handbook of Irish criminology*. London, UK: Routledge.
- Kilcommins P., O'Donnell, I., O'Sullivan, E., & Vaughan, B. (2004). *Crime, punishment and the search for order in Ireland*. Dublin, Ireland: IPA.
- Law Reform Commission. (2003). *Report on penalties for minor offences* (March 2003, Report No 69 of 2003). Retrieved from: [www.lawreform.ie](http://www.lawreform.ie)
- Law Reform Commission. (2013). *Report on jury system*. Retrieved from: [www.lawreform.ie](http://www.lawreform.ie)
- Maguire, M., Morgan, R. & Reiner, R. (2012). *The Oxford handbook of criminology (3<sup>rd</sup> ed.)*. Oxford, UK: Oxford University Press.
- McConville, M., & Wilson, G. (Eds.) (2002). *The handbook of the criminal justice process*. Oxford, UK: Oxford University Press.
- Newburn, T. (2017). *Criminology (3<sup>rd</sup> ed.)*. Devon, UK: Willan Publishing.
- O'Mahony, P. (2002). *Criminal justice in Ireland*. Dublin, Ireland: IPA.
- O'Malley, T. (2009). *The Criminal process*. Dublin, Ireland: Round Hall.
- Packer, H.L. (1968). *The limits of the criminal sanction*. Stanford, CA: Stanford University Press



Sanders, A., & Young, R. (2007). *Criminal justice* (3<sup>rd</sup> ed). Oxford, UK: Oxford University Press.  
 Zedner, L. (2004). *Criminal justice*. Oxford, UK: Oxford University Press.

Students will be directed towards further readings in class.

<b>Version No:</b>		<b>Amended By</b>	Dr. Nicola Hughes
<b>Commencement Date</b>	September 2017	<b>Associated Programme Codes</b>	DT568, DT550-1

# Modules that are to be offered as Stand-Alone CPD Programmes must have an NFQ level assigned

\*Details of the assessment schedule should be contained in the student handbook for the programme stage.

**Date of Academic Council approval .....**

## Research Methods in Criminology (Core)

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
CRM9000					10	9
<b>Module Title</b>	Research Methods in Criminology					
<b>School Responsible:</b>	Social Sciences, Law and Education					

### Module Overview:

The aim of the module is to introduce students to the theory and principles of research practice and to equip them with the knowledge and skills required to complete a post-graduate dissertation. Student will become familiar with the principal theoretical perspectives involved in research. The module will also provide students with knowledge and skills in the areas of critical reading and academic writing, structuring research questions/hypotheses, proposal writing, research design, sampling techniques, quantitative and/or qualitative data collection methods and analysis. Ethical considerations when conducting criminological research will be addressed in the module through discussion and the application of ethical principles to practical research scenarios.

### Learning Outcomes (LO):

On completion of this module, the learner will be able to:

1	Read, interpret, and synthesise criminological literature in a critical and reflective manner.
2	Demonstrate a systematic knowledge and awareness of the main approaches to research required of the dissertation.
3	Formulate a research question(s) and/or hypothesis.
4	Critically evaluate research models and select a suitable research design and approach to sampling, data collection and data analysis.
5	Reflect critically upon the ethical dimensions of research as well the impact of their own subject position on the practice of their research.
6	Prepare and present a detailed research proposal and a plan for the development of their dissertation

### Indicative Syllabus:

- Theoretical perspectives in research
- Critical reading and structuring a literature review
- Academic writing and writing for dissemination to wider audiences
- Planning the research process
- Structuring the research question/hypothesis
- Developing the research proposal
- Research design
- Sampling
- Qualitative research: data collection methods and analysis
- Quantitative research: data collection methods and analysis
- Ethical considerations in criminological research
- Research supervision and thesis preparation

**Learning and Teaching Methods:**

The module will be taught by lectures incorporating discussion of relevant literature, case studies, practical exercises, readings and writing exercises, online engagement and activities. Students will also have the opportunity to discuss their draft research proposal in a one-to-one tutorial. Optional research training in SPSS will be provided for students to develop their skills in quantitative data analysis.

**Total Teaching Contact Hours**

36

**Total Self-Directed Learning Hours**

164

**Module Delivery Duration:**

Two hours per week over one semester plus tutorials and optional SPSS workshop.

**Assessment**

Assessment Type	Weighting (%)	LO Assessment (No.)
Research portfolio to include research proposal	100%	1,2,3,4,5,6

**Module Specific Assessment Arrangements (if applicable)**

(a) Derogations from General Assessment Regulations	
(b) Module Assessment Thresholds	
(c) Special Repeat Assessment Arrangements	

**Indicative Reading:**

Bachman, R., & Paternoster, R. (2008). *Statistical methods for criminology and criminal Justice*. Maidenhead, UK: McGraw-Hill.

Bachman, R., & Schutt, R. (2017). *The practice of research in criminology and criminal justice* (6th ed.) (also 5th ed. 2014). London, UK: Sage.

Bazeley, P. (2013). *Qualitative data analysis: Practical strategies*. London, UK: Sage.

Bryman, A. (2012). *Social research methods* (4th ed.). New York, NY: Oxford University Press.

Crowther-Dowey, C., & Fussey, P. (2013). *Researching crime: Approaches, methods and application*. London, UK: Palgrave Macmillan.

Davies, P., Francis, P., & Jupp, V. (2011). *Doing criminological research* (2nd ed.). London, UK: Sage.

Field, A. (2013). *Discovering statistics using IBM SPSS statistics*. London, UK: Sage.

Harris, S. (2014). *How to critique journal articles in the social sciences*. London, UK: Sage.

Jupp, V., Davies, P., & Francis, P. (2011). *Doing criminological research* (2nd ed.). London, UK: Sage.

Maxfield, M., & Babbie, E. (2015). *Research methods for criminal justice and criminology* (7th ed.) (also 6th ed. 2010). London, UK: Wadsworth Publishing.

Maxfield, M. & Babbie, E. (2016). *Basics of research methods for criminal justice and criminology* (4th ed.) (also 3rd ed. 2012). London, UK: Wadsworth Publishing.

Punch, K. (2016). *Developing effective research proposals* (3<sup>rd</sup> ed.). London, UK: Sage.

Saldana, J. (2016). *The coding manual for qualitative researchers* (3rd ed.). London, UK: Sage.

Silverman, D. (2013). *Doing qualitative research: A practice handbook* (4th ed.). London, UK: Sage Publications.

Westmarland, L. (2011). *Researching crime and justice: Tales from the field*. London, UK: Routledge.

Students will be directed towards further readings in class.

**Version No:****Amended By**

Dr. Mairead Seymour

<b>Commencement Date</b>	September 2020	<b>Associated Programme Codes</b>	TU321, TU373

# Modules that are to be offered as Stand-Alone CPD Programmes must have an NFQ level assigned

\*Details of the assessment schedule should be contained in the student handbook for the programme stage.

**Date of Academic Council approval:** 28/05/2020

## Criminal Psychology (Core)

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
CRIM9014					10	9
<b>Module Title</b>	Criminal Psychology					

**School Responsible:** Social Sciences, Law and Education

### Module Overview:

The module critically examines the application of psychological research and expertise to the criminological domain. The module is centered on two underlying themes; Theme one focuses on psychological explanations of criminal behavior and theme two critically examines the application of psychology to the criminal justice system. The aim of the module is to facilitate MA Criminology students to develop a critical understanding of the role of mental health in criminal behaviour along with an in-depth psychological knowledge of a range of criminal offences such as terrorism, human trafficking, homicide, sexual offending and crimes of violence and intimidation. A further aim of the module is to enable students to develop a critical awareness of the psychological factors that may inform and impact on key investigative and courtroom processes in the criminal justice system with particular emphasis placed on the accuracy of eyewitness evidence and the psychological practices used to profile, interview and detect deception among suspected offenders.

### Learning Outcomes (LO):

On Completion of this module, the learner will be able to

1	Discuss and appraise the key principles and applications of criminal psychology
2	Critically analyse the relationship between mental health and offending behaviour and discuss the impact of mental health issues on criminal responsibility and competency.
3	Critically assess psychological theories of criminal behaviour
4	Critically explain a range of criminal offences from a psychological perspective.
5	Discuss and critically assess the psychological processes involved in criminal investigation practices
6	Explain and evaluate the processes involved and accuracy of eyewitness evidence
7	Critically appraise the role of psychology in prison

### Indicative Syllabus:

#### Theme One: Psychological Explanations of Criminal Behaviour

- Introduction to criminal psychology / Psychological Theories of Criminal Behaviour
- Mental Health and crime: classification and assessment of mental disorders; mental disorders and criminal behaviour; insanity and competency
- Violence and intimidation: psychological explanation of domestic violence and stalking
- Sexual offending: Psychological explanations of rape and child sexual offences; interventions for sex offenders.
- Homicide and serial killing: psychological explanations of various forms of homicide
- Terrorism: psychological explanations, consequences and responses to terrorism

- Human Trafficking: experiences and psychological impact of human trafficking; responses to human trafficking

**Theme Two: The Application of Psychology to the Criminal Justice System**

- Criminal profiling: criminal profiling methods; utility of criminal profiling
- Criminal investigation: interviewing suspects; detecting deception, false confessions
- Eyewitness Evidence: the role of perception and memory; accuracy of eyewitness evidence
- The role of psychology in prison: risk assessment; psychological interventions; working with individuals in prison

**Learning and Teaching Methods:**

The module will be taught using a range of active and collaborative learning and teaching methods including lectures, group discussions and problem-solving activities, case studies, critical thinking exercises, video-based material and guest speaker sessions.

<b>Total Teaching Contact Hours</b>	24
<b>Total Self-Directed Learning Hours</b>	176

**Module Delivery Duration:**

One semester

**Assessment**

Assessment Type	Weighting (%)	LO Assessment (No.)
Written assignment (3,500 words)	80%	3, 4, 5, 6, 7
Group Presentation	20%	1, 2, 3, 4

**Module Specific Assessment Arrangements (if applicable)**

(a) Derogations from General Assessment Regulations	
(b) Module Assessment Thresholds	
(c) Special Repeat Assessment Arrangements	

**Indicative Reading:**

- Bartol, C., & Bartol, A. (2017). *Criminal behaviour: A psychological approach* (11<sup>th</sup> ed.). Essex, UK: Pearson Education Limited.
- Bongar, B., Brown, L.M., Beutler, L.E., Breckenridge, J.N., & Zimbardo, P.G. (Eds.). (2014). *Psychology of terrorism* (2<sup>nd</sup> ed.). Oxford, UK: Oxford University Press.
- Bull, R. (Ed.) (2014). *Investigative interviewing*. New York, NY: Springer.
- Crighton, D.A., & Towl, G.A. (Eds.) (2015). *Forensic psychology* (2<sup>nd</sup> ed.). Chichester, UK: John Wiley & Sons Ltd.
- Datchi, C.C., & Ancis, C.R. (Eds.) (2017). *Gender, psychology, and justice. The mental health of women and girls in the legal system*. New York, NY: NYU Press.
- Gannon, T.A., & Ward, T. (Eds.) (2017). *Sexual offending: Cognition, emotion and motivation*. Chichester, UK: John Wiley & Sons Ltd.
- Gudjonsson, G.H., & Howard, L.R.C. (2016). *Forensic psychology: A guide to practice*. New York, NY: Routledge.
- Hollin, C.R., (2016). *The psychology of interpersonal violence*. Chichester: UK: John Wiley & Sons

Ltd.  
 Kapardis, A., & Farrington, D. P. (2016). *The psychology of crime, policing and the courts*. New York, NY: Routledge.  
 Paulino, M. (2016). *Forensic psychology of spousal violence*. London, UK: Academic Press.  
 Swart, J., & Mellor, L. (Eds.) (2016). *Homicide: A forensic psychology casebook*. Boca Raton, FL: CRC Press.  
 Turvey, B.E. (2012). *Criminal profiling: An introduction to behavioural evidence analysis*. London, UK: Elsevier Science.  
 Winder, B., & Banyard, P. (2012). *A psychologist's casebook of crime: From arson to voyeurism*. Basingstoke, UK: Palgrave Macmillan.  
 Winstone, J. (Ed.) (2016). *Mental health, crime, and criminal justice: Responses and reform*. London, UK: Palgrave MacMillan.  
 Youngs, D. (Ed.) (2016). *Behavioural analysis of crime: Studies in David Canter's investigative psychology*. New York, NY: Routledge.

Students will be directed towards further readings in class.

<b>Version No:</b>		<b>Amended By</b>	Dr. Sinéad Freeman
<b>Commencement Date</b>	September 2020	<b>Associated Programme Codes</b>	TU321, TU373

# Modules that are to be offered as Stand-Alone CPD Programmes must have an NFQ level assigned  
 \*Details of the assessment schedule should be contained in the student handbook for the programme stage.

**Date of Academic Council approval:** 28/05/2020

## Dissertation (Core)

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
CRIM9003	CRIM9000 Research Methods in Criminology				30	9
<b>Module Title</b>	Dissertation					

<b>School Responsible:</b>	Social Sciences, Law and Education
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### Module Overview:

Students apply concepts, theories and research techniques to a selected criminological topic with the benefit of supervision from staff. The aim is to integrate learning across the criminological domain to compile a critical review of the literature in a selected area of study, to apply practical research skills to the process, and to engage in reflective and critical analysis in the write-up of the data. On completion of the research methods module, students will commence formal supervision with a staff member on the programme. Students will receive guidance and feedback on issues such as the structure and content of the literature review, refining and finalising the research question/hypothesis and research plan, designing data collection instruments, data collection methods and analysis. Feedback will be provided to students through structured supervision meetings and in written format.

### Learning Outcomes (LO):

On completion of this module, the learner will be able to:

<b>1</b>	Demonstrate in-depth knowledge of the theories, key concepts and literature underlying their selected topic of study
<b>2</b>	Critically review and synthesize information in compiling a literature review
<b>3</b>	Design research instruments for the purposes of data collection
<b>4</b>	Collect quality data that will answer the central question(s) of their research
<b>5</b>	Analyse data in a systematic and methodologically sound manner
<b>6</b>	Assemble a comprehensive body of work in the format of a dissertation
<b>7</b>	Demonstrate awareness regarding the ethical issues and considerations that may arise during the research process.

### Indicative Syllabus:

- Reviewing and structuring literature
- Refining the research question/hypothesis
- Choosing an appropriate research design and methodology
- Data collection
- Data analysis
- Access and ethical issues
- Writing the dissertation



**Learning and Teaching Methods:**

The supervisor acts as an academic soundboard for the student's ideas, ensures the overall project is advancing and provides feedback and appropriate direction. The supervisor provides comment on draft material to ensure that:

- there is required rigour, breadth and depth;
- the overall structure of the work is coherent;
- there is relevance and appropriate referencing;
- the candidate is using the correct academic style and approach.

Detailed referencing and writing guidance is available in the Research Handbook for Postgraduate Students. A logbook is also provided to students to record meetings, agreed tasks and plans of work.

<b>Total Teaching Contact Hours</b>	30
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<b>Total Self-Directed Learning Hours</b>	570
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**Module Delivery Duration:**

Delivery takes place in Semester 2 and 3.

**Assessment**

<b>Assessment Type</b>	<b>Weighting (%)</b>	<b>LO Assessment (No.)</b>
Dissertation 14,000words	100	1,2,3,4,5,6,7.

**Module Specific Assessment Arrangements (if applicable)**

(d) Derogations from General Assessment Regulations	
(e) Module Assessment Thresholds	
(f) Special Repeat Assessment Arrangements	

**Indicative Reading:**

Biggam, J. (2014). *Succeeding with your master's dissertation: A practical step-by-step handbook* (3rd ed). Maidenhead, UK: Open University Press.

Crème, P., & Lea, M. (2008). *Writing at university: A guide for students*. Maidenhead, UK: Open University Press.

Davies, M., & Hughes, N. (2014). *Doing a successful research project: Using qualitative or quantitative methods*. New York, NY: Palgrave Macmillan.

Evans, D., Gruba, P., & Zobel, J. (2014). *How to write a better thesis*. New York, NY: Springer International Publishing.

Fink, A. (2014). *Conducting research literature reviews from the internet to paper*. London, UK: Sage.

Hart, C. (1999). *Doing a literature review: Releasing the social science research imagination*. London, UK: Sage.

Hart, C. (2005). *Doing your masters dissertation*. London, UK: Sage.

Machi, L.A., & McEvoy, B.T. (2016). *The literature review: Six steps to success* (3<sup>rd</sup> ed.). London, UK: Sage.

Oliver, P. (2013). *Writing your thesis* (3rd ed.). London, UK: Sage.

Peck, J. & Coyle, M. (2005). *The student's guide to writing: Spelling, punctuation and grammar*. Basingstoke, UK: Palgrave Macmillan.

Tredinnick, M. (2008). *Writing well: The essential student guide*. Cambridge, UK: Cambridge University Press.

Wisker, G. (2008). *The postgraduate research handbook: Succeed with your MA, MPhil, EdD and*

*PhD*. Basingstoke, UK: Palgrave Macmillan.

Students will be directed towards further readings in class.

<b>Version No:</b>		<b>Amended By</b>	Dr. Mairead Seymour
<b>Commencement Date</b>	September 2017	<b>Associated Programme Codes</b>	DT568, DT550-2

# Modules that are to be offered as Stand-Alone CPD Programmes must have an NFQ level assigned

\*Details of the assessment schedule should be contained in the student handbook for the programme stage.

**Date of Academic Council approval .....**

## Optional/Elective Modules

**Criminal Law** provides students with an in-depth knowledge of the Criminal Law, and the various implications of committing a criminal act. The module aims to identify, and hypothetically prosecute or defend a crime, and to understand the theoretical and practical implications of viewing crime from variety of perspectives. It also aims to inform students of the role played by the executive, legislative and judicial branches in dealing with crime.

**Desistance: The Route out of Crime** critically examines the related, yet often distinct, fields of recidivism and desistance. Desistance is a growing area of research within criminology, while recidivism is a more established area of research. There is a growing awareness that in order to understand one, it is necessary to have an understanding of the other. If we are to truly understand why an individual desists and to assist the desistance process, it is important to also understand why many individuals continue to offend. With this in mind the module will analyse the key issues for both of definition, measurement and methodology, and the ethical and methodological questions that arise.

**Policing and the Governance of Security** critically examines the policing function in society by considering the issues of power, sovereignty and democracy. The evolution of policing as a social process will be examined to arrive at an understanding of the current organizational form of policing that we are familiar with in contemporary society. The module takes its focus from sociological theory of the state and governmentality to consider questions of nodal security governance. Changing societies and politics in the context of multiculturalism and globalisation will also be explored in terms of its impact on policing and security governance.

**Studies in Victimology and Crime Prevention** examines the role of the victim in the study of crime. The origins of the discipline shall be examined, as well as contemporary research, service and legislative provisions. The module also discusses the emergence of crime prevention as the 'preventive turn' in social policy, criminal justice and policing along with the turn to the 'risk society'. Key issues from contemporary research and debates are critically discussed in national and comparative terms.

**Youth Offending and Youth Justice Perspectives** critically explores youth offending and the role of the youth justice system in responding to youth crime. The first part of the module examines the theories and constructs which underpin much of our understanding of youth crime in contemporary society. The second part of the module examines legal and policy approaches and responses to youth crime in Ireland and in a number of comparative and contrasting international contexts. Key aspects of the youth justice process are addressed including pre-court diversion, the courts, remand and bail, sentencing, community sanctions, and detention.

**Prisons and Imprisonment** examines various aspects of prisons and imprisonment. The power to punish is one of the primary manifestations of authority of the modern state and the use of this power differs across states and jurisdictions. This module considers the reasons for this difference, the history and development of this unique form of punishment, and why the prison has achieved such a central position in the matrix of punishment in modern penality. An important element of the module will be to encourage students to

critically reflect on understanding the experience/s of imprisonment for those who live and work in the institution.

**Law and Technology** addresses two broad themes. The first theme focuses on the latest developments in 'LawTech' (technologies that assist, improve or replace the delivery of legal services), and its implications, including online courts, the employment of artificial intelligence (and related technologies such as natural language processing and predictive analytics) by the legal professions, courts and other adjudication fora, and in crime prevention and investigation. The second theme focuses on how the legal landscape has been changed by emerging technologies in society, including legislation and regulation of areas such as new media, cybercrime, e-commerce, consumer protection, Fintech, intellectual property, data protection and privacy, healthcare, transport, and the use of technologies by states and their consequences for human rights.

**Deviance, Punishment and Social Control in Modern Ireland** examines the treatment by the state and society of those confined in care and custody in 20<sup>th</sup> Century Ireland. This will include the treatment of people in institutions such as psychiatric hospitals, Magdalene homes, Mother and Baby homes, borstal, reformatories, industrial schools and prisons. While each of these had different objectives, they tended to disproportionately contain the poor, the powerless, the vulnerable and marginalised in Irish society. The module considers ways in which certain groups, or behaviours acquired labels, values and meanings which placed them outside of legitimacy and normality, justifying suspicion, social control and/or institutionalisation. Many people experienced the various forms of institutionalisation as punishment and/or as a means of social control.

## Criminal Law (Option)

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
CRIM9011					10	9
<b>Module Title</b>	Criminal Law					
<b>School Responsible:</b>	Social Sciences, Law and Education					

### Module Overview:

This module is designed to provide students with an in-depth knowledge of the Criminal Law, and the various implications of committing a criminal act. The module aims to help students to identify, and hypothetically prosecute or defend a crime, and to understand the theoretical and practical implications of viewing crime from variety of perspectives. Furthermore, this module aims to inform students of the role played by the executive, legislative and judicial branches in dealing with crime.

### Learning Outcomes (LO):

On Completion of this module, the learner will be able to

1	Demonstrate a thorough knowledge and critical understanding of those aspects of Criminal Law in the indicative syllabus and form a critical judgement on areas of controversy within the topics studied.
2	Demonstrate a critical understanding of the social and political context in which criminal law operates, and of the policy reasons for changes in the criminal law;
3	Research and critically interpret relevant primary and secondary sources of Criminal Law.
4	Critically interpret a set of facts in order to identify legal issues arising, providing reasoned arguments and conclusions as to the criminal offences which may have been committed and defences which may be available.
5	Critically assess and make an informed judgement about the merits and relevance of particular information and make reasoned choices between alternative solutions or arguments.
6	Communicate technical legal information and argument effectively and concisely, orally and in writing, in a manner appropriate to the discipline.

### Indicative Syllabus:

- A. Introduction to the Irish Criminal Justice System
- B. What is a crime?
- C. Distinction between Crime and Tort
- D. Classification of Criminal Offences – Minor and Non-Minor Offences
- E. Courts exercising Criminal jurisdiction
- F. Appellate Courts and Irish Criminal Justice
- G. Sources of Criminal Law

#### H. Criminal Liability

- The *actus reus*, with particular reference to the requirement of voluntariness and the defence of automatism
- Liability for omissions
- *Mens rea*: intention, recklessness, knowledge.

- Insanity, automatism and diminished responsibility
- Infancy
- Provocation
- Duress and necessity
- Self-defence and defence of others.
- The impact of intoxication on criminal liability
- Inchoate offences
- Strict liability offences.

**I. Offences**

- Murder and manslaughter.
- Offences contrary to sections 2 to 15 (inclusive) of the Non-Fatal Offences Against the Person Act, 1997.
- Rape, sexual assault, and incest.
- Offences contrary to sections 2 and 3 of the Criminal Law (Sexual Offences) Act 2006 as amended by the Criminal Law (Sexual Offences) (Amendment) Act 2007
- Theft
- Robbery and burglary
- Handling and possessing stolen property.
- Public order offences.
- Criminal damage

**Learning and Teaching Methods:**

Interactive lectures, Self-directed learning, Group study and group discussion, Presentations and Guest lecturers

<b>Total Teaching Contact Hours</b>	48
<b>Total Self-Directed Learning Hours</b>	152

**Module Delivery Duration:**

The Criminal Law Module is delivered over one academic year, with one lecture per week and six tutorials of one hour each.

**Assessment**

Assessment type	Weighting%	LO Assessment No.)
Examination	80	1,2, 3, 4, 5
Assignment	20	1, 2, 3, 4, 5

**Module Specific Assessment Arrangements (if applicable)**

(d) Derogations from General Assessment Regulations	
(e) Module Assessment Thresholds	
(f) Special Repeat Assessment Arrangements	

**Indicative Reading:**

Ashworth, A. (2013). *Principles of criminal law* (8<sup>th</sup> ed.). Oxford, UK: Oxford University Press.  
 Byrne, R., & McCutcheon, P. (2014). *Byrne and McCutcheon on the Irish legal system* (6<sup>th</sup> ed.). London, UK: Bloomsbury  
 Campbell, L., Kilcommins, S. & O’Sullivan, C. (2010). *Criminal law in Ireland*. Dublin, Ireland: Clarus Press.  
 Charleton, P., McDermott, P.A., & Bolger, M. (1999). *Criminal law*. Dublin: Round Hall.

Conway, V., Daly, Y. & Schweppe, J. (2010). *The Irish criminal justice system: Theory, process and procedure*. Dublin, Ireland: Clarus Press.

Hanly, C. (2015). *An introduction to Irish criminal law* (3rd ed.). Dublin, Ireland: Gill Education.

Herring, J. (2010). *Criminal law: Text, cases and materials* (4th ed.). Oxford, UK: Oxford University Press.

O'Malley, T. (2013). *Sexual offences: Law, policy and punishment* (2<sup>nd</sup> ed.). Dublin, Ireland: Round Hall.

Omerod, D., & Laird, K. (2015). *Smith and Hogan's criminal law* (14<sup>th</sup> ed.). Oxford, UK: Oxford University Press.

Omerod, D., & Laird, K. (2017). *Smith and Hogan's texts, cases & materials on criminal law* (12<sup>th</sup> ed.). Oxford, UK: Oxford University Press.

McAuley, F & McCutcheon, J.P. (2000). *Criminal liability: A grammar*. Dublin, Ireland: Round Hall.

McIntyre, T.J., McMullen, S., & O'Toghda, S. (2012). *Criminal law*. Dublin, Ireland: Round Hall.

McGreal, C. (2011). *Criminal Justice (Theft and Fraud Offences) Act, 2001* (Annotated Statute) (2<sup>nd</sup> ed.). Dublin, Ireland: Round Hall.

Ni Choileain, C. (2017). *Criminal law*. Dublin, Ireland: Round Hall.

Students should also consult Law Reform Commission Reports, Byrne and Binchy, Annual Review of Irish Criminal Law, (published since 1987) for recent updates on the criminal law. For areas of the law that relate to criminal procedure, relevant works include Walsh, Criminal Procedure (2016), Fennell, The Law of Evidence in Ireland (3<sup>rd</sup> ed) (2009), O'Malley, The Criminal Process (2009), Walsh, Human Rights and Policing in Ireland (2008), McGrath, Evidence (2005), Healy, Irish Laws of Evidence (2005), and Law Society of Ireland (Butler) Criminal Litigation, 3<sup>rd</sup> Ed. (2012). Other specialist texts that can be referred to include The Offences Handbook (2010), de Blacam, Drunken Driving and the Law (3<sup>rd</sup> Ed), and McGreal, Criminal Justice (Theft and Fraud Offences) Act 2001 (2011), Bracken, Criminal Definitions (2010), Whelan, Mental Health Law and Practice: Civil and Criminal Aspects (2009), and Connery and Hodnett, Regulatory Crime in Ireland (2009).

<b>Version No:</b>		<b>Amended By</b>	Niall Neligan
<b>Commencement Date</b>	September 2017	<b>Associated Programme Codes</b>	DT568, DT550

# Modules that are to be offered as Stand-Alone CPD Programmes must have an NFQ level assigned  
 \*Details of the assessment schedule should be contained in the student handbook for the programme stage.

**Date of Academic Council approval .....**

### Desistance: The Route out of Crime (Option)

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
CRIM9015					10	9
<b>Module Title</b>	Desistance: The Route Out of Crime					
<b>School Responsible:</b>	Social Sciences, Law and Education					

#### Module Overview:

The module critically examines the related, yet often distinct, fields of recidivism and desistance. Desistance is a growing area of research within criminology, while recidivism is a more established area of research. There is a growing awareness that in order to understand one, it is necessary to have an understanding of the other. If we are to truly understand why an individual desists and to assist the desistance process, it is important to also understand why many individuals continue to offend. With this in mind the module will analyse the key issues for both of definition, measurement and methodology, and the ethical and methodological questions that arise. The aim of the module is to provide students with a critical insight and understanding of the process of recidivism and desistance and the key factors involved in both, by drawing on the relevant theoretical literature, both national and international. This will enable students to develop a critical understanding of the role of the criminal justice system in contributing to or reducing both recidivism and desistance. The module will be divided into three parts. The first part will focus on desistance, the second on recidivism and the final part will draw the two areas together.

#### Learning Outcomes (LO):

On Completion of this module, the learner will be able to

1	Demonstrate an in-depth and critical knowledge of the main issues surrounding the definition, measurement and methodologies of both recidivism and desistance.
2	Outline and critically assess the key theories which have been advanced to explain desistance from crime.
3	Explain and discuss the factors delineating theoretical frameworks in recidivism.
4	Explain and critically assess the key research findings in the areas of recidivism and desistance, particularly Irish research.
5	Demonstrate an in-depth knowledge of the principal factors involved in both recidivism and desistance from crime.
6	Critically compare rates of recidivism in Ireland to rates of recidivism internationally.
7	Discuss and critically evaluate the ways in which the criminal justice system can contribute to or reduce both recidivism and desistance.
8	Develop an awareness of the process and experience of desistance from the perspective of the individual desister.

#### Indicative Syllabus:

Indicative syllabus covered in the module and / or in its discrete elements

##### Part A: Desistance

- The definition of desistance.
- Measurement.



- Methodology.
- Theoretical framework
- Major international studies of desistance
- Desistance in an Irish context.

**Part B: Recidivism**

- The definition of recidivism
- Measurement.
- Methodology.
- Theoretical framework
- Major international studies of recidivism
- Recidivism in an Irish context.

**Part C**

- Linking desistance and recidivism

**Learning and Teaching Methods:**

Collaborative student-centred learning consisting of lectures, group discussions, independent reading and the use of webcourses

<b>Total Teaching Contact Hours</b>	24
<b>Total Self-Directed Learning Hours</b>	176

**Module Delivery Duration:**

One semester.

**Assessment**

<b>Assessment Type</b>	<b>Weighting (%)</b>	<b>LO Assessment (No.)</b>
Book Review (1,500 words)	20%	1, 2, 3, 4, 5, 6, 7, 8
Essay (3,500 words)	80%	1, 2, 3, 4, 5, 6, 7, 8

**Module Specific Assessment Arrangements (if applicable)**

(g) Derogations from General Assessment Regulations	
(h) Module Assessment Thresholds	
(i) Special Repeat Assessment Arrangements	

**Indicative Reading:**

Calverley, A. (2014). *Cultures of desistance. Rehabilitation, reintegration and ethnic minorities*. Devon, UK: Willan Publishing.

Farrall, S. (2002). *Rethinking what works with offenders. Probation, social context and desistance from crime*. Oregon, OR: Willan Publishing.

Farrall, S., & Calverley, A. (2006). *Understanding desistance from crime. Theoretical directions in resettlement and rehabilitation*. Berkshire, UK: Open University Press.

Healy, D. (2010). *The dynamics of desistance. Charting pathways through change*. Devon, UK: Willan Publishing.

King, S. (2013). *Desistance, transitions and the impact of probation*. Devon, UK: Willan Publishing.

Laub, J.H., & Sampson, R.J. (2003). *Shared beginnings, divergent lives. Delinquent boys to age 70*. Cambridge, MA: Harvard University Press.

Leibrich, J. (1993). *Straight to the point. Angles on giving up crime.* Dunedin, New Zealand: University of Otago Press.

Loeber, R., Hoeve, M., & van der Laan, P. (Eds.) (2016). *Persisters and desisters in crime from adolescence into adulthood.* London, UK: Routledge.

Maruna, S. (2001). *Making good. How ex-convicts reform and rebuild their lives.* Washington DC: American Psychological Association.

Maruna, S., Immarigeon, R., & LeBel, T. (Eds.) (2004). *After crime and punishment: Pathways to offender reintegration.* Devon, UK: Willan Publishing.

O'Donnell, I, Baumer, E., & Hughes, N. (2008). Recidivism in the Republic of Ireland. *Criminology and Criminal Justice*, 8(2), 123-146.

Sampson, R.J., & Laub, J.H. (1993). *Crime in the making. Pathways and turning points through life.* Cambridge, MA: Harvard University Press.

Shapland, J., Farrall, S., & Bottoms, A. (Eds.) (2016). *Global perspectives on desistance.* London, UK: Routledge.

Zamble, E., & Quinsey, V.L. (1997). *The criminal recidivism process.* Cambridge, UK: Cambridge University Press.

Zara, G., & Farrington, D. (2014). *Criminal recidivism: Explanation, prediction and prevention.* Devon, UK: Willan Publishing.

Students will be directed towards further readings in class.

<b>Version No:</b>		<b>Amended By</b>	Dr. Nicola Hughes
<b>Commencement Date</b>	September 2017	<b>Associated Programme Codes</b>	DT568, DT550

# Modules that are to be offered as Stand-Alone CPD Programmes must have an NFQ level assigned

\*Details of the assessment schedule should be contained in the student handbook for the programme stage.

**Date of Academic Council approval .....**

## Policing and the Governance of Security (Option)

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
TBC					10	9
<b>Module Title</b>	Policing and the Governance of Security					

<b>School Responsible:</b>	Social Sciences, Law and Education
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<b>Module Overview:</b>
<p>The module critically examines the policing function in society by considering the issues of power, sovereignty and democracy. The evolution of policing as a social process will be examined to arrive at an understanding of the current organizational form of policing that we are familiar with in contemporary society. Increasingly civil society is being mobilised alongside private firms to contribute to the governance in a wider governance of security. This involves the underpinning of social order by the incorporation of these wider social institutions in crime control and public safety. In this context a broad ‘community’ of actors is mobilised where once the state acted as a solitary actor. The module takes its focus from sociological theory of the state and governmentality to consider questions of nodal security governance. Changing societies and politics in the context of multiculturalism and globalisation will also be explored in terms of its impact on policing and security governance.</p>

<b>Learning Outcomes (LO)</b>	
On Completion of this module, the learner will be able to	
1	Critically analyse the policing function in society and the way in which nation state legitimacy is formulated and challenged through its policing function.
2	Critically evaluate the findings of contemporary empirical research as applied to both national and international policing and security contexts.
3	Critically evaluate policing practice in the context of social change.
4	Discern, outline and discuss the theoretical perspectives informing the distinctions between modernity, late modernity and post-modernity as they apply to policing and security.
5	Critically analyse and demonstrate an understanding of the Risk Society thesis and its application to the study of risk, fear and insecurity.
6	Evaluate and compare different theoretical approaches to governance and how these apply to both crime control, policing and security.
7	Demonstrate critical awareness of current debates on plural policing, networked and nodal governance of security.
8	Critically compare Ireland with other polities in relation to the role of state, market and civil society in the production of security.
9	Demonstrate a critical awareness of policing and security in the context of multiculturalism and diverse societies.

<b>Indicative Syllabus:</b>
<p>– <i>The Evolution of Modern Policing</i>: concepts of ‘police’ and ‘policing’ through the ages; police as process and police as institutional structure; professionalization. Policing, Power and Democracy: Sovereignty, Legitimacy and Accountability; monopoly on violence. Cases of crises of policing in contemporary policing – e.g. Morris Tribunal and police reform.</p>

- *Plural Policing, Regulation and Governance* – policing as a process; policing risk populations; environmental regulation and policing; financial policing, global policing.
- *Policing, Security in the late modern state.* The privatisation of risk; Fordism and Post-Fordism; Globalisation, ‘glocalisation’ and restructuring; the penalisation of poverty; the criminalisation of social policy; policing and security in the Risk Society – policing global risks; security and regulation in the context of ‘popular punitiveness’. The ‘problem of order’ in society; Sociological theory of late-modernity and post-modernity; ontological insecurity; inclusion, exclusion and social divisions; advanced marginality, ghettos and riots; citizenship, social order and social control.
- *Understanding Nodal Governance:* Network approaches to governance; the nodal governance of security; securitization of society; civilizing security through state-anchored pluralism.
- *Policing and security in the context of social change and in geo-specific contexts:* multiculturalism; diversity and social cohesion; urban security regimes in comparative terms; issues in rural security and policing.

**Learning and Teaching Methods:**

The module will involve a mix of lecturing and activated learning through student led content; class discussion and presentation

<b>Total Teaching Contact Hours</b>	24
<b>Total Self-Directed Learning Hours</b>	176

**Module Delivery Duration**

One semester

**Assessment**

Assessment Type	Weighting (%)	LO Assessment (No.)
Book Review	20%	1, 2, 6
Essay	80%	1, 2, 3, 4, 5, 6, 7, 8, 9

**Module Specific Assessment Arrangements (if applicable)**

(a) Derogations from General Assessment Regulations	
(b) Module Assessment Thresholds	
(c) Special Repeat Assessment Arrangements	

**Indicative Reading:**

- Body-Gendrot, S. (2012). *Globalization, fear and insecurity: The challenges for cities north and south*. Basingstoke, UK: Palgrave Macmillan.
- Bowling, B., & Sheptycki, J. (2012). *Global policing*. London, UK: Sage.
- Conway, V. (2014). *Policing twentieth century Ireland: A history of An Garda Síochána*. London, UK: Routledge.
- Froestad, J., & Shearing, C. (2012). *Security governance, policing and local capacity*. Boca Raton, FL: CRC Press.
- Garland, D. (2001). *The culture of control: Crime and social order in contemporary society*. Oxford, UK: Oxford University Press.

Giacomantonio, C. (2015). *Policing integration: The sociology of police coordination work*. Basingstoke, UK: Palgrave Macmillan.

Gill, M. (Ed.) (2014). *Handbook of security*. Basingstoke, UK: Palgrave Macmillan.

Hughes, G. (2007). *The politics of crime and community*. Basingstoke, UK: Palgrave Macmillan.

Loader, I., & Walker, N. (2007). *Civilizing security*. Cambridge, UK: Cambridge University Press.

Olinger-O'Brien, S. (2016). *Police, race and culture in the 'New Ireland': An ethnography*. Basingstoke, UK: Palgrave Macmillan.

O'Reilly, C. (2017). *Policing global risks*. London, UK: Hart Publishing.

Prenzler, T. (Ed.) (2012). *Policing and security in practice: Challenges and achievements*. Basingstoke, UK: Palgrave Macmillan.

Reiner, R. (2010). *The politics of the police*. Oxford, UK: Oxford University Press.

Simon, J. (2007). *Governing through crime*. Oxford, UK: Oxford University Press.

Schuilenburg, M. (2015). *The securitisation of society: Crime, risk and social order*. New York, NY: New York University Press.

Young, J. (2007). *The vertigo of late modernity*. London, UK: Sage

Students will be directed towards further readings in class.

<b>Version No:</b>		<b>Amended By</b>	Dr. Matt Bowden
<b>Commencement Date</b>	September 2017	<b>Associated Programme Codes</b>	DT568, DT550

# Modules that are to be offered as Stand-Alone CPD Programmes must have an NFQ level assigned  
 \*Details of the assessment schedule should be contained in the student handbook for the programme stage.

**Date of Academic Council approval .....**

## Studies in Victimology and Crime Prevention (Option)

**School Responsible:** Social Sciences, Law and Education

### Module Overview:

The aim of this module is to examine the role of the victim in the study of crime. The origins of the discipline shall be examined, as well as contemporary research, service and legislative provisions. The module also discusses the emergence of crime prevention as the 'preventive turn' in social policy, criminal justice and policing along with the turn to the 'risk society'. Key issues from contemporary research and debates are critically discussed in national and comparative terms.

### Learning Outcomes (LO):

On Completion of this module, the learner will be able to

1	Evaluate the role of the victim in the overall crime dynamic.
2	Demonstrate an in-depth knowledge of theories and key concepts of crime victimization.
3	Compare and contrast victim surveys in different jurisdictions.
4	Discuss in an informed way, key issues and debates within victimology.
5	Describe contemporary legislative and service developments, particularly in Ireland and Europe.
6	Evaluate and compare different theoretical approaches to the governance of crime and how these apply to both crime control and crime prevention.
7	Demonstrate critical awareness of local network approaches to crime control.
8	Critically compare Ireland with other societies in relation to the role of civil society and communities in crime prevention.
9	Demonstrate a critical awareness of the scope and limits of crime prevention policies and approaches.
10	Discuss, key issues and debates in crime prevention and community safety.

### Indicative Syllabus:

- Introduction, History, Definitions, Context
- Key concepts, theoretical perspectives
- Measuring crime victimization; victim surveys, including the BCS and Irish crime victim surveys
- Focus on a vulnerable population – child victimization
- Advocacy, victims right, victim services, international perspectives on victim supports
- Psychological, emotional effects of crime on victims
- Fear of crime, European Social Survey, Moral panics
- Restorative justice
- Typologies of Crime Prevention – Situational, Social, Criminal Justice measures, Individual measures.
- The Local Governance of Crime: Crime Control and Theories of Governance
- Crime prevention and government of territory
- Case studies of crime prevention models
- Community as an ideological appeal; critical realism and 'power dependence'
- Communities and crime prevention in comparative terms
- Community safety: approaches to local security

### Learning and Teaching Methods:

Lecture, Class discussion, student group presentations

<b>Total Teaching Contact Hours</b>	24
<b>Total Self-Directed Learning Hours</b>	176

<b>Module Delivery Duration:</b>
One Semester

<b>Assessment</b>		
<b>Assessment Type [TBC SUGGESTIONS BELOW]</b>	<b>Weighting (%)</b>	<b>LO Assessment (No.)</b>
Essay 3,000 - 3,500 words from selected list of topics	70%	1,2,3, 4, 5, 6, 7, 8, 9, 10
Book Review 1,250 – 1,500 words	20%	2, 6
Group presentation on current topical issues	10%	5, 10
<b>Module Specific Assessment Arrangements (if applicable)</b>		
(j) Derogations from General Assessment Regulations		
(k) Module Assessment Thresholds		
(l) Special Repeat Assessment Arrangements		

**Indicative reading list (Victimology)**

Amir, M. (1971). *Patterns in forcible rape*. Chicago, IL: University of Chicago Press.

Central Statistics Office. (2007). *Crime and victimisation: Quarterly national household survey*. Dublin, Ireland: CSO.

Daigle, L. (2015). *Victimology*. Los Angeles, CA: Sage.

Dignan, J. (2004). *Understanding victims and restorative justice*. Maidenhead, UK: OUP/McGraw-Hill.

Farrell, G., & Pease, K. (Eds.) (2001). *Repeat victimization*. Cullompton, UK: Willan Publishing.

Finkelhor, D. (2008). *Childhood victimization: Violence, crime and abuse in the lives of young people*. Oxford, UK: OUP.

Goodey, J. (2005). *Victims and victimology: Research, policy and practice*. Harlow, UK: Pearson.

Hall, M. (2011). *Victims and policy-making: A comparative perspective*. London, UK: Routledge.

Karmen, A. (2004). *Crime victims: An introduction to victimology* (5<sup>th</sup> ed.). Belmont, CA: Wadsworth.

Kilcommins, S. (2010). *The needs and concerns of victims of crime in Ireland*. Dublin, Ireland: Commission for the support of victims of crime.

McGovern, L. (2002). The victim and the criminal justice process. In P. O' Mahony (Ed.), *Criminal justice in Ireland* (pp. 393-406). Dublin, Ireland: Institute of Public Administration.

Newburn, T. (2017). *Criminology* (3<sup>rd</sup> ed.). London, UK: Routledge.

Shoham, S.G., Knepper, P., & Kett, M. (Eds.). (2010). *International handbook of victimology*. London, UK: CRC Press.

Smith, D.J. (2004). *The Links between victimization and offending, Edinburgh study of youth transitions and crime research digest No. 5*. Edinburgh, UK: Centre for Law and Society, University of Edinburgh.

Spalek, B. (2006). *Crime victims: Theory, policy and practice*. Basingstoke, UK: Palgrave Macmillan.

Sparks, R., Genn, H., & Dodd, D. (1977). *Surveying victims: A study of the measurement of criminal victimisation*. Chichester, UK: John Wiley and Sons.

Van Dijk, J.J.M., Manchin, R., Van Kesteren, J., Nevala, S., Hideg, G. (2005). *The burden of crime in the EU. Research Report: A comparative analysis of the European crime and safety survey (EU ICS)*. Brussels, Belgium. Gallup Europe.

Von Hentig, H. (1948). *The criminal and his victim*. New Haven, CT: Yale University Press.  
 Wallace, H. (1998). *Victimology: Legal, psychological and social perspectives*. Boston, NY: Allyn and Bacon.  
 Walklate, S. (2007). *Handbook of victims and victimology*. Devon, UK: Willan.

**Indicative Reading List (Crime Prevention)**

Body-Gendrot, S. (2000). *The social control of cities: A comparative perspective*. Oxford, UK: Blackwell.  
 Bowden, M. (2014). *Crime, disorder and symbolic violence: Governing the urban periphery*. London, UK: Palgrave Macmillan.  
 Bowden, M. (2006). Youth, governance and the city: Towards a critical urban sociology of youth crime and disorder prevention. *Youth Studies Ireland*, 1, 19-39.  
 Bowden, M., & Topping, J. (2016). Crime prevention and community safety. In D. Healy, C. Hamilton, Y. Daly, & M. Butler (Eds.). *The Routledge handbook of Irish criminology*. London, UK: Routledge.  
 Burney, E. (2009). *Making people behave: Anti-social behaviour, politics and policy* (2<sup>nd</sup> ed.). Abingdon, UK: Routledge.  
 Crawford, A. (2009). *Crime prevention policies in comparative perspective*. Cullompton, UK: Willan  
 Gilling, D., Hughes, G., Bowden, M., Edwards, A., Henry, A., & Topping, J. (2013). Powers, liabilities and expertise in community safety: Comparative lessons for ‘urban security’ from the United Kingdom and the Republic of Ireland. *European Journal of Criminology*, 10(3), 326-340.  
 Hughes, G. (2007). *The politics of crime and community*. Basingstoke, UK: Palgrave Macmillan.  
 Hughes, G., & Edwards, A. (2002). *Crime control and community: The new politics of public safety*. Cullompton, UK: Willan.  
 Knepper, P., Doak, J., & Spaland, J. (2009). *Urban crime prevention, surveillance and Restorative Justice*. London, UK: CRC Press.  
 Mythen, G. (2014). *Understanding the risk society: Crime, security and justice*. London, UK: Palgrave Macmillan.  
 Tilley, N. (2009). *Crime prevention*. Cullompton, UK: Willan  
 Tilley, N., & Sidebottom, A. (2017). *Handbook of crime prevention and community safety*. London, UK: Routledge

<b>Version No:</b>		<b>Amended By</b>	Dr. Kevin Lalor & Dr. Matt Bowden
<b>Commencement Date</b>	September 2017	<b>Associated Programme Codes</b>	DT568; DT550

# Modules that are to be offered as Stand-Alone CPD Programmes must have an NFQ level assigned  
 \*Details of the assessment schedule should be contained in the student handbook for the programme stage.  
 Date of Academic Council approval



## Youth Offending and Youth Justice Perspectives (Option)

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
CRIM9005					10	9
<b>Module Title</b>	Youth Offending and Youth Justice Perspectives					
<b>School Responsible:</b>	Social Sciences, Law and Education					

### Module Overview:

The module critically explores youth offending and the role of the youth justice system in responding to youth crime. The first part of the module examines the theories and constructs which underpin much of our understanding of youth crime in contemporary society. Critical consideration is given to the role of the risk factor paradigm in youth justice and the implications associated with risk categorization and assessment practices. Young people's entry and transition through youth offending pathways is also explored against the backdrop of the social and psychological circumstances of their lives from adolescence into adulthood. The second part of the module examines legal and policy approaches and responses to youth crime in Ireland and in a number of comparative and contrasting international contexts. Key aspects of the youth justice process are addressed including pre-court diversion, the courts, remand and bail, sentencing, community sanctions, and detention. Integral to this aspect of the module is an emphasis on research surrounding young people's (and where applicable their families) experiences of navigating the youth justice system.

### Learning Outcomes (LO):

On completion of this module, the learner will be able to

1	Identify and evaluate the theories and concepts which underpin explanations of youth crime in contemporary society;
2	Critically appraise the role of the risk factor paradigm in youth justice and the implications associated with risk categorization and assessment practices;
3	Explain the complexities associated with young people's entry routes and pathways through offending behaviour;
4	Critically analyse the development and operation of the youth justice system in the Republic of Ireland;
5	Compare and contrast youth justice law, policy and practice in the Republic of Ireland with other jurisdictions;
6	Evaluate the impact of youth justice policies and practices on young people who come into contact with the criminal justice system;
7	Apply the above using written communication and oral presentation through on and offline platforms.

### Indicative Syllabus:

- Theorizing constructs of youth crime
- The role of risk in explanations and responses to youth crime
- Pathways into and out of youth crime
- Youth justice in an Irish context
- Comparative perspectives on youth justice
- Pre-court diversion and cautioning

- The Children Court and the court process
- Community sanctions
- Youth detention
- Young offenders' experiences of navigating the youth justice system: theoretical and policy Implications

**Learning and Teaching Methods:**

The learning and teaching methods will include lectures, class and online discussion, assigned readings, audio-visual materials, guest lectures, and the use of the webcourses platform.

<b>Total Teaching Contact Hours</b>	24
<b>Total Self-Directed Learning Hours</b>	176

**Module Delivery Duration:**

One semester

**Assessment**

Assessment Type	Weighting (%)	LO Assessment (No.)
Assignment (3,500 words)	80	1,2,3,4,5,6,7.
Presentation	10	1,2,3,4,5,6,7.
Online blog (300-500 words)	10	5,6,7.

**Module Specific Assessment Arrangements (if applicable)**

(m) Derogations from General Assessment Regulations	
(n) Module Assessment Thresholds	
(o) Special Repeat Assessment Arrangements	

**Indicative Reading:**

- Arthur, R. (2016). *The moral foundations of the youth justice system: Understanding the principles of the youth justice system*. Abingdon, UK: Routledge.
- Barry, M. (2006). *Youth offending in transition: The search for social recognition*. Abingdon, UK: Routledge.
- Case, S., & Haines, K. (2009). *Understanding youth crime: Risk factor research, policy and practice*. Cullompton, UK: Willan Publishing.
- Decker, S., & Marteache, N. (2017). *International handbook of juvenile justice* (2<sup>nd</sup> ed.). Cham, Switzerland: Springer International Publishing.
- Goldson, B. (2014). *Re-imagining juvenile justice*. Abingdon, UK: Routledge.
- Goldson, B., & Muncie, J. (2015). *Youth crime and justice*. London, UK: Sage Publications.
- Grisso, T., & Schwartz, R. (2003). *Youth on trial: A developmental perspective on juvenile justice*. Chicago, IL: University of Chicago Press.
- Harvey, J. (2007). *Young men in prison: Surviving and adapting to life inside*. Cullompton, UK: Willan Publishing.
- Ilan, J. (2015). *Understanding street culture: Poverty, crime, youth and cool*. Basingstoke, UK: Palgrave Macmillan.
- Muncie, J. (2014). *Youth and crime* (4th ed.). London, UK: Sage Publications.
- Muncie, J., Hughes, G., & McLaughlin, E. (2002). *Youth justice critical readings*. London, UK: Sage Publications.
- Rap, S., & Weijers, I. (2014). *The effective youth court. Juvenile justice procedures in Europe*. The Hague, Netherlands: Eleven International Publishing.

Seymour, M. (2013). *Youth justice in context: Community, compliance and young people*. Abingdon, UK: Routledge.  
 Sharpe, G. (2013). *Offending girls: Young women and youth justice*. Abingdon, UK: Routledge.  
 Smyth, P. (2017). *Working with high-risk youth: A relationship-based practice framework*. Abingdon, UK: Routledge.

Students will be directed towards key policy documents, research reports and journal readings in class.

<b>Version No:</b>		<b>Amended By</b>	Dr. Mairead Seymour
<b>Commencement Date</b>	September 2017	<b>Associated Programme Codes</b>	DT568; DT550

# Modules that are to be offered as Stand-Alone CPD Programmes must have an NFQ level assigned

\*Details of the assessment schedule should be contained in the student handbook for the programme stage.

**Date of Academic Council approval .....**

## Prisons and Imprisonment (Option)

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
CRIM					10	9
<b>Module Title</b>	Prisons and Imprisonment					
<b>School Responsible:</b>	Social Sciences, Law and Education					

### Module Overview:

This module will examine various aspects of prisons and imprisonment. The power to punish is one of the primary manifestations of authority of the modern state and the use of this power differs across states and jurisdictions. This module considers the reasons for this difference, the history and development of this unique form of punishment, and why the prison has achieved such a central position in the matrix of punishment in modern penality. An important element of the module will be to encourage students to critically reflect on understanding the experience/s of imprisonment for those who live and work in the institution.

Part one will look at the theoretical dimensions of the prison, including the philosophies of punishment, as well as continuities and changes in the history of imprisonment. In part two, the focus will be on prisoners' varied experiences of incarceration. Topics to be covered will include prisoner subcultures, political imprisonment, the architecture of incarceration and the representation of prison and prisoners in popular culture. The third part of the module will examine penal politics and political discourse in different jurisdictions. The module will conclude with an examination of 'alternative' approaches to imprisonment and penal abolitionism.

### Learning Outcomes (LO): (to be numbered)

For a 5ECTS module a range of 4-10 LOs is recommended

On Completion of this module, the learner will be able to

1	Describe and assess the main theoretical perspectives on punishment and imprisonment.
2	Critically evaluate the emergence of the use of imprisonment in the context of social change.
3	Explain why the levels of imprisonment has increased in some jurisdictions and not in others, and the reasons why it has become a central method of punishment in the matrix of modern penality.
4	Examine prisoner subculture with particular emphasis on the experience of imprisonment.
5	Assess the relationship between prisoners' rights and the conditions of confinement.
6	Critically compare the use of imprisonment in Ireland with other jurisdictions in different parts of the world.
7	Evaluate the relationship between punishment and wider society.
8	Discuss the key issues in 'alternative' forms of imprisonment and penal abolitionism.

<b>9</b>	Engage with various policy debates about the use of imprisonment.
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<b>Indicative Syllabus:</b>	
Indicative syllabus covered in the module and/or in its discrete elements	
<b>Part One: Punishment and Prison</b>	
Prison as punishment	
The prison as a social institution	
Who are the prisoners?	
<b>Part Two: The Experience of Incarceration: The Society of Captives</b>	
Life behind bars: Prisoner subcultures	
Convict criminology and prisoner narrative	
Women’s Imprisonment: A different experience?	
The incarceration of innocent prisoners	
Prisoners’ rights	
Governing prisons: Prison rules, minimum standards and conditions	
Constructing confinement: The architecture of incarceration	
Prisoners, politics and protest	
Prison in popular culture: Representation v. reality	
<b>Part Three: Politics and Penalty</b>	
Comparative penal policy I: Republic of Ireland	
Comparative penal policy II: The American penal experiment	
Comparative penal policy III: Scandinavian Exceptionalism	
Alternative approaches to prisons and imprisonment	
Penal abolitionism: Challenging the punitive obsession	

<b>Learning and Teaching Methods:</b>	
Statements about the various types of learning and teaching methods that are used in the delivery of the module	
The module will be taught by lectures incorporating discussion of relevant literature, case studies, critical thinking exercises, VLE engagement and activities, and review of the readings on prisons and imprisonment. Depending on numbers, there is also the potential to visit an education department in a local prison.	
<b>Total Teaching Contact Hours</b>	24
<b>Total Self-Directed Learning Hours</b>	176

<b>Module Delivery Duration:</b>	
Indicate if the module is normally delivered for example over one semester or less, or over one academic year etc.	
The module will be delivered over one semester.	

<b>Assessment</b>		
<b>Assessment Type</b>	<b>Weighting (%)</b>	<b>LO Assessment</b>

		(No.)
Book Review: 1,500 words	20%	4, 5, 9
Essay: 3,500 words	80%	1, 2, 3, 6, 7, 8, 9,
<b>Module Specific Assessment Arrangements (if applicable)</b>		
(a) Derogations from General Assessment Regulations		
(b) Module Assessment Thresholds		
(c) Special Repeat Assessment Arrangements		

**Indicative Reading**

Behan, C. (2017). *Citizen convicts: Prisoners, Politics and the Vote*. Manchester, England: Manchester University Press.

Behan, C. & Stark, A. (2023). *Prisons and Imprisonment: An Introduction*. Palgrave Macmillan.

Cavadino, M. & Dignan, J. (2006). Penal policy and political economy. *Criminology and Criminal Justice*, 6, 435-56.

Crewe, B. (2009). *The Prisoner Society: Power, Adaptation, and Social Life in an English Prison*. Oxford, England: Oxford University Press.

Foucault, M. (1977). *Discipline and Punish: The Birth of the Prison*. London, England: Penguin.

Garland, D. (1990). *Punishment and Modern Society: A Study in Social Theory*. Oxford, England: Oxford University Press.

Ignatieff, M. (1978). *A Just Measure of Pain: The Penitentiary in the Industrial Revolution, 1750-1850*. London, England: Macmillan.

James, E. (2003). *A Life Inside: A Prisoner's Notebook*. London, England: Guardian Books.

Jewkes, Y. & Johnston, H. (2006) (eds.). *Prison Readings: A Critical Introduction to Prisons and Imprisonment*. Cullompton, England: Willan.

Jewkes, Y. (2018). Just design: Healthy prisons and the architecture of hope. *Australian & New Zealand Journal of Criminology* 51 (3), 319-338.

Jewkes, Y. (2007) (ed). *Handbook on Prisons*. Cullompton, England: Willan.

Jewkes, Y. Crewe, B. & Bennett, J. (Eds.) (2016). *Handbook on Prisons* (2<sup>nd</sup> edn.). Oxford, England: Routledge

Liebling, A. & Price, D. (2001). *The Prison Officer*. Leyhill, England: Prison Service

Journal.

Morris, N. & Rothman, D. (1998). *The Oxford History of the Prison*. New York: Oxford University Press.

O'Sullivan, E. & O'Donnell, I. (2012). *Coercive Confinement in Ireland: Patients, Prisoners and Penitents*. Manchester, England: Manchester University Press.

Pratt, J. (2002). *Punishment and Civilisation: Penal Tolerance and Intolerance in Modern Society*. London, England: Sage.

Quinlan, C. (2010). *Inside: Ireland's Women's Prisons, Past and Present*. Dublin: Irish Academic Press.

Rogan, M. (2011). *Prison Policy in Ireland: Politics, Penal-welfarism and Political Imprisonment*. London, England: Routledge.

Scott, D. & Codd, H. (2010). *Controversial Issue in Prisons*. Berkshire, England: Open University.

Sykes, G.M. (1958). *The Society of Captives: A Study of a Maximum Security Prison*. Princeton, USA: Princeton University Press.

Wacquant, L. (2002). The curious eclipse of prison ethnography in the age of mass incarceration. *Ethnography*, 3 (4), 371-97.

Students will be given further readings at the beginning of the module for each session.

#### **Supplemental Reading**

Students will be required to read and review a prisoner autobiography/memoir as part of their assessment. A list of suggested titles, although by no means exhaustive, will be given to students at the beginning of the module. If any student would like to review another book, this can be discussed with the module co-ordinator.

<b>Version No:</b>		<b>Amended By</b>	Cormac Behan
<b>Commencement Date</b>	January 2021	<b>Associated Programme Codes</b>	TU321, TU373

# Modules that are to be offered as Stand-Alone CPD Programmes must have an NFQ level assigned

\*Details of the assessment schedule should be contained in the student handbook for the programme stage.

Date of Academic Council approval: 28/05/2020

## Law and Technology (Option)

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
					10	9
<b>Module Title</b>	<b>Law and Technology</b>					

<b>School Responsible:</b>	Social Sciences, Law and Education
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### Module Overview:

The emergence of new technologies has transformed legal systems, the legal professions and the services they deliver, and how justice is done both in Ireland and further afield. Moreover, law-makers and regulators have had to react to the emergence of new technologies in a variety of contexts that profoundly affect society.

This module addresses two broad themes: it addresses the latest developments in ‘LawTech’ (technologies that assist, improve or replace the delivery of legal services) and its implications, and how the legal landscape has been changed by emerging technologies in society.

The first half of the module will examine LawTech innovations and legal technology tools in the delivery of legal services, courts systems and the justice system and consider their economic, social and ethical implications. This includes online courts, the employment of artificial intelligence (and related technologies such as natural language processing and predictive analytics) by the legal professions, courts and other adjudication fora, and in crime prevention and investigation. Students will be introduced to apps and other digital tools in dispute resolution and transactional law contexts.

The second half of the module will consider law’s response to emerging technologies. This half will examine the profound changes to the legal landscape as a consequence of new technologies in different contexts, including legislation and regulation of areas such as new media, cybercrime (to include organised crime, crimes against states and organisations, as well as crimes against persons including image-based sexual abuse, crimes involving deepfake technology and personal fraud), e-commerce, consumer protection, Fintech, intellectual property, data protection and privacy, healthcare, transport, and the use of technologies by states and their consequences for human rights.

Upon completion of this module, students will have acquired the knowledge to examine and critically evaluate these developments and to consider the economic, social and ethical implications for legal systems and society. Students will also acquire basic skills in using legal technologies and an understanding of how they work, better preparing them for careers as innovative, technologically-minded legal professionals.

### Learning Outcomes (LO): (to be numbered)

For a 5ECTS module a range of 4-10 LOs is recommended



On Completion of this module, the learner will be able to	
1	Explain the background context to, and evolution of LawTech technologies
2	Demonstrate basic skills in using various LawTech technologies, and describe the fundamental principles of how they work
3	Comment upon the rationale and purposes of various LawTech technologies and evaluate their effectiveness
4	Appraise the current and potential consequences of various LawTech technologies for the development of legal systems and legal professions
5	Critically reflect on LawTech technologies' broader economic, social and ethical implications for society
6	Describe the changes to law and legal systems brought about by various emerging technologies
7	Evaluate the effectiveness of legal systems' and law makers' responses to emerging technologies in a variety of contexts
8	Critically reflect on the broader economic, social and ethical implications of legal systems' and law makers' responses to emerging technologies in a variety of contexts
9	Recognise, identify and apply the legal rules and principles that are appropriate and relevant to address legal issues and problems that involve emerging technologies
10	Identify and locate available and relevant sources and materials to assist in the solution of legal issues and problems in a variety of contexts that involve emerging technologies

<b>Indicative Syllabus:</b>
Indicative syllabus covered in the module and / or in its discrete elements
<b>Unit 1: LawTech</b>
<ol style="list-style-type: none"> <li>1. Introduction to Law and Technology</li> <li>2. Introduction to LawTech: understanding new technologies</li> <li>3. LawTech in the delivery of legal services</li> <li>4. LawTech and Legal Education: Virtual Reality and Legal Training</li> <li>5. LawTech in court systems</li> <li>6. LawTech in crime prevention and investigation</li> <li>7. Disruptive and replacement technologies: Apps and other digital tools for legal consumers</li> <li>8. Disruptive and replacement technologies: Artificial intelligence and the future of judging and adjudication</li> <li>9. The future of LawTech</li> </ol>
<b>Unit 2: Law's response to emerging technologies</b>
<ol style="list-style-type: none"> <li>10. An introduction to how emerging technologies shape the law</li> <li>11. Law and new media</li> <li>12. Cybercrime – part 1 (organised crime and crimes against states and organisations)</li> <li>13. Cybercrime – part 2 (crimes against persons including image-based sexual abuse, deepfake technology and personal fraud)</li> <li>14. E-commerce, consumer protection, Fintech and the law</li> <li>15. Emerging technologies: intellectual property, data protection and the law</li> </ol>

16. Emerging technologies: healthcare and the law
17. Emerging technologies in transport and the law
18. Technology, the State, and human rights

**Learning and Teaching Methods:**

Statements about the various types of learning and teaching methods that are used in the delivery of the module

Interactive lectures

Self-directed learning

Peer-to-peer collaborative learning, including group whiteboard / brainstorm sessions to prepare individual students' LawTech projects (further details below)

Workshops on LawTech (to be conducted either in-person or online): students use apps and other digital legal tools to solve mock legal problems after initial tuition.

Presentations

Guest lecturers

<b>Total Teaching Contact Hours</b>	56
<b>Total Self-Directed Learning Hours</b>	156

**Module Delivery Duration:**

Indicate if the module is normally delivered for example over one semester or less, or over one academic year etc.

Delivery will be over one academic year.

**Assessment**

<b>Assessment Type</b>	<b>Weighting (%)</b>	<b>LO Assessment (No.)</b>
<p>LawTech project:</p> <p>This project will assess learning on Unit 1: LawTech. This inquiry-based project will be undertaken individually by students, taking the format of a poster and presentation on its contents.</p> <p>Students will be asked to identify a particular challenge or problem faced by legal systems or legal professionals that LawTech can help to solve. Students will prepare a poster to explain and critically evaluate the solutions that LawTech have developed to solve the challenge / problem identified, and follow this with a presentation of its contents.</p> <p>This assessment will be broken into two, inter-linked elements: 35% for a poster, and 15% for a short, live presentation on the contents of the poster.</p>	50%	1-5

End of year exam on contents of Unit 2 – Law’s response to emerging technologies	50%	5-10
<b>Module Specific Assessment Arrangements (if applicable)</b>		
(a) Derogations from General Assessment Regulations		
(b) Module Assessment Thresholds		
(c) Special Repeat Assessment Arrangements		

**Essential Reading:** (author, date, title, publisher)  
Richard Susskind, 2017, Tomorrow’s Lawyers (2<sup>nd</sup> ed.) Oxford University Press  
Alisdair A. Gillespie, 2019, Cybercrime: Key Issues and Debates (2<sup>nd</sup> ed.), Routledge  
Rónán Kennedy and Maria Helen Murphy, 2017 Information and Communications Technology Law in Ireland, Clarus Press

**Supplemental Reading:** (author, date, title, publisher)  
Richard Susskind, 2019, Online Courts and the Future of Justice, Oxford University Press  
Kevin Warwick, 2011, Artificial Intelligence: The Basics, Routledge  
Tania Sourdin, 2021, Judges, Technology and Artificial Intelligence, Elgar  
Susan Singleton, 2021, E-Commerce and Convergence: A Guide to the Law of Digital Media, Bloomsbury Professional

Students will be directed to textbooks, academic articles and other commentary available through TU Dublin library databases throughout the year.

# Modules that are to be offered as Stand-Alone CPD Programmes must have an NFQ level assigned

\*Details of the assessment schedule should be contained in the student handbook for the programme stage.

Date of Academic Council approval .....

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
					10	9
<b>Module Title</b>	Deviance, Punishment and Social Control in Modern Ireland					

<b>School Responsible:</b>	Social Sciences, Law and Education
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**TÁ LEAGAN GAELIGE DEN FHOIRM SEO AR FÁIL / AN IRISH LANGUAGE  
VERSION OF THIS FORM IS AVAILABLE**

<b>Module Overview:</b>	
<p>In this section a brief description of the general rationale for, and purpose of, the module should be provided, indicating at whom the module is aimed and if, for example, it is an introductory, basic, intermediate or advanced module. This section should also include if there are discrete module elements/components.</p> <p>This is an optional module for postgraduate students studying on one of the following programmes in the School of Social Sciences, Law, and Education: MA in Criminology; MA in Social Care Leadership and Management, MA in Child, Family and Community Studies and MA in Mentoring, Management &amp; Leadership in the Early Years.</p> <p>The module will examine the treatment by the state and society of those confined in care and custody in 20<sup>th</sup> Century Ireland. This will include the treatment of people in institutions such as psychiatric hospitals, Magdalene homes, Mother and Baby homes, borstal, reformatories, industrial schools and prisons. While each of these had different objectives, they tended to disproportionately contain the poor, the powerless, the vulnerable and marginalised in Irish society.</p> <p>In institutions of care, research indicates that in many cases, there was a marked difference between the professed moral and noble intentions of those who ran these institutions and how people sent there experienced them. At times, social policy took on a penal tone. The module considers ways in which certain groups, or behaviours acquired labels, values and meanings which placed them outside of legitimacy and normality, justifying suspicion, social control and/or institutionalisation. Many people experienced the various forms of institutionalisation as punishment and/or as a means of social control.</p>	
<b>Learning Outcomes (LO):</b> (to be numbered)	
For a 5ECTS module a range of 4-10 LOs is recommended	
On Completion of this module, the learner will be able to	
<b>1</b>	Demonstrate a systemic understanding of, and evaluate the main theoretical perspectives on, deviance.
<b>2</b>	Assess the relationship between labelling, stigmatization and the social construction of deviance.
<b>3</b>	Critically evaluate the emergence of various institutions of care and confinement in 20 <sup>th</sup> Century Ireland.

4	Analyse the experience of social control through the accounts of people who lived in various institutions.
5	Critically compare the use of confinement in Ireland with other jurisdictions.
6	Appraise the relationship between deviance, social control and wider society.
7	Discuss the key issues in the controversies from the investigations and inquiries into the various forms of institutionalisation.
8	Demonstrate engagement with various policy debates arising from the examination of 'our' past

### Indicative Syllabus:

Indicative syllabus covered in the module and/or in its discrete elements

#### Part One

Setting the scene: Social policy in the new state

Morality and marginalisation

Labelling, stigmatisation and the social construction of deviance

Confining 'Madness'

'Fallen' Women

'Wayward' Youth

'Social' Prisoners

Transcarceration

#### Part Two

Deviance and social control: A comparative perspective

The 'deviant', the 'conformist', and the 'need' for social control

Dealing with past: Commissions, Inquiries and Reports

Memory, remembering, public and social policy

### Learning and Teaching Methods:

Statements about the various types of learning and teaching methods that are used in the delivery of the module:

The module will be taught by lectures incorporating discussion of relevant literature, case studies, critical thinking exercises, VLE engagement and activities, and review of the readings on deviance, punishment and social control.

<b>Total Teaching Contact Hours</b>	24
<b>Total Self-Directed Learning Hours</b>	176

### Module Delivery Duration:

Indicate if the module is normally delivered for example over one semester or less, or over one academic year etc.

Module will be delivered over one semester.

### Assessment

<b>Assessment Type</b>	<b>Weighting (%)</b>	<b>LO Assessment (No.)</b>
Two assignments of 2,500 words each representing the two distinct elements of this module.		
Assignment 1: Essay (This will offer students a range of options to apply the concepts covered in Part One of the module to a specific topic.)	50%	LO 1, 2, 3, 5, 6
Assignment 2: Essay (This will offer students a range of options to deal with a specific topic on the Part Two of the module.)	50%	LO 1, 4, 7,8
<b>Module Specific Assessment Arrangements (if applicable)</b>		
Derogations from General Assessment Regulations	None	
Module Assessment Thresholds	40%	
<b>Special Repeat Assessment Arrangements</b>		
(a)		
(b)		
(c)		

**Essential Reading:**(author, date, title, publisher)

Bourdieu, P. (1998). *Acts of resistance: Against the new myths of our time*. Polity Press.

Canning, V. Tombs, S. (2020). *From social harm to zemiology: A critical introduction*. Routledge.

Cohen, S. (1985). *Visions of social control: Crime, punishment and classification*. Polity Press.

Inderbitzin, M., Bates, K. Gainey, R. (2016). *Deviance and social control: A sociological perspective*. Sage.

McCann, F. (ed.) (2020). *The carceral network in Ireland: History, agency and resistance*. Palgrave.

O’Sullivan, E. and O’Donnell, I. (2012) *Coercive confinement in Ireland: Patients, prisoners and penitents*. Manchester University Press.

**Recommended Readings**

Behan, C. & Stark, A. (2023). *Prisons and Imprisonment: An Introduction*. Palgrave Macmillan.

Behan, C. (2022). ‘Nothing to Say’? Prisoners and the Penal Past. In L. Black, L. Brangan, and D. Healy (eds.) *Histories of Punishment and Social Control in Ireland: Perspectives from a Periphery*. Emerald Publishing.

Cox, P. and Godfrey, B. (2021) ‘The ‘Great Decarceration’: Historical trends and future possibilities’, *The Howard Journal of Crime and Justice*, 59 (3): 1-20.

Crossman, V & Gray, P. (Eds.) (2011). *Poverty and welfare in Ireland, 1838–1948*. Irish Academic Press.

Crowe, C. (2021). The commission and the survivors. *The Dublin Review*, 83. Available at : <https://thedublinreview.com/article/the-commission-and-the-survivors/>

Crossman, V (2013). *Poverty and the poor Law in Ireland, 1850-1914*. Liverpool University Press.

Dukelow, F.,& Considine, M. (2017). *Irish social policy: A critical introduction* (2<sup>nd</sup> ed.). Policy Press.

Garland, D (2019). Punishment and welfare revisited. *Punishment and Society*, 21 (3): 267–274.

Giroux, H.A. (2015). *Dangerous thinking in the age of the new authoritarianism*. Routledge.

O’Donnell, I. and O’Sullivan, O. (2020). ‘Coercive confinement’: An idea whose time has come? *Incarceration: An international journal of imprisonment, detention and coercive confinement*, 1(1): 1-20.

Pfohl, S. (2009, 2<sup>nd</sup> edn). *Images of deviance and social Control: A sociological history*. Waveland press.

Raftery, M and O’Sullivan, E (1999). *Suffer the little children: The inside story of Ireland’s industrial schools*, New Island Books.

<b>Version No:</b>	1	<b>Amended By</b>	Cormac Behan
<b>Commencement Date</b>	May 2022	<b>Associated Programme Codes</b>	

# Modules that are to be offered as Stand-Alone CPD Programmes must have an NFQ level assigned

\*Details of the assessment schedule should be contained in the student handbook for the programme stage.

## **Details on Supervision Arrangements for Dissertations**

Guidelines on supervision arrangements and writing the dissertation are outlined in the Dissertation Handbook. A dissertation supervisor is assigned to each student to oversee their dissertation and assist the student in the research process. The supervisor will generally have relevant research interests and knowledge but it is not essential that they have particular expertise in the actual topic. Their role is to guide and advise on the topic of research, offering feedback on work submitted and ensuring the student keeps to an agreed schedule. Through detailed discussion with the student, the supervisor will satisfy himself/herself that the topic is feasible in terms of providing an opportunity to conduct research that will draw on a body of literature, establish or outline a relevant theoretical context and provide an opportunity to engage in research enquiry. The supervisor may ask for a more detailed proposal indicating the framework and timescales within which the work will be undertaken. The supervisor will pay particular attention to:

- An agreed schedule of meetings monitoring each stage of the research;
- The student's knowledge and competence in relevant research methods;
- Regular reports from the student on progress and offering constructive advice and criticism;
- Any inadequacies in the research allowing adequate time for re-orientation and correction;
- Any ethical issues that may apply;
- The correct format and layout of the dissertation.

At the outset, the supervisor and student will agree a schedule of meetings to monitor the progress of the research and normally comprises a series of tutorials mirroring the phases of each stage of development the research. In the early stages, the supervisor will comment on the suitability and potential of the topic, providing feedback and appropriate direction for the advancement of the research. The student will be required to carefully prepare for meetings, reporting on work undertaken and completed, progress made since the last meeting and agreed plans or next steps in the research. Before the student embarks on any primary research, the supervisor will have discussed in some detail the research instrument and other aspects of the research methodology proposed. The framework for analysis and techniques to be used will also be discussed. The student should submit drafts of work as agreed with the supervisor. The student will receive feedback to confirm that:

- The correct academic style and approach is being used,
- There is the required rigour, breadth and depth;
- There is relevant and appropriate referencing
- The overall structure of the work is appropriate.

As the research develops, the supervisor adopts a more generalized supervisory role with less detailed comment. The ultimate responsibility for the successful development of the research project lies with the student and a major aspect of the learning which takes place involves the development by students of skills in self management, independent learning and research. The student must assume ownership of the project and ensure that the objectives are met.

## **Availability and Application Procedures for Exemptions**



Exemptions based on prior learning shall not be facilitated on this programme.

## **Information on usage of Computer Facilities, Library, other Facilities**

All students are issued with a TU Dublin email account and have access to Microsoft Office Apps. Computer facilities are provided in all TU Dublin sites across the city. Computers are currently available on the Grangegorman Campus.

The TU Dublin Library holds a combined book-stock of over 200,000 items and subscribes to 2,100 journals across a wide variety of subject areas. The holdings of all campus libraries are available for searching on the Millennium Online Public Access Catalogue (OPAC) which is now fully web based. Membership of the library is automatically conferred on all registered students. Online Library support (in the form of library staff experts in their subjects, and training videos and guides), access to the electronic resources, and information literacy training and more details are available at [City Centre Libraries | TU Dublin](#) and the support page for Criminology on [Home - Criminology - LibGuides at Technological University of Dublin - Library](#).

Relevant Journals available through the library include:

- British Journal of Criminology
- Canadian Journal of Criminology/ Revue canadienne de criminologie
- Child Maltreatment
- Crime and Delinquency
- Crime, Media, Culture
- Criminal Justice
- Criminal Justice and Behavior
- Criminal Justice Policy Review
- Criminal Justice Review
- European Journal of Criminology
- Feminist Criminology
- Homicide Studies
- Howard Journal of Criminal Justice
- International Criminal Justice Review
- International Journal of offender therapy and comparative criminology
- Irish Criminal Law Journal
- Irish Law Times
- Journal of Contemporary Criminal Justice
- Journal of Criminal Law and Criminology
- Journal of Interpersonal Violence
- Journal of Research on Crime and Delinquency
- Police Quarterly
- Probation Journal
- Punishment and Society
- The Prison Journal
- Theoretical Criminology

- Trauma, Violence and Abuse
- Violence Against Women
- Youth Justice

Many of the above journals may be accessed online through the library website. Please ask at the library for further detail.

The TU Dublin Libraries provide study spaces, networked PCs, textbooks and other programme materials, reference works and journals to support the programmes offered by TU Dublin and to facilitate research. Information is available in many formats besides books e.g. videos, e-books and other electronic resources. Many of these can be accessed from any networked PC within the TU Dublin campus and from home. The Information Desk is staffed by qualified librarians to assist users with their specific research needs.

In common with most modern academic libraries, TU Dublin Libraries have invested heavily in information technology. The library webpage at [Library | TU Dublin](#) is a key portal to a vast majority of its information resources. The Library web site has been specifically designed to offer users speedy access from a single location to e-journals, subject databases, international library catalogues and selected subject-based links to useful web sites.

### **Subject Databases**

The library now subscribes to 50 bibliographic databases over a broad range of subject areas. All are available through the library web site. Specific criminological and related subjects include:

BAILII: British and Irish Legal Information Institute  
 Firstlaw  
 Justis legal library  
 Lexis Nexis legal  
 PsycINFO  
 Social Sciences Citation Index  
 Sociological Abstracts  
 Westlaw UK (Criminal Law Journal)  
 Westlaw IE (Irish Criminal Law Journal)

### **Index to Theses and Dissertations Abstracts**

Two indexes providing access to and abstract details of Irish, UK and US research dissertations at Masters and Doctoral level.

### **Access to Electronic Resources from home**

Registered students can access library web-based material, including all subject databases, from home using an IP authentication and pin-number system. Please see [Library | TU Dublin](#) for further information.

### **Document Delivery Service**

In keeping with library policy on access to information, the Inter Library Loan and Document Delivery service is available to all students. Requests for material are transmitted

electronically on a daily basis to the British Library. Material is also sourced and borrowed from other Irish academic institutions and through the various professional bodies of which the library has institutional membership.

### **Access to other Libraries**

In addition to the literature resources available at TU Dublin students may apply for an ALCID (Academic Libraries Co-operating in Ireland) card which allows them access to libraries all over Ireland including the extensive collections in Trinity College Dublin.

### **Photocopying and Printing**

Photocopying and printing are available in both colour and black & white in all libraries. Photocopy accounts are automatically set up on the student/library card at Registration. The student/library card must be topped up before use. This can be done in the library.

### **Library Opening Hours**

Library opening hours vary during the academic session. PLEASE CHECK [Library | TU Dublin](#) BEFORE YOU VISIT.

### **Library Contact Details**

[Library.gg@tudublin.ie](mailto:Library.gg@tudublin.ie)

## **Details on E-learning support available for the Programme**

Students are given a number of classroom and hands-on sessions on e-learning and research skills in the library. Tuition is offered on the use of electronic databases and the internet. Leaflets, bookmarks and guides to the various services are available.

Lecturers utilise a virtual learning environment, called Brightspace, to make class notes, presentations, and assignments available to students. Brightspace can be accessed at [Student Login | TU Dublin](#). The username is your student number beginning with an uppercase letter e.g. D17123456. The password is the same as used for ICT Domain and e-mail, which initially is your date of birth in ddmmyyyy format, as shown on your Student ID card (e.g. 31 January 1992 is 31011992).

All students need to self-enroll for registered modules on the Brightspace system.

TU Dublin also utilises a web-based system, called Turnitin, to test student assignments for plagiarism.

## **Communication Arrangements for the Programme**

The main medium for communication with students is the student's TU Dublin email account. TU Dublin email operates on the Office 365 system. The Microsoft Outlook app can be downloaded for IOS and android devices. In addition to email, programme announcements and events are publicised on the Social Sciences Instagram page [@tudublin\\_social sciences](#) and Facebook page <https://www.facebook.com/pg/SocialSciencesTUDublin>.

## **Health and Safety**

The general provisions of the Safety, Health and Welfare at Work Act 2005 impose a duty on all employers to ensure, as far as is reasonably practicable, the safety of their employees at work by maintaining safe plant, safe systems of work, and safe premises, and also by ensuring adequate instruction, training and supervision. TU Dublin is also bound by the Act to ensure the safety of all other persons, who (though not employees) may be affected by the University's work activities. TU Dublin is required under the provisions of the 2005 Act to bring to the attention of all employees and students a statement of its policy, organisation and arrangements with respect to health and safety at work. TU Dublin is committed to providing and maintaining a safe learning and working environment. This will be achieved by implementing an effective safety management system through consultation and through managing and conducting work activities in such a way as to ensure the safety, health and welfare of all.

## **Student Dignity and Respect Policy**

All students have a right to be treated with dignity and respect, and TU Dublin strives to nurture and promote a culture of tolerance which respects diversity. [Gender-Identity-and-Gender-Expression-Policy-for-Staff-and-Students.pdf \(tudublin.ie\)](#)

## **Student Health Service**

TU Dublin provides a free student health service (full time students only). More information on the student health service can be found at [Student Wellbeing | TU Dublin](#). You can contact the health centre at [healthcentre.citycampus@tudublin.ie](mailto:healthcentre.citycampus@tudublin.ie)

## **Mindfulness and Relaxation**

Mindfulness sessions are provided during the main teaching weeks in St. Laurence's, Grangegorman Campus.

## **Counselling Services**

TU Dublin provides a free and confidential counselling service to all students. For further information on the counselling service please go to: [Counselling Service | TU Dublin](#)

## ASSESSMENT AND FEEDBACK

### General Schedule of Examination and Assessment

Each module contains a variety of continuous assessments which are scheduled throughout the relevant semester. An assessment schedule which outlines the submission dates for all assessments throughout the semester is provided to students when they commence semester one in September and semester two in January.

### Relative weightings of course/modules and award classification

Classification of the MA in Criminology and PGDip in Criminology is calculated according to the ECTS weighting per module (see Table Two).

**Table Two: ECTS Weighting for Classification of Award**

Module	MA (90 ECTS)	PGDip (60 ECTS)
Research Methods (10 ECTS)	11.11%	16.66%
Criminological Theory (10 ECTS)	11.11%	16.66%
Criminal Justice System (10 ECTS)	11.11%	16.66%
Criminal Psychology (10 ECTS)	11.11%	16.66%
Dissertation (30 ECTS)	33.33%	N/A
Criminal Law (Option) (10 ECTS)	11.11%	16.66%
Desistance: the Route out of Crime (Option) (10 ECTS)	11.11%	16.66%
Policing and the Governance of Security (Option) (10 ECTS)	11.11%	16.66%
Studies in Victimology and Crime Prevention (Option) (10 ECTS)	11.11%	16.66%
Youth Offending & Youth Justice Perspectives (Option) (10 ECTS)	11.11%	16.66%
Prisons and Imprisonment (Option) (10 ECTS)	11.11%	16.66%
Law and Technology	11.11%	16.66%
<b>Total</b>	<b>100%</b>	<b>100%</b>

### Classification of Grades

- A first-class honour will be awarded to those who meet all of the assessment criteria by demonstrating comprehensive knowledge and critical and creative thought with some original thinking.
- A second-class honour (first division) will be awarded to those who meet all of the assessment criteria by demonstrating in-depth knowledge and critical and creative thought.
- A second-class honour (second division) will be awarded to those who meet the assessment criteria by demonstrating a good level of knowledge on the subject matter and some evidence of critical and creative thinking.
- A pass award will be given to those who meet the assessment criteria by demonstrating a satisfactory level of knowledge on the subject matter and limited evidence of critical and creative thinking.
- Students will fail if the assessment criteria are not satisfactorily met, if work is not submitted or there is evidence of plagiarism.

**Table Three: Classification for the MA in Criminology**

<b>Average Mark Band</b>	<b>Nature of Achievement</b>	<b>Classification</b>
≥ 70%	Excellent Performance	First Class Honours
60% - 69%	Very Good Performance	Second Class Honours, First Division
50% - 59%	Good Performance	Second Class Honours Second Division
40% - 49%	Satisfactory Performance	Pass

**Table Four: Classification for PGDip in Criminology**

<b>Average Mark Band</b>	<b>Nature of Achievement</b>	<b>Classification</b>
≥ 70%	Excellent Performance	Distinction
60% - 69%	Very Good Performance	Merit Grade One
50% - 59%	Good Performance	Merit Grade Two
40% - 49%	Satisfactory Performance	Pass

### **Regulation for Progression through the Programme**

Modules are assessed in accordance with the TU Dublin City Campus General Assessment Regulations. Where a student does not achieve a pass mark or pass by compensation they shall be required to take a supplementary assessment. Where the module is passed at second or subsequent assessment attempts, the mark awarded for the assessment shall be 40%. If a module requires a 3<sup>rd</sup> attempt the overall qualification will be a pass qualification. Additionally, there is a requirement to meet the pass mark (40%) in the dissertation in order to be awarded the degree of MA. It is not permitted to pass the dissertation by compensating with marks from the taught modules.

Students who do not wish to pursue the programme to Masters level (or who for whatever reason fail to achieve a pass mark in the dissertation) may opt to be awarded the Postgraduate Diploma in Criminology after the completion of 60 ECTS credits of coursework. Students who exit with a Postgraduate Diploma in Criminology (having completed all taught modules) shall not be eligible to re-present for admission to the MA programme.

### **Submission Guidelines for Assessments**

All pieces of continuous assessment must be submitted by the due date in the way requested by the lecturer (i.e. paper, electronically or both). Students must save and retain a copy of all submitted continuous assessment work. All continuous assessment should be submitted to the relevant lecturer or tutor and not to the General Office. Any extensions granted in exceptional circumstances must be approved, in writing, by the class tutor or lecturer. Where an assignment has not been submitted by the due date, it may not be considered until the Autumn sitting of the Examination Board. Students must not submit the same material in more than one assignment.

### **Guidelines for Writing Academic Assignments and Authenticating Student Work**

Guidelines for writing academic assignments are provided on the on the Criminology module on Brightspace. Students can also seek further assistance with writing assignments at the Academic Writing Centre (see [Academic Support | TU Dublin](#)).

To plagiarise is to pass off the thoughts, writings, work of another as one's own. For example, inserting extracts from a textbook or online source into one's essay, without acknowledging the source; buying an essay off the internet and submitting it as your own. In academia plagiarism is a serious offence and may lead to disciplinary action, for both students and lecturers. For example, in Spring 2005 a Professor George Carney of Oklahoma State University was forbidden by his university to teach as he "stole passages from a slew of authors over the years, sometimes taking entire paragraphs word for word" (The Chronicle of Higher Education, 4<sup>th</sup> March 2005). Of course, students are expected to read the ideas of others and use them in their essays. However, the work must be fully referenced. Social Sciences has adopted the American Psychological Association (APA) system of referencing in text and bibliography (please refer to the dissertation handbook for further information and the Social Sciences website for further information).

Students are provided with a chance to check their work for plagiarism prior to submission using the Turnitin system.

Students must not submit the same material in more than one assignment.

## **Assessment Regulations for the Programme and Applicable Penalties**

Plagiarism is a serious matter and is specifically listed as a breach of the University's General Assessment Regulations (GAR). [General Assessment Regulations | TU Dublin](#)

### **A. Primary Preventive Measures**

Social Sciences academic staff will follow a number of proactive prevention measures. The purpose of these actions is to assist students to avoid plagiarism by learning to write and reference correctly. These measure include

1. A module for first year undergraduate students equipping them with academic writing and referencing skills.
2. Students can contact lecturers directly for guidance when preparing assignments and are encouraged to seek help with academic writing.
3. Lecturers will point out areas for improvement of referencing in their feedback.
4. A requirement that students submit original material for each assignment.

### **B. Secondary Preventive Measures: Guidelines for Good Practice in Respect of Continuous Assessment and Coursework**

Notwithstanding the seriousness of acts of deliberate copying, there are cases where a student acts without forethought or lapses in the expected standards. It is recognised that this presents an important learning opportunity for the student if they are shown where the material contravenes the standards of proper academic writing. Where a lecturer identifies such a case the following steps can be taken, at the lecturer's discretion:

1. A one-to-one meeting with the student can be convened where the offending material is outlined to the student.
2. At such a meeting the student can be invited to re-submit the work with the agreed corrections if the lecturer is satisfied that the student understands and accepts responsibility.

### **C. Tertiary Measures**

In cases falling outside the scope of preventive measures, the lecturer will report the matter to the Head of School as outlined in the General Assessment Regulations.

### **Social Sciences Policy on Late Submission of Assignments - updated 21.03.2017**

All pieces of continuous assessment must be submitted by the due date in the way requested by the lecturer (i.e. paper, electronically, Safe Assign). Students must save and retain a copy of all submitted continuous assessment work.

Strict penalties are applied for lateness and will be applied unless an extension has been sought and granted by the lecturer in writing. Continuous assessment submitted up to one week late will lose 10% of marks awarded. Work submitted up to two weeks late will lose 20% of marks awarded. After two weeks, the maximum mark available will be 40%. No



work will be accepted after four weeks. This means that the student risks failing the module and may be required to undertake a repeat assignment.

Extensions are only granted in exceptional circumstances. Valid reasons include bereavement, illness, an accident or other serious personal issues. Where possible these should be supported by documentary evidence. If you are experiencing problems you should inform your lecturer and tutor as soon as possible.

### **Policy on Word Length for MA in Criminology Assignments**

Written assignments that exceed the stated word length by more than 10% will be penalised by deduction of marks using a graduated system. Students are required to include the word count of their assignments on the cover sheet (word count excludes bibliography and appendices). If the word limit is exceeded by more than 10% the student will lose 10 marks. If the student exceeds the word count by more than 20%, the assignment will not be graded.

### **Policy on recording of lectures**

[Principles-Recorded-Lectures\\_1Dec21.pdf \(tudublin.ie\)](#)

Students must seek prior approval from the lecturer before using any recording devices in class. Permission may be granted to students registered with the Disability Office who use a recording device as assistive technology. Recordings of lectures are for personal study only and not for distribution to others in any form. In order to respect the right to privacy of students, the lecturer should inform the class that the lecture is being recorded, without identifying the student who is doing the recording as far as possible.

Occasionally, students will not be permitted to record lectures, or parts of a lecture, when the lecturer knows that sensitive or personal issues may be discussed (examples could include teaching in the areas of abnormal psychology; counselling skills; communication and group work skills; professional practice modules; child protection). The decision to allow or restrict recording will be at the lecturer's discretion.

This policy was prepared with reference to the Disability Advisors' Working Network (DAWN) Handbook, [DAWN Handbook \(dcu.ie\)](#)

### **Assessment Criteria for each Module**

The assessment criteria focuses on the following issues:

- breadth and depth of subject knowledge;
- critical analysis of concepts and the ability to apply these concepts in a domestic and, where appropriate, international context;
- the ability to construct an argument from an array of sources and to engage in critical debate through discursive argument;
- skills of investigation, research and critical enquiry;
- skills of analytical argument and presentation.

### **Details on how Feedback will be given from Assessments**

Lecturers will provide written feedback on assessment, based on the assessment criteria, in a timely manner (not more than 4 working weeks after the submission deadline).

## **Procedures for Viewing Examination Scripts and for Re-checks, Re-marks and Appeals**

Students are advised to familiarise themselves with information in relation to: Personal Circumstances, Rechecks, Remarks and Appeals of results. Full details of these procedures can be retrieved at:

[Examination Script Inspection and Result, Recheck and Appeals Procedure \(3AS10\) \(tudublin.ie\)](#)

A copy of The General Assessment Regulations is available at:

[General Assessment Regulations | TU Dublin](#)

## **QUALITY ASSURANCE AND PROGRAMME MANAGEMENT**

### **Programme Management**

The programme is managed by a Programme Committee consisting of the Head of School, Discipline Lead, Programme Chair, Tutor, staff teaching on the programme and student representatives. The Programme Chair is responsible for the co-ordination of the programme. A programme tutor provides support to the students on both academic and personal matters. Tutorial meetings between the tutor and each student are held throughout the year. Student representatives are invited to the Programme Committee meetings to report on the programme content, delivery and any concerns or issues the class may be encountering.

The programme committee is supported by an Advisory Group drawn from a wide group of agencies in the criminal justice field, related interests and the wider sector.

### **Programme Quality Assurance and Enhancement Procedures**

With regard to results, internal and external examiners liaise on cross marking of students work to ensure fairness, accuracy and objectivity in marking systems. A detailed written report is submitted by the External Examiner each year.

Anonymous student feedback is sought through the completion of the annual Quality Assurance survey form (Q6a form) on every module on the programme. Lecturing staff collate this information (Q6b form) and forward it to the Programme Chair. The Assistant Head of School also distributes a Q6c form to all students to obtain information on their experiences of the School in that year. The Programme Committee discuss this information that is gathered and make decisions on any action to be taken in a Q5 form. As per the Quality enhancement handbook, the Annual monitoring report form (Q5) is the primary mechanism to monitor programme quality and feedback from students, lecturers, external examiners and School Management. In the Faculty of Arts and Humanities, all Q5 reports are compiled into a Faculty Action Plan, which is presented at a meeting of the extended

Faculty Board (including all Programme Chairs). Common themes, issues are addressed, and matters that require attention at a systemic/University level are elevated to the appropriate forum. At School level, the actions arising from the Q5 forms are monitored and addressed by the School executive.

Programme and module enhancement is proposed at Programme Committee level and processed through Academic Council for ratification and approval.

## **GUIDANCE TO STUDENTS**

### **Planning Study and Study Techniques**

Helpful information on study techniques, assignment skills, learning styles and mind mapping is available at: [Study Skills | TU Dublin](#)

Section 808 in the library contains many useful resources on study skills. The Academic Writing Centre also provide a series of useful workshops throughout the year [Academic Support | TU Dublin](#)

### **Support for Individual Student Needs**

#### **Disability Service**

Every student with a disability in TU Dublin has access to a wide range of reasonable supports and services. These are based on each student's individual needs. Services and resources provided include learning support, assistive technology, examination accommodations, and dyslexia screening. For further information on the TU Dublin Disability Service please see: [Disability Support Service | TU Dublin](#)

#### **International Office**

The International Office provides support and assistance to International students on a variety of matters related to their arrival to the country and their academic experiences. For further information on the International Office please see: [International Students | TU Dublin](#)

The Chaplaincy Service organise a number of social events for International students. For further information please see [Pastoral Care & Chaplaincy | TU Dublin](#).

#### **Mature Students**

A useful resource sheet for mature students is available at: [Student Life | TU Dublin](#)

### **Relevant Student Clubs and Societies**

Students enrolled in the MA in Criminology and PGDip in Criminology can participate in the full range of student societies available to TU Dublin students. A selection of the societies and activities provided include;

- volunteering opportunities
- training and leadership opportunities

- trips away
- student lead media/newspaper
- debating
- conferences
- guest speakers
- social nights
- drama festival
- dance contests
- intervarsities
- exhibitions

For a specific list of all available societies and their contact details please see: [Societies | TU Dublin](#)

## **CAREER OPPORTUNITIES/TRANSFER AND PROGRESSION**

### **Progression Opportunities within TU Dublin**

The MA in Criminology and PGDip in Criminology offers progression to programmes leading to other Masters Degrees, MPhil Degrees and Doctoral Degrees (PhD). For further information on MPhil/PhD opportunities in the School of Social Sciences, Law, and Education, please see the Graduate Research School page:

[Career Development Centre | TU Dublin](#)

### **Details on the Career Service**

TU Dublin provides an excellent career service. Please see [Career Development Centre | TU Dublin](#) . For details and useful resources.

## FREQUENTLY ASKED QUESTIONS

For frequently asked questions on registration please see:  
[Registration | TU Dublin](#)

For frequently asked questions on email and Google apps please see:  
[Student Login | TU Dublin](#)  
[Getting Online | TU Dublin](#)

For frequently asked questions on timetables please see:  
[Timetables | TU Dublin](#)

For frequently asked questions on module selection please see:  
[Module Selection | TU Dublin](#)

For further information on TU Dublin rules and regulations for students please see:  
[Student Life | TU Dublin](#)

For information on how to request a college confirmation letter or get a form stamped please see:  
[Student Services & Support | TU Dublin](#)

For frequently asked questions on disabilities please see:  
[Disability Support Service | TU Dublin](#)

For further information how to submit a personal circumstances form please see:  
[Student Services & Support | TU Dublin](#)

For further information on deferring/withdrawing from the course please see:  
[Student Services & Support | TU Dublin](#)

For frequently asked questions on accessing official results from the Exams Office please see:  
[Examinations | TU Dublin](#)

For frequently asked questions on graduation please see:  
[Student Services & Support | TU Dublin](#)

For frequently asked questions on PhD study please see:  
[Graduate Research School | TU Dublin](#)

For frequently asked questions and further resources on career development please see:  
[Career Development Centre | TU Dublin](#)