Criminal Behaviour and Deviance

This module aims to:

- Examine crime from a psychological and sociological perspective
- Investigate the role of violence in relation to specific crimes
- Consider criminal deviance in relation to a variety of factors including age and gender
- Assess the influences on pre-offending and offending violent behaviour
- Explore the pathophysiology of mental disorders including psychopathy and personality disorder
- Review the history of criminal responsibility and mental disorder

Syllabus

- Crime or deviance?
- Sociological explanations
- Psychological explanations
- Mental health and offending
- Development factors and criminal careers
- Youth crime
- Violent offenders
- Sexual offenders
- Gender and crime

Learning outcomes

On completion of this module, students will be able to:

- understand how psychology and sociology can inform the study of crime
- recognise the different factors that can influence and exacerbate violent behaviour
- detail the history of criminal responsibility and mental disorder
- apply an understanding of a variety of mental disorders to the study of criminal behaviour
- understand criminally violent behaviour in a variety of contexts

READY TO APPLY? Complete the online application form and an Admissions Adviser will be in touch to assist you in the enrolment process.
Learning and teaching methods

The learning and teaching methods for the module follow the intended online delivery strategy for the programme as a whole. The module will be delivered through the provision of specified reading materials on the virtual learning platform, which shall be supported by specified discussion forums and lecturecasts, and tutor support will be available to students via phone, email, and a fortnightly synchronous question and answer (Q&A) session.

Students will be provided with indicative guidance on, and encouraged to look at, relevant websites which are appropriate to the module, and to identify and share appropriate web-based resources as learning support references with their fellow students and as indicators of their individual learning contexts with their tutors. The live lectures will include referenced use of selected case studies which will be drawn from the reading materials/web based module learning resources and the practice-based and professional/educational contexts and experience of the tutors. At pre-arranged and regularly agreed points, on specified days and times in advance of each lecture (typically two to three days prior to the lecture) there will be a ‘drop in’ telephone or online preparatory learning liaison session conducted between the student(s) and tutor, typically lasting for 20 to 30 minutes. These sessions are designed to provide students with an introductory preview of the week’s work and give them an opportunity to ask specific and general questions related to that week’s learning opportunities and to enable them to contextualise their learning experience. Self-managed learning will supplement lectures and students are given weekly direction on required and indicative reading.

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<tr>
<th>Description of unit of assessment</th>
<th>Length/Duration</th>
<th>Submission date</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Discussion contributions</td>
<td>Fortnight</td>
<td>Unit 2 and Unit 3</td>
<td>10%</td>
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<tr>
<td>Mid-module assignment</td>
<td>2,000 words</td>
<td>Unit 6</td>
<td>40%</td>
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<tr>
<td>Journal entries</td>
<td>500 words (each)</td>
<td>Unit 4 and Unit 8</td>
<td>10%</td>
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<tr>
<td>End of module project</td>
<td>2,000 words</td>
<td>Unit 9</td>
<td>40%</td>
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