

University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: Advanced Criminal Law			
Code: LAWW10022	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Nishant Gokhale		
Summary of Module			
<p>Advanced Criminal Law begins with an introduction and revision lecture covering the rudimentary principles and theories that are considered in the ordinary Criminal Law class. Thereafter, the module involves detailed consideration of the sources of Scots Criminal Law and a critical analysis of the arguments for and against the codification of the law. Thereafter, the module is based upon seminars, presentations, discussion and debate surrounding topical, advanced issues in contemporary criminal law. The module examines the practical and theoretical research which surrounds various criminal law issues, such as: developments concerning sexual offences; corporate crime (including corporate homicide); organized crime and defences. Given the dynamic nature of this area of law, it is likely that other matters will present themselves for discussion and analysis.</p> <ul style="list-style-type: none"> • L1. Investigate, analyse and evaluate areas of substantive criminal law. • L2. Make effective use of library and electronic resources to acquire legal material. • L3. Analyse practical case studies in terms of relevant legal principle, in order to reach practical conclusions. • L4. Engage in critical discourse in relation to relevant legal issues. 			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery

The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Investigate, analyse and evaluate advanced criminal law concepts as they develop in the jurisprudence of Scots Law.
L2	Make effective use of library and electronic resources to acquire legal information
L3	Analyse problems in terms of legal concepts and apply legal principles to propose solutions
L4	Engage in discourse on advanced criminal law issues
L5	Distinguish between alternative opinions on the basis of evidence presented in coherent and logical arguments.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level 10</p> <p>Understanding of the ways in which criminal law has developed.</p> <p>Understanding advanced criminal law issues and maintaining the currency of the subject knowledge.</p> <p>Evaluating the effectiveness of the criminal law in relation to its defined purposes</p>

Practice: Applied Knowledge and Understanding	<p>SCQF Level 10</p> <p>Interpreting and explaining complex legal concepts.</p> <p>Retrieving, interpreting and manipulating primary and secondary information from a variety of sources including electronic sources.</p>	
Generic Cognitive skills	<p>SCQF Level 10</p> <p>Giving reasoned opinions, identifying flaws in arguments and discriminating between the legally relevant and irrelevant.</p> <p>Bringing together information from a variety of sources, including academic research publications</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 10</p> <p>Communicating effectively and appropriately in speech and writing. Interpreting complex primary materials.</p> <p>Making effective use of information retrieval systems and use information technology applications to present documents in an appropriate form.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 10</p> <p>Working effectively, together with others in groups or teams, taking a leadership role where appropriate.</p> <p>Systematically identifying and addressing their own learning needs both in current and in new areas, making use of research primary legal source materials as appropriate</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: LAWW07013	Module Title: Criminal Law
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Tutorial/Synchronous Support Activity	36
Independent Study	164
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	200 Hours Total
<p>**Indicative Resources: (eg. Core text, journals, internet access)</p>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Unlike other undergraduate courses, there is no definitive list of resources given the topical and changing nature of this module. Instead, current specific reading lists will be given for each seminar. Students will be expected to at least consult the basic reading before attending class. The following are indicative of some required general resources:</p> <p>Sheriff Cubie AM, (2016) Scots Criminal Law, 4th ed., London, Bloomsbury Professional</p> <p>Jones, TH & Taggart, I (2018) Criminal Law 7th ed., London, Sweet & Maxwell</p> <p>Stair Memorial Encyclopaedia, (1995) The Laws of Scotland, Criminal Law Vol. 7</p> <p>Gane, CHW & Stoddart, CN (2009) Casebook on Scottish Criminal Law 4th ed.</p> <p>Draft Criminal Code for Scotland (published under auspices of Scottish Law Commission) (Edinburgh: TSO, 2003)</p>	

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(*N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#): Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Students are required to attend scheduled teaching sessions and engage with the Virtual Learning Environment, lack of which could result in the student being referred to the Engagement Panel, and could prevent student progression, and ultimately successful degree completion.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Accounting, Finance and Law
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Accounting, Finance and Law
Moderator	Dr. Samuel White
External Examiner	K.A. Cannon

Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
<p>This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box. Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.</p>
<p>Assessment 1: An essay, worth 60% of the final mark, in which students will be expected to complete an analytical essay on a selected topic</p>
<p>Assessment 2: Analysis of a topic selected by designated groups of students and approved by the lecturer, and focused upon in a group presentation worth 20%</p>
<p>Assessment 3: An individual written report worth 20%, reflecting upon the substantive issues considered and the group work process, including a reflection of the student's own strengths and weaknesses</p>
<p>(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)</p>

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetable Contact Hours
Essay	✓	✓	✓	✓	✓	60	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetable Contact Hours
Presentation	✓	✓	✓	✓	✓	20	0

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetable Contact Hours
Essay	✓	✓	✓	✓	✓	20	-
Combined Total for All Components						100%	0 hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)