

Session: 2022/23

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Title of Module: Law and the Expert Witness			
Code: COMP11085	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 10	ECTS: 5 (European Credit Transfer Scheme)
School:	School of Computing, Engineering and Physical Sciences		
Module Co-ordinator:	Junkang Feng		
Summary of Module			
<p>This module aims to furnish students with an insight into the ethical and professional context of forensics. The module provides an understanding of the principal legislative and regulatory instruments, the legal and regulatory environment applicable to forensic practitioner, and address ethical issues in professional practice and their resolution, together with the moral and professional responsibilities of the forensic practitioner.</p> <p>In addition, students will develop an understanding of general principles of admissibility and the role of evidence within the criminal justice system together with the role and legal responsibilities of expert witnesses, specifically, excellence in report and statement writing, presentation of evidence in court, and preparation for cross-examination.</p> <p>Students will apply knowledge gained in previous modules to strengthen arguments presented in expert witness reports.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

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)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:

			✓			
Term(s) for Module Delivery						
(Provided viable student numbers permit).						
Term 1	✓	Term 2	✓	Term 3	✓	

Learning Outcomes: (maximum of 5 statements)		
<p>On successful completion of this module the student will be able to:</p> <p>L1. Demonstrate a critical understanding of the principal theories, concepts and principles of cybercrime law and digital evidence in the courtroom.</p> <p>L2. Apply knowledge, skills and understanding in using the principal skills, techniques, practices required to present evidence in court effectively as an expert witness and respond successfully to cross-examination.</p> <p>L3. Appraise and critically evaluate the relevance of the laws relating to computer crime and forensic activities.</p>		
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:	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
<p>An emphasis is placed on active learning, taking place through a collection of complementary mechanisms. Topics will be introduced in lectures and discussed through problem based learning activities and associated practical sessions. Theoretical material will be re-enforced and consolidated through the critical analysis and discussion of case studies in tutorials designed to provide examples of current practice, approaches and challenges as portrayed by practitioners.</p> <p>Students are guided through real-world scenarios featuring structured inquiry based learning. Additionally directed learning will reinforce essential theory and place understanding into context.</p> <p>In addition, students will adopt an independent learning style, acquiring and applying knowledge through their own enquiry and encouraged to exchange understanding through peer-assisted learning.</p>	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	10

Tutorial/Synchronous Support Activity	10
Laboratory/Practical Demonstration/Workshop	10
Independent Study	70
	100 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Manjikian, M. (2017) Cybersecurity Ethics: An Introduction. Routledge.</p> <p>Bronstein, D. (2012) 4th Ed. Law for the Expert Witness. CRC Press.</p> <p>Bond, C. et al. (2007) 3rd Ed. The Expert Witness: A Practical Guide. Sweet and Maxwell.</p>	
<p>(**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)</p>	
Engagement Requirements	
<p>In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure</p>	

Supplemental Information

Programme Board	Computing
Assessment Results (Pass/Fail)	No
Subject Panel	Business & Applied Computing
Moderator	Tom Caira
External Examiner	TBC
Accreditation Details	
Version Number	1.03

Assessment: (also refer to Assessment Outcomes Grids below)	
Coursework 1 (50%)	
Coursework 2 (50%)	

(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Review/ Article/ Critique/ Paper	✓		✓	50	0	
Component 2						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Report of practical/ field/ clinical work	✓	✓		50	0	
Combined Total For All Components				100%	0 hours	

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

This module is suitable for any student. The assessment regime will be applied flexibly so that a student who can attain the practical outcomes of the module will not be disadvantaged. When a student discloses a disability, or if a tutor is concerned about a student, the tutor in consultation with the School Enabling Support co-ordinator will agree the appropriate adjustments to be made.

[UWS Equality and Diversity Policy](#)

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