

University of the West of Scotland

Module Descriptor

Session:

Title of Module: Scottish Criminal Justice			
Code: CRIM07002	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: (European Credit Transfer Scheme) 10
School:	School of Education and Social Sciences		
Module Co-ordinator:	R McLean		
Summary of Module			
<p>This module is intended to give students a broad introductory knowledge of the main agencies which operate within the criminal justice process.</p> <p>This module will identify and discuss the competing theories and models behind criminal justice before going on to describe and analyse the theoretical and functional operation of the police, prosecution, courts and judges as well as service agencies such as social work, probation and prisons. Finally the module will consider the validity and reliability of criminal justice statistics.</p> <p>Key Topics include:</p> <ul style="list-style-type: none"> • Models of Criminal Justice • Crime statistics • The role of the Police in the Scottish Criminal Justice System • The role of the Crown Office and Procurator Fiscal Service in the Scottish Criminal Justice system • Scotland's Criminal Courts and Procedure • Scotland's Prison System • Community sentences in Scotland 			

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	Recognise and outline the competing models and theories of criminal justice.
L2	Identify the various agencies, and describe the role which those agencies play in the Scottish criminal justice process
L3	Recognise and evaluate various crime statistics.
L4	Debate contemporary issues related to criminal justice

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)	SCQF Level 7 Demonstrate a broad knowledge of the subject/discipline in general. Demonstrate an understanding of the difference between explanations based on evidence and/or research and other forms of explanation and of the importance of this difference
Practice: Applied Knowledge and Understanding	SCQF Level 7

	Use some of the basic and routine professional skills, techniques, practices in both routine and non-routine contexts	
Generic Cognitive skills	SCQF Level 7 Present and evaluate arguments, information and ideas that are routine to criminal law; Use a range of approaches to address defined and /or routine problems and issues within familiar contexts	
Communication, ICT and Numeracy Skills	SCQF Level 7 Convey complex ideas in well-structured and coherent form. Use a range of forms of communication effectively in both familiar and ?new contexts.	
Autonomy, Accountability and Working with others	SCQF Level 7 Exercising some initiative in carrying out defined activities within the courtroom. Work, under guidance, with others to acquire an understanding of current professional practice.	
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	
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.	
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	24
Tutorial/Synchronous Support Activity	6
Asynchronous Class Activity	10

Independent Study	160
	Hours Total: 200
**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>Donnelly D. and Scott K, [eds.] (2005) Policing Scotland. Devon: Willan Publishing</p> <p>Duff, Peter & Hutton, Neil, [eds.] (1999) Criminal Justice in Scotland. Aldershot: Dartmouth</p> <p>Young, P. (2001) Crime and Criminal Justice in Scotland. Edinburgh: The Stationery Office</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>	
Attendance and Engagement Requirements	
<p>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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>Students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations 5.3.6 – 5.3.8., available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/</p>	
Equality and Diversity	
<p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.</p> <p>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..</p>	

(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	Education and Social Sciences
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Education and Social Sciences
Moderator	Conor Wilson
External Examiner	Format: First initial + Surname. No titles. Please only enter if examiner has been approved for this module.
Accreditation Details	ACCA
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)

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.](#)

Assessment 1: Debate (20%)

Assessment 2: Quiz (20%)

Assessment 3: Essay (60%)

(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.)

Assessment Outcome Grids (See Guidance Note)

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
1. Debate				x	20%	

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
2. Quiz	x		x		20%	

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
3. Essay		x			60%	
100%	XX 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)