University of the West of Scotland

Module Descriptor

Session:

Title of Module: Scottish Criminal Law			
Code: CRIM07004	**SCQF Level: 7 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: (European Credit Transfer Scheme)**
School:	School of Education & Social Science		
Module Co-ordinator:	Conor Wilson		

Summary of Module
This module will provide students with information and allow them to analyse a number of the important fundamental principles and concepts that underpin the criminal law in Scotland. These will include: • Principles used when identifying whether or not an action may attract criminal liability, including the legal concepts of mens rea and actus reus • Categories of crime including mala in se and mala prohibita, and the concept of strict liability • Defences to accusations of criminal liability • Legal doctrines such as causation, art and part liability, Moorov, and Distress • A range of specific categories of criminal offence including crimes against the person, crimes against property, crimes against public order, and crimes against justice There will be a combination of standard lectures and seminars covering theoretical and practical issues, which will lead to the final assessment which involves working in groups to simulate a real legal team with the submission of a skeleton argument and bundle two weeks in advance of then carrying out a 'Moot' (a mock court case) in groups of either 4 or 5 students, allowing students to consider and put into practice a range of theoretical and professional practice concepts taught throughout the module.   For all of the above, the VLE will be utilised both to provide information and allow interaction for students and staff.

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☒	☒	☐	☐	☐	☐

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:
☒	☐	☐	☐	☐	☐	Add name

Term(s) for Module Delivery
(Provided viable student numbers permit).

Term 1	☐	Term 2	☒	Term 3	☐

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	Critically analyse the elements of a crime, the definitions of a specific crimes, the doctrines and principles concerning criminal responsibility and defences, all with reference to relevant legislation and case law.
L2	Apply the knowledge and skills taught in both lectures and seminars to the creation of coherent and relevant legal arguments both formatively and summatively.
L3	Utilise learning resources, including electronic resources, to acquire knowledge, understanding of the law and the ability to critically analyse and apply the law.
L4	Click or tap here to enter text.
L5	Click or tap here to enter text.

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** An overall appreciation of the body of knowledge that constitutes criminal law;

Practice: Applied Knowledge and Understanding	SCQF Level **7** Apply knowledge, skills and understanding: In practical contexts; In using some of the basic and routine professional skills, techniques, practices and materials associated with criminal law
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** Use a wide range of routine skills and some advanced skills associated with criminal law, for example: Convey complex ideas in well-structured and coherent form; Use a range of forms of communication effectively in both familiar and unfamiliar contexts; Select and use standard ICT applications (such as WESTLAW) to process and obtain a variety of information and data.
Autonomy, Accountability and Working with others	SCQF Level **7** Exercise some initiative and independence in carrying out defined mock activities at a professional relating to the practice of law within the courtroom; Take account of own and others' roles and responsibilities when carrying out and evaluating tasks; 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	12
Asynchronous Class Activity	38
Independent Study	126
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Jones, TH & Taggart, I (2015) Criminal Law 6th ed., Edinburgh, W Green Gordon, GH & Christie, MGA (2010) The Criminal Law of Scotland 3rd ed., Edinburgh, W Green / SULI   Click or tap here to enter text. 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:

Adherence to the Student Attendance and Engagement Procedure.

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	Criminal Justice
Assessment Results (Pass/Fail)	Yes ☐No ☐

School Assessment Board	UG Social Science
Moderator	D Parker
External Examiner	Format: First initial + Surname. No titles. Please only enter if examiner has been approved for this module.
Accreditation Details	N/A
Changes/Version Number	2

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: This module involves two inter-linked but separate assessments, which requires students to work in groups to formulate a legal argument in response to a details simulated legal scenario. The first element of the assessment is a written submission which requires students to prepare a 'legal bundle' and 'skeleton argument'. The assessment requires students to draw on their practical and theoretical skills, as well as their academic writing skills to craft a detailed legal argument.
Assessment 2 – The second element of the module assessment builds on the work developed in assessment one. Students are required to attend an oral 'moot hearing' which simulates a court room environment. Students must argue as either prosecution or defence based on the argument developed in their skeleton argument and, in doing so, consider a range of theoretical and practical knowledge and skills taught throughout the module.
(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)

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	Timetabled Contact Hours
	x	x	x				

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	Timetabled Contact Hours
	x	x	x				

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)