Module Descriptor

Title	Scottish Criminal Justice		
Session	2026/27	**Status**	
Code	CRIM07002	**SCQF Level**	Level: 7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	R McLean		

Summary of Module

This module is intended to give students a broad introductory knowledge of the main agencies which operate within the criminal justice process.

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.

Key Topics include:

- 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	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Debate contemporary issues related to criminal justice.
L2	Recognise and outline the competing models and theories of criminal justice.
L3	Recognise and evaluate various crime statistics.
L4	Understand relevant criminal justice processes and the role of those agnecies within.
L5	Identify court agents and describe court processes within the Scottish criminal justice system.

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 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 7** Use some of the basic and routine professional skills, techniques, practices in both routine and non-routine contexts
Generic Cognitive skills	**SCQF 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

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Communication, ICT and Numeracy Skills	**SCQF 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 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

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

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** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	30
Tutorial / Synchronous Support Activity	6
Asynchronous Class Activity	4
Independent Study	160
n/a	
n/a	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Buchan, J., Anderson, S., & Morrison, K. (2025) Criminal Justice in Scotland. Routledge: London.

Albanese, J. (2014). "Dark Figure of Crime (Problems of Estimation)." In The Encyclopaedia of Criminology and Criminal Justice, 23:1–6.

Davidson, N., Jackson, L. A. and Smale, D. M. (2016) Police amalgamation and reform in Scotland: The long twentieth century. The Scottish Historical Review, 95(1), pp. 88-111.

Gormley, J. and Tata, C. (2024). Guilty please, sentencing & Sentence "Discounting": Who is sentence "discounting" really for? In: M. Langer, M. McConville and L. Marsh, eds. The Research Handbook on Plea Bargaining & Criminal Justice. Cheltenham: Edward Elgar Publishing.

Newburn, T. (2007) Criminology. Willan Publishing: Devon

Young, P. (2001) Crime and Criminal Justice in Scotland. Edinburgh: The Stationery Office

(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:

The university is committed to providing a supportive learning environment that activelyfacilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus, learning activities in your own time, course-related learning resources, and withtimely completion and submission of assessments. Whilst we understand that there may be times when conflicting priorities make participationchallenging, for you to gain the most from this module it is recommended that you participatein all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularlyengaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions orcompleting online activities.

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.

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

(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**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to**

	programme accreditation requirements. Please check the associated programme specification for details.
School Assessment Board	ESS
Moderator	Maria Sapouna
External Examiner	Morena Tartari
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
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.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Debate	☒	☒	☐	☐	☐	20	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Quiz	☐	☐	☒	☒	☐	20	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☐	☐	☐	☐	☒	60	
Combined total for all components						100%	hours

Change Control

What	When	Who
I have introduced a new LO to better reflect the debate examination.		
I have reworded LO4, which has now become LO5. This is to better reflect the court observation and written reflection.		
I have edited the moderator as Dr Wilson has now left the university.		Dr Wilson for Dr Sapouna