University of the West of Scotland

Module Descriptor

Session: 2023/2024

Title of Module: Comparative Justice			
Code: CRIM10003	**SCQF Level: 10 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Education & Social Sciences		
Module Co-ordinator:	Dr. Cléssio Moura de Souza		

Summary of Module
This module introduces the student to comparing criminal justice traditions around the globe. It considers the theoretical and practical difficulties in studying and understanding other criminal justice systems. It explores different jurisdictions of criminal law, criminal justice agencies, and other stages of the criminal justice process, including sentencing and punishment. The inquiry-based nature of the student-centred module allows the students to compare and contrast other aspects of criminal justice and/or countries outside of these examples after agreement with the module coordinator. It will also explore concepts of criminal justice policy, political and social forces, and how these influence criminal justice in different countries around the world.

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 identify the criteria which distinguish different criminal justice systems.
L2	Demonstrate knowledge and understanding of different aspects of criminal justice systems around the world.
L3	Evaluate aspects of at least two criminal jurisdictions outwith Scotland.
L4	Critically compare and contrast contemporary criminal justice systems.
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 **10** Demonstration of a broad and integrated knowledge and understanding of criminal justice and the way in which the concepts within criminal justice are socially constructed; Demonstration of a critical understanding of a range of theoretical perspectives and approaches relating to the social scientific engagement with comparative criminal justice.
Practice: Applied Knowledge and Understanding	SCQF Level **10** Retrieval and interpretation of specialised knowledge and information from a variety of primary and secondary sources which examine criminal justice outwith Scotland; Conception, development and production of a substantial piece of work evaluating some key aspects of theoretical approaches to the study of comparative criminal justice.
Generic Cognitive skills	SCQF Level **10**

	Reasoned argument, synthesising relevant information and exercising critical judgement in the analysis of complex or abstract ideas and perspectives; Critical engagement with learning through the employment of self-identified media to deliver assessment output.
Communication, ICT and Numeracy Skills	SCQF Level **10** Effective use of electronic information retrieval technology Communication of complex ideas in writing using electronic assessment Platforms.
Autonomy, Accountability and Working with others	SCQF Level **10** Exercising of autonomy and initiative in planning and delivering the assessment, developing the capacity for independent work; Provision of constructive criticism through the critical discussion of ideas in seminars.

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	24

Independent Study	140
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:

Dammer, H.R. & Albanese, J. (2013) Comparative Criminal Justice Systems (5th Edition). California: Wadsworth Cengage Learning

Head, J.W. (2011) Great Legal Traditions: Civil Law, Common Law, and Chinese Law in Historical and Operational Perspective. Carolina: Carolina Academic Press

Reichel, P.L. (2012) Comparative Criminal Justice Systems: A Topical Approach New Jersey: Prentice Hall

Shahidullah, S.M. (2012) Comparative Criminal Justice Systems. Massachusetts: Jones and Bartlett

Terrill, R.J. (2015) World Criminal Justice Systems: A Survey (9th Edition). Massachusetts: Anderson

Click or tap here to enter text.

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:

Students are academically engaged if they are regularly engaged with timetabled teaching sessions, courserelated learning resources including those in the Library and on Moodle, and complete assessments and submit these on time.

It is recognised that from time to time students will have justifiable reasons for nonattendance and students who are unable to attend classes for any reason should report their absence to their programme leader and/or their personal tutor. For more information on who absences should be reported to in your school, please refer to the relevant Programme Handbook.

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.

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

(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	Social Sciences
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	UG Criminal Justice
Moderator	R Gundur
External Examiner	C Rhodes
Accreditation Details	e.g. ACCA Click or tap here to enter text.

Changes/Version Number	7 – Assessment 1 and its rubric.

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 – Student group designed and facilitated a one-hour seminar addressing learning outcomes 1 & 3. Students will be asked to design a session that reflects on lecture content and builds on it through a combination of discussion topics and practical activities.

Assessment 2 – 2,000 Words Essay addressing learning outcomes 2 & 4, the first assessment in this student-centred module not only allows students to study any two abstract criminal justice traditions, it allows them to inquire into and critically compare any aspect or aspects of criminal justice in at least two criminal jurisdictions outwith Scotland (after negotiation with the lecturer).

(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
Seminar	x		x			40	1

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
Essay		x		x		60	

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	Timetabled Contact Hours
Combined Total for All Components						100%	1 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)