

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Criminal Justice				
Module Code	UJUTD7-30-3	Level	3	Version	5
Owning Faculty	FBL	Field	Law Undergraduate		
Contributes towards	LLB (Hons); LLB (Hons) Law with Criminology; BA (Hons) Criminology and Law; BA (Hons) Criminology with Law; LLB (Hons) Law with Psychology; BSc Psychology with Law; Law Joint Awards				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites			Co- requisites		
Excluded Combinations			Module Entry requirements	120 credits acceptable to the award on which the student is registered of which at least 60 credits must be credits from law modules.	
Valid From	September 2012		Valid to		

CAP Approval Date	5/12/12
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. demonstrate a sound knowledge of relevant theoretical approaches, principles and laws as they relate to criminal justice; (Components A and B) 2. critically evaluate a variety of criminal justice processes, both as they exist and in relation to proposals for reform; (Components A and B) 3. demonstrate that they understand the relationship between legal rules and their implementation in practice as revealed by relevant research, and the limitations of law in regulating social action; (Components A and B) 4. demonstrate an appreciation of the complex interrelationship between different criminal justice processes and phenomena; (Components A and B) 5. demonstrate an ability to conduct appropriate research in relation to specific criminal justice issues; (Component B) 6. demonstrate an ability to produce a structured, coherent and concise argument, both orally and in writing. (ability to do this in writing is assessed in Components A and B, students have the opportunity to develop and demonstrate this skill orally in seminars)
Syllabus Outline	The precise focus of the module varies from year to year depending upon topical

	<p>issues of significance, recent legislation, proposals for reform and the availability of research findings.</p> <p>1. Nature and objectives of criminal justice – the purposes of criminal justice processes, system or process?, models of criminal justice, methods of evaluating criminal justice processes, race and gender issues, the role of victims.</p> <p>2. Human rights and comparative perspectives – the Human Rights Act 1998 and the European Convention on Human Rights, adversarial and inquisitorial approaches, other common law approaches, European approaches.</p> <p>3. Pre-charge processes and issues – police powers of stop and search, and arrest, police discretion, control and accountability of the police, police investigative powers, suspects' rights, evidential implications of pre-charge processes.</p> <p>4. Pre-trial processes and issues – prosecution agencies and the discretion to prosecute, prosecution and defence disclosure, mode of trial decisions.</p> <p>5. Trial processes and issues – the structure and personnel of the summary courts, the jury, the role of the judge, evidential issues (confessions, identification evidence, inferences from silence, forensic evidence).</p> <p>6. Post-trial processes and issues – the structure, process and efficacy of the appeals system, the causes of miscarriages of justice, mechanisms for dealing with miscarriages of justice.</p>
Contact Hours/Scheduled Hours	<p>Lectures: 2 hours per week.</p> <p>Seminars: 1 hour seminar per fortnight.</p>
Teaching and Learning Methods	<p>The emphasis throughout will be on providing the student the opportunity and facilities to question, understand, analyse and evaluate the law in its historical, practical, academic and social context. The learning context is student-centred and utilizes a variety of techniques to encourage independent thought and constructive criticism. Dialogue is promoted between student and lecturer in an inter-active relationship which emphasizes the two-way flow of information and criticism.</p> <p>It is not necessarily envisaged that every topic in the syllabus will be covered in any one academic year. Areas which have topical significance could, therefore, be developed at greater length and less important areas delineated in outline only.</p> <p>Students will be expected to conduct research with both traditional and electronic sources and will be instructed how to do this both during the Programme as a whole and, where necessary, within the module.</p> <p>Scheduled learning includes lectures, seminars and tutorials.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.</p> <p>Student preparation: Lectures: In most cases there is no expectation of preliminary work. However, students may be given directed preliminary reading from recommended texts. Occasionally material may be also given out in advance so as to provide the basis for practical exercises or for more detailed discussion of topics to be conducted within the lecture.</p> <p>Guest speakers will be utilised where appropriate.</p>

Seminars:

Seminar preparation tasks include working individually, in pairs or in small groups.

Students will be given seminar sheets in advance of their seminars which will be centred on the analysis of cases, statutes, European and Human Rights' material as appropriate. The material will usually be problem or discussion title-based. Supplementary material (usually of a problem-solving nature) may be provided in the seminar.

Directed reading will be suggested along with internet sources and video material as appropriate.

Students are expected to make full use of their independent learning time to reflect critically upon the subject and to develop their own ideas.

Operation and purpose:

Lectures: On most topics covered, outline learning materials will be supplied to students during or in advance of the lectures. Lectures are generally designed to:

- (a) communicate the principal features of a topic, including its major principles, rules, concepts, relationships and values;
- (b) to stimulate interest in the topic and provide alternative views; and
- (c) to provide other information necessary to facilitate its further study, including updating.

Seminars: Seminars will involve problem-solving and the analysis and synthesis of conceptual and contextual issues, through plenary discussion and presentations by individual students or groups of students. Students are expected to fully participate in seminar discussions, which will cover the controversial and difficult areas of the subject.

We see the function of seminars to be:

- (a) to monitor the acquisition by students of the knowledge, understanding and skills mentioned under the *Learning Outcomes*; and
- (b) to facilitate and enhance the acquisition of that knowledge, understanding and skills and to foster deeper learning.
- (c) to allow students to evaluate, analyse and synthesise legal materials in an interactive environment and to facilitate their appreciation of the levels of variation of opinion which may be generated in legal discussion.

Other learning activities:

Students will be expected to pursue independent and directed study between class contact sessions.

Students will be encouraged to engage in extra-curricula activities such as debating and mootng.

SPECIFIC NOTES ON LEARNING APPROACHES:

	<ul style="list-style-type: none"> • The teaching method consists primarily of lectures and seminars. • Lectures are normally presented by members of the criminal justice module team, but some lectures are presented by external speakers. • Seminars involve problem-solving and the analysis and synthesis of conceptual and contextual issues, through plenary discussion and presentations by individual students or groups of students.
Reading Strategy	<p>Essential reading</p> <p>A wide range of material is made available to students through BlackBoard in the form of digitised chapters and articles. In addition students are expected to buy a text book to accompany the module this is currently:</p> <p>A Sanders, R Young and M Burton, <i>Criminal Justice</i> (4th edn, Oxford University Press, Oxford 2010).</p> <p>Further reading</p> <p>Further reading is provided as the course progresses, tailored to the ever-changing nature of the subject. This ensures that students are kept fully abreast of new developments. This is generally provided through BlackBoard in the form of digitised chapters and articles. As this is a level 3 module there is also an expectation that students will increasingly be able to identify and find additional material that will support their studies.</p> <p>General texts which will support students in their study of the module include:</p> <p>A Ashworth and M Redmayne, (2010) <i>The Criminal Process</i> (4th edn, Oxford University Press, Oxford).</p> <p>N Padfield, (2008) <i>Text and Materials on the Criminal Justice Process</i> (4th edn, Oxford University Press, Oxford).</p> <p>P Hungerford-Welch, (2009) <i>Criminal Procedure and Sentencing</i> (7th edn, Routledge-Cavendish, London).</p>
Indicative Reading List	<p><i>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</i></p> <p>All references shall be to the latest editions available:</p> <p>Ashworth, A. <i>The Criminal Process: an evaluative study</i>, London: Oxford.</p> <p>Belloni, F. and Hodgson, J. <i>Criminal Injustice: An Evaluation of the Criminal Justice Process in Britain</i>, London: Macmillan.</p> <p>Brown, D. <i>PACE Ten Years On: a review of the research</i>, Home Office Research Study 155, London: Home Office (1997).</p> <p>Bucke, T., Street, R. and Brown, D. <i>The Right of Silence: the impact of the Criminal Justice and Public Order Act 1994</i>, Home Office Research Study 199, London: Home Office.</p> <p>Fitzgerald, M. and Sibbitt, R. <i>Ethnic Monitoring in Police Forces: a beginning</i>, Home Office Research Study 173, London: Home Office.</p> <p>McConville, M., Sanders A. and Leng, R <i>The Case for the Prosecution.</i>, London: Routledge.</p> <p>Sanders, A. and Young, R. <i>Criminal Justice</i>, Oxford: Oxford University Press</p> <p>Wadham, J. and Mountfield, H. <i>The Human Rights Act 1998</i>, London: Blackstone.</p> <p>Articles from a variety of journals including Criminal Law Review, British Journal of</p>

	<p>Criminology, Policing and Society, Journal of Law and Society, European Journal of Crime, Criminal Law and Criminal Justice.</p> <p>Official publications and reports, for example, Royal Commission on Criminal Justice Report (1993), Law Commission Report 267 Double Jeopardy and Prosecution Appeals.</p>
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Part 3: Assessment			
Assessment Strategy	<p>The assessment is split equally between the controlled conditions element, a 3 hour examination at the end of the module and two pieces of coursework focussing more closely on specific criminal justice issues. Both the exam and the coursework test learning outcomes 1, 2, 3, 4 and 6. The coursework is relatively lengthy (3,000 words) and in addition tests the research skills identified in the fifth learning outcome. Students are assessed on the better of the two different pieces of coursework, this enables students to reflect on feedback and improve their performance in the second coursework element.</p>		
Identify final assessment component and element	Component A		
% weighting between components A and B (Standard modules only)		A: 50%	B: 50%
First Sit			
Component A (controlled conditions) Description of each element		Element weighting (as % of component)	
1. Exam (3 hours)		100%	
Component B Description of each element		Element weighting (as % of component)	
1. Essay (3,000 words)			
2. Essay (3,000 words)			
The better of the 2 marks to count		100%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Exam (3 hours)	100%
Component B Description of each element	Element weighting (as % of component)
1. Essay (3,000 words)	100%
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.	