

## MODULE SPECIFICATION

1. **Title of the module**

Criminal Law

2. **School or partner institution which will be responsible for management of the module**

Pearson College London

3. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 5

4. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

5. **Which term(s) the module is to be taught in (or other teaching pattern)**

The module will always be taught in the first term of a student's studies at level 5 (whether or not they start in September or January)

6. **Prerequisite and co-requisite modules**

*Please clarify whether students are required to have taken certain modules prior to this one or are required to take certain modules alongside this one.*

Pre-requisites: English Legal System I and II

Co-requisites: None

7. **The programmes of study to which the module contributes**

Certificate of Higher Education

Diploma of Higher Education

LLB (Honours)

LLB Law with Accounting

LLB Law with Business

8. **MLaw (Integrated Masters) Professional Legal Practice The intended subject specific learning outcomes.**

**On successfully completing the module students will be able to demonstrate:**

**Subject Specific Knowledge and Skills**

1. A knowledge and critical understanding of key principles of Criminal Law and how they relate to specific criminal offences, including the elements of criminal liability (*actus reus*, *mens rea* and the absence of a defence) and the requisite elements of key substantive criminal offences.
2. An ability to apply relevant texts, legislation and case law within Criminal Law to complex practical legal problems of the kind they might encounter in criminal practice.

## MODULE SPECIFICATION

3. An ability to devise and sustain arguments based on appropriate and reflective use of the main modes of enquiry and sources within Criminal Law and critically analyse the information thereby collected, with a view to proposing informed and reasoned solutions to practical legal problems.
4. An ability to use Criminal Law terminology correctly and utilise accepted methods of referencing and citation.

### General Transferable Skills

1. An ability to use the English language accurately and reliably.
2. An ability to effectively communicate information, arguments, and analysis, to specialist and non-specialist audiences.

### 9. A synopsis of the curriculum

This module initially covers the key principles relating to the *actus reus* (conduct element), the *mens rea* (mental element) and the absence of a defence in criminal offences. The module will then consider the substantive offences of murder, manslaughter, theft, robbery, burglary and fraud. Finally, the module will consider participation - how the law addresses individual culpability when more than one person acts in the commission of a crime.

### 10. Reading List (Indicative list, current at time of publication. Reading lists will be published annually)

All textbooks and practitioner materials will be updated annually. Textbooks will be held in the latest edition and older editions will be withdrawn.

	<ul style="list-style-type: none"><li>• <b>Title, author, publisher</b></li></ul>
<b>Core Text</b>	<ul style="list-style-type: none"><li>• Criminal Law, Elliott, C &amp; Quinn, F, Pearson</li></ul>
<b>Essential Reading</b>	<ul style="list-style-type: none"><li>• Criminal Law Statutes, Herring, J, Routledge</li><li>• Elliott &amp; Wood's Cases and Materials On Criminal Law, Allen, M and Cooper, S, Sweet &amp; Maxwell</li></ul>
<b>Recommended Reading</b>	<ul style="list-style-type: none"><li>• Criminal Law, Omerod, D &amp; Laird, K, OUP</li><li>• Unlocking Criminal Law, Martin, J &amp; Storey, T, Routledge</li><li>• Baker, D Glanville Williams Textbook of Criminal Law, Sweet &amp; Maxwell</li></ul>

### 11. Learning and Teaching methods

This module will be taught by means of a 1 hour lecture and 2 hour seminar for ten weeks.

**The lecture** is designed to provide an overall context and explanation of the particular topic, drawing out links to past and future areas of study. Lectures may be viewed live or online. Students may ask

## MODULE SPECIFICATION

questions, in real time if attending live or via electronic means if listening and watching online. It is envisaged that students will have completed introductory reading prior to experiencing the lecture.

**The seminar** is the forum in which students will typically contextualise their independent reading and study, alongside their learning from the lecture, in the context of realistic problem scenarios requiring the application of relevant law to factual disputes. Tutors will use a variety of techniques and pedagogic approaches in seminar delivery, including: tutor led discussion; group / team work; targeted and open questions; moots; debates; presentations (individual and group).

Activity	Notional Hours of Study
Lectures	12 (10+2 revision lectures)
Independent lecture preparation	20
Seminars	20
Independent seminar preparation	50
Group preparation (including use of online discussion forum)	10
Assessment preparation and completion (including formative assessment)	38 (35 hours individual preparation + 3 hour exam)
Total	150

### 12. Assessment methods.

This module will be assessed in two parts comprising:

Part A - objective testing of 1.5 hours duration (50%);

Part B - a more traditional exam of 1.5 hours duration, in which students will be required to answer 2 questions from a choice of 5 (50%).

Since the learning outcomes tested by each part overlap (see further detail below) an overall pass of 40% will be sufficient to pass the assessment.

### Rationale

This methodology reflects two key objectives: firstly, and most importantly, to assess that the learning outcomes set out above have been achieved by the students. Secondly, to align our assessment regime with that proposed by the Solicitors Regulation Authority for the new Solicitors Qualifying Exam.

According to the SRA's recent consultation paper, this assessment will use "Objective testing" to assess "Functioning legal knowledge", with the former defined as requiring "... a candidate to choose or provide a response to questions whose correct answer is predetermined. This might include multiple choice questions, matching questions, assertion/ reason questions or single best

## MODULE SPECIFICATION

answer.” They further state that “All assessments will be computer-based and will take place in timed conditions at secure assessment centres.”<sup>1</sup>

It is clear that the SRA does not intend objective testing to be a matter of mere recall, noting that the aim is to assess “candidates’ ability to draw on sufficient knowledge to practise effectively” and “the application of knowledge and legal processes...Questions will require candidates to identify relevant legal principles and apply them to factual issues to produce a solution which addresses a client’s needs.”<sup>2</sup>

The proposed assessment methodology, combining objective testing with an exam, we feel will combine an assessment of the outcomes of the SQE test with the broader skills outcomes for the module.

### 13. *Map of Module Learning Outcomes to Learning and Teaching Methods and methods of Assessment*

<b>Module learning outcome</b>		SS1	SS2	SS3	SS4	GTS1	GTS2
<b>Learning/ teaching method</b>	<b>Hours allocated</b>						
<b>Private Study</b>	108	X	X	X	X	X	X
<b>Group Study</b>	10		X	X			X
<b>Lecture</b>	12	X			X		
<b>Seminar</b>	20	X	X	X	X	X	X
<b>Assessment method</b>							
<i>Objective testing (in exam conditions)</i>		X	X		X		

<sup>1</sup> Consultation, Training for Tomorrow: assessing competence 7 December 2015 at page 58, available at: <http://www.sra.org.uk/sra/consultations/t4t-assessing-competence.page#download>

<sup>2</sup> Ibid.

## MODULE SPECIFICATION

<i>Exam</i>		X	X	X	X	X	X
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14. **The Collaborative Partner recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the Collaborative Partner’s disability/dyslexia student support service, and specialist support will be provided where needed.**

15. **Centre where module will be delivered:**

Pearson College London

**If the module is part of a programme in a Partner College or Validated Institution, please complete sections 17 and 18. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.**

16. **Partner College/Validated Institution:**

Pearson Business School, part of Pearson College

17. **University School responsible for the programme:**

Kent Law School

### FACULTIES SUPPORT OFFICE USE ONLY

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

Date approved	Major/minor revision	Start date of the delivery of revised version	Section revised	Impacts PLOs (Q6&7 cover sheet)