



Module Definition Form (MDF)

Module code: MOD009014	Version: 1 Date Amended: 02/Aug/2022
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1. Module Title
Lessons Learned: inquests, tribunals and truth

2a. Module Leader
Colleen Moore

2b. School
School of Humanities and Social Sciences

2c. Faculty
Faculty of Arts, Humanities, Education and Social Sciences

3a. Level
5

3b. Module Type
Standard (fine graded)

4a. Credits
15

4b. Study Hours
150

5. Restrictions			
Type	Module Code	Module Name	Condition
Pre-requisites:	None		
Co-requisites:	None		
Exclusions:	None		
Courses to which this module is restricted:	None		

LEARNING, TEACHING AND ASSESSMENT INFORMATION

6a. Module Description

Lessons Learned: inquests, tribunals and truth will introduce you to the notion that some of the important decisions and mindsets that govern our cultural and legal landscape can be based upon misunderstanding, prejudice, myths and lies, which remain concealed for many years. You will learn about key barriers to 'justice' and critically examine some controversial aspects of criminal justice system decision-making, and the media that represents it. You will draw upon a range of case studies to examine issues such as coroner's inquests, serious case reviews, international criminal tribunals and 'trial by media'. You will contrast decision-making from a position of power against the impact upon the disempowered; the contexts in which 'cover-ups' can be used to conceal evidence of wrong-doing, error, incompetence or other potentially embarrassing information through deception or omission.

In Lessons-Learned, you will examine cases through which narratives have been doctored, in order to pass blame and minimise the responsibility of institutions or individuals, including scapegoating, withholding information and whitewash. In addition, you will consider notions such as scandal, obstruction of justice, perjury and conspiracy; and their methods, such as denial, blame, intimidation and bribery.

Finally, you will evaluate mechanisms that have been implemented to safeguard justice, and whether lessons are learned effectively from past mistakes. Whilst tying together the themes of the module, you will consider typologies of cover-ups, barriers to justice, and the mechanisms that can dually serve to protect those in power, whilst seriously damaging public confidence.

6b. Outline Content

1. Cover-ups
2. Scandal
3. Abuse of power
4. Inquests
5. Tribunals
6. Decision-making in Criminal Justice
7. Evidence and Proof

6c. Key Texts/Literature

The reading list to support this module is available at: <https://readinglists.aru.ac.uk/>

6d. Specialist Learning Resources

None

7. Learning Outcomes (threshold standards)		
No.	Type	On successful completion of this module the student will be expected to be able to:
1	Knowledge and Understanding	Demonstrate knowledge of the administrative and judicial processes that exist to address the concealment of evidence, wrongdoing or incompetence through deception or omission.
2	Knowledge and Understanding	Show understanding of the contexts through which attempts to conceal information arises.
3	Intellectual, practical, affective and transferrable skills	Evaluate procedural responses misdeeds, breaches of trust or duty or a crime committed by people in positions of authority.
4	Intellectual, practical, affective and transferrable skills	Discern and discuss the main factors involved in building a case for tribunal, inquest or independent investigation and identify potential measures to implement lessons-learned in future practice.

8a. Module Occurrence to which this MDF Refers				
Year	Occurrence	Period	Location	Mode of Delivery
2026/7	ZZF	Template For Face To Face Learning Delivery		Face to Face

8b. Learning Activities for the above Module Occurrence			
Learning Activities	Hours	Learning Outcomes	Details of Duration, frequency and other comments
Lectures	11	1-3	Lecture, 1 hour x 11 weeks
Other teacher managed learning	11	1-4	Seminar, 1 hour x 11 weeks
Student managed learning	128	1-4	Student managed learning
TOTAL:	150		

9. Assessment for the above Module Occurrence

The assessment for some modules includes a presentation (see below for details on how this particular module is assessed). We recognise that presenting, especially to a large group, can cause significant anxiety or distress for some students. If this may affect you, please contact your Module Leader or the Disability and Neurodiversity Service as early as possible. We will work with you to consider appropriate reasonable adjustments. Depending on your individual needs, these might include, for example, presenting to a smaller group or presenting only to a member of academic staff.

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Coursework	1-2	0 (%)	Pass/Fail	100 (%)

Case Rationale - 500 words

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
011	Coursework	1-4	100 (%)	Fine Grade	30 (%)

Case Study Review - 2,000 words

In order to pass this module, students are required to achieve an overall mark of 40% (for modules at levels 3, 4, 5 and 6) or 50% (for modules at level 7*).

In addition, students are required to:

- (a) achieve the qualifying mark for each element of fine graded assessment as specified above
- (b) pass any pass/fail elements

[* the pass mark of 50% applies for all module occurrences from the academic year 2024/25 – see Section 3a of this MDF to check the level of the module and Section 8a of this MDF to check the academic year]