

<b>Title of the Module/Unit</b>	Introduction to Money Laundering, Terrorist Financing and Sanctions.
<b>Module/Unit Description</b> In this section kindly provide a brief description of the module	The aim of this module is to provide students with an understanding of what money laundering is and what forms of property can be laundered. This module also delves into the aspects of sanctions and why they are important.
<b>Learning Outcomes</b>  <b>Autonomy and Responsibility:</b> Collaborate, comply, deal with, ensure, be responsible for, carry out tasks, guide, supervise, monitor, authorise, manage, create, produce, represent, advise, negotiate, sell, etc.  <b>Knowledge and Understanding:</b> count, define, describe, draw, find, identify, label, list, match, name, quote, recall, recite, sequence, tell, write, etc.  (Example of learning outcome structure: Action Verb + Object + Context <i>Identify basic different range of glassware and state their use.</i> )	<b>Competences:</b>  At the end of the module/unit the learner will have acquired the responsibility and autonomy to: <ul style="list-style-type: none"> <li>a) Deal with which crimes which generate property that can be laundered.</li> <li>b) Use the information gathered from sources to identify sources of money laundering.</li> <li>c) Produce recommendations as to how terrorist financing differs from money laundering.</li> <li>d) Guide the use of the importance of sanctions.</li> </ul>
	<b>Knowledge:</b>  At the end of the module/unit the learner will have been exposed to the following: <ul style="list-style-type: none"> <li>a) Understand the basic concepts of money laundering.</li> <li>b) Understand the difference between terrorist financing and money laundering.</li> <li>c) Describe the importance of sanctions.</li> <li>d) Understand which sanctions lists should be used.</li> </ul>
	<b>Skills:</b>

<p><b>Applying Knowledge and Understanding:</b>  apply, practice, demonstrate, show, plan, design, operate, assemble, use, construct, prepare, create, compose, arrange</p> <p>(Example of learning outcome structure:  Action Verb + Object + Context  <i>Apply principles of good practice to dispense, supply and administer medicinal products and other activities in a pharmacy.</i>)</p>	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <ul style="list-style-type: none"> <li>a) Demonstrate the ability to show which crimes generate property that can be laundered.</li> <li>b) Show the difference between terrorist financing and money laundering.</li> <li>c) Able to undertake an analysis of a sanctions list.</li> <li>d) Demonstrate the importance of sanctions.</li> </ul>
	<p><b>Module-Specific Learner Skills</b>  <i>(Over and above those mentioned in Section B)</i></p> <p>At the end of the module/unit the learner will be able to</p> <ul style="list-style-type: none"> <li>a) Participate actively in sanctioning meetings.</li> </ul>
	<p><b>Module-Specific Digital Skills and Competences</b>  <i>(Over and above those mentioned in Section B)</i></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"> <li>a) Use appropriate research tools to be able to gain insightful knowledge with regards to money laundering.</li> </ul>