

University of the West of Scotland

Constitutional Law

Session:

Title of Module: Foundations of Rights			
Code: LAWW070XX	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: (European Credit Transfer Scheme)
School:	School of Business and Creative Industries		
Module Co-ordinator:	Dr Samuel White		
Summary of Module			
This module provides students with an introduction to and good grasp of the basics of human rights law and theory applicable to Scotland and the UK. Students undertaking this module will be introduced to the underlying legal theory of rights as well as to core UK human rights legislation (e.g. the Human Rights Act 1998) and relevant international law (e.g. the European Convention on Human Rights). It will offer students an opportunity to start thinking about the role of human rights within the Scottish legal system as well as considering the sources and nature of human rights as a phenomenon of legal theory. As a foundational module, this module will aid students in the development of skills necessary for studying law. Students will learn about good practice for file management, note-taking and studying and will learn how to find, interpret, use and reference sources of law individually and as part of a group. Finally, the module will provide an underpinning for a rights-focused approach to the study of law across multiple subject areas and SCQF levels. The module will adopt a blended means of delivery whereby students will be expected to attend lectures and participate in in-person workshops supplemented by a range of online teaching materials. Lectures (1 hour) and workshops (2 hours) will be delivered weekly covering all of the topics. Students are expected to prepare for the workshops through attendance at the relevant lecture and engagement with the online teaching materials. In the workshops students will engage in active learning through a range of problem-solving activities and engage in critical debate on the topics being explored			

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	Demonstrate ability to find and interpret sources of human rights law in Scotland and the UK.
L2	Demonstrate understanding aspects of legal theory appropriate to human rights.
L3	Demonstrate awareness of international instruments underpinning the domestic human rights framework in Scotland.
L4	Apply law from relevant domestic sources to questions of human rights.
L5	Utilise learning resources, including electronic resources, to acquire knowledge and understanding of the law.

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 7 Understanding the theory of rights in law. Understanding of the fundamental sources of human rights law in Scotland and the wider UK. Understanding of the international nature of human rights treaties as sources of human rights in the UK.
Practice: Applied Knowledge and Understanding	SCQF Level 7 Identifying and applying primary and secondary sources of human rights law to legal questions. Demonstrating knowledge of a range of major concepts, values, principles

	related to the theory and practice of human rights.	
Generic Cognitive skills	SCQF Level 7 Using basic and routine legal skills, techniques, practices and materials. Practicing these in both routine and non-routine contexts	
Communication, ICT and Numeracy Skills	SCQF Level 7 Utilising a wide range of skills, including the use of information and communications technology, for the gathering, basic analysis and presentation of routine legal information, ideas and concepts. Conveying complex ideas in well-structured and coherent form. Using a range of forms of communication effectively in both familiar and new contexts.	
Autonomy, Accountability and Working with others	SCQF Level 7 Exercising initiative and independence in carrying out defined activities independently or as part of a team under guidance. Identifying, reflecting upon and addressing personal learning needs	
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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	12

Tutorial/Synchronous Support Activity	24
Independent Study	164
	Hours Total 200
**Indicative Resources: (eg. Core text, journals, internet access)	
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Murdoch, J. L., <i>'Reed and Murdoch: Human Rights Law in Scotland'</i> (Fifth Edition) Bloomsbury Professional (2024) Freeman, M., <i>'Human Rights (Key Concepts)'</i> (Fourth Edition) Polity (2022) 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: Attendance at lectures and workshops	
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. Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..	
(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	AFL
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	AFL
Moderator	Joanna Wilson
External Examiner	TBC
Accreditation Details	Seeking accreditation from the Law Society of Scotland
Changes/Version Number	1

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 Legal Research Task 30%

Assessment 2 In-person Written Examination 70%

(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
Research Task	x	x		x	x	30	0

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
Exam		x	x	x	x	70	2
Combined Total for All Components						100%	2 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)