Module Descriptor

Title	Tribunal Skills		
Session	2026/27	**Status**	Approved
Code	LAWW09031	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Mhairi Campbell		

Summary of Module

This module will run for 12 weeks with the aim of introducing to the Social Security Appeal process and system in the UK. Students will be given the opportunity to prepare a mandatory consideration for a case study and provide representation at a mock Tribunal hearing for the disability benefit Personal Independent Payment. This module will provide students with practical legal advocacy skills which they can further develop after studying.
This module will cover the key topics:

- Introduction to Personal Independent Payment benefit
- Challenging and appealing decisions
- Collecting evidence
- Planning legal arguments
- Preparing a submission for the tribunal hearing Tribunal practice and procedure
- Participation in the Mock Tribunal hearing

Throughout the module.

- Students will acquire knowledge of the basic tenets of successful advocacy.

- Students will develop several key transferable skills, including independent research; critical analysis; and oral and written contentious debate and presentation, in the context of welfare law, emphasising the use of primary sources.

- Student employability will be enhanced by the development of these skills, especially in relation to students who wish to pursue a career involving litigation, court advocacy, diplomacy or Welfare Rights.

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate an understanding of the basic tenets of Tribunal advocacy
L2	Construct a convincing legal argument on a contentious issue, using focused legal research and syllogistic analysis to support the submissions.
L3	Present oral submissions in the style of a representative in a Social Security Tribunal hearing.
L4	
L5	

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 9** Demonstrate and/or work with: A critical understanding of a range of the principles, principal theories, concepts and terminology relevant to Social Security Law.
Practice: Applied Knowledge and Understanding	**SCQF 9** Apply knowledge, skills and understanding: In using a range of the principal professional skills, techniques, practices and/or materials associated with Social Security Law.
Generic Cognitive skills	**SCQF 9**

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues in Social Security Law and the appeal process. Identify and analyse routine professional problems and issues.
Communication, ICT and Numeracy Skills	**SCQF 9** Use a wide range of routine skills and some advanced and specialised skills in support of established practices in Social Security Law, for example: Present or convey, formally and informally, information on standard/mainstream topics in Social Security Law to a range of audiences. Use a range of ICT applications to support and enhance work.
Autonomy, Accountability and Working with Others	**SCQF 9** Exercise autonomy and initiative in some activities at a professional level in practice or in Social Security Law. Practise in ways that show awareness of own and others' roles and responsibilities.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

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** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial / Synchronous Support Activity	24
Asynchronous Class Activity	12
Independent Study	164
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

CPAG Winning your benefit appeal – What you need to know (5th edition, CPAG) CPAG Personal Independence Payment: What you need to know (4th edition, CPAG) Neil Bateman Practising Welfare Rights (Routledge, 2005)
(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:** In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure. Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: Attendance at all timetabled tutorials, engagement with activities outlined on the VLE (including watching the video lectures) and submission of the assessment.

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. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.
(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	**Accounting, Finance & Law**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Accounting, Finance & Law
Moderator	S White

External Examiner	KA Cannon
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☐ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Case Study for Mandatory Reconsideration worth 30%
Assessment 2
Mock Tribunal hearing worth 70%
Assessment 3
(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.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☒	☒	☐	☐	☐	30	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☒	☒	☒	☐	☐	70	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**
