

## University of the West of Scotland

### Public Law

**Session: 2324**

<b>Title of Module:</b> Avoid using exceptionally long titles (over 45 characters) as this can cause titles to cut off in Banner)Click or tap here to enter text.			
<b>Code: LAWW07206</b>	<b>SCQF Level: 7 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: (European Credit Transfer Scheme)</b>
<b>School:</b>	School of BCI		
<b>Module Co-ordinator:</b>	DMcFadzean		
<b>Summary of Module</b>			
<p>Public Law aims to give students a detailed knowledge of key aspects of constitutional law within the United Kingdom. The module begins with an examination of different types of constitutions and the distinction between legal rules, non-legal rules, and other sources. The relationship between the legislature, the executive, and the judiciary is also examined. From here, the fundamental doctrines of the constitution are examined alongside the role of the judiciary within the constitution. Students will then move on to examine the role and powers of both the Westminster and Holyrood Parliaments. From here there is an examination of the role of the Monarch and the prerogative within the constitution. The relationship between central and local government is then explored in some detail with an introduction to local government law. The important constitutional remedy of judicial review is also introduced to students. Finally, some basic international aspects of the UK constitution are examined.</p> <p>To give students a thorough understanding of constitutional law within the United Kingdom.</p> <p>To understand the nature of the devolution settlement within the United Kingdom and multi-layered constitutionalism.</p> <p>To give students an understanding of the role of the Monarchy within UK constitutional law.</p> <p>To understand the nature of the relationship between central and local government.</p> <p>To introduce students to basic concepts of local government law.</p> <p>To introduce students to the concept of judicial review</p> <p>To understand and apply complex doctrines of the constitution to constitutional issues.</p>			

To understand the function, powers and role of the legislatures within the United Kingdom.

To be knowledgeable of parliamentary process, procedure and able to understand the origins of legislation.

### Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

### Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 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 knowledge of the sources and doctrines of the UK constitution and how these affect its operation.
L2	Understand the relationship between the United Kingdom Government, the Scottish Government, and other aspects of the devolution settlement.
L3	Understand the legislative processes of the legislatures within the United Kingdom.
L4	Utilise learning resources, including electronic resources, to acquire knowledge and understanding of the law
L5	Apply legal principles to propose solutions relating to constitutional law problems.

### Employability Skills and Personal Development Planning (PDP) Skills

<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:	
Knowledge and Understanding (K and U)	<p><b>SCQF Level</b> Choose an item.</p> <p>Understanding of the UK constitution.  Understanding of the role and powers of the UK and Scottish Parliaments, and their respective relationship.  Understanding of the role of the Monarchy within UK constitutiona law, and the scope and function of the prerogative powers.  Understand the relationship between central and local government and the source and function of local government powers in the UK.  Demonstrate an awareness of judicial review as a means of controlling abuse of power.  Understand the nature and role of international law in relation to the UK constitution. Demonstrating an awareness of the evolving nature of Scots public law. Understanding the nature of the legislative process within the United Kingdom.</p>	
Practice: Applied Knowledge and Understanding	<p><b>SCQF Level 7</b></p> <p>Demonstrating knowledge of a range of major concepts, values, principles and rules of Public Law.</p> <p>Identifying and using primary and secondary legal sources.</p>	
Generic Cognitive skills	<p><b>SCQF Level 7</b></p> <p>Using basic and routine legal skills, techniques, practices and materials. Practicing these in both routine and non-routine context</p>	
Communication , ICT and Numeracy Skills	<p><b>SCQF Level 7</b></p> <p>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</p>	
Autonomy, Accountability and Working with others	<p><b>SCQF Level 7</b></p> <p>Exercising initiative and independence in carrying out defined activities independently or as part of a team under guidance.</p> <p>Identifying, reflecting upon and addressing personal learning needs</p>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<b>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.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	12
Independent Study	164
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>McFadzean, D &amp; McFadden, J, Public Law (2nd Ed, EUP, 2016)*</p> <p>Bradley, A &amp; Ewing, K, Constitutional and Administrative Law (17th ed, Pearson, 2018)* Reid, P, Public Law (3rd Ed, Sweet &amp; Maxwell, 2015)*</p> <p>McFadden, Local Government Law in Scotland (2nd Ed, Bloomsbury, 2008)*</p> <p>McFadden, J &amp; Lazarowicz, M, The Scottish Parliament: An Introduction (5th Ed, Bloomsbury 2018)*</p> <p>Click or tap here to enter text.</p>	

Click or tap here to enter text.

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**

<b>Divisional Programme Board</b>	AFL
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

<b>School Assessment Board</b>	AFL
<b>Moderator</b>	MCampbell
<b>External Examiner</b>	Format: First initial + Surname. No titles. Please only enter if examiner has been approved for this module.
<b>Accreditation Details</b>	e.g. ACCA <a href="#">Click or tap here to enter text.</a>
<b>Changes/Version Number</b>	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 Critical Essay 50%

Assessment 2 Oral Presentation 50%

Assessment 3 – **Free Text**

(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)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Essay	x	x	x	x	x	50	3

<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Oral	x	x	x	x	x	50	3

<b>Component 3</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
<b>Combined Total for All Components</b>						<b>100%</b>	<b>XX hours</b>

**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
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)