**University of the West of Scotland**

**Module Descriptor**

**Session: 2023/24**

| Title of Module: Contemporary Legal Issues 2 | | | |
|---|---|---|---|
| **Code:**<br><br>**LAWW08024** | **SCQF Level: 8 (Scottish Credit and Qualifications Framework)** | **Credit Points: 20** | **ECTS: 10 (European Credit Transfer Scheme)** |
| **School:** | School of Business and Creative Industries | | |
| **Module Co-ordinator:** | Dr Joanna Wilson | | |

| Summary of Module |
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| This module allows students the opportunity to explore, in depth, one contemporary issue in the law. The module is intended to help students develop legal research, legal writing, and critical thinking skills. The module can be delivered in any term and can be adapted to meet credit deficit to enable students to progress with their studies where otherwise they would have been prevented from doing so. The student will work with a member of staff to design an assessment to meet their particular needs and interests and will work independently, with some limited supervision, to deliver their chosen project.<br><br>At SCQF Level 8 the student will be expected to deliver a piece of written work of 2500 words in length. |

| 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: | |
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| L1 | Demonstrate, by means of written work, knowledge and understanding of an issue current in the law to be agreed with staff |
| L2 | Demonstrate an ability to engage with academic and legal discourse on the chosen subject |
| L3 | Demonstrate an ability to construct a convincing, written, argument paying attention to primary and secondary legal sources |
| L4 | Make effective use of library and electronic resources to acquire specialist legal information with minimal supervision |
| | Click or tap here to enter text. |

| 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 **8** Understanding concepts in a chosen area of law Demonstrating an awareness of any controversies in a chosen area of law Understanding the development of a chosen area of law |
| Practice: Applied Knowledge and Understanding | SCQF Level **8** Using professional level legal skills, techniques, practices and materials to give reasoned opinions. Bringing together information from a variety of sources, including textbooks, case law and legislation Practicing these in relation to professional level issues. |
| Generic Cognitive skills | SCQF Level **8** |

| | Critically analysing and evaluating complex legal concepts and information; Evaluating evidence based solutions/responses to defined and/or routine legal problems<br>Using a range of approaches to formulate evidence-based solutions in contexts where the scope of the task and the criteria for decisions are well-defined. | |
|---|---|---|
| Communication, ICT and Numeracy Skills | SCQF Level **8**<br><br>Using a range of routine legal skills and techniques in complex situations<br><br>developing the ability to construct a convincing legal argument using primary and secondary legal sources | |
| Autonomy, Accountability and Working with others | SCQF Level **8**<br><br>Exercising autonomy and initiative in some activities with appropriate guidance Systematically identifying, reflecting upon and addressing personal learning needs in current areas | |
| **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**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Normally totalling 200 hours):<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Lecture/Core Content Delivery | 4 |

| Tutorial/Synchronous Support Activity | 10 |
|---|---|
| Independent Study | 186 |
| | 200 Hours Total |

## **Indicative Resources: (eg. Core text, journals, internet access)

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

M Salter and J Mason Writing Law Dissertations (2007 Longman)

L Webley Legal Writing (4th edition, 2016, Routledge)

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:

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 and participation in the weekly two hour workshops, engagement with asynchronous activities/readings/preparation on the VLE, submission of the assessments.

## 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** | Accounting, Finance and Law |
| **Assessment Results (Pass/Fail)** | Yes ☐ No ☒ |
| **School Assessment Board** | BCI |
| **Moderator** | Dr Susannah Paul |
| **External Examiner** | TBC |
| **Accreditation Details** | n/a |
| **Changes/Version Number** | Unknown |

| **Assessment: (also refer to Assessment Outcomes Grids below)** |
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| 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. |
| Component 1 – Essay worth 100% |
| (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) | Weighting (%) of Assessment Element | Timetabled Contact Hours | |
| Essay | X | X | X | | 100 | 0 | |
| | | | | Combined Total for All Components | 100% | 0 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)**