University of the West of Scotland

Module Descriptor

Session: 2023-2024

Title of Module: Consumers and the Law			
Code: LAWW08025	**SCQF Level: 8 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Business & Creative Industries		
Module Co-ordinator:	Mhairi Campbell		

Summary of Module
This module will provide an opportunity for students to learn in depth understanding of issues of Consumer Law in the UK.

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Consumers and the Law module will be delivered over 12 weeks giving students the opportunity to gain a thorough knowledge of the modern legal rights which pertain to consumers in relation to the acquisition of services of goods.

This module will be split into six main topics which you will be examining these include;

Acquiring goods and services/digital content,

Product safety,

Consumer protection and the public sector, Buying on credit and Unfair contractual terms, Control of trading practices and

Consumer redress and enforcement.

The modules aim is to provide students with a comprehensive understanding of the laws relating to goods, services, and digital content and is designed that you will find useful out with the classroom. For example, having gained the knowledge on the rights surrounding consumer protection, you are able to successfully seek redress and have a defective product replaced or repaired. This module is also beneficial to students who wish to undertake a career in providing advice and assistance to members of the public.

Investigate, analyse and evaluate areas of consumer law.

Make effective use of library and electronic resources to acquire legal material.

Analyse practical case studies in terms of relevant legal principle, to reach practical conclusions.

Engage in critical discourse in relation to relevant legal issue

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	Evaluate the effectiveness of consumer protection rights pertaining to the Sale of Goods.
L2	Understand the legal principles surrounding consumer law in Scotland.
L3	Analyse and interpret the case law and relevant legislation relating formation of consumer credit agreement.
L4	Utilise learning resources, including online electronic resources to acquire understanding of the law.
L5	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** Demonstrate a broad knowledge and understanding of the evolution of consumer law, in particular in relation to the area of sale of goods and the legal principles pertaining to Consumer Rights and protection, including a knowledge of current developments and an awareness of the continuing development of these areas of law.
Practice: Applied Knowledge and Understanding	SCQF Level **8** Interpreting and explaining complex legal concepts. Retrieving, interpreting and manipulating primary and secondary information from a variety of sources including electronic sources
Generic Cognitive skills	SCQF Level **8** Giving reasoned opinions, identifying flaws in arguments and discriminating between the legally relevant and irrelevant. Bringing together information from a variety of sources, including academic research publications
Communication, ICT and Numeracy Skills	SCQF Level **8** Communicating effectively and appropriately in speech and writing. Interpreting complex primary materials. Making effective use of information retrieval systems and use information technology applications to present documents in an appropriate form.
Autonomy, Accountability and Working with others	SCQF Level **8** Working effectively, together with others in groups or teams, taking a leadership role where appropriate. Systematically identifying and addressing their own learning needs both in current and in new areas, making use of research primary legal source materials as appropriate. Exercising autonomy and initiative in some activities with appropriate guidance.

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
Asynchronous Class Activity	30
Independent Study	134
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	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: Ervine, Consumer Law in Scotland, 5th ed., W Green, (2015) Black, Business Law in Scotland, 3rd ed., W Green,(2015) Davidson & McGregor, Commercial Law in Scotland, 4th ed., W Green, (2016) 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:

Free Text – to add detail

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	Accounting, Finance and Law
Moderator	Dr Samuel White
External Examiner	To be confirmed
Accreditation Details	Not applicable
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 – Online class test 20%

Assessment 2 – Online class test 20%

Assessment 3 – Problem solving essay 60%

(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
Class test (written)	✓					20	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
Class test (written)		✓	✓			20	0

Component 3							
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
Case study	✓	✓	✓	✓		60	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)