

## University of the West of Scotland

## Module Descriptor

Session: 2023/24

<b>Title of Module: Scots Private Law 4: Family</b>			
<b>Code:</b> LAWW08027	<b>SCQF Level: 8</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points:</b> 20	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Business and Creative Industries		
<b>Module Co-ordinator:</b>	Dr Joanna Wilson		
<b>Summary of Module</b>			
<p>This module will explore contemporary Scots family law while placing these laws in their wider UK and global perspective when appropriate. It is intended that the module will give a broad overview of this complex area of law. In this module we will be considering the various relationships which make up families and the legal obligations arising from such relationships. We will be examining the parent/child relationship, the spousal relationship and relationships between civil partners and cohabitants. Specifically we will be considering:</p> <p>The module will adopt a blended means of delivery whereby students will be expected to watch pre-recorded video lectures in their own time prior to attending face-to-face tutorials. Tutorials will be delivered weekly covering all of the topics. Students are expected to prepare for the workshops through watching the relevant video lectures and completing the required reading. In the workshops students will then, in groups and individually, complete various problem solving activities and engage in critical debate on the topics being explored.</p> <p>the acquisition of legal personality and children's rights and capacities to make decisions; the laws determining parentage, and parental rights/responsibilities; international aspects of family law, for example the enforceability of court decisions in other jurisdictions marriage, civil partnership, and cohabitation, and their legal obligations; the end of relationships, including division of property, the occupation of the matrimonial home and financial provision.</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>						
The module will <b>normally</b> 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

<b>Term(s) for Module Delivery</b>					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>

<b>Learning Outcomes: (maximum of 5 statements)</b> <b>These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.</b> At the end of this module the student will be able to:	
L1	Demonstrate knowledge of the law in relation to the acquisition of legal personality
L2	Demonstrate knowledge and understanding of Scots Family Law in relation to adult relationships, including the formation, consequences of, and termination of these relationships.
L3	Demonstrate knowledge and understanding of Scots Family Law in relation to the parent/child relationship, including the formation, consequences of, and termination of these relationships
L4	Demonstrate knowledge and understanding of key international conventions and their impact on Scots Family Law.
L5	Identify and apply principles to analyse legal issues and propose solutions to legal problems which arise in relation to Family Law.
<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<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 8</b></p> <p>Understanding concepts of Scots family law          Demonstrating an awareness of the development of Scots family law          Understanding the relevance of other laws from other jurisdictions</p>	
Practice: Applied Knowledge and Understanding	<p><b>SCQF Level 8</b></p> <p>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</p> <p>Practicing these in relation to professional level problems and issues.</p>	
Generic Cognitive skills	<p><b>SCQF Level 8</b></p> <p>Critically analysing and evaluating complex legal concepts and information; Evaluating evidence based solutions/responses to defined and/or routine legal problems          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.</p>	
Communication, ICT and Numeracy Skills	<p><b>SCQF Level 8</b></p> <p>Application of numerical skills to determine financial provision on divorce          Using a range of routine legal skills and techniques in complex situations</p>	
Autonomy, Accountability and Working with others	<p><b>SCQF Level 8</b></p> <p>Exercising autonomy and initiative in some activities with appropriate guidance          Systematically identifying, reflecting upon and addressing personal learning needs in current areas</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	12
Tutorial/Synchronous Support Activity	24
Independent Study	164
	200 Hours Total
<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>K Macfarlane Thomson's Family Law in Scotland (Bloomsbury Publishing, 2022)</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p>	
(**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)	
<b>Attendance and Engagement Requirements</b>	
<p>In line with the <a href="#">Student Attendance and Engagement Procedure</a>: 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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p>	

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

<b>Divisional Programme Board</b>	Accounting, Finance and Law
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	BCI
<b>Moderator</b>	Dr Susannah Paul
<b>External Examiner</b>	K A Canon
<b>Accreditation Details</b>	n/a
<b>Changes/Version Number</b>	Unknown

### 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.](#)

Component 1 – Class Test 1 worth 15%

Component 2 – Class Test 2 worth 15%

Component 3 – Case Study worth 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)**

<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>
Class Test 1	X		X			15	0

<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>
Class Test 2		X		X		15	0

<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>
Case Study	X	X	X	X	X	70	0
<b>Combined Total for All Components</b>						<b>100%</b>	<b>0 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)