

University of the West of Scotland

Module Descriptor

Session: 2023-2024

Title of Module: Welfare Rights			
Code: LAWW08028	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			
<p>This module will be delivered over 12 weeks aiming to introduce students to the legal developments of the Welfare State and the benefit provisions within the UK, with an emphasis on key radical change for citizens. There will be an explanation of specific credits and benefits available to citizens which will be analysed alongside the recent upheaval of the social security system. Throughout the module there will be an exploration of access to justice implications in relation to Welfare Rights concerns.</p> <p>The module will cover the following key topics:</p> <p>Welfare Law History</p> <p>Development of the legal Institutions in the creation of the Welfare State</p> <p>Tribunals and Courts</p> <p>Universal Credit: Creation and Policy Means Test: Law and Policy</p> <p>Transitional benefits</p> <p>How people with illness and disabilities have been treated within Welfare Law</p> <p>Social Security Devolved Powers to Scotland</p> <ul style="list-style-type: none"> ▪ To provide an understanding of selected areas of Welfare Law in the UK ▪ To allow students to engage in contemporary debates surrounding Welfare Rights and Access to Justice. ▪ To enable students to develop their knowledge and awareness of current Welfare Rights issues 			
Module Delivery Method			

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<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	To demonstrate an understanding of the legal principles underpinning Welfare Law and Policy.
L2	Critically evaluate debates applying to the welfare system and access to justice.
L3	Explain and analyse the legal structures of specific benefits within the Welfare System.
L4	Independently utilise learning resources, including electronic resources, to acquire knowledge and understanding of Welfare 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 Understanding concepts of Welfare law

	Demonstrating an awareness of the development of the Welfare State and Law. Understanding the relevance of other laws from other jurisdictions where appropriate	
Practice: Applied Knowledge and Understanding	<p>SCQF Level 8</p> <p>Using professional level legal skills, techniques, practices and materials to give reasoned opinions.</p> <p>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>SCQF Level 8</p> <p>Critically analysing and evaluating complex legal concepts and information; Evaluating evidence based solutions/responses to defined and/or routine legal problems</p> <p>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>SCQF Level 8</p> <p>Using a range of routine legal skills and techniques in complex situations</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 8</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>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: LAWW07017 LAWW07019 LAWW07020	Module Title: Legal Systems Public Law I Public Law II
	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)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Jane Millar and Roy Sainsbury, Understanding social security (3rd edn, Policy Press, 2018)</p> <p>Child Poverty Action Group, Welfare Benefits and Tax Credits Handbook 2022/23 (24th Edition, 2022, CPAG)</p> <p>Department of Work and Pensions https://www.gov.uk/government/organisations/department-for-work-pensions</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)

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 <input type="checkbox"/> No <input checked="" type="checkbox"/>
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 – Group Presentation 20%

Assessment 2 – Critical Essay 80%

(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
Presentation	✓	✓	✓			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
Essay	✓	✓	✓	✓		80	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
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)