University of the West of Scotland

Contemporary Legal Issues 3

Session: 2324

Title of Module: 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.			
Code: LAWW09029	**SCQF Level: 9 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: (European Credit Transfer Scheme)**
School:	School of BCI		
Module Co-ordinator:	D McFadzean		

Summary of Module
The purpose of this module is to enable students to develop their critical writing skills ahead of the Dissertation module in Honours year. In addition, students who opt not to enter Honours year will have gained experience in completing a substantial piece of independent written work thus enhancing their employability skills. Students will, following initial discussions with a member of staff, select a legal topic on which to write a 3,000 word critical essay. The choice of essay is largely to be determined by the student and staff input is solely around aiding the student to clarify the topic of their project. Students will then work independently on their essay however support will be available on general writing skills such as structure, clarity of thought and writing etc. Students will be expected to also produce a reflection on their experiences of working independently.

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	work independently to produce a substantial piece of written work
L2	clearly communicate complex legal arguments in writing
L3	critically analyse a chosen legal topic
L4	utilise industry standard referencing systems and industry standard databases to find source material
L5	. reflect on experiences of working independently including identifying and addressing challenges faced

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 **9** Demonstrating in-depth study of a topic of the student's own choosing.
Practice: Applied Knowledge and Understanding	SCQF Level **9** Using knowledge and understanding of the law, and legal skills, to critically evaluate and formulate evidence-based arguments in an area of law of the student's own choosing. Interpreting and explaining legal concepts. Retrieving, interpreting, and manipulating primary and secondary legal information from a variety of sources including electronic sources.
Generic Cognitive skills	SCQF Level **9** Bringing together information from a variety of sources, including academic research publications. Making critical judgments of the merits of particular arguments, presenting and making a reasoned choice between alternative solutions.
Communication, ICT and Numeracy Skills	SCQF Level **9** Communicating effectively and appropriately in writing. Interpreting complex primary and

	secondary legal materials. Making effective use of legal information retrieval systems nad using information technology applications to present legal information in an appropriate form.
Autonomy, Accountability and Working with others	**SCQF Level 9** Exercising and applying appropriate learning and research skills with minimum supervision. Working effectively on one's own. Systematically identifying and addressing one's own learning needs in the context of the project being undertaken.

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	8
Tutorial/Synchronous Support Activity	12
Asynchronous Class Activity	12
Independent Study	168
Choose an item.	
Choose an item.	
Choose an item.	

Choose an item.	
Choose an item.	
	Hours Total 200

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

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

L Webley 'Legal Writing' (Routledge, London, 2016)

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

Click or tap here to enter text.

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 mandatory workshops plus submission of progress report.

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	AFL
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	AFL
Moderator	MCampbell
External Examiner	Format: First initial + Surname. No titles. Please only enter if examiner has been approved for this module.
Accreditation Details	e.g. ACCA Click or tap here to enter text.
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 Critical Essay 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.)

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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
Essay	x	x	x	x	x	100	12