

University of the West of Scotland

Module Descriptor

Session: 2023-2024

Title of Module: Tribunal Skills			
Code: LAWW09031	SCQF Level: 9 (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 run for 12 weeks with the aim of introducing to the Social Security Appeal process and system in the UK. Students will be given the opportunity to prepare a mandatory consideration for a case study and provide representation at a mock Tribunal hearing for the disability benefit Personal Independent Payment. This module will provide students with practical legal advocacy skills.</p> <p>This module will cover the key topics:</p> <p>Introduction to Personal Independent Payment benefit</p> <p>Challenging and appealing decisions</p> <p>Collecting evidence</p> <p>Planning legal arguments</p> <p>Preparing a submission for the tribunal hearing</p> <p>Tribunal practice and procedure</p> <p>Participation in the Mock Tribunal hearing</p> <ul style="list-style-type: none">▪ Students will acquire knowledge of the basic tenets of successful advocacy.▪ Students will develop several key transferable skills, including independent research; critical analysis; and oral and written contentious debate and presentation, in the context of welfare law, emphasising the use of primary sources.▪ Student employability will be enhanced by the development of these skills, especially in relation to students who wish to pursue a career involving litigation, court advocacy, diplomacy or Welfare Rights.			

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	Demonstrate an understanding of the basic tenets of Tribunal advocacy.
L2	Construct a convincing legal argument on a contentious issue, using focused legal research and syllogistic analysis to support the submissions.
L3	Present oral submissions in the style of a representative in a Social Security Tribunal hearing.
L4	Click or tap here to enter text.
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 9 Understanding the main principles of social security appeal process; Identifying, analysing and putting into context current case law for disability benefits.

Practice: Applied Knowledge and Understanding	<p>SCQF Level 9</p> <p>Interpreting and explaining legal concepts;</p> <p>Retrieving, interpreting and manipulating primary and secondary information from a variety of sources including electronic sources</p>	
Generic Cognitive skills	<p>SCQF Level 9</p> <p>Giving reasoned opinions, identifying flaws in arguments and discriminating between the legally relevant and irrelevant.</p> <p>Bringing together information from a variety of primary and secondary legal sources.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 9</p> <p>Communicating effectively and appropriately in speech and writing; Interpreting complex primary legal materials. Making effective use of information retrieval systems and using information technology applications to present documents in an appropriate form.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 9</p> <p>Exercising and applying appropriate learning and research skills with minimum supervision.</p>	
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.	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours</p>

	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:

CPAG Winning your benefit appeal – What you need to know (4th edition, CPAG)

CPAG Personal Independence Payment: What you need to know (3rd edition, CPAG)

Neil Bateman Practising Welfare Rights (Routledge, 2005)

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:

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	Kelly Ann Canon
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 – Case study for mandatory reconsideration worth 20%

Assessment 2 – Mock Tribunal hearing worth 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
Case study	✓	✓				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
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral	✓	✓	✓			80	0

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)