

University of the West of Scotland

Contemporary Legal Issues 4

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: LAWW10014	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: (European Credit Transfer Scheme)
School:	School of BCI		
Module Co-ordinator:	DMcFadzean		
Summary of Module			
<p>This module allows students the opportunity to explore, in depth, one contemporary issue in the law. The module will be delivered in one day conference format whereby each member of the law staff will deliver a presentation on a current issue in law. It is anticipated that the presentations will change each year based on staff members' research and teaching expertise and contemporary debates in law but may include areas such as medical law, internet law, corporate law, public law, family law and human rights. Students then choose which topic they wish to explore in more depth and produce one piece of written work on the topic of their choice. The written work will be 4000 words in length.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	Term 2	<input checked="" 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, by means of written work, detailed knowledge and understanding of a contemporary issue in law.
L2	Construct a written critical analysis of a contemporary issue in law engaging with academic and legal discourse.
L3	Make effective use of library and electronic resources to acquire specialist legal information.
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 Choose an item. Understanding how law responds to new demands and challenges; Evaluating the law's response to demands and challenges.
Practice: Applied Knowledge and Understanding	SCQF Level Choose an item. 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 Choose an item. Giving reasoned opinions, identifying flaws in arguments and discriminating between legally relevant in irrelevant information;

	Bringing together information from a variety of sources, including academic research publications.	
Communication, ICT and Numeracy Skills	<p>SCQF Level Choose an item.</p> <p>Communicating effectively in writing;</p> <p>Interpreting complex primary and secondary legal sources;</p> <p>Making effective use of information retrieval systems and use information technology applications to present documents in an appropriate form.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level Choose an item.</p> <p>Working effectively on one's own and taking responsibility for the delivery of one's own work;</p> <p>Systematically identifying and addressing their own learning needs both in current and in new areas.</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 and hours spent on other learning activities)</p>
Tutorial/Synchronous Support Activity	7
Independent Study	193

Choose an item.	
Choose an item.	
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)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>There are no core texts for this module due to the nature of the module. Indicative reading for each topic being presented will be provided on Aula.</p> <p>Click or tap here to enter text.</p> <p>Click or tap here to enter text.</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>	
<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)</p>	
Attendance and Engagement Requirements	
<p>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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p>	

Attending the initial topic presentations

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 <input type="checkbox"/> No <input checked="" type="checkbox"/>
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 Criticala Essay 100%
Assessment 2 – Free Text
Assessment 3 – Free Text
(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
Essay	x	x	x			100	7

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

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%	XX 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)