University of the West of Scotland

Scottish Administrative Law

Session: 2324

Title of Module: Scottish Administrative Law			
Code: LAWW10020	**SCQF Level: 10 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: (European Credit Transfer Scheme)**
School:	School of Business & Creative Industries		
Module Co-ordinator:	D McFadzean		

Summary of Module
Scottish Administrative Law begins with an introduction and revision lecture covering the rudimentary constitutional law principles and theories which underpin administrative law within the United Kingdom. Thereafter, the module is based upon seminars, presentations, discussion and debate surrounding topical issues in administrative law within Scotland, the United Kingdom, and the wider European Union. The module examines the practical and theoretical research which surrounds various issues. The prescribed seminar topics examine issues which include the Scottish Parliament, judicial review and procedure, the rules of natural justice, the role and powers of Ombudsmen within the public sector, the tribunal system, and citizens' rights.
To introduce students to the complexities of administrative law within Scotland and the wider United Kingdom.
To allow students to understand the relationship between admisitrative law and the assertion of citizens' rights.
To introduce students to the European context of administrative law within Scotland and the wider United Kingdom.
To introduce students to the practical and theoretical research surrounding the operation of administrative law.
To understand the complexities of judicial review within Scotland.
To enable students to underatke oral and written assessments which create skills sets necessary for work in the public sector.

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	Investigate, analyse and evaluate administrative law concepts as they develop within the jurisprudence of Scots law.
L2	Make effective use of library and electronic resources to acquire legal information.
L3	Analyse problems in terms of legal concepts and apply legal principles to propose solutions.
L4	Engage in discourse on administrative law issues.
L5	Demonstrate a range of academic and professional skils required for successful employment within the public sector.

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:

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Knowledge and Understanding (K and U)	SCQF Level **10** Understanding of the ways in which administrative law has developed. Understanding administrative law issues and maintaining the currency of the subject knowledge. Evaluating the effectiveness of administrative law in relation to its defined purposes.	
Practice: Applied Knowledge and Understanding	SCQF Level **10** 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 **10** Giving reasoned opinions, identifying flaws in arguments and discriminating between the legally relevant and irrelevant. Bringing together information from a variety of sources, including academic research and publications.	
Communication, ICT and Numeracy Skills	SCQF Level **10** Communicating effectively and appropriately in speech and writing. Interpreting complex primary materials. Making effective use of information retrieval systems and use information technology applications to present documents in appropriate form.	
Autonomy, Accountability and Working with others	SCQF Level **10** Working effectively, together with others in groups or teams, taking a leadership role weher appropriate. Systematically identifying and addressing their own learning needs both in current and in new areas.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:LAWW07026	**Module Title: Public Law**
	Other:	Suitable introductory module in Scots Law covering elements of constitutional law. The suitability of any such module will be determined by the module co- ordinator in consultation with the Programme Leader.
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	24
Tutorial/Synchronous Support Activity	12
Independent Study	164
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)	

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

Wade & Forsyth, Administrative Law, (11th Ed, OUP, 2014)*
McFadzean & McFadden, Administrative Law, (DUP, 2006)*
McFadden & Lazarowicz, The Scottish Parliament:An Introduction, (5th Ed, Bloomsbury, 2018)* O'Neill, Judicial Review: A Practitioner's Guide, (Butterworths, 1999)
Blair, Scots Administrative Law: Cases and Materials (W.Green, 1999)
Finch & Ashton, Administrative Law in Scotland, (W.Green, 1997)

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 lectures and workshops.

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 1Critical Essay
Assessment 2
Assessment 3
(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	x	x	100	16

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)