

University of the West of Scotland

Module Descriptor

Session:

Title of Module: Advanced Public Law			
Code: LAWW10010	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business and Creative Industries		
Module Co-ordinator:	Dr Samuel White		
Summary of Module			
<p>This module provides an opportunity to develop an in-depth understanding of issues of public law in the UK.</p> <p>You will examine six contemporary issues of UK public law in depth - for example, questions about constitutional codification, human rights protection, and parliamentary sovereignty. The module aims not only to ensure that you understand the core legal aspects of these questions but also that you can apply the law to these current debates. Beyond this, the module is designed to ensure that you develop skills which will be useful outside the classroom such as confidence in public speaking, analysis of complex issues and the ability to engage with and discuss conceptually challenging topics.</p> <p>This module is developed in accordance with the UWS Graduate Attributes and will allow you to develop the range of skills, qualities and abilities which will prepare you for success both outwith university and beyond your period of study at UWS. This module will help develop academic skills such as gaining knowledge, being a critical thinker, being analytical, being a problem solver, being digitally literate and being an autonomous learner.</p> <p>This module aims:</p> <ul style="list-style-type: none"> To provide an in-depth understanding of selected aspects of UK public law; To allow students to engage with contemporary debates in public law in the UK; and To enable students to develop their knowledge and awareness of current public law issues. <p>This module will be delivered by means of twelve interactive seminars lasting two hours. These seminars are intended to enable students to develop their skills in critical thinking, analysis and reasoning. Students are expected to prepare fully in advance of each weekly seminar and will be expected to present to the class in a number of ways at times during the trimester, individually and in groups.</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 checked="" type="checkbox"/>	<input 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	Acquire knowledge and understanding of contemporary issues in UK public law.
L2	Critically evaluate current debates in public law in the UK.
L3	Identify and apply principles of UK public law to current issues of debate and develop critical thinking skills in this area.
L4	Independently utilise learning resources, including electronic resources, to acquire knowledge and understanding of UK public 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 10 Understanding current issues in UK public law in-depth; knowledge of key ideologies and debates in UK public law; and evaluating the future of UK public law.

Practice: Applied Knowledge and Understanding	SCQF Level 10 Interpreting, analysing and explaining complex legal concepts; and retrieving, interpreting and employing 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; and bringing together information from a variety of sources, including academic research publications.	
Communication, ICT and Numeracy Skills	SCQF Level 10 Communicating effectively and appropriately in speech and writing; Interpreting complex primary materials; and making effective use of information retrieval systems and use information technology applications to present documents in an appropriate form.	
Autonomy, Accountability and Working with others	SCQF Level 10 Working effectively, together with others in groups or teams, taking a leadership role where appropriate; and systematically identifying and addressing their own learning needs both in current and in new areas, making use of research primary legal source materials as appropriate.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: LAWW070XX	Module Title: Constitutional Law
	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)
Tutorial/Synchronous Support Activity	24
Independent Study	176

Choose an item.	
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>J Jowell and C O'Conneide, <i>The Changing Constitution</i> (9th edn, Oxford University Press 2019)</p> <p>P Leyland, <i>The Constitution of the United Kingdom</i> (4th edn, Hart 2021)</p> <p>J Stanton and C Prescott, <i>Public Law</i> (3rd edn, Oxford University Press 2022)</p> <p>BC Jones, <i>Constitutional Idolatry and Democracy</i> (Edward Elgar 2020)</p> <p>Other essential resources, such as journal articles and online resources will be identified at the beginning of each delivery in the module handbook and made available via the VLE.</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>	

For the purposes of this module, academic engagement equates to the following: In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure.

For the purposes of this module, academic engagement equates to the following: Attendance at seminars, completion of activities on the VLE, participation in class discussions.

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	Dale McFadzean
External Examiner	Dr K A Cannon
Accreditation Details	Not applicable
Changes/Version Number	2

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 – Essay worth 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.)

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	✓	✓	✓	✓		100	7.5

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)