



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Public Law				
Module Code	UJXU5A-20-3	Level	3	Version	3
UWE Credit Rating	20	ECTS Credit Rating	10	WBL module?	No
Owning Faculty	Business and Law	Field	Law: Non Modular		
Department	Law: BILP	Module Type	Unit of Assessment		
Contributes towards	Graduate Diploma in Law				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	N/A		
First CAP Approval Date	QSC 1/10/2008	Valid from	September 2009		
Revision CAP Approval Date	1 June 2016	Revised with effect from	September 2016		

Part 2: Learning and Teaching	
Learning Outcomes	<p><u>Knowledge and Understanding</u></p> <p>At the end of this subject students will be able to demonstrate:</p> <ol style="list-style-type: none"> <li>1. knowledge and understanding of the working of the UK constitution</li> <li>2. an appreciation of the theoretical principles which underlie it</li> <li>3. an appreciation of the significance of human rights at the European and national level</li> <li>4. a sound knowledge and understanding of the legal machinery for the protection of human rights</li> <li>5. a sound knowledge and understanding of the substance and procedure of judicial review</li> </ol> <p>These skills are developed throughout the course, in lectures, seminars and workshops and are assessed in any coursework which is part of the assessment schedule in any given academic year, and examination.</p> <p><u>Intellectual skills</u></p> <p>At the end of this subject students will be able to demonstrate:</p> <ol style="list-style-type: none"> <li>1. skills of analysis and synthesis in examining constitutional law</li> <li>2. skills of evaluation and criticism in the study of the continuing process of</li> </ol>

	<p>constitutional reform</p> <ol style="list-style-type: none"> <li>3. problem solving skills in the application of the law in areas such as human rights and judicial review.</li> <li>4. an ability to make reasoned proposals for constitutional reform</li> </ol> <p>These skills are developed through preparation for and discussion in seminars and workshops, are assessed in examinations and form an important part in any coursework which is part of the assessment schedule in any given academic year.</p> <p><u>Subject specific skills</u></p> <p>At the end of this subject the following subject specific skills will have been developed and enhanced:</p> <ol style="list-style-type: none"> <li>1. the ability to research using both legal and non-legal materials, particularly using electronic sources</li> <li>2. the capacity to become aware of and comment on current developments, often on a daily basis</li> <li>3. the ability to present reasoned legal and constitutional argument, both orally and in writing</li> <li>4. the ability to evaluate a wide range of written materials, both legal and non-legal</li> </ol> <p>These skills are developed in preparation for and participation in seminars and workshops and in the preparation of any assessed coursework.</p> <p><u>Transferable skills</u></p> <p>At the end of this subject the following skills will have been developed and enhanced:</p> <ol style="list-style-type: none"> <li>1. Oral communication skills are developed in seminars and particularly in workshops, where individual students may be called on to present arguments for or against a proposition, either to a group within the workshop or to the whole plenary session.</li> <li>2. Skills of persuasive advocacy are developed through workshop and seminar debate.</li> <li>3. Written communication skills of a high order are required for any coursework tasks.</li> <li>4. IT skills are developed through the research necessary for any coursework which is part of the assessment schedule in any given academic year and for the preparation for classes; students are referred to relevant sites on the Internet and are expected to use a variety of research tools.</li> <li>5. Students are expected to make connections across subject boundaries; for example between public law and European Union law, and between human rights and criminal law.</li> <li>6. Team-working is developed in workshop activities, where co-operative work is the norm. For example, students may be asked to divide a range of tasks among themselves, or to prepare and present a joint defence of a proposition.</li> </ol>
Syllabus Outline	<p>PART A. CONSTITUTIONAL LAW</p> <ol style="list-style-type: none"> <li>1. <u>Nature of the UK constitution</u> Comparison with written constitutions</li> <li>2. <u>Sources of the UK constitution</u> Written sources Constitutional conventions</li> <li>3. <u>Constitutional theory</u></li> </ol>

	<p>Constitutionalism Rule of Law Separation of Powers</p> <p>4. <u>The Supremacy of Parliament</u> Traditional theories Impact of the EC Devolution</p> <p>5. <u>Parliament</u> Electoral systems Functions and powers of the House of Commons Parliamentary privilege</p> <p>6. <u>Government</u> The royal prerogative Prime Minister and Cabinet Ministerial responsibility Functions and reform of the House of Lords (As applicable elements here may be accorded different weight in any given year to keep the course politically topical and thus allow students to draw examples from real life.)</p> <p>PART B. ADMINISTRATIVE LAW</p> <p>Judicial control of executive action, including –</p> <p>judicial review</p> <ul style="list-style-type: none"> <li>- standing</li> <li>- illegality</li> <li>- irrationality</li> <li>- proportionality</li> <li>- procedural impropriety</li> <li>- legitimate expectations</li> <li>- remedies and procedures</li> </ul> <p>PART C RIGHTS</p> <p>1. <u>Human Rights</u> The European Convention on Human Rights The Human Rights Act</p>
Contact Hours	<p><u>Full Time CPE</u></p> <p>The class contact pattern is as follows:</p> <p>1 hour per week            plenary session in lecture room</p> <p>1 hour per week            seminar discussion (max 12 students per seminar)</p> <p>2 hours per fortnight    workshop sessions (ie 3 seminar groups combined) for purposes of interactive consideration of practical tasks and discussion of current syllabus topic</p> <p>In any given academic year, there will normally be</p> <ul style="list-style-type: none"> <li>• 15 on-hour lectures, including introductory and revision lectures;</li> <li>• 12 hours workshops (6 x 2 hours), including a revision workshop; and</li> <li>• 10 seminars (including one cycle of revision seminars)</li> </ul>

	<p>Consequently, in any academic year, there will normally be 37 hours of contact time for each student.</p> <p><u>Part Time CPE</u></p> <p>In any academic year, the basic class contact for the subject is normally as follows:</p> <p>At the September Induction tuition session:</p> <ul style="list-style-type: none"> <li>• 1 hour subject introductory lecture</li> </ul> <p>At the five subsequent tuition sessions:</p> <ul style="list-style-type: none"> <li>• 3 ½ hours with tutor. Normally split into 1 ½ hours in plenary session and 2 hours in seminar groups</li> </ul> <p>Consequently, in any academic year, there will normally be 18 ½ hours of contact time.</p>
Teaching and Learning Methods	<p>Students are introduced to each topic through the medium of a 1 hour lecture which may be interactive in part.</p> <p>Students are then required to prepare for the 2 hour interactive workshop through (1) reading (a) the materials provided (the Powerpoint slides for the lecture (sometimes containing more detail in 'Speaker's Notes'); a 'Topic Outline' supplementing the lecture and filling in more detail (b) directed reading in the texts provided (2) research in legal databases/texts available from the library (3) independent work (a) preparing to discuss the legal principles and details of the law relevant to the topic area and analysing the situations in the Workshop case studies and their legal implications and the rights and remedies of the parties involved.</p> <p>For the Seminars students are required to develop their knowledge of the legal topic further and to use the same techniques as in the preparation for the Workshops to be able to deal with the seminar specific case studies; some of which will be unseen.</p> <p>For both seminars and workshops students are expected to be able to present brief outlines of and/or commentary on the relevant law; their analysis of specific problems and their 'solutions' to specific case studies to the group.</p> <p>It is anticipated that students will need to engage in approx. 4 hours work in preparation for all face to face sessions and in reflection and reinforcement following a session.</p>
Reading Strategy	<p>At the start of the academic year, each student will be provided with some core published materials for the subject, being a core textbook and a more detailed text of (see below: Indicative Sources).</p> <p>Any <b>essential</b> reading will be indicated clearly to students (normally by a combination of Topic Outlines; workshop / plenary instructions and seminar instructions). Essential reading for a particular topic or class will normally be a combination of parts of the core material provided to students and / or other specific references that students will need to access for themselves (eg case reports, journal articles, Law Commission reports, etc).</p> <p>Each year the subject team will determine which texts are to be purchased for the individual use of the students studying this subject. The selection may vary from one year to another but will usually comprise, as a minimum, one student textbook</p>

	<p>appropriate in style for the intensive nature of the course; one casebook and one volume of selected statutes. In addition students will be referred to the range of materials in the Bolland Library and they will be expected to fully utilise the variety of legal journals available both in hard copy and electronically, as part of their research for coursework in the Foundation subjects.</p> <p>By way of illustration, in the 2016 / 2017 academic year, the texts provided to students will be:  Ryan, M "Unlocking Constitutional and Administrative Law" 3<sup>rd</sup> edition 2014 and  Turpin, C "British Government and the Constitution: Text and Materials" 7<sup>th</sup> Edition 2011.</p>
Indicative Reading List	<p>If <b>further reading</b> is expected, this will be indicated clearly to students (normally by a combination of Topic Outlines; workshop / plenary instructions and seminar instructions).</p> <p>Students will be encouraged to make full use of the printed and electronic resources available to them through the UWE Library (for the purposes of both class contact preparation and research in preparation for coursework and examination assessments). These include (amongst other things) a range of printed case reports, legislation, texts and journals, as well as a range of electronic journals and a wide variety of resources available through web sites and information gateways (including online study and legal research sites provided by the Law Library). The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify relevant resources effectively.</p>

<b>Part 3: Assessment</b>	
Assessment Strategy	<p>Public Law is taught and examined in the same Teaching Block of the Diploma as Obligations I (Contract), Obligations II (Tort) and Criminal Law. In any given academic year, there will be a coursework in two of these four subjects. Consequently, in alternate years, there will be assessed coursework in Public law. In every academic year, there will be an unseen examination in each of the four subjects.</p> <p><b>Weighting between components A and B</b></p> <p>In an academic year in which there is an assessed coursework  <b>A: 75%            B: 25%</b></p> <p>In an academic year in which there is no assessed coursework  <b>A: 100%</b></p> <p><b><u>First attempt within CPE Regulations</u></b></p> <p><u>In an academic year in which there is an assessed coursework</u></p> <p><b>Component A</b></p> <p>1 Unseen examination of two and a half hours duration.</p> <p><b>Component B</b></p> <p>1 Coursework task</p>

In an academic year in which there is no assessed coursework

**Component A**

1 Unseen examination of three and a half hours duration.

**Second attempt within CPE Regulations**

**(further attendance at taught classes is not required)**

In an academic year in which there is an assessed coursework

**Component A**

1 Unseen examination of two and a half hours duration.

**Component B**

1 Coursework task

In an academic year in which there is no assessed coursework

**Component A**

1 Unseen examination of three and a half hours duration.

**Third and last attempt within CPE Regulations**

**Attendance at taught classes is not required.**

In an academic year in which there is an assessed coursework

**Component A**

1 Unseen examination of two and a half hours duration.

**Component B**

1 Coursework task

In an academic year in which there is no assessed coursework

**Component A**

1 Unseen examination of three and a half hours duration. Students are permitted to take their own, unannotated copy of the relevant statute book into the examination

<b>Assessment in an academic year in which there is an assessed coursework</b>		
% weighting between components A and B	<b>A:</b>	<b>B:</b>
	<b>75%</b>	<b>25%</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Unseen Exam (2.5 hours)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Coursework	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Unseen Exam (2.5 hours)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
2. Coursework	100%	
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.		

<b>Assessment in an academic year in which there is no assessed coursework</b>		
% weighting between components A and B	<b>A:</b>	<b>B:</b>
	<b>100%</b>	
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Unseen Exam (3.5 hours)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
n/a		

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
2. Unseen Exam (3.5 hours)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
n/a		
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.		

