



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	The Law of the European Union				
Module Code	UJUUK6-30-3	Level	3	Version	1
Owning Faculty	Business and Law	Field	Law Undergraduate		
Contributes towards	LLB (Hons)				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project
Pre-requisites			Co- requisites		
Excluded Combinations	UJUUB-15-2 European Union Law UJUUK3-15-3 Advanced European Union Law UJUJ8-15-3 Professional Futures	Module Entry requirements	200 credits		
Valid From	September 2012	Valid to			

CAP Approval Date	26/7/12
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Part 2: Learning and Teaching	
Learning Outcomes	<p>The module will provide students with the opportunity to study in depth and in context certain areas of Substantive European Union Law. This links into the Quality Assurance Agency (“QAA”) benchmark skills for law (skill 6.1). More particularly students will be provided with opportunities to develop and demonstrate the following skills in Assessment Component B:</p> <ol style="list-style-type: none"> <u>Application and problem-solving</u> (based on QAA benchmark skills for law - skill 6.2): Application of her or his knowledge to a situation of limited complexity in order to provide arguable conclusions for concrete problems <u>Sources and research</u> (based on QAA benchmark skills for law - skill 6.3): <ul style="list-style-type: none"> to identify accurately the issue(s) which require researching; to identify and retrieve up-to-date legal information, using paper and electronic sources; and, to use primary and secondary legal sources relevant to the topic under study <u>Analysis, synthesis, critical judgment and evaluation</u> (based on QAA benchmark skills for law - skill 7.1): <ul style="list-style-type: none"> to recognise and rank information and issues in terms of relevance and importance;

	<ul style="list-style-type: none"> • to bring together information and materials from a variety of different sources; • to produce a synthesis of relevant doctrinal and policy issues in relation to a topic; • to make a critical judgement of the merits of particular arguments; and, • to present and make a reasoned choice between alternative solutions <p>4. <u>Autonomy and ability to learn</u> (based on QAA benchmark skills for law – skill 7.2):</p> <ul style="list-style-type: none"> • to act independently in planning and undertaking tasks in areas of law previously studied; and, • to reflect on his or her own learning <p>5. <u>Communication and literacy</u> (based on QAA benchmark skills for law - skill 8.1)</p> <ul style="list-style-type: none"> • to understand and use the English language proficiently in relation to legal matters; • to present knowledge or an argument in a way which is comprehensible to others; and, • to read and discuss legal materials which are written in technical and complex language <p>6. <u>Other key skills: numeracy, information technology</u> (based on QAA benchmark skills for law - skill 8.2)</p> <ul style="list-style-type: none"> • to produce word-processed project; • to use some electronic information retrieval systems (research and reflection), <p>7. Demonstrate the acquisition and development of team working and organisational skills (based on QAA benchmark skills for law – skill 8.2) through a range of different activities, including:</p> <ul style="list-style-type: none"> ○ The development of effective interpersonal skills through working as a team to plan, manage and produce a group presentation ○ The ability to establish collective and shared objectives and priorities for group working tasks; ○ The ability to delegate tasks appropriately amongst the group; ○ The ability to manage time effectively, both in preparing for tasks and in presenting information. <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following: negotiation, conflict management, time management, resourcefulness, creativity, flexibility and adaptability and deeper (rather than surface) approaches to the learning process.</p>
	<p>Indicative list of topics:</p> <p><u>Introduction to EU Law</u></p> <ul style="list-style-type: none"> • Introduction • Decision-making • Sources of Law • Supremacy <p><u>Legal Remedies</u></p> <ul style="list-style-type: none"> • Direct Effect & Indirect Effect • State and EU Liability • Enforcement Actions against Member States (Articles 258-60 TFEU) • Action for Annulment (Article 263 TFEU)

	<ul style="list-style-type: none"> • Preliminary Ruling Procedure (Article 267 TFEU) <p><u>Substantive Areas</u></p> <ul style="list-style-type: none"> • Tariff barriers (Articles 30 and 110 TFEU) • Non-tariff barriers (Articles 34 and 36 TFEU) • Free Movement of Persons and Workers (Articles 21 and 45 TFEU) • Rights of Establishment and Provision of Services (Articles 49 - 62 TFEU) • Competition Law (Articles 101 and 102 TFEU)
<p>Contact Hours/Scheduled Hours</p>	<p>This will consist of two hour weekly lectures in the first semester and five fortnightly lectures in the second semester. These will be supplemented by two hour fortnightly workshops throughout both semesters. Additional one hour drop in sessions will be offered every week to support students in their studies.</p>
<p>Teaching and Learning Methods</p>	<p>Lectures will cover all the primary and secondary legislation, principles and case-law relating to the above topics.</p> <p>Workshops in the first term will be focused on exam preparation and in the second term will be directed towards research techniques, project writing skills and research based learning (with questions in each workshop based on specific elements of the research project).</p> <p>All materials relevant to the course, including relevant European law website links, will be published online on Blackboard. The social networking sites such as Facebook will be used.</p> <p>The approach to teaching and learning will be student centred and use a variety of techniques to encourage independent thought, analysis and constructive criticism. Dialogue is promoted between student and lecturers, and between students in an inter-active relationship which emphasises the flow of information between students and lecturers.</p> <p>Staff will be available during the semester within their office hours for face to face meetings with students. Queries can be directed to staff though email or Facebook.</p> <p>Students will be expected to conduct research with both traditional and electronic sources and will be instructed how to do this, where necessary, within the module. Directed reading and internet sources will be suggested.</p> <p>With respect to the general administration of the module, the major (but not exclusive) method of communication between the teaching team and the students will be online (Blackboard and Facebook).</p> <p>Full use will be made of the module Blackboard and Facebook to support this module eg to post announcements, work, feedback and access to relevant reading materials e.g. journals, articles and ebooks</p> <p>Students will also be directed towards the university library online study skills resources for the development of skills appropriate to the level and nature of the module</p> <p>http://www.uwe.ac.uk/library/resources/hub/</p>

	<p>http://www.uwe.ac.uk/library/resources/law/blis/</p> <p>Students are expected to make full use of their independent learning time, reflect critically upon the subject and develop their own ideas.</p>
Reading Strategy*	<p>A list of recommended titles will be provided in the teaching programme and schedule and updated annually. Students will be encouraged to buy, at a competitive rate agreed with a publisher, a package of books comprising one EU Law legislation book and one standard textbook.</p> <p>Students will be encouraged to read widely using the library catalogue, in particular journal articles, and internet resources, which will be made available online. The university library webpages provide access to subject relevant resources and services. Many of these services can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval skills and evaluation skills in order to identify such resources effectively</p> <p>As it is important that students can identify and retrieve appropriate reading, essential reading lists of EU Law textbook chapters, journal articles and European legislation will be provided on each workshop instructions and questions sheet. However, this will be the minimum expected and students will be encouraged to conduct their own research and reading for each workshop.</p> <p>The module leader(s) will ensure that students gain access to all materials through the recommendation of primary texts, additional reading lists of seminal articles, additional teaching/learning materials (either available on the internet or posted on Blackboard).</p> <p>All such information will be provided in the 'The Law of the European Union Module Handbook', distributed to all students at the beginning of the academic year. This will provide details of a reading list, guidance on further reading and suggested links to relevant journals and websites.</p> <p>Students will be encouraged to engage with online resources available through the university library:</p> <p>http://iskillzone.uwe.ac.uk/RenderPages/RenderHomePage.aspx</p>
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As the currency of this information will change from time to time current advice and additional reading will be produced annually in the module handbook and updated during the year through blackboard.</p> <p>It is recommended that students purchase one of the following textbooks:</p> <ul style="list-style-type: none"> • P Craig, G de Búrca, <i>EU Law: Text, Cases & Materials</i> (5th edn OUP, London 2011) • J Fairhurst, <i>Law of the European Union</i> (9th edn Pearson Longman, Harlow 2012) • TC Hartley, <i>The Foundations of European Union Law</i> (7th edn OUP, Oxford 2010) • A Kaczorowska, <i>European Union Law</i> (3rd edn Pearson Longman, Harlow 2012) • L Woods, P Watson, <i>Steiner & Woods EU Law</i> (11th edn OUP, Oxford 2012) <p>It is also recommended that students purchase one of the following statute books:</p> <ul style="list-style-type: none"> • N Busby, R Smith, <i>Core EU Legislation 2012-2013</i> (Palgrave Macmillan, Basingstoke 2012)

	<ul style="list-style-type: none"> • N Foster, <i>Blackstone's Statutes: EU Treaties and Legislation 2012 – 2013</i> (21st edn OUP, Oxford 2012) • J Kenner, <i>European Union Legislation Statutes 2012-2013</i> (Routledge-Cavendish, London 2012) <p>The following are useful:</p> <ul style="list-style-type: none"> • A Dashwood, M Dougan, B Rodger, E Spaventa, D Wyatt, <i>Wyatt & Dashwood's European Union Law</i> (6th edn OUP, Oxford 2011) • D Chalmers, C Hadjiemmanuil, G Monti, A Tomkins, <i>European Union Law</i> (2nd edn CUP, Cambridge 2010) • S Douglas-Scott, <i>Constitutional Law of the European Union</i> (Longman, London 2002) • N Foster, <i>Foster on EU Law</i> (3rd edn OUP, Oxford 2011) • S Weatherill, <i>Cases & Materials on EU Law</i> (9th edn OUP, Oxford 2010) <p>The following journals contain articles that will compliment learning:</p> <ul style="list-style-type: none"> • Common Market Law Review • European Law Review • European Public Law • European Law Journal • Maastricht Journal of European and Comparative Law • Journal of Common Market Studies
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Part 3: Assessment			
Assessment Strategy	<p>This is a Project module.</p> <p>The first element is a one hour examination in which students will have to tackle one pre-seen question testing their knowledge and powers of critical analysis in relation to topics covered in the first term.</p> <p>The second element is a group project which will examine material covered in the second term. This will test students' ability to work effectively as part of a team, conduct research, apply law to a given set of facts and advise a client accurately and effectively. The question will raise specific questions of law. The number will equate to the intended group size – in addition the group will be expected to collaborate to produce an effective introduction, conclusion and links between the discrete elements.</p> <p>The third element is a group presentation on the project which will examine their ability to reflect on their team working skills, evaluate their research methodology, communication skills and assess their individual contribution to the group effort.</p> <p>The second element will carry a group mark of 10% of the total marks available for the module and an individual mark of 40% of the total marks for the module. This individual mark will be based on those parts of the group submission specifically identified as having been undertaken by that individual student.</p> <p>The third element will carry a group mark of 25% of the total marks available for the module.</p> <p>The resit differs from the first sit opportunity because of the practical difficulties of arranging group work over the summer. The alternative assessment is designed to test a similar range of skills.</p>		
Identify final assessment component and element	Component A4		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">A:</td> <td style="width: 50%; text-align: center;">B:</td> </tr> </table>	A:	B:
A:	B:		

	100%
First Sit	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. One hour examination	25%
2. Group Report (5,000 words) – individual contribution	40%
3. Group report – team mark	10%
4. Group presentation (10 minutes per group member + questions)	25%
Component B Description of each element	Element weighting (as % of component)
n/a	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. One hour examination	25%
2. Individual report (2,000 words)	50%
3. Self reflection on research methodology and personal skills development (1,000 words)	25%
Component B Description of each element	Element weighting (as % of component)
n/a	
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	