



University of the
West of England

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Constitutional and Administrative Law				
Module Code	UJUUKK-30-1	Level	1	Version	1
Owning Faculty	FBL	Field	Law Undergraduate		
Contributes towards	LLB (Hons); LLB (Hons) Commercial Law; LLB. (Hons) European and International Law; LLB (Hons) Law with Criminology; BA (Hons) Criminology and Law; BA (Hons) Criminology with Law; LLB (Hons) Law with Business Studies; BA (Hons) Business and Law; BA (Hons) Business Studies with Law; LLB (Hons) Law with Psychology; BSc (Hons) Psychology with Law; Law Joint Awards				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites			Co- requisites		
Excluded Combinations			Module Entry requirements	University entrance requirements	
Valid From	1 September 2012		Valid to		

CAP Approval Date	26/7/12
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. understand the nature and role of a constitution and the nature of nationhood and government (Component B and possibly Component A) 2. demonstrate a sound knowledge and understanding of the UK constitution (Components A and B) 3. appreciate the principal historical and conceptual influences upon it (Component B and possibly Component A) 4. demonstrate a critical understanding of the strengths and weaknesses in the workings of the UK constitution (Component B and possibly Component A) 5. provide an informed assessment of possible future change to the UK constitutional (Component B and possibly Component A) 6. be aware of comparisons or contrasts between the constitutional arrangements of the UK and that of at least one other country (Component B and possibly Component A) 7. understand the judicial procedure, ground and remedy for an individual's grievance against the state (Component A and possibly Component B) <p>Depending on the coursework problem set and the case study on which the exam precisely which learning outcomes will be assessed in any one year may vary.</p> <p>Other learning outcomes which are not specifically assessed include the ability to:</p>

	<ol style="list-style-type: none"> 1. apply a range of study and employability skills 2. understand how the module inter-connects with other modules such as Criminal Law and Legal Methods by showing how a constitution relates to the citizen and state and to a citizen's life, for instance 3. understand how the constitutional principles of the rule of law apply in the sphere of crime and punishment
Syllabus Outline	<p>The emphasis throughout will be on providing the student the opportunity and facilities to question, understand, describe and evaluate the law in its historical, practical, academic and social context. The learning context is student-centred and utilizes a variety of techniques to encourage independent thought and constructive criticism. Dialogue is promoted between student and lecturer in an inter-active relationship which emphasizes the two-way flow of information and criticism.</p> <p>Subject to the requirements of the Professional Bodies, it is not necessarily envisaged that every topic in the syllabus will be covered in any one academic year. Areas which have topical significance could, therefore, be developed at greater length and less important areas delineated in outline only.</p> <p>Outline:</p> <p>Constitutional Law, constitutions, constitutionalism</p> <p>The structure of the United Kingdom, devolution, the European Union</p> <p>Nature, characteristics and sources of the UK constitution</p> <p>Constitutional conventions</p> <p>Separation of Powers</p> <p>The Rule of Law</p> <p>The Crown and prerogative powers</p> <p>Parliamentary sovereignty, parliamentary sovereignty and EU law</p> <p>Parliament, Elections</p> <p>The Human Rights Act 1998, the European Conventions for the Protection of Human Rights and Fundamental Freedoms 1950</p> <p>Free expression, privacy</p> <p>Public order, police powers</p> <p>The judiciary, judicial review</p>
Contact Hours/Scheduled Hours	<p>A weekly two-hour Lecture</p> <p>A fortnightly two-hour seminar</p>
Teaching and Learning Methods	<p>Lectures provide the core outline, fleshed out by seminar preparation and in-session discussion and task-based work</p> <p>Student preparation includes individual and group research, book-based and on-line</p> <p>Seminar sessions have this year become much more practical in nature, more workshop-like, incorporating law/professional/work-place/transferable skills</p>

	<p>alongside understanding the traditional understanding & application of academic law, via a task-based approach</p> <p>Skills embraced include research, group-work, presenting/oral speaking, organisation, time-management, drafting, critical analysis & reflection, advocacy & persuasion</p> <p>Students are expected to make full use of their independent learning time to reflect critically upon the subject and to develop their own ideas</p> <p>Roughly two to three hours should be spent by the student in preparing for each seminar, principally in researching, reading, answering questions to be discussed and planning for tasks to be undertaken in the seminar</p> <p>Whilst some time may be allocated solely to consideration of law issues, most seminar time is devoted to tasks in which the law and skills are tackled simultaneously</p>
Reading Strategy	<p>The Course Document (distributed in paper form & posted on the module blackboard) recommends that the student buys a single core text (currently <i>Public Law</i>, Elliott & Thomas, 2011, OUP) and is told that seminar reading is always taken from this book. A discount 'package' deal is offered (with <i>Questions and Answers - Public Law</i>, 2011, Clements & Jones, OUP)</p> <p>Students are referred to a very extensive list of supplementary reading & given details of free library access where appropriate</p> <p>The list and related student guidance follows:-</p> <p><i>"Journals"</i></p> <p>To do well you can do no better than keep up with the key monthly and quarterly journals, accessible via the web as well as in the library stock:-</p> <ul style="list-style-type: none"> • <i>Public Law</i> - published quarterly, the specialised journal for this branch of the law • <i>Law Quarterly Review</i> (LQR) • <i>Modern Law Review</i> (MLR) • <i>Modern Law Quarterly</i> (MLQ) • <i>New Law Journal</i> (NLJ) • <i>Cambridge Law Journal</i> (Camb LJ) <p><i>Websites</i></p> <p>The official websites can be very useful once you familiarise yourself to get the most from them. We will refer to them as we go along & you may be set Seminar reading & other tasks from them</p> <p>For the UK Parliament www.parliament.uk</p> <p>For the UK parliamentary Committees www.parliament.uk/.../committees</p> <p>For the UK Government and key Government Departments (Ministries) www.directgov www.homeoffice.gov.uk/ www.justice.gov.uk/ www.number10.gov.uk/ www.cabinetoffice.gov.uk/</p> <p>For Bills, Statutes www.legislation.gov.uk www.hms0.gov.uk/</p>

	<p>For the Northern Ireland Assembly www.niassembly.gov.uk/</p> <p>For the Northern Irish Executive (government) www.northernireland.gov.uk/</p> <p>For the Scottish Parliament www.scottish.parliament.uk/</p> <p>For the Scottish Executive (government) www.Scotland.gov.uk/</p> <p>For the Welsh Assembly & Executive www.Wales.gov.uk/</p> <p>For the European Union Parliament ('European Parliament') www.europarl.europa.eu/</p> <p>For the EU Council of Ministers www.consilium.europa.eu/council/</p> <p>For the EU Commission www.ec.europa.eu/</p> <p>Use sites like Westlaw, LexisNexis & Lawtel</p> <p>For political data, use sites such as Wikipedia, the B.B.C for preliminary research but beware their quality, accuracy and currency.</p>
Indicative Reading List	<p>Core text (above), Elliott & Thomas, <i>Public Law</i>, OUP, 2011</p> <p>Supplementary, more specialist texts include:-</p> <ul style="list-style-type: none"> • <i>The New British Constitution</i>, Bogdanor, Hart, 2011 • <i>The Coalition and the Constitution</i>, Bogdanor, Hart, 2011 • <i>The British Constitution in the Twentieth Century</i>, Bogdanor, The British Academy 2007 • <i>The Changing Constitution</i>, Jowell & Olliver, OUP 2011 • <i>Constitutional History of the UK</i>, Lyon, Cavendish 2003 • <i>Constitutional Conventions</i>, Marshall Clarendon • <i>The Rule of Law</i>, Tom Bingham, Allen Lane 2010 • <i>Britain and Europe</i>, Crowson, <i>A Political History since 1918</i>, Routledge 2011 • <i>Constitutional History of the United Kingdom</i>, Lyon, Cavendish <p>Study aids. Students are directed to a variety of study aids including:-</p> <ul style="list-style-type: none"> - Referencing <ul style="list-style-type: none"> o The 'My Skills Zone' on the library website deals comprehensively, including specific guidance upon the OSCOLA & Harvard systems <ul style="list-style-type: none"> ▪ www.uwe.ac.uk/library/

Part 3: Assessment

Assessment Strategy	<p>The assessments are written</p> <p>As well as testing knowledge, understanding and application of relevant, material law, the <i>Course-work Research Plan and follow-up Essay</i> test</p> <ul style="list-style-type: none"> - Independent learning - Research and use of primary and secondary sources - Synthesis and marshalling of a range of source materials - Critical analysis & evaluation
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	<ul style="list-style-type: none"> - Literacy & effective, accurate communication - Essay-writing skills - Time management and organisation - Critical analysis and evaluation - Construction of argument <p>And the <i>Exam</i> tests</p> <ul style="list-style-type: none"> - Effective use of advance and take-in materials - Independent learning - Research and use of primary and secondary sources - Construction of argument, persuasion - Drafting - Time management and organisation - Literacy & effective, accurate communication <p>Students receive guidance upon each assessment in Lecture & Seminar sessions as identified in the Lecture & Seminar programmes (above)</p> <p>Detailed written assessment criteria are used for each assessment, published to the student cohort in advance</p> <p>All elements of each assessment test all of the assessment criteria</p> <p>Feed-back is a 3-stage process, (i) detailed written comment upon the script and accompanying Feed-back Form, (ii) global written feed-back upon common strengths and weaknesses, and (iii) one-to-one meetings to discuss scripts further</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%

First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. End of year 2-hour Exam based upon a case study the materials distributed in advance with the Human Rights Act 1998	100%	
Component B Description of each element	Element weighting (as % of component)	
1. A written Essay Plan (max 600 words)	30%	
2. A written Essay (max 2000 words)	70%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. A 2-hour Exam based upon a case study the materials distributed in advance with the Human Rights Act 1998	100%	
Component B Description of each element	Element weighting (as % of component)	
1. A written Essay (max 1500 words)	100%	

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.