



## MODULE SPECIFICATION

Part 1: Information			
Module Title	Constitutional Law in Context		
Module Code	UJUUL6-30-3	Level	Level 6
For implementation from	2020-21		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Faculty of Business & Law	Field	Law Undergraduate (Programmes)
Department	FBL Dept of Law		
Module Type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co-requisites	None		
Module Entry Requirements	None		
PSRB Requirements	None		

Part 2: Description
<p><b>Features:</b> Module Entry Requirements: 210 credits of which 150 should be in Law subjects</p> <p><b>Educational Aims:</b> 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><b>Outline Syllabus:</b> 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>

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Parliamentary sovereignty and EU law

Parliament, Elections

The Human Rights Act 1998, the European Conventions for the Protection of Human Rights and Fundamental Freedoms 1950

Free expression, privacy

Public order, police powers

The judiciary, judicial review

**Teaching and Learning Methods:** Contact hours comprise:

A weekly two-hour lecture

A fortnightly two-hour seminar

Lectures provide core information, fleshed out by seminar preparation and in-session discussion and task-based work.

Student preparation includes individual and group research, book-based and online.

Seminar sessions are practical in nature, incorporating law/professional/workplace/transferable skills alongside understanding the traditional understanding and application of academic law, via a task-based approach.

Skills embraced include research, group-work, presenting/oral speaking, organisation, time-management, drafting, critical analysis and reflection, and advocacy.

Students are expected to make full use of their independent learning time to reflect critically upon the subject and to develop their own ideas.

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.

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.

### Part 3: Assessment

Component A: (50% of module mark) Online examination to be completed within a 24 hour window (2500 words)

Component B: (50% of module mark) 2000 word essay.

The staggered two part nature of the assessment of this module allows us to offer active feedback on component B (which focuses on constitutional sources and principles) which students can build on and incorporate into component A (which advances their learning to include these principles in action – particularly in judicial review).

Feedback is a 3-stage process, (i) detailed written comment upon the script and accompanying feedback form, (ii) global written feedback upon common strengths and weaknesses, and (iii) one-to-one meetings to discuss scripts in more detail. The seminars are based around problem solving exercises and essay work which means that students are constantly able to test their learning and debate the issues.

Further, the two part format allows students with different strengths (those who favour research over standard essays) to flourish equally. Similarly component A will offer opportunities for both discursive and problem based answers as well as demonstrating performance under controlled conditions. Students with experience of other jurisdictions or other related areas of study can also use these to positive effect in the evaluative and analytical components of their work. The assessment criteria will be made available to students in the module handbook but reflect the need for students to have mastery of the subject area and be able to apply it in a critical way to a

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variety of scenarios in a clear well-presented manner which shows understanding of socio-legal context and academic debate.			
First Sit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B		50 %	Written essay
Examination (Online) - Component A	✓	50 %	Online examination (2500 words)
Resit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B		50 %	Written essay (max 2000 words)
Examination (Online) - Component A	✓	50 %	Online examination (2500 words)

### Part 4: Teaching and Learning Methods

Learning Outcomes	On successful completion of this module students will achieve the following learning outcomes:	
	<b>Module Learning Outcomes</b>	<b>Reference</b>
	Understand and appreciate the complex range of sources which form the UK constitution	MO1
	Critically assess its political and sociological context – including but not limited to evaluating the potential for future reform based on the academic debate in the field and the constitutional development of other nations	MO2
	Have a critical appreciation of the role of the judiciary and common law principles in the development and enforcement of constitutional norms – in particular the inter-relationship between rule of law and individual rights	MO3
	Evaluate the efficacy of political and legal methods of holding the executive to account – particularly but not limited to the constraint of the use of prerogative powers	MO4
	Critically discuss the fundamental principles of judicial review such as unreasonableness, illegality, unfairness and the right to fair procedures and unconstitutionality	MO5
	Analyse factual scenarios and apply their understanding of administrative law and judicial review to them	MO6
	Assess the role of the Constitution in the protection of the citizen in judicial review	MO7
Contact Hours	<b>Independent Study Hours:</b>	
	Independent study/self-guided study	228
	<b>Total Independent Study Hours:</b>	228
	<b>Scheduled Learning and Teaching Hours:</b>	
	Face-to-face learning	72
	<b>Total Scheduled Learning and Teaching Hours:</b>	72

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	<b>Hours to be allocated</b>	300
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Reading List	<i>The reading list for this module can be accessed via the following link:</i> <a href="https://uwe.rl.talis.com/modules/ujuul6-30-3.html">https://uwe.rl.talis.com/modules/ujuul6-30-3.html</a>	

### **Part 5: Contributes Towards**

This module contributes towards the following programmes of study:

Law with Criminology [Sep][FT][Frenchay][3yrs] LLB (Hons) 2018-19

Law with Business [Sep][FT][Frenchay][3yrs] LLB (Hons) 2018-19

Law with Psychology [Sep][FT][Frenchay][3yrs] LLB (Hons) 2018-19