1. **Title of the module**

LAWS5930 (LW593): European Union Law

1. **Division or partner institution which will be responsible for management of the module**

Law, Society and Social Justice: Kent Law School

1. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS Credits)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

LAWS5880 Public Law 1 is a pre-requisite. In exceptional circumstances, students who have already attained equivalent knowledge in the field of Public Law may be exempted from this requirement by the Director of Studies: e.g. incoming ERASMUS law exchange students.

1. **The programmes of study to which the module contributes**

All single and joint honours Law programmes

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Demonstrate a systematic knowledge and understanding of the key aspects of the legal framework of the European Union (EU) building on teaching provided during Stage 1 (such as in LAWS5880 Public Law 1 and LAWS3270 English Legal System and Skills).
   2. Demonstrate a detailed and coherent understanding of the main foundational legal principles pertaining to the law of the EU and its impact.
   3. Demonstrate a detailed and coherent understanding of how EU rules differ in comparison with traditional rules of law underpinning the English legal system.
   4. Demonstrate a detailed and coherent understanding of selected substantive rules of the EU, such as inter-statal trading arrangements.
   5. An ability to read, understand and evaluate legislative and judicial documents as well as commentaries relevant to EU law, including the case-law of the Court of Justice of the European Union (CJEU).
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Construct a critical argument, on the basis of independent research.
   2. Effectively utilise case law, identifying the key concepts, the inter-relation between the facts and the legal arguments and provide a coherent assessment of relevant case law and its broader ramifications.
   3. Communicate effectively to a variety of audiences and/or using a variety of methods.
   4. Apply critical, analytical and problem-solving skills in a wide range of different legal and non-legal settings.
3. **A synopsis of the curriculum**

This module will build on the knowledge that students will have acquired during Stage 1 (such as in LAWS5880 Public Law 1). This module will develop student learning by focusing on foundational legal aspects of EU law as well as rules governing selected substantive areas of EU law, also taking into account the relevance of these rules to the UK. The module convenor will set out specific areas of study in the relevant module guide.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Indicative list of selected textbooks according to latest relevant edition (subject to module convenor’s selection):

* C. Barnard/S. Peers (eds), *European Union Law*
  + - * De Mars, *EU Law in the UK*

Selected other key reference books:

* A. Arnull et al (eds), *The Oxford Handbook of EU Law*
  + - * C. Barnard, *The Substantive Law of the EU: The Four Freedoms*
* P. Craig/ G. De Burca, *EU Law: Text Cases and Materials*
* P. Craig/ G. De Burca, *The Evolution of EU Law*

1. **Learning and teaching methods**

Total study hours: 150

Contact hours: 30

Private study hours: 120

1. **Assessment methods.**

13.1 Main assessment methods

(1) Short Written Assessment (worth 40%): maximum word limit of 1,500 words.

(2) Longer Written Assessment (worth 60%): maximum word limit of 2,500 words

13.2 Reassessment methods

Like-for-like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |  |
| Lectures | x | x | x | x |  |  |  |  |  |
| Seminars | x | x | x | x | x | x | x | x | x |
| Private Study | x | x | x | x | x | x | x | x | x |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Short Written Assessment (40%) | x | x | x | x | x | x | x | x | x |
| Longer Written Assessment (60%) | x | x | x | x | x | x | x | x | x |

1. The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

**a) Accessible resources and curriculum**

1. Preference will be given to electronic resources that meet minimum accessibility standards and support the use of assistive technologies.
2. Module outlines will be made accessible at least four weeks before the module starts.
3. Prioritised reading lists will be made available sufficiently in advance to accommodate the provision of alternative formats and support those with a slow reading speed.
4. Lecture/seminar slides/outlines will be made available in electronic format in advance to allow all students to prepare (particularly students with notetaking difficulties).
5. In accordance with the KLS school-level statement on Lecture Capture, lectures will be recorded to assist notetaking unless one or more of the lectures contains sensitive material. The module convenor will notify students in advance of any lectures that will not be recorded.

**b) Learning, teaching and assessment methods**

The inclusive practices in the guidance (Annex B Appendix A, section b (1) and (2)) have all been considered in order to support all students in their assessments on this module.

1. **Campus(es) or centre(s) where module will be delivered:**

Canterbury

1. **Internationalisation**

As one of the Foundations of Legal Knowledge, these modules have a direct contribution to the achievement of a Qualifying Law Degree (which facilitates progression towards qualification as a solicitor or barrister in England and Wales). The content of these modules is, therefore, informed by the requirements of the Solicitors Regulation Authority and Bar Standards Board and each serves to provide students with substantive knowledge of English law.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6 & 7 cover sheet) |
| 25/01/2018 | Major | September 2018 | 8-9, 11, 13-15, 17 | No |
| 09/01/2019 | Major | September 2019 | 12-14 | No |
| 10/12/2020 | Major | September 2021 | 8-9, 10, 11 13, 14, 17 | No |