1. **Title of the module**

Human Rights and English Law (LW509)

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

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**

30 credits (15 ECTS Credits)

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

Autumn and Spring

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

None

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

All Law Programmes

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. demonstrate a systematic understanding of key aspects of the relationship between human rights and English law including both the historical development of, and contemporary claims and contestations involving human rights in the context of both international and domestic law
   2. critically evaluate those claims and contestations and reach reasoned judgments including the identification of a solution or a range of solutions to conflicting interests, in particular those arising from the operation of the European Convention on Human Rights and the Human Rights Act 1998
   3. demonstrate an awareness of the legal and political consequences of framing social and political issues in terms of human rights
   4. demonstrate the ability to evaluate and deploy a broad range of legal, political and philosophical authorities to support and underpin their conclusions
   5. critically discuss the nature, function and effects of human rights as they have been, are, ought to and/or might be expressed in English law
   6. demonstrate engagement and critical evaluation in the context of rights and freedoms including, but not limited to the right to life, the right to liberty of the person, privacy, freedom of religion, and freedom of expression
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. demonstrate knowledge and understanding in the form of reasoned argument in written assessment
   2. critically identify and evaluate legal and policy problems according to their historical, political and legal context
   3. summarise detailed historical and conceptual material, recognizing different positions that are taken in the literature surveyed
   4. demonstrate an appreciation of the legal forms that arise and operate within complex historical and political conditions
   5. demonstrate an awareness of the economic, political and/or social implications of legal forms and remedies
3. **A synopsis of the curriculum**

This module seeks to provide a sound knowledge and understanding of the concepts and principles underlying the law relating to human rights, including a grounding in the historical development and political philosophy of human rights law; to provide a detailed grasp of the current protection of human rights in English law, with particular reference to the Human Rights Act 1998 and European Convention on Human Rights; and to promote a critical discussion about the nature, function and effects of human rights as they have been, are, ought to and/or might be expressed in English law.

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

Dworkin, R, Freedom’s Law, 1996, Oxford University Press.  
  
Harris, J, The Value of Life, 1997, Routledge.  
  
Hart, H.L.A, The Concept of Law, 2nd ed, 1994, Clarendon.  
   
Hobbes, T, Leviathan, 2008, Oxford Paperbacks.  
  
The Levellers, The Putney Debates, Geoffrey Robertson (Introduction), 2007, Verso.  
  
Locke, J, Two Treatises on Civil Government, 1924, Dent (and other editions)  
  
Malik, K, What is it to be human?, 2001, Institute of Ideas.   
  
Mill, J.S, On Liberty (1859) and The Subjection of Women (1869), 2006, Penguin Classics.

Riddall, J.G, Jurisprudence, 2nd ed, OUP, 2005

White, R.C.A, and Ovey,C, Jacobs, White & Ovey: The European Convention on Human Rights, 2010, OUP.

1. **Learning and teaching methods**

The module is allocated 300 hours of study

Contact hours: 40

Private study hours: 260

1. **Assessment methods.**

13.1 Main assessment methods

The module will be assessed by 20% Coursework and 80% Exam as follows:

* Essay worth 20% of 2,000 words
* Exam worth 80% of 3 hours

13.2 Reassessment methods

The module will be reassessed by like-for-like reassessment of failed individual components of assessment. The reassessment will test all of the learning outcomes as indicated in section 14 below.

1. ***Map of module learning outcomes (sections 8 & 9c) 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 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Lectures | x | x | x |  |  |  |  | x |  |  |  |
| Seminars |  |  |  | x | x | x | x |  | x | x | x |
| Private Study | x | x | x | x | x | x | x | x | x | x | x |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essay (20%) | x | x | x | x | x | x | x | x | x | x | x |
| Exam (80%) | x | x | x | x | x | x | x | x | x | x | x |

1. **Inclusive module design**

The School 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**

This module has an international outlook since the following areas are considered comparatively:

* The European Convention on Human Rights, and the jurisprudence of the European Court of Human Rights
* Charter of Fundamental Rights of the European Union, and the jurisprudence of the Court of Justice of the European Union
* The Declaration of Independence, the Constitution and the Bill of Rights of the United States of America, and the jurisprudence of the Supreme Court of the United States

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6 & 7 cover sheet) |
| 11/06/18 | Major | September 2018 | 8, 9, 11, 13 | No |
|  |  |  |  |  |