1. **Title of the module**

LAWS8150 / LAWS8151 (LW815) - EU Constitutional and Institutional Law

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

Kent Law School

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

Level 7

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

20 credits (10 ECTS)

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

Autumn or spring

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

None

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

Canterbury – LLM in (Specialisation); LLM in Law; PG Diploma in (Specialisation); PG Certificate in Law

Brussels – LLM/MA in (Specialisation) - Brussels; PG Diploma in (Specialisation) - Brussels; PG Certificate in Law

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. To give students a firm grounding in the rules and concepts of EU constitutional and institutional law, and a deeper understanding of the broader social and political implications of European legal integration.
	2. To enable students to become familiar with the main sources of EU constitutional and institutional law and to gain an understanding of how to access these materials for the purposes of preparing a module assessment.
	3. To allow students to gain an insight into the operation of the EU legal system and into ways in which Union Law penetrates and becomes part of the national law of the member states.
	4. To enable students to appreciate the constitutional issues and agendas which are frequently implicit in cases arising before the ECJ and national constitutional courts.
	5. To allow students to engage directly with Court of Justice of the EU jurisprudence through oral presentation and analysis of selected cases
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
3. Construct a critical argument in essay form, on the basis of independent research.
4. Present a case, identifying the key concepts, the inter-relation between the facts and the legal arguments and providing a coherent account of the judgment and of its broader ramifications.
5. Demonstrate an increased confidence in oral communication by participation in seminar discussion of legal and non-legal issues and EU case law, individually and/or through teamwork exercises and by delivering a case presentation.
6. Make proper use of the library resources by way of law reports, articles, monographs and textbooks.
7. Make proper use of web-based material and distinguish appropriate sources from inadequate ones.
8. Apply critical, analytical and problem-solving skills in a wide range of different legal and non-legal settings in seminars and for the purpose of written assessment.
9. **A synopsis of the curriculum**

This module focuses on the foundational rules, principles and doctrines underpinning the constitutional and institutional legal framework of the European Union. Against the backdrop of financial turbulence within the Eurozone and the recent structural reforms to the Union introduced by the 2007 Lisbon Treaty, this core area of EU law has gained heightened political and legal significance in the context of on-going debates on the nature and extent of European legal integration.

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

The following are required as general reading and are available in the library. Additional reading will be recommended and detailed in lecture and seminar handouts;

* Craig, P. & De Burca, G., EU Law: Text Cases and Materials (OUP, 6th Ed., 2016)
* Chalmers/Davies/Monti, EU Law, 3rd ed (CUP 2014)
* Craig/De Burca (eds) The Evolution of EU law (OUP 2011)
1. **Learning and teaching methods**

Total contact hours: 18

Private study hours: 182

Total study hours: 200

1. **Assessment methods**

13.1 Main assessment methods

Short essay 1000 words (10%)

Long essay 4000 words (90%)

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

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 | 9.5 | 9.6 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | x | x | x | x | x | x | x |  | x | x | x |
| Lectures | x | x | x | x |  |  |  |  |  |  |  |
| Seminars | x | x | x | x | x | x | x | x | x | x | x |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Short Essay | x | x | x |  |  | x | x |  | x | x | x |
| Long Essay | 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, in Canterbury, teaching sessions will not be recorded to assist notetaking as they are heavily discussion-based and may contain sensitive material. However, the module convenor will notify students in advance of any lectures that will be recorded. In Brussels, recording will be at the discretion of the module convenor.

**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 and Brussels

1. **Internationalisation**

The module, by its nature, is an internationalised subject as it focuses on the foundational rules, principles and doctrines underpinning the constitutional and institutional legal framework of the European Union.

**FACULTIES SUPPORT OFFICE 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) |
| 06/1/2020 | Minor | September 2020 | 15 | No |
|  |  |  |  |  |

Revised FSO Jan 2018