1. **Title of the module**

LAWS6310 (LW631) Consumer Law

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**

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**

LAWS3150/LAWS3250 Introduction to Contract and Tort

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

All undergraduate Law programmes including Joint Honours.

1. **The intended subject specific learning outcomes.  
   On successfully completing the module, students will be able to:**
2. Demonstrate knowledge of the relevant common law, statutory and non-statutory sources in the area of consumer law and to research and apply that knowledge to concrete fact situations.
3. Demonstrate an understanding of the standard policy arguments and frameworks of consumer law, and to apply and critique them in concrete policy problems.
4. Critically appreciate the role of consumer law and policy within the “new regulatory state” in the UK.
5. Demonstrate an awareness of the different forms of legal regulation of consumer market transactions (e.g. private law, administrative regulation, "soft law", harnessing market incentives), and their strengths and weaknesses.
6. Assess claims about the progressive potential of consumer law and its relationship to broader social policies such as addressing social exclusion.
7. Demonstrate an appreciation of the scope of EU consumer law and policy and its effects on UK law.
8. **The intended generic learning outcomes.  
   On successfully completing the module, students will be able to:**
9. Effectively locate primary and secondary legal and policy sources and to apply them to specific policy and legal issues.
10. Critically evaluate an area of law both doctrinally and in terms of its socio-economic consequences.
11. Recognise potential alternative solutions to particular problems and make a reasoned choice between them.
12. Formulate and sustain a complex argument, supporting it with appropriate evidence.
13. **A synopsis of the curriculum**

Consumer law is a significant area of contemporary market regulation. This area of law raises practical questions about the everyday consumption of goods and services, theoretical issues about the role of government regulation and contrasting visions of markets. Furthermore, consumer law provides an opportunity to analyse different forms of regulation in contemporary societies such as legal rules, codes of practice, administrative regulation and attempts to harness market incentives. This module addresses the regulation of consumer markets. This module is aimed at students who wish to have an understanding of substantive law, policies and institutional framework concerning the regulation of consumer markets.

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

* Geraint Howells, Christian Twigg-Flesner, Thomas Wilhelmsson (eds), Rethinking EU Consumer Law (Routledge 2017)
* Geraint Howells, Iain Ramsay and Thomas Wilhelmsson (eds), Handbook of Research on International Consumer Law (2nd Edition, Edward Elgar 2018)
* Dorota Leczykiewicz, Stephen Weatherill (eds), The Images of the Consumer in EU Law: Legislation, Free Movement and Competition Law (Hart 2016)
* Iain Ramsay, Consumer Law and Policy: Text Cases and Materials on Regulating Consumer Markets (3rd edn, Hart Publishing 2012)
* Colin Scott and Julia Black, Cranston’s Consumers and the Law (3rd edn, Cambridge 2000)
* Stephen Weatherill, EU Consumer Law and Policy (2nd edn, Edward Elgar 2013)

1. **Learning and teaching methods**

Total study hours: 300

Contact hours: 20

Private study hours: 280

1. **Assessment methods.**

13.1 Main assessment methods

Essay 1 (2,000 words) – 50%

Essay 2 (2,000 words) – 50%

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 the mapping below.

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 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |  |  |
| Lectures | x | x | x | x |  | x |  | x | x |  |
| Seminars | x | x | x | x | x | x | x | x | x | x |
| Private Study | x | x | x | x | x | x | x | x | x | x |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay 1 (50%) | x | x | x | x | x | x | x | x | x | x |
| Essay 2 (50%) | x | x | x | x | x | x | x | x | x | x |

1. 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, which can be seen in the comparative materials used.

**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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6 & 7 cover sheet) |
| 22/01/2019 | Minor | September 2019 | 5, 10-14 | No |
|  |  |  |  |  |