1. **Title of the module**

LAWS9070 (LW907) Commercial Credit

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 7

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

20 credits (10 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**

None

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

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

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate a critical understanding of the legal, economic and social role of commercial credit and security in the economy.
	2. Demonstrate a systematic understanding of the politics of commercial credit and the assumptions underlying international initiatives to promote credit market reform and regulate security.
	3. Demonstrate a critical understanding of the key legal concepts of the existing legal regime of security in the UK, its sources and its intellectual assumptions.
	4. Engage in critical independent comparative and interdisciplinary research on commercial credit law and policy.
	5. Draw upon normative principles and other disciplines to evaluate and critique commercial law.
	6. Demonstrate a sophisticated understanding of the legal forms which arise and operate within complex historical and political conditions.
	7. Demonstrate a detailed awareness of the economic, political and/or social implications of legal forms and remedies.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Carry out independent academic research, to effectively locate primary and secondary sources at national and international level as well as specific policy and legal issues.
	2. Effectively apply knowledge to critically analyse and assess complex issues.
	3. Present relevant knowledge and understanding with originality in the form of a reasoned argument.
3. **A synopsis of the curriculum**

Credit is the lifeblood of capitalism. The law that regulates household and commercial credit is of significant, economic, and social importance in developed and developing economies. The 2008 world financial crisis was triggered by failures in debt-markets associated with household financing. This module explores central ideas about the role of credit in the economy and its contribution to economic, social, political and cultural development.

This module focuses on how law facilitates, shapes and determines the flow of credit to households and businesses domestically as well as internationally. It primarily explores the rationales that underpin the creation, production and supply of credit. It traces these to mainstream, economic thought and understandings of credit. The module critically examines and evaluates how these rationales take into consideration (or, indeed, fails to consider) principles of social justice and equality. Importantly, the module introduces historical, gendered, cultural, and sociological approaches to credit as viable alternatives to the dominant, mainstream understanding of consumer and commercial credit.

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

Indicative readings for this module include:

* L. Calder, *Financing the American Dream: Cultural History of Consumer Credit* (Princeton University Press, 2011).
* D. Harvey, *The Enigma of Capital: and the Crises of Capitalism* (Profile Books, 2011).
* P. Ireland, *Law and the Neoliberal Vision: Financial Property, Pension Privatization and the Ownership Society* (Northern Ireland Legal Quarterly, 2011, Volume 62, pp 1-31).
* J. Montgomerie, *The financialisation of consumption: The case of Anglo-American household indebtedness in the 1990s* (University of Sussex, 2007).
* T. Williams, *Empowerment of Whom and for What? Financial Literacy Education and the New Regulation of Consumer Financial Services* (Law & Policy, 2007, 29(2), pp 226-256).
* A. Zokaityte, *Consumer Financial Education: Edu-regulating our saving and spending habits* (Palgrave Macmillan, 2017).
1. **Learning and teaching methods**

Contact hours: 18

Private study hours: 182

Total hours: 200

1. **Assessment methods.**

13.1 Main assessment methods

Essay, 5,000 words (100%)

13.2 Reassessment methods

100% coursework.

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

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |  |  |
| Lecture/seminar | 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 (100%) | 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 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, the lecture/seminars will not be recorded as they are heavily discussion-based.

**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**

The module will examine some of the topics from a comparative perspective, makes use of the work of international authors such as those in the indicative readings, and will do the same at appropriate points throughout the module.

**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) |
| 03/04/2018 | Major | January 2018 | 8, 9, 10, 11, 12, 13, 14, 15, 17 |  |
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