1. **Title of the module**

International and Comparative Consumer Law and Policy, LAWS9080 (LW908)

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); LLM in Law; 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 systematic knowledge of relevant institutions and sources in the area of EU and international consumer law and policy and the ability to research and apply them.
	2. Demonstrate a comprehensive understanding of the political and economic background to consumer law at the national and international level
	3. Demonstrate a critical awareness of competing national approaches to consumer law and policy and the possible reasons for these differences.
	4. Identify and critically assess issues of effectiveness, accountability and legitimacy in the development of transnational networks and international standard setting in consumer law.
	5. Demonstrate comprehensive independent and interdisciplinary research on consumer law at the national level and international level
	6. Demonstrate a systematic knowledge and understanding of the central principles and institutional frameworks of an important aspect of international commercial law, the theoretical perspectives and the academic debates of this substantive areas of law;
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Apply their comprehensive knowledge and understanding in the form of an original reasoned argument.
	2. Articulate a reasoned point of view on the relative merits of differing approaches to regulation.
	3. Demonstrate comprehensive independent research and creative thinking abilities.
	4. Identify and commence further research into unresolved issues.
3. **A synopsis of the curriculum**

Consumer law is a significant area of business regulation in many parts of the world. The EU has developed an ambitious programme of harmonization, provides intriguing approaches to transnational governance of markets, and competes as an international model of consumer law with models such as the US. Standards for consumer products and services are increasingly established at the international level through “private” bodies such as the International Standards Organization (ISO)

The module is structured as follows:

* An introduction to the rationales for and explanations for the growth of consumer law and policy at the national and international level. An introduction to transnational, comparative and international dimensions of consumer regulation and relevant institutional structures.
* Critical analysis of International, regional and national regulation of selected areas of consumer law such as unfair commercial practices, product safety, internet and digital regulation, unfair contract terms and consumer credit and debt.
1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* G. Howells, I. Ramsay, and T. Wilhelmsson, *Handbook of Research on International Consumer Law* (Edward Elgar, Cheltenham, 2nd ed. 2018)
	+ - * I. Ramsay, *Consumer Law and Policy: Text and Materials on Regulating Consumer Markets* (Hart, Oxford, 3rd ed. 2012)
1. **Learning and teaching methods**

Total study hours: 200

Contact hours: 18

Private study hours: 182

1. **Assessment methods.**

13.1 Main assessment methods

The module will be assessed by 100% coursework as follows:

Essay, of no more than 5000 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 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |  |  |
| Lectures/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** | Specify word length, duration, individual or group work (as appropriate) |  |  |  |  |  |  |  |  |  |  |
| Essay (100%) | 5000 words | 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, the lecture/seminars will not be recorded as they are heavily discussion-based and may contain sensitive material.

**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**

Internationalisation is incorporated throughout the subject content of this module (see section 10), learning outcome (8.6) and the assessment.

**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) |
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