1. **Title of the module**

LAWS3150 (LW315): Introduction to Contract and Tort

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

Division of Law, Society and Social Justice: Kent Law School

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

Level 4

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

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

Co-requisite: LAWS3160 Introduction to Property Law or LAWS5316 Introduction to Property Law

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

Compulsory to all single and joint honours undergraduate law programmes.

1. **The intended subject specific learning outcomes
On successfully completing the module students will be able to:**
	1. Demonstrate an understanding of the nature of private law, its main subdivisions and its development.
	2. Demonstrate a knowledge of the main types of legal obligation.
	3. Demonstrate an outline knowledge of the principles of the law of contract and tort.
	4. Demonstrate an understanding of the distinctive nature of case law and of the common law in particular.
	5. Identify the contractual and tortious legal issues raised in simple problem situations.
	6. Use case-law to predict the legal outcome of problem situations in at least one area of contract law and one area of tort.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Find a named case.
	2. Read a case, distinguishing the components such as the head note, the facts and the judgments; to identify, where possible, the ratio decidendi, while recognising the difference between different judgments.
	3. Make notes on cases, including judging their weight and providing critical comments for such notes.
	4. Research a simple legal issue to find the relevant rules and principles, to identify relevant cases, to distinguish areas of comparative certainty from the leeways for argument and to provide a written legal opinion based on the above research.
	5. Use cases, including using judicial quotation, in making an argument.
	6. Use case law to provide advice on a problem situation of limited complexity.

They will also be able to demonstrate the following general abilities;

* 1. To use library and web resources, including journal articles, to research an issue.
	2. To distinguish soundly based knowledge and evidenced claims from unfounded assertions.
	3. To intelligently distinguish issues about which it is legitimate to argue and on which different views may be held.
	4. To identify flaws and weaknesses in an argument.
1. **A synopsis of the curriculum**

Section 1 Introduction to Obligations

1. The nature of the common law and its development.
2. The idea of precedent and legal reasoning.
3. The distinction between public law and private law.
4. The main divisions of obligations.
5. Drafting case notes

Section 2 Introduction to the law of contract

a) The historical development of contract law and its functions in the modern world.

b) A special area of study in contract e.g. formation and modification of contracts.

Section 3 Introduction to tort

a) The historical development of tort. An overview of different types of tort. The centrality of the tort of negligence and its role in the modern world.

b) A special study in tort – e.g. trespass to the person.

Section 4 Conclusion

A summary; critical approaches to the study of contract and tort; guidance to legal problem solving.

1. **Reading List**

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

1. **Contact hours**

Total study hours: 150

Contact hours: 30

Private study hours: 120

1. **Assessment methods.**

13.1 Main assessment methods

MCT – 1-hour (approx.): 20%

Problem question: 2200 words (max): 80% \*

\* Students must achieve a mark of 40% in the problem question to pass the module overall.

13.2 Reassessment methods

Like-for-like: where undertaken, students must achieve a mark of 40% in the problem question to pass the module on reassessment.

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 | 9.5 | 9.6 | 9.7 | 9.8 | 9.9 | 9.10 |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lectures | X | X | X | X |  |  |  |  |  |  |  |  | X | X | X |  |
| Seminars |  |  |  | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Case classes |  |  |  | X | X | X |  |  |  |  |  | X |  |  | X | X |
| Private Study | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| MCT (20%) | X | X | X | X | X | X |  |  |  |  |  |  |  |  |  |  |
| Problem question (80%) | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |

1. The Division 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, 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**

Where appropriate, the module will examine conceptions of obligations in other jurisdictions. However, this module is intended to meet the requirements of the law of obligations for the purposes of the ‘Qualifying’ law degree and, therefore, its content is informed by the requirements of the Professional and Statutory Bodies for Law.

**DIVISIONAL 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) |
| 13/12/16 | Minor | September 2017 | 6 | No |
| 21/09/17 | Minor | September 2018 | 6, 10-12, 14, 17 | No |
| 02/12/19 | Minor | September 2020 | 12, 13 | No |
| 13/11/20 | Minor | September 2021 | 10, 13, 14 | No |
| December 2021 | Minor | September 2022 | 1 | No |