1. **Title of the module**

LAWS6410 (LW641) Privacy, Data Protection and Cybersecurity 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**

(LAWS5880) Public Law 1 or (LAWS6140) Public Law 1 (Certificate Programme)

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

All Social Sciences undergraduate law programmes

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate a fulsome understanding of the concepts, principles, policies, debates and legal doctrines associated with privacy, data protection, cybersecurity, and freedom of information law;
	2. Demonstrate a systematic understanding of the origins and development of EU and UK data protection, freedom of information, and e-security surveillance statutes, legal frameworks and regulations, Human Rights protections, and EU Article 29 Data Protection Working Party opinions and rulings.
	3. Undertake in-depth analysis of emerging issues in privacy, data protection, cybersecurity, e-surveillance, and freedom of information.
	4. Think critically about privacy, data protection, cybersecurity, e-surveillance, and freedom of information: to take nothing at face value, to go beneath the surface of the law, to critically analyse and evaluate it.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Identify, understand, and evaluate complex legal and non-legal policy materials.
	2. Critically challenge received understandings and conclusions.
	3. Present complex legal and policy ideas and formulate sustained and persuasive arguments.
	4. Undertake research, writing, and problem solving as it pertains to the analysis of statutes, legal cases and rulings, policies, and in the construction of legal, philosophical, and policy-based arguments.
3. **A synopsis of the curriculum**

This module will focus on the way in which the law defines and constructs privacy, breach of confidence, cybersecurity threats, and e-surveillance in the UK, EU and elsewhere as appropriate (e.g. North America, Australia) and how the law regulates data protection, freedom of information, consent for digital and personal information collection, use and sharing, and e-surveillance. Students will be asked to critically examine whether privacy protection laws, consent, and confidentiality measures are fit for purpose and proportionate given demands of the market, the state, and public administrations to collect, use, and share personal information for reasons of commerce, service provision, and security protection. Students will be challenged to critically examine how personal, financial, health, and economic transactional data are managed, who has access to this information, and for what purposes. The module will require students to assess emerging legal, regulatory, data protection and personal privacy issues raised by widespread access to personal information, including data generated by social media, electronic commerce, state security agencies, and health administrations. The curriculum will explore rapidly changing privacy and data protection issues including the ‘right to be forgotten’, the Internet of Things (IoT), cybersecurity law in a post-Snowden world including Safe Harbours, data retention and reuse implications of the UK National DNA database, biobanks, and digital interconnectivity of social media.

1. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**
	* + - Anita Allen, 2011, *Unpopular Privacy*, (MIT Press)
			- Beate Roessler and Dorota Mokrosinska (eds), 2015, *Social Dimensions of Privacy: Interdisciplinary Perspectives*, (Cambridge University Press)
			- Daniel J Solove, 2008, *Understanding Privacy*, (Harvard University Press, Cambridge. Mass.)
			- European Union Agency for Fundamental Rights, 2014, *Handbook on European Data Protection Law*, (Council of Europe)
			- Paul Lambert, 2013, *A User’s Guide to Data Protection*, (Bloomsbury Professional Ltd)
			- Peter Carey and Robin Hopkins, 2012, *Freedom of Information Handbook*, (The Law Society Press)
			- Peter Carey, 2009, *Data Protection Law*, (Oxford University Press)
2. **Learning and Teaching methods**

Contact hours: 20

Private study hours: 130

Total study hours: 150

1. **Assessment methods.**

13.1 Main assessment methods

Assessment Pattern A – 100% coursework:

Unseen paper 1 – 1250 words (25%)

Unseen paper 2 – 1250 words (25%)

Written coursework – 2500 words (50%) \*

Students must achieve a mark of 40% in the ‘written coursework’ element to pass the module overall.

Assessment Pattern B – 100% dissertation – no more than 6,000 words

13.2 Reassessment methods

Like-for-like – where undertaken, students must achieve a mark of 40% in the ‘written coursework’ element in order to pass the module overall.

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 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |
| Lectures | X | X | X | X | X | X |  |  |
| Seminars | X | X | X | X | X | X | X | X |
| Private Study | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |
| **Assessment Pattern A** |  |  |  |  |  |  |  |  |
| Unseen Paper 1 (25%) |  |  | X | X | X | X | X | X |
| Unseen Paper 2 (25%) |  |  | X | X | X | X | X | X |
| Written Coursework (50%) | X | X | X | X | X | X | X | X |
| **Assessment Pattern B** |  |  |  |  |  |  |  |  |
| Dissertation (100%) | 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**

By its nature, the module is inherently internationalised (as illustrated by the subject matter, module learning outcomes and indicative readings). See for example, the exploration of EU and UK data protection laws and the exploration of emerging issues including: the ‘right to be forgotten’, the Internet of Things (IoT), cybersecurity law in a post-Snowden world including Safe Harbours, data retention and reuse implications of the UK National DNA database, biobanks, and digital interconnectivity of social media.

**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) |
| 02/12/19 | Minor | September 2020 | 13 | No |
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