1. **Title of the module**

LAWS9291 (LW9291) Research Methods in Law

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

Division for the Study 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 7

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

40 credits (20 ECTS Credits)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn term (term 1) and Spring term (term 2)

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

None

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

LLM in (Specialisation); LLM in Law (Taught)

LLM (Research), MPhil and PhD in Law / Socio-Legal Studies

1. **The intended subject specific learning outcomes.**
**On successfully completing the module students will be able to:**
	1. Demonstrate an advanced understanding of a range of significant methodologies used and developed within legal scholarship;
	2. Demonstrate a comprehensive knowledge of key contemporary methodological debates within socio-legal studies;
	3. Systematically identify and develop creative, critical, and practical ways of approaching legal sources (such as cases and statutes, objects, images and people) and field research sites;
	4. Demonstrate an advanced understanding of the methodological and ethical issues involved in designing and conducting empirical (qualitative and/or quantitative) socio-legal research;
	5. Demonstrate an advanced understanding of the unique qualities of socio-legal research process including conceptualisation, data collection, analysis; dissemination and reflection.
2. **The intended generic learning outcomes.**
**On successfully completing the module students will be able to:**
	1. Understand core generic aspects of methodological debates;
	2. Demonstrate a firm understanding of the generic qualities of the research process including conceptualisation, data collection, analysis; dissemination and reflection;
	3. Demonstrate core academic skills such as presenting, critiquing, audiencing and writing;
	4. Critically reflect on their own work and the work of others.
3. **A synopsis of the curriculum**

This module is designed to enable and inspire students to conduct critical, creative and practical legal research by enabling and inspiring them to be critical, creative and practical about their research process. It pays attention to every aspect of the research process including conceptualisation, data collection, data analysis, dissemination, and evaluation. It emphasises principles of experimentation, transparency, sharing and reflection. Students will complete a series of highly specified tasks, each of which uses their own research project as a test case. Through these tasks they will come to understand their research project on different scales; from the inside and from the outside. Through these tasks they will explore and evaluate the anatomy of PhDs, legislation, presentations, interviews, books and articles; from the perspectives of participants, authors and audiences. And through these tasks they will engage in critical, creative and practical speculation about the implications of approaching their project as if it were, for example, quantitative, qualitative, archival, ethnographic, participatory, field-work based or object-based.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Banakar, R. and M. Travers, (2005), *Theory and Method in Socio-Legal Research*, (Hart: Oxford)
* Blastland, M. and A. Dilnot, (2007), *The Tiger That Isn’t: Seeing Through World of Numbers*,(Profile: London)
* Edwards, R. and J. Holland, (2013), *What is Qualitative Interviewing?*, (Bloomsbury Press: London)
* McConville, M and W. H. Chui, (2007), *Research Methods for Law* (Edinburgh University Press: Edinburgh)
* Prown, J. D., (1982), *‘Mind in Matter: An Introduction to Material Culture Theory and Method’* 17:1 Winterthur Portfolio pp. 1-19.
* Watkins, D and M. Burton, (2013), *Research Methods in Law*, (Routledge: New York)
1. **Learning and teaching methods**

Total study hours: 400

Contact hours: 40

Private study hours: 360

1. **Assessment methods.**

13.1 Main assessment methods

Portfolio of work, equivalent to a 5000 word essay (50%)

Critical reflection, 5000 words (50%).

13.2 Reassessment methods

Reassessment instrument: 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 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | x | x | x | x | x | x | x | x | x |
| Workshops | x | x | x | x | x | x | x | x | x |
| Read/write | x | x |  | x |  | x | x | x | x |
| Lecture/Seminars | x | x | x | x | x | x | x | x | x |
| Field visit | x | x | x | x | x |  | x |  | x |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Portfolio  | x | x | x | x | x | x | x | x | x |
| Critical reflection  | 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. Where appropriate, lecture/seminar slides will be made available in electronic format in advance to allow all students to prepare (particularly students with notetaking difficulties). However, the design of the module is such that materials will be provided after a particular session to aid advance preparation for discussion at the next session.

**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.

For example, any field trips will be designed around the needs of students; students will be pointed to transcribed versions of any audio material and ‘born digital’ materials are at the heart of the curriculum.

Most importantly, students will be actively encouraged always to pay attention to accessibility in the widest possible sense, and to learn from each other about how access to research and learning opportunities are experienced by different users, and how that access can be improved.

1. **Campus(es) or centre(s) where module will be delivered:**

Canterbury

1. **Internationalisation**

Many aspects of this module address the importance of agility and openness in communicating socio-legal research across barriers. This is significant from an internationalisation perspective because well communicated research can transcend boundaries of discipline, language and academic culture.

**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) |
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