1. **Title of the module**

Legal Design (LAWS9360 / LW936)

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 (Specialisation); LLM Law; PG Diploma (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 understanding of the fundamental concepts and principles at issue in contemporary critical design thinking as it relates to law.
	2. Apply fundamental concepts and principles of design thinking, with originality, to contemporary legal contexts and debates, and reflect on the benefits and limitations of that process.
	3. Demonstrate a critical understanding of current sociological, historical and political perspectives towards claims about objectivity and neutrality in design as it relates to law.
	4. Undertake detailed independent legal design research.
	5. Present detailed critical arguments in relation to law and design.
2. **The intended generic learning outcomes.
On successfully completing the module, students will be able to:**
	1. Carry out further independent research, synthesising material from a variety of sources.
	2. Present relevant knowledge and understanding with originality.
	3. Identify, critically assess and evaluate complex issues and problems according to their historical, political and cultural contexts.
	4. Express themselves with high standards of coherence, with appropriate use of citation, and by the use of effective word processing.
3. **A synopsis of the curriculum**

This module explores the contribution that ‘design thinking’ can make to legal scholarship and practice. Graphic designers use images and/or text to communicate facts, concepts and values. They draw on a distinct set of rigorous, reflexive and user-centric processes, such as ideation and prototyping, which are now commonly referred to as ‘design thinking’. These design processes help to produce communications, such as diagrams or info-graphics, that promote what many (from totalitarian propagandists to anti-establishment protesters) regard as core legal goals: for example, accessibility, clarity and efficiency. Furthermore, design thinking provokes closer, deeper and wider engagement with the very ideas that are being communicated. So design thinking also provides students with important alternative mechanisms with which to create, research, test and evaluate legal ideas. Finally, a critical approach, such as that adopted in this module, ensures the assumptions and intentions underlying a particular design project are never taken for granted, always exposed and tested. For all of these reasons the design thinking skill set is sought after, increasingly and explicitly, by employers such as private law firms and government departments.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* 99 Percent Invisible. Podcast. Available at <99percentinvisible.org>.
* Armstrong, H. (2009) Graphic Design Theory Princeton: Princeton Architectural Press.
* Berger J. (1972) Ways of Seeing London: Penguin.
* Hagan, M. Law by design Available at http://www.lawbydesign.co/en/home/
* Lupton, E. and Miller, J. (1996) Design Writing Research London: Phaidon Press.
* Perry-Kessaris, A (forthcoming 2020) *Doing Sociolegal Research in Design Mode* Routledge
* Perry-Kessaris, A. (commissioned for 2018) Legal Design: policy practice activism research *Journal of Law and Society*
* ‘Perry-Kessaris A (2017) ‘The pop-up museum of legal objects project: an experiment in ‘sociolegal design’ 68:2 Northern Ireland Legal Quarterly Special Issue on the Pop-Up Museum of Legal Objects 225-44.
1. **Learning and teaching methods**

Total study hours: 200

Contact hours: 20

Private study hours: 180

Some lecture elements may, where appropriate, be pre-recorded and delivered via Moodle to allow flexibility in content and location. This is so that students can benefit from listening to them in a setting (e.g. high street, museum, or other public or private space) that is specifically relevant to, and which will shed additional light on, the subject matter of the lecture.

1. **Assessment methods.**

13.1 Main assessment methods

100% coursework, comprising, either:

An essay on a topic approved by the convenor (no more than 5,000 words) – 100%

A piece of legal design (30%) and a critical reflection on the design and the design process (3000 words, 70%)

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)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |  |
| Lecture/seminars | X | X | X | X | X | X | X | X | X |
| Workshops | X | X | X | X | X | X | X | X | X |
| Field visit |  | X | X | X | X | X | X |  |  |
| Private Study | X | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay | X | X | X | X | X | X | X | X | X |
| Legal Design |  |  | 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 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 for postgraduate modules, the lecture/seminars will not be routinely recorded to assist notetaking (unless the convenor specifies otherwise).

**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**

This module centres on a theme of communication. As such it addresses, and helps students to overcome, one of the most important barriers to internationalisation.

**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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