University of the West of England
BRISTOL

**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

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| Part 1:  Basic Data | | | | | | |
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| Module Title | Information Technology Law | | | | | |
| Module Code | UJGUPH-15-M | | Level | M | Version | 1.1 |
| Owning Faculty | FBL | | Field | Law Postgraduate | | |
| Contributes towards | All LLM Awards<br>LLM in Commercial Law<br>LLM in Environmental Law and Sustainable Development<br>LLM in International Banking and Finance Law<br>LLM in International Law<br>LLM in International Trade and Economic Law | | | | | |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 | Module Type | Standard | |
| Pre-requisites | None | | Co- requisites | None | | |
| Excluded Combinations | None | | Module Entry requirements | | | |
| First CAP Approval Date | QMAC December 2011 | | Valid from | 1 September 2012 | | |
| Revision CAP Approval Date | 26 March 2015 | | Revised with effect from | September 2015 | | |

| Review Date | September 2018 |
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| Part 2:  Learning and Teaching |
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| Learning Outcomes | On successful completion of the module, students are expected to demonstrate: |

Learning Outcomes

On successful completion of the module, students are expected to demonstrate:

- a critical understanding of the legal principles (including European ones and when relevant those of the USA and other countries) and concepts relating to the use of information technology [assessed in components A and B];

- a critical understanding of how different legal systems approach the regulation of information technology and the relationship between those systems and the international legal framework [assessed in components A and B];

- an ability to locate and understand both international and national legal instruments and mechanisms relevant to the regulation of information technology [assessed in components A and B];

- an ability to critically evaluate information technology law in relation to its wider context, in particular in the context of globalisation, the protection of human rights [assessed in components A and B];

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| | • an ability to anticipate and critically evaluate the possible legal solutions to complex legal issues created by innovative uses of information technology [assessed in components A and B].<br><br>On successful completion of this module, students should have the following transferable skills:<br><br>• ability to present a structured argument at both abstract and concrete levels in the subject area [assessed in components A and B];<br>• ability to recognise problems and identify solutions [assessed in components A and B];<br>• ability to analyse, evaluate and reflect upon complex materials relating to the subject area [assessed in components A and B];<br>• ability to work in groups; and<br>• ability to undertake independent research [assessed in components A and B]. |
| Syllabus Outline | The module begins with an introduction to the information society and the problems faced in governing the information society. The problems of governance are then explored by focussing on specific areas concern in the seminars. National, European and the laws of other countries will be discussed to provide a comparative analysis. International treaties and conventions will also be critically analysed.<br><br>The following is a list of topics which will be explored in the seminars. The emphasis may shift where there is a shift in relative importance. The list has been drawn broadly enough so that developments in the area can be taken into account.<br><br>• Overview of the development and regulation of the information society in a national, international and comparative context.<br>• E-commerce with particular emphasis on the protection of e-consumers.<br>• Crime in the information society<br>• Data protection an privacy in the information society<br>• Digital information – ownership and control of content<br>• Digital information and intellectual property rights. |
| Contact Hours/Scheduled Hours | 12 x 2 hour workshops<br><br>Scheduled contact is supplemented by independent learning structured around reading and questions set in advance. In addition, students are encouraged to attend seminars organised by the Centre for Legal Research and the Research Units of the Department of Law. |
| Teaching and Learning Methods | The main focus of teaching and learning on the taught LLM programme is through independent research and debate in the context of 2 hour weekly workshops. The workshop-based approach to teaching and learning is designed to enable the student to develop the independent research, analytical and reflective skills required for successful completion of a postgraduate level course. Students will need to complete the necessary preparatory reading and study of any set case materials in advance of each workshop. From each workshop, the student will be expected to have developed a general mastery of the subject under consideration. In addition, students will be expected to raise, critically assess and defend different points of view on controversial issues in class and to make presentations to the class on their own and in groups.<br><br>**Scheduled learning** for this module is in the form of workshops. The activities covered in workshops may include lectures, seminars, tutorials, group discussions, group exercises, role play, case studies, presentations by students and staff, in groups or individually, debates and other activities such as films or video and online discussions. |

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| | **Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. |
| Reading Strategy* | All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of journals (both print and electronic) and a wide variety of resources available through web sites and information gateways. The University's Library website pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities to develop their information retrieval and evaluation skills in order to identify appropriate resources effectively.<br><br>This module is supported by Blackboard, where students will be able to find all necessary module documentation, to include guidance on essential and further reading within the module outline. Direct links to information resources and digitised materials will also be provided from within Blackboard.<br><br>Any essential reading will be indicated clearly, along with the method for accessing it, for instance, students may be expected to purchase a set text or be referred to texts that are available electronically. At the moment there is no one set text but there a variety of up to date sources which have been purchased by the library and held on short loan. It is possible to make selections of these available to students through the digital collection. Where possible electronic versions will be made available via Blackboard. The reading list will be made available in the module outline which will be accessible via Blackboard and through any other vehicle deemed appropriate by the module/programme leaders.<br><br>If further reading is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, for instance, through use of bibliographical databases. Essential reading and additional reading will be distinguished. Where the readings are books a selection of readings will be indicated for the individual sessions. |
| Indicative Reading List | *Indicative Reading List:*<br><br>**Recommended Texts**<br>The following are recommended as useful general texts and provide an indication of the type and level of information that students will be expected to use. Current advice on reading will be made available in the module outline which will be accessible via Blackboard.<br><br>L Edwards and C Waelde (eds), *Law and The Internet* (Hart 2009)<br><br>I Lloyd, *Information Technology Law* (OUP 2011)<br><br>A Murray, *Information Technology Law: The Law and Society* (OUP 2010)<br><br>D Rowland, U Khol, and A Charlesworth, *Information Technology Law* (Routledge 2011)<br><br>Recommended databases and internet sources:<br>Lexis Library<br>ICO website<br>SSRN website<br>The Register website<br>Westlaw<br>Wired website<br>**Legal Journals**<br>Computer Law and Security Report<br>Computer and Telecommunications Law Review<br>Entertainment Law Review<br>European Intellectual Property Law Review |

| | European Journal of Law and Technology |
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| **Part 3: Assessment** |
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| Assessment Strategy | Learning outcomes will be assessed by oral presentation and written coursework. Assessment questions will be set by tutors. Both assessments require students to undertake independent research building on material covered in the workshop sessions. |
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| Identify final assessment component and element | **Component A** | |
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| | **A:** | **B:** |
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| **% weighting between components A and B** (Standard modules only) | 40% | 60% |

| **First Sit** |
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| **Component A** (controlled conditions) <br> **Description of each element** | **Element weighting** <br> (as % of component) |
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| 1. Oral Presentation and Questions (20 minutes) | 100% |
| **Component B** <br> **Description of each element** | **Element weighting** <br> (as % of component) |
| 1. Written coursework essay (maximum 3500 words) | 100% |

| **Resit (further attendance at taught classes is not required)** |
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| **Component A** (controlled conditions) <br> **Description of each element** | **Element weighting** <br> (as % of component) |
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| 1. Oral Presentation and Questions (20 minutes) | 100% |
| **Component B** <br> **Description of each element** | **Element weighting** <br> (as % of component) |
| 1. Written coursework essay (maximum 3500 words) | 100% |

| If a student is permitted a retake of the module the assessment will be that indicated by the Module Description at the time that retake commences. |
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