



Module Specification

Technology Law

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Part 1: Information

Module title: Technology Law

Module code: UJGUQG-15-M

Level: Level 7

For implementation from: 2024-25

UWE credit rating: 15

ECTS credit rating: 7.5

College: College of Business and Law

School: CBL Bristol Law School

Partner institutions: None

Field: Law Postgraduate (Programmes)

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Technology is at the centre of modern business life and enables trade across the globe. This module therefore aims to provide an understanding of the essential areas where law, business and technology interact.

Features: The law covers the legal theory of a number of areas of law with a focus on how it impacts on global trade.

Educational aims: Introducing students to the range of laws that impact the use of technology in a business context, in particular intellectual property, data protection and contract.

Helping students develop their substantive knowledge of relevant law and policy by engaging in comparison across jurisdictions and offering evidence based and critically aware discussions of legal problems and debates.

Outline syllabus: The following is a list of case-study topics which will be explored in the seminars each case study may represent more than one weeks work. The emphasis may shift where there is a shift in relative importance on the global business or legal stage. The list has been drawn broadly enough so that developments in the area can be taken into account

Case Study 1 Cloud-computing

Introducing students to the basics of networked technologies and exploring the idea of service level agreements in a context that is accessible but also illustrates many of the key issues.

Case Study 2 Data Protection

GDPR and Data Protection Law giving a flavour of in practice issues for businesses – notably the handling a storage of data and clients whose data may attract more rigorous duties of care.

Case Study 3 Intellectual Property Law for Business Computer Users

This case study will focus specifically on business computer users to avoid unnecessary duplication of material taught in other modules. Nevertheless as IP is a key digital asset of most businesses it is essential that it be covered to some degree. Students will be offered a broad overview on the rules relating to Hardware, Software, Databases and the Open Source Movement.

Case-study 5 Online Harms

Legal responsibility for preventing online harassment whilst ensuring freedom of expression on digital platforms is increasingly being placed on corporate platform owners. Equally, data protection and corporate reputation can hinge on good cybersecurity. This case study introduces students to online harms in the form of computer misuse/cybersecurity, speech, and dis/misinformation.

Case Study 5 Ethical AI

As businesses and individuals seek to navigate the efficient use of LLMs (large language model) in generative AIs this case study will look at the ethics of their use and consider the efficacy of newly emergent law in the area.

N.B. Please note that the whole of the syllabus may not be taught in any one year. Selection of topics will depend on staff current research and interests.

Part 3: Teaching and learning methods

Teaching and learning methods: 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 seminars supported and facilitated by members of the teaching Team. The learning context is student-centred and utilises a variety of techniques to encourage independent thought and constructive critique. Dialogue is promoted between student and lecturer in an inter-active relationship which emphasises the two-way flow of information, analysis and critique.

It is not necessarily envisaged that every topic in the syllabus will be covered in any one academic year. Areas which have topical significance could, therefore, be developed at greater length and less important areas delineated in outline only.

Students will be expected to conduct research with both traditional and electronic sources and will be instructed on how to do this both during the Programme as a whole and, where necessary, within the module.

Student preparation:

Seminars: Seminars will be two-hours long per week.

woSeminars: Seminar preparation tasks include working individually or in small groups. Mini-oral presentations will be encouraged in these sessions. Students will

need to complete the necessary preparatory reading and study of any set materials in advance of each seminar. From each seminar, the student will be expected to have developed a general mastery of the subject under consideration. In addition, students will be expected to formulate positions, critically assess ideas and explore materials both on their own and working with their peers in class.

Students will be given seminar documents detailing the learning objectives, questions and a reading list for each topic in advance of their seminars which will be centred on the analysis of articles, cases, statutes, etc. as appropriate. Powerpoint slides for the topic will also be released in advance of each session.

Directed reading will be suggested along with internet sources and video material as appropriate.

Students are expected to make full use of their independent learning time to reflect critically upon the subject and to develop their own ideas.

Operation and purpose:

Seminars: Seminars will involve analysis and synthesis of conceptual and contextual issues, through plenary discussion and may include mini-oral presentations by individual students or groups of students. The seminar-based approach to teaching and learning is designed to enable the student to develop and practice the independent research, analytical and reflective skills required for successful completion of a postgraduate level course.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 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

MO2 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

MO3 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

MO4 An ability to anticipate and critically evaluate the possible legal solutions to complex legal issues created by innovative uses of information technology

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 128 hours

Face-to-face learning = 22 hours

Total = 0

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/E547FC43-F79F-18C8-8146-0374B7ED784D.html?lang=en&login=1) via the following link <https://rl.talis.com/3/uwe/lists/E547FC43-F79F-18C8-8146-0374B7ED784D.html?lang=en&login=1>

Part 4: Assessment

Assessment strategy: Assessment Strategy

1) Students will be asked to orally deliver advice to a client in response to a scenario created by the teaching team. Students will be asked to select one from a list of predetermined businesses as described by the teaching team and apply the scenario to it.

Students will also be asked to provide a Sourcebook of their research materials for all aspects of their presentation – please note not simply a bibliography but full bibliographical information plus snipped selections of materials, copies of podcasts, videos etc. This will be submitted in advance via Blackboard.

2) The presentation should include:

a. A brief PESTLE analysis of the business in question – setting the context of the discussion and noting any areas of relevance to the scenario. (5 minutes)

b.A brief outline of the response to the scenario outlining key legal problems and recommendations for the client as to what the legal consequences of the scenario are likely to be and any actions it would be prudent for them to take. (15 minutes)

c.Q and A with the marker which can include discussion of sources as well as recommendations made. (10 minutes)

3)As the final element of this assessment each student will also be required to have a 10 minute one to one debrief with the marker via Teams (for the purposes of recording) in the subsequent week(s) to reflect on how they think their assessment went. The first 5 minutes will be a student lead discussion and should be treated as an opportunity to reflect on your performance, and correct, clarify or expand upon any issues raised by your presentation and the subsequent Q and A. The last five minutes will be in the form of oral feedback on your work.

Assessment tasks:

Presentation (First Sit)

Description: Presentation with associated source portfolio, Q and A and debrief.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Presentation (Resit)

Description: Presentation with source portfolio and reflection.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Global Business and Finance Law [Frenchay] LLM 2024-25