



DEPARTMENT OF LAW

HRS402 Business Law and Innovation Law II, 30 credits

Affärsjuridik och innovationsrätt II, 30 högskolepoäng

Second Cycle

Confirmation

This course syllabus was confirmed by Department of Law on 2023-02-21 and was last revised on 2024-03-05 to be valid from 2024-09-02, autumn semester of 2024.

Field of education: Law 100%

Department: Department of Law

Position in the educational system

The course is given as an advanced course in the Law programme at the School of Business, University of Gothenburg.

Main field of studies

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Specialization

A1N, Second cycle, has only first-cycle course/s as entry requirements

Entry requirements

Admission to the course requires that the student is admitted to the Law Programme and that the student has completed 150 credits from semester 1-5. Applicants also need to have studied the course HRS401 and thereby completed at least half of the assignments included in that course at the time.

Learning outcomes

On successful completion of the course the student will be able to:

Knowledge and understanding

1. In the light of the specific requirements of different legal roles, be able to apply business and innovation law regulation, and functionally related parts of other

disciplines, to different business law problems and opportunities, to the extent that it implies a relevant legal approach. This in a way that implies a deepening in relation to the HRS401 course.

2. Be able to analyse resources, concepts, structures, constructs and options in the application and management of business and innovation law, taking into account the consequences and risks of different options in such a way that the analyses can be used to manage these resources, concepts, structures, constructs. This in a way that implies a deepening in relation to the course HRS401.

3. From the perspective of different legal roles, be able to use rights claims in business models and other value-creating processes.

4. Be able to distinguish the different argumentation and approaches that characterise different legal roles and relate them to the social responsibilities of the different roles. This in a way that implies a deepening in relation to the course HRS401.

Competence and skills

5. Relate to the current regulation and norm formation in a legal-political, constructive and critical way, including demonstrating the ability to be critical of the phenomena and events occurring in practice, to such an extent that the student can assess issues of responsibility and also understand the importance of constructive thinking. This in a way that provides depth in relation to the HRS401 course.

6. Be able to prepare a project with the aim of contributing to knowledge to such an extent that the project can be carried out without further preparation.

7. Be able to express him/herself in ways relevant to different legal roles This in a way that implies an in-depth knowledge of the HRS401 course.

Judgement and approach

8. Demonstrate an understanding of the individual and societal responsibilities associated with learning outcomes 1, 2, 3, 4 and 5.

Course content

The course aims to provide participants with the knowledge, skills and abilities necessary for the handling of advanced business law issues, including innovation law issues and issues in business law related fields. Furthermore, the course aims at a deeper understanding of the importance of the different roles of lawyers, for the law and for the work of lawyers at an advanced level. A further aim is for students to develop their legal skills to an advanced level.

In traditional legal terms, the course content will draw on content from the subjects of contract law, contract law, credit law, enforcement law, association law, market law, employment law, compensation law, transactional law, intellectual property law and innovation law, as well as functionally related parts of other subject areas, all of which are included in commercial law.

The concrete subject content of the course is determined by the activities - the tasks - carried out during the course. The focus is on understanding the constructive side of law; the conditions and requirements of the various legal roles and their relation to the management of, and the construction of solutions to, concrete legal problems.

During the course participants will work on larger and smaller individual, collective, written and oral assignments. The assignments will be on various topics in business law and innovation law in a broad sense.

Participants will approach the tasks from different perspectives and legal roles. The assignments will enable students to develop their understanding of law as a phenomenon and the roles of lawyers in different contexts. The tasks should also provide opportunities for students to develop skills.

The nature of the tasks may be such that they correspond to tasks given in other courses. In this context, course participants may have the opportunity to solve the tasks in various forms of cooperation and collaboration with participants in other courses.

The data are the basis for the examination. The course thus includes a number of opportunities for students to gather evidence for the assessment of whether they have achieved the learning outcomes of the course.

A particular task is the task of reflecting on one's own and others' achievements, with

the aim that reflection will contribute to the development of knowledge and skills. During the course, students will build a portfolio based on their performance in the examinations offered during the course. At the end of the course, students will present their portfolio and show how their performance provides a basis for assessing whether they have achieved the learning outcomes of the course.

Form of teaching

Teaching is conducted through written and oral task instructions. It is also conducted through lessons and seminars on themes relevant to the various tasks. Teaching may be conducted in coordination with teaching at other courses and events.

Participation in teaching: The student is entitled to participate in teaching for the course session in which the student is registered for the course for the first time. Students who wish to attend classes for a later course than the one for which they first registered must apply for re-registration and attendance. Applications must be made in writing before the student arrives for the course. The decision to re-register is taken by the Director of Studies and depends on the availability of places on the course. The decision to allow the re-registered student to participate in teaching is taken by the course director and depends on the availability of places in the teaching sessions. Students who had special reasons for not attending classes at the time they were first registered for the course will be given priority over other re-registered students.

Language of instruction: English and Swedish
Digital teaching can occur.

Assessment

Examination: the course is examined by the student completing the examination elements - assignments - included in the course. The number of tasks offered during the course is at least 7-15.

After each task, participants will receive general feedback. They will then be given some time to improve their performance.

All tasks have the potential to test all learning outcomes. In practice, however, different tasks may have different emphases and test different learning outcomes to different extents. This depends, among other things, on what the student chooses to do with each

task.

To achieve a pass, the student's performance must collectively demonstrate (Preliminary portfolio, 29 hec (0010) and Final portfolio 1 hec (0011)) that the learning outcomes have been met.

Re-examination: a student who has presented his/her final portfolio and received a failing grade is given an additional opportunity to complete his/her portfolio by re-examination. After the re-examination, the student has to present his/her final portfolio again (at the latest by the deadline), taking into account the performance of the re-examination.

A student who, at the end of the course, before presenting his/her final portfolio, feels less satisfied with one or two of his/her achievements, can deal with this by highlighting his/her other achievements in the presentation of his/her final portfolio. As the course provides several opportunities to perform, it is possible to compensate for efforts with which the student feels less satisfied within the framework of the course. A student who does not present his/her final portfolio in the allotted time will fail the course due to lack of portfolio presentation and will not have his/her performance assessed. Since the student has been failed, the student will have an additional opportunity to complete his/her final portfolio by re-examination. There are no other opportunities to complete the final portfolio other than by re-examination. It is therefore not possible to take part in assignments at a later stage of the course in order to use them to complete a portfolio that has already been started.

Change of examiner: students who have failed a course or part of a course twice have the right to request that another teacher be appointed as examiner. Such a request must be made in writing to the Director of Studies of the Department of Law in good time before the examination. The change of examiner concerns new work added to the portfolio, not work already assessed.

If a course has been discontinued or has undergone major changes, the student should normally be guaranteed access to at least three examination sessions (including the regular examination session) over a period of at least one year, based on the previous structure of the course.

If a student who has twice received a failing grade for the same examination component wishes to change examiner ahead of the next examination session, such a request should be made to the department in writing and should be approved by the department unless there are special reasons to the contrary (Chapter 6 Section 22 of the Higher Education Ordinance). If a student has received a recommendation from the University of Gothenburg for study support for students with disabilities, the examiner may, where it is compatible with the learning outcomes of the course and provided that no unreasonable resources are required, decide to allow the student to sit an adjusted exam or alternative form of assessment. In the event that a course has ceased or undergone major changes, students are to be guaranteed at least three examination sessions (including the ordinary examination session) over a period of at least one year, but no more than two years after the course has ceased/been changed. The same applies to internships and professional placements (VFU), although this is restricted to just one additional examination session.

Grades

The grading scale comprises: Passed with Distinction (AB), Passed with Credit (BA), Pass (B) and Fail (U).

The preliminary portfolio is assessed only with the grades fail-pass.

Course evaluation

Student involvement, course evaluation and communication

Course participants must choose a course representative to represent them in communication with the course director and the director of studies. The course representative is also responsible for discussing issues related to the course with the course director when he/she sees a need to do so. The Course Representative will periodically compile such comments as the Course Representative feels should be raised with the Course Director or Director of Studies.

The Department of Law evaluates all courses offered at the department.

Course evaluations must therefore be compiled in accordance with the current procedure in the Department of Law. All course evaluations relating to the courses in the Law programme shall be dealt with by the Education Committee. The course representative shall assist in the compilation of the course evaluation. The student receives a certain remuneration and a certificate for the task of course representative.

The results and any changes to the course structure must be communicated both to the

students who completed the assessment and to the students who will start the course.