1. **Title of the module**

Transnational Criminal Law LAWS8860 (LW886)

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 in (Specialisation); LLM in Law; PG Diploma in (Specialisation); PG Certificate in Law

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Demonstrate systematic knowledge and understanding of the main concepts, principles of, and policy considerations surrounding transnational criminal law through a study of selected areas of transnational criminal law;
   2. Critically assess controversial issues or case studies of transnational criminal law in the light of key theoretical and academic perspectives;
   3. Critique, current theoretical, political or doctrinal debates in transnational criminal law;
   4. Demonstrate comprehensive research into specific issues of transnational criminal law and formulate arguments based on this research into a reasoned opinion.
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Apply and critically evaluate the operation of law in a range of situations according to their context.
   2. Demonstrate comprehensive research skills in gathering, summarising and evaluating relevant and complex information and key sources by electronic or other means;
   3. Formulate written arguments concerning areas of controversy and present a reasoned and critical opinion;
   4. Demonstrate an awareness of the limitations of present knowledge.
3. **A synopsis of the curriculum**

In this module we study the main principles, key institutions, policies and politics of transnational criminal law. We explore selected examples of transnational offending and international legal responses thereto in the light of current theoretical, political and doctrinal debates. We consider transnational crimes and the mechanisms by which states cooperate with each other and with international institutions in order to enforce their domestic criminal law. Some of the key debates considered include: the nature of transnational criminal law as an emerging regime; the relationship between human rights and transnational criminal law; the role of the United Nations Security Council in transnational criminal law and critically the role of the individual in the transnational criminal legal system.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

* Aas, *Globalisation and Crime* (Sage, 2013)
* Albanese and Reichel, *Transnational Organised Crime: An Overview from 6 countries* (2014)
* Anderson, *Policing the world: Interpol and the politics of international police cooperation* (OUP 1989)
* Boister, *An Introduction to Transnational Criminal Law* (OUP, 2012)
* Boister and Curry, *Routledge Handbook of Transnational Criminal Law* (2015)
* Hufnagel, Bronnit and Harfield, *Cross Border Law Enforcement: regional law enforcement cooperation – European, Australian and Asia-Pacific Perspectives* (Routledge, 2012)
* Obokata, *Transnational Organised Crime in International Law* (Hart, 2010)
* Reichel and Albanese, *Handbook of Transnational Crime and Justice* (Sage, 2013).

1. **Learning and teaching methods**

Total study hours: 200

Contact hours: 20

Private study hours: 180

1. **Assessment methods.**

13.1 Main assessment methods

The module will be assessed by 100% coursework as follows:

Essay, of no more than 5,000 words (100%)

13.2 Reassessment methods

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 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning / teaching method** | |  |  |  |  |  |  |  |  |
| Lectures | | x | x | x |  |  |  |  |  |
| Seminars | |  | x | x |  | x |  | x | x |
| Private Study | |  | x |  | x |  | x |  | x |
| **Assessment method** | Specify word length, duration, individual or group work (as appropriate) |  |  |  |  |  |  |  |  |
| Essay (100%) | 5,000 words | x | x | x | x | x | x | x | x |

1. 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, the lecture/seminars will not be recorded as they are heavily discussion-based and may contain sensitive material.

**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**

The subject’s content is international, focusing on the transnational aspects of crime control. Students’ assessments are also therefore internationally focused. Teaching and materials include examples from different jurisdictions and international institutions involved in transnational crime control. Students are encouraged to draw on materials from different jurisdictions and where appropriate in different languages to which they may have access. Teaching encourages students to reflect upon the role of transnational criminal law and its relation to powerful states and to think about the consequences of particular models of transnational crime control on less economically developed or powerful states and regions.

**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.**

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| 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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