1. **Title of the module**

LAWS9000 / LAWS9001 (LW900) Critical International Migration Law

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**

Canterbury - LLM in (Specialisation); PG Diploma in (Specialisation); PG Certificate in Law
Brussels - LLM in (Specialisation); 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 an extensive knowledge and understanding of the main sources of international migration law.
	2. Demonstrate an extensive knowledge and understanding of the systems for the international protection of migrants, refugees and asylum seekers.
	3. Demonstrate a critical understanding of the main international treaties which relate to migration.
	4. Critically evaluate the political and philosophical discourses attached to contemporary international migration.
	5. Demonstrate a critical awareness of the theoretical and interdisciplinary critiques of international migration law.
	6. Locate and utilise complex primarily legal and comparative materials to formulate a complex legal argument concerning state practice.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Identify and critically evaluate relevant issues from complex factual situations;
	2. Conduct sustained and detailed independent legal research using a range of resources, both paper and electronic;
	3. Summarise detailed and complex bodies of information concisely and accurately;
	4. Present information and arguments in written form, in accordance with academic conventions, and appropriately to the intended readership;
	5. Critically evaluate law both doctrinally and in terms of its socio-economic, theoretical and political consequences.
3. **A synopsis of the curriculum**

The module examines the complex sets of laws and policies that inform the varied field of migration law with regard to the variety of its subjects. In particular, the module examines the context and history of controlling migration internationally; the role of the concept and practices of state sovereignty in conjunction with the development of international protections and regulations; the critical evaluation of international labour migration law, international asylum and refugee law, forced labour and human trafficking. In addition, the module offers, each year, a series of case studies on particularly prevalent contemporary issues such as environmental displacement, internal displacement, extraterritoriality and indefinite detention.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* B. Chinmi, International Refugee Law: A Reader (2000)
* E. Feller, V. Türk and F. Nicholson (eds), Refugee Protection in International Law (2003)
* M. Gibney, The Ethics and Politics of Asylum: Liberal Democracy and the Responses to Refugees Cambridge University Press (2004)
* G. Goodwin Gill, & McAdam, The Refugee in International Law (3rd ed., 2007)
* T. Kushner and Knox, K. Refugees In An Age Of Genocide: Global, National And Local Perspectives During The Twentieth Century, Frank Cass, London (1999)
* B. Opeskin et al, Foundations of International Migration Law, (2012)
1. **Learning and teaching methods**Contact hours: 20

Private study hours: 180

Total study hours: 200

1. **Assessment methods.**

13.1 Main assessment methods

Essay, 5000 words (100%)

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)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Combined Lecture/ Seminar | X | X | X | X | 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 | 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 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. Where appropriate, lecture/seminar slides will be made available in electronic format in advance to allow all students to prepare (particularly students with notetaking difficulties). However, the design of the module is such that materials will be provided after a particular session to aid advance preparation for discussion at the next session.
	5. In accordance with the KLS school-level statement on Lecture Capture, in Canterbury, teaching sessions will not be recorded to assist notetaking as they are heavily discussion-based and may contain sensitive material. However, the module convenor will notify students in advance of any lectures that will be recorded. In Brussels, recording will be at the discretion of the module convenor.

**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 and Brussels

1. **Internationalisation**

The entire module is examining the practice of states and the extent to which they shape international law and/or comply with international law. This tends to draw on the experience of international students.

**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) |
| 30/03/2017 | Major | September 2017 | 8, 9, 12, 13, 14, 15, 17 |  |
| 06/01/2020 | Minor | September 2020 | 15 | No |