1. **KentVision Code and Title of the module**

LAWS9120 (LW912) Transitional Justice and Rule of Law Programming *- Brussels*

LAWS9121 (LW912) Transitional Justice and Rule of Law Programming *- Canterbury*

1. **Division/School or partner institution which will be responsible for management of the module**

Division of Law, Society and Social Justice: 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 and/or module restrictions**

None

1. **The programmes of study to which the module contributes**

LAWS9121 - LLM in (Specialisation); PG Diploma in (Specialisation); PG Certificate in Law - Canterbury

LAWS9120 - MA and LLM in (Specialisation); PG Diploma in (Specialisation) - Brussels

1. **The intended subject specific learning outcomes.  
   On successfully completing the module, students will be able to:**
   1. Demonstrate sophisticated knowledge and understanding of the main concepts, principles of, and policy considerations surrounding transitional justice and transitional justice institutions and the interrelationships between transitional justice institutions and the international legal order. *This will be achieved through selected case studies of past and present major legal, political, social, and economic transitions and associated legal interventions*
   2. Critically assess their application to controversial issues and case studies of contemporary concern in the light of key theoretical and academic perspectives
   3. Critique, current theoretical, political and doctrinal debates in transitional justice
   4. Demonstrate independent research into specific issues of transitional justice and to formulate arguments based on this research into a reasoned opinion.
   5. Apply and evaluate the operation of rule of law programming in a range of situations
2. **The intended generic learning outcomes.  
   On successfully completing the module, students will be able to:**
   1. Research, gather, summarise and evaluate relevant and complex information and key sources by electronic or other means
   2. Formulate written arguments concerning areas of controversy and present a reasoned and critical opinion
   3. Demonstrate awareness of the limitations of present knowledge and matters needing to be resolved by further research.
3. **A synopsis of the curriculum**

The broad and expanding field of transitional justice covers a vast set of topics, ranging from political transition to legal accountability across different scales, whether international, regional, domestic or local. The specific topics of this research-led course will vary, but may include theories and dilemmas of transitional justice, truth and reconciliation commissions, the role of amnesties, international criminal prosecutions, reparations and restitution, traditional forms of justice, and judicial reform among other subjects.

1. **Reading list**

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

1. **Contact hours**

Total study hours: 200

Contact hours: 18

Private study hours: 182

1. **Assessment methods**

13.1 Main assessment methods

Assessment Pattern A – Brussels only (LAWS9120)

Short paper, 1500 words (20%)

Essay, 3500 words (80%) – students must pass this component to pass the module

Assessment Pattern B – Canterbury only (LAWS9121)

Participation (20%)

Essay, 4000 words (80%) – students must pass this component to pass the module

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)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |
| Lectures | x |  | x |  |  |  |  |  |
| Seminars | x | x | x |  | x |  | x | x |
| Private Study | x | x | x | x | x | x | x | x |
| **Assessment method** |  |  |  |  |  |  |  |  |
| **Pattern A (LAWS9120)** |  |  |  |  |  |  |  |  |
| Essay (80%) | x | x | x | x | x | x | x | x |
| Short paper (20%) | x |  | x |  |  |  |  |  |
| **Pattern B**  **(LAWS9121)** |  |  |  |  |  |  |  |  |
| Essay (80%) | x | x | x | x | x | x | x | x |
| Participation (20%) |  | x |  | x | x | x | x | x |

1. The Division/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, 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 content, materials and discussions conducted in this course will explicitly aim at offering a global reading of both transitional justice and the current concepts, norms and issues examined. Students will be invited throughout the course to make connections between local and international normative frameworks and problems and to critically engage with the broader reach of laws and legal decision making in our global times.

**DIVISIONAL 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) |
| 05/02/2018 | Minor | September 2018 | 10, 11, 13, 15, 17 | No |
| 28/11/19 | Minor | September 2020 | 7, 13, 17 | No |
| 18/1/21 | Minor | September 2022 | 13 | No |