



| A. Course Information | | | | |
|---|---|-----------------------|----------------------|-----------------------|
| Final award title(s) | LLM International Human Rights & Development | | | |
| Intermediate exit award title(s) | Interim awards of post-graduate certificate and diploma will be awarded. Students who successfully complete four modules will be awarded a certificate. Students who complete six modules will be awarded a diploma. Students who complete six modules and the dissertation will be awarded an LLM. | | | |
| UCAS Code | Apply through LSBU application system | Course Code(s) | 3669 FT | |
| | London South Bank University | | | |
| School | <input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input checked="" type="checkbox"/> LSS | | | |
| Division | Law | | | |
| Course Director | Dr Emmanouela Mylonaki | | | |
| Delivery site(s) for course(s) | <input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: | | | |
| Mode(s) of delivery | <input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify | | | |
| Length of course/start and finish dates | Mode | Length years | Start - month | Finish - month |
| | Full time | 12 Months | September | September |
| | Full time with placement/ sandwich year | | | |
| | Part time | | | |
| | Part time with Placement/ sandwich year | | | |
| Is this course generally suitable for students on a Tier 4 visa? | Please complete the International Office questionnaire Yes Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated. | | | |
| Approval dates: | Course(s) validated / Subject to validation | Validated March 2012 | | |
| | Next Course Review date | March 2023 | | |
| | Course specification last updated and signed off | 05/06/2022 (AGB) | | |

| | | |
|--|---|---|
| Professional, Statutory & Regulatory Body accreditation | | |
| Reference points: | Internal | Academic Strategy Academic Regulations for Taught Programmes Handbook on Quality Management & Enhancement Corporate Plan |
| | External | Framework for Higher Education Qualifications QAA SEEC Credit Level Descriptors |
| B. Course Aims and Features | | |
| Distinctive features of course | <ul style="list-style-type: none"> • The LLM International Human Rights & Development is aimed at graduates, particularly from law and the social science, who wish to explore the relationship between international human rights law and development studies • It is particularly relevant for intending lawyers and academics who wish to work in the fields of development, human rights and immigration & asylum law and for graduates who wish to apply a rights based approach to international development practice and campaigning • The LLM International Human Rights & Development shares modules with the MSc Development Studies, MSc Refugee Studies and the LLM Crime & Litigation | |
| Course Aims | <p>The LLM International Human Rights and Development aims to:</p> <ul style="list-style-type: none"> • The LLM International Human Rights & Development aims to produce graduates with the necessary knowledge and skills to work in the fields of law, human rights and development. Graduates with a background in law might go on to qualify as lawyers working in fields such as human rights and immigration & asylum law. Graduates with a social science background might go on to practice in the NGO sector employing a rights based approach to development. All graduates might go on to work as advisors and policy makers in the broad field of human rights, development, immigration and asylum. • The principal outcome of the LLM will be the ability to practice human rights law within the context of international development and to work with a rights-based approach to international development. • In addition, it aims to develop students' theoretical knowledge and their ability to analyse and critically evaluate human rights and development strategies, problems and reform proposals and to engage in independent scholarship and research, so that they may become independent and reflective human rights and development practitioners, able to contribute to public debate on human rights and development issues as well as offering Human Rights and Development services to individual clients and working on specific cases and campaigns. • It aims to develop student's ability to analyse, reflect and act on their own study and training needs, so that they become effective life-long learners. | |

| | |
|--|--|
| <p>Course Learning Outcomes</p> | <p>a) Students will have knowledge and understanding of:</p> <ul style="list-style-type: none"> A1 International Law & Human Rights A2 Images of Development (Development Theories & Strategies) A3 Human Rights & Development four of topics A4-A11 A4 International Criminal Law A5 International Humanitarian Law A6 Globalisation, International Business and Development A7 Forced Migration and Resettlement A8 International Refugee Law A9 Asylum Policy in the EU & Member States A10 Forced Migration in Developing Societies A11 Case Management A12 Advocacy (clinical) A13 Research Methods A14 A Human Rights and Development topic of the student's choosing (being a topic not otherwise studied or taught in depth on the programme) <p>b) Students will develop their intellectual skills such that they are able to:</p> <ul style="list-style-type: none"> B1 Independently solve complex Human Rights and Development problems by analysing complex and unpredictable fact situations and identifying, locating, selecting and applying law, practice and theory from primary and secondary sources B2 Independently analyse and critically evaluate conflicting interpretations of international human rights law and practice and international development strategies and practice B3 Independently analyse and critically evaluate international human rights law and international development strategies, applying appropriate theoretical perspectives, in a variety of contexts including social, economic, political and moral contexts B4 Argue cogently about Human Rights and Development problems and issues, evaluating conflicting judicial, professional and academic authorities, evaluating the available evidence and offering reasoned opinions supported by evidence and/or authority <p>Students will acquire and develop practical skills such that they are able to:</p> <ul style="list-style-type: none"> C1 Conduct effective Human Rights and Development research, C2 Read and understand complex technical Human Rights and Development materials, C3 Orally communicate complex Human Rights and Development concepts and reasoning, making appropriate and effective use of professional and academic language C4 Communicate complex Human Rights and Development ideas and reasoning in writing, making appropriate and effective use of professional and academic language and presenting their written work in a clear manner, using appropriate layout, style and referencing of sources <p>c) Students will acquire and develop transferrable skills such that they are able to:</p> |
|--|--|

- | | |
|--|---|
| | <p>D1 Independently identify research questions and formulate an appropriate and effective research strategy to assist the analysis and critical evaluation of problems and issues, using both paper and electronic media,</p> <p>D2 Independently plan, review and undertake extended study with minimal guidance,</p> <p>D3 Independently plan and manage competing study and assessment priorities,</p> <p>D4 Independently reflect and act upon their study and training needs.</p> |
|--|---|

C. Teaching and Learning Strategy

Lectures and seminars-Large and Small Group Sessions

During each attendance the learner will engage with a mixture of large/small group session based learning. Typically, the modules will run for 3 hours per week, with the three hours split equally between large and small group slots, or alternatively they may choose to weight one element over another, for example, the Advocacy module will focus more specifically on small group session based learning as a direct reflection of the practical approach to the topics covered within the module.

Large group sessions are used to provide learners with an overview of the topic to be covered, together with an insight into current practices and theories. Additionally, learners will be provided with pre-reading which will allow the exchange of ideas to develop during the session and so further aid the learner's understanding of the topic.

Small group sessions are used to support the learner's learning by providing a forum for discussion of key concepts, issues, policies, approaches and debates in the field of human rights and development. The sessions will also enable learners to continue to develop their understanding of the methods and strategies that assess the objectives and effectiveness of relevant policies, strategies and programs within the human rights and development context. Additionally, learners will engage in practical problem solving exercises, role play, presentations and small group feedback which will aid the development of their practical, transferable, legal skills. By directed independent research and study with an emphasis on small group work, specifically through modelling skilled practice and selecting in-class exercises to promote engagement with the skills, rendering the techniques explicit and requiring rigour in argument and explanation. Providing feedback upon in-course assignments and the project.

A number of activities (online activities) available via LSBU VLE support the learning experience of students. Teaching Team: Dr Emmanouela Mylonaki (Associate Professor of Law), Andy Unger (Associate Professor of Law; Dr Ozan Kamiloglu and others. Teaching is further supported by a number of guest professors.

D. Assessment

The assessment strategy for the LLM Human Rights and Development programme ensures a range of assessment techniques that test the knowledge, understanding and skills that compromise the Programme Outcomes. The assessment strategy for each individual module is appropriate to the outcomes, syllabus and the learning and teaching strategy for that module.

Many modules are assessed by final coursework or a mixture of coursework and oral presentation. Final coursework will be 6,000 words in length. In a typical coursework, learners will explore a topic in depth, providing a critical, systematic and practical insight into the topic analysed. Typically, assessments will test the learner's ability to effectively and critically research, evaluate, write and present a coherent analysis of a particular issue drawing upon relevant practice and proposing new hypotheses relevant to the topic being assessed. Where appropriate, issues of professional ethics will be examined and explored. Assessments will often be based on case studies and problem questions, allowing issues of theory and practice to be explored in context.

How we grade work

Module marks

Where there is only one element of assessment in a module the mark achieved in that element of assessment is the module mark. Where there is more than one element of assessment in a module, the module mark is the combined average marks of the elements of assessment subject to the respective weighting of each element of assessment. To pass a module you must secure an overall mark of 50% .

Coursework

Deadlines for submission

Every piece of Coursework has a submission date. The coursework submission schedule is posted on the notice boards and LLM Moodle early in each semester.

E. Academic Regulations

The University's Academic Regulations apply for this course.

F. Entry Requirements

- An LLB (Hons) Law degree at 2:2/Bachelor degree equivalent to UK Second Class Honours Lower Division.
- UK graduates with a non Law degree (2:2) and relevant knowledge and experience.
- Individual applications for accreditation of prior learning and experience will be considered in accordance with the FAHS Policy on APL and APEL.
- We welcome equivalent qualifications from around the world. English language qualifications for international students: IELTS score of 6.5, Cambridge Proficiency or Advanced Grade C.

G. Course structure(s)

1 LLM International Human Rights and Development Course Code 3669 FT- Course Director: Dr Emmanouela Mylonaki 2022-23

| SEMESTER 1 (3 Core 20 Credit Modules) | SEMESTER 2 (1 Core 20 Credit Module and 2 Optional 20 Credit Modules) |
|--|--|
| <p>Contemporary Issues in Development (COMPULSORY) Law_7_CID Monday 18-21 Hitendra Solanki: 2021-22 BR 336 (Capacity 27) Weeks 9-20 Coding 3669.1; CW1 100% Essay one 6,000 coursework essay</p> | <p>International Human Rights & Development (COMPULSORY) Law_7_IRD Monday 18-21 Dr Ozan Kamiloglu/ Andy Unger 2021-22 K207 Coding 3669.1 CW1 100% One piece of coursework, 6,000 words.</p> |
| <p>International Law and Human Rights (COMPULSORY) Law_7_LHR Wednesday 18-21 Dr Ozan Kamiloglu/ Andy Unger 2021-22 Room K405 (Capacity 60) Weeks 9-20 Coding 3669.1; CW1 100% An oral assessment: Which will consist of 15 minutes oral presentation and 10 minutes questions and answers. The presentation will be assessed by two assessors and will be video recorded.</p> | <p>Comparative Law –Legal Traditions of the World Law_7_CLW Tuesday 09-10; 10-11 SEM 001/SEM 002 11-13 LEC 001 K313 Farnush Ghadery/Andy Unger 2021-22 Coding: 3669.1; 4626.1 Summative Assessment Coursework CW1 -100% 6,000 words</p> |
| <p>Research Methods (COMPULSORY) Law_7_RSM Thursday 18-21 Emmanouela Mylonaki 2021-22 Room K207 (Capacity 50) Weeks 9-20 Coding 3669.1 CW1 40% Research Proposal 2500 Words CW2 60% Essay 3500 Words</p> | <p>International Humanitarian Law Law_7_HRD When? DID NOT RUN 2021-22 Who? Coding 3669.1 CW1 100% Coursework 6000 words</p> |
| | <p>International Business, Human Rights & CSR Law_7_BHR Thursday 14-17 Emma Rehal Wilde/ David Birchall 2021-22 K504 Coding 3669.1; 4626.1; CW1 100% Oral Assessment 15 minutes oral presentation and 10 minutes questions and answers.</p> |
| | <p>International Criminal Law Law_7_ICL Emmanouela Mylonaki Thursday 18:00-21:00 Room K305 (Capacity 60) Coding 3669.1 CW1 100% Coursework Essay 6000 words</p> |
| | <p>International Refugee Law (optional) *10 Law_7_IRL Wednesday 18-21 Markella Papadouli 2021-22 K205 Coding 3669.1 CW1 100% 6000 Word Essay</p> |
| <p>SEMESTER 3 DISSERTATION ONE CORE MODULE</p> | <p>LLM Dissertation June-September (COMPULSORY) (60 credits) Law_7_DHR Emmanouela Mylonaki 2021-22 Coding 3669.1 CW1 100% Dissertation 15,000 Words</p> |

Updated 30/05/2022

Placements information

N/A

H. Course Modules

The LLM International Human Rights & Development will share modules with three successful Masters programmes: the MSc Development Studies, MSc Refugee Studies (SPS) and the LLM Crime & Litigation (Law). The LLM International Human Rights & Development aims to provide graduates, particularly from Law and the Social Sciences, with a systematic knowledge and understanding of key aspects of International Human Rights Law & procedure and the theories and strategies of International Development.

The course has **four core modules** – Contemporary Issues in Development, International Law and Human Rights, Research Methods and International Human Rights and Development.

Upon completion of the core modules learners can then choose from a broad range of options that reflect the practical/theoretical and social justice context of the course. Option choices will be made following discussion with the learners' personal tutor and also guided by the learners own professional interests and career aspirations.

Many learners will take tailored combinations to suit their needs and interests. Support will be provided to students to enable them to choose options in accordance to their professional interests and career aspirations.

Full time learners will take a total of 6 unit over a 1 year period, comprised of **four** compulsory modules and **two** optional modules over two semesters. In the third semester full time learners will complete their dissertation.

It is to be noted that optional modules will be offered subject to demand and available resources, and it is expected that not all optional modules will run in each particular year.

| Module Code | Module Title | Level | Semester | Credit value | Assessment |
|-------------------|--|-------|----------|--------------|---------------------------------|
| SEMESTER 1 | | | | | |
| Law_7_CID | Contemporary issues in Development | 7 | 1 | 20 | Essay 6000 words |
| Law_7_LHR | International Law and Human Rights | 7 | 1 | 20 | Oral Presentation of 20 minutes |
| Law_7_RSM | Research Methods | 7 | 1 | 20 | Essay 6000 words |
| SEMESTER 2 | | | | | |
| Law_7_IRD | International Human Rights and Development | 7 | 2 | 20 | Essay 6000 words |
| Law_7_CLW | Comparative Law | 7 | 2 | 20 | Essay 6000 words |
| Law_7_HRD | International Humanitarian Law | 7 | 2 | 20 | Essay 6000 words |
| Law_7_BHR | International Business, Human Rights and CSR | 7 | 2 | 20 | Essay 6000 words |
| Law_7_ICL | International Criminal Law | 7 | 2 | 20 | Essay 6000 words |
| Law_7_IRL | International Refugee LAW | 7 | 2 | 20 | Essay 6000 words |
| SEMESTER 3 | | | | | |
| DSS_7_DSS | Dissertation | 7 | 3 | 60 | 15000 words Dissertation |

I. Timetable information

Student can expect to receive a confirmed timetable in September. Teaching usually takes place three days per week.

J. Costs and financial support

Course related costs

- N/A

Tuition fees/financial support/accommodation and living costs

Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or

- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

List of Appendices

Appendix A: Curriculum Map

Appendix B: Personal Development Planning (postgraduate courses)

Appendix C: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

| Level | Title | A1 | A2 | A3 | A4-A10 | A11 | A12 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | C5 | C6 | C7 | D1 | D2 | D3 | D4 |
|-------|------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 7 | Int Law & HR | T A | | | | | | D A | D A | D A | D A | D A | D A | D A | D A | D A | D A | D A | | | D A | D |
| 7 | Contemporary Issues in Development | T A | T A | | | | | D A | D A | D A | D A | D A | D A | D A | D A | D A | D A | D A | | | D A | D |
| 7 | HR & Development | T A | | T A | | | | D A | D A | D A | D A | D A | D A | D A | D A | D A | D A | D A | | | D A | D |
| 7 | Options | T A | | | T A | | | D A | D A | D A | D A | D A | D A | D A | D A | D A | D A | D A | | | D A | D |
| 7 | Research Methods | T A | | | | D A | | D A | D A | D A | D A | T A | D A | D A | D A | D A | D A | D A | T A | T A | D A | D A |
| 7 | Dissertation | A | | | | | D A | D A | D A | D A | D A | D A | D A | D A | D A | D A | D A | D A | D A | D A | D A | D A |

Appendix B: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

| Approach to PDP | Level 7 |
|--|---|
| 1 Supporting the development and recognition of skills through the personal tutor system. | Each student is allocated with a personal tutor in September. The role of the tutor is to support the development and recognition of skills via personal tutorials held throughout the academic year. |
| 2 Supporting the development and recognition of skills in academic modules/modules. | The module leader would be the first point of contact to discuss matters related to individual modules and any additional support that might be required. |
| 3 Supporting the development and recognition of skills through purpose designed modules/modules. | Research Methods skills are supported via the practical elements of the module. Moreover, all LLM modules contain practical elements and provide a balanced approach between theory and practice. |
| 4 Supporting the development and recognition of skills through research projects and dissertations work. | All LLM students are expected to complete an independent piece of research in the third semester of their studies. |
| 5 Supporting the development and recognition of career management skills. | All LLM students are given the opportunity to attend career events organised by the university |
| 6 Supporting the development and recognition of career management skills through work placements or work experience. | N/A |
| 7 Supporting the development of skills by recognising that they can be developed through extra curricula activities. | Extra curriculum activities such as court visits and internships that student might seek to pursue are fully encouraged as a means to develop students 'skills. The University does not offer internships or work placements as part of the LLM but encourages students to do so independently. |
| 8 Supporting the development of the skills and attitudes as a basis for continuing professional development. | We encourage students to keep a record of their progress and in doing so they are encouraged to record: personal growth and achievements; reflections by the learner on their progress; areas the learner has identified for improvement; plans of action by the learner to achieve their goals the actions required and taken to achieve improvement |

| | |
|--|-----|
| | |
| 9 Other approaches to personal development planning. | |
| 10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary. | N/A |

Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

| | |
|---------------------------------|---|
| awarding body | a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees |
| bursary | a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship' |
| collaborative provision | a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former |
| compulsory module | a module that students are required to take |
| contact hours | the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials |
| coursework | student work that contributes towards the final result but is not assessed by written examination |
| current students | students enrolled on a course who have not yet completed their studies or been awarded their qualification |
| delivery organisation | an organisation that delivers learning opportunities on behalf of a degree-awarding body |
| distance-learning course | a course of study that does not involve face-to-face contact between students and tutors |
| extracurricular | activities undertaken by students outside their studies |
| feedback (on assessment) | advice to students following their completion of a piece of assessed or examined work |
| formative assessment | a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students |

| | |
|-------------------------------------|--|
| higher education provider | organisations that deliver higher education |
| independent learning | learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision |
| intensity of study | the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study |
| lecture | a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials |
| learning zone | a flexible student space that supports independent and social learning |
| material information | information students need to make an informed decision, such as about what and where to study |
| mode of study | different ways of studying, such as full-time, part-time, e-learning or work-based learning |
| modular course | a course delivered using modules |
| module | a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules |
| national teaching fellowship | a national award for individuals who have made an outstanding impact on student learning and the teaching profession |
| navigability (of websites) | the ease with which users can obtain the information they require from a website |
| optional module | a module or course unit that students choose to take |
| performance (examinations) | a type of examination used in performance-based subjects such as drama and music |
| professional body | an organisation that oversees the activities of a particular profession and represents the interests of its members |
| prospective student | those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider |

| | |
|-----------------------------|--|
| regulated course | a course that is regulated by a regulatory body |
| regulatory body | an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities |
| scholarship | a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary' |
| semester | either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms) |
| seminar | seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture |
| summative assessment | formal assessment of students' work, contributing to the final result |
| term | any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters) |
| total study time | the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment |
| tutorial | one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project |
| work/study placement | a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course |
| workload | see 'total study time' |
| written examination | a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions |