



Course Addendum: Changes to 2020/21 Teaching In Response to Covid-19

Whilst we hope to deliver as much activity on-campus as possible, the government’s guidance and social distancing measures will inform how much teaching we can deliver face-to-face in the 2020/21 academic year. Working to government guidelines we have adapted the delivery of our courses to a model of blending learning, which consists of a mix of online and on-campus activities. We are equipped to move between blended learning to fully online, or face-to-face, as the Covid-19 situation evolves.

The learning outcomes of your course remain the same but there are changes to its delivery, assessment and structure, as set out in the Changes section of this document. The subsequent pages of this document contain the original teaching and learning schedule of this course, for your reference.

24th July 2020

Course Details

Course Title(s)	LLM Civil Litigation & Dispute Resolution LLM Crime and Litigation LLM International Commercial Law LLM International Criminal Law and Procedure LLM International Human Rights and Development
Course Code(s)	4305; 4306; 3312; 3313; 4626; 4627; 3905; 3906; 3669; 3670
Course Director	Emmanouela Mylonaki, Mike Rodney, Chris Shepherd
Shared Modules?	Yes within these courses

We are looking forward to seeing all of our students for face to face teaching as soon as possible. In the meantime, we have adapted our delivery for semester 1 to provide you with extensive online resources in addition to any on-campus activities.

Changes to the mode of delivery and course composition

Subject to Government advice and in line with our commitment to the safety of our staff and students, from September we are planning the following:

- *On-campus time for regular small group seminars, especially to prepare for assessments*
- *Online and remote alternatives to lectures during the first semester, for example recorded lectures and interactive online activities*
- *Regular live online seminars during the first semester with your lecturer and a group of other students to discuss the topics covered in the lectures*
- *Weekly readings and other material on our virtual learning environment, Moodle*
- *Weekly access to module teaching teams and personal tutors via email and virtual office hours*

Importantly, we will ensure that we provide equivalent resources and support to students who are unable to join us on campus for these sessions.

Your overall amount of contact will be the same as if it were delivered fully on campus.

Changes to assessment strategy

On-campus assessments replaced by carefully adapted alternatives that can be undertaken online (eg, take-home exams, essays and computer-based tests).

Professional, Statutory & Regulatory Body accreditation		
Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016
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	<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> <p>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 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> <p>B) Students will develop their intellectual skills through:</p> <p>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> <p>c) Students will acquire and develop practical skills such that they are able to:</p> <p>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 (IT Skills) C5 Produce word-processed documents, C6 Communicate by e-mail, C7 Conduct on-line research.</p>
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	<p>D) Students will acquire and develop a range of communication skills which are transferrable to employment and further study. These including being 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>
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C. Teaching and Learning Strategy

A1-A10 are studied through large group lecture-style classes, directed reading, independent research and supporting small group classes in seminar format partly on a topic/problem assigned by the tutor in advance and partly determined by student questions/requests.

A13-A14 are by self-directed study with guidance from an assigned supervisor/tutor following induction sessions focussing on the task and research techniques.

By directed independent research and study, as for A above, 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.

C1 through classes conducted in the library by the specialist librarian.

C1-4 through the process of preparing, discussing with supervisor and presenting the project and dissertation.

C2-4 through practice and feedback upon Coursework assignments and the project.

C2 & 3 through practice in preparation for and participation in small group sessions, with feedback, from peers and tutor.

C5 -7 Promote IT literacy training available through LIS/LRC.

C5 Require in-course assignments, project and dissertation be word-processed.

C6 Personal tutors encourage contact through email and project/dissertation supervisors require that drafts and agendas are submitted to them by email prior to an appointment.

C7 Project and Dissertation.

D1-4 Principally via the Project and the Dissertation. Involving independent research and preparation, meetings with supervisor for guidance, review of and feedback on progress and, ultimately, presentation of final written report/dissertation.

D1-4 Highlighting, where possible, the transferable nature of skills derived from the study of the first discipline

D. Assessment

A combination of a variety of 6,000 word Coursework assignments + the oral presentation for International Law & Human Rights + oral and written advocacy presentations for Advocacy, the extended written project report and the dissertation.

- A1-11 by a variety of 6,000 word Coursework assignments, often based on chosen case studies, except for International Law & Human Rights and the advocacy where the assessment will include an oral presentation.
- A12 Advocacy by oral and written advocacy presentations.
- A13 Research Method by extended written project.
- A14 the LLM Dissertation.

By Coursework, Presentation, Project and Dissertation.

Submission of LLM Dissertation.

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

F. Entry Requirements

Information on entry requirements should include:

- academic entry criteria;
- non-academic entry criteria, for example requirements set by professional or sponsoring bodies;
- occupational health requirements;
- specific entry requirements, for example English or Welsh language requirements;
- standard typical offer and contextual offer, such as POLAR3 or index of multiple deprivation application;
- specific competency standards should be clearly stated;
- how to apply through routes other than UCAS, where applicable; and
- information about any possible interviews, writing of admissions essays, auditions or discussions of portfolios.]
- Accredited prior learning or accredited experiential prior learning or up to date term.
- DBS regulations
- IELTS identify level of English required

G. Course structure(s)

Course overview

- how the academic year is organised; and
- the building blocks of the course - modules
- provide structures for all modes of delivery, full time, part time, block delivery, etc.

{Enter course title} – **Full time**

SEMESTER 1	SEMESTER 2
Students should do three core modules (20 CATs each = 60 CATs per semester)	Students should do one core module (20 CATs and two optional modules (20 cats). In total 60 cats per semester
Contemporary Issues in Development (CORE)	International Human Rights and Development (CORE)
International Law and Human Rights (CORE)	Economies in Transition: Strategies for Development (option)
Research Methods (CORE)	International Humanitarian Law (option)
	International Refugee Law (option)
	Case Management (option)
	Advocacy (option)
	Forced Migration and Development (option)
	Comparative Law (option)
	LLM Dissertation (60 cats) July to September

{Enter course title – **Part time**

LLM INTERNATIONAL HUMAN RIGHTS AND DEVELOPMENT - PART TIME

	SEMESTER 1 Students should do two core modules (20 CATs each)	SEMESTER 2 Students should do one core and one optional module (20 CATs each)
Year 1 (80 credits)	Contemporary Issues in Development (CORE)	International Human Rights and Development (CORE)
	International Law and Human Rights (CORE)	Economies in Transition: Strategies for Development (option)
		International Refugee Law (option)
		Case Management (option)
		Advocacy (option)
		International Humanitarian Law (option)
		Forced Migration and Development (option)
		Comparative Law (option)
	SEMESTER 1 Students should do one core module (20 CATS)	SEMESTER 2 Students should do one optional modules (20 CATS each)
Year 2 (100 credits)		Economies in Transition: Strategies for Development (option)
	Research Methods (core)	International Refugee Law (option)
		Case Management

	(option)
	Advocacy (option)
	International Humanitarian Law (option)
	Forced Migration and Development (option)
	Comparative Law (option)
	LLM Dissertation July –September (60 credits)

Placements information

H. Course Modules

- [Provide information on:
- core and optional modules;
 - the circumstances when optional modules may not run; and
 - how and when students will be informed if optional modules are changed]

Appendix C: Terminology

Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment for learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base

across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	<p><u>Outcomes focus and professional/employer links</u> All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.</p>	
Embedded learning development	<p><u>Support for transition and academic preparedness</u> At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.</p>	
High impact pedagogies	<u>Group-based learning experiences</u>	

	<p>The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to professionalism and inclusivity. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.</p>	
Inclusive teaching, learning and assessment	<p><u>Accessible materials, resources and activities</u> All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.</p>	
Assessment for learning	<p><u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to excellence.</p>	
High impact pedagogies	<p><u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is</p>	

	<p>generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage creativity and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.</p>	
<p>Curricula informed by employer and industry need / Assessment for learning</p>	<p><u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including excellence, professionalism, integrity and creativity. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.</p>	
<p>Inclusive teaching, learning and assessment</p>	<p><u>Course content and teaching methods acknowledge the diversity of the student cohort</u> An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to inclusivity enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.</p>	

<p>Curricula informed by employer and industry need</p>	<p><u>Work-based learning</u> Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, professionalism and integrity. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.</p>	
<p>Embedded learning development</p>	<p><u>Writing in the disciplines: Alternative formats</u> The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.</p>	
<p>High impact pedagogies</p>	<p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u> Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary</p>	

	and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including inclusivity , communication and networking.	
Assessment for learning	<p><u>Variation of assessment</u></p> <p>An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.</p>	
Curricula informed by employer and industry need	<p><u>Career management skills</u></p> <p>Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of excellence and professionalism.</p>	
Curricula informed by employer and industry need / Assessment for learning / High impact pedagogies	<p><u>Capstone project/dissertation</u></p> <p>The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes</p>	

	including professionalism, integrity and creativity .	
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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
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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, exercises
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
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 lessons with reference 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