1. **Title of the module**

LAWS8320 / LAWS8321 (LW832) - European Union 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 (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)

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

Brussels - LLM in (Specialisation) - Brussels; PG Diploma in (Specialisation) - Brussels; PG Certificate in (Specialisation) – Brussels.

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. Demonstrate familiarity with the main legal principles governing the movement of persons within the European Union.
3. Demonstrate familiarity with the main legal principles governing the development of a common immigration policy at the level of the European Union, and the main elements of that policy.
4. Access the primary and secondary sources of European Union law in so far as it relates to the free movement of persons and the European Union’s emerging common immigration policy. This material will be accessed both in hard copy and, where appropriate, in electronic form.
5. Analyse the primary and secondary sources of European Union law relating to the free movement of persons and immigration policy in order to obtain an understanding of its content and implications.
6. Demonstrate an understanding of the political and economic background to European Union law relating to the free movement of persons and immigration policy.
7. Demonstrate the ability to engage in independent research and thought on the free movement of persons and immigration policy in the context of the European Union.
8. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
9. Access primary and secondary European Union legal material in hard copy and electronic form.
10. Analyse primary and secondary European Union legal material to establish its implications for legal rules.
11. Evaluate the political and economic origins and implications of European Union policies, and defend this evaluation against alternative points of view.
12. Communicate, both orally and in writing, the content of legal principles and evaluation of legal principles.
13. **A synopsis of the curriculum**

The module will provide students with an introduction to the law governing migration within the European Union.

The module will begin with an examination of the principles of EU law underlying the legal framework relating to EU migration law and the institutional actors involved. The module will then examine the status of EU citizens and non-EU citizens, which is important since it delineates the scope of the different EU rules. Following this, the rules relating to entry into the EU will be examined, before examining the different residence rules that apply to EU citizens and non-EU citizens. This will involve looking at the rules on the free movement of EU citizens and their family members, as well as the rules governing non-discrimination on the basis of nationality. An examination of the legal rules governing non-EU citizens will follow, including both regular and forced migration. The module will also provide insights into related issues such as fundamental rights and equal treatment, and the existence and scope of formal and informal legal redress mechanisms through which citizens can enforce their rights and freedoms in the EU.

The module is designed for students wishing to study EU migration law and gain a detailed insight into how the EU rules work in practice. In doing so, students will be encouraged to explore the ‘implementation gap’. This refers to the state of disconnect between the legislative framework as it is intended to work in theory and the way the rules are applied in practice by the EU Member States. The EU rules on migration provides particularly poignant examples of such implementation gaps.

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

* Catherine Barnard, *The Substantive Law of the EU: The Four Freedoms* (5th ed., Oxford University Press, 2016).
* Pieter Boeles et al., *European Migration Law* (2nd ed., Intersentia, 2014).
* Damian Chalmers and Anthony Arnull, *Oxford Handbook of European Union Law* (OUP, 2015).
* Vincent Chetail and Céline Bauloz (eds.), *Research Handbook on International Law and Migration* (Edward Elgar, 2014).
* Gina Clayton, *Textbook on Immigration and Asylum Law* (7th ed., Oxford University Press, 2016)
* Siobhan Douglas-Scott and Nicholas Hatzis (eds.), *Research Handbook on EU Law and Human Rights* (Edward Elgar, 2017).
* Panos Koutrakos and Jukka Snell (eds.), *Research Handbook on the Law of the EU’s Internal Market* (Edward Elgar, 2017).
* Frans Pennings and Gijsbert Vonk, *Research Handbook on European Social Security Law* (Edward Elgar, 2015).
* Freidl Weiss and Clemens Kaupa, *European Union Internal Market Law* (Cambridge University Press, 2014).

1. **Learning and teaching methods**

Total contact hours: 24

Private study hours: 176

Total study hours: 200

1. **Assessment methods**
   1. Main assessment methods

Essay of no more than 5,000 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 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X | X | X | X | X |
| Lectures | X | X |  |  | X |  |  |  |  |  |
| Seminars |  |  | X | X |  | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay (100%) | 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 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**

Brussels and Canterbury

1. **Internationalisation**

The module is inherently internationalised in that it provides an introduction to the law governing migration within the European Union.

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**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) |
| 06/01/2020 | Minor | September 2020 | 15 |  |
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