CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	International Employment Law					
Module Code	UJGUPS-15-M		Level	M	Version	1
Owning Faculty	FBL		Field	Law Postgraduate		
Contributes towards	All LLM Awards: LLM in Commercial Law LLM in Environmental Law and Sustainable Development LLM in International Banking and Finance Law LLM in International Law LLM in International Trade and Economic Law					
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard	
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements			
Valid From	1 September 2012		Valid to			

CAP Approval Date	

Part 2: Learning and Teaching
Learning Outcomes	On successful completion of the module, students are expected to demonstrate: • a critical understanding of the international legal principles (including European ones) and concepts relating to employment, in particular an appreciation of the increase in flexibility of the employment of labour and the international legal framework which seeks to regulate this [assessed in components A and B]; • a critical understanding of how different legal systems approach the regulation of employment relationships and the relationship between those systems and the international legal framework. [assessed in components A and B]; • an ability to locate and understand both international and national legal instruments and mechanisms relevant to employment [assessed in components A and B] • an ability to critically evaluate international employment law in relation to its wider context, in particular in the context of globalisation, the protection of human rights and sustainable development [assessed in components A and B] • A critical understanding of research approaches and techniques used in the analysis of problems relating to international employment law, drawing on different legal traditions [assessed in components A and B].

	On successful completion of this module, students should have the following transferable skills:
	- ability to present a structured argument at both abstract and concrete levels in the subject area [assessed in components A and B]; - ability to recognise problems and indentify solutions [assessed in components A and B]; - ability to analyse, evaluate and reflect upon complex materials relating to the subject area [assessed in components A and B]; - ability to work in groups; and - ability to undertake independent research [assessed in components A and B].
Syllabus Outline	The module begins with an introduction to the debate regarding globalisation and flexibility on the one hand and employment protection rights on the other hand. This involves consideration of workers' aspirations, needs and responses to these changes in the pattern of employment relationships. This is developed by identifying the diversity in employment relationships and by focusing on atypical contracts. These discussions are set in an international and comparative context. The following is a list of topics which will be explored in the seminars. The emphasis may shift where there is a shift in relative importance. The list has been drawn broadly enough so that developments in the area can be taken into account. - Overview of Employment law in an international and comparative context considering strands which link in with issues of globalisation and flexibility on the one hand and protection and rights on the other hand. - Employment relationships with a consideration of employment status - Employment protection on termination of the contract - Human rights at work including issues of migration and sustainable development - Particular rights for those involved in flexible types of working (temporary and part-time working) - A review of the issues taking into account different types of economy and sustainable development
Contact Hours/Scheduled Hours	6 x 3 hour workshops Scheduled contact is supplemented by independent learning structured around reading and questions set in advance. In addition, students are encouraged to attend seminars organised by the Centre for Legal Research and the Research Units of the Department of Law.
Teaching and Learning Methods	The main focus of teaching and learning on the taught LLM programme is through independent research and debate in the context of 3-hour fortnightly workshops. The workshop-based approach to teaching and learning is designed to enable the student to develop the independent research, analytical and reflective skills required for successful completion of a postgraduate level course. Students will need to complete the necessary preparatory reading and study of any set case materials in advance of each workshop. From each workshop, the student will be expected to have developed a general mastery of the subject under consideration. In addition, students will be expected to raise, critically assess and defend different points of view on controversial issues in class and to make presentations to the class on their own and in groups. **Scheduled learning** for this module is in the form of workshops. The activities covered in workshops may include lectures, seminars, tutorials, group discussions, group exercises, role play, case studies, presentations by students and staff, in groups or individually, debates and other activities such as films or video and online discussions. **Independent learning** includes hours engaged with essential reading, case

	study preparation, assignment preparation and completion etc.
Reading Strategy*	All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of journals (both print and electronic) and a wide variety of resources available through web sites and information gateways. This is particularly relevant with this module. There are a variety of electronic sources available and use will be made of the ILO website in particular. The University's Library website pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities to develop their information retrieval and evaluation skills in order to identify appropriate resources effectively. This module is supported by Blackboard, where students will be able to find all necessary module documentation, to include guidance on essential and further reading within the module outline. Direct links to information resources and digitised materials will also be provided from within Blackboard. Any essential reading will be indicated clearly, along with the method for accessing it, for instance, students may be expected to purchase a set text or be referred to texts that are available electronically. At the moment there is no one set text but there a variety of up to date sources which have been purchased by the library and held on short loan. It is possible to make selections of these available to students through the digital collection. Where possible electronic versions will be made available via Blackboard. The reading list will be made available in the module outline which will be accessible via Blackboard and through any other vehicle deemed appropriate by the module/programme leaders. If further reading is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, for instance, through use of bibliographical databases. Essential reading and additional reading will be distinguished. Where the readings are books a selection of readings will be indicated for the individual sessions.
Indicative Reading List	***Indicative Reading List:*** **Recommended Texts** The following are recommended as useful general texts and provide an indication of the type and level of information that students will be expected to use. Current advice on reading will be made available in the module outline which will be accessible via Blackboard. G Casale, *The Employment Relationship: A Comparative Overview* (Hart Publishing 2010) G Davidov, 'Who is a Worker?' (2005) 34 *Industrial Law Journal* 57 S Deakin, 'Interpreting Employment Contracts: Judges, Employers, Workers' (2004) 20/2 *International Journal of Comparative Law and Industrial Relations* 201 C Fenwick, and T Novitz, *Human Rights at Work: Perspectives on Law and Regulation* (Hart Publishing 2010) M Freedland and N Kountouris 'Towards a Comparative Theory of the Contractual Construction of Personal Work Relations in Europe' (2008) 37 *Industrial Law Journal* 49 V Gash, A Mertens and L Romeu Gordo, 'Are Fixed-term Jobs Bad for your Health? A Comparison of West Germany and Spain', Institut für Arbeitsmarkt- und Berufsforschung (IAB Discussion Paper No 8/2006) F Hendrickx (ed), *Flexicurity and the Lisbon Agenda; A Cross Disciplinary Reflection* (Intersentia 2008) S Lee and D McCann (eds), *Regulating for Decent Work: New Directions in Labour Market Regulation* (Palgrave/ILO 2011) K Ogura, 'International Comparison of Atypical Employment: Differing Concepts

	and Realities in Industrialized Countries', (2005) 2 *Japan Labor Review* 5
	K Schömann, R Rogowski and T Kruppe, *Labour Market Efficiency in the European Union, Employment Protection and Fixed-term Contracts* (Routledge 1998)
	T Teklè, *Labour Law and Worker Protection in Developing Countries* (Hart Publishing 2010)
	P Vandenberg, 'Is Asia Adopting Flexicurity' (2010) 149 *International Labour Review* 1
	Recommended databases and internet sources:
	Lexis Library
	Westlaw
	Heinonline
	ILO website
	Legal Journals
	Industrial Law Journal
	International Labour Review
	International Journal of Comparative law and Industrial Relations
	Incomes Data Services (IDS) publications.
	Xperthr

Part 3: Assessment

Assessment Strategy	Learning outcomes will be assessed by oral presentation and written coursework. Assessment questions will be set by tutors. Both assessments require students to undertake independent research building on material covered in the workshop sessions.

Identify final assessment component and element	**Component A**		

		A:	**B**:
% weighting between components A and B (Standard modules only)		40%	60%

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Oral Presentation and Questions (20 minutes)	100%
Component B **Description of each element**	**Element weighting** (as % of component)
1. Written coursework essay (maximum 3500 words)	100%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Oral Presentation and Questions (20 minutes)	100%
Component B **Description of each element**	**Element weighting** (as % of component)
1. Written coursework essay (maximum 3500 words)	100%

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.