**IMO INTERNATIONAL MARITIME LAW INSTITUTE**

**(IMLI)**

**MALTA**

**\*\*\***

**MASTER OF HUMANITIES (M.HUM.)**

**in**

**INTERNATIONAL MARITIME LEGISLATION**

**\*\*\***

**APPLICATION PACKAGE**

**for**

**SELF-FINANCED CANDIDATES**

**ACADEMIC YEAR 2024-2025**

**\*\*\***

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# Website: <http://www.imli.org>

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A. THE PROGRAMME

1. ***Programme Objectives***

The IMO International Maritime Law Institute (IMLI) offers a specialized post-graduate programme leading to the Degree of Master of Humanities (M.Hum.) in International Maritime Legislation. The purpose of the programme is to train professionals to become specialists in international maritime law, especially in drafting national legislation which effectively incorporates and implements international maritime instruments – particularly those developed by the IMO. The programme is therefore most suitable for qualified professionals already working in the maritime sector such as a relevant government department, a maritime administration, port authority, or other organization concerned with shipping and maritime affairs. However, the programme is also open to any other qualified candidate who intends to pursue a career in the maritime whether in the public or private sectors, whether in practice, administration or in academia. Fifty percent of the places available will be reserved for suitably qualified women candidates.

1. ***Academic Content***

The duration of the programme is one academic year, beginning in October and ending in June/July of the following year. The programme is intensive and student achievement is highly competitive. In brief, the programme structure, which is designed to cover all aspects of international maritime law and legislation at an advanced post-graduate level, comprises the following:

Introduction to Public International Law

Introduction to Ships and Shipping

Introduction to Shipping Law

Introduction to Law of the Sea and Humanitarian Law

Law of Ports: Operations and Efficiency

Law of the Sea: Specific Regimes I

Law of the Sea: Specific Regimes II

Carriage of Passengers by Sea

Proprietary Interests in Ships

Wet Shipping

Law of Maritime Safety and Security

Maritime Claims

Marine Environmental Law

Ocean Governance: Policy and Institutional Framework

Maritime Legislation Drafting

Research Project

The detailed programme structure is contained in Annex 1.

Students attending the M.Hum. programme are assessed in accordance with the mode of assessment specified in the M.Hum. programme structure (Annex 1). Within each module of the M.Hum. programme structure, students will be required to sit for written examinations and submit assignments or make presentations. In addition, each student is required to submit a research paper between 10,000 and 15,000 words which, upon evaluation of the current national legislation, proposes a roadmap or plan of action to ensure the development of national legislation which effectively implements IMO instruments and other internationally agreed maritime legal standards. This independently researched work will be supervised by a member of the Institute’s Faculty. Each student is also required to submit a maritime legislation drafting project under the supervision of a designated member of the Faculty. Finally, students are expected to attend lectures, seminars, conferences, field trips and other activities organized by the Institute. The Master of Humanities –M.Hum. – in International Maritime Legislation Programme Assessment and Examination Regulations are contained in Annex 2.

The M.Hum. is exclusively a taught programme. Attendance at lectures and other academic activities organized by the Institute is compulsory as provided for in the Master of Humanities –M.Hum. – in International Maritime Legislation Programme Assessment and Examination Regulations (Annex 2) and in the IMLI Guidelines on Student Conduct (Annex 5).

The teaching programme is delivered by the Institute’s Faculty that includes professors and lecturers as well as by visiting fellows who are judges of international tribunals and courts, eminent practitioners and academics of international repute in various fields of maritime law.

The entire programme, including teaching as well as the writing of examinations and projects, is in the English language.

### ADMISSION REQUIREMENTS AND PROGRAMME FEE

1. ***Academic Requirements***

The basic requirements are:

1. a degree from a recognized university or other academic institution in a related discipline to international maritime law;
2. proficiency in the English language: all candidates must be fully proficient in the English language. They should be fully acquainted with the fundamentals of that language; i.e. in reading, writing, listening, comprehension and speaking skills. Candidates who have not studied or made active use of the English language in recent years are STRONGLY advised to refresh their English knowledge PRIOR to their arrival in Malta. They should bear in mind that the study of international maritime law demands a sophisticated knowledge of the English language. **Production of evidence of English language proficiency is required. Therefore, as a pre-requisite for admission, the Institute may require candidates to undertake one of the tests for language referred to in Annex 3.** Further, the Institute reserves the right to conduct teleconferences with candidates applying to the programme to assess their level of English in order to ensure that they have the command necessary to undertake and successfully complete the M.Hum programme. For more information on a Maritime Legal English Training Course refer to Annex 3; and
3. computer competence (at least the ability to use Microsoft Office). Computer competence is essential as students are required to use computers to carry out research and to complete their assignments and academic projects.
4. ***Programme Fee***

Please refer to Annex 4 to find out the programme fee for the forthcoming academic year. The programme fee covers tuition and provision of selected standard textbooks only. **The programme fee does not cover any other costs, such as travel, accommodation and living expenses. Candidates are to make their own arrangements for finding accommodation and paying for the same during their stay at IMLI.** An estimate of such costs is provided for in paragraph 24 below.

1. ***Financial Aid***

Candidates requiring financing are encouraged to seek sponsors.

### C. APPLICATION PROCEDURE

6. How to Apply

The attached Application Form should be completed by the candidate and must be accompanied by:

1. copies of the candidate’s University degrees officially authenticated by the University concerned;
2. a copy of the certificate of proficiency in English held by the candidate (see paragraph 3(b) above and Annex 3 for further information) or a statement by the candidate explaining the reasons why he/she deems that he/she should be exempt from presenting such certificate;
3. proof of computer competence;
4. the attached Medical Report Form duly completed by a registered Government Medical Practitioner;
5. a letter of intent written by the candidate and stating the candidate’s reasons for applying to the M.Hum. programme and his/her career objective. Candidates may use the attached Motivation Form;
6. two letters of reference covering the candidate’s ability to undertake the M.Hum. programme. Referees are persons who are not related to the candidate and who are familiar with the candidate’s character and qualifications. Referees should use, where possible, the attached Reference Form;
7. proof of payment of the application and processing fee of €150.

Applications should be sent to:

The Director

IMO International Maritime Law Institute

University of Malta Campus Telephone: (+356) 21 319343 / 21 310816

Msida MSD 2080 Facsimile: (+356) 21 343092

MALTA E-mail: [admissions@imli.org](mailto:admissions@imli.org) / Anusha.fernando@imli.org

1. ***Academic and Medical Clearance***

Application forms will be reviewed by the Institute to assess the academic and medical eligibility of the candidates. Candidates will be advised of their academic and medical clearance in writing.

Advice of academic and medical clearance provides an indication only that the Institute has found the candidate to hold the necessary academic qualifications and medical eligibility to pursue the programme. **IT DOES NOT INDICATE ACCEPTANCE FOR ENROLMENT.**

***8. Payment of Programme Fee***

Payment of the programme fee is a condition precedent for admission to the programme. The programme fee should be remitted to the Institute's bank account, details of which are as follows:

Bank in Malta: Bank of Valletta plc, L-Ibrag Branch

Triq tal-Ibrag, Swieqi

SWQ2030 MALTA

Account Name: IMO International Maritime Law Institute

Account no. 4001 3713 797

SWIFT Transfer Code – VALLMTMT

I.B.A.N.: MT58 VALL 2201 3000 0000 4001 3713 797

Bank charges of both banks (candidate’s local Bank and Malta Bank) must be accounted for and borne by candidates when making fee payments.

***9. Admission***

When all the criteria for admission, including clearance and confirmation of financing, have been met, the candidate and/or the nominating authority shall be notified in writing of the candidate’s acceptance for admission.

The Institute must receive from the candidate a confirmation in writing that he/she is ready to join the programme and meet any financial expenses relating thereto, whereupon the candidate will be admitted to the programme.

### D. JOINING THE INSTITUTE

***10. Travel***

**Whatever the source of funding for the programme fee, candidates are reminded that the programme fee does not cover travel expenses.** Travel arrangements will have to be arranged and settled by the candidates. Upon being advised that the candidate has been selected for admission to the programme, the institute must receive from the candidate a confirmation in writing that the candidate, subject to any visa requirements, is ready to join the programme.

Selected candidates should arrive in Malta ahead of the programme starting date. Information on the starting date of the forthcoming programme is found in Annex 4.

In view of the fact that a three-day field trip to London may be organized at the end of the academic year, participants are advised to arrange for their return ticket with Air Malta via London Heathrow Airport, leaving departure dates and the exact stop-over period in London open pending final booking, which may be effected in Malta. This would avoid the student incurring unnecessary expenses. Should the candidate need an entry visa for the United Kingdom, the Institute will assist in order to obtain the same when in Malta. **However, the cost of the visa is to be paid by the *candidates***.[[1]](#footnote-1)

***11. Visa***

Candidates admitted to the programme are requested to arrange for a visa, if this is required, for their entry to Malta. Malta is a member of the European Schengen Agreement. Therefore, the Institute cannot procure visas on behalf of admitted candidates. For more information relating to visa requirements and where to apply please visit the website of the Malta Ministry for Home Affairs and National Security at <https://identitymalta.com/visas/>. The Institute may assist in providing the admitted candidates with the relevant information relating to the Embassy they need to approach.

**12.** ***Health Care***

Candidates admitted to the programme are required to have a health insurance for the whole duration of their stay in Malta with cover for hospital care and COVID-19 related medical issues. Evidence of this insurance will be required by the relevant Embassy when the student applies for an entry visa and in Malta to obtain a study residence permit. Should students find difficulty in obtaining insurance which cover extends for the whole duration of their stay in Malta, the Institute can assist in obtaining locally the required health insurance when the student arrives in Malta. **The cost of the insurance is to be borne by the student. All documentation relating to the insurance needs to be either issued in the English language or translated in the English language.**

***13. Books and Other Instructional Material***

Students shall be provided with a selected number of textbooks and other instructional material as determined by the Institute.

As part of the programme, each student is required to submit a research paper between 10,000 and 15,000 words which, upon evaluation of the current national legislation, proposes a roadmap or plan of action to ensure the development of national legislation which effectively implements IMO instruments and other internationally agreed maritime legal standards. The topic selected by each student should relate to some aspect of the programme, but it is expected that it will be relevant to the student's own country or region. Students are therefore encouraged to bring with them any materials that would be useful for such purpose, in particular any domestic textbook concerning public or private maritime law.

Students are also required to undertake a drafting project related to maritime legislation. It would be useful if students brought with them copies of ALL NATIONAL LEGISLATION RELATING TO MARITIME LAW covering topics such as marine pollution, ports and harbours, commercial maritime law, as well as the Constitution of their country. Furthermore, students are advised to bring with them a copy of any law relating to the incorporation of international legal instruments regarding maritime law into their domestic law, as well as any law or material governing legislative drafting within their jurisdiction, such as an Interpretation Act. It would be much appreciated if such materials are then donated to the IMLI Library for consultation and use by future students. In this way, the Library can build up a comprehensive collection of maritime legislation.

It would also be useful for the student to have a contact person within his/her jurisdiction who would be willing to supply him/her with any material as required during his/her stay at the Institute.

***14. IMLI* Guidelines on Student Conduct**

Student life at the Institute is governed by the IMLI Guidelines on Student Conduct, copy of which is attached hereto as Annex 5. **By applying to the Institute, candidates undertake to comply strictly with IMLI Guidelines on Student Conduct should they be admitted to the programme.**

***15. Location***

The Institute is located within the campus of the University of Malta in Tal-Qroqq, Msida. Local buses are available on the main road outside the University gates. There are a number of shops, cafes, convenience stores, bookstores, and other establishments within walking distance of the University.

**E. FACILITIES AND AMENITIES PROVIDED TO STUDENTS**

**AT THE INSTITUTE**

***16. Library***

The Institute has a well-equipped international maritime law library. Students also have access to the Library of the University of Malta.

***17. ICT Facilities***

Students may avail themselves of the Institute’s Student ICT facilities in accordance with the IMLI Regulatory Framework on ICT matters.

***18. Accommodation***

Although the student is not entitled to accommodation on the Institute’s premises, accommodation may be rented from the Institute, depending on availability. A cable and/or wireless network is available at the Institute’s flats where students are accommodated. Students may access this network from their own notebooks or word processing equipment.

***19. Cafeteria***

Cafeteria facilities are available at lunchtime at the University of Malta where a relatively inexpensive meal can be obtained. For other meals, students are expected to cater for themselves or eat out.

***20. Laundry***

The Institute is equipped with washing machines and tumble dryers, which are available for use by students who live in IMLI accommodation (see paragraph 18 above). Students must bear the cost of laundry detergent and fabric softeners. For dry cleaning services, students may, at their own expense, avail themselves of commercial laundry facilities outside the University.

***21. Recreational Facilities***

There is a students' Common Room on the Institute's premises equipped with recreational facilities including television, table tennis, exercise bicycle, weights / resistance bands, and a dart board. Outside in the courtyard, provision has been made for a badminton court / volleyball court and chairs for relaxation Students may be assigned certain duties relating to their academic and residential life at the Institute. Students can also use the available facilities of the University of Malta, which include some sports facilities (some facilities may be used at a cost).

**F. INFORMATION ABOUT MALTA**

***22.******Geographical Location and Climate***

Malta is a small island (27km x 14.4km) located in a strategic position in the centre of the Mediterranean, between Italy (Sicily) and Tunisia. It has much of historical and cultural interest for visitors , especially as an important maritime country.

The climate is generally warm. Temperatures are as follows:

35oC highest summer temperature

14oC average November to April temperature

7oC lowest winter temperature

In the winter, the weather may become cold and stormy from time to time. Students are advised to bring appropriate warm and waterproof clothing for winter, as no clothing allowance is available.

***23. Living Costs***

The currency of Malta is the Euro (€). For the latest exchange rates visit [www.centralbankmalta.com](http://www.centralbankmalta.com).

Rental accommodation is available in residential areas, in the vicinity of the University. The monthly rent of a modest furnished apartment is approximately between €600 and €800, for one bedroom flat. The monthly expenses of food and other living costs could amount to €700 per person depending on one's lifestyle.

For more detailed information about Malta please refer to [www.visitmalta.com](http://www.visitmalta.com).

**ANNEX 1**

**DETAILED M.HUM. PROGRAMME STRUCTURE**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Section D – to be filled in for each module / unit listed in Section C – Outline of Course** | | | | | | |
| **Sub-Section D \_\_** *(Insert a consecutive number according to module)* | | | | | | |
| **Title of the Module / Unit** | **INTRODUCTION TO PUBLIC INTERNATIONAL LAW** | | | | | |
| **Module / Unit Description**  Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit’s content is also advisable. | The delivery of this module is necessary as it relates to all other modules of the programme area and gives also insight into topics which will be dealt with subsequently during the academic year. It serves as a general introduction to international maritime law in its public law components from both a domestic as well as an international perspective.  The module of public international law ‎examines its nature in today’s global and focuses initially on the ‎all-important sources of international law. Other branches of public international law which are also taught consists of: the ‎relationship between international law and municipal law; the subjects of public international ‎law and international legal personality; the basis of the exercise of jurisdiction; elements of State ‎responsibility; immunities; and extradition. An important component of this module relates to the comprehensive course on the law of treaties. This course focuses on fundamental elements of the law of treaties, which is the mainstay of international law. It is based on an analysis of the text of the 1969 Vienna Convention on the Law of Treaties (VCLT) and how it has developed through the practice of international courts and tribunals, and the theory of international law. The course covers the most significant questions in the law of treaties, such as the definition of a treaty in international law, consent to be bound, conflict of treaties, interpretation, reservations, modification, and termination of treaties.  That part of the module which deals with international organizations, traces their origins and ‎development; their classification, role and functions in the ‎international community;, their constituent instruments and applicable law;, powers, privileges and immunities, as well as responsibilities and duties. The discussion is based on the ‎United Nations and its specialized agencies, with emphasis on the International Maritime Organization.‎ | | | | | |
| **Learning Outcomes** | Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to: | | | | | |
| Apply the knowledge acquired when undertaking studies in other modules of the programme, e.g. law of the sea and settlement of disputes. | | | | | |
| Knowledge – at the end of the module/unit the learner will have been exposed to the following: | | | | | |
| a) The intricacies and applicability of international law;  b) The functions, constitution and role of international organizations; etc. | | | | | |
| Skills – at the end of the module/unit the learner will have acquired the following skills: | | | | | |
| **Applying knowledge and understanding**  The learner will be able to:  a) Apply the knowledge acquired in their respective areas of employment;  b) Apply the knowledge acquired when negotiating international instruments;  c) Apply the knowledge acquired when representing clients; and  d) Apply the knowledge acquired when working in, or representing their countries in, international fora. | | | | | |
| ***Judgment Skills and Critical Abilities***  This section has been made sufficiently open to accommodate both vocational and academic orientations. Applicants can refer to Judgement Skills, or Critical Abilities (critical skills, dispositions, values and actions), or both.  The learner will be able to:  a) Advise on the binding nature of the sources of international law;  b) Advise on the various methods to express consent to be bound by international treaties;  c) Advise on the importance of implementation of international instruments into domestic law;  d) Advise on the application of the principles of jurisdiction, immunity, and extradition; and  e) Advise on the role of non-State actors in international fora. | | | | | |
| ***Module-Specific Communication Skills***  (Over and above those mentioned in Section B)  The learner will be able to:  a) Make presentations to different audiences, including domestic and international fora; and  b) Liaise effectively with international organizations in the field of international maritime law. | | | | | |
| ***Module-Specific Learner Skills***  (Over and above those mentioned in Section B)  The learner will be able to  a) acquire the skill of reading and understanding international treaties in conformity with the applicable treaty rules;  b) understand the connection between International law, International Maritime Law and National Law;  c) Understand the importance of international cooperation to achieve common goals for the common good of all nations.  etc. | | | | | |
| ***Module-Specific Digital Skills and Competences***  (Over and above those mentioned in Section B)  The learner will be able to  a)  b)  c)  etc. | | | | | |
| **Hours of Total Learning for this Module / Unit** | Total Contact Hours [[2]](#footnote-2)  78  (Lectures/ seminars/ tutorials/  participation in online forums/  video lectures and other learning activities under the direction and control of an instructor). | | | Supervised Placement and  Practice Hours  (During these hours the learner is supervised,  coached or mentored.) | | |
| Self-Study  37  Hours  (Estimated workload of research  and study.) | | | Assessment  10  Hours  (Examinations/ presentations/  group work/ projects etc.) | | |
| **Total Learning Hours of this Module** | 125 Hours | | | | | |
| **Percentage of Total Contact Hours delivered online.**  In the case of online/blended learning, kindly indicate the total number of contact hours delivered online and those face-to-face. | Contract Hours Delivered Online | | | Contact Hours Delivered Face-to-Face  100 % | | |
| **Total Number of ECTS / ECVET of this Module / Unit**  Figures with a decimal point will **NOT** be accepted. ECTS must be rounded integers and have a value of at least 1 ECTS. | 5 ECTS / ECVETs | | | | | |
| **Explain how this module/unit will be taught in line with Section B**  Please provide module/unit-specific details as applicable. Please identify and describe the digital learning tools being used for your course and any other relevant information. | The module will be taught through lectures, interactive lectures and written assignments. | | | | | |
| **Explain how this particular module/unit will be assessed in line with Section B**  Please include assessment weightings for this particular module (Example: Presentation: 40% and Assignment: 60%).  In addition, identify and describe the digital learning tools being used for your course and any other relevant information. | The module will be assessed through written assignment and written examination. Assignments: 30 % and Written Examination: 70%. | | | | | |
| **Reading List**  Please distinguish between core and supplementary texts as applicable. Courses at MQF 5 and above should not just present the main legislation or one textbook/source, but present also other viewpoints and perspectives as applicable. For texts/sources with different editions, it is recommended that the latest version is included. For courses at MQF 5 and above it is recommended that texts should not be older than 10 years, although this threshold may be too low for higher MQF Levels especially in particular content areas. The exception is ‘classic/canonical’ texts, such as the original texts by Piaget in psychology or Plato’s Republic in Philosophy. | **Core Reading List**   1. James Crawford and Ian Brownlie, Brownlie’s principles of public international law, Eighth Edition, Oxford University Press, Oxford, 2012 2. Malcolm Shaw, International Law, Eighth Edition, Cambridge University Press, Cambridge, 2017 3. Malgosia Fitzmaurice and Panis Merkouris, *Treaties in Motion: The Evolution of Treaties from Formation to Termination* (Cambridge University Press 2020) 4. O. Dörr and K. Schmalenbach (eds.), *The Vienna Convention on the Law of Treaties: A Commentary* (2nd edn, Springer 2018)   **Supplementary Reading List**   1. Martin Dixon et al., Cases and Materials on International Law, Fifth Edition, Oxford University Press, Oxford, 2011 2. Malcolm Evans (Ed.), International Law, Fourth Edition, Oxford University Press, Oxford, 2014 3. Philippe Sands et al., Bowett's Law of International Institutions, Sixth Edition, Sweet and Maxwell, London, 2009 | | | | | |
| **Description of minimum formal qualifications and experience required to teach this Module/Unit**  Additional Unit Qualifications for persons responsible for:   1. Course design and content development 2. Technical and media support; 3. Teaching course, and interacting and supporting learners; 4. Providing support to persons in (c).   Where these roles are performed by third parties, please provide information relating to such arrangements (such as contracts and SLAs). | 1. Prior experience in teaching international law; 2. Highly developed oral and written communication skills in English; and 3. Good computer skills to facilitate the preparations of visual and power point presentations. | | | | | |
| **Section D – to be filled in for each module / unit listed in Section C – Outline of Course** | | | | | | | |
| **Sub-Section D \_\_** *(Insert a consecutive number according to module)* | | | | | | | |
| **Title of the Module / Unit** | | | **INTRODUCTION TO SHIPS AND SHIPPING** | | | | |
| **Module / Unit Description**  Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit’s content is also advisable. | | | The delivery of this module is necessary as it relates to all other modules of the programme and gives also insight into topics which will be dealt with subsequently during the academic year. It serves as a general introduction to ships and their role in international trade.  The module introduces students to the different categories of ships and provides a background on the operation and management of ships. The regional approaches to shipping law are addressed so that students can have a good understanding on the role of unification and harmonization of international law regulating shipping. | | | | |
| **Learning Outcomes** | | | Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to: | | | | |
| Apply the knowledge acquired when undertaking studies in other modules of the programme, e.g. maritime safety, law of ports, proprietary interests in ships etc. | | | | |
| Knowledge – at the end of the module/unit the learner will have been exposed to the following: | | | | |
| a) The general principles governing shipping and its impact in international trade;  b) The importance of unification of approaches to shipping law;  c) The functions and role of various operation and management companies of ships and maritime affairs. | | | | |
| Skills – at the end of the module/unit the learner will have acquired the following skills: | | | | |
| **Applying knowledge and understanding**  The learner will be able to:  a) Apply the knowledge acquired in their respective areas of employment;  b) Apply the knowledge acquired when representing clients;  c) Apply the knowledge acquired when representing their countries in international fora; etc | | | | |
| ***Judgment Skills and Critical Abilities***  This section has been made sufficiently open to accommodate both vocational and academic orientations. Applicants can refer to Judgement Skills, or Critical Abilities (critical skills, dispositions, values and actions), or both.  The learner will be able to:  a) Advise on the various types of ships;  b) Advise on their critical role in international trade;  c) Advise on the shipping documents used in international trade;  d) Advise on the role of international companies in the operation and management of ships. | | | | |
| ***Module-Specific Communication Skills***  (Over and above those mentioned in Section B)  The learner will be able to:  a) Make presentations to different audiences, including domestic and international fora;  b) Liaise effectively with international organizations in the field of international maritime law; | | | | |
| ***Module-Specific Learner Skills***  (Over and above those mentioned in Section B)  The learner will be able to  a)  b)  c)  etc. | | | | |
| ***Module-Specific Digital Skills and Competences***  (Over and above those mentioned in Section B)  The learner will be able to  a)  b)  c)  etc. | | | | |
| **Hours of Total Learning for this Module / Unit** | | | Total Contact Hours [[3]](#footnote-3)  20  (Lectures/ seminars/ tutorials/  participation in online forums/  video lectures and other learning activities under the direction and control of an instructor). | | | Supervised Placement and  Practice Hours  (During these hours the learner is supervised,  coached or mentored.) | |
| Self-Study  20  Hours  (Estimated workload of research  and study.) | | | Assessment  10  Hours  (Examinations/ presentations/  group work/ projects etc.) | |
| **Total Learning Hours of this Module** | | | 50 Hours | | | | |
| **Percentage of Total Contact Hours delivered online.**  In the case of online/blended learning, kindly indicate the total number of contact hours delivered online and those face-to-face. | | | Contract Hours Delivered Online | | | Contact Hours Delivered Face-to-Face  100% | |
| **Total Number of ECTS / ECVET of this Module / Unit**  Figures with a decimal point will **NOT** be accepted. ECTS must be rounded integers and have a value of at least 1 ECTS. | | | 2 ECTS / ECVETs | | | | |
| **Explain how this module/unit will be taught in line with Section B**  Please provide module/unit-specific details as applicable. Please identify and describe the digital learning tools being used for your course and any other relevant information. | | | The module will be taught through lectures, interactive lectures and oral presentations. | | | | |
| **Explain how this particular module/unit will be assessed in line with Section B**  Please include assessment weightings for this particular module (Example: Presentation: 40% and Assignment: 60%).  In addition, identify and describe the digital learning tools being used for your course and any other relevant information. | | | The module will be assessed through oral presentations. | | | | |
| **Reading List**  Please distinguish between core and supplementary texts as applicable. Courses at MQF 5 and above should not just present the main legislation or one textbook/source, but present also other viewpoints and perspectives as applicable. For texts/sources with different editions, it is recommended that the latest version is included. For courses at MQF 5 and above it is recommended that texts should not be older than 10 years, although this threshold may be too low for higher MQF Levels especially in particular content areas. The exception is ‘classic/canonical’ texts, such as the original texts by Piaget in psychology or Plato’s Republic in Philosophy. | | | **Core Reading List**   1. David Attard et al. (Eds.), The IMLI Manual on International Maritime Law - Volume II: Shipping Law, Oxford University Press, Oxford, 2016 2. David Attard et al. (Eds), The IMLI Treatise on Global Ocean Governance - Volume II: UN Specialized Agencies and Global Ocean Governance, Oxford University Press, Oxford, 2018 3. David Attard et al. (Eds), The IMLI Treatise on Global Ocean Governance - Volume III: IMO and Global Ocean Governance, Oxford University Press, Oxford, 2018   **Supplementary Reading List**   1. Institute of Chartered Brokers, Ship Operation and Management 2017 Edition 2. Institute of Chartered Brokers, Liner Trades, 2018 Edition 3. Institute of Chartered Brokers, Introduction to Shipping, 2017 Edition | | | | |
| **Description of minimum formal qualifications and experience required to teach this Module/Unit**  Additional Unit Qualifications for persons responsible for:   1. Course design and content development 2. Technical and media support; 3. Teaching course, and interacting and supporting learners; 4. Providing support to persons in (c).   Where these roles are performed by third parties, please provide information relating to such arrangements (such as contracts and SLAs). | | | 1. Prior experience in teaching international maritime law. 2. Highly developed oral and written communication skills in English; 3. Good computer skills to facilitate the preparations of visual and powerpoint presentations. | | | | |
| **Section D – to be filled in for each module / unit listed in Section C – Outline of Course** | | | | | | | |
| **Sub-Section D \_\_** *(Insert a consecutive number according to module)* | | | | | | | |
| **Title of the Module / Unit** | | **INTRODUCTION TO LAW OF THE SEA AND HUMANITARIAN LAW** | | | | | |
| **Module / Unit Description**  Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit’s content is also advisable. | | The delivery of this module is significant as it is closely connected to the modules on public international law and the law of maritime safety and security.  The module introduces participants to the intricacies of the law of the sea. It commences by analysing the ‎genesis and historic development of the law of the sea and explores its basic elements‎. The module encompasses a review of the international regimes regulating State activities in the ‎following maritime zones: internal waters, territorial sea, contiguous zone, ‎continental shelf, and the exclusive economic zone.  This is followed by an introduction to humanitarian law and the protection of human rights at sea taking the Universal Declaration on Human Rights and other Declarations in this area as a starting point.    Regarding seafarers it has been said that seafarers have always had rights but rarely have they been treated fairly. In fact, the fair treatment of seafarers has been for some time subject to debate in international fora. A Joint IMO/ILO Ad Hoc Expert Working Group on the Fair Treatment of Seafarers has been working hard to develop rules in this field. Seafarers have been often subject to abuse, and it is therefore imperative to understand maritime labour law, to draw a line between decent employment conditions and abuse to human rights. A discussion therefore is undertaken on the different maritime labour standards and the Maritime Labour Convention. Similarly, bearing in mind that crew fatigue is considered as a key factor that may lead to maritime casualties, watchkeeping of seafarers is paramount and therefore an understanding of the relevant international rules comes to the fore. The module thus addresses the International Convention on Standards of Training, Certification and Watchkeeping of Seafarers and other international instruments that may prevent seafarers being overworked.    Another area of importance in this field is the protection of human rights of persons other than seafarers. These persons may include stowaways, persons rescued at sea as well as those who have been subject to modern day slavery. Furthermore, the module also takes into account the need to respect the human rights of those, who in one way or another, are involved in maritime crimes. Whilst there are rules governing maritime piracy there is no legal regime regulating the treatment of captured child pirates. This unfortunate phenomenon continues to grow particularly due to the lack of such a legal framework. Migrant smuggling by sea also receives particular attention as does the legal status and the protection of the human rights of refugees. | | | | | |
| **Learning Outcomes** | | Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to: | | | | | |
| To understand issues related to the law of the sea and appreciate how the law of the sea, the related instruments and institutions not only directly contribute to the development of human rights law but in some instances are sufficient to protect individual human rights. | | | | | |
| Knowledge – at the end of the module/unit the learner will have been exposed to the following: | | | | | |
| a) The intricacies of law of the sea and humanitarian law;  b) The legal implications of human rights laws;  c) The current challenges in protecting human rights at sea;  d) The various international instruments regulating rights and obligations of States in various maritime zones; and  e) The various international instruments safeguarding human rights at sea. | | | | | |
| Skills – at the end of the module/unit the learner will have acquired the following skills: | | | | | |
| **Applying knowledge and understanding**  The learner will be able to:  a) Apply the knowledge acquired in their respective areas of employment;  b) Apply the knowledge acquired when negotiating international instruments;  c) Apply the knowledge acquired when representing clients, especially seafarers; and  d) Apply the knowledge acquired when representing their countries in international fora. | | | | | |
| ***Judgment Skills and Critical Abilities***  This section has been made sufficiently open to accommodate both vocational and academic orientations. Applicants can refer to Judgement Skills, or Critical Abilities (critical skills, dispositions, values and actions), or both.  The learner will be able to:  a) Advise on the developments of law of the sea;  b) Advise on the developments of human rights law;  c) Advise on the developments of humanitarian law; and  d) Advise on the interdependency of these subjects and how they contribute to safeguarding those who provide labour on ships and other individuals on board who may be subject to abuse. | | | | | |
| ***Module-Specific Communication Skills***  (Over and above those mentioned in Section B)  The learner will be able to:  a) make presentations to different audiences, including domestic and international fora;  b) liaise effectively with international organizations in the field, especially DOALOS, ILO, UNODC; etc. | | | | | |
| ***Module-Specific Learner Skills***  (Over and above those mentioned in Section B)  The learner will be able to  a)  b)  c)  etc. | | | | | |
| ***Module-Specific Digital Skills and Competences***  (Over and above those mentioned in Section B)  The learner will be able to  a)  b)  c)  etc. | | | | | |
| **Hours of Total Learning for this Module / Unit** | | Total Contact Hours [[4]](#footnote-4)  60  (Lectures/ seminars/ tutorials/  participation in online forums/  video lectures and other learning activities under the direction and control of an instructor). | | | Supervised Placement and  15  Practice Hours  (During these hours the learner is supervised,  coached or mentored.) | | |
| Self-Study  40  Hours  (Estimated workload of research  and study.) | | | Assessment  10  Hours  (Examinations/ presentations/  group work/ projects etc.) | | |
| **Total Learning Hours of this Module** | | 125 Hours | | | | | |
| **Percentage of Total Contact Hours delivered online.**  In the case of online/blended learning, kindly indicate the total number of contact hours delivered online and those face-to-face. | | Contract Hours Delivered Online | | | Contact Hours Delivered Face-to-Face  100% | | |
| **Total Number of ECTS / ECVET of this Module / Unit**  Figures with a decimal point will **NOT** be accepted. ECTS must be rounded integers and have a value of at least 1 ECTS. | | 5 ECTS / ECVETs | | | | | |
| **Explain how this module/unit will be taught in line with Section B**  Please provide module/unit-specific details as applicable. Please identify and describe the digital learning tools being used for your course and any other relevant information. | | The module will be taught through lectures, interactive lectures and written presentations. | | | | | |
| **Explain how this particular module/unit will be assessed in line with Section B**  Please include assessment weightings for this particular module (Example: Presentation: 40% and Assignment: 60%).  In addition, identify and describe the digital learning tools being used for your course and any other relevant information. | | The module will be assessed through oral presentation and writen examination. Oral Presentation: 30 % and Written Examintions: 70%. | | | | | |
| **Reading List**  Please distinguish between core and supplementary texts as applicable. Courses at MQF 5 and above should not just present the main legislation or one textbook/source, but present also other viewpoints and perspectives as applicable. For texts/sources with different editions, it is recommended that the latest version is included. For courses at MQF 5 and above it is recommended that texts should not be older than 10 years, although this threshold may be too low for higher MQF Levels especially in particular content areas. The exception is ‘classic/canonical’ texts, such as the original texts by Piaget in psychology or Plato’s Republic in Philosophy. | | **Core Reading List**   1. David Attard et al. (Eds.), The IMLI Manual on International Maritime Law - Volume I: The Law of the Sea, Oxford University Press, Oxford, 2014 2. David Attard et al. (Eds.), The IMLI Manual on International Maritime Law - Volume II: Shipping Law, Oxford University Press, Oxford, 2016 3. David Attard et al. (Eds.), The IMLI Manual on International Maritime Law - Volume III: Marine Environmental Law and Maritime Security Law, Oxford University Press, Oxford, 2016 4. David Attard et al. (Eds), The IMLI Treatise on Global Ocean Governance - Volume I: UN and Global Ocean Governance, Oxford University Press, Oxford, 2018 5. David Attard et al. (Eds), The IMLI Treatise on Global Ocean Governance - Volume III: IMO and Global Ocean Governance, Oxford University Press, Oxford, 2018 6. A selection of recent academic articles   **Supplementary Reading List**   1. Donald Rothwell and Tim Stephens, The International Law of the Sea, Hart, Oxford; Portland, 2010 2. Yoshifumi Tanaka, The International Law of the Sea, Cambridge University Press, Cambridge; New York, 2012 3. Patricia Mallia, Migrant Smuggling by Sea – Combating a Current Threat to Maritime Security through the Creation of a Cooperative Framework, Martinus Nijhoff Publishers, Leiden; Boston, 2010 4. Anna Petrig, Human Rights and Law Enforcement at Sea – Arrest, Detention and Transfer of Piracy Suspects, Brill Nijhoff, Leiden; Boston, 2014 | | | | | |
| **Description of minimum formal qualifications and experience required to teach this Module/Unit**  Additional Unit Qualifications for persons responsible for:   1. Course design and content development 2. Technical and media support; 3. Teaching course, and interacting and supporting learners; 4. Providing support to persons in (c).   Where these roles are performed by third parties, please provide information relating to such arrangements (such as contracts and SLAs). | | 1. Prior experience in teaching international maritime law. 2. Highly developed oral and written communication skills in English; and 3. Good computer skills to facilitate the preparations of visual and powerpoint presentations. | | | | | |

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| **Section D – to be filled in for each module / unit listed in Section C – Outline of Course** | | |
| **Sub-Section D \_\_** *(Insert a consecutive number according to module)* | | |
| **Title of the Module / Unit** | **LAW OF PORTS: OPERATIONS AND EFFICIENCY** | |
| **Module / Unit Description**  Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit’s content is also advisable. | It has been recognized that more than 80 per cent of goods sold in international trade are carried by sea. Ports have been, , centers of commerce since time immemorial and, with the progressive transformation of international trade due to the globalization of the economy, shipping has been confirmed as the most efficient means of transport in terms of volume.  The fact that coastal States enjoy territorial sovereignty over their ports, has often led to the belief that ports fall exclusively within the realm of domestic law irrespective of any developments in international maritime law, especially the IMO regulatory framework. The reality of port operations and State measures to ensure that ports are efficient, safe, secure, and environmentally friendly, has however shown this to be a misconception. Considered as the gateways of the world to international trade and a supportive structure for economic activities and development, ports are now subject to extensive regulations which reflect numerous IMO treaty provisions.  The Course builds on the introductory lectures in shipping law and highlights the importance of the Law of Ports and the vital role of IMO in efficient port operations. | |
| **Learning Outcomes** | Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to: | |
| Apply the knowledge acquired when undertaking studies in other modules of the programme, e.g. wet shipping, maritime security law, marine environmental law etc. | |
| Knowledge – at the end of the module/unit the learner will have been exposed to the following: | |
| 1. Different types of ports and port operations; 2. Port policies and regulations; 3. The role of technology, especially automation in port efficiency; 4. The IMO regulatory framework to regulate port operations. | |
| Skills – at the end of the module/unit the learner will have acquired the following skills: | |
| **Applying knowledge and understanding**  The learner will be able to:  a) Apply the knowledge acquired in their respective areas of employment, especially port authorities;  b) Apply the knowledge acquired when representing clients;  c) Apply the knowledge acquired when representing their countries in any disputes; etc | |
| ***Judgment Skills and Critical Abilities***  This section has been made sufficiently open to accommodate both vocational and academic orientations. Applicants can refer to Judgement Skills, or Critical Abilities (critical skills, dispositions, values and actions), or both.  The learner will be able to:  a) Advise on the development of port policies and regulations;  b) Advise on the relationship between ports and shipowners;  c) Advise on the regulatory framework governing port operations;  d) Advise on the role of efficient ports for the uninterrupted supply of goods and persons. | |
| ***Module-Specific Communication Skills***  (Over and above those mentioned in Section B)  The learner will be able to:  a) Make presentations to different audiences, including domestic and international fora;  b) Liaise effectively with other agencies for efficient port operations. | |
| ***Module-Specific Learner Skills***  (Over and above those mentioned in Section B)  The learner will be able to  a)  b)  c)  etc. | |
| ***Module-Specific Digital Skills and Competences***  (Over and above those mentioned in Section B)  The learner will be able to  a)  b)  c)  etc. | |
| **Hours of Total Learning for this Module / Unit** | Total Contact Hours [[5]](#footnote-5)  35  (Lectures/ seminars/ tutorials/  participation in online forums/  video lectures and other learning activities under the direction and control of an instructor). | Supervised Placement and  Practice Hours  (During these hours the learner is supervised,  coached or mentored.) |
| Self-Study  30  Hours  (Estimated workload of research  and study.) | Assessment  10  Hours  (Examinations/ presentations/  group work/ projects etc.) |
| **Total Learning Hours of this Module** | 75 Hours | |
| **Percentage of Total Contact Hours delivered online.**  In the case of online/blended learning, kindly indicate the total number of contact hours delivered online and those face-to-face. | Contract Hours Delivered Online | Contact Hours Delivered Face-to-Face  100% |
| **Total Number of ECTS / ECVET of this Module / Unit**  Figures with a decimal point will **NOT** be accepted. ECTS must be rounded integers and have a value of at least 1 ECTS. | 3 ECTS / ECVETs | |
| **Explain how this module/unit will be taught in line with Section B**  Please provide module/unit-specific details as applicable. Please identify and describe the digital learning tools being used for your course and any other relevant information. | The module will be taught through lectures, interactive lectures and oral presentations. | |
| **Explain how this particular module/unit will be assessed in line with Section B**  Please include assessment weightings for this particular module (Example: Presentation: 40% and Assignment: 60%).  In addition, identify and describe the digital learning tools being used for your course and any other relevant information. | The module will be assessed through oral presentations. | |
| **Reading List**  Please distinguish between core and supplementary texts as applicable. Courses at MQF 5 and above should not just present the main legislation or one textbook/source, but present also other viewpoints and perspectives as applicable. For texts/sources with different editions, it is recommended that the latest version is included. For courses at MQF 5 and above it is recommended that texts should not be older than 10 years, although this threshold may be too low for higher MQF Levels especially in particular content areas. The exception is ‘classic/canonical’ texts, such as the original texts by Piaget in psychology or Plato’s Republic in Philosophy. | **Core Reading List**   1. David Attard et al. (Eds.), The IMLI Manual on International Maritime Law - Volume II: Shipping Law, Oxford University Press, Oxford, 2016 2. David Attard et al. (Eds), The IMLI Treatise on Global Ocean Governance - Volume II: UN Specialized Agencies and Global Ocean Governance, Oxford University Press, Oxford, 2018 3. David Attard et al. (Eds), The IMLI Treatise on Global Ocean Governance - Volume III: IMO and Global Ocean Governance, Oxford University Press, Oxford, 2018   **Supplementary Reading List**   1. Institute of Chartered Brokers, Introduction to Shipping, 2017 Edition 2. Institute of Chartered Brokers, Shipping Business, 2018 Edition 3. Institute of Chartered Brokers, Port and Terminal Management, 2020 Edition | |
| **Description of minimum formal qualifications and experience required to teach this Module/Unit**  Additional Unit Qualifications for persons responsible for:   1. Course design and content development 2. Technical and media support; 3. Teaching course, and interacting and supporting learners; 4. Providing support to persons in (c).   Where these roles are performed by third parties, please provide information relating to such arrangements (such as contracts and SLAs). | 1. Prior experience in teaching international maritime law. 2. Highly developed oral and written communication skills in English; 3. Good computer skills to facilitate the preparations of visual and powerpoint presentations. | |

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| **Section D – to be filled in for each module / unit listed in Section C – Outline of Course** | | |
| **Sub-Section D \_\_** *(Insert a consecutive number according to module)* | | |
| **Title of the Module / Unit** | **LAW OF THE SEA SPECIFIC REGIMES I** | |
| **Module / Unit Description**  Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit’s content is also advisable. | The delivery of this module is important as it is closely connected to the module of introduction to the law of the sea and humanitarian law.  The module examines special regimes of the law of the sea. Further to the study of the maritime zones, this module discusses the regime applicable to gaining access to ports, as well as flag, coastal and ports State jurisdiction over foreign vessels (including civil and criminal jurisdiction). The focus is then placed on the regimes regulating enclosed and semi-enclosed seas, international straits, islands, and archipelagic States.‎ Students are also introduced to the regulations governing the Arctic and Antarctic regions. A discussion is also held regarding the rights of land-locked States and geographically ‎disadvantaged States and the protection of underwater cultural heritage. An important part of the module deals with the common heritage of mankind regime under international law which governs all activities ‎connected with the exploration and exploitation of mineral resources found beyond the limits of national jurisdiction. The module concludes with a study of other areas such as marine scientific research and transfer of marine technology. | |
| **Learning Outcomes** | Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to: | |
| Possess a good understanding of international law of the sea and be prepared to apply it when undertaking studies in other modules of the programme. | |
| Knowledge – at the end of the module/unit the learner will have been exposed to the following: | |
| a) The intricacies of specific regimes in law of the sea;  b) The rights and obligations coastal States have in these areas;  c) The rights and obligations of other States in these areas;  d) Jurisdictional issues over foreign ships. | |
| Skills – at the end of the module/unit the learner will have acquired the following skills: | |
| **Applying knowledge and understanding**  The learner will be able to:  a) Apply the knowledge acquired in their respective areas of employment, especially in public administrations and ports;  b) Apply the knowledge acquired when negotiating international instruments;  c) Apply the knowledge acquired when representing clients, especially shipowners and operators;  d) Apply the knowledge acquired when representing their countries in international fora; etc | |
| ***Judgment Skills and Critical Abilities***  This section has been made sufficiently open to accommodate both vocational and academic orientations. Applicants can refer to Judgement Skills, or Critical Abilities (critical skills, dispositions, values and actions), or both.  The learner will be able to:  a) Advice on the developments of these specific regimes of the law of the sea;  b) Advice on the interdependency of these zones and how they contribute to sustainable ocean governance. | |
| ***Module-Specific Communication Skills***  (Over and above those mentioned in Section B)  The learner will be able to:  a) Make presentations to different audiences, including domestic and international fora;  b) Liaise effectively with international organizations in the field, especially IMO, DOALOS, UNESCO, and various regional organizations; etc. | |
| ***Module-Specific Learner Skills***  (Over and above those mentioned in Section B)  The learner will be able to  a)  b)  c)  etc. | |
| ***Module-Specific Digital Skills and Competences***  (Over and above those mentioned in Section B)  The learner will be able to  a)  b)  c)  etc. | |
| **Hours of Total Learning for this Module / Unit** | Total Contact Hours [[6]](#footnote-6)  60  (Lectures/ seminars/ tutorials/  participation in online forums/  video lectures and other learning activities under the direction and control of an instructor). | Supervised Placement and  Practice Hours  (During these hours the learner is supervised,  coached or mentored.) |
| Self-Study  30  Hours  (Estimated workload of research  and study.) | Assessment  10  Hours  (Examinations/ presentations/  group work/ projects etc.) |
| **Total Learning Hours of this Module** | 100 Hours | |
| **Percentage of Total Contact Hours delivered online.**  In the case of online/blended learning, kindly indicate the total number of contact hours delivered online and those face-to-face. | Contract Hours Delivered Online | Contact Hours Delivered Face-to-Face  100% |
| **Total Number of ECTS / ECVET of this Module / Unit**  Figures with a decimal point will **NOT** be accepted. ECTS must be rounded integers and have a value of at least 1 ECTS. | 4 ECTS / ECVETs | |
| **Explain how this module/unit will be taught in line with Section B**  Please provide module/unit-specific details as applicable. Please identify and describe the digital learning tools being used for your course and any other relevant information. | The module will be taught through lectures, interactive lectures and written presentations. | |
| **Explain how this particular module/unit will be assessed in line with Section B**  Please include assessment weightings for this particular module (Example: Presentation: 40% and Assignment: 60%).  In addition, identify and describe the digital learning tools being used for your course and any other relevant information. | The module will be assessed through written assignment and written examination. Written Assignment: 30 % and Written Examination: 70%. | |
| **Reading List**  Please distinguish between core and supplementary texts as applicable. Courses at MQF 5 and above should not just present the main legislation or one textbook/source, but present also other viewpoints and perspectives as applicable. For texts/sources with different editions, it is recommended that the latest version is included. For courses at MQF 5 and above it is recommended that texts should not be older than 10 years, although this threshold may be too low for higher MQF Levels especially in particular content areas. The exception is ‘classic/canonical’ texts, such as the original texts by Piaget in psychology or Plato’s Republic in Philosophy. | **Core Reading List**   1. David Attard et al. (Eds.), The IMLI Manual on International Maritime Law - Volume I: The Law of the Sea, Oxford University Press, Oxford, 2014 2. David Attard et al. (Eds.), The IMLI Manual on International Maritime Law - Volume III: Marine Environmental Law and Maritime Security Law, Oxford University Press, Oxford, 2016 3. David Attard et al. (Eds), The IMLI Treatise on Global Ocean Governance - Volume I: UN and Global Ocean Governance, Oxford University Press, Oxford, 2018 4. A selection of recent academic articles   **Supplementary Reading List**   1. Donald Rothwell and Tim Stephens, The International Law of the Sea, Hart, Oxford; Portland, 2010 2. Yoshifumi Tanaka, The International Law of the Sea, Cambridge University Press, Cambridge; New York, 2012 | |
| **Description of minimum formal qualifications and experience required to teach this Module/Unit**  Additional Unit Qualifications for persons responsible for:   1. Course design and content development 2. Technical and media support; 3. Teaching course, and interacting and supporting learners; 4. Providing support to persons in (c).   Where these roles are performed by third parties, please provide information relating to such arrangements (such as contracts and SLAs). | 1. Prior experience in teaching international maritime law. 2. Highly developed oral and written communication skills in English; and 3. Good computer skills to facilitate the preparations of visual and powerpoint presentations. | |

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| **Section D – to be filled in for each module / unit listed in Section C – Outline of Course** | | |
| **Sub-Section D \_\_** *(Insert a consecutive number according to module)* | | |
| **Title of the Module / Unit** | **LAW OF THE SEA SPECIFIC REGIMES II** | |
| **Module / Unit Description**  Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit’s content is also advisable. | The delivery of this module is important as it is closely connected to the module of introduction to the law of the sea and humanitarian law.  This is the second module that examines the special regimes of the law of the sea. This module examines the peaceful uses of the sea, the legal status of the high seas and the rules regulating the exercise of the freedoms of the sea. In this respect the rights of navigation and overflight are discussed as is the exclusive jurisdiction of the flag State over its ships on the high seas and the exceptions to this rule. The module will then address the protection and preservation of the marine environment, as well as the conservation and management of the living resources of the sea. The module also includes a course on maritime boundary delimitation. The module concludes with a series of lectures on settlement of disputes. | |
| **Learning Outcomes** | Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to: | |
| Possess a complete understanding of law of the sea matters and how they interrelate with other areas of international maritime law. Understand the competencies of the International Tribunal ‎for the Law of the Sea and the International Court of Justice and the role they ‎play in the settlement of international disputes and their contribution to the progressive development of international maritime law. | |
| Knowledge – at the end of the module/unit the learner will have been exposed to the following: | |
| a) The intricacies of specific regimes in law of the sea;  b) The rights and obligations of coastal States in these areas;  c) The rights and obligations of other States in these areas;  d) Jurisdictional issues over ships on the high seas;  e) The constitution, functions and role of international judicial bodies. | |
| Skills – at the end of the module/unit the learner will have acquired the following skills: | |
| **Applying knowledge and understanding**  The learner will be able to:  a) Apply the knowledge acquired in their respective areas of employment, especially in public administrations and Ministry for Foreign Affairs;  b) Apply the knowledge acquired when negotiating international instruments;  c) Apply the knowledge acquired when negotiating delimitation of maritime boundaries;  d) Apply the knowledge acquired when representing clients, especially shipowners and operators;  e) Apply the knowledge acquired in ensuring prompt release of vessels and crews;  f) Apply the knowledge acquired when representing their countries in international fora. | |
| ***Judgment Skills and Critical Abilities***  This section has been made sufficiently open to accommodate both vocational and academic orientations. Applicants can refer to Judgement Skills, or Critical Abilities (critical skills, dispositions, values and actions), or both.  The learner will be able to:  a) Advice on the developments of these specific regimes of the law of the sea;  b) Advice on the interdependency of these zones and how they contribute to sustainable ocean governance;  c) Advice on the role of regional organizations in sustainable exploration of living resources;  d) Advise on the various methods developed in international law for the delimitation of maritime boundaries;  e) Advise on the methods States can resort to resolve their disputes. | |
| ***Module-Specific Communication Skills***  (Over and above those mentioned in Section B)  The learner will be able to:  a) Make presentations to different audiences, including domestic and international fora;  b) Liaise effectively with international organizations in the field, especially IMO, DOALOS, UNEP, FAO, RFMOs, International Courts and Tribunals; etc. | |
| ***Module-Specific Learner Skills***  (Over and above those mentioned in Section B)  The learner will be able to  a)  b)  c)  etc. | |
| ***Module-Specific Digital Skills and Competences***  (Over and above those mentioned in Section B)  The learner will be able to  a)  b)  c)  etc. | |
| **Hours of Total Learning for this Module / Unit** | Total Contact Hours [[7]](#footnote-7)  60  (Lectures/ seminars/ tutorials/  participation in online forums/  video lectures and other learning activities under the direction and control of an instructor). | Supervised Placement and  15  Practice Hours  (During these hours the learner is supervised,  coached or mentored.) |
| Self-Study  40  Hours  (Estimated workload of research  and study.) | Assessment  10  Hours  (Examinations/ presentations/  group work/ projects etc.) |
| **Total Learning Hours of this Module** | 125 Hours | |
| **Percentage of Total Contact Hours delivered online.**  In the case of online/blended learning, kindly indicate the total number of contact hours delivered online and those face-to-face. | Contract Hours Delivered Online | Contact Hours Delivered Face-to-Face  100% |
| **Total Number of ECTS / ECVET of this Module / Unit**  Figures with a decimal point will **NOT** be accepted. ECTS must be rounded integers and have a value of at least 1 ECTS. | 5 ECTS / ECVETs | |
| **Explain how this module/unit will be taught in line with Section B**  Please provide module/unit-specific details as applicable. Please identify and describe the digital learning tools being used for your course and any other relevant information. | The module will be taught through lectures, interactive lectures, oral and written presentations. | |
| **Explain how this particular module/unit will be assessed in line with Section B**  Please include assessment weightings for this particular module (Example: Presentation: 40% and Assignment: 60%).  In addition, identify and describe the digital learning tools being used for your course and any other relevant information. | The module will be assessed through oral presentations and written examination. Written Assignment: 30 % and Written Examination: 70%. | |
| **Reading List**  Please distinguish between core and supplementary texts as applicable. Courses at MQF 5 and above should not just present the main legislation or one textbook/source, but present also other viewpoints and perspectives as applicable. For texts/sources with different editions, it is recommended that the latest version is included. For courses at MQF 5 and above it is recommended that texts should not be older than 10 years, although this threshold may be too low for higher MQF Levels especially in particular content areas. The exception is ‘classic/canonical’ texts, such as the original texts by Piaget in psychology or Plato’s Republic in Philosophy. | **Core Reading List**   1. David Attard et al. (Eds.), The IMLI Manual on International Maritime Law - Volume I: The Law of the Sea, Oxford University Press, Oxford, 2014 2. David Attard et al. (Eds.), The IMLI Manual on International Maritime Law - Volume III: Marine Environmental Law and Maritime Security Law, Oxford University Press, Oxford, 2016 3. David Attard et al. (Eds), The IMLI Treatise on Global Ocean Governance - Volume I: UN and Global Ocean Governance, Oxford University Press, Oxford, 2018 4. David Attard et al. (Eds), The IMLI Treatise on Global Ocean Governance - Volume II: UN Specialized Agencies and Global Ocean Governance, Oxford University Press, Oxford, 2018 5. David Attard et al. (Eds), The IMLI Treatise on Global Ocean Governance - Volume III: IMO and Global Ocean Governance, Oxford University Press, Oxford, 2018 6. A selection of recent academic articles   **Supplementary Reading List**   1. Donald Rothwell and Tim Stephens, The International Law of the Sea, Hart, Oxford; Portland, 2010 2. Yoshifumi Tanaka, The International Law of the Sea, Cambridge University Press, Cambridge; New York, 2012 | |
| **Description of minimum formal qualifications and experience required to teach this Module/Unit**  Additional Unit Qualifications for persons responsible for:   1. Course design and content development 2. Technical and media support; 3. Teaching course, and interacting and supporting learners; 4. Providing support to persons in (c).   Where these roles are performed by third parties, please provide information relating to such arrangements (such as contracts and SLAs). | 1. Prior experience in teaching international maritime law. 2. Highly developed oral and written communication skills in English; and 3. Good computer skills to facilitate the preparations of visual and powerpoint presentations. | |

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| **Section D – to be filled in for each module / unit listed in Section C – Outline of Course** | | |
| **Sub-Section D \_\_** *(Insert a consecutive number according to module)* | | |
| **Title of the Module / Unit** | **CARRIAGE OF PASSENGERS AND THEIR LUGGAGE BY SEA** | |
| **Module / Unit Description**  Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit’s content is also advisable. | The module of carriage of passengers and their luggage by sea is one of the core modules of shipping law and relates closely to the modules of introduction to shipping law, wet shipping, and maritime claims.  The module focuses on the rights and liabilities of all the parties involved in the carriage of passengers and their luggage by sea, ‎including rights of compensation for death or personal injury, loss of or ‎damage to luggage and delay in transport. The module studies the relevant international conventions, EU Regulations, and the latest legal developments on the subject.‎ | |
| **Learning Outcomes** | Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to: | |
| 1. Understand the rules that govern the carriage of passengers and their luggage by sea. 2. Understand the legal basis for actions in relation to claims for death or personal injury, as well as loss of or ‎damage to luggage and delay in transport. | |
| Knowledge – at the end of the module/unit the learner will have been exposed to the following: | |
| a) The various contracts concluded for the carriage of passengers;  b) The rights and obligations of the parties arising from such contracts;  c) The international rules and regulations governing the relationship between carriers on one hand and passengers on the other;  d) The rules that govern limitation of liability under the conventions relating to the carriage of passengers and their luggage by sea and global limitation conventions. | |
| Skills – at the end of the module/unit the learner will have acquired the following skills: | |
| **Applying knowledge and understanding**  The learner will be able to:  a) Apply the knowledge acquired in their respective areas of employment, especially in drafting national legislation governing the area;  b) Apply the knowledge acquired when representing clients, especially passengers, shipowners and operators;  c) Identify the court where disputes can be submitted; and  d) Apply the knowledge acquired in case of disputes arising from loss of life or personal injury or damage. | |
| ***Judgment Skills and Critical Abilities***  This section has been made sufficiently open to accommodate both vocational and academic orientations. Applicants can refer to Judgement Skills, or Critical Abilities (critical skills, dispositions, values and actions), or both.  The learner will be able to:  a) Advice on the rules and regulations governing the carriage of passengers by sea;  b) Advise on the methods parties can resort to, for settlement of disputes. | |
| ***Module-Specific Communication Skills***  (Over and above those mentioned in Section B)  The learner will be able to:  a) Draft contracts relating to the carriage of passengers by sea; and  b) Represent shipowners, carriers, insurers, and passengers, in case of disputes. | |
| ***Module-Specific Learner Skills***  (Over and above those mentioned in Section B)  The learner will be able to  a)  b)  c)  etc. | |
| ***Module-Specific Digital Skills and Competences***  (Over and above those mentioned in Section B)  The learner will be able to  a)  b)  c)  etc. | |
| **Hours of Total Learning for this Module / Unit** | Total Contact Hours [[8]](#footnote-8)  10  (Lectures/ seminars/ tutorials/  participation in online forums/  video lectures and other learning activities under the direction and control of an instructor). | Supervised Placement and  10  Practice Hours  (During these hours the learner is supervised,  coached or mentored.) |
| Self-Study  20  Hours  (Estimated workload of research  and study.) | Assessment  10  Hours  (Examinations/ presentations/  group work/ projects etc.) |
| **Total Learning Hours of this Module** | 50 Hours | |
| **Percentage of Total Contact Hours delivered online.**  In the case of online/blended learning, kindly indicate the total number of contact hours delivered online and those face-to-face. | Contract Hours Delivered Online | Contact Hours Delivered Face-to-Face  100% |
| **Total Number of ECTS / ECVET of this Module / Unit**  Figures with a decimal point will **NOT** be accepted. ECTS must be rounded integers and have a value of at least 1 ECTS. | 2 ECTS / ECVETs | |
| **Explain how this module/unit will be taught in line with Section B**  Please provide module/unit-specific details as applicable. Please identify and describe the digital learning tools being used for your course and any other relevant information. | The module will be taught through lectures, interactive lectures, oral and written presentations. | |
| **Explain how this particular module/unit will be assessed in line with Section B**  Please include assessment weightings for this particular module (Example: Presentation: 40% and Assignment: 60%).  In addition, identify and describe the digital learning tools being used for your course and any other relevant information. | The module will be assessed through written examination. Written Examination: 100%. | |
| **Reading List**  Please distinguish between core and supplementary texts as applicable. Courses at MQF 5 and above should not just present the main legislation or one textbook/source, but present also other viewpoints and perspectives as applicable. For texts/sources with different editions, it is recommended that the latest version is included. For courses at MQF 5 and above it is recommended that texts should not be older than 10 years, although this threshold may be too low for higher MQF Levels especially in particular content areas. The exception is ‘classic/canonical’ texts, such as the original texts by Piaget in psychology or Plato’s Republic in Philosophy. | **Core Reading List**   1. David Attard et al. (Eds.), The IMLI Manual on International Maritime Law - Volume II: Shipping Law, Oxford University Press, Oxford, 2016 2. A selection of recent academic articles   **Supplementary Reading List**   1. Simon Baughen, Shipping Law, Sixth Edition, Routledge, London, 2015 2. Francesco Berlingieri, International Maritime Conventions. Volume 1, The Carriage of Goods and Passengers by Sea, Informa Law from Routledge, Abingdon, Oxon; New York, 2014 3. Kate Lewins, International Carriage of Passengers by Sea, Sweet & Maxwell, London, 2016 4. Norman A. Martínez Gutierrez, Limitation of Liability in International Maritime Conventions: The Relationship between Global Limitation Conventions and Particular Liability Regimes, Routledge, London; New York, 2011 5. Marko Pavliha (ed), Transport Law on Passengers Rights, Routledge, London; New York, 2021 | |
| **Description of minimum formal qualifications and experience required to teach this Module/Unit**  Additional Unit Qualifications for persons responsible for:   1. Course design and content development 2. Technical and media support; 3. Teaching course, and interacting and supporting learners; 4. Providing support to persons in (c).   Where these roles are performed by third parties, please provide information relating to such arrangements (such as contracts and SLAs). | 1. Prior experience in teaching international maritime law. 2. Highly developed oral and written communication skills in English; and 3. Good computer skills to facilitate the preparations of visual and powerpoint presentations. | |

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| **Section D – to be filled in for each module / unit listed in Section C – Outline of Course** | | |
| **Sub-Section D \_\_** *(Insert a consecutive number according to module)* | | |
| **Title of the Module / Unit** | **PROPRIETARY INTERESTS IN SHIPS** | |
| **Module / Unit Description**  Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit’s content is also advisable. | The module on Proprietary Interests in Ships examines the concepts of nationality, registration and ownership of ships in the light of international conventions and State practice. Students are briefed on the development of the concept of nationality, the relevance of the principle of genuine link, the requirements for registration of ships, different types of registries, and ownership of ships. Closely related to this latter aspect are the contracts concluded in the shipping industry that relate to the acquisition of ships. Therefore, the delivery of this module is very important as it is closely related to the modules on introduction to shipping law (especially law of contracts and law of property), wet shipping (especially claims arising out of the services of towage, pilotage, salvage etc.) and law of the sea regimes II in relation to the high seas regime. | |
| **Learning Outcomes** | Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to: | |
| 1. Understand the principles of nationality, registration and ownership of ships; 2. Understand the rules and regulations that govern acquisitions of ships; and 3. Understand the legal basis for actions in relation to various claims. | |
| Knowledge – at the end of the module/unit the learner will have been exposed to the following: | |
| 1. The nature, importance and legal consequences of the attribution ‎of nationality to ships; 2. The regimes for the ‎registration of vessels on a comparative basis; 3. Recent trends in the registration of vessels, such as bareboat charter registration; and 4. Acquisition of new and second-hand tonnage and familiarity with the main standard form agreements for such acquisitions. | |
| Skills – at the end of the module/unit the learner will have acquired the following skills: | |
| **Applying knowledge and understanding**  The learner will be able to:  a) Apply the knowledge acquired in their respective areas of employment, especially in national maritime administrations;  b) Apply the knowledge acquired in terms of documents required for the registration of ships;  c) Apply the knowledge acquired when representing clients, especially sellers, buyers, brokers, shipowners and insurers; and  d) Identify the court where disputes can be submitted for adjudication. | |
| ***Judgment Skills and Critical Abilities***  This section has been made sufficiently open to accommodate both vocational and academic orientations. Applicants can refer to Judgement Skills, or Critical Abilities (critical skills, dispositions, values and actions), or both.  The learner will be able to:  a) Advice on the rules and regulations governing the areas addressed in this module;  b) Advise on the procedures to be followed for the registration of ships;  c) Advice on the standard forms of contracts and documents to be used when concluding such contracts; and  e) Advise on the methods parties can resort to settle their disputes. | |
| ***Module-Specific Communication Skills***  (Over and above those mentioned in Section B)  The learner will be able to:  a) Draft contracts for acquisition of ships;  b) Liaise with the relevant authorities for the registration of ships; and  c) Represent clients in case of disputes. | |
| ***Module-Specific Learner Skills***  (Over and above those mentioned in Section B)  The learner will be able to  a)  b)  c)  etc. | |
| ***Module-Specific Digital Skills and Competences***  (Over and above those mentioned in Section B)  The learner will be able to  a)  b)  c)  etc. | |
| **Hours of Total Learning for this Module / Unit** | Total Contact Hours [[9]](#footnote-9)  20  (Lectures/ seminars/ tutorials/  participation in online forums/  video lectures and other learning activities under the direction and control of an instructor). | Supervised Placement and  Practice Hours  (During these hours the learner is supervised,  coached or mentored.) |
| Self-Study  20  Hours  (Estimated workload of research  and study.) | Assessment  10  Hours  (Examinations/ presentations/  group work/ projects etc.) |
| **Total Learning Hours of this Module** | 50 Hours | |
| **Percentage of Total Contact Hours delivered online.**  In the case of online/blended learning, kindly indicate the total number of contact hours delivered online and those face-to-face. | Contract Hours Delivered Online | Contact Hours Delivered Face-to-Face  100% |
| **Total Number of ECTS / ECVET of this Module / Unit**  Figures with a decimal point will **NOT** be accepted. ECTS must be rounded integers and have a value of at least 1 ECTS. | 2 ECTS / ECVETs | |
| **Explain how this module/unit will be taught in line with Section B**  Please provide module/unit-specific details as applicable. Please identify and describe the digital learning tools being used for your course and any other relevant information. | The module will be taught through lectures, interactive lectures, oral and written presentations. | |
| **Explain how this particular module/unit will be assessed in line with Section B**  Please include assessment weightings for this particular module (Example: Presentation: 40% and Assignment: 60%).  In addition, identify and describe the digital learning tools being used for your course and any other relevant information. | The module will be assessed through written assignments and written examinations. Written Assignments: 30 % and Written Examinations: 70%. | |
| **Reading List**  Please distinguish between core and supplementary texts as applicable. Courses at MQF 5 and above should not just present the main legislation or one textbook/source, but present also other viewpoints and perspectives as applicable. For texts/sources with different editions, it is recommended that the latest version is included. For courses at MQF 5 and above it is recommended that texts should not be older than 10 years, although this threshold may be too low for higher MQF Levels especially in particular content areas. The exception is ‘classic/canonical’ texts, such as the original texts by Piaget in psychology or Plato’s Republic in Philosophy. | **Core Reading List**   1. David Attard et al. (Eds.), The IMLI Manual on International Maritime Law - Volume I: The Law of the Sea, Oxford University Press, Oxford, 2014 2. David Attard et al. (Eds.), The IMLI Manual on International Maritime Law - Volume II: Shipping Law, Oxford University Press, Oxford, 2016 3. A selection of recent academic articles   **Supplementary Reading List**   1. Richard Coles and Edward Watt, Ship Registration: Law and Practice, Second Edition, Informa, London, 2009 2. Simon Curtis, The Law of Shipbuilding Contracts, Fourth Edition, Informal Law from Routledge, Oxford and New York, 2012 3. Ian Goldrein et al., Ship Sale and Purchase, Sixth Edition, Informa Law from Routledge, Oxford and New York, 2013 | |
| **Description of minimum formal qualifications and experience required to teach this Module/Unit**  Additional Unit Qualifications for persons responsible for:   1. Course design and content development 2. Technical and media support; 3. Teaching course, and interacting and supporting learners; 4. Providing support to persons in (c).   Where these roles are performed by third parties, please provide information relating to such arrangements (such as contracts and SLAs). | 1. Prior experience in teaching international maritime law; 2. Highly developed oral and written communication skills in English; and 3. Good computer skills to facilitate the preparations of visual and powerpoint presentations. | |

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| **Section D – to be filled in for each module / unit listed in Section C – Outline of Course** | | |
| **Sub-Section D \_\_** *(Insert a consecutive number according to module)* | | |
| **Title of the Module / Unit** | **WET SHIPPING** | |
| **Module / Unit Description**  Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit’s content is also advisable. | Considering that wet shipping covers the areas of towage and maritime pilotage as well as all aspects of shipping law that may arise from maritime casualties such as collisions, general average, salvage and wreck removal, this module is particularly important. More so when one considers how closely it is connected to the modules of introduction to shipping law, carriage of goods and passengers by sea, proprietary interests in ships, law of maritime safety and security and maritime claims.  The module explores the legal intricacies of maritime pilotage. It examines issues as: who is a pilot? ‎what is compulsory pilotage? The relationship between the ‎pilot and the master of the vessel, as well as the respective liabilities of the pilot, master and shipowner for damage caused during a pilotage operation. The module examines the law of pilotage from a comparative law standpoint taking into consideration different jurisdictions.    The module also covers the law of towage. In so doing, it defines maritime towage and its relation to salvage. It dwells on the making and ‎construction of towage contracts and discusses in detail the obligations between tug and tow. ‎Consideration is given to navigation issues such as collisions between tug and tow and the distribution of any liabilities arising therefrom.    The module then addresses the law of salvage and wreck, both of which are examined from international and national law perspectives. A detailed discussion is undertaken on the 1989 International Convention on Salvage and recent initiatives on the subject. The Lloyd’s Open Form of Salvage Agreement, which is a commonly used standard form contract, is also analyzed. This module also includes a discussion on the duties and liabilities regarding the identification, marking and removal of wrecks in the light of the Nairobi International Convention on the Removal of Wrecks, 2007.  The law of general average is also discussed in detail considering the different versions of the York-Antwerp Rules and practice.  Finally, the module focuses on the law of marine collisions and other casualties relating to hull and machinery. This component of the module focuses on the international application of navigational rules, particularly ‎those for the prevention of collisions at sea. The principles of tortious liability in ‎collisions at sea are discussed from a comparative viewpoint and in the light of decided cases. A discussion of Vessel Traffic Separation Schemes is also undertaken. | |
| **Learning Outcomes** | Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to: | |
| 1. Understand the rules and regulations that govern the topics addressed in this module; and 2. Understand the legal basis for actions in relation to various claims. | |
| Knowledge – at the end of the module/unit the learner will have been exposed to the following: | |
| 1. All areas of wet shipping including maritime pilotage, towage, salvage, general average, wreck removal, collisions and other casualties relating to hull and machinery; 2. The 1989 International Convention on Salvage and the Lloyd’s Open Form of Salvage Agreement; 3. The Nairobi International Convention on the Removal of Wrecks, 2007 4. The Convention for the Unification of Certain Rules of Law with respect to Collisions between Vessels, 1910; 5. The York-Antwerp Rules; and 6. The International Regulations for Preventing Collisions at Sea (COLREGS). | |
| Skills – at the end of the module/unit the learner will have acquired the following skills: | |
| **Applying knowledge and understanding**  The learner will be able to:  a) Apply the knowledge acquired in their respective areas of employment, especially in national maritime administrations and port authorities;  b) Apply the knowledge acquired when representing clients, especially shipowners, pilots, tug owners and salvors;  c) Identify the court where disputes can be submitted; and  d) Apply the knowledge acquired in case of disputes arising from claims against ships. | |
| ***Judgment Skills and Critical Abilities***  This section has been made sufficiently open to accommodate both vocational and academic orientations. Applicants can refer to Judgement Skills, or Critical Abilities (critical skills, dispositions, values and actions), or both.  The learner will be able to:  a) Advise on the rules and regulations governing the areas covered by this module;  b) Advise on the procedures to be followed for any action against ships;  c) Advise on the standard forms of contracts and documents to be used when concluding such contracts; and  e) Advise on the methods parties can resort to settle their disputes. | |
| ***Module-Specific Communication Skills***  (Over and above those mentioned in Section B)  The learner will be able to:   1. Draft contracts in the areas covered in this module including pilotage, towage, wreck removal, and salvage agreements; 2. Draft national legislation implementing international rules and regulations in the areas covered by this module; and 3. Represent clients in case of disputes. | |
| ***Module-Specific Learner Skills***  (Over and above those mentioned in Section B)  The learner will be able to  a)  b)  c)  etc. | |
| ***Module-Specific Digital Skills and Competences***  (Over and above those mentioned in Section B)  The learner will be able to  a)  b)  c)  etc. | |
| **Hours of Total Learning for this Module / Unit** | Total Contact Hours [[10]](#footnote-10)  50  (Lectures/ seminars/ tutorials/  participation in online forums/  video lectures and other learning activities under the direction and control of an instructor). | Supervised Placement and  10  Practice Hours  (During these hours the learner is supervised,  coached or mentored.) |
| Self-Study  30  Hours  (Estimated workload of research  and study.) | Assessment  10  Hours  (Examinations/ presentations/  group work/ projects etc.) |
| **Total Learning Hours of this Module** | 100 Hours | |
| **Percentage of Total Contact Hours delivered online.**  In the case of online/blended learning, kindly indicate the total number of contact hours delivered online and those face-to-face. | Contract Hours Delivered Online | Contact Hours Delivered Face-to-Face  100% |
| **Total Number of ECTS / ECVET of this Module / Unit**  Figures with a decimal point will **NOT** be accepted. ECTS must be rounded integers and have a value of at least 1 ECTS. | 4 ECTS / ECVETs | |
| **Explain how this module/unit will be taught in line with Section B**  Please provide module/unit-specific details as applicable. Please identify and describe the digital learning tools being used for your course and any other relevant information. | The module will be taught through lectures, interactive lectures, oral and written presentations. | |
| **Explain how this particular module/unit will be assessed in line with Section B**  Please include assessment weightings for this particular module (Example: Presentation: 40% and Assignment: 60%).  In addition, identify and describe the digital learning tools being used for your course and any other relevant information. | The module will be assessed through written assignments and written examinations. Written Assignments: 30 % and Written Examinations: 70%. | |
| **Reading List**  Please distinguish between core and supplementary texts as applicable. Courses at MQF 5 and above should not just present the main legislation or one textbook/source, but present also other viewpoints and perspectives as applicable. For texts/sources with different editions, it is recommended that the latest version is included. For courses at MQF 5 and above it is recommended that texts should not be older than 10 years, although this threshold may be too low for higher MQF Levels especially in particular content areas. The exception is ‘classic/canonical’ texts, such as the original texts by Piaget in psychology or Plato’s Republic in Philosophy. | **Core Reading List**   1. David Attard et al. (Eds.), The IMLI Manual on International Maritime Law - Volume II: Shipping Law, Oxford University Press, Oxford, 2016 2. A selection of recent academic articles   **Supplementary Reading List**   1. Simon Baughen, Shipping Law, Sixth Edition, Routledge, London, 2015 2. Geoffrey Brice, Maritime Law of Salvage, Fifth Edition, Sweet & Maxwell, London, 2011 3. JHS Cooke and RR Cornah, Lowndes & Rudolf, The Law of General Average and the York-Antwerp Rules, Sweet & Maxwell, London, 2013 4. Norman A. Martinez Gutierrez, Limitation of Liability in International Maritime Conventions: The Relationship between Global Limitation Conventions and Particular Liability Regimes, Routledge, London, 2011 5. Simon Rainey, The Law of Tug and Tow and Offshore Contracts, Third Edition, Informa, London, 2011 6. Francis Rose, Kennedy and Rose Law of Salvage, Eighth Edition, Sweet & Maxwell, London, 2013 7. Thomas Schoenbaum and Jessica McClellan, Admiralty and Maritime Law, Fifth Edition, West, St. Paul, MN, 2012 | |
| **Description of minimum formal qualifications and experience required to teach this Module/Unit**  Additional Unit Qualifications for persons responsible for:   1. Course design and content development 2. Technical and media support; 3. Teaching course, and interacting and supporting learners; 4. Providing support to persons in (c).   Where these roles are performed by third parties, please provide information relating to such arrangements (such as contracts and SLAs). | 1. Prior experience in teaching international maritime law; 2. Highly developed oral and written communication skills in English; and 3. Good computer skills to facilitate the preparations of visual and powerpoint presentations. | |

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| **Section D – to be filled in for each module / unit listed in Section C – Outline of Course** | | |
| **Sub-Section D \_\_** *(Insert a consecutive number according to module)* | | |
| **Title of the Module / Unit** | **LAW OF MARITIME SAFETY AND SECURITY** | |
| **Module / Unit Description**  Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit’s content is also advisable. | The delivery of this module is paramount to ensure safe and secure oceans. The module is closely connected to the modules of introduction to shipping law, carriage of goods and passengers by sea, proprietary interests in ships, wet shipping, and maritime claims.  The first component of this module deals with maritime safety and examines the wide array of rules designed to achieve higher standards of safety in shipping. This component considers the main international instruments in the field, particularly those of the International Maritime Organization. In considering the implementation of safety standards, this component examines the role of classification societies, as well as States and other actors.‎  The second component of this module deals with a comprehensive study of the international law relating to maritime security. A general historical overview of the development of this part of the law is provided. This component examines the main international instruments on international maritime security law including the United Nations Convention on the Law of the Sea as well as other more detailed international instruments on the subject. The legal framework to combat the crimes of piracy, hijacking and armed robbery at sea is discussed in detail, as is the framework to combat other security threats such as maritime terrorism, trafficking of persons, illicit drugs and arms. This component involves a study of the rules prescribed by the United Nations Convention on the Law of the Sea on the prohibition of the transport of slaves, unauthorized broadcasting from the high seas, the right of visit and the right of hot pursuit. The international instruments adopted to suppress unlawful acts against the safety of maritime navigation and to provide security in the ship-port interface are given particular emphasis. | |
| **Learning Outcomes** | Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to: | |
| 1. Understand and implement the rules and regulations that govern the area of maritime safety; 2. Understand and implement the rules and regulations that govern the area of maritime security. | |
| Knowledge – at the end of the module/unit the learner will have been exposed to the following: | |
| Students will have an in-depth knowledge of the wide array of maritime safety and security rules which have been put in place to attain a higher standard of safety and security in shipping. In this regard, students will also be familiar with safety rules promulgated by International Maritime Organization, the main international instruments on international maritime security law including the United Nations Convention on the Law of the Sea and other more detailed international instruments. | |
| Skills – at the end of the module/unit the learner will have acquired the following skills: | |
| **Applying knowledge and understanding**  The learner will be able to:  a) Understand the difference between maritime safety and security;  b) Apply the knowledge acquired in their respective areas of employment, especially in national maritime administrations and port authorities; and  c) Apply the knowledge acquired to draft national legislation to implement international instruments in the areas of maritime safety and security. | |
| ***Judgment Skills and Critical Abilities***  This section has been made sufficiently open to accommodate both vocational and academic orientations. Applicants can refer to Judgement Skills, or Critical Abilities (critical skills, dispositions, values and actions), or both.  The learner will be able to:  a) Advise on the rules and regulations governing the areas of maritime safety and security;  b) Advise on the actions to be taken against substandard ships; and  c) Advise on the actions to be taken against persons who are engaged in activities which pose a threat to maritime security. | |
| ***Module-Specific Communication Skills***  (Over and above those mentioned in Section B)  The learner will be able to:  a) Draft national legislation implementing international rules and regulations in the areas of maritime safety and security;  b) Represent government agencies in cases of prosecutions; and  c) Represent governments in regional and international fora developing rules and regulations in the areas of maritime safety and security. | |
| ***Module-Specific Learner Skills***  (Over and above those mentioned in Section B)  The learner will be able to  a)  b)  c)  etc. | |
| ***Module-Specific Digital Skills and Competences***  (Over and above those mentioned in Section B)  The learner will be able to  a)  b)  c)  etc. | |
| **Hours of Total Learning for this Module / Unit** | Total Contact Hours [[11]](#footnote-11)  60  (Lectures/ seminars/ tutorials/  participation in online forums/  video lectures and other learning activities under the direction and control of an instructor). | Supervised Placement and  15  Practice Hours  (During these hours the learner is supervised,  coached or mentored.) |
| Self-Study  40  Hours  (Estimated workload of research  and study.) | Assessment  10  Hours  (Examinations/ presentations/  group work/ projects etc.) |
| **Total Learning Hours of this Module** | 125 Hours | |
| **Percentage of Total Contact Hours delivered online.**  In the case of online/blended learning, kindly indicate the total number of contact hours delivered online and those face-to-face. | Contract Hours Delivered Online | Contact Hours Delivered Face-to-Face  100% |
| **Total Number of ECTS / ECVET of this Module / Unit**  Figures with a decimal point will **NOT** be accepted. ECTS must be rounded integers and have a value of at least 1 ECTS. | 5 ECTS / ECVETs | |
| **Explain how this module/unit will be taught in line with Section B**  Please provide module/unit-specific details as applicable. Please identify and describe the digital learning tools being used for your course and any other relevant information. | The module will be taught through lectures, interactive lectures, oral and written presentations. | |
| **Explain how this particular module/unit will be assessed in line with Section B**  Please include assessment weightings for this particular module (Example: Presentation: 40% and Assignment: 60%).  In addition, identify and describe the digital learning tools being used for your course and any other relevant information. | The module will be assessed through written assignments and written examinations.Written Assignments: 30 % and Written Examinations: 70%. | |
| **Reading List**  Please distinguish between core and supplementary texts as applicable. Courses at MQF 5 and above should not just present the main legislation or one textbook/source, but present also other viewpoints and perspectives as applicable. For texts/sources with different editions, it is recommended that the latest version is included. For courses at MQF 5 and above it is recommended that texts should not be older than 10 years, although this threshold may be too low for higher MQF Levels especially in particular content areas. The exception is ‘classic/canonical’ texts, such as the original texts by Piaget in psychology or Plato’s Republic in Philosophy. | **Core Reading List**   1. David Attard et al. (Eds.), The IMLI Manual on International Maritime Law - Volume I: The Law of the Sea, Oxford University Press, Oxford, 2014 2. David Attard et al. (Eds.), The IMLI Manual on International Maritime Law - Volume II: Shipping Law, Oxford University Press, Oxford, 2016 3. David Attard et al. (Eds.), The IMLI Manual on International Maritime Law - Volume III: Marine Environmental Law and Maritime Security Law, Oxford University Press, Oxford, 2016 4. David Attard et al. (Eds), The IMLI Treatise on Global Ocean Governance - Volume III: IMO and Global Ocean Governance, Oxford University Press, Oxford, 2018 5. A selection of recent academic articles   **Supplementary Reading List**   1. Jurgen Basedow and Wolfgang Wurmnest, Third-Party Liability of Classification Societies – A Comparative Perspective, Springer, Hamburg, 2008 2. Anne Gallagher, and Fiona David, The International Law of Migrant Smuggling, Cambridge University Press, Cambridge, 2014 3. Robina Geiz and Anna Petrig, Piracy and Armed Robbery at Sea – The Legal Framework for Counter-Piracy Operations in Somalia and the Gulf of Aden, Oxford University Press, Oxford, 2011 4. Douglas Guilfoyle (Ed.), Modern Piracy – Legal Challenges and Responses, Edward Elgar Publishing Ltd., Cheltenham, UK, 2013 5. Natalie Klein, Maritime Security and the Law of the Sea, Oxford University Press, Oxford, 2011 6. Natalie Klein et al., Maritime Security – International Law and Policy Perspectives from Australia and New Zealand, Routledge, London, 2010 7. James Kraska and Raul Pedrozo, International Maritime Security Law, Martinus Nijhoff Publishers, Leiden; Boston, 2013 8. Nicolai Lagoni, The Liability of Classification Societies, Springer, Hamburg, 2008 9. Patricia Mallia, Migrant Smuggling by Sea – Combating a Current Threat to Maritime Security through the Creation of a Cooperative Framework, Martinus Nijhoff Publishers, Leiden; Boston, 2010 | |
| **Description of minimum formal qualifications and experience required to teach this Module/Unit**  Additional Unit Qualifications for persons responsible for:   1. Course design and content development 2. Technical and media support; 3. Teaching course, and interacting and supporting learners; 4. Providing support to persons in (c).   Where these roles are performed by third parties, please provide information relating to such arrangements (such as contracts and SLAs). | 1. Prior experience in teaching international maritime law; 2. Highly developed oral and written communication skills in English; 3. Good computer skills to facilitate the preparations of visual and powerpoint presentations. | |

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| **Section D – to be filled in for each module / unit listed in Section C – Outline of Course** | | |
| **Sub-Section D \_\_** *(Insert a consecutive number according to module)* | | |
| **Title of the Module / Unit** | **MARITIME CLAIMS** | |
| **Module / Unit Description**  Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit’s content is also advisable. | This module is closely connected to the modules of introduction to shipping law, carriage of passengers by sea, proprietary interests in ships, and wet shipping.  This module focuses on a very important institution of maritime law, namely limitation of liability for maritime claims.  The component on limitation of liability discusses the right to limit liability ‎for maritime claims, including the historical basis of the right since the early codification of the subject in the different legal systems and early international conventions. Particular emphasis is placed on the ‎provisions of the 1976 Convention on Limitation of Liability for Maritime Claims (LLMC Convention) as well as on the 1996 Protocol thereto and recent developments on the subject, including IMO’s work in ensuring the correct interpretation and implementation of the conventions. The ‎interrelation of the global limitation conventions with particular liability regimes is addressed in detail. | |
| **Learning Outcomes** | Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to: | |
| 1. Understand and implement the rules and regulations that govern the areas of limitation of liability for maritime claims; and 2. Understand the interrelation of the abovementioned area with other areas of international maritime law; 3. Understand the relation between global limitation conventions and particular liability regimes. | |
| Knowledge – at the end of the module/unit the learner will have been exposed to the following: | |
| 1. The nature of limitation of liability; 2. Circumstances in which the right to limit liability is available; and 3. The process of limiting liability. | |
| Skills – at the end of the module/unit the learner will have acquired the following skills: | |
| **Applying knowledge and understanding**  The learner will be able to:   1. Advise on the applicable regulatory framework on limitation of liability; 2. Calculate limitation of liability funds; and 3. Know the basis for their distribution. | |
| ***Judgment Skills and Critical Abilities***  This section has been made sufficiently open to accommodate both vocational and academic orientations. Applicants can refer to Judgement Skills, or Critical Abilities (critical skills, dispositions, values and actions), or both.  The learner will be able to:  a) Advise on the rules and regulations governing the right to limit liability;  b) The limits applicable in any given case;  c) Advise on the rights of insurers to limit liability;  d) Advise on the role of State Parties to international conventions to ensure the harmonization of rules on limitation of liability. | |
| ***Module-Specific Communication Skills***  (Over and above those mentioned in Section B)  The learner will be able to:  a) Draft national legislation implementing international rules and regulations in the areas covered by this module; and  b) Represent clients in case of disputes. | |
| ***Module-Specific Learner Skills***  (Over and above those mentioned in Section B)  The learner will be able to  a)  b)  c)  etc. | |
| ***Module-Specific Digital Skills and Competences***  (Over and above those mentioned in Section B)  The learner will be able to  a)  b)  c)  etc. | |
| **Hours of Total Learning for this Module / Unit** | Total Contact Hours [[12]](#footnote-12)  20  (Lectures/ seminars/ tutorials/  participation in online forums/  video lectures and other learning activities under the direction and control of an instructor). | Supervised Placement and  10  Practice Hours  (During these hours the learner is supervised,  coached or mentored.) |
| Self-Study  10  Hours  (Estimated workload of research  and study.) | Assessment  10  Hours  (Examinations/ presentations/  group work/ projects etc.) |
| **Total Learning Hours of this Module** | 50 Hours | |
| **Percentage of Total Contact Hours delivered online.**  In the case of online/blended learning, kindly indicate the total number of contact hours delivered online and those face-to-face. | Contract Hours Delivered Online | Contact Hours Delivered Face-to-Face  100% |
| **Total Number of ECTS / ECVET of this Module / Unit**  Figures with a decimal point will **NOT** be accepted. ECTS must be rounded integers and have a value of at least 1 ECTS. | 2 ECTS / ECVETs | |
| **Explain how this module/unit will be taught in line with Section B**  Please provide module/unit-specific details as applicable. Please identify and describe the digital learning tools being used for your course and any other relevant information. | The module will be taught through lectures, interactive lectures, oral presentations. | |
| **Explain how this particular module/unit will be assessed in line with Section B**  Please include assessment weightings for this particular module (Example: Presentation: 40% and Assignment: 60%).  In addition, identify and describe the digital learning tools being used for your course and any other relevant information. | The module will be assessed through written examination. Written Examination: 100%. | |
| **Reading List**  Please distinguish between core and supplementary texts as applicable. Courses at MQF 5 and above should not just present the main legislation or one textbook/source, but present also other viewpoints and perspectives as applicable. For texts/sources with different editions, it is recommended that the latest version is included. For courses at MQF 5 and above it is recommended that texts should not be older than 10 years, although this threshold may be too low for higher MQF Levels especially in particular content areas. The exception is ‘classic/canonical’ texts, such as the original texts by Piaget in psychology or Plato’s Republic in Philosophy. | **Core Reading List**   1. David Attard et al. (Eds.), The IMLI Manual on International Maritime Law - Volume II: Shipping Law, Oxford University Press, Oxford, 2016 2. Norman A. Martínez Gutiérrez, Limitation of Liability in International Maritime Conventions: The Relationship between Global Limitation Conventions and Particular Liability Regimes, Routledge, London; New York, 2011 3. A selection of recent academic articles   **Supplementary Reading List**   1. Patrick Griggs et al, Limitation of Liability for Maritime Claims, Fourth Edition, LLP, London Singapore, 2005.   2) Aleka Mandaraka-Sheppard, Modern Maritime Law, Third Edition, Informa Law from Routledge, Oxford; New York, 2013 | |
| **Description of minimum formal qualifications and experience required to teach this Module/Unit**  Additional Unit Qualifications for persons responsible for:   1. Course design and content development 2. Technical and media support; 3. Teaching course, and interacting and supporting learners; 4. Providing support to persons in (c).   Where these roles are performed by third parties, please provide information relating to such arrangements (such as contracts and SLAs). | 1. Prior experience in teaching international maritime law. 2. Highly developed oral and written communication skills in English; and 3. Good computer skills to facilitate the preparations of visual and powerpoint presentations. | |

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| **Section D – to be filled in for each module / unit listed in Section C – Outline of Course** | | |
| **Sub-Section D \_\_** *(Insert a consecutive number according to module)* | | |
| **Title of the Module / Unit** | **MARINE ENVIRONMENTAL LAW** | |
| **Module / Unit Description**  Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit’s content is also advisable. | The delivery of this module is of paramount importance considering the IMO’s mission of safe and secure shipping on clean oceans. The lectures deal in-depth with the issues of fundamental importance in the contemporary world, namely, how to protect the marine environment from pollution from ships, pollution from dumping, pollution from land-based sources, pollution from seabed activities and pollution from or through the air. In explaining these types of pollution, various conventions concluded under the auspices of the IMO (such as MARPOL and the 1972 London Convention) and soft law documents, are analyzed. The module also includes discussions on the conventions relating to pollution incident preparedness, response and cooperation, placing emphasis on the relevance of regional cooperation. The module then concludes with a detailed analysis of issues of liability and compensation for pollution damage. | |
| **Learning Outcomes** | Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to: | |
| 1. Understand and implement the rules and regulations that govern the areas of the protection of the marine environment in all its aspects including prevention of marine pollution, preparedness, response and cooperation in cases of pollution incidents, as well as liability and compensation for pollution damage; 2. Understand the interrelation of marine environmental law with other areas of international maritime law. | |
| Knowledge – at the end of the module/unit the learner will have been exposed to the following: | |
| 1. Measures necessary to prevent marine pollution from various sources; 2. Measures necessary to respond to pollution incidents at a national and regional level; and 3. The various tiers of liability and compensation in case of pollution incidents. | |
| Skills – at the end of the module/unit the learner will have acquired the following skills: | |
| **Applying knowledge and understanding**  The learner will be able to:   1. Apply the knowledge acquired when drafting national legislation implementing the international instruments applicable in the area; 2. Apply the knowledge acquired in coordinating national and regional efforts to respond and cooperate in cases of pollution incidents; 3. Apply the knowledge acquired in cases of disputes relating to pollution incidents; and 4. Apply the knowledge acquired when submitting a claim to the International Oil Pollution and Compensation Funds in case the liability of the shipowner does not meet the losses and damage suffered. | |
| ***Judgment Skills and Critical Abilities***  This section has been made sufficiently open to accommodate both vocational and academic orientations. Applicants can refer to Judgement Skills, or Critical Abilities (critical skills, dispositions, values and actions), or both.  The learner will be able to:  a) Advise on the rules and regulations governing the area of marine environmental law;  b) Advise on the actions to be taken against ships which pose a threat to the marine environment;  c) Advise on the actions to be taken against shipowners or operators who fail to comply with standards imposed by national legislation implementing international instruments in the area; and  d) Advise on instances where an action can be initiated directly against the insurer. | |
| ***Module-Specific Communication Skills***  (Over and above those mentioned in Section B)  The learner will be able to:  a) Draft national policies which aim to achieve a sustainable marine environment;  b) Draft national legislation implementing international rules and regulations in the area;  c) Represent governments in international and regional fora; and  d) Represent shipowners and other parties to a marine adventure when facing claims for marine pollution damage. | |
| ***Module-Specific Learner Skills***  (Over and above those mentioned in Section B)  The learner will be able to  a)  b)  c)  etc. | |
| ***Module-Specific Digital Skills and Competences***  (Over and above those mentioned in Section B)  The learner will be able to  a)  b)  c)  etc. | |
| **Hours of Total Learning for this Module / Unit** | Total Contact Hours [[13]](#footnote-13)  60  (Lectures/ seminars/ tutorials/  participation in online forums/  video lectures and other learning activities under the direction and control of an instructor). | Supervised Placement and  15  Practice Hours  (During these hours the learner is supervised,  coached or mentored.) |
| Self-Study  40  Hours  (Estimated workload of research  and study.) | Assessment  10  Hours  (Examinations/ presentations/  group work/ projects etc.) |
| **Total Learning Hours of this Module** | 125 Hours | |
| **Percentage of Total Contact Hours delivered online.**  In the case of online/blended learning, kindly indicate the total number of contact hours delivered online and those face-to-face. | Contract Hours Delivered Online | Contact Hours Delivered Face-to-Face  100% |
| **Total Number of ECTS / ECVET of this Module / Unit**  Figures with a decimal point will **NOT** be accepted. ECTS must be rounded integers and have a value of at least 1 ECTS. | 5 ECTS / ECVETs | |
| **Explain how this module/unit will be taught in line with Section B**  Please provide module/unit-specific details as applicable. Please identify and describe the digital learning tools being used for your course and any other relevant information. | The module will be taught through lectures, interactive lectures, oral presentations. | |
| **Explain how this particular module/unit will be assessed in line with Section B**  Please include assessment weightings for this particular module (Example: Presentation: 40% and Assignment: 60%).  In addition, identify and describe the digital learning tools being used for your course and any other relevant information. | The module will be assessed through written assignment and written examination. Written Assignment: 30 % and Written Examination: 70%. | |
| **Reading List**  Please distinguish between core and supplementary texts as applicable. Courses at MQF 5 and above should not just present the main legislation or one textbook/source, but present also other viewpoints and perspectives as applicable. For texts/sources with different editions, it is recommended that the latest version is included. For courses at MQF 5 and above it is recommended that texts should not be older than 10 years, although this threshold may be too low for higher MQF Levels especially in particular content areas. The exception is ‘classic/canonical’ texts, such as the original texts by Piaget in psychology or Plato’s Republic in Philosophy. | **Core Reading List**   1. David Attard et al. (Eds.), The IMLI Manual on International Maritime Law - Volume I: Law of the Sea, Oxford University Press, Oxford, 2041 2. David Attard et al. (Eds.), The IMLI Manual on International Maritime Law - Volume III: Marine Environmental Law and Maritime Security Law, Oxford University Press, Oxford, 2016 3. David Attard et al. (Eds), The IMLI Treatise on Global Ocean Governance - Volume I: UN and Global Ocean Governance, Oxford University Press, Oxford, 2018 4. David Attard et al. (Eds), The IMLI Treatise on Global Ocean Governance - Volume II: UN Specialized Agencies and Global Ocean Governance, Oxford University Press, Oxford, 2018 5. David Attard et al. (Eds), The IMLI Treatise on Global Ocean Governance - Volume III: IMO and Global Ocean Governance, Oxford University Press, Oxford, 2018 6. A selection of recent academic articles   **Supplementary Reading List**   1. Carolyn Abbot, Enforcing Pollution Control Regulation – Strengthening Sanctions and Improving Deterrence, Hart Publishing, Oxford/Portland, 2009 2. Afshin Akhtarkhavari, Global Governance of the Environment – Environmental Principles and Change in International Law and Politics, Edward Elgar, UK/USA, 2010 3. Donald K. Anton and Dinah L. Shelton, Environmental Protection and Human Rights, Cambridge University Press, Cambridge, 2011      1. Julio Barboza, The Environment, Risk and Liability in International Law, Martinus Nijhoff Publishers, Leiden/Boston, 2011 2. Patricia Birnie, Alan Boyle, and Catherine Redgwell, International Law & the Environment, 3rd Edition, Oxford University Press, Oxford, 2009      1. Richard Burnett-Hall, and Brian Jones (Editors), Burnett-Hall on Environmental Law, 3rd Edition, Sweet & Maxwell, London, 2012 2. Malgosia Fitzmaurice, Contemporary Issues in International Environmental Law, Edward Elgar, UK, 2009      1. Malgosia Fitzmaurice, David M. Ong, and Panos Merkouris (Editors), Research Handbook on International Environmental Law, Edward Elgar, UK, 2010      1. Malgosia Fitzmaurice, Sandrine Maljean-Dubois, and Stefania Negri (Editors), Environmental Protection and Sustainable Development from Rio to Rio+20, Brill Nijhoff, Leiden/Boston, 2014 2. Malgosia Fitzmaurice and Duncan French (Editors), International Environmental Law and Governance, Brill Nijhoff, Leiden/Boston, 2015 3. Norman A. Martínez Gutiérrez, Limitation of Liability in International Maritime Conventions: The Relationship between Global Limitation Conventions and Particular Liability Regimes, Routledge, London; New York, 2010 | |
| **Description of minimum formal qualifications and experience required to teach this Module/Unit**  Additional Unit Qualifications for persons responsible for:   1. Course design and content development 2. Technical and media support; 3. Teaching course, and interacting and supporting learners; 4. Providing support to persons in (c).   Where these roles are performed by third parties, please provide information relating to such arrangements (such as contracts and SLAs). | 1. Prior experience in teaching international maritime law. 2. Highly developed oral and written communication skills in English; and 3. Good computer skills to facilitate the preparations of visual and powerpoint presentations. | |

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| **Section D – to be filled in for each module / unit listed in Section C – Outline of Course** | | |
| **Sub-Section D \_\_ (Insert a consecutive number according to module)** | | |
| **Title of the Module / Unit** | **OCEAN GOVERNANCE: POLICY AND INSTITUIONAL FRAMEWORK** | |
| **Module / Unit Description**  Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit’s content is also advisable. | In the light of the vitality of the oceans in supporting life on earth, sustainable development, innovation, as well as in providing recreational uses and amenities, the last decade has witnessed a growing focus on a more effective and integrated governance for the protection of the oceans. Indeed, ocean governance is a topic of increasing significance and an emerging concern in the twenty-first century. The achievement of the goal of sustainability of the oceans and their invaluable resources requires concerted efforts by all States at national, regional and global level. For this purpose, to avoid a fragmented approach to addressing the threats facing the oceans, policy makers and legislators alike must ensure a sustainable governance framework which promotes the ecosystem approach and demands urgent action. National, regional and global policies must be guided by the 17 Sustainable Development Goals adopted under the 2030 Agenda for Sustainable Development which sets out a road map for just, inclusive and equitable development; in particular, SDG 14 and its targets which are expressly dedicated to life below water. However, concern for the oceans is pervasive as they are referred to in all the other SDGs as well. | |
| **Learning Outcomes** | Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to: | |
| Draft national policies and legislation which are guided by the principles of sound ocean governance. | |
| Knowledge – at the end of the module/unit the learner will have been exposed to the following: | |
| 1. The concept of ocean governance; 2. The general work of the United Nations in relation to the governance of the sea, with particular emphasis on the legal and the institutional framework; and 3. The challenges, approaches, policy, and legislative issues to achieving sound ocean governance. | |
| Skills – at the end of the module/unit the learner will have acquired the following skills: | |
| **Applying knowledge and understanding**  The learner will be able to:   1. Apply the knowledge acquired when drafting national policies and legislation in the relation to oceans; 2. Apply the knowledge acquired when drafting national policies on the use of the oceans; and 3. Apply the knowledge acquired when drafting national legislation in the pursuit of the blue economy. | |
| ***Judgment Skills and Critical Abilities***  This section has been made sufficiently open to accommodate both vocational and academic orientations. Applicants can refer to Judgement Skills, or Critical Abilities (critical skills, dispositions, values and actions), or both.  The learner will be able to:  a) Advise on the interrelationship between the SDGs, especially SDG 14 and its 8 targets, and global ocean governance;  b) Advise on legislation to be promulgated which will contribute to reducing pollution, restoring ecosystems, minimizing ocean acidification, ending overfishing, as well as conserving coastal and marine areas;  c) Advise on the importance of bilateral and regional cooperation to promote sustainable use of the oceans. | |
| ***Module-Specific Communication Skills***  (Over and above those mentioned in Section B)  The learner will be able to:  a) Draft national policies which are guided by the principles of sound ocean governance;  b) Draft national legislation to realize these policies; and  c) Represent governments in international and regional fora to promote and advocate sustainable ocean governance. | |
| ***Module-Specific Learner Skills***  (Over and above those mentioned in Section B)  The learner will be able to  a)  b)  c)  etc. | |
| ***Module-Specific Digital Skills and Competences***  (Over and above those mentioned in Section B)  The learner will be able to  a)  b)  c)  etc. | |
| **Hours of Total Learning for this Module / Unit** | Total Contact Hours [[14]](#footnote-14)  20  (Lectures/ seminars/ tutorials/  participation in online forums/  video lectures and other learning activities under the direction and control of an instructor). | Supervised Placement and  Practice Hours  (During these hours the learner is supervised,  coached or mentored.) |
| Self-Study  20  Hours  (Estimated workload of research  and study.) | Assessment  10  Hours  (Examinations/ presentations/  group work/ projects etc.) |
| **Total Learning Hours of this Module** | 50 Hours | |
| **Percentage of Total Contact Hours delivered online.**  In the case of online/blended learning, kindly indicate the total number of contact hours delivered online and those face-to-face. | Contract Hours Delivered Online | Contact Hours Delivered Face-to-Face  100% |
| **Total Number of ECTS / ECVET of this Module / Unit**  Figures with a decimal point will **NOT** be accepted. ECTS must be rounded integers and have a value of at least 1 ECTS. | 2 ECTS / ECVETs | |
| **Explain how this module/unit will be taught in line with Section B**  Please provide module/unit-specific details as applicable. Please identify and describe the digital learning tools being used for your course and any other relevant information. | The module will be taught through lectures, interactive lectures, and tutorials. | |
| **Explain how this particular module/unit will be assessed in line with Section B**  Please include assessment weightings for this particular module (Example: Presentation: 40% and Assignment: 60%).  In addition, identify and describe the digital learning tools being used for your course and any other relevant information. | The module will be assessed through oral presentations. | |
| **Reading List**  Please distinguish between core and supplementary texts as applicable. Courses at MQF 5 and above should not just present the main legislation or one textbook/source, but present also other viewpoints and perspectives as applicable. For texts/sources with different editions, it is recommended that the latest version is included. For courses at MQF 5 and above it is recommended that texts should not be older than 10 years, although this threshold may be too low for higher MQF Levels especially in particular content areas. The exception is ‘classic/canonical’ texts, such as the original texts by Piaget in psychology or Plato’s Republic in Philosophy. | **Core Reading List**  **Core Reading List**   1. David Attard et al. (Eds), The IMLI Treatise on Global Ocean Governance - Volume I: UN and Global Ocean Governance, Oxford University Press, Oxford, 2018 2. David Attard et al. (Eds), The IMLI Treatise on Global Ocean Governance - Volume II: UN Specialized Agencies and Global Ocean Governance, Oxford University Press, Oxford, 2018 3. David Attard et al. (Eds), The IMLI Treatise on Global Ocean Governance - Volume III: IMO and Global Ocean Governance, Oxford University Press, Oxford, 2018 4. A selection of recent academic articles   **Supplementary Reading List**   1. International Ocean Institute - Canada, The Future of Ocean Governance and Capacity Development, Brill/Nijhoff, 2018 2. Paul G. Harris (ed), Routledge Handbook of Marine Governance and Global Environmental Change, Routledge, 2022 | |
| **Description of minimum formal qualifications and experience required to teach this Module/Unit**  Additional Unit Qualifications for persons responsible for:   1. Course design and content development 2. Technical and media support; 3. Teaching course, and interacting and supporting learners; 4. Providing support to persons in (c).   Where these roles are performed by third parties, please provide information relating to such arrangements (such as contracts and SLAs). | 1. Prior experience in teaching international maritime law. 2. Highly developed oral and written communication skills in English; and 3. Good computer skills to facilitate the preparations of visual and powerpoint presentations. | |
| **Section D – to be filled in for each module / unit listed in Section C – Outline of Course** | | |
| **Sub-Section D \_\_** *(Insert a consecutive number according to module)* | | |
| **Title of the Module / Unit** | **MARITIME LEGISLATION DRAFTING** | |
| **Module / Unit Description**  Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit’s content is also advisable. | This module consists primarily of the preparation of a maritime legislation drafting project which incorporates and implements an international instrument into domestic legislation. This project is subject to supervision and throughout the academic year, students receive a number of lectures on maritime legislation drafting; hold numerous meetings with the assigned academic supervisor;, conduct independent research on the international instrument they intend to incorporate and implement; the needs of the country for which the draft law is being prepared and the preparation of the draft law in accordance with the techniques employed in their respective countries. | |
| **Learning Outcomes** | Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to: | |
| Draft national legislation which duly incorporates and implements international maritime instruments into domestic legislation. | |
| Knowledge – at the end of the module/unit the learner will have been exposed to the following: | |
| 1. The formulation of international instruments and the methods of their adoption, entry into force, and amendment; 2. The anatomy of a national legislation and the drafting process and various forms of legislation, such as primary legislation and subsidiary legislation; and 3. The techniques necessary to ensure the correct incorporation and implementation of an international instrument in domestic legislation. | |
| Skills – at the end of the module/unit the learner will have acquired the following skills: | |
| **Applying knowledge and understanding**  The learner will be able to:   1. Apply the knowledge acquired when drafting national policies in the field of maritime law; 2. Apply the knowledge acquired when drafting national legislation implementing international instruments; and 3. Apply the knowledge acquired when interpreting statutes and enforcing the provisions stipulated therein. | |
| ***Judgment Skills and Critical Abilities***  This section has been made sufficiently open to accommodate both vocational and academic orientations. Applicants can refer to Judgement Skills, or Critical Abilities (critical skills, dispositions, values and actions), or both.  The learner will be able to:  a) Advise on the various international instruments developed by international organizations, such as IMO, ILO, etc;  b) Advise on the needs of the country to incorporate such instruments into domestic legislation;  c) Advise on the way such national legislation should be drafted; and  d) Advise on any amendments to national legislation which are necessary to fully implement and enforce international instruments to which the country is a party. | |
| ***Module-Specific Communication Skills***  (Over and above those mentioned in Section B)  The learner will be able to:  a) Draft national policies in the field of international maritime law;  b) Draft national legislation implementing international rules and regulations; and  c) Represent governments in international and regional fora. | |
| ***Module-Specific Learner Skills***  (Over and above those mentioned in Section B)  The learner will be able to  a)  b)  c)  etc. | |
| ***Module-Specific Digital Skills and Competences***  (Over and above those mentioned in Section B)  The learner will be able to  a)  b)  c)  etc. | |
| **Hours of Total Learning for this Module / Unit** | Total Contact Hours [[15]](#footnote-15)  30  (Lectures/ seminars/ tutorials/  participation in online forums/  video lectures and other learning activities under the direction and control of an instructor). | Supervised Placement and  100  Practice Hours  (During these hours the learner is supervised,  coached or mentored.) |
| Self-Study  350  Hours  (Estimated workload of research  and study.) | Assessment  20  Hours  (Examinations/ presentations/  group work/ projects etc.) |
| **Total Learning Hours of this Module** | 500 Hours | |
| **Percentage of Total Contact Hours delivered online.**  In the case of online/blended learning, kindly indicate the total number of contact hours delivered online and those face-to-face. | Contract Hours Delivered Online | Contact Hours Delivered Face-to-Face  100% |
| **Total Number of ECTS / ECVET of this Module / Unit**  Figures with a decimal point will **NOT** be accepted. ECTS must be rounded integers and have a value of at least 1 ECTS. | 20 ECTS / ECVETs | |
| **Explain how this module/unit will be taught in line with Section B**  Please provide module/unit-specific details as applicable. Please identify and describe the digital learning tools being used for your course and any other relevant information. | The module will be taught through lectures, interactive lectures, and tutorials. | |
| **Explain how this particular module/unit will be assessed in line with Section B**  Please include assessment weightings for this particular module (Example: Presentation: 40% and Assignment: 60%).  In addition, identify and describe the digital learning tools being used for your course and any other relevant information. | The module will be assessed through the preparation of a maritme legislation drafting project. | |
| **Reading List**  Please distinguish between core and supplementary texts as applicable. Courses at MQF 5 and above should not just present the main legislation or one textbook/source, but present also other viewpoints and perspectives as applicable. For texts/sources with different editions, it is recommended that the latest version is included. For courses at MQF 5 and above it is recommended that texts should not be older than 10 years, although this threshold may be too low for higher MQF Levels especially in particular content areas. The exception is ‘classic/canonical’ texts, such as the original texts by Piaget in psychology or Plato’s Republic in Philosophy. | **Core Reading List**   1. Peter Butt and Richard Castle, Modern Legal Drafting – A Guide to Using Clearer Language, 2nd Edition, Cambridge University Press, Cambridge, 2007 2. Helen Xanthaki, Thornton’s Legislative Drafting, Bloomsbury Professional, 5 edition, London 2013   **Supplementary Reading List**   1. Francis Bennion, Understanding Common Law Legislation – Drafting and Interpretation, Oxford University Press, Oxford, 2009 2. Edward W. Daigneault, Drafting International Agreements in Legal English – pocket guide, 2nd Edition, Law Publishers Europe (LPE), Wien 2009 3. Peggy Garvin, Real World Research Skills – An Introduction to Factual, International, Judicial, Legislative, and Regulatory Research, 2nd Edition, The Capitol Net, Alexandria, VA, USA, 2009 4. Edwina Higgins, and Laura Tatham, Successful Legal Writing, 2nd Edition, Sweet & Maxwell, London, 2011 5. Institute of Maritime Law, University of Southampton, The Ratification of Maritime Conventions, 4 volumes, Lloyd's of London Press, London, (loose-leaf binder) 6. D.C. Jackson, World Shipping Laws - Conventions, 6 volumes (loose-leaf binder) 7. John Knowles, Effective Legal Research, 2nd Edition, Sweet & Maxwell, London, 2009 8. Donald N. Zillman, and Evan J. Roth, Strategic Legal Writing, Cambridge University Press, Cambridge, 2008 | |
| **Description of minimum formal qualifications and experience required to teach this Module/Unit**  Additional Unit Qualifications for persons responsible for:   1. Course design and content development 2. Technical and media support; 3. Teaching course, and interacting and supporting learners; 4. Providing support to persons in (c).   Where these roles are performed by third parties, please provide information relating to such arrangements (such as contracts and SLAs). | 1. Prior experience in teaching international maritime law. 2. Highly developed oral and written communication skills in English; and 3. Good computer skills to facilitate the preparations of visual and powerpoint presentations. | |

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| **Section D – to be filled in for each module / unit listed in Section C – Outline of Course** | | |
| **Sub-Section D \_\_** *(Insert a consecutive number according to module)* | | |
| **Title of the Module / Unit** | **Research Project** | |
| **Module / Unit Description**  Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit’s content is also advisable. | This module consists primarily of the preparation of a 10,000 to 15,000-word research paper which is an original written work submitted by the candidate on a subject of his or her choice, within the syllabus of the Institute. The preparation of this research paper is subject to continuous supervision, and, throughout the academic year, students hold numerous meetings with the assigned academic supervisor, and conduct independent research on the topic of their research. As mentioned above, lectures on Academic Writing seek to guide students on writing techniques and to develop their research skills. In addition, attendance of e lectures on maritime legislation drafting, assists students to understand the process of adoption of international maritime law instruments and the challenges that may occur from their inadequate implementation in national law. | |
| **Learning Outcomes** | Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to: | |
| Ability to conduct an evaluation of current national legislation and to carry out t independent research for the purpose of, proposing a roadmap or plan of action to ensure the development of national legislation which effectively implements IMO instruments and other internationally agreed maritime legal standards | |
| Knowledge – at the end of the module/unit the learner will have been exposed to the following: | |
| 1. The techniques and structure of academic writing; 2. How to conduct research work; and 3. The benefits that may be drawn from research and appropriate study of various areas of international maritime law. | |
| Skills – at the end of the module/unit the learner will have acquired the following skills: | |
| **Applying knowledge and understanding**  The learner will be able to:   1. Carry out research on specific areas of international maritime law, especially the regulatory framework developed by IMO; 2. Apply the knowledge acquired when drafting national policies and proposals for legislative reform; and 3. Apply the knowledge acquired when interpreting international maritime law and enforcing the provisions stipulated therein. | |
| ***Judgment Skills and Critical Abilities***  This section has been made sufficiently open to accommodate both vocational and academic orientations. Applicants can refer to Judgement Skills, or Critical Abilities (critical skills, dispositions, values and actions), or both.  The learner will be able to:  a) Advise on the needs to carry out more research in a particular area etc;  b) Advise on the challenges the country may face which may demand legislative reforms;  c) Encourage research and appropriate studies in maritime law and legislation in international maritime law; and  d) Contributes to on-going studies and discussions on international maritime law. | |
| ***Module-Specific Communication Skills***  (Over and above those mentioned in Section B)  The learner will be able to:  a) Carry out independent research;  b) Advocate for any changes that may be necessary which will be based on the conclusions drawn from the research; and  c) Make original contributions to on-going studies on international maritime law. | |
| ***Module-Specific Learner Skills***  (Over and above those mentioned in Section B)  The learner will be able to  a)  b)  c)  etc. | |
| ***Module-Specific Digital Skills and Competences***  (Over and above those mentioned in Section B)  The learner will be able to  a)  b)  c)  etc. | |
| **Hours of Total Learning for this Module / Unit** | Total Contact Hours [[16]](#footnote-16)  30  (Lectures/ seminars/ tutorials/  participation in online forums/  video lectures and other learning activities under the direction and control of an instructor). | Supervised Placement and  100  Practice Hours  (During these hours the learner is supervised,  coached or mentored.) |
| Self-Study  350  Hours  (Estimated workload of research  and study.) | Assessment  20  Hours  (Examinations/ presentations/  group work/ projects etc.) |
| **Total Learning Hours of this Module** | 500 Hours | |
| **Percentage of Total Contact Hours delivered online.**  In the case of online/blended learning, kindly indicate the total number of contact hours delivered online and those face-to-face. | Contract Hours Delivered Online | Contact Hours Delivered Face-to-Face  100% |
| **Total Number of ECTS / ECVET of this Module / Unit**  Figures with a decimal point will **NOT** be accepted. ECTS must be rounded integers and have a value of at least 1 ECTS. | 20 ECTS / ECVETs | |
| **Explain how this module/unit will be taught in line with Section B**  Please provide module/unit-specific details as applicable. Please identify and describe the digital learning tools being used for your course and any other relevant information. | The module will be taught through lectures and tutorials. | |
| **Explain how this particular module/unit will be assessed in line with Section B**  Please include assessment weightings for this particular module (Example: Presentation: 40% and Assignment: 60%).  In addition, identify and describe the digital learning tools being used for your course and any other relevant information. | The module will be assessed through the preparation of a research work. | |
| **Reading List**  Please distinguish between core and supplementary texts as applicable. Courses at MQF 5 and above should not just present the main legislation or one textbook/source, but present also other viewpoints and perspectives as applicable. For texts/sources with different editions, it is recommended that the latest version is included. For courses at MQF 5 and above it is recommended that texts should not be older than 10 years, although this threshold may be too low for higher MQF Levels especially in particular content areas. The exception is ‘classic/canonical’ texts, such as the original texts by Piaget in psychology or Plato’s Republic in Philosophy. | **Core Reading List**  As the reading list depends on the topic of dissertation, students will avail of numerous books available on the subject.  **Supplementary Reading List**  Several journals of international maritime law. | |
| **Description of minimum formal qualifications and experience required to teach this Module/Unit**  Additional Unit Qualifications for persons responsible for:   1. Course design and content development 2. Technical and media support; 3. Teaching course, and interacting and supporting learners; 4. Providing support to persons in (c).   Where these roles are performed by third parties, please provide information relating to such arrangements (such as contracts and SLAs). | 1. Prior experience in teaching nternational maritime law. 2. Highly developed oral and written communication skills in English; and 3. Good computer skills to facilitate the preparations of visual and powerpoint presentations. | |

**ANNEX 2**

**Master of Humanities –M.Hum. – in International Maritime Legislation Programme Assessment and Examination Regulations**

# Citation and interpretation

1. (1) These regulations may be cited as the IMLI M.Hum. Assessment and Examination Regulations.

(2) In these regulations, unless the context otherwise requires:

“the Programme” means the programme leading to the Degree of Master of Humanities –M.Hum. – in International Maritime Legislation;

“the Degree” means the Degree of Master of Humanities –M.Hum. – in International Maritime Legislation;

“the Diploma” means the Diploma in International Maritime Legislation;

“the Director” means the Director of the IMO International Maritime Law Institute; and

“the Institute” means the IMO International Maritime Law Institute.

# Assessment and Examination

2. Candidates pursuing the Programme at the Institute will be assessed and examined (in accordance with the method of assessment specified in the M.Hum. programme structure) in the following modules:

Introduction to Public International Law

Introduction to Ships and Shipping

Introduction to Shipping Law

Introduction to Law of the Sea and Humanitarian Law

Law of Ports: Operations and Efficiency

Law of the Sea: Specific Regimes I

Law of the Sea: Specific Regimes II

Carriage of Passengers by Sea

Proprietary Interests in Ships

Wet Shipping

Law of Maritime Safety and Security

Maritime Claims

Marine Environmental Law

Ocean Governance: Policy and Institutional Framework

Maritime Legislation Drafting

Research Project

# Research Project

3. As part of their assessment and examination, candidates are required to submit a research project which will be a supervised original written work of not less than ten thousand (10,000) words and not more than fifteen thousand (15,000) words. Said research project shall be on a subject of the candidate’s choice within the programme structure of the Institute.

# Maritime Legislation Drafting Project

4. As part of their assessment and examination, candidates are required to submit a maritime legislation drafting project which will be an original written work in the form of a project of law dealing with a subject within the programme structure and which relates to the specific needs of the candidate’s country.

# Copyright

5. Upon submission, candidates assign copyright and all other rights of a like nature in any work, including research project and maritime legislation drafting projects produced by them during the Programme to the Institute.

# Disclaimer

6. Upon submission of the research project referred to in regulation 3 hereof and the maritime legislation drafting project referred to in regulation 4 hereof candidates shall sign a written declaration that the work in question is their own personal work and that they have not previously submitted such work and that they are not concurrently submitting such work in candidature for any other degree or diploma.

# Attendance

7. (1) During any Academic Year attendance at every lecture and other academic activity organized by the Institute is compulsory unless an exception is made in the event of illness of the candidate or for any other valid reason, in which case prior permission must be granted by the Director.

(2) Candidates are required to register their attendance for every lecture and academic activity referred to in the above paragraph in the manner prescribed by the Institute.

# Award of Degree

8. Subject to regulation 9 hereof candidates will be awarded the Degree if they obtain a total number of marks equivalent to at least forty-five *per centum* (45%) of the aggregate marks in all assessed modules, provided, however, that failure to attend at least eighty percent (80%) of the lectures and other academic activities held throughout the year shall prevent a student from meeting the requirements for the award of the Degree.

9. Without prejudice to regulation 8 hereof candidates must also obtain a total number of marks equivalent to at least thirty *per centum* (30%) of the marks set in respect of written examinations to be held for each module.

10. Without prejudice to the generality of regulation 8 hereof candidates who obtain at least seventy-five *per centum* (75%) of the aggregate marks in all assessed modules referred to in regulation 2 hereof will be awarded the Degree with Distinction.

# Award of Diploma

11. A candidate who fails to satisfy the provisions of regulations 8 and 9 hereof will not be awarded the Degree but shall be eligible, upon applying to the Director, to receive the Diploma.

# Re-sits of Examinations

12. (1) A candidate who is not awarded the Degree in terms of regulations 8 and 9 hereof may apply to the Director for permission to re-sit, at his or her expense before the commencement of the following Academic Year, such examination or examinations as would enable him or her to obtain the required marks for the conferment of the Degree.

(2) These regulations will apply *mutatis mutandis* to re-sits of examinations referred to in paragraph (1) hereof.

# Prizes

13. At the end of the Academic Year the Institute shall award a number of Prizes. The list of Prizes and the criteria for the award thereof shall be published by the Institute from time to time.

**ANNEX 3**

###### ENGLISH LANGUAGE PROFICIENCY TESTING SYSTEMS

**Students who have not studied or made active use of the English language in recent years are STRONGLY advised to refresh their English knowledge PRIOR to their arrival in Malta.**

Please note that the study of international maritime law in the English language demands a sophisticated knowledge of formal, and particularly written English.

Prospective students whose mother tongue is not English or who have not undertaken their studies in English are urged to take one of the following internationally recognized English language proficiency tests, and to assess their needs by consulting the following:

(\*)**1.** *INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM (IELTS)*

*-* Administered on demand at local British Council offices/British Embassies.

A pass above band 6 means the student can participate fully in the programme.

(\*) **2**. *CAMBRIDGE CERTIFICATE OF PROFICIENCY*

A pass level means that the student can participate fully in the programme.

(\*)  **3.** *TEST OF ENGLISH AS A FOREIGN LANGUAGE (TOEFL)*

Apass above 600 or above 227 CBT or above 87 IBT means that the student can participate fully in the programme.

(\*\*\*) **4**. *IMLI MARITIME LEGAL ENGLISH TRAINING COURSE*

A Certificate of Proficiency issued by the training institution at the end of the Course means that the student can participate fully in the programme.

If the test taken is not one of the above, the score, together with reference material on the system used, may be sent to the Institute for evaluation and advice. A certified copy of the test results should be sent to the Institute along with the application.

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(\*)Further information on the tests mentioned in 1. and 2. may be obtained by contacting British Embassies/Consulates or the British Council, or the Institute.

(\*\*) Further information on the test mentioned in 3. above may be obtained through American Embassies/Consulates or the U.S. Information Agency, or the Institute.

(\*\*\*) The Cost of the Maritime Legal English Training Course is Euro 5,500. The maximum number of admitted participants shall not exceed 20. The Course will be delivered in situ in Malta between July and September. To be admitted as a participant in the Course, individuals must submit an English competency certificate with the following scores:

(i) Test of English as a Foreign Language (TOEFL)

IBT: 61 to 79

PBT: 520 to 595

(ii) International English Language Testing System (IELTS)

bands 5.0 and 5.5

(iii) Cambridge Examinations

First Certificate (FCE).

Participants in the Course must obtain at the end of the Course a Certificate of Proficiency issued by the English language training institution confirming their ability to successfully undertake postgraduate programmes.

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ANNEX 4

**PROGRAMME FEE AND STARTING DATE**

The programme fee for the academic year 2024-2025 is €26,500.

The academic year 2024-2025 programme will start on October 2024.

ANNEX 5

**IMLI Guidelines on Student Conduct**

**PART I**

**GENERAL**

**Citation and Interpretation**

1. (1) These Guidelines may be cited as the IMLI Guidelines on Student Conduct.

(2) In these Guidelines, unless the context otherwise requires:

**“Administration”** means the Faculty and Members of Staff with administrative and secretarial duties at the Institute;

“**Delegated Official**” means the Member of Faculty or Staff so designated by the Director;

**“Director”** means the Director of the Institute;

**“Flat”** means a residential unit designated as accommodation;

**“IMLI”** or **“the Institute”** means the IMO International Maritime Law Institute;

**“Nominated Student”** means a student who has been accepted to the Institute’s programmes in such capacity;

**“Premises”** means the premises of the Institute including all residential accommodation as well as parking areas;

**“Resident”** means a student to whom a flat has been allocated by the Institute;

**“Student”** means an individual registered as an IMLI student in any of the Institute’s programmes and courses.

**Applicability**

2. These Guidelines shall apply to students admitted to any and all of the Institute’s programmes and courses.

**General Student Conduct**

3. By joining the Institute, students undertake to rigorously honour and abide by all its policies, regulations, and guidelines and undertake to constantly act in a manner which is consistent with and respectful of the international standing and repute of the Institute.

**Health and Medical Insurance**

4. All students shall be required to obtain appropriate medical insurance cover for the whole duration of their stay in Malta as a precondition for admission to the Institute’s programmes and courses. Evidence of this insurance (all the documents must be issued in the English language or officially translated in the English language) may be required by the relevant Embassy when the student applies for an entry visa and will be required by the Expatriates Office to be able to issue a study residence permit that allows students to remain in Malta for the whole duration of the programme in which they are admitted. Should students find difficulty in obtaining insurance which cover extends to Malta, the Institute can assist in obtaining locally the required health insurance. The cost of the insurance is to be borne by the student.

5. (1) All students may be required to undergo a medical examination upon arrival at IMLI. The Director is entitled to see the report of such and any other examination.

(2) If a student is found to have a medical condition which is incompatible with his/her status as an IMLI student, the student may, at the sole discretion of the Director, be required to return to his/her home country.

**PART II**

**ACADEMIC MATTERS**

**Duration of the Programme**

6. The Director, in consultation with the Members of the Institute’s Faculty, has the right to determine the date of commencement and termination of the programme.

**Attendance to Lectures and other Academic Activities**

7. (1) Attendance at every lecture or other academic activity is compulsory unless an exception ismade in the event of illness of the student or other valid reason in which case prior express written permission shall be granted by the Director or Delegated Official.

(2) Students are required to sign the attendance book for every lecture and academic activity. Failure to attend at least eighty percent (80%) of the lectures and other academic activities held throughout the year shall prevent a student from meeting the requirements for the award of the relevant Degree, Diploma or other Certificate.

(3) No tape or electronic recording of the lectures shall be allowed.

(4) Failure to abide by paragraph 7 (3) above is liable to attract disciplinary action, including dismissal from the Institute.

(5) No computers and/or electronic devices shall be used during lectures or other academic activities without the prior express written approval of the Director. Any approval granted by the Director will be subject to the following conditions:

(a) students shall apply for the Director’s approval at the commencement of each semester of the programme;

(b) authorized electronic equipment shall be used exclusively for the purpose of taking lecture notes; and

(c) failure to abide by sub-paragraphs (a) and (b) above shall attract disciplinary action including, but not restricted to, fines to be determined by the Director or Delegated Official and the withdrawal of the Director’s approval.

**Books and other Study Materials**

8. (1) Personal copies of selected text books will be provided toeligible students.

(2) Other study materials shall beprovided to all students as deemed necessary by the Member of Faculty concerned.

(3) Students are advised to bring with them copies of the United Nations Convention on the Law of the Sea, 1982 and copies of their national maritime legislation.

**Stipend**

9. (1) Eachnominated student while in residence at IMLI shall receive a stipend of €315 per month or pro-rata. The stipendis intended to cover a student’s personal expenses including board and other day-to-day needs.

(2) No stipend shall be paid after the students leave the Instituteat the end of the programme provided that a subsistence allowance shall be paid if the field trip, referred to in paragraph 20, takes place.

**Photocopying Allowance**

10. (1) Each nominated student shall receive a photocopying allowance of €50 at the beginning of the programme to cover costs of photocopying study and research materials. An additional amount may be provided in the second semester at the Director’s discretion and upon written application made to him by the student representative on behalf of the class.

(2)The rate for photocopying at IMLI shall be 10 Euro cents per page payable to the Administration.

(3) Students shall not be permitted to approach any member of the Administration for doing any printing or photocopying other than in conformity with set procedures.

**Word-Processing Allowance and Facilities**

11. (1) Each nominated student shall receive a one-time allowance of €50 as a subsidy for defraying the costs incurred in the preparation of the dissertation / research project and maritime legislation drafting project. The allowance will be granted at the appropriate time during the programme.

(2) Students may avail themselves of the Institute’s Student ICT facilities in accordance with the IMLI Guidelines for the Use of the Student ICT Facilities.

**Lecture Hall and Common Room**

12. (1) Students shall keep the Lecture Hall and Common Room in a clean and tidy condition.

(2) No furniture or appliances shall be removed from the Lecture Hall or Common Room.

(3) Students shall ensure that the Common Room is securely locked whenever not in use.

(4) No food shall be consumed in the Lecture Hall unless provided by the Institute.

(5) No smoking shall be allowed in the Lecture Hall and Common Room.

(6) The use of mobile phones in the Lecture Hall shall be strictly prohibited.

(7) The use of computers and/or electronic devices in the Lecture Hall shall be strictly prohibited, except as provided in paragraph 7(5) hereof.

**Library**

13. (1) The IMLI Library shall be available for use by students at designated times.

(2) No books or materials shall be removed from the library, whether for reading or photocopying, other than in conformity with the IMLI Guidelines for the Use of the Institute’s Library.

(3) No smoking shall be allowed in the Library.

(4) The use of mobile phones in the Library shall be strictly prohibited.

**Assessment**

14. Student assessment shall be governed by the relevant regulations adopted by the Institute for individual programmes and courses.

**Copyright**

15. Students hereby waive any rights they may have in any work including dissertations / research projects and maritime legislation drafting projects produced by them at the Institute, if the Institute decides to publish such works in any form whatsoever.

**Examinations**

16. No electronic devicesor dictionaries shall be allowed in the Examination Hall.

**Important Visitors**

17. Throughout the academic year, the Institute hosts a number of important visitors and it is customary to greet them in an appropriate manner. Students shall therefore greet the visitors in accordance with the procedures established by the Institute.

**Posting of Books and other Study Material**

18. Books and other study materials of nominated studentsshall be sentby parcel post to the respective home countries of the students at the end of the programme. Each nominated student shall be permitted a maximum of 20 kilograms of such books and other study materials. Details regarding packaging shall be provided by the Administration at the relevant time before students leave Malta.

**Travelling**

19. (1) No travelling abroad is allowed during the academic year except on weekends and public holidays.

(2) Students travelling abroad are required to obtain prior express written permission from the Director.

(3) In applying for such permission, students are required to provide the Director with information on the country of destination, date of departure, date of arrival, accommodation abroad and contact details accessible at all times.

**Field Trip**

20. (1) Subjectto availability of sufficient funds and approval by the IMLI Governing Board, an educational field trip may be organized as part of the Institute’s programmes and courses.

(2) The Institute shall be under no obligation to hold a field trip. However, if a field trip is held, participation at such trip and attendance at all events thereof are compulsory if so required by the relevant programme or course.

**PART III**

**RESIDENTIAL MATTERS**

**Allocation and Vacation of Flats**

21. (1) Allocation of flats to residents will be made by the Administration.

(2) Aresident shall occupy the same flat for the whole duration of the programme unless a different flat is allocated by the Institute on a temporary or permanent basis.

(3) Flatsshall be vacated at the end of the programme. All personal property shall be removed and the flat left in a clean condition.

**Electricity Consumption**

22. (1) Residents are allowed 600 units of electricity consumption free of charge per month.

(2) Any units in excess of the amount set out in the preceding paragraph shall be payable by the student and shall be deducted from the stipend payable to the student.

**Laundry Facilities**

23. (1) Residents may avail themselves of the Institute’s laundry facilities designated for student personal use, according to the schedule set by the Administration.

(2) Male and female residents shall be allocated different washing days and times which shall be strictly adhered to.

(3) Residents shall not be permitted to dry their clothes in the courtyards, except on weekends and public holidays.

**Cleaning and Maintenance**

24. (1) IMLI reserves the right to enter all flats for cleaning and maintenance. Whenever possible, residents will be notified of any visits to be made other than routine cleaning visits.

(2) If it becomes necessary for IMLI to carry out extra cleaning of any flat, a charge may be levied on the resident.

(3) Residents are responsible for making their beds every day and cleaning their own dishes and kitchen utensils.

(4) Residents shall remove garbage and other refuse from their flats on a daily basis and place the same in the designated area from where the Institute’s garbage is collected. The rules in force in Malta for waste separation and days for collection of garbage must be strictly followed. The relevant information could be found at wastecollection.mt or wsm.com.mt. Recycle points provide for disposal of plastic bottles for which a small payment is made.

**Safety, Security, Care and Maintenance of Premises**

25. (1) No heating or cooking appliances other than those provided or approved by IMLI may be used in any flat.

(2) Damage caused by any resident to property owned or possessed by IMLIwill be charged to that resident.

(3) Property owned or possessed by IMLI shall not be removed from the flat.

(4) Residents shall report to the Administration any damage or defects occurring in any flat or in any property or fixtures therein so that they may be repaired as necessary and responsibility for such damage or defect be determined.

(5)Residents shall not make any alterations or repairs whatsoever to the property, furniture, appliances or fittings provided by or through IMLI without the express approval of the Director or Delegated Official.

(6) No potentially dangerous substance or weapon shall be brought intothe premises.

(7) No smoking is allowed on the premises except in the flats and in areas designated for smoking.

(8) Residents shall ensure that when lights or appliances are not in use they are disconnected or switched off.

(9) Residents shall ensure that their flats are securely locked at all times. IMLI shall not accept any responsibility whatsoever for the private possessions of residents that are lost in their rooms/flats.

(10) Residents shall ensure that the keys to their flats are in their possession at all times. Residents who are locked outside their flats may contact Mr. Joseph Mifsud (Driver/Maintenance Man) on telephone (+356) 79 310816 to assist them to gain access to their flats. Provided that on the first three occasions when assistance is rendered outside office hours, the resident requesting assistance will be liable for the dues for extra-time payable to the relevant member of staff giving assistance. Provided further that, after the third request for assistance, the resident requesting assistance will be liable for the dues for extra-time payable as aforesaid, together with an administrative charge of €25 payable to the Institute.

**Orderliness on the Premises**

26. (1) Only persons identified by the Administration shall be admitted­ to the premises.

(2) Residents may use their own radios, stereos, musical instruments and similar entertainment equipment in their respective flats provided such use does not cause undue noise, nuisance or inconvenience to others, in which case, such privileges shall be withdrawn.

(3) Residents shall not be permitted to bring any animal or household pet to the premises at any time.

(4) No private business or trade or the practice of any profession may be carried out on or from the premises.

(5) No resident shall be permitted to sublet any flat.

(6) Residents shall not be permitted to bring motorcycles, scooters or bicycles or parts thereof into the Institute’s premises without the prior express written permission form the Director or Delegated Official. Students shall not park any vehicles or other means of transportation anywhere on the premises except in designated parking areas.

(7) A resident shall not be permitted to visit or remain in the flat of another resident between 10 p.m. and 8 a.m.

(8) No parties or assemblies of more than four persons shall be held by residents on the premises without the prior express written permission from the Director and the presence of a Member of Staff.

(9) A resident may not take up accommodation in any place outside the premises or otherwise absent himself/herself from the Institute without prior authorization from the Director. When requesting such authorization from the Director, the student shall provide details of where he/she may be contacted during his/her absence from the Institute.

(10) Should a student be in breach of the provisions of paragraph 26 (9), there shall be deducted from the stipend payable to him/her in terms of paragraph 9 hereof, a sum proportionate to the duration of his/her absence.

**Courtyards**

27. (1) Courtyards shall be kept clean and tidy. No garbage or refuse shall be left out in the courtyards. No cigarette butts are to be discarded in the courtyards.

(2) Any furniture placed in the courtyards shall not be removed without permission from the Administration.

(3) No noise, nuisance or playing of loud music is permitted in the courtyards.

**Visitors and Guests of Residents**

28. (1) Only bona fide guests or visitors, identifiable as such to the satisfaction of the Administration, shall be permitted to enter the premises to visit a resident.

(2) Visitors or guests of residents are not permitted to enter flats. Residents may meet with their visitors or guests in the common room or any of the courtyards.

(3)No visitors or guests of residents are permitted to enter or remain on the premises between the hours of 10 p.m. and 8 a.m. without prior express written permission from the Director or Delegated Official.

(4) Residents are personally responsible for their visitors and guests and are accountable for the conduct of such visitors and guests.

(5) IMLI shall not accept any responsibility whatsoever for the private possessions of visitors or guests or residents.

**PART IV**

**MISCELLANEOUS**

**Violations**

29. Any violation of these Guidelines is liable to attract disciplinary action, including dismissal from the Institute.

**Final Provisions**

30. In exceptional circumstances, and when the best interests of the Institute so require, the Director may override, at his discretion, the provisions of these Guidelines.

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I hereby agree to abide by the IMLI Guidelines on Student Conduct.

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**IMO INTERNATIONAL MARITIME LAW INSTITUTE**

**SUMMARY FORM**

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| **INSTRUCTIONS**  One copy of Application, Medical Report, Motivation and Reference Forms to be completed and air mailed along with documents relating to university qualifications and proficiency in English language, together with a bank draft or evidence of transfer of the application and processing fee to:  The Director  IMO International Maritime Law Institute  University of Malta Campus  Msida MSD 2080  Malta  Applications may be emailed to the Admissions Officer, admissions@imli.org /[Anusha.fernando@imli.org](mailto:Anusha.fernando@imli.org). |
| Please use the following **checklist** to ensure that all necessary documents are completed and attached.  **Application Form**  To be completed and signed by the applicant. A recent photograph of the applicant is to be  attached.    **Documents relating to university qualifications**  Duly certified true copies of documents in evidence of all university qualifications are to be  attached.  **Documents relating to English language proficiency**  Duly authenticated certificate or other document in evidence of English language proficiency  is to be attached (see Annex 3 of application package).  **Medical Report Form**  To be completed and stamped by a registered Government medical practitioner.  **Motivation Form**  To be completed by the student. Where needed, additional sheets may be attached.  **Reference Forms**  Two references are required. Referees are persons who are not related to the candidate and  who are familiar with the candidate’s character and qualifications.  **Application and Processing Fee**  A bank transfer to the Institute’s bank account of the non-refundable application and processing fee of €150 referred to in paragraph 6 (f) of the application package. |

**IMO INTERNATIONAL MARITIME LAW INSTITUTE**

**M.HUM. APPLICATION FORM**

**ACADEMIC YEAR 2024-2025**

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| Please affix photo here  **INSTRUCTIONS:**  **Please answer each question clearly. Type or print in ink. If you need more space, attach additional pages.** | | | | | | |
| **1. FULL NAME (please underline family name)**  ...............................................…………………………………………………  ...............................................................................................………………… | | | | | | |
| **2. Mailing address:**  ...................………………………………………**Telephone (with country & area code):**  .........………………………………………………………………… (Office) …………………...................  .............…………………………...…………………………………. (Residence) ……………….................  (Mobile) ……………….................  **Facsimile:** .....................……….....………….. **E-mail:** ……………..………………………………....... | | | | | | | | | | |
| **2. Mailing address:**  ...................…………………………………. **Telephone (with country & area code):**  .........………………………………………………………………… (Office) …………………...................  .............…………………………...…………………………………. (Residence) ……………….................  **Facsimile:** .....................……….....………….. **E-mail:** ……………………………………..................... | | | | | | | | | | |
| **3. (a) Date of birth:**.....................………… **(b) Nationality:**.........……………….. **(c) Sex:**..……………  **(d) Marital status:**..……………............ **(e) Mother Tongue:.**.........……………….....……………..…...  **(f) Passport details: (i) Passport no:**............................………………....……………………………………  **(ii) Date & Place of issue :**......................……………………………………………….  **(iii) Valid until:**..……………………………………............................………………... | | | | | | | | | | |
| **4. LANGUAGES** | **READING** | | | **WRITING** | | | | **SPEECH** | | |
|  | **Excellent** | **Good** | **Fair** | **Excellent** | **Good** | **Fair** | | **Excellent** | **Good** | **Fair** |
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| **PLEASE ATTACH CERTIFIED COPIES OF AVAILABLE CERTIFICATES/TEST REPORTS; OR DETAILS OF TYPE AND DURATION OF ENGLISH LANGUAGE STUDIES/EXPERIENCE (SEE ANNEX 3).** | | | | | | | | | | |

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| **5. EDUCATION: Give full details, using the following space insofar as possible.**  **(A) University or equivalent.** | | | | | | | |
| **Name of institution and**  **address** | **Years attended**  **From To** | | | **Degrees and academic distinctions** | | | **Main subjects** |
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| **PLEASE ATTACH CERTIFIED COPIES OF DOCUMENTS SUPPORTING UNIVERSITY QUALIFICATIONS** | | | | | | | |
| **(B) Schools or other formal education or training from age 14 (e.g. high school, technical school, or apprenticeship).** | | | | | | | |
| **Name of institution** | **Type** | | **Years attended**  **From To** | | | **Certificates, diplomas**  **obtained** | |
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| **6. PROFESSIONAL QUALIFICATIONS:** | | | | | | | |
| **Name/Country of institution** | | **Qualifications obtained** | | | **Study period** | **Subjects** | |
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| **7. MEMBERSHIP OF PROFESSIONAL SOCIETIES, PUBLICATIONS, ETC :** | | | | | | | |
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| **8. EMPLOYMENT RECORD: Starting with your present or most recent post, list in reverse order every employment during the last ten years and any significant experience not included in that period which you believe will be helpful in evaluating your record. Use a separate block for each post. Use additional sheets of paper as required.** | | | | | | | |
| **Dates: Exact title of your post:** | | | | | | | |
| **From: To : Type of business:** | | | | | | | |
| **Name of Supervisor:................……………... Name of Employer:………………………................**  **.……………................... ......………………………..........**  **.....……………............... .………………………...............** | | | | | | | |
| **Address of Employer: .................................................……………………………………………………**  **.................................................……………………………………………………** | | | | | | | |
| **Description of work you do:** | | | | | | | |
| **8. EMPLOYMENT RECORD (Continued):** | | | | | | | |
| **Dates Exact title of your post:** | | | | | | | |
| **From: To: Type of business:** | | | | | | | |
| **Name of Supervisor:..............…………………... Name of Employer:................. ………………..**  **...…………………............... ...............………………….**  **..…………………................ ...............………………….** | | | | | | | |
| **Address of Employer: .................................................………………………………………………..**  **.................................................………………………………………………..** | | | | | | | |
| **Description of work you do:** | | | | | | | |
| **8. EMPLOYMENT RECORD (Continued):** | | | | | | | |
| **Dates Exact title of your post:** | | | | | | | |
| **From: To: Type of business:** | | | | | | | |
| **Name of Supervisor:.................………………………. Name of Employer:..............…………………...**  **.........……………………….......... .............……………………..**  **.............………………………...... ............……………………...** | | | | | | | |
| **Address of Employer: ..........................................…………………………………………………….........**  **....................................……………………………………………………..............** | | | | | | | |
| **Description of work you do:** | | | | | | | |
| **8. EMPLOYMENT RECORD (Continued):** | | | | | | | |
| **Dates: Exact title of your post:** | | | | | | | |
| **From: To: Type of business:** | | | | | | | |
| **Name of Supervisor:..............………………………… Name of Employer:...........……………………….**  **.............………………………..... .............……………………...**  **................……………………….. ..............……………………...** | | | | | | | |
| **Address of Employer : ............................................……………………………………………………….....**  **..............................................………………………………………………………...** | | | | | | | |
| **Description of work you do:** | | | | | | | |
| **8. EMPLOYMENT RECORD (Continued):** | | | | | | | |
| **Dates Exact title of your post:** | | | | | | | |
| **From: To: Type of business:** | | | | | | | |
| **Name of Supervisor:................…………………….... Name of Employer:.……………………...............**  **...……………………................. .............……………………....**  **...……………………................. ...……………………..............** | | | | | | | |
| **Address of Employer: ...............................................……………………………………………………....**  **...............................................……………………………………………………...** | | | | | | | |
| **Description of work you do:** | | | | | | | |
| **9. State your computer competence and the programmes and/or computing skills you are effectively conversant with:** | | | | | | | |
| **10. State any other relevant facts and information which will assist in assessing your application:** | | | | | | | |
| **I certify that the statements made by me in answer to the foregoing questions are true, complete and correct to the best of my knowledge and belief. I understand that any false statements or any required information withheld from this form may provide grounds for the withdrawal of any offer of participation from the Institute. If selected, I undertake to:**   1. **conduct myself at all times in a manner compatible with my status as a student of the IMO International Maritime Law Institute;** 2. **remain in Malta during the period of the programme and dedicate myself full time to the study programme, as directed by the Institute;** 3. **refrain from engaging in political, commercial, or any other activities other than those covered by the study programme;** 4. **comply with the IMLI Guidelines on Student Conduct and any amendments thereto which may be adopted from time to time by the Institute; and** 5. **return to my home country at the end of the programme.**   **I understand and agree that the Institute may, at its sole discretion, terminate a candidate’s participation in the programme. I also understand and agree that the Institute need not justify its decision.**  **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature of Applicant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | | | |

**IMO INTERNATIONAL MARITIME LAW INSTITUTE**

**MEDICAL REPORT FORM**

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| **INSTRUCTIONS**  **To be completed by a registered Government medical practitioner after thorough clinical and laboratory examination including X-ray of chest. The IMO International Maritime Law Institute reserves the right to require the candidate to undergo a further medical examination before he/she commences his/her studies.** |
| **Name of candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age: \_\_\_\_\_\_\_\_ Sex: \_\_\_\_\_\_\_\_** |
| **Is the person examined at present in good health and enjoying full working capacity?** |
| **Is the person examined able physically and mentally to carry on an intensive study away from his/her home?** |
| **Is the person examined free from communicable diseases (for example, tuberculosis and trachoma) which could present risks for both the candidate and his/her contacts during his/her studentship?** |
| **Does the person examined have any condition or defect which may require treatment during his/her studentship? If yes, please specify.** |
| **Full name and address of Signature of examining physician:**  **examining physician**  **(print clearly)**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Stamp:**  **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**To be completed by a registered Government medical practitioner**

**IMO INTERNATIONAL MARITIME LAW INSTITUTE**

**MOTIVATION FORM**

**Name of Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**INSTRUCTIONS FOR CANDIDATES:**

**Please state your reasons for applying to the M.Hum. programme in International Maritime Legislation and your career objectives (in particular please indicate which issue(s) you are most interested in and would like to study at the Institute). Should the space provided below be insufficient, please attach additional sheets.**

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**REFERENCE FORM**

**Name of candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**INSTRUCTIONS FOR REFEREE:**

**Please state below in what capacity and since when you have known the candidate, and your opinion on the candidate’s ability to undertake the M.Hum. programme in International Maritime Legislation.**

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**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Institution: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**IMO INTERNATIONAL MARITIME LAW INSTITUTE**

**REFERENCE FORM**

**Name of candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**INSTRUCTIONS FOR REFEREE:**

**Please state below in what capacity and since when you have known the candidate, and your opinion on the candidate’s ability to undertake the M.Hum. programme in International Maritime Legislation.**

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**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Institution: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. Field trip details may be subject to change. Admitted students will be informed of any changes in a timely manner [↑](#footnote-ref-1)
2. In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours. [↑](#footnote-ref-2)
3. In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours. [↑](#footnote-ref-3)
4. In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours. [↑](#footnote-ref-4)
5. In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours. [↑](#footnote-ref-5)
6. In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours. [↑](#footnote-ref-6)
7. In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours. [↑](#footnote-ref-7)
8. In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours. [↑](#footnote-ref-8)
9. In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours. [↑](#footnote-ref-9)
10. In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours. [↑](#footnote-ref-10)
11. In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours. [↑](#footnote-ref-11)
12. In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours. [↑](#footnote-ref-12)
13. In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours. [↑](#footnote-ref-13)
14. In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours. [↑](#footnote-ref-14)
15. In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours. [↑](#footnote-ref-15)
16. In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours. [↑](#footnote-ref-16)