

University of the West of Scotland

Module Descriptor

Session:

| | | | |
|--|--|------------------------------|---|
| Title of Module: International Criminal Law | | | |
| Code: LAWW10010 | SCQF Level: 10 (Scottish Credit and Qualifications Framework) | Credit Points: 20 | ECTS: 10 (European Credit Transfer Scheme) |
| School: | School of Business and Creative Industries | | |
| Module Co-ordinator: | Dr Samuel White | | |
| Summary of Module | | | |
| <p>This module provides an overview of international criminal law. You will be introduced to the principles of international criminal law, the institutions designed to enforce it and the substantive law of the four 'core' international crimes (genocide, crimes against humanity, war crimes and aggression). In addition, the module considers key cases, as well as impediments to the prosecution of international crimes, critiques of international criminal law and the future of international criminal law.</p> <p>The module aims not only to ensure that you understand the key aspects of international criminal law but also that you can apply these to real-world situations. Beyond this, the module is designed to ensure that you develop skills which will be useful outside the classroom such as confidence in public speaking, analysis of complex issues and the ability to engage with and discuss conceptually challenging topics.</p> <p>This module is developed in accordance with the UWS Graduate Attributes and will allow you to develop the range of skills, qualities and abilities which will prepare you for success both outwith university and beyond your period of study at UWS. This module will help develop academic skills such as gaining knowledge, being a critical thinker, being analytical, being a problem solver, being digitally literate and being an autonomous learner.</p> <p>This module aims</p> <ul style="list-style-type: none">To equip students of the module with knowledge of the principles of international criminal law, its core crimes, key institutions and main critiques.To ensure students who undertake the module are able to understand and explain the international criminal law aspects of current events and international affairs.To develop students' knowledges of aspects of public international law. <p>This module will be delivered by means of twelve interactive seminars lasting two hours. These seminars are intended to enable students to develop their skills in critical thinking, analysis and reasoning. Students are expected to prepare fully in advance of each weekly seminar and will be expected to present to the class in a number of ways at times during the trimester, individually and in groups.</p> | | | |
| Module Delivery Method | | | |

| Face-To-Face | Blended | Fully Online | HybridC | Hybrid 0 | Work-Based Learning |
|---------------------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| See Guidance Note for details. | | | | | |

| Campus(es) for Module Delivery | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|----------|
| The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate) | | | | | | |
| Paisley: | Ayr: | Dumfries: | Lanarkshire: | London: | Distance/Online Learning: | Other: |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Add name |

| Term(s) for Module Delivery | | | | | |
|---|--------------------------|--------|-------------------------------------|--------|--------------------------|
| (Provided viable student numbers permit). | | | | | |
| Term 1 | <input type="checkbox"/> | Term 2 | <input checked="" type="checkbox"/> | Term 3 | <input type="checkbox"/> |

| Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to: | |
|--|---|
| L1 | Acquire knowledge and understanding of the principles of international criminal law. |
| L2 | Identify and apply principles of international criminal law to legal issues and propose solutions to current questions in international criminal law. |
| L3 | Critically evaluate debates in and criticisms of international criminal law. |
| L4 | Independently utilise learning resources, including electronic resources, to acquire knowledge and understanding of international criminal law. |
| L5 | Click or tap here to enter text. |

| Employability Skills and Personal Development Planning (PDP) Skills | |
|--|--|
| SCQF Headings | During completion of this module, there will be an opportunity to achieve core skills in: |
| Knowledge and Understanding (K and U) | SCQF Level 10 Understanding the key principles of international criminal law; Understanding the ways in which international criminal law has developed; Developing |

| | | |
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| | knowledge of specialised aspects of public international law; and Evaluating the effectiveness and future of international criminal law. | |
| Practice: Applied Knowledge and Understanding | SCQF Level 10 Interpreting, analysing and explaining complex legal concepts; and retrieving, interpreting and employing primary and secondary information from a variety of sources including electronic sources. | |
| Generic Cognitive skills | SCQF Level 10 Giving reasoned opinions, identifying flaws in arguments and discriminating between the legally relevant and irrelevant; and bringing together information from a variety of sources, including academic research publications. | |
| Communication, ICT and Numeracy Skills | SCQF Level 10 Communicating effectively and appropriately in speech and writing; Interpreting complex primary materials; and making effective use of information retrieval systems and use information technology applications to present documents in an appropriate form. | |
| Autonomy, Accountability and Working with others | SCQF Level 10 Working effectively, together with others in groups or teams, taking a leadership role where appropriate; and systematically identifying and addressing their own learning needs both in current and in new areas, making use of research primary legal source materials as appropriate. | |
| Pre-requisites: | Before undertaking this module the student should have undertaken the following: | |
| | Module Code: LAWW09027 | Module Title: Public International Law |
| | LAWW09018 | International Human Rights Law |
| | Other: | |
| Co-requisites | Module Code: | Module Title: |

*Indicates that module descriptor is not published.

| | |
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| Learning and Teaching | |
| In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. | |
| Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities) |

| | |
|---------------------------------------|-----------------|
| Tutorial/Synchronous Support Activity | 24 |
| Independent Study | 176 |
| | 200 Hours Total |

****Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

R Cryer, D Robinson and S Vasiliev, *An Introduction to International Criminal Law and Procedure* (4th edn, Cambridge University Press 2019)

A Cassese and P Gaeta, *Cassese's International Criminal Law* (3rd edn, Oxford University Press 2013)*

C Stahn, *A Critical Introduction to International Criminal Law* (Cambridge University Press 2018)

Other essential resources, such as journal articles and online resources will be identified at the beginning of each delivery in the module handbook and made available via the VLE.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(*N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#): Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

For the purposes of this module, academic engagement equates to the following: In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure.

For the purposes of this module, academic engagement equates to the following: Attendance at seminars, completion of activities on the VLE, participation in class discussions.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

| | |
|---------------------------------------|---|
| Divisional Programme Board | Accounting, Finance and Law |
| Assessment Results (Pass/Fail) | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| School Assessment Board | Accounting, Finance and Law |
| Moderator | Dr Joanna Wilson |
| External Examiner | Dr K A Cannon |
| Accreditation Details | Not applicable |
| Changes/Version Number | 2 |

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

Assessment 1 – Essay worth 40%

Assessment 2 – Oral Exam worth 60%

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module

will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

| Component 1 | | | | | | | |
|-------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-------------------------------------|-------------------------|
| Assessment Type (Footnote B.) | Learning Outcome (1) | Learning Outcome (2) | Learning Outcome (3) | Learning Outcome (4) | Learning Outcome (5) | Weighting (%) of Assessment Element | Timetable Contact Hours |
| Essay | ✓ | ✓ | ✓ | ✓ | | 40 | 7.5 |

| Component 2 | | | | | | | |
|-------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-------------------------------------|-------------------------|
| Assessment Type (Footnote B.) | Learning Outcome (1) | Learning Outcome (2) | Learning Outcome (3) | Learning Outcome (4) | Learning Outcome (5) | Weighting (%) of Assessment Element | Timetable Contact Hours |
| Oral Exam | ✓ | ✓ | ✓ | ✓ | | 60 | |

Change Control:

| What | When | Who |
|---|------------|----------|
| Further guidance on aggregate regulation and application when completing template | 16/01/2020 | H McLean |
| Updated contact hours | 14/09/21 | H McLean |
| Updated Student Attendance and Engagement Procedure | 19/10/2023 | C Winter |
| Updated UWS Equality, Diversity and Human Rights Code | 19/10/2023 | C Winter |
| Guidance Note 23-24 provided | 12/12/23 | D Taylor |
| General housekeeping to text across sections. | 12/12/23 | D Taylor |

Version Number: MD Template 1 (2023-24)