

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: International Humanitarian Law in Practice			
Code: LAWW10XXX	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 Joanna Wilson		
Summary of Module			
<p>Inspired by the positive experiences of students at the Jean Pictet Competition, which uses a simulated conflict environment to teach students the laws of armed conflict, this module aims to highlight the practical relevance of the International Humanitarian Law in contemporary armed conflicts, as well as the human, emotional dimension to the practical application of the <i>jus in bello</i>. An 'affect-based' approach will be adopted in order to foster a contextualised and practical understanding of the application of IHL.</p> <p>Following on from 4 introductory lectures on the key rules and principles of international humanitarian law, the module will take a dynamic, interactive approach to the teaching of IHL, in order to emphasise the practical importance of this body of law, as well as highlighting the real-life challenges surrounding its implementation. Students will be assigned to small groups to directly examine selected issues taken from present-day reality, and prepare analyses of these individually and collectively. In these interactive workshops, the groups will engage in fictional scenarios and watch as the situation develops week-on-week, as on-the-ground events shape (and complicate) the legal issues to be navigated/resolved.</p> <p>The module assessment will take on the following structure:</p> <ul style="list-style-type: none"> • Each group will have to prepare a research report on a real-life legal issue. • Each student will have to author a section of the report (60% weighting), analysing a particular aspect of the legal issue. • An executive summary, introduction and conclusion will then be produced and assessed collectively: the overall quality and coherence of the report will account for 10% of each team member's grade. • A final 30% of each student's grade will then be taken from their individual performance in a final group presentation of the findings of the report, with each member assessed individually on presenting the section they authored. 			

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Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	Term 2	<input 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	Demonstrate a consolidated understanding of key rules and principles of international humanitarian law.
L2	Demonstrate an understanding of the challenges arising when operationalising humanitarian law in the reality of complex environments, and apply this to real and fictitious case examples.
L3	Demonstrate highly developed skills in written communication and legal research.
L4	Demonstrate highly developed skills in oral presentation and advocacy.
L5	Work effectively as members of a group to successfully deliver the above written and oral outputs.

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 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 manipulating 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:	
	<table border="1"> <tr> <td>Module Code:</td> <td>Module Title:</td> </tr> </table>	Module Code:
Module Code:	Module Title:	

	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

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)	
Textbook: Melzer, N., <i>INTERNATIONAL HUMANITARIAN LAW: A COMPREHENSIVE INTRODUCTION</i> (International Committee of the Red Cross, 2019) Available at: https://library.icrc.org/library/docs/DOC/icrc-4231-002-2019.pdf	
A diverse range of readings will be assigned each week, particularly in the opening 4, more instructive, weeks. While these will come from a variety of sources, many will likely be found in:	
Journals: International Review of the Red Cross (CUP) Yearbook of International Humanitarian Law (Springer)	

Blogs:

Humanitarian Law and Policy (ICRC)

Primary Sources:

To complete the weekly interactive workshop group tasks, students will require access at all times to the Geneva Conventions and their Additional Protocols:

International Committee of the Red Cross (ICRC), *Geneva Convention for the Amelioration of the Condition of the Wounded and Sick in Armed Forces in the Field (First Geneva Convention)*, 12 August 1949, 75 UNTS 31

International Committee of the Red Cross (ICRC), *Geneva Convention for the Amelioration of the Condition of Wounded, Sick and Shipwrecked Members of Armed Forces at Sea (Second Geneva Convention)*, 12 August 1949, 75 UNTS 85

International Committee of the Red Cross (ICRC), *Geneva Convention Relative to the Treatment of Prisoners of War (Third Geneva Convention)*, 12 August 1949, 75 UNTS 135

International Committee of the Red Cross (ICRC), *Geneva Convention Relative to the Protection of Civilian Persons in Time of War (Fourth Geneva Convention)*, 12 August 1949, 75 UNTS 287

International Committee of the Red Cross (ICRC), *Protocol Additional to the Geneva Conventions of 12 August 1949, and relating to the Protection of Victims of International Armed Conflicts (Protocol I)*, 8 June 1977, 1125 UNTS 3

International Committee of the Red Cross (ICRC), *Protocol Additional to the Geneva Conventions of 12 August 1949, and relating to the Protection of Victims of Non-International Armed Conflicts (Protocol II)*, 8 June 1977, 1125 UNTS 609

(*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:

In line with the Academic Engagement 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 the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: Students are required to attend scheduled teaching sessions and engage with the Virtual Learning Environment, and engage in assessment, lack of which could result in the student being referred to the Engagement Panel, and could prevent student progression, and ultimately successful degree completion.

Students have a maximum of 2 years to progress through a module/level, which over 4 levels, could cumulatively take a maximum of 8 years for Full-Time study.

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	BCI
Moderator	Dr Samuel White
External Examiner	TBC
Accreditation Details	n.a.
Changes/Version Number	1.0

Assessment: (also refer to Assessment Outcomes Grids below)
<p>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).</p> <p>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.</p> <p>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.</p>
Component 1 Group Written Report – Individual Written Section - 60%
Component 2 Group Written Report – Overall Quality/Coherence – 10%
Component 3 Group Presentation – Individual Performance – 30%
<p>(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.</p> <p>(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.)</p>

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	Timetabled Contact Hours
Essay	X	X	X			60	0

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	Timetabled Contact Hours
Essay	X	X	X		x	10	0

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation	X	X		X	X	30	0.5
Combined Total for All Components						100%	0.16 hours

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)