

International Human Rights Law

Module title			
International Human Rights Law			
Module NFQ level (only if an NFQ level can be demonstrated)	Module number / reference	ECTS Value	Duration
Level 8 NFQ	LLBH -IHLR	5 ECTS	One semester: 12 weeks.
Parent programme(s). Principal programme title, and embedded(s) if relevant		Stage of parent programme	Semester No.
Bachelor of Laws (Honours)		2	1 or 2
Bachelor of Laws (Honours) in Criminal Justice		2	1 or 2
Bachelor of Laws (Honours) in Commercial Law		2	1 or 2
Teaching and Learning modes	Proportion (% of Total Directed Learning)		
Classroom / Face to Face	19%		
Workplace			
Online			
Other (Identify)	81% (Independent Research and Learning)		
Entry requirements (statement of knowledge, skill and competence)			
Please see section 4.2 for full details of entry requirements.			
Maximum number of learners per instance of the module	Sixty (60)		
Average (over the duration of the module) of the contact hours¹ per week	2		
Pre-requisite module title(s) (if any)	None		
Co-requisite module title(s) (if any)	No		
Is this a capstone module? (Yes or No)	No		
Module-specific physical resources and support required per centre (or instance of the module)			
Requirements are for the lecturer to utilise a PC with Microsoft Office, Zoom and access to the internet through which an individual can gain access to the Griffith College student intranet: Moodle			
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.			

¹ Effort while in contact with staff

Role e.g. Tutor, Mentor etc	Qualifications & experience required:	# of Staff with this profile (WTEs ²¹²)
Lecturer	Lecturers expected to hold at least a level 8 legal qualification, preferably with a professional legal qualification. It is an advantage to have completed the Certificate in Education, Learning and Development provided by Griffith College.	0.25 WTE

Analysis of required learning effort		
*Effort while in contact with staff	Minimum ratio teacher / learner	Hours
Classroom and demonstrations	1:60	24
Mentoring and small-group teaching	-	-
Other (specify)	-	-
Independent Learning		
Directed e-learning (hours)		-
Independent Learning (hours)		101
Other hours (specify)		-
Work-based learning hours of learning effort		-
Total Effort (hours)		125

Allocation of Marks					
	Continuous Assessment	Supervised Project	Proctored Practical Exam.	Proctored Written Exam	Total
Percentage Contribution	100				100%

6.31.1 Module aims and objectives

This module enables learners to compare the international (United Nations) human rights law system and regional (e.g., European, Inter-American, and African) human rights law systems in conjunction

² WTE is the whole-time equivalent number. The number 1 indicates a fulltime person fully dedicated to the programme. ¹² .5 indicates a part-time person available to this programme half of the time.

with Irish domestic legal protections. They evaluate the various mechanisms and procedures for human rights law enforcement incorporating the legal skill, vocabulary and terminology acquired in the course.

Specific areas of international human rights law are then critically assessed with reference to relevant legal instruments and contemporary cases; learn to read these with a high level of comprehension and whilst exercising critical judgment skills and formulating intricate, measured, and considered responses.

Finally, learners acquire competency in legal writing and research, and familiarity with legal terminology and vocabulary for framing effective arguments for participation in public and complex debates in current human rights law.

6.31.2 Minimum intended module learning outcomes

On successful completion of this module, learners are able to:

- (i) Critically analyse contemporary issues in human rights.
- (ii) Exercise written and oral advocacy skills in the context of the protection of human rights.
- (iii) Critique areas of contention within contemporary human rights law.
- (iv) Analyse the history, development, structure and efficacy of legal institutions and structures for the protection of human rights in Ireland, Europe, and internationally.
- (v) Investigate the substantive law of human rights in a structured, thematic manner to provide the learner with a substantive knowledge base in this area of law.

6.31.3 Rationale for inclusion of the module in the programme and its contribution to the overall MIPLOs

In the post-World War Two era, human rights have come to represent a shared set of values for the global community and, in their legal derivation, allow individuals to vindicate their rights in various legal fora, both at the domestic level in Ireland and at the international level. As well, human rights are increasingly to the fore in public and political debate, legislative projects and cases or controversies that come before the courts in Ireland. Learners will be served by having knowledge of human rights whether they chose to continue their careers in academia or enter a legal profession or related discipline.

The content and assessment for the module provide learners the opportunity to engage critically with contemporary debates in human rights law by providing them with a foundation of the origins of human rights law, the legal instruments and institutions which enshrine the concepts found within this area of law, and the practice of enforcing these rights against the state or other parties. Each element of the course content and summative assessment is designed to determine accurately the progress of learners toward specific MIPLOs for the programme, specifically 2-5, and 10.

6.31.4 Information provided to learners about the module

The learners will have in their possession their Faculty Handbooks from their previous year. The Faculty Handbook provides general information about the faculty, its staffing, resources, and operation. Detailed programme information is supplied through Moodle, including copies of the

approved module descriptors from the accredited programme (detailing related teaching, learning and assessment) along with a programme timetable. Another copy will be provided to the learners upon their request.

During the first class of the Module, learners are given a detailed outline of the Module showing the schedule of delivery and the dates when assignments are released and due for submission. Moodle is used to provide learners with ongoing access to module related information, from the handbooks and module outlines provided in advance of the module commencement, the lecture material and links to related resources provided on a scheduled basis in line with the module delivery.

6.31.5 Module content, organisation and structure

International Human Rights Law is taught and assessed over one academic semester. The module is delivered over 12 lecture sessions of 2 hours' duration.

The topics to be covered generally are as follow:

- Introduction to International Human Rights Law
- The Origins of Human Rights
- Human Rights Theory
- The United Nations and Regional Treaties
- Human Rights in Ireland
- The Right to Life
- Social and Economic Rights
- Freedom of Expression
- Freedom from Torture, Inhuman, and Degrading Treatment
- The Rights of Women; LGBTQIA Rights
- Rights of Refugees and Asylum Seekers
- Human Rights and the Environment
- Enforcement of Human Rights

6.31.6 Module teaching and learning (including formative assessment) strategy

The module is delivered by means of participative lectures which consist of tutorial-style discussions, group work sessions and exercises. Formative assessment is provided through tutorial-style discussion, group work and exercises focus on specific case law and problem-based learning requiring the learner to analyse the law and apply it to concrete cases of human rights abuses. The lectures are supplemented by structured on-line resources and reading.

In order to support learners through the exam process, they engage in answering of sample exam questions and correction of their own and peers' papers, thereby familiarising themselves with the module learning outcomes and marking criteria. Learners also engage in workshops and online discussion forums to complement and reinforce their learning.

Learners undertaking the course via blended learning benefit from varied and additional options for engagement to compensate their reduced attendance of campus. These include webinars,

screencasts (recorded lectures), discussion fora, and increased use of the College's VLE (Virtual Learning Environment), Moodle.

In addition to what has been stated, classroom assessment and benchmarking techniques are deployed to encourage learners to develop more agency in terms of their own learning including inclass presentations, group work, peer-review exercises and reflective practice. The variety of teaching, learning and assessment techniques reflect an enhanced emphasis on skills acquisition to deepen practical knowledge. Finally, the attention of learners is drawn to current industry practice and technology used in the specific area of law to add a further dimension to learning, tracking the actual practice of legal professionals.

6.31.7 Work-based learning and practice-placement

International Human Rights Law is a class based 5 ECTS credit module and does not require workbased learning and practice placement.

6.31.8 E-learning

Moodle, the College Virtual Learning Environment is used to disseminate notes, advice, and online resources to support the learners. E-learning activities include learner feedback, forums where learners contribute, formative quizzes and video links. The learners will also have access to a number of other online resources through the library such as access to databases and research tools (Westlaw.ie, Westlaw.uk, JustisOne (vLex) and Hein Online) as well as access to online copies of books published from Bloomsbury Online.

6.31.9 Module physical resource requirements

Requirements are for the lecturer to utilise a PC with Microsoft Office, Zoom and access to the internet through which an individual can gain access to the Griffith College student intranet: Moodle. There are no further software requirements for this module. In relation to Microsoft Office the lecturer will require to use PowerPoint or Word to present the information to the learners. Zoom will be required in conjunction with Microsoft Office in order to record the lectures when the module is being delivered for block release or for the Blended Programme when organised in advance. Zoom will also be required for the seminars through which the module will be taught (block release).

6.31.10 Reading lists and other information resources *Primary reading*

- Smith, R. (2022) Textbook on International Human Rights. Oxford: OUP
- Moeckli, D., Shah, S., Sivakumaran, S. and Harris, D. (eds) (2022) International Human Rights Law. Oxford: OUP
- Bantekas, I and Oette, L. (2020) International Human Rights Law and Practice. Cambridge: CUP
- Alston, P. and Goodman, R. (2013) International Human Rights. Oxford: OUP

Secondary reading

- Alston, P. (Author), Goodman, R. (Author), Steiner, H. (ed) (2007) International Human Rights in Context: Law, Politics, Morals. Oxford: OUP

- Baderin, M. and McCorquodale, R. (eds) (2007) *Economic, Social and Cultural Rights in Action*. Oxford: OUP
- Nickel, J. (2015) *Making Sense of Human Rights* Wiley Blackwell
- Brownlie I. and Goodwin-Gill, G. (2010) *Brownlie’s Documents on Human Rights* Oxford: OUP
- Clapham, A. (2006) *Human Rights Obligations of Non-State Actors* Oxford: OUP
- Donnelly J. (2013) *Universal Human Rights in Theory and Practice* Cornell University Press
- Ishay, M. (2004) *The History of Human Rights: From Ancient Times to the Modernization Era* (University of California Press
- Tomuschat, C. (2014) *Human Rights: Between Idealism and Realism* Oxford: OUP

e-Resources

- *Bloomsbury Professional Online*
- *JustisOne – Vlex*
- *Westlaw.ie*
- *Westlaw UK*
- *Heinonline*
- *Griffith College Library Website*

6.31.11 Specifications for module staffing requirements

Lecturers qualified to at least a Level 8 legal qualification (LLB (Honours)), preferably with a professional legal qualification and a third level teaching qualification (e.g. Certificate in Education, Learning and Development offered by Griffith College).

6.31.12 Module summative assessment strategy

Theoretical knowledge will be assessed by continuous assessment (100%). The first is an analysis of an article that is assigned by the lecturer at the start of the semester with the word count of 1,500 words. The second is a Case Study assessment comprising is 3,000 words. The final assessment will be a short reflective journal addressing the formative work and development of the learner over the course of the module.

The following table indicates the module’s learning outcomes’ alignment with the assessment used for the module:

No.	Description	MIMLOs	Weighting
1	Analysis of an Article. (1,500 words)	i, ii, iii, iv	25%
2	Case Study (3,000 words)	i - v	60%
3	Reflective Journal (750 words)	i - v	15%

Reassessment/Repeat assessment strategy: Griffith College regulations state that learners must pass all component elements of the module to be deemed to have passed the module.

- In the event of a learner failing components of / this module, they will be required to submit a new individual repeat assignment which will be made available on Moodle to learners, and which must be submitted as per faculty instructions.
- In the event of a learner failing the group assessment element of this module, a new individual repeat assignment will be made available on Moodle to learners which must be submitted as per faculty instructions.
- In the event of the learner failing the exam, learners will take the re-sit exam at the next available sitting, details of which will be made available to learners via Moodle.

6.31.13 Sample assessment materials

Please see sample assessment supplementary document.