BIC4022-A module descriptor	
Module Title	Human Rights Law
Credit Level	10 credits (FHEQ Level 4)
Session	2026/7 academic year
BDA occurrence	Non Standard Year available at University of Bradford
BDA occurrence	Semester 3 available at University of Bradford

Transparency notice

This specification for module code BIC4022-A has been generated automatically in advance of the academic year 2026/7. Every effort has been made to ensure that the information is accurate at the time of publication, but changes permitted by our Student Contract Terms and Conditions could be made in the interval between publishing and commencement of teaching; where changes impact the terms and conditions of an applicant's or student's offer, these are communicated to them as soon as possible.

BIC4022-A module aims

This module will provide you with an introduction to the key debates and issues related to human rights in both a national and international context.

The module encourages you to reflect on the nature of human rights and the extent to which they are seen as universal and to consider the different laws and legal instruments that exist to defend them, and how effective they are.

BIC4022-A module learning outcomes

No.	Students completing the module will be able to:
01	Describe and explain legal institutions, rules, principles, and underlying legal concepts relating to international human rights
02	Apply legal knowledge accurately and analytically to solve legal problems
03	Communicate legal knowledge, understanding, and argument accurately and effectively in writing
04	Conduct effective research into primary and secondary legal sources, providing accurate and consistent references

BIC4022-A module outline syllabus

The module will cover the following topics:

What are Human Rights and how has understanding of the concept evolved over time and in different country contexts?

Key human rights legislation:
* The UN Universal Declaration of Human Rights
* The EU Charter of Fundamental Rights
* The European Convention on Human Rights
* The Human Rights Act 1998
* The Equality Act 2010

Challenges to the effective defence and promotion of human rights in different

Tensions and conflicts between rights and protected characteristics

Students will be encouraged to draw and reflect on any previous learning related to the module content and the way in which Human Rights are viewed and protected in their home country context.

For more information, visit the VLE (**Canvas**) page, go to our **Reading Lists webpage for this module** or search **https://bradford.rl.talis.com** for this module.

BIC4022-A module notional learning hours

- 60 hours Lectures
- 140 hours Directed Study

The overall expected hours may include contact time, scheduled learning activity, directed and independent study and any minimum expectations for placement learning. Most learning at the University of Bradford has some online content and sessions which are delivered fully by virtual means are labelled as "online".

BIC4022-A module learning, teaching and assessment

Groups are small and classes are student-centred and interactive.

The classroom approach is explicitly designed to help international students acquire new knowledge and skills, to build their confidence and enable them to become more independent learners. By doing this consistently and across all modules, the programme provides them with a strong foundation for further study in their chosen subject area.

The approach is inclusive and recognises that students come from different backgrounds with a range of previous learning experiences and associated expectations, beliefs and behaviours. Teaching and learning methods are clearly explained so students understand why (where appropriate) they need to engage in new ways of learning and why those they have used or relied on up to this point may be less suited to supporting their ongoing development and their chances of success in UK Higher Education.

Formative work is an integral part of the approach. In class, students are set tasks that require them to apply their knowledge and skills, to think critically and solve problems.

The level of challenge is gradually increased as the students grow in confidence and Tutors help them to see that experimentation, trial and error are central to the learning process, providing constructive feedback on both what has been achieved and how.

In this module and as a formative task, students might be required to work together in small groups to research and present a specific aspect of Human Rights provision, showing how this has been interpreted in law in a particular context (e.g., their home country) and highlighting any possible legal issues and/or gaps in the law.

Students are also expected to engage in independent study, to reflect on their own performance and to discuss this with their module tutor or personal academic tutor, who will provide support and advice and, when necessary, draw the attention of Module and Programme Leads to a struggling student using the 'Students of concern' process.

As the students take this module alongside their EAP and Academic Skills module, they will be developing their English and skills in parallel. Tutors on both modules will have access to information about what is being covered in each and are encouraged to look for synergies and opportunities to consolidate and reinforce the development of subject specific knowledge and skills. The focus of this module, for example, offers an opportunity to use some of key Human Rights texts to develop and practise effective reading and summarising strategies/skills.

Summative assessment requires students to demonstrate their understanding of the information and principles/concepts covered in the module.

BIC4022-A mode of assessment			
Type	**Mode**	**Assessment description**	**Weight**
Summative	Coursework - Portfolio/e-portfolio	A portfolio of tasks requiring students to critically evaluate specific aspects of Human Rights from a legal perspective	100%

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