

# Unit 7: International Institutions and Human Rights

<b>Unit code:</b>	<b>K/600/6027</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>5</b>
<b>Guided learning hours</b>	<b>30</b>

## ● Aim and purpose

The aim of this unit is to enable learners to know the international institutions that impact on UK public services and understand how the UK works with these institutions to uphold human rights.

## ● Unit introduction

In this unit, learners will gain a thorough understanding of how membership of international institutions impacts on UK public service organisations and their operations.

Working in the international arena often requires public services to engage in a range of activities, including humanitarian aid, education and reconstruction. This international perspective of public service work also involves third sector organisations and pressure groups. In this unit learners will examine international institutions, such as the European Union and NATO, their purpose and structure. They will examine what role UK public services play in support of international institutions. Learners will also look at what human rights exist and investigate how and where they are still being infringed and how UK public services can contribute to upholding human rights both in the UK and on the international stage.

This unit will help the learner understand the complexities of our life in an international community and the effects that international events and agencies have on UK public services.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Know international institutions and their impact on UK public services
- 2 Understand human rights and how the UK upholds human rights.

# Unit content

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## 1 Know international institutions and their impact on UK public services

*United Nations (UN):* structure, history and institutions; UK involvement with the UN including peacekeeping missions, disaster relief

*European Union (EU):* membership, structure and institutions; decision-making process within the European Union; UK public service involvement eg EUROPOL; current EU issues eg single currency, terrorism and border control; European Defence Force

*NATO:* membership, structure and institutions; political and military role; post-Cold War role; effects on UK forces eg peacekeeping and policing roles; security issues at world summits

*Other institutions and their roles:* including European Court of Human Rights, World Bank, International Committee of the Red Cross, third sector organisations eg Greenpeace, Amnesty International, Liberty

*Impact of membership of international institutions on UK public services:* legal impact; impact on armed forces; need for collaborative working with other nations

## 2 Understand human rights and how the UK upholds human rights

*Rights of human:* civil and political rights eg right to life and liberty, freedom of expression; economic, social and cultural rights eg right to food, right to work, right to education

*Human rights:* including Geneva Convention, Universal Declaration of Human Rights (1948), European Convention on Human Rights, Human Rights Act 1998

*Violations:* violations by regimes, including torture, extra-judicial killings, ethnic cleansing, genocide, war crimes

*International actions:* including war crimes tribunals; UN resolutions; imposition of sanctions

*Humanitarian role of international institutions:* including humanitarian aid programmes, disaster relief, peacekeeping, reconstruction, providing for refugees and asylum seeking

*Role of UK in upholding human rights:* role in UK through Human Rights Act 1998 and ECHR; role internationally as member of EU, UN, NATO; military role; peacekeeping role

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> describe the key international institutions and their impact on UK public services	<b>M1</b> analyse how decisions made by international institutions affect the operations of UK public services	<b>D1</b> evaluate the role of international institutions in upholding human rights.
<b>P2</b> outline the key features of the Geneva Convention, Universal Declaration of Human Rights (1948), European Convention on Human Rights, Human Rights Act 1998	<b>M2</b> analyse the role of the UK in upholding international human rights.	
<b>P3</b> explain how human rights may be violated and the ways international institutions respond to such violations.		

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

# Essential guidance for tutors

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## Delivery

The delivery of this unit should focus on active and experiential learning and gives learners opportunities to research aspects of the content and contribute to classroom discussion both with their tutor and with appropriate public service personnel.

Initially, learners should explore the whole range of international institutions, looking at their structure, history, membership, roles and responsibilities and the involvement of the UK with those institutions, including the impact of membership on UK public services. Small learning groups should be directed to research one of these areas and to present their findings to other learners in an appropriate way (such as a classroom poster display, or a formal presentation of a series of information leaflets).

For learning outcome 1, learners should be encouraged to keep a scrapbook or electronic folder of current events linked to the relevant international organisations being studied and to current events where human rights and their breaches have been reported. The essential element of this unit is that it covers current issues, especially the constantly changing world of human rights and their potential violations. It is likely that printed material, particularly books, will be of use mainly as background reading. Most research will be conducted through media such as television, newspapers, journals and the internet.

When studying human rights and how the UK works to uphold human rights, (both within UK borders and internationally, learners will first need to develop an understanding of how human rights are defined and the charters and conventions that exist to support those rights – Geneva Convention, Universal Declaration of Human Rights (1948), European Convention on Human Rights, Human Rights Act 1998 (UK). Learners are not expected to study these in detail but should explore the main themes and issues that run through each one. Learners should be encouraged to debate both rights and responsibilities and clashes between the rights of individuals, or between individual rights and society's responsibilities, and how these can be dealt with.

The study of violations of human rights by regimes (such as torture, extra-judicial killings, ethnic cleansing, genocide, war crimes) is best tackled using real situations. Again, small groups of learners could research a specific example where a regime has violated human rights and present this to their peers, looking both at how rights have been breached and also how international institutions have dealt with those breaches including war crimes tribunals, UN resolutions and actions, and the imposition of sanctions on offending regimes.

Learners should also review how international institutions aim to support those whose rights have been violated or those who have been affected by natural disasters such as the tsunami through humanitarian aid programmes, disaster relief missions, peacekeeping missions, reconstruction activity, providing for refugees and those seeking asylum from oppressive regimes.

For learning outcome 2, delivery is enhanced where groups of learners research specific aspects of the unit content (as agreed with the tutor) and present their findings to other learners in the peer group using presentation slide shows, posters, leaflets, exhibitions, quizzes and other activity-based approaches. This helps learners to develop the personal, learning and thinking skills (PLTS) which are an essential part of their overall programme, in particular teamworking, independent enquirer and creative thinking skills.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Tutor introduces the unit and outlines the assessment.
<b>Assignment 1: International Institutions and their Impact on UK Public Services (P1, M1)</b>
Tutor introduces the assignment brief.
Key international organisations including UN, EU, NATO, European Court of Human Rights, World Bank, International Committee of the Red Cross, third sector organisations and their impact on UK public services.
Tutor input. Internet research on tutor-directed sites. Case study approach. Classroom discussion.
MEP and third sector organisations personnel invited to speak to learners.
<b>Assignment 2: Human Rights, Violation of Rights and the Actions of International Institutions Seeking to Uphold Rights (P2, P3, M2, D1)</b>
Tutor introduces assignment brief.
Human rights legislation and conventions including the Geneva Convention, Universal Declaration of Human Rights (1948), European Convention on Human Rights, Human Rights Act 1998.
Tutor input. Internet research on tutor-directed sites. Case study approach. Classroom discussion.
Human rights violations and the ways international institutions respond to such violations including war crimes tribunals, UN resolutions, imposition of sanctions against violating regimes and humanitarian actions including aid programmes, disaster relief, peacekeeping, reconstruction initiatives, sheltering refugees and asylum seekers.
Tutor input. Internet research on tutor-directed sites. Case study approach. Classroom discussion.

## Assessment

This unit covers a great deal of ground and care must be taken not to swamp learners with detail. The aim should be to ensure an understanding of a range of current issues, rather than attempting to cover the entire spectrum of international affairs.

Effective evidence can be assembled by the use of case studies. Case studies should be as recent as possible. The best examples are live and ongoing as the unit is studied. The approach recommended is to give a general overview of the issue and then focus on specific aspects with particular relevance to learners and the public services. For example, many learners will have had direct contact with refugees and asylum seekers but may not understand fully the reasons why they are refugees and asylum seekers. Care should be taken to update the delivery of the unit to keep pace with world events.

To achieve P1, learners must describe key international organisations as identified in the unit content. Information should include an overview of their historic development, key function, and membership. Learners must also include information on how those institutions impact on UK public services, including the impact of UK membership of, or involvement with, these organisations.

This leads into M1 which requires learners to analyse how decisions made by international institutions affect the operations of UK public services. This should be supported with some examples drawn from involvement with at least two different international institutions. Learners should also consider the legal impact of those decisions, the impact on UK armed forces and the need for UK public services to work collaboratively with other nations (for example on issues of cross-border security).

To achieve P2, learners need to outline the key features of the Geneva Convention, Universal Declaration of Human Rights (1948), European Convention on Human Rights, and the UK Human Rights Act 1998. It is not expected that this will be in great detail and one approach would be to ask learners to produce a poster display or leaflet summarising the convention or legislation and its key features or the key rights it seeks to uphold.

To achieve P3, learners need to explain how human rights can be violated (including torture, extra-judicial killings, ethnic cleansing, genocide, war crimes) and some real examples that they can then use to show how international institutions have responded to those specific violations.

M2 brings together the concepts of rights and violations of rights from P2 and P3 and requires the learner to analyse the role of the UK in upholding international rights. Although this will largely focus on the role of the UK armed forces, consideration also needs to be given to UK participation in the UN and NATO and the role of activities like trade and sporting sanctions.

For D1, learners need to evaluate the role of international institutions in upholding human rights. Learners should give a historical perspective (from 1948) and provide specific examples to illustrate that evaluation.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1	International Institutions and their Impact on UK Public Services	As a human rights representative in the public services, you have been asked to put together information about a range of international institutions.	Report, Presentation Exhibition.
P2, P3, M2, D1	Human Rights, Violation of Rights and the Actions of International Institutions Seeking to Uphold Rights	As a human rights representative in the public services, you have been asked to outline human rights conventions and legislation and the role of UK and international organisations in upholding these rights.	Report, Presentation Exhibition.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Public Services sector suite. This unit has particular links with the following unit titles in the Public Services suite:

Level 2	Level 3
Citizenship, the Individual and Society	Citizenship, Diversity and the Public Services
Crime and its Effect on Society	Understanding the impact of War, Conflict and Terrorism on Public Services
Community and Cultural Awareness	Custodial Care Services
	Social Welfare System

### Essential resources

Learners need access to ICT, including the internet, and to a wide range of materials related to human rights. Since the content of the unit is likely to change quickly over time, centres should concentrate on using media such as newspapers, TV programmes and the internet. This unit provides an excellent training ground for internet research. It is suggested that learners are shown how to research effectively, for example to go to media sites such as the BBC and online newspapers. They should also be encouraged to seek out government sites and those of international organisations such as NATO or the UN.

### Employer engagement and vocational contexts

It is vital that this unit is delivered using a range of real case studies and scenarios drawn from real public services. Access to and research of the websites of the international institutions listed in the unit content is vital.

Delivery of this unit will be greatly enhanced if learners have the opportunity to visit a range of public service organisations which operate internationally and listen to speakers from public services and third sector organisations that work on the international scene. Talks from relevant public services personnel and the personnel from third sector organisations such as Amnesty, Liberty and the Red Cross are vital for learners to be able to relate the content of this unit to real and current scenarios. Personnel from relevant public service and third sector organisations should be asked to contribute to the design and assessment of assignments including setting real assignment briefs and attending events and presentations where the outcomes of learner work are reviewed.

## Indicative reading for learners

### Journals

*The Economist*

*International Defence Review*

*The New Statesman*

*Time Magazine*

### Websites

Amnesty

[www.amnesty.org.uk](http://www.amnesty.org.uk)

Foreign and Commonwealth Office

[www.fco.gov.uk](http://www.fco.gov.uk)

Gateway to the European Union

[europa.eu/index\\_en.htm](http://europa.eu/index_en.htm)

Greenpeace

[www.greenpeace.org.uk](http://www.greenpeace.org.uk)

Human Rights Watch

[www.hrw.org](http://www.hrw.org)

Human Rights Web

[www.hrweb.org](http://www.hrweb.org)

Islamic Human Rights Commission

[www.ihrc.org](http://www.ihrc.org)

Liberty

[www.liberty-human-rights.org.uk](http://www.liberty-human-rights.org.uk)

North Atlantic Treaty Organization (NATO)

[www.nato.int](http://www.nato.int)

United Nations

[www.un.org](http://www.un.org)

Universal Declaration of Human Rights (1948)

[www.un.org/en/documents/udhr](http://www.un.org/en/documents/udhr)

UN Human Rights

[www.un.org/rights](http://www.un.org/rights)



## Delivery of personal, learning and thinking skills

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	analysing how decisions made by international institutions affect the operations of UK public services, evaluating the role of international institutions in upholding human rights analysing the role of the UN in upholding international human rights
<b>Team workers</b>	working with other learners to research information and public service organisations
<b>Self-managers</b>	completing assignment work for submission
<b>Effective participators</b>	taking part in classroom discussions.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	evaluating the role of international institutions in upholding human rights
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching information and public service organisations
<b>ICT – Develop, present and communicate information</b>	
Present information in ways that are fit for purpose and audience	presenting their assignment evidence
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	presenting their assignment evidence
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching information and public service organisations
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	presenting their assignment evidence.