



Datum
2017-04-02

Självvärderingsdokument

Utbildning

Fristående kurs/program: Folkrätt

Programansvarig/ämnesrådsordförande/annan

Är utbildningen en uppdragsutbildning?

Nej

Självvärderingen ska skickas till foun@fhs.se senast den 24 maj.

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Gemensamma frågor för samtliga utbildningar

Inledning

Beskriv övergripande samt analysera utbildningen. Redogör gärna även för eventuella utmaningar och om särskilda strategiska satsningar eller åtgärder har vidtagits.

Använd senaste befintlig statistik och nyckeltal (tex från senaste tertialrapport eller årsredovisning). Jämför med tidigare utfall och kommentera nedanstående frågor.

Tema	Vägledande frågeställningar
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Med söktrycket som analysverktyg

- **Hur reflekterar ni kring söktrycket? Nivå/könsfördelning mm**
- **Vilka eventuella åtgärder har vidtagits/planeras för att komma till rätta med eventuella svårigheter?**

The international law courses at the Swedish Defence University have consistently remained some of the most sought after courses at the university and in Sweden.

The following table illustrates the high levels of applications for each of the courses offered in international law:

Termin	Utbildningens namn	Total Applications	Kvinnor totalt	Män totalt	Total 1:a hand	Kvinnor 1:a hand	Män 1:a hand
HT2017	Folkrätt i kris och konflikt	452	307	145	59	43	16
VT2017	Folkrätten och fredsfrämjande insatser	216	146	70	40	27	13
VT2017	Responsibility in International Law	168	112	56	16	11	5
HT2016	Folkrätt i kris och konflikt	470	347	123	65	51	14
VT2016	Folkrätten och fredsfrämjande insatser	238	165	73	41	22	19
VT2016	Responsibility in International Law	198	137	61	26	17	9
HT2015	Folkrätt i kris och konflikt	497	345	152	69	48	21
VT2015	Folkrätten och fredsfrämjande insatser	210	141	69	23	12	11
VT2015	Responsibility in International Law	174	99	75	28	18	10
HT2014	Folkrätt i kris och konflikt	478	318	160	74	53	21
Termin	Utbildningens namn		Kvinnor totalt	Män totalt	Total 1:a hand	Kvinnor 1:a hand	Män 1:a hand
VT2014	Folkrätten och fredsfrämjande insatser	214	146	68	40	26	14
HT2013	Folkrätt i kris och konflikt	338	227	111	53	38	15

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More women than men have applied to all courses offered by the international law centre. The gender differential is most apparent with respect to the A-level course (Folkrätt i kris och konflikt) which has had a steady female to male ratio of over 70% of first priority applications from women. The B-level courses have a more even gender distribution however female applicants are still the majority. Marketing of the courses is gender neutral, so we do not see the gender imbalance as particularly problematic at this stage. Although we will continue to monitor it.

Level of registration for the two B-level courses has been down in past year. However we expect that this will increase with the introduction of the C-level course in HT2017 as students see a way to specialise in international law within the degree program at FHS. We have already seen anecdotal indications of students scrambling to register for the B courses as they realise that the C-course is going to be available and successful completion of the B-courses is a prerequisite.

Med genomströmning som analysverktyg

- **Hur reflekterar ni kring utbildningens genomströmning?
Nivå/könsfördelning mm**
- **Finns det några moment som utmärker sig såväl positivt som negativ?**
- **Görs en systematisk uppföljning av genomströmningen på kursmoment-, grupp- respektive individnivå som grund för kursutveckling och stödåtgärder?**
- **Förekommer stora avhopp och görs någon analys av dem samt vidtas åtgärder för att minska avhoppet?**
- **Har ni vidtagit åtgärder för att påverka/förbättra genomströmningen?
Beskriv dessa**

Throughput figures for the courses in international law are provided in Table 2 below:

	SÖKALTERNATIV	Sök. Prio 1	SÖK. TOTALT	Platser (beviljade platser)	Reg.	Reg. kvinnor	Registrerade % (jfr beviljade)	Avklarad kurs	Avklarad kurs-kvinnor	Avklarad kurs % (jfr reg.)	Avklarad kurs % (jfr beviljade)
HT2016	(S1509) Folkrätt i kris och konflikt	66	473	35	36	21	103%	22	14	61%	63%
VT2016	(S2404) Folkrätten och fredsfrämjande insatser	41	238	18	15	6	83%	10	5	67%	56%
VT2016	(S2405) Responsibility in International Law	29	217	18	18	11	100%	8	4	44%	44%
HT2015	(S1409) Folkrätt i kris och konflikt	69	500	30	29	19	97%	19	14	66%	63%

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VT2015	(S2304) Folkrätten och fredsbefrämjande insatser	23	212	30	13	9	43%	10	7	77%	33%
VT2015	(S2305) Responsibility in International Law	31	183	30	24	14	80%	15	9	63%	50%
HT2014	(S1307) Folkrätt i kris och konflikt	76	481	24	26	13	108%	18	10	69%	75%
VT2014	(S2202) Folkrätten och fredsbefrämjande insatser	41	216	30	27	16	90%	21	11	78%	70%
HT 13	(S1210) Folkrätt i kris och konflikt	53	339	48	48	35	100%	32	23	67%	67%
VT 13	(S2103) Folkrätten och fredsbefrämjande insatser	35	141	30	18	8	60%	14		78%	47%

The numbers have remained fairly constant over time and compare fairly averagely with other courses at similar levels. There is no systematic collection of data regarding the underlying causes of the non-completion rate. Anecdotal evidence from students includes the following: underestimating the amount of time required to take the course, attempting to take more than one course at a time, not appreciating the fact that these are law courses and taught as such (although it should be noted that the courses are specifically designed with non-law students in mind), job commitments (both part-time and securing full-time employment during the course).

As shown in the chart above, women sitting the courses are at least as likely as men to complete the course. We expect that the throughput of the international law courses as a whole will improve now that we are able to offer courses at all levels. In the past we have had large numbers of students register for the A-level course, but not registered for the B-level courses as there was no way to specialise in the topic and their attention was better spent elsewhere. We will continue to track and monitor throughput as a whole.

In conjunction with other courses at FHS, we have worked to increase throughput by providing an additional re-examination opportunity, in principle for all courses, in August.

Arbetsmarknadsanknytning

- **Vilka yrkesförberedande inslag finns i utbildningen t.ex. studiebesök, gästföreläsare, och examination? Omfattning av yrkesförberedande inslag? Hur kvalitetssäkras dessa moment? Beskriv och ge exempel**

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- **Hur uppfattar studenterna utbildningens användbarhet för arbetsmarknad?**

Each of the international law courses features guest lectures from those who are involved operationally in the practice of international law in various ways. For example, the A-level course has guest lectures from *inter alia* Swedish government ministries, the discrimination ombudsman, a former ICRC delegate, armed forces headquarters – which, in addition to providing relevant expert advice on the substantive law, showcase the various working environments in which these skills are used and allow the students the opportunity to ask questions about possible career paths etc. The anecdotal evidence from students' comments is also very favourable about the guest lectures and specifically about the relevance for future careers.

The seminars and exams in all courses use practical analysis as a principal assessment tool. This reflects the fundamental belief of the teaching staff that the teaching and learning of international law is about application. The courses have a clear progression in expectation of critical analysis and ability, both within the courses and between A-level and B-level courses. For students who wish to work in the field as analysts (or legal specialists) this provides an excellent introduction into the method of legal reasoning and how to formulate a cohesive and coherent argument. An attribute highly valued by prospective employers. This progression will also be reflected in the upcoming C-level course to be offered for the first time in HT2017.

The centre is also in the process of setting up an internship programme to enable students to get credit for legal internships at organisations approved by the centre.

Studenterna och studentinflytande

- **Hur ser studentgruppen ut och hur fungerar den?**
- **Hur har studenterna varit delaktiga/haft inflytande på utbildningen?**
- **På vilket sätt har studentinflytandet inom utbildningen varit tillfredsställande?**
- **Hur tillvaratas och återkopplas resultat från kursvärderingar och/eller programvärderingar? Finns någon systematik?**
- **Hur ges studenterna återkoppling på sina prestationer?**
- **Hur väl har utbildningen motsvarat studenternas förväntningar?**

Because of the relatively small class sizes at FHS (in comparison with other universities) students have the opportunities to get to know each other quite well during the courses. Depending on the lecturer, the courses involve group discussion, Socratic method teaching to stimulate active participation, and an openness to questions during the class which encourages students to bring their personal experiences to bear on particular topics. These personal experiences have

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then been folded into the teaching by way of examples of the principles under discussion. In previous years, students have also set up study groups outside of class time where the more engaged students use the information from class and debate and discuss issues; teaching staff have actively encouraged and facilitated this by answering questions, providing examples or scenarios etc.

Course evaluations are also carried out after every course. They are voluntary and anonymous and have a notoriously low response rate. They have been used to determine the structure of the A-course (we went from one exam at the end of the course to two exams one after the first two modules and one at the end on the second two modules), however they are not used in any meaningful way to determine course content. Course evaluations are collected and stored by the studierector to address any issues. There is a student representative on the Ämnesråd, however attendance has been sporadic, and to my knowledge there have not been issues raised as to course content in that forum.

Feedback is given to students in two ways. First is directly in the seminar by way of general summing up and addressing individual students directly at the time of their contributions. Secondly, feedback is given with written comments on exam scripts and in person where the student wishes to discuss their result.

Lärarna

- **Hur stor andel av utbildningen utgörs av lärarledd undervisningstid¹?**
- **Hur säkerställer ni att lärarna har relevant kompetens?**
- **På vilket sätt har studenterna tillgång till de läranderesurser samt det stöd som behövs för att ge förutsättningar för att framgångsrikt kunna genomföra sina studier?**

Courses are generally taught on the basis of six-hours of teacher-oriented teaching time per week. Three two-hour lecture slots per week followed by an examining seminar at the end of each module which will be moderated in some form by the teacher.

Teachers are all experts in their field, however we are a small team so we also bring in guest lecturers who work with particular topics from a practical standpoint. All guest teachers are discussed by the teaching team before being used and their lectures are assessed afterwards to see if there are any gaps in content coverage which need to be picked up in subsequent lectures. If, as has happened once in the past that I am aware of, the guest is simply not a particularly good lecturer (despite being a subject matter expert) they are not invited back.

As with all other courses and programs at FHS, students have access to learning resources and support, partly through IT educators which are linked to ALB, and

¹ Med lärarledd undervisningstid avses t.ex. föreläsningar, seminarier, handledning, studiebesök, övningar under ledning av lärare, lärarledd examination (exempelvis seminarier) samt tentamensgenomgångar.

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partly through software linked to ALB. The school provides assistance in assessing disabilities, for example dyslexia, and giving recommendations as to appropriate measures to take for the affected student's education, for example extra time for exams, mentoring by other students etc. For teaching staff on international law courses, we are aware of dyslexia issues in the class and try and make course presentation materials (lecture slides) as user friendly as possible, and adapting teaching methods to accommodate disability as seamlessly as possible, for example by reading through text heavy slides, allowing the recording of lectures etc.

Pedagogik

- **Hur stor andel av lärarna har genomgått pedagogisk kompetensutveckling? Könsfördelning och beskrivning av gruppen. Råder det balans/Obalans? kommentera**
- **Hur tillgodoses lärarnas möjlighet till pedagogisk kompetensutveckling?**
- **Vilka olika pedagogiska metoder används i utbildningen?**
- **Hur tillgodoses studenters olika behov?**
- **Beskriv det stöd som finns (t.ex. tekniska och personella resurser etc.) för att kunna säkerställa lärarnas pedagogiska kompetensutveckling?**

Teaching on the international law courses is fairly gender balanced, although our teaching team is currently in a state of flux. We currently have one male and one female teacher on the civilian programs. Previously it was two male and two female teachers. Guest lecturers are likewise distributed fairly evenly, male to female, as well.

The current teaching staff are in the process of completing HPED 2.

Teaching on the courses is conducted through various methods: frontal lectures, Socratic teaching (question and answer), group tasks, seminars, moot courts, research assignments (within the examining seminar framework) – all specifically designed and calculated to develop students' secondary skill sets as well as their content knowledge. This combination of methods has been specifically adopted, even down to the design of powerpoint slides, to play to different the learning styles of the students.

Forskningsanknytning

- **Hur stor andel av lärarna är disputerade/odisputerade**
- **Ge exempel på hur ni knyter an till den senaste/mest relevanta forskningen i utbildningen.**
- **På vilket sätt (t.ex. progression) utvecklas studenternas förmåga att ta till sig relevant forskning?**

The remaining teachers on the international law courses both have PhDs: one professor, one universitetslektor.

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One example of recent research included in the education is the provision of reading material to the students which has recently been published. Because the B-level courses are taught using extracts and articles it is easy to adjust the reading lists year on year to incorporate the latest research. In addition, although not strictly research, any relevant court cases that have been handed down are provided in class (or a summary given), are discussed in the class, and their significance analysed.

Progression through the levels of international law courses allows an increasing level of exposure to relevant research for students. The A-level course is taught with the aid of text books. The B-Level courses are taught with a selection of original research and relevant texts as well as exposure to legal research methods through the seminars. The upcoming C-level course involves a significant level of independent research, both through the formulating of a seminar topic and student led seminars, the writing of an independent essay and a series of teaching moments based on research methods and research design.

Internationalisering

- **Vilka former av internationella perspektiv som utvecklar studenternas kompetens att verka i en globaliserad värld erbjuder utbildningen?**
- **Hur utbyts internationella erfarenheter inom utbildningen?**

The courses are on international law and are taught by an international staff (now primarily in English). As different states use different interpretations of international law, these perspectives are naturally reflected and discussed as part of the teaching of international law.

Jämställdhet

- **Vilka reflektioner väcker söktrycket/genomströmningen? Urval av studenter?**
- **Hur stor andel av lärarna är kvinnor och män i varje grupp? Råder det obalans? Vilka åtgärder har vidtagits för att förbättra obalansen?**

These questions have been discussed above

Hållbar utveckling

- **På vilket sätt säkerställer ni att utbildningen främjar en hållbar utveckling som innebär att nuvarande och kommande generationer tillförsäkras en hälsosam och god miljö, ekonomisk och social välfärd och rättvisa.**

The study of international law – particularly in the context taught here at FHS, namely crisis and conflict – deals specifically with sustainable development and particularly reflect the UN sustainable development goals relating to peace, justice and sustainable institutions (Rule 16) as well as Gender Equality (Rule 5) and Quality Education (Rule 4). Human rights law and international humanitarian law, questions of responsibility – of states, but particularly non-state actors such as NGOs & corporations - all have an obvious relationship with the promotion of the

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rule of law, gender equality and development and accountability issues. In addition to the specific content related contributions that the international law courses make, and as has been noted in relation to other courses, analytical training and the development of a critical attitude contribute to intellectual maturity in our students, which increases the chances of responsible decision making in the environments in which they ultimately end up.

Beskriv och analysera utbildningens styrkor. Ta gärna upp både yttre och inre omständigheter. Finns det något som behöver utvecklas inom uppdraget samt eventuella förutsättningar eller hinder för detta. Ni får också precisera om ni har möjlighet att utveckla detta på egen hand eller om hjälp behövs från andra delar av organisationen.

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Särskilda frågor för programmet/ämnet

1. Vilka långsiktiga förändringar ser ni framför er i utbildningen? Kommentera särskilt bemanningen.

In the long term we hope to expand the civilian course offerings by adding an additional ground course on national emergency laws and possible collaboration on a joint masters (LLM) programme with Stockholm University or Uppsala University (or both). The former is contingent on the completion of a PhD and return to FHS of a colleague and upskilling of other members of our centre in order to be able to offer the courses. The LLM programme is still in the investigatory stage having suffered an initial setback with Stockholm University not being able to be the 'seat' for the development of the programme. Talks are ongoing as to whether the tripartite LLM could still work through Uppsala, or whether FHS should work with Uppsala bilaterally. Once additional resources are secured through the new course offerings it will hopefully allow room in the budget to hire new staff.

We are also actively pursuing other ways of engaging with students, through online learning platforms, or distance teaching (where the guest lecturer is at a distance, rather than the students) to be able to make the most effective use of our limited resources.

2. Val av examensmål för utbildningen (*tas fram av nämnden inför varje utvärdering*)

Hur säkerställer ni att studenterna uppnår nedanstående mål (ur högskolelagen)

**"Utbildning på grundnivå ska utveckla studenternas
– förmåga att göra självständiga och kritiska bedömningar"**

"Basic education will develop the students
- ability to make independent and critical assessments "

As stated previously, the teaching of international law is about application. All of the free-standing international law courses taught at FHS require students to apply the law to specific fact scenarios and make this identification of issues and analysis part of the examining moments (both as seminars and written exams). Because the fact scenarios are different every time it is impossible for a student to pass the course simply by regurgitating a textbook answer. Even in moments where there is no problem question, critical analysis is required at all levels (the required degree of analysis progresses throughout the courses).

**3. Om uppdragsutbildning (*tas fram av nämnden inför varje utvärdering*)
Ej relevant i detta fall**