

Programme Specification

Section 1: Basic Data

Awarding institution/body	UWE
Teaching institution	UWE
Faculty responsible for programme	Humanities, Languages & Social Sciences
Programme accredited by	Not Applicable
Highest award title	BA (Hons) International Relations and ... (another half award)
Default award title	BA (Hons) Social Science
Interim award title	BA International Relations and ...(another half award) Diploma in Higher Education – Social Science; Certification in Higher Education – Social Science
Modular Scheme title (if different)	Social Science Undergraduate Modular Programme
UCAS code (or other coding system if relevant)	LL12, RL92, VL12, LVF5, LCF8, L290, LL32
Relevant QAA subject benchmarking group(s)	Politics & International Relations
On-going/valid until* (*delete as appropriate/insert end date)	Ongoing
Valid from (insert date if appropriate)	September 2005

Authorised by...Award leader

Date:...14.04.05

Version Code; 2

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

Section 2: Educational aims of the programme

- To provide a general educational experience in which students might acquire knowledge, skills and those virtues associated with learning and reflection.
- To promote critical, creative and analytical thinking.
- To assist students to realise their potential.
- To provide a general foundation for the world of work by equipping students with the broad range of skills, understanding and knowledge employed in a wide range of vocations.
- To teach academically challenging and vocationally relevant modules in Economics, Politics, Sociology and other allied disciplines, which will provide students with an understanding of the economic, political and social features of the world.
- To teach those same disciplines in combination with each other and in groupings (“pathways”) organised about specific themes, such that students may benefit from diversity of perspective as well as specificity of discipline.
- To impart a broad range of skills: discipline specific, cognitive and general transferable skills, which, together with the points above provide the student with a sound basis for further study.
- To acknowledge the wide diversity of students and their interests through a flexible programme, enabling the student to choose between a variety of modules and disciplines in order to meet their particular educational needs and to foster their individual development.
- To encourage scholarship and to foster the virtues of objectivity, reflection and judgement.
- To foster critical study, collaborative and individual, independent learning. This aim includes the promotion of self-criticism and reflexive awareness.
- To provide an opportunity for international exchange and study abroad.

Section 3: Learning outcomes of the programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...

A Knowledge and understanding

Learning outcomes

Teaching, Learning and Assessment Strategies

A Knowledge and understanding of:

1. the working of the contemporary international system
2. the history of the international system.

Teaching/learning methods and strategies:

Acquisition of 1 and 2 is through the required reading on core and optional modules, the combination of lectures, and interactive seminars appropriate to each module. On all modules extensive advice is given about wider secondary reading, in the course materials, and during lectures and seminars.

Additional support is provided through the School Module Leaders and tutorials with the Award Leader, where required. Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the International Relations.

Assessment:

Assessment balances longer essays, shorter text reviews and other focussed tasks, with all modules conforming to University regulations on examination under controlled conditions. The optional project module has no exam but includes a dissertation planning assessment element.

B Intellectual Skills

<p>B Intellectual Skills</p> <p>Students should develop the capacity to:</p> <ol style="list-style-type: none"> 1. develop a reasoned argument; 2. gather, retrieve and synthesise information; 3. review and evaluate evidence; 4. appreciate the complexity of International Relations and assess the merits of competing explanations; 5. evaluate research. 	<p>Teaching/learning methods and strategies</p> <p>Intellectual skills 1-5 are developed through extensive seminar discussions, and the subsequent assessment activities. Specifically, lectures and seminars are used to introduce learners to the appropriate sorts of materials which they are then encouraged to explore further. Assessments are intended to ensure all skills (1-5) are deployed, with the progression through the award being reflected in the material used in assessment tasks.</p> <p>Assessment</p> <p>The variety of assessment methods employed place emphasis on the learner's ability to demonstrate the successful acquisition of skills 1-5, through essays, reviews and unseen examinations.</p>
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C Subject, Professional and Practical Skills

<p>C Subject/Professional/Practical Skills</p> <p>On successful completion of this award students will be able to demonstrate the following skills:</p> <ol style="list-style-type: none"> 1. Display a thorough grounding in the current models of the international system. 2. Show the ability to apply current theory to the international system. 3. Demonstrate an understanding of foreign policy making in some states in the international system. 4. Demonstrate an understanding of the causes of war and conflict in the international system. 5. Show they can understand the interaction between the international state system and the international economic system. 6. Show their understanding of the role of non-state actors in the international system. 7. Display an ability to comprehend the maintenance of international security. 	<p>Teaching/learning methods and strategies</p> <p>Skills 1, 2, 4 are directly related to the core module at level III, while skill 3 is directly related to the compulsory module at level II. The IR list modules in various combinations are related to skills 5-7, while the level I module develops the basis for the acquisition of all 7 skills. Acquisition of skills is accomplished at all levels through the introduction and exposure to a range of key literature. Learners receive guidance on their approach to the material during lectures and seminars, with presentations and discussion offering opportunities for engagement with such material. Expressive skills are assessed through the written assessments and where appropriate through the assessing of seminar contribution.</p> <p>Assessment</p> <p>All skills are primarily assessed through the contribution to seminar and the written assignments for each module as well as the unseen examination. Assessments range from short essays and reviews to extended comparative journal reviews and case studies (in the core modules).</p>
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D Transferable Skills and other attributes

D Transferable skills and other attributes	Teaching/learning methods and strategies
<p>Students successfully completing the programme will be able to:</p> <ol style="list-style-type: none">1. communicate;2. use information technology;3. learn to learn;4. work as a team;5. self-manage.	<p>All students are encouraged to develop and refine their communications skills (skill 1) through active participation in seminars and the assessment requirements across the modules. All work has to be word-processed and students are encouraged to utilise the varied IT-related resources available on-line and through the library in the preparation of the assessments (skill 2). All modules (including the core modules) require considerable autonomous learning by learners and the assessments strategy rewards the attainment of key learning skills (skill3). Many modules specifically encourage teamwork (skill 4), through the utilisation of seem-structured small group work as part of the seminar programme, while preparations for both seminars and assessments requires the development of skill 5. This is especially the case for these students undertaking the IR project.</p> <p>Assessment</p> <p>Across the modules there is a balanced diet of assessment ranging from short technical exercises (such as bibliographical reviews) to extended case studies. On all modules (except the project module) there is an element of assessment under controlled conditions which emphasise the attainment of all 5 skills in combinations appropriate to the particular assessment point. Skill 1 is assessed through written work and assessed seminar contribution; skill 2 is assessed through the requirement to word-process all assessed submissions; skill 3 is assessed through subject coverage in seminars, written assignments and in examinations; skill 4 is assessed as part of seminar contribution; and skill 5 is assessed through the use of deadlines and focussed requirements for assessed assignments.</p>

Section 4: Programme structure

Use next page to provide a structural chart of the programme showing:

- Level and credit requirements
- Interim award requirements
- Module diet, including compulsory/core/optional modules

ENTRY ↓	level 1	Compulsory modules UPPNFB-30-1 Politics Beyond the Nation State	Optional modules (Full list available from the Faculty Administration team). Students must take one 30 credit Sociology or Economics or History module.	Interim Awards: • Credit requirements: 120 – Certification in Higher Education • Other requirements None
		Core modules There are no core modules at this stage of the half award.		
	level 2	Compulsory modules • UPPNGY-30-2 Global Politics: Contemporary Perspectives	Optional modules (Full list available from the Faculty Administration team). Students must take one 30 credit module from the International Relations List or other.	Interim Awards: • Credit requirements: 240 – Diploma in Higher Education • Other requirements None
		Core modules There are no core modules at this stage of the half award.		
	Year out	<i>Use this space to describe optional/compulsory year abroad/placement/clinical placement</i>		
	level 3	Compulsory modules None	Optional modules (Full list available from the Faculty Administration team). Students must select two modules from the International Relations List.	Prerequisite requirements • Minimum credit/module requirements -120 • Other – None Awards: • Target/highest BA(Hons) • Default title - BA Credit requirements BA(Hons) – 360 BA – 300
		Core modules There are no core modules at this stage of the half award.		

→ GRADUATION

Section 5: Entry requirements

Candidates must be able to satisfy the general admissions requirements of the University of the West of England with specific requirements as detailed below:

GCSE levels
Maths/Statistics, English

A & AS Levels
Normally Tariff Points within the range of 200 – 240.

BTEC - An appropriate National Diploma with good standing and final year grades within the range 6 Merits – 2 Distinctions and 4 Merits.

Irish Highers – Passes with grades within the following range: BBB – BBBB.

Access Courses – Validated access course in appropriate subjects.

Baccalaureate – European with between 66% and 70%. International with between 24 and 28 points.

Joint Honours students must check the specific entry requirements of the other subject chosen. The offer made will be a combination of the two.

Section 6: Assessment Regulations

- a) **MAR** ✓
- b) **Approved MAR variant (insert variant)**
- c) **Non MAR**

Section 7: Student learning: distinctive features and support

- Induction Programme for orientation and study skills.
- Detailed Student Handbooks and Module Guides.
- Extensive specialist library
- On-line learning resources, Internet, Intranet and email access
- Dedicated office hours for all staff, student email system, trained counsellors for both pastoral and academic support.
- Specialist equipment, resources, and technical and instructing staff.
- A wide range of teaching and learning strategies and a varied range of assessment modes.
- A strong emphasis on developing analytical and critical skills.
- A lively relationship between of theory and practice.
- Access to academic tutors and student advisors

Section 8 Reference points/benchmarks

- QAA subject benchmarks.
- University teaching and learning policies.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.