

Programme Specification

Section 1: Basic Data

Awarding institution/body	UWE
Teaching institution	UWE
Faculty responsible for programme	Humanities, Languages and Social Sciences
Programme accredited by	Not Applicable
Highest award title	BA (Hons) International Relations
Default award title	BA (Hons) Social Science
Interim award title	BA International Relations; Diploma in Higher Education - International Relations; Certificate in Higher Education - International Relations
Modular Scheme title (if different)	HLSS Undergraduate Modular Degree Programme
UCAS code (or other coding system if relevant)	L250
Relevant QAA subject benchmarking group(s)	
On-going/valid until* (*delete as appropriate/insert end date)	Ongoing
Valid from (insert date if appropriate)	September 2008
Authorised by...Chair of QSC	Date:...18/11/08
Version Code	
4	
<i>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</i>	

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 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 International Relations and other allied disciplines, which will provide students with an understanding of the economic, political and social features of the world.
- 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 judgment.
- 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 quality of knowledge in the academic discipline of International Relations (IR);
2. the range of theoretical perspectives within IR;
3. the axiological status of knowledge of the international system;
4. the nature and evolution of the international system;
5. social scientific methodology utilised in IR.

Teaching/learning methods and strategies:

Students acquire knowledge and understanding through lectures, seminars, independent study and assessment preparation. Knowledge and understanding of the range of theoretical approaches within IR is conveyed the dedicated level 1 module *Politics Beyond the Nation State* and second level compulsory module *Theories of International Relations*. Understanding and knowledge of the international system is promoted in the dedicated level 1 module, and level 2/3 modules in the programme of which students must take at least six in addition to the compulsory level 2 module. The methods used to gain knowledge about IR, its quality and limitations, are discussed in lectures and seminars in the compulsory level 2 module.

Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learned and to broaden their individual knowledge and understanding of the subject.

Assessment:

Testing of knowledge and understanding takes place through a range of assessed coursework and examinations. The former include essays, case studies, text reviews, oral presentations

	<p>and seminar performance.</p> <p>Assessments in the dedicated level 1 module and compulsory level 2 module test students' knowledge and understanding of the range of theories of IR. Level 2/3 modules in the programme assess students' knowledge and understanding of the nature and evolution of the international system.</p> <p>The quality of knowledge regarding the international system, and the methods used to acquire it, are assessed through examination, seminar exercises and a range of written assessments.</p>
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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 are developed by the examples set by academic staff in lectures and seminars, through seminar debate, independent reading, assessment writing and tutors' feedback on students' work.</p> <p>Library inductions at the start of the level 1 module, and introduction to IT in Induction Week provide students with a foundation in information gathering and retrieval. For level 3 students taking the IR project there is also a dedicated information retrieval session.</p> <p>Issues dealing with the gathering and presentation of evidence are dealt with explicitly in the compulsory level 2 module, Theories of International Relations, facilitating the application of skills 4 and 5 at level 3.</p> <p>Assessment</p> <p>Assessment methods motivate students to develop their intellectual skills and hone them in the light of their preparatory reading, the assessment tasks and feedback from tutors.</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. understand subject matter and the discipline;2. investigate questions relevant to the discipline of International Relations;3. use appropriate social scientific methods to the study of the international system;4. apply concepts and theories.	<p>Teaching/learning methods and strategies</p> <p>Lectures and seminars convey understanding of the subject matter of the discipline its concepts and theories. Methods in International Relations are taught in the compulsory level 2 module, Theories of International Relations.</p> <p>...</p> <p>...</p> <p>Assessment</p> <p>Understanding of the subject matter of the discipline, its concepts and theories are assessed through essays, exams, oral presentation, performance in seminar discussion, and text reviews.</p> <p>Level 3 research essays and the optional project module require students to investigate questions relevant to International Relations using the methods they have acquired in the level 2 compulsory module. It is also in these assessments at level 3 where students apply concepts and theories.</p>
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D Transferable Skills and other attributes

<p>D Transferable skills and other attributes</p> <p>On successful completion of this award students will be able to demonstrate the ability to:</p> <ol style="list-style-type: none">1. communicate;2. use numeracy;3. use information technology;4. learn to learn;5. work as a team;6. self-manage.	<p>Teaching/learning methods and strategies</p> <p>Students' oral communication is developed through seminar discussion and presentations. Written communication skills are developed in a level 1 seminar for <i>Politics Beyond the Nation State</i> devoted to essay preparation, and through assessment and tutor feedback.</p> <p>Students receive an introduction in the use of information technology in their library and IT inductions at the beginning of the first year. Students use the Blackboard to obtain deliver learning materials. Students are encouraged to use the world wide web by the inclusion of named sites in module handbooks.</p> <p>Team work is promoted through seminar discussion, and in students' assumption of specific seminar obligations to their seminar group for <i>Politics Beyond the Nation State</i>.</p> <p>Students' development as learners is enhanced through guidance from tutors in lectures, seminars, module handbooks and coursework assessment feedback. Students also use the programme of study skills sessions and individual tutorials provided by the Study Skills Tutor. The Disability Centre facilitates learning for students with special needs.</p> <p>Self-management is encouraged through the choice given to students choice of modules, through selection of subjects for case studies, research essays and the project.</p> <p>Assessment</p> <p>All modules involve written assessments. Several modules, including <i>Politics Beyond the Nation State</i> at level 1, use oral assessment.</p> <p>All assessed written coursework after term 1 of the first year has to be word processed.</p> <p>The progression in the independence required of students in assessment as they move through the different levels of programme promotes student learning.</p> <p>Team work is assessed through seminar performance element in <i>Politics Beyond the Nation State</i> at level 1, and in various modules at levels 2 and 3.</p> <p>Self management is required through the enforcement of deadlines for all coursework assessment, and in the independence required to manage self-selected case studies, essays and the project.</p>
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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	<p>Compulsory modules</p> <p><i>Politics beyond the Nation State</i> UPPNFB-30-1</p> <p><i>Foreign Policy</i> UPPNFD-30-1</p>	<p>Optional modules</p> <p>Students must take 60 credits at level 1 or above from within the wider HLSS undergraduate integrated scheme</p>	<p>Interim Awards:</p> <ul style="list-style-type: none"> • Credit requirements: 120 – Certificate in Higher Education • Other requirements: None
		<p>Core modules</p>		
	level 2	<p>Compulsory modules</p> <p>Theories of International Relations UPPNGY-30-2</p>	<p>Optional modules</p> <p>Students may take 30 credits at level 2 or above from the wider HLSS integrated undergraduate scheme (subject to prerequisites)</p>	<p>Interim Awards:</p> <ul style="list-style-type: none"> • Credit requirements: 240 – Diploma in Higher Education • Other requirements: None
		<p>Core modules</p> <p>Students must take at least two from the International Relations module list</p>		
	Year out	<p><i>Use this space to describe optional/compulsory year abroad/placement/clinical placement</i></p>		
	level 3	<p>Compulsory modules</p> <p>There are no compulsory modules at this stage of the award.</p>	<p>Optional modules</p> <p>Students must take four from the International Relations module option list</p>	<p>Prerequisite requirements</p> <ul style="list-style-type: none"> • Minimum module/credit requirements 240 • Other: None
		<p>Core modules</p> <p>There are no compulsory modules at this stage of the award.</p>		<p>Awards:</p> <ul style="list-style-type: none"> • Target/highest: BA(Hons) • Default title: BA (Hons) Social Science <p>Credit requirements BA(Hons) – 360 BA - 300</p>

→ 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
English

A & AS Levels
Normally Tariff Points within the range of 240-300..

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.

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 for media production.
- 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 theory and practice.
- Access to academic tutors and student advisors

Section 8 Reference points/benchmarks

- QAA subject benchmark: Politics and International Relations.
- University teaching and learning policies
- University assessment policy
- Faculty teaching and learning policy.

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.