Programme Specification – 2016/17

1. Awarding body
   University of Surrey

2. Teaching institution (if different)
   NA

3. Final award and programme/pathway title
   BSc (Hons) Politics

4. Subsidiary award(s) and title(s)
<table>
<thead>
<tr>
<th>Award</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSc (Ord)</td>
<td>Politics</td>
</tr>
<tr>
<td>Dip HE</td>
<td>Politics</td>
</tr>
<tr>
<td>Cert HE</td>
<td>Politics</td>
</tr>
</tbody>
</table>

5. FHEQ Level
   4, 5 and 6

6. Credits and ECTS credits
   360 UK credits, 180 ECTS credits

7. Name of Professional, Statutory or Regulatory Body (PSRB)
   NA

8. Mode of study and route code
<table>
<thead>
<tr>
<th>Mode of study</th>
<th>Route code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>Y</td>
</tr>
<tr>
<td>Full-time with PTY</td>
<td>Y</td>
</tr>
<tr>
<td>Part-time</td>
<td>N</td>
</tr>
<tr>
<td>Distance learning</td>
<td>N</td>
</tr>
<tr>
<td>Short course</td>
<td>N</td>
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</table>

9. JACs code

10. QAA Subject benchmark statement (if applicable)
    Politics and International Relations

11. Other internal and / or external reference points
    NA

12. Faculty and Department/School
    Faculty of Arts and Social Sciences; Department of Politics

13. Programme Leader
    Louise Thompson

14. Date of production/revision of the specification
    July 2016

15. Educational aims of the programme

**All Programmes in the Department of Politics share these aims:**

- To enable students to understand and use a range of concepts, approaches and methods appropriate to politics, and to develop an understanding of their contested nature and of the problematic character of political enquiry.
- To provide students with a foundation of knowledge and understanding of theory and analysis, and to encourage them to apply these to issues in contemporary international affairs.
- To develop students’ capacity to think critically about events, ideas, people and institutions at local, national, regional and international levels.
- To assist students to develop a range of cognitive and social skills relevant to their intellectual, vocational and personal development.
- To give students opportunities to apply their theoretical knowledge and understanding to the resolution of real-life problems and so develop their skills in respect of professional as well as academic life.
- To provide a curriculum which encourages breadth and depth of intellectual enquiry and debate, supported by scholarship, a research culture, and staff reflection and development.
- To create a learning environment that is receptive to the needs and views of students and encourages them to achieve their full potential, even while fostering an atmosphere where students as independent learners can take responsibility for their own learning processes.
To understand and respect issues related to diversity and to employ a range of methods and approaches in relation to diverse needs.

16. Programme learning outcomes – the programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

Programme Outcomes – Certificate in Higher Education:

Knowledge and Understanding – as underscored below.

Teaching and learning strategies include lectures, seminars, group work, presentations and enquiry-based learning.

Assessment includes: book reviews, essays, presentations, peer and self-assessment, exams – seen and unseen.

Intellectual/ cognitive skills: as underscored below except: “Independent attitude to study which requires critical and reflective use of statistics and computer technology for learning purposes” and “Gather, organise and deploy evidence, data and information from a variety of secondary and primary sources”. The latter is replaced with “Gather, organise and deploy evidence and information from a variety of secondary sources”.

Teaching and learning strategies and assessment – as above under Knowledge and Understanding.

Professional practice skills: as stated below with the exception of numerical skills.

Teaching and Learning: Independent research, group work and enquiry-based learning

Assessment: Book reviews, presentations, peer and self-assessment, other written assessment.

Transferable skills:

- Effective and fluent communication skills - oral and written.
- Ability to work independently.
- Capacity to collaborate with others in large or small groups in order to achieve clearly defined tasks.

Teaching and Learning Strategies – as highlighted below

Assessment: Presentations, written assessment, exams.

Programme Outcomes – Diploma in Higher Education

Knowledge and Understanding – as underscored below

Teaching and learning strategies include lectures, seminars, group work, presentations, enquiry-based learning, data analysis

Assessment: Literature and book reviews, literature critiques, essays, presentations, exams – seen and unseen, peer and self-assessment, multiple choice tests and other coursework tests.

Intellectual/ cognitive skills: as stated below

Teaching and Learning strategies include lectures, seminars, group work, presentations, enquiry-based
Learning, data analysis

Assessment: Literature and book reviews, literature critiques, essays, presentations, exams – seen and unseen, peer and self-assessment, multiple choice tests and other coursework tests.

Professional practice skills: as stated below

Teaching and Learning strategies include the use of statistics and computers, group work, enquiry-based learning.

Assessment: Literature and book reviews, other written assessment, presentations, peer and self-assessment.

Transferable skills:

- Effective and fluent communication skills - oral and written.
- Effective use of computer and information technology, for the retrieval and presentation of information and data.
- Ability to work independently, demonstrate capacity for initiative, manage time and competing demands.
- Capacity to collaborate with others in large or small groups in order to achieve clearly defined tasks.

Teaching and Learning Strategies – as highlighted below

Assessment: Presentations, written assessment, exams.

Programme Outcomes – BSc (Ord)

Knowledge and Understanding – as underscored below

Intellectual/ cognitive skills: as underscored below

Professional practice skills: as underscored below

Teaching and Learning Strategies: Use of statistics and computers, simulations, group work, enquiry-based learning, role plays.

Assessment: Literature and book reviews, other written assessment, presentations, peer and self-assessment, reflective portfolios.

Transferable skills: as underscored below

Knowledge and understanding

- Demonstrate knowledge of key concepts, principles and theoretical approaches associated with the study of politics and international relations.
- Apply concepts, theories and methods used in the study of politics and international relations to the analysis of the political arena, and in so doing demonstrating good knowledge of the workings of political systems at the national and international level.
- Evaluate different interpretations of political issues, events and policies for national and international contexts.
- Understand the relationship between argument and evidence in the discipline of politics.

Intellectual / cognitive skills
• Gather, organise and deploy evidence, data and information from a variety of secondary and primary sources.
• Identify, investigate, analyse, formulate and commend solutions to specified problems.
• Construct reasoned argument, synthesise relevant information and exercise critical judgement in the articulation and application of evidence/data.
• Reflect on self and peer learning. Seek and apply forward constructive feedback.
• Manage learning processes in a self-critical and appropriately independent fashion.
• Recognise the importance of demonstrating good research skills, especially related to academic integrity and ethics.
• Independent attitude to study which requires critical and reflective use of statistics and computer technology for learning purposes.
• Application of theory to practice.

Professional practical skills

• Research
• Numeracy
• Critical Thought
• Computer Literacy
• Information Literacy

Key / transferable skills

• Effective and fluent communication skills - oral and written.
• Effective use of computer and information technology, including audio-visual technology, for the retrieval and presentation of information and data.
• Ability to work independently, demonstrate capacity for initiative, manage time and competing demands, emerge as a well-organised and mature learner.
• Capacity to collaborate with others in large or small groups in order to achieve clearly defined tasks.

17. Programme structure – including the route / pathway / field requirements, levels modules, credits, awards and further information on the mode of study.

All programmes operate on a 15 credit modular structure over two semesters. All taught modules are semester based and are worth 15 credits, which is indicative of 150 hours of learning, comprised of student contact, private study and assessment. Project and dissertation modules can be either 15, 30, 45 or 60 credits.

All programmes operate on a 15 credit modular structure over two semesters. All taught modules are semester based and are worth 15 credits, which is indicative of 150 hours of learning, comprised of student contact, private study and assessment.

This programme is studied full-time over three or four academic years. Three years without a Professional Training Year and four years with a Professional Training Year. In order to achieve the principal award of BSc (Hons) a student must complete 360 credits, 120 credits at FHEQ levels 4, 5 and 6 respectively. In order to achieve the principal award with a professional training year students must also complete 120 credits at level P. Students are also eligible to exit the programme with the following subsidiary awards:

• BSc (Ord) – 300 credits with a minimum of 60 credits at FHEQ level 6
• Diploma of Higher Education (Dip HE) – 240 credits with a minimum of 120 credits at FHEQ level 5
• Certificate of Higher Education (Cert HE) – 120 credits at FHEQ level 4
In order for students to progress they must achieve a minimum average of 40% and have completed all 120 credits at FHEQ levels 4 and 5 and level P.

Students can transfer between the programmes at any point over the duration of their study. Students are made aware of the variants of the different programmes during welcome week and during module option choice meetings. Students are also advised to consult personal tutors and programme leaders when considering a switch in their programme.

### Programme adjustments (if applicable)

**NA**

### FHEQ Level 4: potential awards – Cert HE

<table>
<thead>
<tr>
<th>Module code</th>
<th>Module title</th>
<th>Core /compulsory /optional</th>
<th>Credit volume</th>
<th>Semester (1 / 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL1012</td>
<td>Intro to Politics</td>
<td>Compulsory</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>POL1013</td>
<td>Intro to International Relations</td>
<td>Compulsory</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>POL1014</td>
<td>Social and Political Thinkers: From Machiavelli to Keynes</td>
<td>Compulsory</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>POL1015</td>
<td>Political Research and Study Skills</td>
<td>Compulsory</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>POL1025</td>
<td>Identity and Politics</td>
<td>Compulsory</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>POL1017</td>
<td>Debates in British Politics</td>
<td>Compulsory</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>POL1018</td>
<td>Evolution of an Integrated Europe</td>
<td>Compulsory</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>POL1019</td>
<td>Contemporary International History</td>
<td>Compulsory</td>
<td>15</td>
<td>2</td>
</tr>
</tbody>
</table>

How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level? **NA**

### FHEQ Level 5: Potential awards – Dip HE

<table>
<thead>
<tr>
<th>Module code</th>
<th>Module title</th>
<th>Core /compulsory /optional</th>
<th>Credit volume</th>
<th>Semester (1 / 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL2027</td>
<td>Approaches to Research</td>
<td>Compulsory</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>POL2028</td>
<td>Research Methods</td>
<td>Compulsory</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>POL2029</td>
<td>Them and Us: Comparative Government and Politics</td>
<td>Compulsory</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>POL2030</td>
<td>Theorising International Relations</td>
<td>Optional</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>POL2032</td>
<td>Public Policy Analysis</td>
<td>Optional</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>POL2033</td>
<td>European Integration and Disintegration</td>
<td>Optional</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>POL2038</td>
<td>International Political Economy</td>
<td>Optional</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>POL2034</td>
<td>International Organisations</td>
<td>Optional</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>POL2035</td>
<td>Political Ideologies</td>
<td>Optional</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>POL2036</td>
<td>Security Studies</td>
<td>Optional</td>
<td>15</td>
<td>2</td>
</tr>
</tbody>
</table>

How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level? Students should choose 5 from the listed 8 modules bearing in mind the semester they fall in.

### Level P – optional Professional Training Year

<table>
<thead>
<tr>
<th>Module code</th>
<th>Module title</th>
<th>Core /compulsory /optional</th>
<th>Credit volume</th>
<th>Semester (1 / 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module code</td>
<td>Module title</td>
<td>Core /compulsory /optional</td>
<td>Credit volume</td>
<td>Semester (1 / 2)</td>
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<td>-------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>----------------------------</td>
<td>---------------</td>
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</tr>
<tr>
<td>POL3061</td>
<td>Dissertation</td>
<td>Compulsory</td>
<td>45</td>
<td>Year-long</td>
</tr>
<tr>
<td>POL3060</td>
<td>British Politics: Prime Ministers, Parties and Parliament</td>
<td>Compulsory</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>POL3063</td>
<td>Case Studies in Globalisation</td>
<td>Optional</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>POL3065</td>
<td>American Foreign Policy</td>
<td>Optional</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>POL3066</td>
<td>Critical Terrorism Studies</td>
<td>Optional</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>POL3067</td>
<td>Engendering World Politics</td>
<td>Optional</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>POL3068</td>
<td>Politics of the Middle East</td>
<td>Optional</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>POL3069</td>
<td>Politics Communication and Media</td>
<td>Optional</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>POL3070</td>
<td>Negotiating Politics and Policy</td>
<td>Optional</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>POL3071</td>
<td>Cosmopolitanism, Global Justice and Democracy</td>
<td>Optional</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>POL3072</td>
<td>States and Markets in East Asia</td>
<td>Optional</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>POL3073</td>
<td>European Defence</td>
<td>Optional</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>SOC3033</td>
<td>Cultures, Race and Racism</td>
<td>Optional</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>SOC3063</td>
<td>Hate Crime</td>
<td>Optional</td>
<td>15</td>
<td>1</td>
</tr>
</tbody>
</table>

How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level? Choose 4 modules.

18. Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme

Associate Tutor(s)/Guest Speakers/Visiting Academics | Y
Professional Training Year (PTY) | Y
Placement(s) (study or work that are not part of the PTY or Erasmus Scheme) | N
Clinical Placement(s) (that are not part of the PTY Scheme) | N
ERASMUS Study (that is not taken during Level P) | N
Study exchange(s) (that are not part of the ERASMUS Scheme) | Y
Dual degree | N

19. Quality assurance

The Regulations and Codes of Practice for taught programmes can be found at: [http://www.surrey.ac.uk/quality_enhancement/index.htm](http://www.surrey.ac.uk/quality_enhancement/index.htm)