



BSc (Hons) Politics and IR with Economics Programme Specification

Programme Title & award	Bachelor of Science (Honours) in Politics and IR with Economics.	UCAS Code	69D1
Programme Level	Level 6 (FHEQ)	HECoS Code	100491 100490 100450
Relevant QAA Benchmark Statement	Politics & IR Economics	Programme Code	BNCHPOEF
Awarding Body	Solent University	Language of Instruction	English
Teaching institution	New College of the Humanities	Date approved	November 2014
Mode of Study	Full Time	Duration of Study	3 years

PROGRAMME STRUCTURE

The degree is studied over three years and there are three terms each year: Michaelmas (autumn), Hilary (spring) and Trinity (summer). Michaelmas and Hilary are 12 weeks long. Trinity is eight weeks long.

The Michaelmas and Hilary terms both consist of eight to ten weeks of intensive study for the degree programme, with one Reading Week and the remaining week for Collections (individual meetings with the student and their tutors to review their performance over the term).

The Trinity term consists of three to four weeks of teaching and revision, three of exams, and then a fortnight of other activities and preparation for courses to be studied in the year ahead.

The courses in Economics, the minor subject, will be taught over the whole of the academic year. The courses in Politics and IR, the major subject, may be taught in more concentrated periods through the year.

STRUCTURE OF THE POLITICS AND IR MAJOR (270 credits)

The **Politics and IR** major consists of nine courses:

FIRST YEAR (LEVEL 4)

Core Courses:

NCH415 Introduction to Concepts & Methods of Political Science (30 credits)

NCH408 Modern Political Thought (30 credits)

NCH406 Britain and the Wider World (30 credits)

SECOND YEAR (LEVEL 5)

Core Courses:

NCH507 Old Powers, New Powers: Imperialism, Colonialism and the Modern State (30 credits)

NCH516 The European Union in the World (30 credits)

Optional Courses:

Choose **ONE** from the following options:

NCH531 Modern British Government & Politics (15 credits) **AND** NCH536 Societies in Transition (15 credits) **OR**

NCH532 Political Ideologies (15 credits) **AND** NCH536 Societies in Transition (15 credits) **OR**

NCH511 The City in American Political Life: 1776 to Present Day (30 credits) **OR**

NCH519 A Long Civil Rights Movement? Black Political Protest 1918-1968 (30 credits)

THIRD YEAR (LEVEL 6)

Core Course:

NCH609 International Organisations: global and local (30 credits)

NCH617 International Political Economy (30 credits) **OR**

NCH648 Security Studies (30 credits)

EITHER of the following options:

NCH644 Development of India: from ancient to modern (15 credits) and

NCH649 Contemporary Politics of the Middle East (15 credits) **OR**

NCH650 Politics Dissertation (30 Credits)

STRUCTURE OF THE ECONOMICS MINOR (90 credits)

The **Economics** minor consists of three courses:

First Year: NCH427 Economic Principles (30 credits)

Second Year: NCH503 Economic Development (30 credits)

Third Year: NCH602 Political Economy (30 credits)

ENTRANCE REQUIREMENTS

AGE

An applicant must normally be at least 17 years of age at the time of registration, and keeping in line with the College's **policy**, normally turn 18 before December 31st of that academic year.

GENERAL ENTRANCE REQUIREMENTS

The College reviews application forms, grades, personal statements, references, work samples, and interview performance, before making offers of places on its programmes. Typically offers will only be made to candidates with three subjects at GCE A level (normally holding or predicted not less than grade A) or the equivalent. Provisional admissions decisions are made by the Head of Faculty and/or Admissions Officer of the faculty of the major subject for which the student has applied. These decisions are approved by the Head of Faculty and/or Admissions Officer of the minor subject before formal offers are made.

SPECIFIC ENTRANCE REQUIREMENTS

Politics and IR Major: None.

Economics Minor: None.

RECOGNITION OF PRIOR LEARNING

Where a student wishes to apply for the recognition of prior learning on the basis of certificated or experiential learning, they should follow the Solent University RPL procedure: Academic Handbook Section 2H, Recognition of Prior Learning and Credit Transfer. Credits obtained by students taking the University of London International Programme can apply to be transferred to this degree programme.

AIMS OF THE PROGRAMME

The study of Politics comprises political theory looking at normative questions and political science looking at the organisation of government. The programme analyses the relationship between the individual and the state, the sources of state authority and forms of government. It fosters understanding of resource distribution and value allocation. There are two aspects to the study of politics: 'political theory/philosophy', which looks at theories of the best societal organisation, while 'political science' encompasses institutions, constitutions, and power.

International Relations is the study of the interactions amongst states and International Organisations at regional and global level comparatively across time and space. It examines governance, institution-building and policy-making through an analysis of

historical phenomena, economic conditions, diplomatic relations, security and socio-cultural linkages. The utility of the most efficient outcomes for international society is assessed through an understanding of theoretical debates and practical examples.

The central aim of the Politics and International Relations major with Economics minor programme is to bring clarity and rigour to students' thinking and to advance their understanding of, and ability to engage with, central questions, arguments, theories and texts.

The central aim of the Economics minor is to enable the student to think rigorously about economic theory and the causes, consequences and implications of economic events, trends and ideas.

KNOWLEDGE AND UNDERSTANDING

The programme aims to:

- analyse texts, evidence, and other literary texts, with guidance, using given approaches, techniques, and principles, in order to understand the centrality of human activity and discourse to political science, the contribution of major schools of thought and mainstream thinkers embedded within primarily Western, but also Eastern traditions of modern political thought;
- collect and categorise ideas and information in a predictable and standard format by applying theories and methods of policy, institutional and behavioural analysis;
- evaluate critically material so as to contribute to existing debates on topical issues relating to power delegation, power shifts and distribution, the nature, evolution and operation of different political systems and their organisational structures.
- encourage the student to think rigorously about economic theory, and the origins of economic thought, and help the student understand economic conditions in different institutional, geographic and socioeconomic settings.

SUBJECT-SPECIFIC SKILLS

The programme aims to:

- understand and operate independent problem-solving, so as to apply given comparative and historical methods of analysis carefully to a well-defined problem, in order to begin to appreciate the complexity of the issues in the discipline and develop independent critical thinking;
- learn how to work within an appropriate ethos and use and access a range of learning resources;
- manage information, collect appropriate material from a range of sources and undertake research tasks to develop and promote critical thinking and analysis in political science;
- train students to formulate problems as an economist would, and to solve problems within the tradition of Economics, whilst understanding and appreciating the differences between academic disciplines.

TRANSFERABLE SKILLS

The programme aims to:

- encourage open-mindedness and an ability to question assumptions, and enable the students to arrive at own conclusions;
- aid in self-development into organized and interactive individuals by practising selection, analysis, assimilation and communication (written and oral);
- enable students to situate and engage readily and critically with policy and institutional questions and texts that they encounter after their formal studies end;
- develop students' ability to process ambiguity, and make informed choices and policy recommendations from available evidence.

LEARNING OUTCOMES

[Politics and IR (Po); Economics (Ec)]

KNOWLEDGE AND UNDERSTANDING

The student will be able to:

- K1c (Po) relate theoretical models to existing debates in political science;
- K2c (Po) outline the development of key governing structures within their correct historical context;
- K3c (Po) understand the dynamic inter-relatedness between national governments and supranational institutions and structures, as well as a wealth of non-state actors;
- K4c (Ec) master economic terminology and frameworks sufficiently to understand economic policy, and carry out analysis using verbal and graphical techniques.

SUBJECT-SPECIFIC SKILLS

The student will be able to:

- S1c (Po) conduct detailed textual analysis from a variety of intellectual traditions;
- S2c (Po) critically analyse arguments and understand when and how these might be flawed or invalid;
- S3c (Po) cross traditional subject boundaries, examining the inter-relatedness of other disciplines and practices, and recognise philosophical doctrines in unfamiliar places;
- S4c (Ec) identify key parameters in a social or economic problem, express the conceptual origins and practical constraints of the problem, and solve the problem in a logical manner, consistent with the conventions of Economics.

TRANSFERABLE SKILLS

The student will be able to:

- T1c (Po) show fluent and effective communication and discussion skills in a written and oral context;
- T2c (Po) handle ideas in rational, critical and evaluative ways; be open-minded and have a capacity for independent judgment;
- T3c (Po) manage own learning, including working effectively towards pre-set deadlines;
- T4c (Ec) discriminate between various policy options that all have advantages and disadvantages, process situations where ambiguity cannot be eliminated, and present findings confidently

All of the above learning outcomes are mapped to the relevant QAA Subject Benchmark threshold statement - see [Appendix A](#). For learning outcomes of exit awards see [Appendix B](#).

Map of Courses to Learning Outcomes

Course Title	Knowledge & Understanding												Subject-specific skills												Transferable Skills											
	K1a	K1b	K1c	K2a	K2b	K2c	K3a	K3b	K3c	K4a	K4b	K4c	S1a	S1b	S1c	S2a	S2b	S2c	S3a	S3b	S3c	S4a	S4b	S4c	T1a	T1b	T1c	T2a	T2b	T2c	T3a	T3b	T3c	T4a	T4b	T4c
FHEQ Level 4																																				
Introduction to Concepts and Methods of Political Science	•						•						•			•			•						•			•								
Modern Political Thought	•			•									•			•			•						•						•					
Britain & Wider World	•			•									•			•			•						•			•								
Economic Principles									•													•											•			
FHEQ Level 5																																				
Modern British Government					•									•			•									•						•				
Societies in Transition		•			•												•			•						•										
The City in American Political Life		•						•						•			•									•										
A long Civil Rights Movement? Black Political Protest 1918-1968		•						•						•			•									•										
Old Powers, New Powers: Imperialism, Colonialism and the Modern State								•						•			•									•										
The EU in the World								•						•			•			•									•							
Political Ideologies					•									•			•			•						•						•				
Economic Development										•												•													•	
FHEQ Level 6																																				
International Organisations						•			•									•			•						•			•						
International Political Economy			•			•									•			•			•						•									
Security Studies			•			•									•			•			•						•						•			
Contemporary Politics of the Middle East						•			•						•					•													•			
Development of India			•						•						•					•													•			
Politics Dissertation			•			•			•						•			•			•						•			•						
Political Economy											•											•														•

TEACHING AND LEARNING STRATEGIES

STRATEGIES

The Politics and International Relations and Economics faculties make use of various teaching and learning strategies, including:

- Individual tutorials (based on an essay submitted beforehand by the student)
- Lectures
- Group tutorials (often involving a student presentation)
- Seminars
- Visits to organisations (e.g. EC representation, UNIMO, Parliament)
- Consolidation and revision workshops
- Examinations and examiners' reports
- Independent study and research

Teaching starts from central concepts and problems, prompts and encourages independent reading and research, and facilitates lively, structured, discussion in individual tutorials and groups. Students receive detailed feedback on their essays, and ideas and arguments are approached from new angles and in new contexts so as to enable consolidation and review of material.

The programme is designed to progress naturally over the three years. The later courses build on each other in content and style. Students will develop a sophistication of thinking as they work through them, and their third-year dissertation will allow them to develop this in collaboration with a supervisor.

RESOURCES

Study is supported by a Virtual Learning Environment, Moodle, where students can preview and download course descriptors, lecture handouts, reading lists, and supplementary materials. Students also have access to Senate House Library and online research resources, such as JSTOR.

Sample and/or past examination papers, as well as examiners' reports, are available, on Moodle, to help students understand what is expected of them.

WIDENING PARTICIPATION

The faculty is committed to widening participation in Politics and International Relations with Economics, both through outreach programmes and through a teaching environment that is inclusive towards a wide variety of backgrounds and learning styles. The faculty visits a wide range of schools on a regular basis, hosts open politics lectures, engages with mass and social media, as well as international organisations and publishes in accessible formats. With an emphasis on questions and lack of reliance on specific prior knowledge, the politics and international relations programme is well suited to widening participation and to offering effective support for students from a variety of backgrounds. The individual tutorials, and the high staff-student ratio, are especially important to our ability to be inclusive towards a variety of backgrounds and learning styles.

The programme is designed to explain how the topics relate to everyday life within a global and interdependent world. Students are encouraged to apply their knowledge to practical tasks, such as green living, sustainable cities, conflict resolution, diplomatic strategy building, etc. The programme allows the student to understand both their immediate environment within the state, but also how this feeds into international society.

RESEARCH

The faculty aims to provide a lively, open, and interactive teaching environment, in which research and teaching are complementary. Teaching is allocated in line with research interests and expertise, and the faculty facilitates a wide range of academic and social events in which academics and students are brought together. In addition to the specific digital literacy and research skills taught in the first course, during the first term of each of the three years of the programme, the lecturer in one of the Politics courses makes a particular point of building the teaching of digital literacy and research skills into their lectures. The skills taught become more sophisticated in each successive year, eventually going into the fine details of referencing and the layout of a scholarly article.

ASSESSMENT

Assessment in Politics & International Relations with Economics aims to test:

- knowledge and understanding of key problems and debates;
- ability to reason rigorously, critically, creatively and autonomously;
- knowledge and understanding of central philosophical questions, texts, and debates;
- ability to express oneself clearly and precisely
- ability to absorb and engage with economic concepts, frameworks, and theories, and apply them to real-world socioeconomic issues.

Courses in Politics and International Relations with Philosophy are assessed in a wide variety of ways

POLITICS AND INTERNATIONAL RELATIONS MAJOR:

- Examinations
- Coursework
- Dissertation

ECONOMICS MINOR:

- Examinations
- Coursework.

Appendix C is the programme structure and assessment summary.

ASSESSMENT REGULATIONS

The assessment regulations are annexed to the College Assessment Policy, which can be found on the College [website](#).

STUDENT SUPPORT

DISABILITIES AND/OR SPECIFIC LEARNING DIFFICULTIES (SPLDS)

When students arrive they are asked to complete a Medical Disclosure Form, where they can list any medical conditions, disabilities and/or SpLDs and make a note of who can have access to this information. This data is managed and securely stored by the College. During Freshers' Week a number of talks and events are held which are designed to support and inform students with regard to mental health, disabilities, safety and learning support.

The Learning and Assessment Support Officer (LASO) meets with students soon after Freshers' Week to discuss their needs and help set up support systems both within the College (if appropriate) and externally. If requested by the student, the LASO will then arrange to meet with relevant academic staff to discuss the student's needs and the ways these might impact on their studies. If students request specific arrangements (for e.g. submission extensions, use of a laptop, special exam conditions, etc.) they are asked to submit approved medical documentation to Student and Academic Services.

If a student is undiagnosed but believes they may have an SpLD (e.g. Dyslexia) the LASO will help them to access support groups and assessment centres. If the assessment confirms an SpLD, the LASO will discuss further support options with the student and their tutors. The LASO is in contact with local dyslexia tutors for advice to the College or student referral. The College can help provide students with special learning equipment (e.g. coloured paper, reading pens, dictation software, etc.).

For more information, please click [here](#).

CAREERS EDUCATION, INFORMATION AND GUIDANCE

The College **Careers** Adviser will meet with each student in the first term, to work with the student to identify career goals and create a personal plan so that those goals might be realised on graduation. The College organises two employer evenings each year, where potential employers are invited into the College to meet with the students. In addition, staff at the College source on an ad hoc basis internships and work experience opportunities which are then promoted to College students.

The College runs **LAUNCH**, which represents part of the NCH Diploma and has been designed in collaboration with the CBI – the Confederation of British Industry. This has been designed to develop the attitudes, behaviours and capabilities that will prepare students for the world of work. It consists of two substantial projects, where students are required to work in teams to address real world briefs, and weekly seminars covering financial literacy, negotiation skills, working in teams, writing and presenting and so on.

For more information, please click [here](#).

QUALITY EVALUATION AND ENHANCEMENT

AWARD STANDARDS

Every programme of study is developed and approved by the College's Academic Board and then validated by Solent University.

REVIEW AND EVALUATION MECHANISMS

Procedures are in place to assure the quality of the programme development, delivery, management, systematic monitoring and on-going review and enhancement of all of the College's programmes. Enhancements are made as necessary to ensure that systems remain effective and rigorous.

- Annual programme reports are prepared in order to enhance individual programmes and to plan ahead.
- Annual Examiner reports are prepared by independent External Examiners to confirm that a programme has been assessed properly and meets the appropriate academic standards.
- Formal student feedback mechanisms consist of course surveys on a termly basis and the Student-Staff Liaison Committee.
- Informal student feedback is also valued by the College and this can take the form of students talking to their tutor or professional staff (Registrar, Student Wellbeing Coordinator, etc.).

ABOUT THIS DOCUMENT

Head of Faculty for Bachelor of Science (Honours) in Politics & International Relations with Economics	Dr Dianna Bozhilova
Start date	September 2017
Date of approval	November 2014
Date(s) updated/amended	April 2017 August 2018 May 2019

APPENDIX A – MAP TO QAA POLITICS AND IR SUBJECT BENCHMARK

Threshold*	Learning Outcomes
Describe and illustrate the nature of politics and international relations, including definitions of the boundaries of the political; the contested nature of knowledge and understanding; approaches to the study of politics and international relations; and key concepts, theories and methods employed in the study of politics and international relations.	K4, S2, K1
Describe and illustrate (international) politics and political phenomena, including the normative and positive foundations of political ideas; the vocabulary of political debate; the structure and operation of different (international) political systems; the social, economic, cultural and historical contexts of political behaviour; and the factors accounting for political change.	K4, S2, K3, S3
Recognise the ways in which key concepts, theories and methods are used to analyse political ideas, institutions and behaviour.	K1 - 3
Describe and illustrate different interpretations of political issues and events.	S3
Describe and illustrate different approaches involved in collecting political information, including how to: identify issues for political enquiry; recognise their ethical implications; and gather, organise and deploy evidence from a limited range of sources.	K4, S1, S4
Identify and investigate problems.	K4, S1, T2-4
Develop a reasoned argument and synthesise information.	S2-S3, T1, T4
Make use of constructive feedback.	T2
Manage their own learning with guidance and support.	T3
Communicate ideas, both orally and in writing.	K4, T1
Use communication and information technologies for the retrieval and presentation of information.	S1, T4
Undertake academic work with guidance and support.	K1-4, S1-T1-4
Collaborate with others to achieve common goals.	T1

*This is intended to mean that all students (taken over all years) graduating with an honours degree in this discipline will have achieved this.

MAP TO QAA ECONOMY SUBJECT BENCHMARK

Threshold*	Learning Outcomes
Demonstrate knowledge of economic concepts and principles.	K4, S4
Demonstrate knowledge of economic theory and modelling approaches.	K5 – K7, S4, S6
Demonstrate awareness of quantitative methods and computing techniques appropriate to their programme of study, and show an appreciation of the contexts in which these techniques and methods are relevant.	K6-7, S6
Display knowledge of the sources and content of economic data and evidence and appreciate what methods might be appropriately applied to the analysis of such data.	K7, S6
Know how to apply economic reasoning to policy issues.	K5-6, S4 – S8, T4, T6 – T8
Demonstrate knowledge in an appropriate number of specialised areas in economics.	K4, S8 – S8
Display awareness of the possibility that many economic problems may admit of more than one approach and may have more than one solution.	T7-8

*This is intended to mean that all students (taken over all years) graduating with an honours degree in this discipline will have achieved this.

APPENDIX B – LEARNING OUTCOMES FOR EXIT AWARDS

1. LEARNING OUTCOMES FOR AWARD OF CERTIFICATE IN HIGHER EDUCATION:

Knowledge and understanding

The student will be able to:

- K1a (Po) identify some aspects of a theoretical model in existing debates in political science;
- K2a (Po) show limited knowledge of key governing structures within their correct historical context;
- K3a (Po) understand the dynamic inter-relatedness between national governments and supranational institutions and structures, as well as some non-state actors;
- K4a (Ec) express basic aspects of economics, using some of the correct terminology and frameworks, and carry out analysis using verbal and graphical techniques

Subject-specific skills

The student will be able to:

- S1a (Po) with guidance, conduct textual analysis from a selection of intellectual traditions;
- S2a (Po) identify arguments;
- S3a (Po) formulate interpretations;
- S4a (Ec) with guidance, identify key parameters in a social or economic problem, and solve the problem in a logical manner consistent with the conventions of Economics

Transferable skills

The student will be able to:

- T1a (Po) show adequate communication and discussion skills in a written and oral context;
- T2a (Po) present ideas in rational ways;
- T3a (Po) manage own learning, including working effectively towards pre-set deadlines
- T4a (Ec) discriminate between at least two policy options that both have advantages and disadvantages, and present findings coherently.

2. LEARNING OUTCOMES FOR AWARD OF DIPLOMA IN HIGHER EDUCATION

Knowledge and understanding

The student will be able to:

- K1b (Po) with guidance, relate theoretical models to existing debates in political science;
- K2b (Po) show an understanding of key governing structures within their correct historical context;
- K3b (Po) understand the dynamic inter-relatedness between national governments and supranational institutions and structures, as well as non-state actors;
- K4b (Ec) master basic economic terminology and frameworks, and carry out analysis using verbal and graphical techniques.

Subject-specific skills

The student will be able to:

- S1b (Po) conduct textual analysis from different intellectual traditions;
- S2b (Po) analyse arguments and understand when and how these might be flawed or invalid;
- S3b (Po) cross traditional subject boundaries, examining the inter-relatedness of other disciplines and practices;
- S4b (Ec) with guidance, identify key parameters in a social or economic problem, express some practical constraints of the problem, and solve the problem in a logical manner consistent with the conventions of Economics.

Transferable skills

The student will be able to:

- T1b (Po) show effective communication and discussion skills in a written and oral context;
- T2b (Po) handle ideas in rational and evaluative ways;
- T3b (Po) manage own learning, including working effectively towards pre-set deadlines;
- T4b (Ec) discriminate between at least two policy options that both have advantages and disadvantages, process situations where ambiguity cannot be eliminated, and, with guidance, present findings competently.

APPENDIX C – PROGRAMME STRUCTURE AND ASSESSMENT SUMMARY

Code	Course Title	Credit	Type	Mode	Assessment Weighting % & Activity Type (code below)					
					AE1	Activity type	AE2	Activity type	AE3	Activity type
Level 4										
NCH415	Introduction to Concepts and Methods of Political Science	30	C	CD	100%	Ex				
NCH408	Modern Political Thought	30	C	CD	40%	A	60%	A		
NCH406	Britain and the Wider World	30	C	CD	70%	Ex	30%	A		
NCH427	Economic Principles	30	C	CD	100%	Ex				
Level 5										
NCH507	Old Powers, New Powers: Imperialism, Colonialism and the Modern State	30	C	CD	100%	Ex				
NCH516	The European Union in the World	30	C	CD	100%	Ex				
NCH531	Modern British Government and Politics	15	O	CD	100%	A				
NCH536	Societies in Transition	15	O	CD	100%	A				
NCH532	Political Ideologies	15	O	CD	100%	A				
NCH511	The City in American Political Life: 1776 to Present Day	30	O	CD	100%	Ex				
NCH519	A Long Civil Rights Movement? Black Political Protest 1918-1968	30	O	CD	100%	Ex				
NCH503	Economic Development	30	C	CD	20%	A	20%	A	60%	Ex
Level 6										
NCH609	International Organisations: global and local	30	C	CD	100%	Ex				
NCH617	International Political Economy ¹	30	O	CD	100%	Ex				
NCH648	Security Studies ²	30	O	CD	100%	Ex				
NCH644	Development of India: from Ancient to Modern	15	O	CD	100%	A				
NCH649	Contemporary Politics of the Middle East	15	O	CD	100%	A				
NCH650	Politics Dissertation	30	O	CD	100%	Diss				
NCH602	Political Economy	30	C	CD	20%	A	20%	A	60%	Ex

Course type: C = Core/Compulsory O = Option

Course mode: CD = Campus Delivery BK = Block Delivery BL = Blended Learning DL = Distance Learning and Self-Directed Learning EL = E-Learning EX = Experiential PL = Placement WB = Work Based Learning

Assessment weighting: AE1 = Assessment Element 1 AE2 = Assessment Element 2 AE3 = Assessment Element 3 AE4 = Assessment Element 4

Assessment activity type	Code
Written exam	Ex
Take home exam	TEx
Written assignment	A
Report	R
Dissertation	Diss
Portfolio	F
Project output (other than dissertation)	P
Oral assessment and presentation	Oral
Practical skills assessment	Pract
Set exercise	Set

¹ To be determined at the discretion of the Faculty, depending on lecturer availability.

² To be determined at the discretion of the Faculty, depending on lecturer availability.