



BSc (Hons) Politics and IR with History Programme Specification

| | | | |
|----------------------------------|---|-------------------------|----------------------------|
| Programme Title & award | Bachelor of Science (Honours) in Politics and IR with History | UCAS Code | 4A63 |
| Programme Level | Level 6 (FHEQ) | HECoS Code | 100491 100490 100302 |
| Relevant QAA Benchmark Statement | Politics & IR History | Programme Code | BNCHPOHF |
| 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 History, 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)

NCH404 International Development (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 HISTORY MINOR (90 credits)

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

First Year: NCH406 Britain and the Wider World (30 credits)

Second Year: NCH505 History, Heritage and Memory (30 credits)

Third Year: NCH643 Power and Politics (Minors) (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.

History 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 History minor is to enable students to acquire knowledge and understanding of the human past and to reflect critically on the complex, and often contradictory, information available to us now about that past.

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.
- enable students to acquire knowledge and understanding about the complexity and diversity of the human past, and the surviving evidence about it.

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 read, understand, analyse and reflect critically, empathetically and contextually on a wide range of source materials.

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 intellectual integrity and maturity, and imaginative insight and creativity;
- foster the ability to gather, organise, and deploy evidence, knowing where to identify and retrieve such information, and how to evaluate its relevance and usefulness to the question at hand.

LEARNING OUTCOMES

[Politics and IR (Po); History (Hi)]

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 (Hi) appreciate the complexity of reconstructing the past and the problematic nature of historical evidence, and command a varied body of historical knowledge.

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 (Hi) read, analyse and reflect critically and contextually upon contemporary and secondary texts and other non-textual sources.

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 (Hi) produce written work to high standards in organization, relevance, fluency

of expression and referencing, including in the design, research and presentation of an independently conceived piece of writing.

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 | ● | | | ● | | | | | | | | | ● | | | ● | | | ● | | | | | | ● | | | | | | ● | | | | | | |
| International Development | ● | | | ● | | | ● | | | | | | | | | ● | | | ● | | | | | | | | | ● | | | ● | | | | | | |
| Britain & Wider World | | | | | | | | | ● | | | | | | | | | | | | | ● | | | | | | | | | | | | ● | | | |
| 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 | | | | | ● | | | | | | | | | ● | | | ● | | | ● | | | | | | ● | | | | | | ● | | | | | |
| History, Heritage and Memory | | | | | | | | | | ● | | | | | | | | | | | | | ● | | | | | | | | | | | | ● | | |
| FHEQ Level 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| International Organisations | | | | | | ● | | | ● | | | | | | | | | ● | | | ● | | | | | | ● | | | ● | | | | | | | |
| International Political Economy | | | ● | | | ● | | | | | | | | | ● | | | ● | | | ● | | | | | | ● | | | | | | | | | | |
| Security Studies | | | ● | | | ● | | | | | | | | | ● | | | ● | | | ● | | | | | | ● | | | | | | ● | | | | |
| Contemporary Politics of the Middle East | | | | | | ● | | | ● | | | | | | ● | | | | | | ● | | | | | | | | | | | | ● | | | | |
| Development of India | | | ● | | | | | | ● | | | | | | ● | | | | | | ● | | | | | | | | | | | | ● | | | | |
| Politics Dissertation | | | ● | | | ● | | | ● | | | | | | ● | | | ● | | | ● | | | | | | ● | | | ● | | | | | | | |
| Power and Politics | | | | | | | | | | | ● | | | | | | | | | | | | ● | | | | | | | | | | | | | ● | |

TEACHING AND LEARNING STRATEGIES

STRATEGIES

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

- Individual tutorials (based on an item submitted beforehand by the student)
- Lecture
- Group tutorials (often involving a student presentation)
- Seminars
- Visits to organisations (e.g. EC representation, UNIMO, Parliament)
- Online materials including Moodle
- Email communication
- 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 History, 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 History aims to test:

- knowledge and understanding of key problems and debates;
- ability to reason rigorously, critically, creatively and autonomously;
- some knowledge and understanding of the complexity and diversity of situations, events and mentalities in the past;
- ability to evaluate evidence and reflect critically and empathically on it;
- ability to marshal and develop a robust and well-structured historical argument, on the basis of this evidence;
- ability to express oneself fluently, clearly and coherently in prose;
- an awareness of the different methodological approaches to History.

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

POLITICS AND INTERNATIONAL RELATIONS MAJOR:

- Examinations
- Coursework
- Dissertation

HISTORY MINOR:

- Coursework
- Examinations

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 History | 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 HISTORY SUBJECT BENCHMARK

| | Recommendation | Learning Outcomes |
|-----|--|--------------------------|
| 9.1 | <i>The benchmarking group for History recommended that all students studying History as part of their degree:</i> | |
| | Undertake a programme which fosters the skills and qualities of mind listed in paragraphs 3.1 to 3.3 of this subject benchmark statement. | K4-6, S4-S7, T4-9 |
| | Be provided with opportunities to participate regularly in a variety of structured settings with tutors and other students. | S4-5, T5-6, T8 |
| 9.2 | <i>The benchmarking group for History recommended that all single History honours students:</i> | |
| | Follow a programme which gives them practical experience of the intellectual benefits occurring from studying the subject over an extended period of historical time. | K4-6 |
| | Study the history of more than one society or culture. | K4-6 |
| | Carry out intensive critical work on source materials generated by the period under study. | S5-S7 |
| | Be expected to reflect critically on the nature of their discipline. | K6, S6 |
| | Be introduced to some of the many varieties of History. | K4, K6 |
| | Engage in seminars and forms of group work. | T8 |
| | Undertake a wide range of assignments. | T4-T8 |
| | Be assessed in a significant part on their essay-writing skills. | S4-S7, T4-T9 |
| | Be assessed on their understanding of and ability to handle contemporary source material. | S5-7 |
| | Be assessed on their ability to address historical problems in depth. | K5, S7, T5, T6 |
| 9.3 | <i>The benchmarking group for History recommended that all departments should give serious consideration to requiring that all single History honours students will:</i> | |
| | Formulate, execute and complete an independent extended piece of written work, with appropriate supervision on which they are assessed. | T4 |
| 9.4 | <i>Departments will also wish to consider the desirability of providing the opportunity for all single honours students to be assessed on:</i> | |
| | Varying types of and extended writing. | T1, T8-9 |
| | Oral communication. | T8 |

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 (Hi) appreciate the complexity of reconstructing the past..

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 (CW) read and reflect contextually upon contemporary and secondary texts and other non-textual sources.

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 (CW) produce written work that demonstrates acceptable standards of organization, relevance, expression and referencing.

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 (Hi) appreciate the complexity of reconstructing the past, the problematic nature of historical evidence.

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 (CW) read, analyse and reflect contextually upon contemporary and secondary texts and other non-textual primary sources.

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 (CW) produce written work to high standards of organization, relevance, clarity of expression and referencing.

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 | | |
| NCH404 | International Development | 30 | C | CD | 20% | A | 20% | A | 60% | Ex |
| NCH406 | Britain and the Wider World | 30 | C | CD | 70% | Ex | 30% | A | | |
| 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 | | | | |
| NCH505 | History, Heritage and Memory | 30 | C | CD | 50% | A | 50% | 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 | | | | |
| NCH643 | Power and Politics (Minors) | 30 | C | CD | 50% | A | 50% | A | | |

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 | TEEx |
| 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.