1. **Title of the module**

POLI3040 (PO304) - Analysing British Politics Today

1. **School or partner institution which will be responsible for management of the module**

School of Politics and International Relations

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Politics BA

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. Understand the way that political decisions are reached in Britain, focusing on the links between citizens, intermediary bodies and executive institutions.
3. Identify the main evidence and criteria used in determining which actors shape key policy decisions.
4. Identify the ways in which Britain’s political system has undergone significant structural change in the last decade or so.
5. Critically examine the strengths and weaknesses of political institutions in Britain, and analytically evaluate arguments around the merits of alternative institutional arrangements.
6. Understand how the design and operation of Britain’s political system relates to alternative arrangements in other western democracies, and identify the main consequences of these similarities and differences.
7. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
8. Engage critically with political phenomena, including the vocabulary, concepts, theories and methods of political debate
9. Examine and evaluate different interpretations of political issues, events and solutions to problems
10. Describe, evaluate and apply different approaches involved in collecting, analysing and presenting political information
11. Develop reasoned arguments, synthesise relevant information and exercise critical judgement
12. Reflect on and manage their own learning and seek to make use of constructive feedback from peers and staff to enhance their performance and personal skills
13. Work independently, demonstrating initiative, self-organisation and time-management
14. **A synopsis of the curriculum**

Democracy in Britain does not appear to be in a healthy state. Citizens are less engaged with political institutions, and less trusting in politicians, than they used to be. Critical questions are being asked about the role and effectiveness of such key institutions as the electoral system and parliament. Meanwhile, the nature of political authority in Britain is changing rapidly. Power has been transferred upwards to the European Union, and downwards to devolved bodies in Scotland, Wales, Northern Ireland and London. Non-electoral actors such as the media also play an important role in shaping political decisions. Where does this leave the political system at the start of the 21st century? Is government in Britain effective and democratic? Or are Britain’s political institutions failing?

This module provides students with an introduction to some of the key issues facing the political system in Britain today. The module examines the challenges facing the political system, the effectiveness of existing political arrangements and the merits of institutional reform. While the focus is domestic, many of the same challenges are also faced by political systems in other west European countries, to which the course will make reference. The module thus aims to go beyond a simple focus on British politics, by introducing students to some of the key contemporary issues facing many western democracies.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Anthony King, *Does the UK Still Have a Constitution?* Sweet and Maxwell (2001)
* Tony Wright, *British Politics: A Very Short Introduction*, Oxford University Press (2003)
1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Essay - 2000 words (50%)
* Exam - 2hrs (50%)

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Private study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Exam | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Examples of international contexts and organisations will be used where applicable to illustrate the subject content. Students will have the opportunity to develop the ability to think globally and have an understanding of international cultures through working with team members and students within their cohort, from diverse range of backgrounds.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018