1. **Title of the module**

POLI6120 (PO612) Policy-making in the EU

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

Politics and International Relations

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

Level 6

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)**

Autumn or Spring

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

Pre-requisite: POLI6110 Politics of the European Union

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

This module contributes to all undergraduate programmes in the School of Politics and International Relations. It is a recommended module on the BA in European Studies (Humanities) and BA in European Studies (Combined Languages) owned by the School of European Culture and Languages

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

1: analyse and explain the development of the main policies of the European Union and in so doing have gained a thorough understanding of these policies

2: critically assess the EU’s success in achieving its policy goals

3: understand the process of policy-making in the EU, from policy formulation and negotiation through to implementation

4: appreciate the challenges facing the EU and its policy-making process including debates on the future of the EU, the Brexit process, enlargement and developments in global politics

5: engage critically with important political issues facing policy makers in the EU both at national and European levels and appreciate their consequences for future policy-making in the EU

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

1: undertake analysis of complex, incomplete or contradictory areas of knowledge and make carefully constructed arguments and advocate solutions to problems

2: be reflective and self-critical in their work

3: communicate ideas effectively and fluently

4: use the internet, bibliographic search engines, online resources, and effectively conduct research, drawing on both primary and secondary sources

5: engage in academic and professional communication with others

6: have the independent learning ability required for further study or professional work

1. **A synopsis of the curriculum**

Since 2009, the European Union (EU) has been grappling with a crisis in the Eurozone, a refugee crisis, terrorist attacks, the rise of challenger parties and heightened tension with Putin's Russia. This has led to increased questioning of the purpose and trajectory of European integration and policy-making. The Brexit decision by the UK electorate in June 2016 plunged the EU further into crisis, sending shockwaves throughout the world as for the very first time an EU member state chose exit over voice or loyalty. Membership of the EU is now clearly contingent and the reverberations of this decision will affect both the EU and the UK for many years to come. The focus of this module is on assessing the capacity of the EU as a system of public policy-making as it faces these myriad challenges. In so doing we endeavour to understand how the EU’s system of governance works, how it is driven by both the politics and economics of its member states and the global system and how its policy-making capacity may evolve in the future. This module focuses on the EU’s 'outputs’ in terms of public policy in this context, with particular attention paid to the fields of market regulation, monetary union, environmental policy, agriculture policy, regional policy, justice and home affairs, foreign policy and trade policy. As well as analysing the effectiveness of EU policy-making in these policy areas, we also evaluate the impact of Brexit on their operation, how it is being managed by the UK and the EU27 and its implications for the future of the EU.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Cini, M. and N. Perez-Solorzano Borragan. Eds. 2016. European Union Politics. Fifth Edition. Oxford University Press: Oxford.
* Hix, S. and B Hoyland. 2018. The Political System of the European Union. Fourth Edition. Palgrave: Basingstoke.
* Wallace, H., M. Pollack and Young. Eds. 2015. Policy-Making in the European Union. Seventh Edition. Oxford University Press: Oxford.
* Nugent, N. 2017. The Government and Politics of the European Union. Eighth Edition. Palgrave: Basingstoke.
* Egan, M., N. Nugent and W.E. Paterson Eds. 2009. Research Agendas in EU Studies. Stalking the Elephant. Palgrave: Basingstoke.
1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Reflective report, 1000 words, 20%
* Essay, 2500-3000 words, 30%
* Exam, 2 hours, 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)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| Lectures  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  | **x** |
| Seminars  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Reflective report | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Exam  | **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.

**FACULTIES SUPPORT OFFICE USE ONLY**

**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 Feb 2018