**Programme Specification**

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| **Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education. |

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| **Bachelor of Arts in Politics** |

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| 1. **Awarding Institution/Body** | University of Kent |
| 1. **Teaching Institution** | University of Kent |
| 1. **School responsible for management of the programme** | Politics and International Relations |
| 1. **Teaching Site** | Canterbury |
| 1. **Mode of Delivery** | Full-time  Part-time |
| 1. **Programme accredited by** | N/A |
| 1. **a) Final Award** | BA (Hons) |
| 7. **b) Alternative Exit Awards** | Diploma in Politics (for students who have failed Stage 3 but have successfully completed Stage 2)  Certificate in Politics (for students who have failed Stage 2 but have successfully completed Stage 1) |
| 1. **Programme** | Politics |
| 1. **UCAS Code (or other code)** | L242 |
| 1. **Credits/ECTS Value** | 360 credits (180 ECTS) |
| 1. **Study Level** | Undergraduate |
| 1. **Relevant QAA subject benchmarking group(s)** | Politics and International Relations |
| 1. **Date of creation/revision** | October 2002, revision March 2012, revised FSO Dec 2017 |
| 1. **Intended Start Date of Delivery of this Programme** | September 2018 |

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| 1. **Educational Aims of the Programme**   The programme aims to: [SBS] no: 3.1[5] |
| * Attract and meet the needs of those  1. seeking a career in a wide variety of fields mainly in the service sector through the learning of generic intellectual, transferable and subject-specific skills, 2. with an intellectual interest in Politics and those 3. seeking to enhance their competence as citizens in a rapidly changing political environment, both nationally and globally;  * place questions of political order and decision-making at the centre of social-scientific analysis; * ensure that students of politics acquire knowledge and understanding of political analysis in a supportive and responsive learning environment; * enable students to understand and use the concepts, approaches and methods of politics and develop an understanding of their contested nature and the problematic character of inquiry in the discipline; * develop students’ capacities to think critically about political events, ideas and institutions; * encourage students to relate the academic study of politics to questions of public concern; * provide a curriculum supported by scholarship, staff development and a research culture that promotes breadth and depth of intellectual enquiry and debate; * assist students to develop cognitive and transferable skills relevant to their vocational and personal development |

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| **16 Programme Outcomes**  The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.  The programme outcomes have references to the subject benchmarking statement for Politics and International Relations [2015]. |

**A. Knowledge and Understanding of:** (SBS 4.13-4.14)

1. understand the nature and significance of politics as a human activity

2. apply concepts, theories and methods used in the study of politics to the analysis of

political ideas, institutions and practices, relative to the historical and contemporary

context

3. demonstrate knowledge and understanding of different political systems; the nature

and distribution of power in them; the social, economic, historical and cultural

contexts within which they operate; and the relationships between them

4. comprehend how politics is mediated to understand and evaluate different

interpretations of political issues and events.

5. understand the political significance of multiple polities coexisting and of political

boundary drawing and transforming practices

6. evaluate different interpretations of world political events and issues.

**Skills and Other Attributes**

**B. Intellectual Skills:** (SBS: SBS 4.15)

1. gather, organize and deploy evidence, data and information from a variety of primary and secondary sources;

2. identify, investigate, analyse, formulate and advocate solutions to problems;

3. construct reasoned arguments, synthesise relevant information and exercise critical judgement

4. 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

5. manage their own learning self-critically

**C. Subject-specific Skills:** (SBS: 4.13-4.15)

1. understanding the nature and significance of politics as a human and global activity;

2. application of concepts, theories and methods used in the study of politics to the analysis of political ideas, institutions, practices and issues in the global arena;

3. evaluate different interpretations of world political events and issues;

4. describe, evaluate and apply different approaches to collecting, analysing and presenting political information;

5. knowledge of contending and comparative approaches to theories and concepts of politics

**D. Transferable Skills:** (SBS: 4.15)

1. Communicate effectively and fluently in speech and writing;

2. Use communication and information technology, including audiovisual technology, for the retrival and presentation of information, including, where appropriate, statistical or numerical information;

3. Work independently, demonstrating initiative, self-organization and time-management; Progress through the degree programme to become mature, independent learners who can demonstrate initiative, self-organisation an time-management attributes;

3.4. Critically analyse and disseminate information

4.5. Collaborate with others to achieve common goals.

**Teaching/learning and assessment methods and strategies used to enable the programme learning outcomes to be achieved and demonstrated**

Acquisition of skills under A1-8 is through a combination of lecture/seminars in Stage 1, and subsequently developed through compulsory I-level modules and elective specialist (level 6) modules providing an opportunity to develop a critical engagement with political phenomena and knowledge in the discipline of Politics through seminars based on lecture topics.

Intellectual skills are developed through the teaching and learning programme outlined below. Each module, whatever the format of teaching, involves critical reflection on key themes, verbal discussion and the written analysis and interpretation of the relevant material. Lectures and tutor-led seminars and project work promote all skills B1-5. The lectures provide students with an outline of the respective topic. Students are introduced to ways in which political science perspectives can be employed to interpret a range of issues. Lectures encourage a critical awareness of political phenomena and an appreciation of the diverse ways of interpreting them.

Acquisition of skills C1-4 is usually through a combination of lectures and seminars. As for self-directed learning, all students receive initial guidance on how to identify, locate and use material available in the library and online resources. Comprehensive reading lists are provided for each module at the outset, as are guidelines for the production of essays. Discussion of theoretical and conceptual issues are integrated into all modules.

Transferable/key skills are generally incorporated within modules and related to relevant assessments as appropriate. Examples of strategies include: student and tutor-led seminars; self-directed learning and the use of research-based teaching materials and methods. All modules require written work and regular feedback on this is given to students to help develop their power of presentation, analysis and communication. Time management is learnt through the need to meet deadlines and plan projects. IT skills are learnt though coursework, and developed through individual learning.

Assessment: Assessed through a combination of unseen written examinations, assessed coursework and project work. Discussion of issues, formative assessment of presentations in class. Effective communication of ideas, problem solving and research skills are continually taken into account in assessing all areas of a student's work, and regular feedback and the final mark reflects this. Group work skills and skills of time planning and management are not formally assessed.

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| For more information on the skills developed by individual modules and on the specific learning outcomes associated with any Certificate, Diploma or BA/BSc non-honours awards relating to this programme of study, see the module mapping table, located at the end of this specification. |

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| **17 Programme Structures and Requirements, Levels, Modules, Credits and Awards**  This programme is studied over three years full-time or six years part-time.  The programme is divided into three stages, each stage comprising modules to a total of 120 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>  Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html>. To be eligible for the award of an honours degree students must obtain 360 credits, at least 210 of which must be at Level 5 or above, including at least 90 credits at level 6 or above at Stage 3.  **Alternative Exit Awards**  Students successfully completing Stage 1 of the programme and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of the Certificate in Politics. Students successfully completing Stage 1 and Stage 2 of the programme and meeting Credit Framework requirements who do not successfully complete Stage 3 will be eligible for the award of the Diploma in Politics. Students successfully completing Stage 2 of the programme and achieving 300 credits overall including at least 60 credits at level 6 or above in Stage 3 and meeting Credit Framework requirements will be eligible for the award of a BA non-honours degree.  For further information refer to the Credit Framework at <https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html#exit-awards>.  Compulsory modules are core to the programme and must be taken by all students studying the programme. Optional modules provide a choice of subject areas, from which students will select a stated number of modules. The normal expectation is that the termly module load will be equally balanced across the terms.  Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the **programme** learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>.  Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the **programme** learning outcomes. For further information refer to the Credit Framework. | | | | | |
| **KV Code** | **Code** | **Title** | **Level** | **Credits** | **Term(s)** | |
| **Stage 1** | | | | | | |
| **Compulsory Modules – 60 credits** | | | | | | |
| POLI3040 | PO304 | Analysing British Politics Today | 4 | 15 | 2 | |
| POLI3140 | PO314 | Introduction to Political Thought | 4 | 15 | 1 | |
| POLI3260 | PO326 | Introduction to Political Science | 4 | 15 | 1 | |
| POLI3270 | PO327 | Introduction to Comparative Politics | 4 | 15 | 2 | |
| **Optional Modules – 60 credits**  Students must select at least**30** **credits**from Level 4 Politics modules (PO325 and PO328 are recommended modules).  The remaining **30 credits** may be taken from Level 4 Politics modules, or from the available Wild modules | | | | | | |
| **Stage 2** | | | | | | |
| **Compulsory Modules – 30 credits** | | | | | | |
| POLI6570 | PO657 | Political Research and Analysis | 5 | 15 | 1 | |
| POLI6610 | PO661 | Fact, Evidence, Knowledge and Power | 5 | 15 | 2 | |
| **Optional Modules – 90 credits**  Students must select at least**60** **credits**from Level 5 or 6 Politics modules.  The remaining **30 credits** may be taken from Level 5 or 6 Politics modules, or from the available Wild modules. | | | | | | |
| **Stage 3** | | | | | | |
| **Optional Modules – 120 credits**  Students must select at least**90** **credits**from Level 6 Politics modules.  The remaining **30 credits** may be taken from Level 6 Politics modules, or from the available Wild modules. | | | | | | |
| The following module is recommended for students considering graduate study, normally subject to having achieved a 2(i) (60%) standard in Stage 2 coursework: | | | | | | |
| POLI6790 | PO679 | Research Dissertation | 6 | 45 | 1 and 2 | |

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| **18 Work-Based Learning**  Disability Statement: Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements. |

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| **19 Support for Students and their Learning** |
| * School and University induction programme * Programme/module handbooks * Library services <http://www.kent.ac.uk/library/> * Student Support <http://www.kent.ac.uk/studentsupport/> * Student Wellbeing [www.kent.ac.uk/studentwellbeing/](http://www.kent.ac.uk/studentwellbeing/) * Centre for English and World Languages <http://www.kent.ac.uk/cewl/index.html> * Student Learning Advisory Service <http://www.kent.ac.uk/uelt/about/slas.html> * PASS system <https://www.kent.ac.uk/teaching/qa/codes/taught/annexg.html> * Academic Adviser system <https://www.kent.ac.uk/teaching/advisers/index.html> * Kent Union [www.kentunion.co.uk/](http://www.kentunion.co.uk/) * Careers and Employability Services [www.kent.ac.uk/ces/](http://www.kent.ac.uk/ces/) * Counselling Service <https://www.kent.ac.uk/studentwellbeing/counselling/> * Information Services (computing and library services) [www.kent.ac.uk/is/](http://www.kent.ac.uk/is/) * Undergraduate student representation at School, Faculty and Institutional levels * International Recruitment Office <https://www.kent.ac.uk/internationalstudent/>; International Partnerships Office <https://www.kent.ac.uk/global/partnerships/> * Medical Centre <https://www.kent.ac.uk/studentwellbeing/medicalcentre.html> * School Student Support Office * School Skills Hub |

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| **20 Entry Profile**  The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit. |
| 20.1 **Entry Route**  For current information, please refer to the University prospectus |
| * A Level – BBB * International Baccalaureate – 34 points overall or 15 points at HL |
| 20.2 **What does this programme have to offer?** |
| * An insight into the nature and significance of politics as a human activity * A solid introduction to the discipline of Politics * A solid knowledge and understanding of the way governments play in the working of a number of European and non-European societies * An excellent grounding in the interaction between political ideas (for example conservatism, feminism or environmentalism), institutions (for example, parliaments) and practices (for example, democratic governance, or conflict between ethnic groups or states) * An introduction to the philosophical foundations of politics * Insights into the complex relationship between the concerns of domestic and international politics * Cosmopolitan staff and student body * Research-informed teaching * Wide choice of specialised modules * Extra-curricular learning opportunities * A friendly campus with high student morale and dedicated teaching staff |
| 20.3 **Personal Profile** |
| * An interest in politics and current affairs * A willingness to engage in informed debate about current, and often controversial, issues * A willingness to acquire or develop IT skills * A commitment to develop the skills required to analyse political problems |

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| 21 **Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning** |
| 21.1 **Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards** |
| * Student module evaluations * Annual programme and module monitoring reports <http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html> * External Examiners system <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html> * Periodic programme review <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html> * Annual staff appraisal * Peer observation * Quality Assurance Framework <http://www.kent.ac.uk/teaching/qa/codes/index.html> * QAA Higher Education Review <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx> |
| 21.2 **Committees with responsibility for monitoring and evaluating quality and standards** |
| * Staff-Student Liaison Committee * School Education Committee * Faculty Education Committee * Faculty Board * Education Board * Board of Examiners |
| 21.3 **Mechanisms for gaining student feedback on the quality of teaching and their learning experience** |
| * Student module evaluations * Staff-Student Liaison Committee * Student rep system (School, Faculty and Institutional level) * Annual NSS |
| 21.4 **Staff Development priorities include:** |
| * PGCHE requirements * HEA (associate) fellowship membership * Annual appraisals * Institutional Level Staff Development Programme * Academic Practice Provision (PGCHE, other development opportunities) * Professional body membership and requirements * Programme team meetings * Research seminars * Conferences * Study leave * Equality, Diversity and Inclusivity (EDI) awareness |

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| 22 **Indicators of Quality and Standards** |
| * Results of periodic programme review (2017) * QAA Higher Education Review 2015 * Annual External Examiner reports * Annual programme and module monitoring reports |
| 22.1 **The following reference points were used in creating these specifications:** |
| * QAA UK Quality Code for Higher Education <http://www.qaa.ac.uk/assuring-standards-and-quality> * QAA Benchmarking statement for Politics and International Relations [year] * School and Faculty plan * University Plan <https://www.kent.ac.uk/about/plan/> and Learning and Teaching Strategies <https://www.kent.ac.uk/uelt/strategies/lta.html> * Staff research activities * Kent Inclusive Practices (<https://www.kent.ac.uk/studentsupport/accessibility/inclusive-practice.html>) |

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| 23 **Inclusive Programme Design** |
| The School recognises and has embedded the expectations of current equality legislation, by ensuring that the programme 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. |

*Template last updated November 2017*

*Module mapping table to be amended as appropriate to the programme specification. Where the programme includes many optional modules, it is acceptable to include only the compulsory modules in the table.*

**Programme Title: Politics BA**

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|  | **Stage 1** | | | | | | | | **Stage 2** | | | | | | | | **Stage 3** | | | | | | | |
|  | PO310 | PO314 | PO326 | PO327 | Module 5 name | Module 6 name | Module 7 name | Module 8 name |  | PO657 | PO661 | Module 4 name | Module 5 name | Module 6 name | Module 7 name | Module 8 name | Module 1 name | Module 2 name | Module 3 name | Module 4 name | Module 5 name | Module 6 name | Module 7 name | Module 8 name |
| **Programme Learning outcomes**  **Knowledge and Understanding:** | | | | | | | | | | | | | | | | | | | | | | | | |
| A1 | X | X |  | X |  |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A2 | X | X | X | X |  |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A3 | X |  |  | X |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A4 | X | X |  | X |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A5 | X | X |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A6 | X | X | X | X |  |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Intellectual Skills:** | | | | | | | | | | | | | | | | | | | | | | | | |
| B1 | X | X | X | X |  |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B2 | X | X | X | X |  |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B3 | X | X | X | X |  |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B4 | X | X | X | X |  |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B5 | X | X | X | X |  |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Subject-specific Skills:** | | | | | | | | | | | | | | | | | | | | | | | | |
| C1 | X | X |  | X |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C2 | X | X | X | X |  |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C3 | X | X | X | X |  |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C4 | X | X | X | X |  |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C5 | X | X | X | X |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Transferable Skills:** | | | | | | | | | | | | | | | | | | | | | | | | |
| D1 | X | X | X | X |  |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D2 | X | X | X | X |  |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D3 | X | X | X | X |  |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D4 | X | X | X | X |  |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D5 |  | X |  | X |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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