LSBU
EST 1892

Course Specification

<table>
<tr><td colspan="5" align="center">A. Course Information</td></tr>
<tr><td>Final award title(s)</td><td colspan="4">BA (Hons) Politics
BA (Hon) Politics (Black Studies)
BA (Hons) Politics (Social Policy)
BA (Hons) Politics (Sustainability)</td></tr>
<tr><td>Intermediate exit award title(s)</td><td colspan="4">CertHE Politics
DipHE Politics</td></tr>
<tr><td>UCAS Code</td><td></td><td></td><td>Course Code(s)</td><td>5782</td></tr>
<tr><td>Awarding Institution</td><td colspan="4">London South Bank University</td></tr>
<tr><td>School</td><td colspan="4">☐ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☐ HSC ☒ LSS</td></tr>
<tr><td>Division</td><td colspan="4">Social Sciences</td></tr>
<tr><td>Course Director</td><td colspan="4">Dr Elian Weizman</td></tr>
<tr><td>Delivery site(s) for course(s)</td><td colspan="4">☒ Southwark　　☐ Havering　　☐ Croydon
☐ Other: please specify</td></tr>
<tr><td>Mode(s) of delivery</td><td colspan="4">☐Full time　　☐Part time　　☐other please specify</td></tr>
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<table>
<tr><td>Length of course/start and finish dates</td><td>
<table>
<tr><td>Mode</td><td>Length years</td><td>Start - month</td><td>Finish - month</td></tr>
<tr><td>Full time</td><td>3</td><td>September</td><td>June</td></tr>
<tr><td>Full time with placement/ sandwich year</td><td></td><td></td><td></td></tr>
<tr><td>Part time</td><td></td><td></td><td></td></tr>
<tr><td>Part time with Placement/ sandwich year</td><td></td><td></td><td></td></tr>
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<table>
<tr><td>Is this course generally suitable for Visa Sponsored students?</td><td>Yes

Students are advised that the structure/nature of the course is suitable for visa sponsored students but other factors will be taken into account before a CAS number is allocated.</td></tr>
<tr><td rowspan="2">Approval dates:</td><td>Course(s) validation date   November 2021</td></tr>
<tr><td>Course specification last updated and signed off   November 2021</td></tr>
<tr><td>Professional, Statutory & Regulatory Body accreditation</td><td>n/a</td></tr>
</table>

Link to Institute of Apprenticeship (IoA) Assessment Plan (Apprenticeship only)	n/a	
Reference points:	Internal	Corporate Strategy 2020-2025 Academic Quality and Enhancement Website School Strategy LSBU Academic Regulations
	External	QAA The UK Quality Code for Higher Education 2018 Framework for Higher Education Qualifications FHEQ Outcome Classification Descriptions for Level 6 QAA Subject Benchmark Statement Politics and International Relations (Dec 2019). OfS Guidance PSRBs SEEC Level Descriptors 2021 Competitions and Markets Authority

B. Course Aims and Features

Distinctive features of course	An up-to-date and exciting politics degree programme. An interdisciplinary approach to the study of politics, situating political processes in their historical, economic and social contexts. The course is underpinned by internationally recognised research expertise and scholarship. The degree has significant optionality at Levels 5 and 6. This allows students to tailor themes in the way they pursue their studies and academic interests. Thus, for example, a student could choose to focus on domestic politics, the role of gender or international politics. Direct entry into Levels 5 and 6 for suitably qualified applicants. Students are trained in appropriate research methods. Employability and skills development are embedded throughout the programme. There is a work-based learning module at level 5 to provide a firm link between the academy and the world of work. The degree encourages students to actively engage with the School's 'social justice and global responsibility' ethos. Use of our central London location and the amenities this affords us – proximity to Parliament, Imperial War Museum and other places of interest and importance. We have working links with two MPs. Pathways in Black Studies, Social Policy and Sustainability are available for those who wish to add a specific focus to their studies
Course Aims	The BA (Hons) Politics aims to: 1. Enable students from a variety of backgrounds to acquire a critical understanding of political life and its complexities. 2. Provide a rigorous, broad, up-to-date and rewarding educational experience to our students, backed by a curriculum based on our expertise, scholarship and research. 3. Develop students' intellectual, analytical, interpretative and communication skills.

	4. Enable students to develop a critical understanding of the historical, economic, social and international contexts of the subject.
	5. Enhance students' employment opportunities by developing their capacity to initiate and carry out complex academic and professional tasks individually and in groups.
	6. Develop an appreciation of the importance of complex theoretical ideas to the study of politics and the world more generally.
	7. Enable students to acquire and develop a range of personal attributes relevant to further achievement in the world beyond undergraduate and postgraduate education.
	The BA Politics with named pathways has the same aims as the BSc Politics programme as well as providing a rich empirical and theoretical education in the relevant subject matter
Course Learning Outcomes	Students will have knowledge and understanding of:
	A1 the nature of politics, political processes and political change.
	A2 key historical and contemporary political, economic, and social issues and their inter-connectedness.
	A3 a range of political, political-economic, and social scientific concepts and their application, as well as major theoretical approaches to the study of politics at both domestic and international levels.
	A4 processes of political, economic, and social change in a range of national and international contexts.
	A5 the requirements for carrying out research in the field of politics, using a variety of research methods, in a self-critical fashion and with appropriate use of evidence.
	A6 the practical contribution of political concepts, theories and forms of understanding to problem solving and in forging more socially just and sustainable global futures.
	Students will develop their intellectual skills such that they are able to:
	B1 synthesise a range of information and data from a variety of sources related to issues and debates in politics and the broader social sciences.
	B2 critically analyse a range of concepts, principles and practices within the political domain and their application at both national and international levels.
	B3 demonstrate the cognitive skills necessary to review and evaluate arguments, concepts, theoretical perspectives, evidence and texts in the field of politics and related areas (e.g. political economy).
	B4 demonstrate an understanding of the requirements for initiating and carrying through political research in an analytical and theoretical way, whilst making appropriate and critical use of evidence.

	B5 exercise intellectual and evaluative skills in pursuit of a more sustainable and socially just international future.
	Students will acquire and develop practical skills such that they are able to:
	C1 Initiate, plan, manage and execute work (both individually and in small groups).
	C2 Communicate with others, in a variety of ways, demonstrating clarity of thought and critical understanding of political issues and concepts.
	C3 Produce work (within quality and time frameworks) involving problem solving and evaluation, drawing on supporting evidence.
	C4 Retrieve, sift, synthesise and analyse material from a wide range of sources, and present their findings in a clear and balanced manner.
	C5 Identify appropriate practices within a professional and ethical framework, and understand the continuing need for professional and personal development.
	Students will acquire and develop transferrable skills such that they are able to:
	D1 Retrieve information and ideas effectively and critically from a variety of primary and secondary sources, including internet sources.
	D2 Present in written and oral form, complex information and ideas in a variety of contexts and in a balanced fashion.
	D3 Make effective use of IT skills.
	D4 Demonstrate literacy and numeracy skills.
	D5 Appreciate that problems are often multi-faceted and interconnected, and require thoughtful and logical approaches.
	Students on the Black Studies Pathway will also have knowledge of understanding of:
	A7 the History of Empire and its social, political, and economic legacies
	A8 theories relating to the construction of race
	A9 how Black communities have responded to racial inequalities which have arisen as a result of slavery and empire
	Students on the Social Policy Pathway will also have knowledge and understanding of:
	A7 key aspects of social policy, including, for example, how welfare state institutions function across the UK, and a general awareness of different welfare systems operating in other parts of the world
	A8 different normative values and principles which can underpin and shape policy making

	A9 a wide range of social policy issues as well as engaging critically with different theories, concepts, perspectives and methods presented in teaching and relevant literature

Students on the <u>Sustainability Pathway</u> will also have knowledge and understanding of:

A7 the interactions between social, economic and environmental systems and actions, from the global to the local, and the multiple, trans-boundary consequences of actions

A8 scientific evidence, scholarly research and historical knowledge that addresses (un)sustainable development and the impact of human activity, and envisions how futures may be shaped

A9 the value of collaborating with others and of recognising different knowledge, views and experiences on the issue of sustainability. |

C. Teaching and Learning Strategy

A1 – A6 are woven into modules at all levels. Level 4 modules are introductory and lay the foundation for all learning outcomes. Level 5 modules emphasise the substantive and comparative learning outcomes and Level 6 modules extend the critical and analytical learning outcomes.

Acquisition of A1 – A6 is, at all levels, through a combination of lectures, seminars, workshops, small group exercises, individual and group projects/activities. These are supplemented by guest speakers from public, private and third sector organisations, as well as academia, which provide additional specialisms and real-world contextualisation, as well as by the Politics Research Project tutorials at Level 6.

A7-A9 are acquired by completing specific pathway modules. Students who are registered on these pathways will complete three pathway modules, one at level 5 and two at level 6.

Interactive seminars and workshops support the lectures and encourage the active participation of students in free and open debate, developing peer learning, the sharing of knowledge and support amongst the diverse student body. Student engagement is further encouraged through the use of small group exercises and the requirement that all students make a seminar presentation at each level.

Scheduled teaching is supported and consolidated by private study structured by provision of comprehensive reading lists and core electronic resources, and the use of Moodle and other online teaching methods and resources. The Division of Social Sciences aims to provide a truly 'blended' learning experience extending well beyond the use of the VLE as a mere repository for documents.

The development of subject specific intellectual and research skills will be delivered via a structured and progressive strategy of support throughout the programme.

Acquisition of B1 – B5 is at all levels, through a combination of lectures, seminars, and workshops, as well as through coursework feedback and the use of online sources and the VLE.

Particular emphasis is placed on seminar discussion of key texts and other materials. These assist student understanding of complex theoretical ideas and the relationship between theory, practice and empirical enquiry. They also assist the development of critical, evaluative and problem-solving skills. In-class debate allows the sharing of ideas amongst peers and the evaluation of opinions within a diverse student body. B4 is developed and encouraged through both tutorial discussion and practical coursework projects, including the final year Politics Research Project.

As students move through the programme their ability to generate, evaluate and synthesise subject-related information is developed through application to more complex case-study and policy-related problems. The aim is to progressively develop greater independence of thought and practice.

As with subject understanding and knowledge learning outcomes, self-managed learning activities supplement in-class learning and include the reading and critique of academic journals, policy reports and data sets, and preparation for problem-based exercises and peer debate. Links to core journals are available via the VLE, and on-line fora will be used to encourage debate and discussion of key issues.

Acquisition of C1 – C5 again typically takes place through a combination of lectures, seminars, workshops and the project tutorials, accompanied by online teaching support. The acquisition and development of practical skills are a particular focus of the lectures and seminars at Level 4, and the research project lectures and supervision at Level 6. Students are encouraged to reflect on their skills through feedback on assessed work at all levels.

The choices implied in C5 inform the entire course but may be particularly developed through the Work Placement module at Level 5.

The development of practical skills via classroom teaching is strongly reinforced by the students' own self-managed study.

Transferable skills D1-5 are acquired and developed throughout the programme via the teaching practices described in previous sections (lectures, seminars, workshops, tutorials, class feedback and (with particular focus on D3), online learning). Their initial acquisition is at Level 4, when support is given for cognitive skills development, oral presentations, academic writing and referencing, and data retrieval and presentation, in preparation for subsequent levels of study. These transferable skills and attributes are then continually developed throughout each level demonstrating progressive enhancement, including via group presentations at Level 5, policy brief and case-study type assignments at Levels 5 and 6, and the Level 6 Politics Research Project.

The optional Work Placement module is an opportunity for students to enhance their employability skills and to reflect upon these in a critical and reflective manner.

In acquiring these skills and in achieving the learning outcomes of each module, students are expected to undertake substantial private study. This is outlined in all module guides – usually 155 hours of private study per module.

Communication out of hours is maintained through Moodle, which includes module-specific information, as well as course level and support information. There are also office hours every week when each member of staff is available to meet students. Information about extended Library and Learning Resource Centre hours is found through the LSBU website.

Undergraduate teaching typically occurs between 9am and 5pm Monday to Friday, with no teaching scheduled for Wednesday afternoons. Each student will have access to an individual online timetable.

The degree programme is mainly taught by permanent staff members

D. Assessment

A1-6

The student learning experience is built upon the integration of formative and summative forms of assessment and feedback as central to a student's acquisition of the skills and attributes necessary to achieve the course and module learning outcomes.

Learning outcomes are tested in a variety of ways, with assessments tailored to the requirements of specific modules. Assessment types include: examinations, essay assessments of varying lengths, reports and presentations undertaken individually and in groups, web-based work, policy briefings, poster presentations, research proposals and book reviews.

The increasing emphasis through each level of study on independent learning is reflected in the methods of assessment. Individual and group presentations are assessed, with students given the assessment criteria in advance. Literature reviews encourage students to read in a more critical and focused way and the assessment of their research proposal helps in the development of intellectual skills and independent work.

Formative assessment is a central feature of the course modules. It provides an opportunity for developmental feedback and reflection, which help promote student engagement in a process of continuous learning. Formative assessment takes a variety of forms, including informal assessment of work; the provision of commentary on essay plans; the use of online quizzes, and marking of non-assessed work. Peer marking and feedback is another formative assessment method used during the programme.

Additionally, in-class debate and discussion provide students and staff with an understanding of the knowledge gained and areas needing further reinforcement and delivery. This allows reflection on performance and feeds forward into future delivery.

Summative assessment details are included in Section H and the Module Statements. The methods used link to the Learning Outcomes that are central to each module and which are mapped in Appendix A. Individual modules teach and develop many of the course learning outcomes listed in this section and therefore Appendix A highlights those principally used to frame the assessment strategy.

B1-5

These intellectual skills are mainly tested through examinations and various coursework assignments. As above, formative in-class assessments, together with engagement with the VLE, enable assessment of student learning of these objectives. In terms of summative assessments, the module statements show a range of approaches.

As students progress through the course there is an expectation that they will exhibit greater autonomy in their learning, and will refine their intellectual skills, and approach their work in a more critical and analytical way. The range of assessment types reflects these expectations. This process culminates in the Level 6 Politics Research Project, which is a significant assessment of student independent research skills.

The variety of assessments reflects the course team's wish to maximise the opportunities for students to display their strengths in different ways.

C1-5

Practical skills are only assessed in a small number of modules, for instance the Work Placement. They are nevertheless acquired progressively during the course

D1-5

Transferable skills are integral to all student activities at all levels.

Transferable skills are only assessed in a small number of modules, for instance the Work Placement. They are nevertheless acquired progressively during the course and are integral to the Division's commitment to enhancing student employability

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

F. Entry Requirements

General
In order to be considered for entry to the course(s) applicants will be required to have the following qualifications:

- GCSE grade "C" or above in 5 subjects (including Mathematics and English Language) plus one of the following:
    · A Level BCC (or equivalent);
    · BTEC National Diploma MMM;
    · Access to HE Diploma with 9 Distinctions and 36 Merits (or equivalent);
    · Other equivalent level 3 qualifications worth 106 UCAS points
- Mature students will be considered on the basis of their overall qualifications and work experience.

For direct entry into Level 5 of the course, applicants will be required to hold:

- 120 credits at Level 4 or above in a relevant subject; or
- LSBU's Certificate in Higher Education in the relevant subject area.

For direct entry into Level 6 of the course, applicants will be required to hold:

- 120 credits at Level 4 and 120 credits at Level 5 in the relevant subject area.

For progression from the Cert HE into the main degree students are required to pass all modules (120 credits).

Accreditation of Prior Learning (APL)
All awards for APL will be in line with the University's policy and current academic regulations. Applicants may be able to use their learning from work or other life experiences to gain academic credit towards their programme of study. Applicants need to demonstrate that their learning is equivalent to formal learning on the programme and produce satisfactory evidence. If an applicant has gained a qualification from a professional body or another institution this may be credited towards the University qualification via the transfer credit scheme.

Transfer credit
Transfer credit allows credit awarded by another HE Institution to contribute to the credit required for an LSBU award. Credit may also be transferred from a previous experience of learning at LSBU. Applicants will be considered on a case by case basis. Consideration of any request for transfer credit will only be confirmed against a transcript of credit or award certification and particular attention will be paid to grades achieved and number of attempts at the assessments.

Applicants for whom English is a foreign language should either hold a recognised qualification in English e.g. British Council IELTS (minimum 6.0) or the TOEFL equivalent.

G. Course structure(s)

Course overview

The course is delivered on a semester pattern, each semester being of 15 weeks duration. Students study 120 credits (normally 6 modules) at each of Levels 4, 5 and 6. A University module is the equivalent of 200 student study hours. Each module is a self-contained part of the programme of study and normally carries a single credit value. The only exception to this is the Level 6 Research Project, which is a double (40 credit) module.

BA Politics – **Full time**
As seen below, all modules are compulsory at level 4. At level 5, students take two compulsory modules and one elective in each semester, this is the same for level 6.

	Semester 1		**Semester 2**	
Level 4	International Society: conflict, revolution and empire (core)	20	International Relations in Theory and Practice (core)	20
	Political Ideas in Practice (core)	20	State, Society and Institutions (core)	20
	Social Science in the Contemporary World: themes, concepts and higher education skills (core)	20	Social Justice in Action (core)	20
Level 5	Decolonisation and Legacies of Empire (core)	20	Political Ideologies (core)	20
	Social Research Methods (core)	20	Working in the Social Sciences (core)	20
	Contemporary Policy Making (optional)	20	Environmental Justice, Sustainability and Climate Crisis (optional)	20
	Foreign Policy Analysis (optional)	20	Contemporary Issues in International Development (optional)	20
	Gender, Sexualities and Society (optional)	20	Policing and Society (optional)	20
Level 6	Research Project (core)			40
	Politics of the Middle East (core)	20	Diplomacy and Conflict Resolution (core)	20
	International Security (optional)	20	Politics and Protest (optional)	20
	Black Political Thought and Activism (optional)	20	Crimes of the Powerful (optional)	20
	Visualising the World: images, technology, and social change (optional)	20	Sustainability: reimagining a future for everyone (optional)	20

BA Politics (Black Studies) - **Full Time**
All modules are compulsory except at level 5 semester 2 where students are required to take two compulsory modules and one optional module.

	Semester 1		Semester 2	
Level 4	International Society: conflict, revolution and empire (core)	20	International Relations in Theory and Practice (core)	20
	Political Ideas in Practice (core)	20	State, Society and Institutions (core)	20
	Social Science in the Contemporary World: themes, concepts and higher education skills (core)	20	Social Justice in Action (core)	20
Level 5	Decolonisation and Legacies of Empire (core)	20	Political Ideologies (core)	20
	Social Research Methods (core)	20	Working in the Social Sciences (core)	20
	Contemporary Policy Making (core)	20	Environmental Justice, Sustainability and Climate Crisis (optional)	20
			Contemporary Issues in International Development (optional)	20
			Policing and Society (optional)	20
Level 6	Research Project (core)			40
	Politics of the Middle East (core)	20	Diplomacy and Conflict Resolution (core)	20
	Black Political Thought and Activism (core)	20	Race, Culture and Identity (core)	20

BA Politics (Social Policy) – **Full Time**
All modules are compulsory except at level 5 semester 2 where students are required to take two compulsory modules and one optional module.

	Semester 1		**Semester 2**	
Level 4	International Society: conflict, revolution and empire (core)	20	International Relations in Theory and Practice (core)	20
	Political Ideas in Practice (core)	20	State, Society and Institutions (core)	20
	Social Science in the Contemporary World: themes, concepts and higher education skills (core)	20	Social Justice in Action (core)	20
Level 5	Decolonisation and Legacies of Empire (core)	20	Political Ideologies (core)	20
	Social Research Methods (core)	20	Working in the Social Sciences (core)	20
	Contemporary Policy Making (core)	20	Environmental Justice, Sustainability and Climate Crisis (optional)	20
			Contemporary Issues in International Development (optional)	20
			Policing and Society (optional)	20
Level 6	Research Project (core)			40
	Black Political Thought and Activism (core)	20	Diplomacy and Conflict Resolution (core)	20
	Social Justice and Social Policy (core)	20	Challenges in Global Social Policy (core)	20

BA Politics (Sustainability) – **Full Time**

All modules on this pathway are compulsory except at level 5 semester one where student take 2 compulsory modules and one elective.

	Semester 1		**Semester 2**	
Level 4	International Society: conflict, revolution and empire (core)	20	International Relations in Theory and Practice (core)	20
	Political Ideas in Practice (core)	20	State, Society and Institutions (core)	20
	Social Science in the Contemporary World: themes, concepts and higher education skills (core)	20	Social Justice in Action (core)	20
Level 5	Decolonisation and Legacies of Empire (core)	20	Political Ideologies (core)	20
	Social Research Methods (core)	20	Working in the Social Sciences (core)	20
	Contemporary Policy Making (optional)	20	Environmental Justice, Sustainability and Climate Crisis (core)	20
	Foreign Policy Analysis (optional)	20		
	Gender, Sexualities and Society (optional)	20		
Level 6	Research Project (core)			40
	Black Political Thought and Activism (core)	20	Diplomacy and Conflict Resolution (core)	20
	Sustainability: agents for change (core)	20	Sustainability: reimagining a future for everyone (core)	20

Placements information

In line with LSBU's commitment to providing a professional and technical education, all students undertake a work-based module at Level 5. Academic staff and the university's Careers Hub assist students in finding appropriate work placements and support them during their placements.

H. Course Modules

In any given year there may be circumstances where option modules will not run. There will need to be sufficient student demand for the option and staff expertise will need to be available. We will ensure that there are sufficient option choices available to students. Where options will not run for reasons to do with student demand, staff absence or other reasons, alternative modules will be offered as soon as is possible.

Module Code	Module Title	Level	Semester	Credit value	Assessment
DSS_4_ISC	International Society: conflict, revolution and empire	4	1	20	5 weekly summaries (2000 words total) (100%)
DSS_4_PIP	Political Ideas in Practice	4	1	20	Presentation of speech (30%) Speech Writing 1500 words (70%)
DSS_4_IRT	International Relations in Theory and Practice	4	2	20	1500-word News Journal Presentation (30%)
DSS_4_SSI	State, Society and Institutions (core)	4	2	20	2000-word Essay (100%)
DSS_4_SJA	Social Justice in Action	4	2	20	2000-word Portfolio (100%)
DSS_4_SSC	Social Science in the Contemporary World: themes, concepts and higher education skills	4	1	20	Quiz (10%) Resource hunt (300 words) (20%) Argument and summary (500 words) (40%) Introduction and conclusion (400 words) (30%)
DSS_5_DLB	Decolonisation and Legacies of Empire	5	1	20	3,000-word mini research project (100%)
DSS_5_SRM	Social Research Methods	5	1	20	Three 500-word seminar reports (50%) 1500-word Statistics assignment (50%)
DSS_5_CPM	Contemporary Policy Making	5	1	20	3000-word Policy Portfolio (100%)
DSS_5_FPA	Foreign Policy Analysis	5	1	20	Foreign Policy Brief 2000 words (70%) Group Presentation (30%)
DSS_5_GSS	Gender, Sexualities and Society	5	1	20	Poster (30%) 2000-word Essay (70%)
DSS_5_PID	Political Ideologies	5	2	20	Analysis of a political document (speech, policy, poster) 3000 words 100%
DSS_5_WSS	Working in the Social Sciences	5	2	20	1500-word Placement Portfolio (50%) 1500-word Reflective Report (50%)
DSS_5_EJS	Environmental Justice, Sustainability and Climate Crisis	5	2	20	Appraisal of internet sources, 1500 words (50%) Organisational analysis (1500 words) (50%)
DSS_5_CII	Contemporary Issues in International Development	5	2	20	3000-word Essay (100%)
DSS_5_PAS	Policing and Society	5	2	20	Unseen 3-hour Exam (100%)
DSS_6_PRJ	Research Project	6	1&2	40	1500-word Proposal (15%) 9000-word Project (85%)
DSS_6_PME	Politics of the Middle East	6	1	20	Contemporary news journal1500 words – (40%) Essay 2500 words (60%)

DSS_6_INS	International Security	6	1	20	3000-word Position Paper (70%) Conference Participation (30%)
DSS_6_BPT	Black Political Thought and Activism	6	1	20	1000-word Literature review (30%) Short film (5-10mins) (70%)
DSS_6_SJS	Social Justice and Social Policy	6	1	20	2000-word Case Study (50%) 2000-word Policy Brief (50%)
DSS_6_SAC	Sustainability: agents for change	6	1	20	Engagement activity 1500 words (40%) Review of corporate strategy 2500 words (60%)
DSS_6_VTW	Visualising the World: images, technology and social change	6	1	20	Visual Portfolio (70%) 1000-word Reflective report (30%)
DSS_6_DCR	Diplomacy and Conflict Resolution	6	2	20	Participation in Model Conflict Resolution event and summary report (1,000 words) (40%) Case-study of a recent international conflict resolution effort (2500 words) (60%)
DSS_6_PAP	Politics and Protest	6	2	20	2500-word Essay (70%) 1500-word Campaign Strategy (30%)
DSS_6_COP	Crimes of the Powerful: states, corporations and human rights	6	2	20	1000-word annotated Bibliography (30%) 3000-word Case Study (70%)
DSS_6_RCI	Race, Culture, and Identity	6	2	20	1000-word Photo Essay (30%) 3000-word Essay (70%)
DSS_6_CGS	Challenges in Global Social Policy	6	2	20	4000-word report on the progress towards the SDGs (100%)
DSS_6_SRF	Sustainability: reimagining a future for everyone	6	2	20	Presentation (40%) Project management plan 2000 words (50%)

I. Timetable information

- Students will be notified of their confirmed timetable for study commitments in line with the new timetabling arrangements at LSBU. It is expected that this information will be available to students at least two weeks before the commencement of the academic year.
- Wednesday is a teaching-free afternoon set aside for e.g. sporting/cultural activities.
- We will keep prospective students informed of any changes.

J. Costs and financial support

Course related costs

- The division provides all students with access to the Oxford University Press Politics Trove, which is included in tuition fees.

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding or
- http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding
- Information on living costs and accommodation can be found by clicking the following link- https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses

List of Appendices

Appendix A: Curriculum Map
Appendix B: Terminology

Appendix A: Curriculum Map

Modules			Course outcomes																				
Level	Title	Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
4	International Society: conflict, revolution and empire	DSS_4_ISC	DTA	DTA	D	D	D	DT	DTA	DTA	DTA	D	DTA	DT	DT	DT	DT	D	D	D	D	D	D
4	Political Ideas in Practice	DSS_4_PIP	DTA	DTA	DTA	DT	D	DT	DTA	DTA	DTA	D	DT	DT	DT	DT	DT	D	D	D	D	D	D
4	International Relations in Theory and Practice	DSS_4_IRT	DTA	DTA	DTA	DT	D	DT	DTA	DTA	DTA	D	D	DT	DT	DT	DT	D	D	D	D	D	D
4	State, Society and Institutions	DSS_4_SSI	D	DTA	D	DT	D	DT	DTA	DTA	DTA	D	DTA	DT	DT	DT	DT	D	D	D	D	D	D
4	Social Justice in Action	DSS_4_SJA	D	DT	D	D	D	DT		D	D	D	D	DTA	DT	DT	DT	DTA	D	D	D	D	D
4	Social Science in the Contemporary World: Themes, Concepts and Higher Education Skills	DSS_4_SSC	D		D	D	DTA	DT	DTA	D	D	D	D	DTA	DTA	DTA	D	DTA	D	D	D	D	D
5	Decolonisation and Legacies of Empire	DSS_5_DLB	DT	DTA	D	DT	D	DT	DTA	DTA	DTA	D	DTA	D	DT	D	D	D	D	D	D	D	D
5	Social Research Methods	DSS_5_SRM	D	D	DTA	D	DTA	D	DTA	D	D	DTA	D	DT	DT	DT	DT	D	D	D	D	D	D
5	Contemporary Policy Making	DSS_5_CPM	DT	DTA	D	DTA	D	DT	DT	DTA	DTA	D	DTA	DT	DT	DT	DT	D	D	D	D	D	D
5	Foreign Policy Analysis	DSS_5_FPA	DTA	DTA	DT	DTA	D	DT	DTA	DTA	DTA	D	DTA	DT	DT	DT	DT	D	D	D	D	D	D
5	Gender, Sexualities and Society	DSS_5_GSS		DT	D	D	D	D	DT	D	D	D	DTA	DT	DT	DT	DT	D	D	D	D	D	D
5	Political Ideologies	DSS_5_PID	DTA	D	DTA	D	D	DT	DTA	DTA	DTA	D	DTA	DT	DT	DT	DT	D	D	D	D	D	D
5	Working in the Social Sciences	DSS_5_WSS	D	D	D	D	D	D	DTA	D	D	D	D	DT	DT	DTA	DTA	DTA	D	D	D	D	D
5	Environmental Justice, Sustainability and Climate Crisis	DSS_5_EJS	DT	DTA	DT	DTA	D	DT	DTA	DTA	DTA	D	DTA	DT	DT	DT	DT	D	D	D	D	D	D
5	Contemporary Issues in International Development	DSS_5_CII	DTA	DTA	DT	DTA	D	DT	DTA	DTA	DTA	D	DTA	DT	DT	DT	DT	D	D	D	D	D	D

Level	Module	Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
5	Policing and Society	DSS_5_PAS	D	D		D	D	DT	DTA	D	DTA	D	D	DT	DT	DT	DT	D	D	D	D	D	D
6	Research Project	DSS_6_PRJ	DA	DA	DA	DA	DTA	D	DTA	DA	DA	DTA	D	DT	DT	D	DT	D	D	D	D	D	D
6	Politics of the Middle East	DSS_6_PME	DTA	DTA	DTA	DA	D	DT	DTA	DTA	DTA	D	DTA	DT	DT	DT	DT	D	D	D	D	D	D
6	International Security	DSS_6_INS	DTA	DTA	DTA	DTA	D	DT	DTA	DTA	DTA	D	DTA	DT	DT	DT	DT	D	D	D	D	D	D
6	Black Political Thought and Activism	DSS_6_BPT	DT	D	D	D	D	DT	DTA	DTA	DTA	D	DTA	DT	DT	DT	DT	D	D	D	D	D	D
6	Visualising the World: images, technology, and social change	DSS_6_VTW	DTA	DTA	D	D	D	DT	DTA	DTA	DTA	D	D	DT	DT	DT	DT	D	D	D	D	D	D
6	Politics and Protest	DSS_6_PAP	D	DT	D	D	D	DT	DTA	DTA	DTA	D	DTA	DT	DT	DT	DT	D	D	D	D	D	D
6	Crimes of the Powerful: states, corporations and human rights	DSS_6_COP	D	DT	D	D	D	DT	D	DTA	DTA	D	DTA	DT	DT	DT	DT	D	D	D	D	D	D
6	Sustainability: agents for change	DSS_6_SAC	DTA	DTA	D	D	D	DT	DTA	DTA	DTA	D	DTA	DT	DT	DT	DT	D	D	D	D	D	DTA
6	Sustainability: reimagining a future for everyone	DSS_6_SRF	DTA	DTA	D	DTA	D	DT	DTA	DTA	DTA	D	DTA	DT	DT	DT	DT	D	D	D	D	D	DTA
6	Diplomacy and Conflict Resolution	DSS_6_DCR	DTA	DTA	D	DT	D	DT	DTA	DTA	DTA	D	DT	DT	DT	DT	DT	D	D	D	D	D	D

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Pathways Curriculum Map
By completing the pathways modules, students will also achieve the specific pathway outcomes

Black Studies Pathway

Modules			Course outcomes		
Level	**Title**	**Code**	**A7**	**A8**	**A9**
5	Decolonisation and Legacies of Empire	DSS_5_DLB	DTA	DTA	DTA
6	Black Political Thought and Activism	DSS_6_BPT	DTA	DTA	DTA
6	Race, Culture and Identity	DSS_6_RCI	DTA	DTA	DTA

Social Policy Pathway

Modules			Course outcomes		
Level	**Title**	**Code**	**A7**	**A8**	**A9**
5	Contemporary Policy Making	DSS_5_CPM	DTA	DTA	DTA
6	Social Justice and Social Policy	DSS_6_SJS	DTA	DTA	DTA
6	Challenges in Global Social Policy	DSS_6_CGS	DTA	DTA	DTA

Sustainability Pathway

Modules			Course outcomes		
Level	**Title**	**Code**	**A7**	**A8**	**A9**
5	Environmental Justice, Sustainability and Climate Crisis	DSS_5_EJS	DTA	DTA	DTA
6	Sustainability: Agents for Change	DSS_6_SAC	DTA	DTA	DTA
6	Sustainability: Reimagining a Future for Everyone	DSS_6_SRF	DTA	DTA	DTA

Appendix B: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
Bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social earning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions