

## Course Specification

A. Course Information				
<b>Final award title(s)</b>	BA (Hons) International Relations BA (Hons) International Relations (Black Studies) BA (Hons) International Relations (Social Policy) BA (Hons) International Relations (Sustainability)			
<b>Intermediate exit award title(s)</b>	CertHE International Relations DipHE International Relations			
<b>UCAS Code</b>		<b>Course Code(s)</b>	5784	
<b>Awarding Institution</b>	London South Bank University			
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input checked="" type="checkbox"/> LSS			
<b>Division</b>	Social Sciences			
<b>Course Director</b>	Dr Elian Weizman			
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Croydon <input type="checkbox"/> Other: <i>please specify</i>			
<b>Mode(s) of delivery</b>	<input type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify			
<b>Length of course/start and finish dates</b>	<b>Mode</b>	<b>Length years</b>	<b>Start - month</b>	<b>Finish - month</b>
	Full time	3	September	June
	Full time with placement/ sandwich year			
	Part time			
	Part time with Placement/ sandwich year			
<b>Is this course generally suitable for Visa Sponsored students?</b>	Please complete the International Office questionnaire 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.			
<b>Approval dates:</b>	Course(s) validation date		November 2021	
	Course Review date		November 2026	
	Course specification last updated and signed off		November 2021	
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	n/a			

<b>Link to Institute of Apprenticeship (IoA) Assessment Plan (Apprenticeship only)</b>	n/a	
<b>Reference points:</b>	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>B. Course Aims and Features</b>		
<b>Distinctive features of course</b>	<ul style="list-style-type: none"> <li>• The International Relations (IR) degree makes use of the teaching team's internationally recognised expertise and research and LSBU's central-London location to investigate central features of contemporary international relations.</li> <li>• The degree takes an inter-disciplinary approach to the study of IR, situating international processes within their historical, political and social contexts. The concept of the national-international dialectic is central to the degree's design.</li> <li>• The degree encourages students to actively engage with the School's 'social justice and global responsibility' ethos.</li> <li>• Optional modules allow students to tailor the degree to their own interests and future career ambitions.</li> <li>• 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.</li> <li>• Pathways in Black Studies, Social Policy and Sustainability are available for those who wish to add a specific focus to their studies</li> </ul>	
<b>Course Aims</b>	<p>The BA (Hons) International Relations aims to:</p> <ul style="list-style-type: none"> <li>• to provide a rigorous, broadening and rewarding educational experience in the field of International Relations, backed by an up-to-date curriculum based on scholarship and research</li> <li>• to enable students from a variety of educational and personal backgrounds to acquire a critical understanding of international relations and of their multidimensional historical and social contexts;</li> <li>• to develop and sharpen students' cognitive, analytical, critical, communicative and interpretative skills and their ability to translate these into research practice in the field of International Relations;</li> <li>• to encourage an appreciation of the importance of, and ability to use, complex theoretical ideas in the study of International Relations and the social world more generally;</li> <li>• to enable students to acquire and develop a range of personal attributes relevant to further achievement in the world beyond undergraduate and postgraduate education;</li> <li>• to enhance students' employment opportunities by developing their capacity to initiate and carry through complex academic and professional tasks both individually and with others.</li> </ul>	

	<p>The BA International Relations with named pathways has the same aims as the BA International Relations programme as well as providing a rich empirical and theoretical education in the relevant subject matter</p>
<p><b>Course Learning Outcomes</b></p>	<p><b>Knowledge and understanding</b></p> <p><b>A1</b> the nature of International Relations and the international system;</p> <p><b>A2</b> key historical and contemporary political, economic, and social issues and processes, and their inter-connectedness, particularly in their international dimensions;</p> <p><b>A3</b> major concepts and theoretical approaches used in the academic area of International Relations;</p> <p><b>A4</b> processes of internationalisation/globalisation and their impact on politics and policy;</p> <p><b>A5</b> the requirements for carrying out research in the field of International Relations, using a variety of research methods, in a self-critical fashion and with appropriate use of evidence;</p> <p><b>A6</b> the practical contribution of International Relations concepts, theories and forms of understanding to problem solving and in forging more socially just and sustainable global futures.</p> <p><b>B1</b> synthesise a range of information and data from a variety of sources related to issues and debates in IR, politics and the broader social sciences;</p> <p><b>B2</b> critically analyse a range of concepts, principles and practices within the IR domain and their application at both national and international levels;</p> <p><b>B3</b> demonstrate the cognitive skills necessary to review and evaluate arguments, concepts, theoretical perspectives, evidence and texts in the field of IR and related areas (e.g. political economy);</p> <p><b>B4</b> demonstrate an understanding of the requirements for initiating and carrying through IR research in an analytical and theoretical way, whilst making appropriate and critical use of evidence;</p> <p><b>B5</b> exercise intellectual and evaluative skills in pursuit of a more sustainable and socially just international future.</p> <p><b>Practical Skills</b></p> <p><b>C1</b> initiate, plan, manage and execute work (both individually and in teams, where students are expected to respect the viewpoints of others);</p> <p><b>C2</b> communicate with others, in written, oral and other forms, demonstrating clarity of thought and critical understanding of issues and concepts relevant to the study of International Relations;</p> <p><b>C3</b> produce work (within quality and time frameworks) involving problem-solving and evaluation, drawing on supporting evidence;</p> <p><b>C4</b> retrieve, sift, synthesise and analyse material from a wide range of sources, and present findings in a clear and balanced manner;</p> <p><b>C5</b> identify appropriate practices within a professional and ethical framework.</p> <p><b>Transferable skills</b></p>

**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 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, creative and logical approaches.  
Students on the Social Policy Pathway will also have knowledge and understanding of:

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 Sustainability Pathway 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 all modules. Level 4 modules are introductory and lay the foundation for all learning outcomes (should students progress to higher levels).

Acquisition of A1 – A6 is 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.

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 encouragement of students to make a seminar presentation.

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 strategy of support throughout the programme.

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.

Acquisition of B1 – B5 is 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 material. 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.

As students move through the programme their ability to generate, evaluate and synthesise sociological and political information is developed through application to more complex case-study and policy-related problems.

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 will be available via the VLE, and on-line fora will be used to encourage debate and discussion of key issues.

#### Teaching and learning strategies

Acquisition of C1 – C5 again typically takes place through a mix of lectures, seminars and workshops, accompanied by online teaching support. The acquisition and development of practical skills are a particular focus of the lectures and seminars at level 4. Students are encouraged to reflect on their skills through feedback on assessed work.

The choices implied in C5 inform the entire course but may be particularly developed through the Work Placement module at level 5 (should students' progress to this level after gaining a Cert HE).

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

Transferable skills 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 D4), online learning). At Level 4 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 (should students choose to take this route).

## D. Assessment

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.

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.

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 International Relations research project, which is a significant assessment of student 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

Transferable skills are integral to standard coursework assessments at all levels.

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.

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

## E. Academic Regulations

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

## F. Entry Requirements

### 14.1 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 DMM;
  - Access to HE Diploma with 9 Distinctions and 36 Merits (or equivalent);
  - Other equivalent level 3 qualifications
- 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;

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.

### 14.2 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.

### 14.3 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 (Hons) International Relations – 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	
<b>Level 4</b>	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
<b>Level 5</b>	Foreign Policy Analysis (core)	20	Contemporary Issues in International Development (core)	20
	Social Research Methods (core)	20	Working in the Social Sciences (core)	20
	Decolonisation and Legacies of Empire (optional)	20	Environmental Justice: Sustainability and Climate Crisis (optional)	20
	Gender, Sexualities and Society (optional)	20	Political Ideologies (optional)	20
	Contemporary Policy Making (Optional)	20	Rising Powers and World Order Change (optional)	20
<b>Level 6</b>	Research Project (core)			40
	International Security (core)	20	Diplomacy and Conflict Resolution (core)	20
	Politics of the Middle East (optional)	20	Politics and Protest (optional)	20
	Visualising the World: images, technology, and social change (optional)	20	Crimes of the Powerful (optional)	20
	Sustainability: Agents for change (optional)	20	International Protection of Human Rights (Law Module) (optional)	20
			Challenges in Global Social Policy (optional)	20

### BA (Hons) International Relations (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	
<b>Level 4</b>	International Society: conflict, revolution and empire (core)	20	International Relations in Theory and Practice	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
<b>Level 5</b>	Foreign Policy Analysis (core)	20	Contemporary Issues in International Development (core)	20
	Social Research Methods (core)	20	Working in the Social Sciences (core)	20
	Decolonisation and Legacies of Empire (core)	20	Environmental Justice: Sustainability and Climate Crisis (optional)	20
			Political Ideologies (optional)	20
			Rising Powers and World Order Change (optional)	20
<b>Level 6</b>	Research Project (core)	20	Research Project (core)	20
	International Security (core)	20	Diplomacy and Conflict Resolution (core)	20
	Black Political Thought and Activism (core)	20	Race, Culture and Identity (core)	20

BA (Hons) International Relations (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	
<b>Level 4</b>	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
<b>Level 5</b>	Foreign Policy Analysis (core)	20	Contemporary Issues in International Development (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
			Political Ideologies (optional)	20
			Rising Powers and World Order Change (optional)	20
<b>Level 6</b>	Research Project (core)			40
	International Security (core)	20	Diplomacy and Conflict Resolution (core)	20
	Social Justice and Social Policy (core)	20	Challenges in Global Social Policy (core)	20

BA (Hons) International Relations (Sustainability) Full Time

All modules are compulsory except at level 5 semester 1 where students are required to take two compulsory modules and one optional module

	Semester 1		Semester 2	
<b>Level 4</b>	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
<b>Level 5</b>	Foreign Policy Analysis (core)	20	Contemporary Issues in International Development (core)	20
	Social Research Methods (core)	20	Working in the Social Sciences (core)	20
	Decolonisation and Legacies of Empire (optional)	20	Environmental Justice: sustainability and climate crisis (core)	20
	Gender, Sexualities and Society (optional)	20		
	Contemporary Policy Making (Optional)	20		
<b>Level 6</b>	Research Project (core)			40
	International Security (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	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	CW1: 20% Resource hunt (300 words)  CW2: 40% Argument and summary (500 words)  CW3: 40% Introduction and conclusion (500 words)
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_5_RPW	Rising powers and World Order Change	5	2	20	Essay 1000 words (30%) 2-hour Unseen Exam (70%)
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 journal (pick 5 topics and summarise using news articles) 1500 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_VTW	Visualising the World: images, technology and social change	6	1	20	Visual Portfolio (70%) 1000-word Reflective report (30%)

DSS_6_SAC	Sustainability: agents for change	6	1	20	Engagement activity 1500 words (40%) Review of corporate strategy 2500 words (60%)
DSS_6_SJS	Social Justice and Social Policy	6	1	20	2000-word Case Study (50%) 2000-word Policy Brief (50%)
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	6	2	20	1000-word annotated Bibliography (30%) 3000-word Case Study (70%)
LAW_6_IHR	International Protection of Human Rights	6	2	20	Essay (100%)
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 (50%) 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

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Appendix B: Terminology

## Appendix A: Curriculum Map

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.

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	Social Science in the Contemporary World: themes, concepts and higher education skills	DSS_4_SSC	D	D	D	D	DTA	DT	DTA	D	D	D	D	DTA	DTA	DTA	D	DTA	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
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
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
5	Rising Powers and World Order Change	DSS_5_RPW	DTA	DTA	DT	DTA	D	DT	DTA	DTA	DTA	D	DTA	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	Challenges in Global Social Policy	DSS_6_CGS	D	D	D	D	D	D	DTA	D	DTA	D	DT	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	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	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: 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	International Protection of Human Rights	LAW_6_IHR	DT	D	D	D	D	DT	DTA	DTA	DTA	D	DTA	DT	DT	DT	DT	D	D	D	D	D	D
6	Diplomacy and Conflict Resolution	DSS_6_DCR	DTA	DTA	D	DTA	D	DT		DTA	DTA	D	DTA	DT	DT	DT	DT	D	D	D	D	D	D

## **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	A1	A2	A3
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]

<b>awarding body</b>	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
<b>Bursary</b>	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
<b>collaborative provision</b>	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
<b>compulsory module</b>	a module that students are required to take
<b>contact hours</b>	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
<b>Coursework</b>	student work that contributes towards the final result but is not assessed by written examination
<b>current students</b>	students enrolled on a course who have not yet completed their studies or been awarded their qualification
<b>delivery organisation</b>	an organisation that delivers learning opportunities on behalf of a degree-awarding body
<b>distance-learning course</b>	a course of study that does not involve face-to-face contact between students and tutors
<b>Extracurricular</b>	activities undertaken by students outside their studies
<b>feedback (on assessment)</b>	advice to students following their completion of a piece of assessed or examined work
<b>formative assessment</b>	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



<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	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
<b>intensity of study</b>	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
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	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
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	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)
<b>seminar</b>	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
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	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)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	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
<b>workload</b>	see 'total study time'
<b>written examination</b>	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