

Course Specification

A. Course Information			
Final award title(s)	BA (Hons) Politics and International Relations		
Intermediate exit award title(s)	CertHE Politics and International Relation DipHE Politics and International Relations		
UCAS Code		Course Code(s)	5779
Awarding Institution	London South Bank University		
School	<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		
Division	Social Sciences		
Course Director	Dr Elian Weizman		
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Croydon <input type="checkbox"/> Other: <i>please specify</i>		
Mode(s) of delivery	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify		
Length of course/start and finish dates	Mode	Length years	Start - month
	Full time	3	September
	Full time with placement/ sandwich year		
	Part time		
	Part time with Placement/ sandwich year		
Is this course generally suitable for Visa Sponsored students?	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.		
Approval dates:	Course(s) validation date		November 2021
	Course Review date		November 2026
	Course specification last updated and signed off		September 2022
Professional, Statutory & Regulatory Body accreditation	n/a		
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	<ul style="list-style-type: none"> • The Politics and International Relations 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 and politics. • The degree takes an inter-disciplinary approach to the study of IR and politics, situating international and political processes within their historical and social contexts. The concept of the national-international dialectic is central to the degree's design. • The degree encourages students to actively engage with the School's 'social justice and global responsibility' ethos. • Optional modules allow students to tailor the degree to their own interests and future career ambitions. • 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. 	
Course Aims	<p>The BA (Hons) Politics and International Relations aims to:</p> <ul style="list-style-type: none"> • to provide a rigorous, broadening and rewarding educational experience in the fields of International Relations and Politics, backed by an up-to-date curriculum based on scholarship and research • to enable students from a variety of educational and personal backgrounds to acquire a critical understanding of international relations and politics and of their multidimensional historical and social contexts; • to develop and sharpen students' cognitive, analytical, critical, communicative and interpretative skills and their ability to translate these into research practice in the fields of International Relations and Politics; • to encourage an appreciation of the importance of, and ability to use, complex theoretical ideas in the study of International Relations and Politics and the social world more generally; • to enable students to acquire and develop a range of personal attributes relevant to further achievement in the world beyond undergraduate and postgraduate education; • to enhance students' employment opportunities by developing their capacity to initiate and carry through complex academic and professional tasks both individually and with others. 	
Course Learning Outcomes	<p>Knowledge and understanding A1 the nature of International Relations, and the international system, and of Politics;</p>	

A2 key historical and contemporary political, economic, and social issues and processes, and their inter-connectedness, particularly in their international dimensions;

A3 major concepts and theoretical approaches used in the academic areas of International Relations and Politics;

A4 processes of internationalisation/globalisation and their impact on politics and policy;

A5 the requirements for carrying out research in the fields of Politics and International Relations, using a variety of research methods, in a self-critical fashion and with appropriate use of evidence;

A6 the practical contribution of International Relations and Political concepts, theories and forms of understanding to problem solving and in forging more socially just and sustainable global future

Intellectual skills

B1 synthesise a range of information and data from a variety of sources related to issues and debates in IR and Politics and the broader social sciences;

B2 critically analyse a range of concepts, principles and practices within the IR and Politics domains 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 fields of IR and Politics, and related areas (e.g. political economy);

B4 demonstrate an understanding of the requirements for initiating and carrying through IR and/or Politics 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.

Practical Skills

C1 initiate, plan, manage and execute work (both individually and in teams, where students are expected to respect the viewpoints of others);

C2 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 Politics and International Relations;

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 findings in a clear and balanced manner;

C5 identify appropriate practices within a professional and ethical framework.

Transferable skills

- 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.

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 research project tutorials 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 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. B4 is developed and encouraged through both tutorial discussion and practical coursework projects, including the final year research project.

As students move through the programme their ability to generate, evaluate and synthesise IR-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 will be available via the VLE, and on-line fora will be used to encourage debate and discussion of key issues.

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). 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 project.

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

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.

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.

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).

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.

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.

A variety of assessment methods is used to assess practical skills. In addition to the examination and coursework assessment regime, the assessment of student performance against outcomes C1 – C5 is central to student presentations, case-study type assessments, and the level 6 project.

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

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.

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 will allow reflection on performance and will feed forward into future delivery.

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.

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

A variety of assessment methods is used to assess practical skills. In addition to the examination and coursework assessment regime, the assessment of student performance against outcomes C1 – C5 is central to student presentations, for example.

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 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

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. 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.

BA Politics and International Relations – Full time

	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	Social Research Methods (core)	20	Working in the Social Sciences (core)	20
	2 Options from:		2 Options from:	
	Behind Bars: Prisons and Society	20	Contemporary Issues in International Development	20
	Contemporary Policy Making	20	Policing and Society	20
	Environmental Justice, Sustainability and Climate Crisis	20	Political Ideologies	20
	Gender Sexualities and Society	20	Making of Modern Society: The light and the Dark (core)	20
	London: Crime and Social Exclusion	20	Youth Crime and Delinquency	20
Level 6	Research Project (core)			40
	Core:		Core:	
	International security	20	Diplomacy and Conflict Resolution	20
	Option from:		Option from:	
	Social Justice and social policy	20	Crimes of the Powerful: States, Corporations and Human Rights	20
	Sustainability: reimagining a future for everyone	20	Politics and Protest	20
	Religion and Society	20	Sustainability and global social policy	20
	Race Culture and Identity	20	21st Century Society: From Networks to Artificial Intelligence	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	CW1: 40% Group presentation (critical reading of one text) CW2: 60% Edited Notebook (including 2 content and 2 skill sessions)
DSS_5_CPM	Contemporary Policy Making	5	1	20	3000-word Policy Portfolio
FDSS_5_EJS	Environmental Justice, Sustainability and Climate Crisis	5	1	20	CW1: 1000-words blog post (40%) CW 2: group presentation (60%)
DSS_5_GSS	Gender, Sexualities and Society	5	1	20	2,500 word essay
DSS_5_LCS	London: crime and social exclusion	5	1	20	500-word Research Proposal (20%) 2500-word report (80%)
DSS_5_MMS	The Making of Modern Society: The Light And The Dark	5	2	20	2500-word review Essay (100%)
DSS_5_SRM	Social Research Methods	5	1	20	Three 500-word seminar reports (50%) 1500-word Statistics assignment (50%)
DSS_5_WSS	Working in the Social Sciences	5	2	20	1500-word Placement Portfolio (50%) 1500-word Reflective Report (50%)
DSS_5_YCD	Youth Crime and Delinquency	5	2	20	3000-word Essay (100%)
DSS_5_CII	Contemporary Issues in International Development	5	2	20	3000-word Essay
DSS_5_PAS	Policing and Society	5	2	20	CW1: 1,000-word annotated bibliography (30%); CW2: Group Presentation (70%)
DSS_5_BBP	Behind Bars: prisons and Society	5	1	20	1000-word film review (40%) Group Oral Presentation (60%)
DSS_5_PID	Political Ideologies	5	2	20	Analysis of a political document (speech, policy, poster) 3000 words 100%
DSS_6_DCR	Diplomacy and Conflict Resolution	6	2	20	Report (1,000 words) (40%) Case-study (2500 words) (60%)

DSS_6_SSG	Sustainability and Global Social Policy	6	2	20	4000-word report on progress towards the SDGs (100%)
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_PAP	Politics and Protest	6	2	20	2500-word Essay (70%) 1500-word Campaign Strategy (30%)
DSS_6_RCI	Race, Culture, and Identity	6	1	20	1000-word Photo Essay (30%) 3000-word Essay (70%)
DSS_6_PRJ	Research Project	6	1&2	40	1500-word Proposal (15%) 9000-word Project (85%)
DSS_6_SJS	Social Justice and Social Policy	6	1	20	2000-word Case Study (50%) 2000-word Policy Brief (50%)
DSS_6_CNA	21st Century Society: From Networks to Artificial Intelligence	6	2	20	3500-word Report (100%)
DSS_6_SRF	Sustainability: reimagining a future for everyone	6	1	20	Presentation (50%) Project management plan 2000 words (50%)
DSS_6_RAS	Religion and Society	6	1		CW1: 1500-word mini project on a religion in UK (30%); CW2: 2,000 word essay
DSS_6_INS	International Security	6	1	20	3000-word Position Paper (70%) Conference Participation (30%)

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

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	Contemporary Policy Making	DSS_5_CPM		DTA	D	DTA	D	DTA	DTA	DTA	DTA	D	DT	DT	D	D	D	DTA	D	D	D	D	D
5	Environmental Justice, Sustainability and Climate Crisis	DSS_5_EJS	D	DTA	DTA	DTA	D	DTA	DTA	DTA	DTA	D	DTA	DT	DT	DT	DT		DT	D	D	D	D
5	Gender, Sexualities and Society	DSS_5_GSS	DTA	DTA	DTA	DTA	D	DTA	DTA	DTA	DTA	D	DTA	DT	DT	DT	DT		DT	D	D	D	D
5	London: crime and social exclusion	DSS_5_LCS	DTA	DTA	DTA	D	DT	DTA	D	DTA	D	DTA	DT	DT	DT	DT		DT	DT	D	D	D	D
5	The Making of Modern Society: the light and the dark	DSS_5_MMS	DTA	DTA	DTA	DTA	DA	DTA	DTA	DTA	DTA	D	DTA	DT	DT	DT	DT		DT	D	D	D	D
5	Social Research Methods	DSS_5_SRM	DT	D	DTA	D	DTA	D	DTA	D	DTA	DTA	D	DT	DT	DT	DT	DT	DT	D	D	D	D
5	Working in the Social Sciences	DSS_5_WSS				D	D		DTA		DTA	D	DTA	DT	DTA	DTA	DTA	DTA	DTA	D	D	D	D
5	Behind Bars: prisons and Society	DSS_5_BBP	DT A	DT A	DT A	DT A	DT A	DT	DT A	DT A	DT A	DT	DT A	DT	DT	DT	DT	DT	DT	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	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	Policing and Society	DSS_5_PAP	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	D	DT	DT	DT	DT	DT	DT	DT	D	D	D	D
5	Youth Crime and Delinquency	DSS_5_YCD	D	DTA	DTA		D	DTA	DTA	D	DTA	D	DTA	DT	DT	DT	DT		DT	D	D	D	D

6	Crimes of the Powerful: states, corporations and human rights	DSS_6_COP	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DT	DT	DT	D	DT	DT	D	D	D	D
6	Politics and Protest	DSS_6_PAP	DTA	DTA	DTA	DTA	D	DTA	DTA	DTA	DTA	D	DTA	DT	DT	DT	DT		DT				
6	Race, Culture, and Identity	DSS_6_RCI	DTA	DTA	DTA	DTA	D	DTA	DTA	DTA	DTA	D	DTA	DT	DT	DT	DT		DT	D	D	D	DTA
6	Research Project	DSS_6_PRJ	DA	DA	DA		DTA		DTA	DTA	DTA	DTA	D	DT	DT	DT	DT	DT	DT	D	D	D	D
6	Social Justice and Social Policy	DSS_6_SJS																		D	D	D	D
6	21st Century Society: from networks to artificial intelligence	DSS_6_???	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	D	DTA	DT	DT	DT	DT		DT	D	D	D	DTA
6	Sustainability and Global Social Policy	DSS_6_???		DTA	DT	DTA	D	DTA	DTA	DTA	DTA	D	DT	DT	D	D	D	DT	D	D	D	D	D
6	Sustainability: reimagining a future for everyone	DSS_6_SRF		DTA	DT	DTA	D	DTA	DTA	DTA	DTA	D	DT	DT	D	D	D	DT	D	D	D	D	D
6	Crimes of the Powerful: states corporations and human rights	DSS_6_COP	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	D	DT	DT	D	DT	DT
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
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

Appendix B: Terminology

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 learning
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