

Course Addendum: Changes to 2020/21 Teaching In Response to Covid-19

Whilst we hope to deliver as much activity on-campus as possible, the government's guidance and social distancing measures will inform how much teaching we can deliver face-to-face in the 2020/21 academic year. Working to government guidelines we have adapted the delivery of our courses to a model of blending learning, which consists of a mix of online and on-campus activities. We are equipped to move between blended learning to fully online, or face-to-face, as the Covid-19 situation evolves.

The learning outcomes of your course remain the same but there are changes to its delivery, assessment and structure, as set out in the Changes section of this document. The subsequent pages of this document contain the original teaching and learning schedule of this course, for your reference.

24th July 2020

Course Details

Course Title(s)	BA (Hons) International Relations (FT) BA (Hons) International Relations with Criminology (FT) BA (Hons) International Relations with Politics (FT) BA (Hons) International Relations with Sociology (FT)
Course Code(s)	4821; 4823; 4826; 4828
Course Director	Elian Weizman
Shared Modules?	Yes with UG Criminology, Politics and Sociology

We are looking forward to seeing all of our students for face to face teaching as soon as possible. In the meantime, we have adapted our delivery for semester 1 to provide you with extensive online resources in addition to any on-campus activities.

Changes to the mode of delivery and course composition

Subject to Government advice and in line with our commitment to the safety of our staff and students, from September we are planning the following:

- *On-campus time for regular small group seminars, especially to prepare for assessments*
- *Online and remote alternatives to lectures during the first semester, for example recorded lectures and interactive online activities*
- *Regular live online seminars during the first semester with your lecturer and a group of other students to discuss the topics covered in the lectures*
- *Weekly readings and other material on our virtual learning environment, Moodle*
- *Weekly access to module teaching teams and personal tutors via email and virtual office hours*

Importantly, we will ensure that we provide equivalent resources and support to students who are unable to join us on campus for these sessions.

Your overall amount of contact will be the same as if it were delivered fully on campus.

Changes to assessment strategy

On-campus assessments replaced by carefully adapted alternatives that can be undertaken online (eg, take-home exams, essays and computer-based tests).

Original Course Specification

For reference, the following pages contain the original teaching and learning schedule of this course, prior to the changes implemented in response to Covid-19.

A. Course Information																							
Final award title(s)	BA (Hons) International Relations																						
Intermediate exit award title(s)	BA International Relations																						
UCAS Code		Course Code(s)	4821																				
	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 Science																						
Course Director	Clara Eroukhmanoff/Daniela Lai																						
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify																						
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	<table border="1"> <thead> <tr> <th>Mode</th><th>Length years</th><th>Start - month</th><th>Finish - month</th></tr> </thead> <tbody> <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> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Full time	3	September	June	Full time with placement/ sandwich year				Part time				Part time with Placement/ sandwich year			
Mode	Length years	Start - month	Finish - month																				
Full time	3	September	June																				
Full time with placement/ sandwich year																							
Part time																							
Part time with Placement/ sandwich year																							
Is this course generally suitable for students on a Tier 4 visa?	<p>Please complete the International Office questionnaire</p> <p>Yes</p> <p>Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.</p>																						
Approval dates:	Course(s) validated / Subject to validation	2016																					
	Course specification last updated and signed off	September 2019																					

Professional, Statutory & Regulatory Body accreditation		
Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
B. Course Aims and Features		
Distinctive features of course	<ul style="list-style-type: none"> 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. 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. 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. The optional work placement module provides a firm link between the academy and the world of work and emphasises the commitment to enhancing students' employability and vocational skills. 	
Course Aims	<p>The BA (Hons) International Relations aims to:</p> <ul style="list-style-type: none"> 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 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; 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; 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; 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</p> <p>A1 the nature of International Relations and the international system;</p> <p>A2 key historical and contemporary political, economic, and social issues and processes, and their inter-connectedness, particularly in their international dimensions;</p> <p>A3 major concepts and theoretical approaches used in the academic area of International Relations;</p> <p>A4 processes of internationalisation/globalisation and their impact on politics and policy;</p> <p>A5 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>A6 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>B1 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>B2 critically analyse a range of concepts, principles and practices within the IR domain and their application at both national and international levels;</p> <p>B3 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>B4 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>B5 exercise intellectual and evaluative skills in pursuit of a more sustainable and socially just international future.</p> <p>Practical Skills</p> <p>C1 initiate, plan, manage and execute work (both individually and in teams, where students are expected to respect the viewpoints of others);</p> <p>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 International Relations;</p> <p>C3 produce work (within quality and time frameworks) involving problem-solving and evaluation, drawing on supporting evidence;</p> <p>C4 retrieve, sift, synthesise and analyse material from a wide range of sources, and present findings in a clear and balanced manner;</p>

	<p>C5 identify appropriate practices within a professional and ethical framework.</p> <p>Transferable skills</p> <p>D1 retrieve information and ideas effectively and critically from a variety of primary and secondary sources, including internet sources;</p> <p>D2 present in written and oral form, complex information and ideas in a balanced fashion;</p> <p>D3 make effective use of IT skills;</p> <p>D4 demonstrate literacy and numeracy skills;</p> <p>D5 appreciate that problems are often multi-faceted and interconnected and require thoughtful, creative and logical approaches.</p>
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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.

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)

BA (Hons) International Relations (full time)

Year of Study	Semester 1	Semester 2
1	Introduction to International Relations (20 credits, core)	Theoretical perspectives in International Relations (20 credits, core)
1	Revolutions, Wars and the Making of the Modern World (20 credits, core)	War and Social Change in the Twentieth Century (20 credits, core)
1	Introduction to Political Theory (20 credits, core)	North and South: Issues in Development (20 credits, core)
2	Global Governance, Regionalism and the Nation-State (20 credits, core)	International Security (20 credits, core)
2	Foreign Policy Analysis (20 credits, core)	Globalisation and Development (20 credits, core)
2	European Politics in Transition (20 credits, option)	Work Placement (20 credits, option)
2	Gender, Sexualities and Society (20 credits, option)	The Environment, Sustainability and Climate Change (20 credits, option)
2	Exploring British Attitudes: Quantitative Methods in Social Research (20 credits, option)	Interpreting Society: Qualitative Methods in Social Research (20 credits, option)
2	The Making of Modern Society: The Dark and the Light (20 credits, option)	Making Identities: citizenship, race and nation (20 credits, option)
3	Diplomacy and Conflict Resolution (20 credits, core)	Contemporary Dynamics of the World System (20 credits, core)
3	The Politics of the Middle East (20 credits, option)	imes of the Powerful: States, Corporations and Human Rights (20 credits, option)
3	Black History: Concepts and Debates (20 credits, option)	merican Politics: ideology and power (20 credits, option)
	Holocaust and Crimes Against Humanity (20 credits, option)	Life and Times in Nazi Germany (20 credits, option)
3	The International Relations Research Project (40 credits, core)	

Placements information

H. Course Modules

Reference Code	Module Title	Level	Assessment	Credit value
DSS_4_IIR	Introduction to International Relations	4	<ul style="list-style-type: none"> • Group presentation (40%) • Blog (60%) 	20
DSS_4_RWM	Revolutions, Wars and the Making of the Modern World	4	<ul style="list-style-type: none"> • 2000-word essay (100%) 	20
DSS_4_IPT	Introduction to Political Theory	4	<ul style="list-style-type: none"> • Piece of coursework of 2000 words where students answer 5 questions (100%) 	20
DSS_4_TPI	Theoretical Perspectives in International Relations	4	<ul style="list-style-type: none"> • 1,500 word essay (50%) • Exam (50%) 	20
DSS_4_WSC	War and Social Change in the Twentieth Century	4	<ul style="list-style-type: none"> • 2,000 word essay (100% of assessment) 	20
DSS_4_NAS	North and South: Issues in International Development	4	<ul style="list-style-type: none"> • INGO Report (40%) • 1,500 word Essay (60%) 	20
DSS_5_GGR	Global Governance, Regionalism and the Nation-State	5	<ul style="list-style-type: none"> • International news journal diary • 2 hour exam (50% of total marks) 	20
DSS_5_MMS	The Making of modern society: the light and the dark	5	<ul style="list-style-type: none"> • 2500-word Essay (100%) 	20
DSS_5_GAS	Gender, Sexualities and Society	5	<ul style="list-style-type: none"> • Essay of 2500 words (100%) 	20
DSS_5_ISQ	Interpreting Society: Qualitative Methods in Social Research	5	<ul style="list-style-type: none"> • 1,000 words Research proposal 30%. • 2,000 words Workshop reports 70%. 	20
DSS_5_IS	International Security	5	<ul style="list-style-type: none"> • Participation in a student-led conference (40%) • 3,000 words essay (60%) 	20
DSS_5_FPA	Foreign Policy Analysis	5	<ul style="list-style-type: none"> • Group presentation (40%) • 2,000 words Foreign Policy Brief (60%) 	20

	DSS_5_EP T	European Politics in Transition	5	<ul style="list-style-type: none"> • 1,500 word essay - 30 % • 2 hour unseen end of semester exam – 70 % 	
	DSS_5_EB A	Exploring British Attitudes: Quantitative Methods in Social Research	5	<ul style="list-style-type: none"> • 1,500 words Literature Review (30%). • Statistics/SPSS assignment (70%).) 	
	DSS_5_TE S	The Environment, Sustainability and Climate Change	5	<ul style="list-style-type: none"> • 1,500 words Critical appraisal of internet sources (40%) • 1,500 words Analysis of an organisation (60%) 	20
	DSS_5_GA D	Globalisation and Development	5	<ul style="list-style-type: none"> • group presentation (50%) • group report linked to the seminar presentation (word limit of 1,500 words) 50% 	20
	DSS_5_W PC	Work Placement	5	<ul style="list-style-type: none"> • 1500-word Placement Portfolio (50%) • 1500-word reflective report (50%) 	20
	DSS_5_MI C	Making Identities: citizenship, race and nation	5	<ul style="list-style-type: none"> • Essay of 2500 words (100%) 	20
	DSS_6_CD W	Contemporary Dynamics of the World System	6	<ul style="list-style-type: none"> • 1500-word book review (40%) • Exam: 2 hour seen exam (60%) 	20
	DSS_6_ PME	Politics of the Middle East	6	<ul style="list-style-type: none"> • 1,000 annotated bibliography (40%) • 2,500 essay (60%) 	20
	DSS_6_AM P	American Politics: Ideology and Power	6	<ul style="list-style-type: none"> • Textual analysis, 1500 words - 30 % • Two-hour unseen exam - 70 % 	20
	DSS_6_DC R	Diplomacy and Conflict Resolution	6	<ul style="list-style-type: none"> • Simulation exercise (model UN) + 1,000 word report (40%) • Case study (60%) 	20
	DSS_6_CO P	omes of the Powerful: States, Corporations and Human Rights	6	<ul style="list-style-type: none"> • A 1000-word annotated bibliography on a crime of the powerful (40% of total marks) • A 2500-word case study (60% of total marks) 	20

	DSS_6_GCH	Genocide and Crimes Against Humanity	6	<ul style="list-style-type: none"> • 3,500-word end of Semester essay (100%). 	20	
	DSS_6_BH	Black History: Concepts and Debates	6	<ul style="list-style-type: none"> • Report (30%). Report on Black History Months (1000 words) • Film (70%). Students to produce a short film 5-10 minutes to document a chosen aspect of black British life. The film is to be accompanied by a written narrative (1000 words) clearly setting the subject of the film within its historical context. 	20	
	DSS_6_LTN	Life and Times in Nazi Germany	6	<ul style="list-style-type: none"> • Coursework Essay 3,500 words (100% of mark) to be submitted end of Semester. 	20	
	DSS_6_IRP	The International Relations Research Project	6	<ul style="list-style-type: none"> • Project proposal 1,500 word (15%) • 9,000 word research project (85%) 	40	

I. Timetable information

[indicate:

Provide as much information as possible,

- when students can expect to receive a confirmed timetable for study commitments; and
- if there is a teaching-free afternoon set aside for e.g. sporting/cultural activities.
- Don't specify a day(s) when teaching will take place if it may be changed.
- Prospective students should be kept informed of any changes.]

J. Costs and financial support

Course related costs

- provide information about other course-related costs (explain what is and what is not included in the tuition fees, e.g. such additional expenses as cost of books or other learning materials, specialist equipment, uniforms, clothing required for work placements, field trips, bench 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: Educational Framework (undergraduate courses)

Appendix C: 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			Programme 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	Introduction to International Relations	DSS_4_IIR	DTA	DTA	D	DTA	DT	D	D	DTA													
4	Revolutions, Wars and the Making of the Modern World	DSS_4_RWM	D	DTA	D	DTA	D		DTA	D	D		D	DTA	DTA	DTA	D	DTA	DT	D	D	DTA	
4	Introduction to Political Theory	DSS_4_IPT	DTA	D	DTA	DTA	D	D	DTA	D	D		DTA	DT	DTA	DTA	D	DTA	DT	D	D	DTA	
4	Theoretical Perspectives in International Relations	DSS_4_ITI	DTA	DTA	DTA	DTA	D	DTA	DTA	DTA	DTA		DTA	DT	DTA	DTA	D	DTA	DT	D	D	DTA	
4	War and Social Change in the Twentieth Century	DSS_4_WSC	D	DTA	D	DTA	D		DTA	D	D		D	DT	DTA	DTA	D	DTA	DT	D	D	DTA	
4	North and South: Issues in International Development	DSS_4_NAS	DTA	DTA	DTA	DTA	D	DTA	DTA	DTA	DTA		DTA	DT	DTA	DTA	D	DTA	DT	D	DT	DTA	
5	Global Governance, Regionalism and the Nation-State	DSS_5_GRS	DTA	DTA	DTA	DTA	D	DTA	DTA	DTA	DTA	D	DTA	D	DTA	DTA	D	DTA	DT	D	D	DTA	
5	Interpreting Society: Qualitative Methods in Social Research	DSS_5_ISQ		D			DT		DTA				D	DTA	DTA	DTA	D	DTA	DT	D	DTA	DTA	
5	Foreign Policy Analysis	DSS_FPA	DTA	DTA	DTA	D	D	DTA	DTA	DTA	DTA	D	DTA	D	DTA	DTA	D	DTA	DT	DT	D	DTA	
5	International Security	DSS_5_IS	DTA	D	DTA	DTA	D	DTA	DTA	DTA	DTA	D	DTA	DTA	DTA	D	DTA	DTA	DT	D	DT	DTA	
5	European Politics in Transition	DSS_5_EPT	DTA	DTA	DTA	DTA	D	DTA	DTA	DTA	DTA	D	DT	D	DTA	DTA	D	DTA	DT	D	DTA	DTA	

5	The making of modern society: the light and the dark	DSS_5_MMS	D	DT A	D	DT A	D		DT A	D		D		D	DT A	DT A	DT A	D	DT A	DT	D	D	DT A	
5	Gender, Sexualities and Society	DSS_5_GSS	D	DT A	DT A	D	D	D	DT A	D		D	DT A	D	DT A	DT A	DT A	D	DT A	DT	D	D	DT A	
5	Exploring British Attitudes: Quantitative Methods in Social Research	DSS_5_EBA	D	DT A	D	DT A	D		DT A	D		D		D	DT A	DT A	DT A	D	DT A	DT	D	D	DT A	
5	The Environment, Sustainability and Climate Change	DSS_5_TES	D	DT A	DT A	DT A	D	DT A	DT A	DT A	DT A	D	DT A	D	DT A	DT A	DT A	D	DT A	DT	D	D	DT A	
5	Globalisation and Development	DSS_5_GAD	DT A	DT A	DT A	DT A	D	DT A	DT A	DT A	DT A	D	DT A	D	DT A	DT A	DT A	D	DT A	DT	D	DT A	DT A	
5	Work Placement	DSS_5_WPC				D	D					D	D	D	DT A	DT	D	D	DT A					
5	Making Identities: citizenship, race and nation	DSS_5_MIC	D	DT A	D	DT A	D		DT A	DT A	D	D	DT A	D	DT A	DT A	DT A	D	DT A	DT	D	D	DT A	
6	Contemporary Dynamics of the World System	DSS_6_CDW	DT A	DT A	DT A	DT A	TA	DT A	DT A	DT A	DT A	D	DT A	D	DT A	DT A	DT A	D	DT A	DT	D	D	DT A	
6	Diplomacy and Conflict Resolution	DSS_6_DCR	DT A	DT A	DT A	DT A	TA	DT A	DT A	DT A	DT A	D	DT A	D	DT A	DT	D	D	DT A					
6	The Politics of the Middle East	DSS_6_PME	DT A	DT A	D	DT A	D	DT A	DT A	DT A	DT A	DT	D	DT A	D	D	DT A							
6	Black History	DSS_6_BH		DT A	D	DT A	D	D	DT A	DT	DT	D	DT A	D	DT A	DT	DT A	D	D	DT A				
6	American Politics: Ideology and Power	DSS_6_AMP	DT A	DT A	DT	DT A	D	DT A	DT A	DT A	DT	D	DT A	D	D	DT A								
6	Life and Times in Nazi Germany	DSS_6_LTN	D	DT A	DT	DT A	D	D	DT A	DT	DT	D	DT A	D	D	DT A								
6	Crimes of the Powerful: States,	DSS_6_COP	DT A	DT A	DT A	DT A	TA	D	DT A	DT A	DT A	D	DT A	D	DT A	DT A	DT A	D	DT A	DT	D	D	DT A	

	Corporations and Human Rights																							
6	Genocide and Crimes Against Humanity	DSS_6_GCH	D	DT A	DT A	DT A	TA	D	DT A	DT A	DT A	D	DT A	D	DT A	DT A	DT A	DT A	D	DT A	DT A	DT A	D	DT A
6	The International Relations Research Project	DSS_6_I RP	DT A	D	DT A	D	DT A	DT A	DT A	D	DT A													

Appendix B: Embedding the Educational Framework for Undergraduate Courses The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment for learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	<p><u>Outcomes focus and professional/employer links</u></p> <p>All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.</p>	<p>The curriculum includes</p> <ul style="list-style-type: none"> • work placement module is focussed on developing connections with employers and the nature of work generally • guest lectures are encouraged in all modules • external examiners have been consulted • undergraduate students have been consulted • potential employers have been consulted
Embedded learning development	<p><u>Support for transition and academic preparedness</u></p> <p>At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reinforce and reinforce the learning development to aid in the transfer of learning.</p>	<ul style="list-style-type: none"> • Formative and summative assessments prepare students for transition. • Students are shown how to reference appropriately. • Theory is introduced at Level 4 and extended in the following years. • Levels 4 and 5 prepare students for Level 6 and especially for the research project. • Level 4 and 5 modules prepare methods skills for level 6 project
High impact pedagogies	<p><u>Group-based learning experiences</u></p> <p>The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and</p>	<p>Modules at Level 4 and above include:</p> <ul style="list-style-type: none"> • Formative group presentations • Peer to peer quiz evaluation

	<p>respect for diversity of perspectives relevant to professionalism and inclusivity. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.</p>	<ul style="list-style-type: none"> • Peer evaluation of presentations • See assessment grid for summative assessments
Inclusive teaching, learning and assessment	<p><u>Accessible materials, resources and activities</u></p> <p>All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.</p>	
Assessment for learning	<p><u>Assessment and feedback to support attainment, progression and retention</u></p> <p>Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to excellence.</p>	<ul style="list-style-type: none"> • All modules at all levels have a formative assessment incl. <ul style="list-style-type: none"> ○ Presentations ○ Tests and quizzes ○ Reviews • We also have tutorials at all levels for 1-1 and small group feedback on formative assessment as well as module discussion • At level 4 we embed study skills session in at least one module per semester, including with the help of the Skills for learning team

High impact pedagogies	<p><u>Research and enquiry experiences</u></p> <p>Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage creativity and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.</p>	<p>The following fulfil these requirement:</p> <ul style="list-style-type: none"> • Introduction to International Relations: independent research for the blog • North and South: Issues in Development: first assignment is based upon a INGO report independently conducted by students • Research methods module at level 5 in qualitative and quantitative fields • Project module at level 6 <p>In addition, all modules require independent reading, writing and analytical development.</p>
Curricula informed by employer and industry need / Assessment for learning	<p><u>Authentic learning and assessment tasks</u></p> <p>Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including excellence, professionalism, integrity and creativity. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.</p>	<ul style="list-style-type: none"> • Work placement module. • Seminar discussion in all modules encourages debate and analysis of ideas and builds confidence in oral communication. • Presentations simulate the workplace • Peer-peer evaluation • Blog and Case studies assignments
Inclusive teaching, learning and assessment	<p><u>Course content and teaching methods acknowledge the diversity of the student cohort</u></p>	

	<p>An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to inclusivity enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.</p>	
Curricula informed by employer and industry need	<p>Work-based learning</p> <p>Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, professionalism and integrity.</p> <p>Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course.</p> <p>Work-based learning can be linked to assessment if appropriate.</p>	<ul style="list-style-type: none"> • Work placement module • Presentations simulate the workplace • Confidence building in communicating in all modules – asking questions and entering into debates • Group work is central to working practices in all modules • Encouragement to do voluntary work
Embedded learning development	<p>Writing in the disciplines: Alternative formats</p> <p>The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of</p>	<p>Formative and summative assessment is included in all modules.</p> <p>Assessments include:</p> <ul style="list-style-type: none"> • Blog, • INGO reports, • essays • conference paper, • presentations, • Security analysis review, • Model United Nations • Security policy review • Foreign policy case-studies

	<p>knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.</p>	
High impact pedagogies	<p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u></p> <p>Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional workplace settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including inclusivity, communication and networking.</p>	<ul style="list-style-type: none"> • The third year project requires managing a more complex tasks that can work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings • International Relations is by nature interdisciplinary. • We teach the subject in an interdisciplinary way. • The curriculum offers students the opportunity to choose sociology, criminology, politics and history modules. • The new degree also offers a module from the Division of Education and a module developed and taught by colleagues in UELS.
Assessment for learning	<p><u>Variation of assessment</u></p> <p>An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering</p>	<p>Assessments include:</p> <ul style="list-style-type: none"> • Unseen exams • coursework essays • presentations, • INGO report, • Security policy review • Foreign policy case-studies • Blog, • case studies, • quizzes • online tests <p>and enable students to be able to demonstrate achievement in different ways throughout the course.</p>

	alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.	
Curricula informed by employer and industry need	<p>Career management skills</p> <p>Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of excellence and professionalism.</p>	<ul style="list-style-type: none"> • Self-managed time • Ability to meet deadlines • Presentations • Group work (research, projects and presentations) • Use of statistical data • Peer-to-peer assessment • Project module (level 6) usually requires managing gatekeepers, networking for participants. <p>Modules cover material and debates on a wide range of subjects, criminal justice agencies and policies, which will be useful in their careers.</p>
Curricula informed by employer and industry need / Assessment for learning / High impact pedagogies	<p>Capstone project/dissertation</p> <p>The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including professionalism, integrity and creativity.</p>	<ul style="list-style-type: none"> • The final year Research Project fulfils these requirements in integrating knowledge and skills, preparing students for the workplace or further study. • Project work usually requires finding participants which in turn requires applied networking skills. • Project work usually requires navigating gatekeepers.

Appendix C: 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
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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

