

## **BA (Hons) Politics**

### **Programme Specification**

**Awarding Institution:**

University of London (Interim Exit Awards made by Goldsmiths' College)

**Teaching Institution:** Goldsmiths, University of London

**Final Award:** BA (Hons) Politics

**Programme Name:** BA (Hons) Politics

**Total credit value for programme:** 360 credits

**Name of Interim Exit Award(s):**

Certificate of Higher Education in Politics

Diploma of Higher Education in Politics

**Duration of Programme:** 3 years full-time

**UCAS Code(s):** L200

**HECoS Code(s):** (100491) Politics

**QAA Benchmark Group:** Politics

**FHEQ Level of Award:** Level 6

**Programme accredited by:** Not applicable

**Date Programme Specification last updated/approved:** October 2022

**Home Department:** Politics and International Relations

**Department(s) which will also be involved in teaching part of the programme:** Not applicable

## **Programme overview**

As stated in the latest QAA benchmarking document for the discipline of Politics and International Relations: 'Politics is concerned with developing a knowledge and understanding of government and society.' The main purpose of the programme is to offer a challenging and flexible scheme of study invigorated by current research, which advances your intellectual engagement with politics as both an academic discipline and as an activity. The degree provides a thorough grounding in the major aspects of modern political studies: political theory and ideologies; UK and European politics, international politics; and public policy.

## Programme entry requirements

We do not assume that you have any previous knowledge of politics, and students with arts, social studies, humanities or science backgrounds are equally eligible for admission to the BA (Hons) Politics degree programme. Normally, you will be expected to have A level grades of BBB for admission. However, these are a guide and we can admit applicants without A levels if they can show evidence of their ability and commitment to university study. For example, we accept a significant number of applicants who have completed Access or Certificate modules in a related area. We welcome mature students (aged over 21) who may have non-traditional educational backgrounds.

A-level: BBB

BTEC: DDM

IB: 33 Points, HL655

Access: 60 credits overall with 30 distinctions and distinctions/merits in related subject.

## Programme learning outcomes

Students who successfully complete modules to the value of 120 credits at Level 4 (Year 1) may exit the programme with the award of the Certificate of Higher Education in Economics, Politics and Public Policy.

### Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate a basic understanding of the methods, concepts and terminologies employed in the study of politics and the analysis and interpretation of political action.	All first year modules
A2	Acquire a basic foundation for an understanding of some of the major ideas, ideologies and conflicts that have shaped the world in ancient and modern times.	All first year modules
A3	Acquire an introductory knowledge of the key processes and institutions through	All first year modules

Code	Learning outcome	Taught by the following module(s)
	which governance in the UK is carried out under political scrutiny and control.	
A4	Gain a good introduction to contemporary political debates and arguments in world politics, drawing on international relations theory and on specific case histories.	All first year modules

## Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Develop a basic understanding of key political ideas and concepts such as democracy, ideology, power, liberalism, and so on, and communicate them effectively in a coherent written and verbal form.	All first year modules
B2	Attain a basic ability to use a range of methodological skills at the heart of contemporary political studies.	All first year modules
B3	Develop the basic skills to be able to describe and evaluate alternative views of political action, institutions and policy.	All first year modules

## Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Gain a basic understanding of the interrelationships between political beliefs, actions and processes of government and the ability to express these in written form.	All first year modules
C2	Acquire the ability to do basic research into political questions, utilizing electronic and conventional library resources and material from secondary and primary sources.	All first year modules
C3	Acquire the basic skills for using and applying the vocabulary of politics and political analysis.	All first year modules

Code	Learning outcome	Taught by the following module(s)
C4	Gain a basic understanding of the interrelationships between political beliefs, actions and processes of government and the ability to express these in written form.	All first year modules

## Transferable skills (Elements)

Code	Learning outcome	Taught by the following module(s)
D1	Develop basic communication and discussion skills.	All first year modules
D2	Develop the basic skills for presenting rational arguments and reading and listening critically.	All first year modules
D3	Develop time management skills.	All first year modules
D4	Work collaboratively as a member of a group.	All first year modules

Students who complete the Diploma of Higher Education in Politics successfully will be able to:

## Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate a good understanding of the methods, concepts and terminologies employed in the study of politics and the analysis and interpretation of political action.	All second year modules
A2	Acquire a solid foundation for an understanding of some of the major ideas, ideologies and conflicts that have shaped the world in ancient and modern times.	All second year modules
A3	Acquire an understanding of the key processes and institutions through which governance in the UK is carried out under political scrutiny and control.	All second year modules
A4	Gain a good grasp of contemporary political debates and arguments in world	All second year modules

Code	Learning outcome	Taught by the following module(s)
	politics, drawing on international relations theory and on specific case histories.	

## Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Develop a good understanding of key political ideas and concepts such as democracy, ideology, power, liberalism, and so on, and communicate them effectively in a coherent written and verbal form.	All second year modules
B2	Acquire the ability to use a range of methodological skills at the heart of contemporary political studies.	All second year modules
B3	Develop the skills to be able to describe and evaluate alternative views of political action, institutions and policy.	All second year modules
B4	Formulate and present coherent arguments about political behaviour and events.	All second year modules

## Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Gain a good understanding of the interrelationships between political beliefs, actions and processes of government and the ability to express these in written form.	All second year modules
C2	Acquire the ability to do research into political questions, utilizing electronic and conventional library resources and material from secondary and primary sources and to organize/present findings.	All second year modules
C3	Acquire some mastery in using and applying the vocabulary of politics and political analysis.	All second year modules
C4	Understand complex political arguments and develop the skills to assess these	All second year modules

Code	Learning outcome	Taught by the following module(s)
	arguments in clear and appropriate language.	

## Transferable skills (Elements)

Code	Learning outcome	Taught by the following module(s)
D1	Develop communication and discussion skills.	All second year modules
D2	Develop the necessary skills for presenting rational arguments and reading and listening critically.	All second year modules
D3	Develop time management skills.	All second year modules
D4	Work collaboratively as a member of a group.	All second year modules
D5	Develop the capacity for independent judgement and open-mindedness.	All second year modules

Students who successfully complete the BA (Hons) Politics programme will be expected to have acquired the following knowledge, understanding and skills:

## Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	A comprehensive knowledge of the methods, concepts and terminologies employed in the study of politics and the analysis and interpretation of political action.	Modules across the degree from level 4-6
A2	A comprehensive knowledge of the ideologies that have most powerfully shaped and influenced political argument and debate in European societies since the Enlightenment.	Modules across the degree from level 4-6
A3	A detailed understanding of the operation of the European Union and its relationship with member states.	Modules across the degree from level 4-6
A4	A systematic understanding of comparative methods in the study of political systems and institutions, applied	Modules across the degree from level 4-6

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
	particularly to the study of major European states.	
A5	A comprehensive knowledge of a range of major works in politics drawn from both ancient and modern times dealing with ideas, ideologies and conflicts.	Modules across the degree from level 4-6
A6	A detailed understanding of ideological change in UK politics and the impact of ideology upon policy debates.	Modules across the degree from level 4-6
A7	An in depth understanding of the relationship between political history and the practice of politics through case studies.	Modules across the degree from level 4-6
A8	A systematic understanding of the institutions and processes through which the government of the UK is carried out under political scrutiny and control.	Modules across the degree from level 4-6
A9	A comprehensive knowledge of contemporary political debate and argument in world politics, drawing both on international relations theory and on case studies.	Modules across the degree from level 4-6

## **Cognitive and thinking skills**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
B1	Describe and analyse a range of political ideas found in classic political texts.	Modules across the degree from level 4-6
B2	Employ and make appropriate use of the language and concepts at the heart of contemporary political studies.	Modules across the degree from level 4-6
B3	Accurately describe and evaluate alternative views of political action, institutions and policy-making processes.	Modules across the degree from level 4-6
B4	Formulate and present coherent and persuasive arguments about political behaviour and events.	Modules across the degree from level 4-6
B5	Demonstrate a capacity for insight into complex and often changing political beliefs, actions and events.	Modules across the degree from level 4-6

## Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Perceive and express interrelationships between political beliefs, political actions and the processes of government.	Modules across the degree from level 4-6
C2	Demonstrate a capacity to comprehend complex political arguments and to convey your own interpretations/ understanding and assessment of political arguments in clear and appropriate language.	Modules across the degree from level 4-6
C3	Apply and use the vocabulary of politics and political analysis confidently and appropriately.	Modules across the degree from level 4-6
C4	Employ key concepts in political analysis and debate – such as democracy, freedom, authority and power – in your own accounts and assessments of political institutions and events.	Modules across the degree from level 4-6
C5	Draw upon and make appropriate use of empirical work and official data in developing and presenting analyses of politics and political processes.	Modules across the degree from level 4-6
C6	Undertake your own research – utilising electronic and conventional library resources and material from secondary and primary sources – into political questions, in order to assemble, organise and present findings/data.	Modules across the degree from level 4-6
C7	Produce written work that accords with academic standards and expectations capable of satisfying assessors and examiners and meeting the reasonable expectations of others in terms of presentation and organisation, relevance, referencing and bibliographical detail.	Modules across the degree from level 4-6
C8	Demonstrate an awareness and understanding of the relationships and interrelationships between the study of	Modules across the degree from level 4-6

Code	Learning outcome	Taught by the following module(s)
	politics and other disciplines within and beyond the social sciences.	

## Transferable skills (Elements)

Code	Learning outcome	Taught by the following module(s)
D1	Develop an ability to confidently communicate and discuss complex concepts and ideas.	Modules across the degree from level 4-6
D2	The ability to present rational arguments, to read and listen carefully and critically and offer critical assessments.	Modules across the degree from level 4-6
D3	The ability to effectively apply learning and time management skills.	Modules across the degree from level 4-6
D4	The ability to work collaboratively as a member of a group.	Modules across the degree from level 4-6
D5	A capacity for independent judgement and open- mindedness.	Modules across the degree from level 4-6
D6	Information management skills.	Modules across the degree from level 4-6
D7	The ability to access and use bibliographical, official and academic resources in both hard copy and electronic form.	Modules across the degree from level 4-6

## Grading Criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	<p>General Marking criteria:</p> <p>Knowledge and Understanding of the subject of politics</p> <p>Understanding the nature and significance of politics; applying concepts theories and methods to the analysis of political ideas, institutions and practices; demonstrating knowledge and understanding of different political systems, the nature of power and the contexts in which they operate; evaluating different interpretations of issues and event</p>

		<p>Generic Intellectual Skills</p> <p>Ability to gather, organize and deploy evidence, data and information from a variety of sources; ability to identify, investigate, analyse, formulate and advocate solutions to problems; construct reasoned argument, synthesize information and make use of feedback; manage own self-learning critically</p> <p>Personal transferable skills</p> <p>Ability to communicate effectively in speech and writing; use communication and information technology to retrieve and present information; work independently and demonstrate initiative, self-organization and time management</p> <p>At CertHE level:</p> <ul style="list-style-type: none"> <li>• comprehensive and precise knowledge, and confident understanding of key concepts and theories; drawing effectively upon secondary and primary literature;</li> <li>• extensive use of relevant secondary and primary sources; exposition of arguments and debates in a very well structured, analytically precise, accurate and nuanced way; demonstrating strong individual judgement and ability to reason independently of set texts;</li> <li>• clear and consistent writing style and presentation; effective and appropriate use of IT.</li> </ul> <p>At DipHE level:</p> <ul style="list-style-type: none"> <li>• comprehensive breadth of knowledge with confident and precise, reasoned understanding of key concepts and theories;</li> <li>• extensive use of primary, secondary and other specified sources; very well structured, analytically precise and nuanced exposition and evaluation of arguments and debates demonstrating strong individual judgement;</li> <li>• clear and coherent communication at appropriate length; entirely consistent and appropriate use of annotation and formatting; effective and appropriate</li> </ul>
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		<p>use of IT.</p> <p>At BA level:</p> <ul style="list-style-type: none"> <li>• a highly detailed and accurate knowledge, and a strong, consistently critical understanding of key concepts and theories;</li> <li>• extensive use of primary, secondary and other specified sources; drawing effectively upon a specified method to argue a case; accurate and clear evaluation of arguments and debates demonstrating strong ability to advocate own solutions; entirely clear and coherent communication using appropriate IT and specialist software; demonstrating strong ability to work according to a plan or design in order to structure evidence.</li> </ul>
70-79%	1st: First (Excellent)	<p>General Marking criteria:</p> <p>Knowledge and Understanding of the subject of politics</p> <p>Understanding the nature and significance of politics; applying concepts theories and methods to the analysis of political ideas, institutions and practices; demonstrating knowledge and understanding of different political systems, the nature of power and the contexts in which they operate; evaluating different interpretations of issues and event</p> <p>Generic Intellectual Skills</p> <p>Ability to gather, organize and deploy evidence, data and information from a variety of sources; ability to identify, investigate, analyse, formulate and advocate solutions to problems; construct reasoned argument, synthesize information and make use of feedback; manage own self-learning critically</p> <p>Personal transferable skills</p> <p>Ability to communicate effectively in speech and writing; use communication and information technology to retrieve and present information; work independently and demonstrate initiative, self-organization and time management</p>

		<p>At CertHE level:</p> <ul style="list-style-type: none"> <li>comprehensive and precise knowledge, and confident understanding of key concepts and theories; drawing effectively upon secondary and primary literature;</li> <li>extensive use of relevant secondary and primary sources; exposition of arguments and debates in a very well structured, analytically precise, accurate and nuanced way; demonstrating strong individual judgement and ability to reason independently of set texts;</li> <li>clear and consistent writing style and presentation; effective and appropriate use of IT.</li> </ul> <p>At DipHE level:</p> <ul style="list-style-type: none"> <li>comprehensive breadth of knowledge with confident and precise, reasoned understanding of key concepts and theories;</li> <li>extensive use of primary, secondary and other specified sources; very well structured, analytically precise and nuanced exposition and evaluation of arguments and debates demonstrating strong individual judgement;</li> <li>clear and coherent communication at appropriate length; entirely consistent and appropriate use of annotation and formatting; effective and appropriate use of IT.</li> </ul> <p>At BA level:</p> <ul style="list-style-type: none"> <li>a highly detailed and accurate knowledge, and a strong, consistently critical understanding of key concepts and theories;</li> <li>extensive use of primary, secondary and other specified sources; drawing effectively upon a specified method to argue a case; accurate and clear evaluation of arguments and debates demonstrating strong ability to advocate own solutions;</li> <li>entirely clear and coherent communication using appropriate IT and specialist software; demonstrating strong ability to work according to a plan or design in order to structure evidence.</li> </ul>
60-69%	2.1: Upper Second (Very good)	<p>At CertHE level:</p> <ul style="list-style-type: none"> <li>general and accurate knowledge and understanding of key concepts and theories;</li> </ul>

		<p>drawing effectively upon secondary literature;</p> <ul style="list-style-type: none"> <li>• modest use of relevant secondary sources; overall exposition of arguments and debates in a structured, analytical manner;</li> <li>• clear and consistent writing style and presentation; appropriate use of IT.</li> </ul> <p>At DipHE level:</p> <ul style="list-style-type: none"> <li>• broad knowledge and accurate, reasoned understanding of key concepts and theories;</li> <li>• modest use of some primary sources, as well as secondary and other specified sources; effectively structured, analytical exposition and evaluation of arguments and debates demonstrating some effort at individual judgement;</li> <li>• clear and coherent communication at appropriate length; consistent and appropriate use of annotation and formatting; effective and appropriate use of IT.</li> </ul> <p>At BA level:</p> <ul style="list-style-type: none"> <li>• a fairly detailed and accurate knowledge, and a generally consistent critical understanding of key concepts and theories;</li> <li>• broad use of some primary, as well as secondary and other specified sources; drawing effectively upon a specified method to argue a case; accurate and clear evaluation of arguments and debates, demonstrating some ability to advocate own solutions effectively;</li> <li>• clear and coherent communication using appropriate IT and specialist software; demonstrating clear ability to work according to a plan or design in order to structure evidence.</li> </ul>
50-59%	2.2: Lower Second (Good)	<p>At CertHE level:</p> <ul style="list-style-type: none"> <li>• general knowledge and understanding of key concepts and theories; drawing upon secondary literature;</li> <li>• effort to use relevant secondary sources; some exposition of arguments and debates in a structured, analytical manner;</li> <li>• generally clear and consistent writing style and presentation; appropriate use of IT.</li> </ul> <p>At DipHE level:</p> <ul style="list-style-type: none"> <li>• broad knowledge and some effort at reasoned</li> </ul>

		<p>understanding of key concepts and theories;</p> <ul style="list-style-type: none"> <li>• modest use of primary sources, as well as secondary and other specified sources; some structure and analytical exposition; effort at evaluation of arguments and debates but demonstrating only minimal individual judgement;</li> <li>• generally clear and coherent communication at appropriate length; generally consistent and appropriate use of annotation and formatting; appropriate use of IT.</li> </ul> <p>At BA level:</p> <ul style="list-style-type: none"> <li>• some detailed and accurate knowledge, and a some, but inconsistent, critical understanding of key concepts and theories;</li> <li>• use of some primary, as well as secondary and other specified sources; drawing broadly upon a specified method to argue a case; accurate and clear evaluation of arguments and debates demonstrating some effort to advocate own solutions;</li> <li>• generally clear and coherent communication using appropriate IT and specialist software; demonstrating some ability to work according to a plan or design in order to structure evidence.</li> </ul>
40-49%	3rd: Third (Pass)	<p>At CertHE level:</p> <ul style="list-style-type: none"> <li>• some knowledge and understanding of key concepts and theories; modest effort to draw upon secondary literature;</li> <li>• some effort to use relevant secondary sources; ineffective exposition of arguments and debates in a structured, analytical manner;</li> <li>• some clarity and consistency in writing style and presentation; some or little appropriate use of IT.</li> </ul> <p>At DipHE level:</p> <ul style="list-style-type: none"> <li>• Little breadth and inconsistent knowledge; poor reasoning and understanding of key concepts and theories;</li> <li>• little use of primary sources; over-reliance on secondary and other specified sources; ineffective structure and analytical exposition; little effort at evaluation of arguments and debates, demonstrating little individual judgement;</li> <li>• some clarity and coherence in communication, not</li> </ul>

		<p>always to appropriate length; little or no consistency nor appropriate use of annotation and formatting; little or no appropriate use of IT.</p> <p>At BA level:</p> <ul style="list-style-type: none"> <li>• demonstrate little and/or inconsistent detail and poor knowledge, and little or inconsistent critical understanding of key concepts and theories;</li> <li>• little use of primary sources; over-reliance on secondary and other specified sources; drawing, ineffectively, upon a specified method to argue a case; minimal accuracy and clarity in evaluating arguments and debates; demonstrating minimal effort to advocate own solutions;</li> <li>• some clarity and coherence in communication, not always using appropriate IT and specialist software; demonstrating little ability to work according to a plan or design in order to structure evidence.</li> </ul>
25-39%	Fail	<p>At CertHE level:</p> <ul style="list-style-type: none"> <li>• minimal knowledge and understanding of key concepts and theories; no effort to draw upon secondary literature;</li> <li>• no, or ineffective, effort to use relevant secondary sources; no, or ineffective, exposition of arguments and debates in a structured, analytical manner;</li> <li>• minimal or no clarity and consistency in writing style and presentation; little or no appropriate use of IT.</li> </ul> <p>At DipHE level:</p> <ul style="list-style-type: none"> <li>• no breadth and/or inconsistent knowledge; poor or no reasoning and understanding of key concepts and theories;</li> <li>• no or ineffective use of primary sources; over-reliance on secondary and other specified sources; no or ineffective structure and analytical exposition; little or no effort at evaluation of arguments and debates, demonstrating no individual judgement;</li> <li>• minimal clarity and coherence in communication, not to appropriate length; little or no consistency nor appropriate use of annotation and formatting; little or no appropriate use of IT.</li> </ul> <p>At BA level:</p> <ul style="list-style-type: none"> <li>• no or inconsistent detail and poor knowledge, and</li> </ul>

		<p>no or inconsistent critical understanding of key concepts and theories;</p> <ul style="list-style-type: none"> <li>• no or ineffective use of primary sources; over-reliance on secondary and other specified sources; no or ineffective method to argue a case; little or no accuracy or clarity in evaluating arguments and debates; demonstrating minimal or no effort to advocate own solutions;</li> <li>• minimal clarity and coherence in communication, not using appropriate IT and specialist software; demonstrating no ability to work according to a plan or design in order to structure evidence.</li> </ul>
10-24%	Bad fail	<p>At CertHE level:</p> <ul style="list-style-type: none"> <li>• poor knowledge and understanding of key concepts and theories; no effort to draw upon secondary literature;</li> <li>• poor or no effort to use relevant secondary sources; poor or no exposition of arguments and debates in a structured, analytical manner;</li> <li>• little or no clarity and consistency in writing style and presentation; little or no appropriate use of IT,</li> </ul> <p>At DipHE level:</p> <ul style="list-style-type: none"> <li>• no breadth and/or inconsistent knowledge; no reasoning and understanding of key concepts and theories;</li> <li>• no use of primary sources; no use of, or over-reliance on, secondary and other specified sources; no structure and analytical exposition; no effort at evaluation of arguments and debates, demonstrating no individual judgement at all;</li> <li>• little or no clarity or coherence in communication; neither consistency nor appropriate use of annotation and formatting; little or no appropriate use of IT.</li> </ul> <p>At BA level:</p> <ul style="list-style-type: none"> <li>• no or wholly inconsistent detail and poor knowledge, and no critical understanding of key concepts and theories;</li> <li>• no use of primary sources; no use of, or over-reliance on, secondary and other specified sources; no method to argue a case; no accuracy or clarity in evaluating arguments and debates; demonstrating no effort to advocate own solutions;</li> </ul>

		<ul style="list-style-type: none"> <li>• little or no clarity and coherence in communication, not using appropriate IT and specialist software; demonstrating no ability to work according to a plan or design in order to structure evidence.</li> </ul>
1-9%	Very bad fail	<p>At CertHE level:</p> <ul style="list-style-type: none"> <li>• no knowledge and understanding of key concepts and theories; no effort to draw upon secondary literature;</li> <li>• no effort to use relevant secondary sources; no exposition of arguments and debates in a structured, analytical manner;</li> <li>• no clarity or consistency in writing style and presentation; no appropriate use of IT.</li> </ul> <p>At DipHE level:</p> <ul style="list-style-type: none"> <li>• no breadth and/or inconsistent knowledge; no reasoning and understanding of key concepts and theories;</li> <li>• no use of primary sources; no use of secondary and other specified sources; no structure and analytical exposition; no effort at evaluation of arguments and debates, demonstrating no individual judgement at all;</li> <li>• no clarity or coherence in communication; neither consistency nor appropriate use of annotation and formatting; no appropriate use of IT.</li> </ul> <p>At BA level:</p> <ul style="list-style-type: none"> <li>• neither detail nor genuine knowledge, and no critical understanding of key concepts and theories;</li> <li>• no use of primary sources; no use of secondary and other specified sources; no method to argue a case; no accuracy or clarity in evaluating arguments and debates; demonstrating no effort to advocate own solutions;</li> <li>• no clarity and coherence in communication, not using appropriate IT and specialist software; demonstrating no ability to work according to a plan or design in order to structure evidence.</li> </ul>
0%	Non submission or plagiarised	<p>At CertHE level:</p> <p>A categorical mark representing either the failure to submit, or a mark assigned for a plagiarised assessment.</p>

		<p>At DipHE level: A categorical mark representing either the failure to submit, or a mark assigned for a plagiarised assessment.</p> <p>At BA level:  A categorical mark representing either the failure to submit, or a mark assigned for a plagiarised assessment.</p>
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## Mode of study

Full time, on-campus.

## Programme structure

### Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
UK and European Comparative Governance and Politics	PO51009D	30	4	Compulsory	1-2
Political Theory and Ideologies	PO51012D	30	4	Compulsory	1-2
Identity, Agency and Environment 1	TBC	15	4	Compulsory	1
Identity, Agency and Environment 2	TBC	15	4	Compulsory	2
EITHER: World Politics	PO51010D	30	4	Optional	1-2
OR: Issues in Cultural and Political Economy	PO51017E	30	4	Optional	1-2
OR: Colonialism, Power and Resistance	PO51013E	30	4	Optional	1-2

### Academic year of study 2

Module Name	Module Code	Credits	Level	Module Type	Term
Modules to the value of 105 credits from a list approved annually by the Department of Politics and International	Various	105	5	Optional	1-3

Module Name	Module Code	Credits	Level	Module Type	Term
Relations. As part of this, students have the option of taking up to 15 credits from another department or from another University of London institution (Where deemed appropriate)					
The Goldsmiths Elective (Chosen from a list made available annually of modules which provide an opportunity to undertake study in another discipline without pre-requisites or prior knowledge)	Various	15	5	Compulsory	1

### Academic year of study 3

Module Name	Module Code	Credits	Level	Module Type	Term
Dissertation	PO53014C	30	6	Compulsory	1-3
Modules to the value of 90 credits chosen from a list provided annually by the Department of Politics and International Relations	Various	90	6	Optional	1-3

### Academic support

Additional academic support is carried out through the department's personal and senior tutoring system. In summary, personal tutoring in the department aims to enable students to achieve successful learning outcomes by supporting their academic progression and helping them navigate their individual learning journey from induction to graduation. All students are assigned a personal tutor during their period of study at Goldsmiths. Personal tutors will be expected to meet students at least once a term to discuss academic progression. They will be able to advise them on academic progression and on other matters, including personal development, employability and career planning.

Personal tutors are supported in their roles by a system of Senior Tutors. Amongst other things, Senior Tutors are responsible for considering and implementing any student and staff Personal Tutor change requests.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars so students are expected to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support.

The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

The [Centre for Academic Language and Literacies](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

## **Placement opportunities**

The Department offers an optional, final-year work placement module (15 credits). Students are offered dedicated support by the module convenor and Goldsmiths Careers Service in Autumn term to secure a work experience placement in weeks 2-9 of Spring term for up to 16 days (2 days per week). Sessions are offered on employment and job search training, including CV and covering letter workshops.

Students are placed with appropriate host organisations and offered support throughout their placement. Placement providers will include a range of organisations in the NGO sector such as charities, think-tanks and pressure groups, bodies connected with international organisations, appropriate businesses, and political parties. Recent placement providers have included: Members of Parliament; media such as We Are the News; charities such as Lawyers Against Poverty, the 999 Club and JAN Trust; NGOs and think tanks such as Amnesty International and Compass; and businesses such as ING Bank and ESG Mark Investment Analytics.

The work placement offers students the chance to apply previously-gained, theory-derived knowledge to a practical project within the host organisation. In doing so they critically evaluate and apply their experiences acquired to inform and enhance their own knowledge, offer alternative approaches and propose novel solutions to specific academic issues. They are able to evaluate their own skills, values and personal traits and create a strategy for development of further skills and career preparation.

## **Employability and potential career opportunities**

Students graduating from the BA (Hons) Politics programme move on to a range of careers and employment areas, including the public and voluntary sector, the financial sector, journalism, teaching, and postgraduate study in related fields.

Students are eligible to take part in the Department's Work Placement Module (a 15 CAT option for third year students).

## **Programme-specific requirements**

Not applicable

## **Tuition fee costs**

Information on tuition fee costs is available at: <https://www.gold.ac.uk/students/fee-support/>

## **Specific programme costs**

Not applicable