

BA (Hons) International Relations

Programme Specification

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

Teaching Institution: Goldsmiths, University of London

Final Award: BA (Hons) International Relations

Programme Name: BA (Hons) International Relations

Total credit value for programme: 360 credits

Name of Interim Exit Award(s):

Certificate of Higher Education in International Relations

Diploma of Higher Education in International Relations

Duration of Programme: 3 years full-time

UCAS Code(s): L251

HECoS Code(s): (100490) International Relations

QAA Benchmark Group: Politics and International Relations

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

The BA (Hons) International Relations at Goldsmiths offers a unique program of study that prioritises culture, critical thinking and global politics from the ground up. The discipline of International Relations is traditionally focused on the conflictual and cooperative interactions of states in an international system, the mechanisms of global governance embracing international organisations such as the UN, and the operations of the global economy. At Goldsmiths you will study all of these themes but in a way that reflects the college's reputation as an institution at the forefront of critical thinking in the arts, humanities and cultural studies.

International relations at Goldsmiths stands out from other degrees both in terms of the subject matter and the approaches we adopt to studying it. The academic discipline of IR embodies Western assumptions and ideas about the actors, processes and outcomes of international politics. However,

the American and European world order is waning and its norms, values, practices and historical narratives are being challenged by non-Western actors and critical ideas that demand new ways of doing and thinking about international politics. Our programme prioritises global agendas deriving from politics 'from below', focused on climate change, migration, human rights, human security and indigenous demands for global justice. To recognise the increasing importance of these voices, it is necessary to complement and move away from the established traditions of knowledge about international relations which draw on Eurocentric political theory and political science. At Goldsmiths, you are encouraged to think about global politics through critical lenses that draw upon concepts and ideas from across the humanities and social sciences. Your understanding of international relations will be informed by an awareness of how global politics is manifested and contested in diverse sites of cultural practices, including visual representation, non-Western and critical political philosophy, and the politics of music, memory and gender.

As you develop your understanding of international relations you also acquire a wide range of skills that will facilitate your future transition to the workplace or postgraduate study. On the BA International Relations, you will engage in analysis, interpretation and critical judgement, all of which will support you in your future career. You will learn a range of research skills, including data collection and evaluation, critical analysis of textual and audio-visual sources, and appropriate assessment of the ways in which problems and explanations are framed. You will also acquire valuable communication skills in areas such as writing policy documents and blogs, as well as using audio-visual tools and IT platforms.

You achieve these aims and objectives of the BA (Hons) International Relations by following a structured and progressive course of study.

In your first year you will be introduced to the foundations of studying the institutions, processes and theoretical perspectives of both traditional international relations and alternative political practices around the globe. You will take two compulsory 30 credit modules. 'World Politics' offers a critical introduction to the discipline of International Relations while 'Colonialism, Power and Resistance' addresses non-Western histories, experiences and imaginings of the international. You will also take two compulsory Connected Curriculum modules: 'Everything is a Text' and 'Researching our World and Lives'. These modules, shared with students across the College, will provide you with the basis for critical and self-reflective approaches to academic learning. You will also have a choice of one optional module on either political theory or the comparative politics of Britain and Europe. These modules complement your core international studies modules with knowledge of the broader discipline of Politics.

In the second year, you will take three four compulsory 15 credit modules. Modules on security studies and global governance provide advanced study on two key IR themes. The third compulsory module, 'Theories and Methods in International Relations' provides you with a range of research skills. The final compulsory 15-credit module, the Goldsmiths Elective, allows

you to select from a wide range of relevant modules available from across the college, including from the Department of Politics and International Relations.

In the third year you have considerable freedom of choice so that you can tailor your studies to reflect your personal interests and build upon the academic skills that you have developed so far. You will take a core compulsory dissertation module which requires you to write a substantial piece of research on a topic of your choice. Otherwise, you can choose from a wide range of research-led modules where you will pursue specialist subjects and benefit from the expertise of your lecturers. You can also choose the 'Work Placement' module, which will give you an opportunity to gain practical skills and to learn how knowledge relates to concrete contexts by contributing to the work of an approved external organization.

Programme entry requirements

We do not assume that you have any previous knowledge of international relations, and students with arts, social studies, humanities or science backgrounds are equally eligible for admission to the BA (Hons) International Relations degree programme.

A-level: BBB BTEC: DMM

IB: 33 points including three HL subjects

Access: Pass with 45 Level 3 credits including distinctions/merits in subject specific modules or equivalent.

Language requirements for overseas students: IELTS 6.0 (with a minimum of 6.0 in the written test and no individual test lower than 5.5).

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 CertHE in International Relations and will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Identify and evaluate different methods, concepts and terminologies deployed in International Relations	World Politics
A2	Understand the parameters of key theoretical approaches, debates and arguments in international politics; communicate the historical and ideological determinations of international theory; frame different approaches to understanding and practicing international relations across the globe; articulate the challenges faced by global governance increasingly globalized world.	World Politics
A3	Discern the implications of the dominance of the study of international relations by Anglo-American scholarship; be familiar with alternative histories of modern international relations that prioritise colonialism; and represent postcolonial and non-Western understandings and practices of international relations	Colonialism, Power, Resistance
A4	Identify commonalities and differences in how IR and Politics address questions of theory and practice.	Optional modules Political Theory and Ideologies & UK and European Comparative Governance and Politics
A5	Engage critically with different theories of texts and account for the role of texts in social worlds	Everything Is a Text

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Assess and evaluate the strengths and weaknesses of theoretical and methodological approaches, concepts and debates in international relations.	All first-year modules but especially World Politics.
B2	Convey the ideas and concepts developed	All first-year modules but especially

Code	Learning outcome	Taught by the following module(s)
	by prominent IR scholars in a structured manner.	World Politics and Colonialism, Power, Resistance
B3	Understand how prevalent ideas about international politics, inform and determine practices of international relations.	All first-year modules but especially World Politics and Colonialism, Power, Resistance
B4	Differentiate the ideas, norms, values and ethics that shape politics in general, and international relations specifically	All first-year modules
B5	Apply textual analysis to contemporary cultural debates	Everything Is a Text

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Interpret and analyse relevant sources of data on international relations across academic literature, policy documentation, and traditional and non-traditional media.	All first-year modules but especially World Politics
C2	Develop arguments about the processes and outcomes of international relations by organizing theoretical claims and empirical evidence.	All first-year modules but especially World Politics.
C3	Communicate the diversity of ideas and practices that constitute the international politics of a globalised world and demonstrate an appreciation of perspectives deriving from non-European cultures.	All first year modules but especially World Politics and Colonialism, Power and Resistance
C4	Differentiate various approaches to problem solving, communication and negotiation.	All first-year modules but especially Everything is a Text

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Develop coherent arguments using different types of 'text', such as opinions, documentary evidence, and cultural knowledge	All first-year modules, but especially Everything is a Text and Researching our World and Lives
D2	Analyse and interpret evidence, present reasoned arguments and read, listen and	All first-year modules

Code	Learning outcome	Taught by the following module(s)
	watch attentively.	
D3	Apply critical reflexive methods for constructive self-evaluation and planning your learning progression	All first-year modules, but especially Everything is a Text and Researching Our World and Lives
D4	Obtain teamwork skills facilitating the ability to work with others towards a common goal.	All first-year modules
D5	Organise and structure an engaging, academic presentation of your research	Researching Our World and Lives
D6	Develop time management skills, including the ability to plan and organize work.	All first-year modules, but especially Everything is a Text and Researching Our World and Lives

Students who successfully complete modules to the value of 240 credits at levels 4 & 5 (Years 1 & 2) may exit the programme with the award of the DipHE in International Relations, and will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Comprehend the constitutive role that theory has in establishing the ontological, epistemological and methodological characteristics of IR.	Theories and Methods in International Relations
A2	Apply explanatory frameworks and techniques to practical research and analysis in international relations.	Theories and Methods in International Relations
A3	Recognise the broad range of security concerns that international actors face: inter-state conflict, the threats to global security posed by environment, health and migration; compare and contrast the role states and non-state actors play as both subjects of security and threats to the security of others.	Security Studies
A4	Critically evaluate global governance understood as multilevel responses to the increased prevalence of transnational concerns and problems that cannot be resolved by individual sovereign states; differentiate the roles played United Nations agencies, regional organisations. States, and civil society, including social movements,	Global Governance

Code	Learning outcome	Taught by the following module(s)
	NGOs and the media.	
A5	Understand the impact critical theoretical interventions have had in IR, especially in highlighting the role played by actors, knowledges and practices overlooked by mainstream international politics.	Theories and Methods in International Relations, Global Governance and World Order, and Security Studies

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Identify and comprehend a range of political and international relations ideas, concepts and controversies and communicate them effectively.	All modules
B2	Recognise the normative values informing IR theories and distinguish problem-solving from critical-theoretical approaches	Theories and Methods in International Relations, Global Governance and World Order, and Security Studies
B3	Critically assess alternative views of international political actors, institutions and policy-making processes utilising the theoretical and conceptual language of IR.	Theories and Methods in International Relations, Global Governance and World Order, and Security Studies
B4	Identify and deploy evidence to critically evaluate alternative views of political action, institutions and policies, and in particular those pertaining to international politics.	All second-year modules
B5	Deploy methodological techniques and research approaches to explain contemporary problems, processes and outcomes in international politics.	All second-year modules, but especially Theories and Methods in International Relations.

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Demonstrate competence in gathering, organising and presenting as evidence data and information from governments, IGOs and NGOs.	All second-year modules but especially Global Governance
C2	Learn how to engage in independent	All second-year modules

Code	Learning outcome	Taught by the following module(s)
	research using electronic and conventional library resources, and material from secondary and primary literature.	
C3	Attain confidence in applying and justifying specialist languages and methodological approaches in international relations to analyse international processes and outcomes.	All second-year modules but especially Theories and Methods in International Relations
C4	Determine how different societies address questions of international security and governance while displaying sensitivity to cultural differences.	Security Studies, Global Governance and World Order

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Exercise independent judgment about contending opinions, evidence, and claims	All second-year modules
D2	Plan, design, manage and complete an independent project	Theories and Methods in International Relations
D3	Critically evaluate evidence, employ theories and propose solutions to problems based on your learning.	All second year modules but especially Theories and Methods in International Relations
D4	Work collaboratively and propose your own contributions to group work	All second-year modules
D5	Exercise time management skills, including anticipating workload, preparing study materials, and critical reflection on your learning.	All second-year modules

Students who successfully complete the BA (Hons) International Relations will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Systematically comprehend the methods, concepts and terminologies employed in politics, including international relations, and the analysis and interpretation of political behaviour at specific sites and scales, including the international.	All modules in this degree
A2	Determine the relations between multi-level actors, institutions and stakeholders seeking optimal outcomes, in the international arena.	All modules in this degree
A2	Critically evaluate the major theories, thinkers and historical narratives of political analysis, especially those of international relations	All modules in this degree
A3	Determine and critically draw on relevant academic literature to support independent research.	All third-year modules especially the Dissertation module
A4	Independently identify and utilise appropriate methodologies and methods to explain and understand international processes, problems and outcomes.	Dissertation module

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Deploy the theoretical and methodological approaches, concepts and debates in politics and international politics	All modules in this degree
B2	Critically evaluate the major concepts, debates, texts and ideas in international relations and politics deploying appropriate academic language and concepts.	All modules in this degree
B3	Construct and communicate coherent and persuasive arguments about the political processes, contestations and outcomes of politics and international relations.	All third-year modules
B4	Reference complex, changing and contested ethics, beliefs, actions and events at international and domestic levels.	All third-year modules

Code	Learning outcome	Taught by the following module(s)
B5	Initiate and execute a specific, self-selected project of international relations research, account for its significance and justify the theoretical approach adopted in exploring it.	Dissertation module

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Gather, organise and present as evidence government, IGO and NGO data and information, while demonstrating critical awareness of its provenance.	All IR modules
C2	Undertake independent research into international problems, processes and outcome by using electronic and conventional library resources, and material from secondary and primary literature	All third-year modules but especially the Dissertation module
C3	Critically evaluate the place of International Relations within the discipline of Politics by establishing the complex nature of the relationship between the domestic and international.	All third-year modules
C4	Develop critical sensitivity to the role of International Relations in perpetuating global power inequalities.	All IR modules
C5	Systematically understand the constitutive role of culture in determining ideas about and practices of international politics.	All third-year modules
C6	Maintain, sustain and communicate effectively nuanced political argument.	All third-year modules

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Devise your own detailed and critical arguments on the basis of different opinions, academic evidence, and methods of enquiry	All modules in this degree
D2	Systematically evaluate evidence, propose your own reasoned arguments, deploy established theories and techniques to solve problems	All modules in this degree
D3	Work both independently and collaboratively with others	All modules
D4	Demonstrate advanced information management skills	All third-year modules
D5	Initiate plan, design, manage and complete an independent research project	All third-year modules, but particularly the compulsory dissertation
D6	Support your learning through use of appropriate bibliographical, official and academic resources	All third-year modules
D7	Convey independent judgement and open-mindedness	

Grading Criteria/General Marking criteria:

Knowledge and Understanding of the subject of international relations

Understanding the nature and significance of international relations; applying concepts theories and methods to the analysis of international relations ideas, institutions and practices; demonstrating knowledge and understanding of different actors, processes and outcome in international relations; evaluating different interpretations of international issues and events.

Generic Intellectual Skills

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.

Personal transferable skills

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.

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"> comprehensive and precise knowledge, and confident

		<p>understanding of key concepts and theories; drawing effectively upon secondary and primary literature;</p> <ul style="list-style-type: none"> • 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; • clear and consistent writing style and presentation; effective and appropriate use of IT. <p>At DipHE level:</p> <ul style="list-style-type: none"> • comprehensive breadth of knowledge with confident and precise, reasoned understanding of key concepts and theories; • 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; • clear and coherent communication at appropriate length; entirely consistent and appropriate use of annotation and formatting; effective and appropriate use of IT. <p>At BA level:</p> <ul style="list-style-type: none"> • a highly detailed and accurate knowledge, and a strong, consistently critical understanding of key concepts and theories; • 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.
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"> • comprehensive and precise knowledge, and confident understanding of key concepts and theories; drawing effectively upon secondary and primary literature; • 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; • clear and consistent writing style and presentation; effective and appropriate use of IT. <p>At DipHE level:</p> <ul style="list-style-type: none"> • comprehensive breadth of knowledge with confident and precise, reasoned understanding of key concepts and theories; • 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; • clear and coherent communication at appropriate length; entirely consistent and appropriate use of annotation and formatting; effective and appropriate use of IT. <p>At BA level:</p> <ul style="list-style-type: none"> • a highly detailed and accurate knowledge, and a strong, consistently critical understanding of key concepts and theories; • 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;
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		<ul style="list-style-type: none"> 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.
60-69%	2.1: Upper Second (Very good)	<p>At CertHE level:</p> <ul style="list-style-type: none"> general and accurate knowledge and understanding of key concepts and theories; drawing effectively upon secondary literature; modest use of relevant secondary sources; overall exposition of arguments and debates in a structured, analytical manner; clear and consistent writing style and presentation; appropriate use of IT. <p>At DipHE level:</p> <ul style="list-style-type: none"> broad knowledge and accurate, reasoned understanding of key concepts and theories; 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; clear and coherent communication at appropriate length; consistent and appropriate use of annotation and formatting; effective and appropriate use of IT. <p>At BA level:</p> <ul style="list-style-type: none"> a fairly detailed and accurate knowledge, and a generally consistent critical understanding of key concepts and theories; 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; 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.
50-59%	2.2: Lower Second (Good)	<p>At CertHE level:</p> <ul style="list-style-type: none"> general knowledge and understanding of key concepts and theories; drawing upon secondary literature; effort to use relevant secondary sources; some exposition of arguments and debates in a structured, analytical manner; generally clear and consistent writing style and presentation; appropriate use of IT. <p>At DipHE level:</p> <ul style="list-style-type: none"> broad knowledge and some effort at reasoned

		<p>understanding of key concepts and theories;</p> <ul style="list-style-type: none"> • 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; • generally clear and coherent communication at appropriate length; generally consistent and appropriate use of annotation and formatting; appropriate use of IT. <p>At BA level:</p> <ul style="list-style-type: none"> • some detailed and accurate knowledge, and a some, but inconsistent, critical understanding of key concepts and theories; • 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; • 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.
40-49%	3rd: Third (Pass)	<p>At CertHE level:</p> <ul style="list-style-type: none"> • some knowledge and understanding of key concepts and theories; modest effort to draw upon secondary literature; • some effort to use relevant secondary sources; ineffective exposition of arguments and debates in a structured, analytical manner; • some clarity and consistency in writing style and presentation; some or little appropriate use of IT. <p>At DipHE level:</p> <ul style="list-style-type: none"> • Little breadth and inconsistent knowledge; poor reasoning and understanding of key concepts and theories; • 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; • some clarity and coherence in communication, not always to appropriate length; little or no consistency nor appropriate use of annotation and formatting; little or no appropriate use of IT. <p>At BA level:</p> <ul style="list-style-type: none"> • demonstrate little and/or inconsistent detail and poor knowledge, and little or inconsistent critical understanding of key concepts and theories; • little use of primary sources; over-reliance on secondary and other specified sources; drawing, ineffectively, upon a

		<p>specified method to argue a case; minimal accuracy and clarity in evaluating arguments and debates; demonstrating minimal effort to advocate own solutions;</p> <ul style="list-style-type: none"> • 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.
25-39%	Fail	<p>At CertHE level:</p> <ul style="list-style-type: none"> • minimal knowledge and understanding of key concepts and theories; no effort to draw upon secondary literature; • no, or ineffective, effort to use relevant secondary sources; no, or ineffective, exposition of arguments and debates in a structured, analytical manner; • minimal or no clarity and consistency in writing style and presentation; little or no appropriate use of IT. <p>At DipHE level:</p> <ul style="list-style-type: none"> • no breadth and/or inconsistent knowledge; poor or no reasoning and understanding of key concepts and theories; • 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; • 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. <p>At BA level:</p> <ul style="list-style-type: none"> • no or inconsistent detail and poor knowledge, and no or inconsistent critical understanding of key concepts and theories; • 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; • 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.
10-24%	Bad fail	<p>At CertHE level:</p> <ul style="list-style-type: none"> • poor knowledge and understanding of key concepts and theories; no effort to draw upon secondary literature; • poor or no effort to use relevant secondary sources; poor or no exposition of arguments and debates in a structured, analytical manner; • little or no clarity and consistency in writing style and presentation; little or no appropriate use of IT,

		<p>At DipHE level:</p> <ul style="list-style-type: none"> • no breadth and/or inconsistent knowledge; no reasoning and understanding of key concepts and theories; • 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; • little or no clarity or coherence in communication; neither consistency nor appropriate use of annotation and formatting; little or no appropriate use of IT. <p>At BA level:</p> <ul style="list-style-type: none"> • no or wholly inconsistent detail and poor knowledge, and no critical understanding of key concepts and theories; • 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; • 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.
1-9%	Very bad fail	<p>At CertHE level:</p> <ul style="list-style-type: none"> • no knowledge and understanding of key concepts and theories; no effort to draw upon secondary literature; • no effort to use relevant secondary sources; no exposition of arguments and debates in a structured, analytical manner; • no clarity or consistency in writing style and presentation; no appropriate use of IT. <p>At DipHE level:</p> <ul style="list-style-type: none"> • no breadth and/or inconsistent knowledge; no reasoning and understanding of key concepts and theories; • 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; • no clarity or coherence in communication; neither consistency nor appropriate use of annotation and formatting; no appropriate use of IT. <p>At BA level:</p> <ul style="list-style-type: none"> • neither detail nor genuine knowledge, and no critical understanding of key concepts and theories; • no use of primary sources; no use of secondary and other specified sources; no method to argue a case; no

		<p>accuracy or clarity in evaluating arguments and debates; demonstrating no effort to advocate own solutions;</p> <ul style="list-style-type: none"> • 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.
0%	Non submission or plagiarised	<p>At CertHE level: 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>

Mode of study

Full-time, on-campus.

Programme structure

The programme is available in full-time (three years, at three levels) and part-time (four to six years, at three levels) modes. All students take must take 120 credits at each level. Four Level 4 (Year 1) 30 credit modules form a foundational year. Subsequent modules are designated as Level 5 or Level 6 and may comprise a combination of 30 or 15 credit modules. Students are required to take 120 credits for each year.

Note that modules must be taken in equal numbers in the Autumn and Spring terms.

Year 1

In the first year you learn the foundations of the discipline of International Relations. You take four compulsory core modules 'World Politics' and 'Colonialism, Power and Resistance' taught in the department and two, 'Everything is a Text' and 'Researching our World and Lives' that form the Goldsmiths connected curriculum. You can also choose between two modules on political theory or UK & European politics.

Year 2

In the second year you take four compulsory modules. Three are core international relations modules: 'Theories and Methods in International Relations', 'Security Studies' and 'Global Governance.' You also take the Goldsmiths Elective which allows you to select from a wide range of relevant modules available from across the college, including Politics. The remaining credits are made up from a list made by the department.

Year 3

In the final year you take a 7,500-word dissertation (30 credits) – plus 90 credits from a list provided by the department to make up 120 credits in total.

What do I need to progress between levels? As a full-time student:

- you must pass 120 credits at Level 4 in order to proceed to Level 5 of your degree programme.
- you must pass 90 credits at Level 5 in order to proceed to Level 6 of your degree programme.
- You must complete 360 credits to gain a classified honours degree.

If, at the end of your programme, having used up all your permitted further attempts to pass a module or modules, you have passed modules to a total value of less than 360 credits but of at least 300 credits you will be awarded a "Pass" degree.

Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
World Politics	PO51010D	30	4	Compulsory	1-2
Colonialism, Power, Resistance	PO51013E	30	4	Compulsory	1-2
Everything is a Text (Connected Curriculum)	CC51001A	15	4	Compulsory	1
Researching our Lives and Worlds (Connected Curriculum)	CC51002A	15	4	Compulsory	2
EITHER: Political Theory and Ideologies	PO51012D	30	4	Optional	1-2
OR UK and European Comparative Governance and Politics	PO51009D	30	4	Optional	1-2

Academic year of study 2

Module Name	Module Code	Credits	Level	Module Type	Term
Theories and Methods in International Relations	PO52018X	15	5	Compulsory	1
Global Governance and the World Order	PO52035B	15	5	Compulsory	2
Security Studies	PO52046A	15	5	Compulsory	2
The Goldsmiths Elective	TBC	15	5	Compulsory option	TBC
Modules to a value of 60 credits from a list approved annually by the Department of Politics and International Relations.	Various	60	5	Optional	1-2

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	1-2

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 IR programme are likely to move into a range of career options and employment areas, including working for international organisations and NGOs, the civil service or in diplomacy, journalism and teaching, and international business and consultancy. Students on the IR programme at Goldsmiths, are also especially well prepared to pursue careers in less traditional sectors such as activism and advocacy.

Students are eligible to take part in the Work Placement Module (15 CAT option) offered by the department 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