BA (Hons) Politics and International Relations
Programme Specification

Awarding Institution:

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

Teaching Institution: Goldsmiths, University of London

Name of Final Award and Programme Title:

BA (Hons) Politics and International Relations

Name of Interim Exit Award(s):

Certificate of Higher Education in Politics and International Relations

Diploma of Higher Education in Politics and International Relations

Duration of Programme: 3 years full-time

UCAS Code(s): L250

HECoS Code(s): (100491) Politics

QAA Benchmark Group: Politics and International Relations

FHEQ Level of Award: Level 6

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: December 2020

Home Department: Politics and International Relations

Department(s) which will also be involved in teaching part of the programme:

Sociology

Programme overview

Politics and International Relations is a new programme, taught by academic staff in the Department of Politics and International Relations with expertise in various areas of international relations and politics. In addition, colleagues from the Department of Sociology will be providing modules that enhance and complement those offered in the Politics and International Relations Department. This new degree not only offers a grounding in the traditional concerns and theories of Politics and International Relations, associated with institutions such as LSE, Kings and UCL, as set out in the QAA Subject Benchmark statement, but also adds a distinctly Goldsmiths flavour to the teaching of the subject.

International Relations is often regarded as a conservative discipline, which deploys the methods of the political sciences to explain the relations between states. Hence the core focus of IR degrees tends to be on questions of diplomacy, political economy, strategic

studies, and the role of international institutions. Students who study PIR at Goldsmiths will be introduced to these traditional concerns but will also benefit from a distinctive Goldsmiths approach to the subject.

Goldsmiths as an institution has a global reputation for excellence in the creative and visual arts and for its role in developing cutting edge critical thought across all taught disciplines. Reflecting this Goldsmiths approach, the Politics and International Relations Department is characterised by a wide-ranging and innovative approach to studying politics, which is not limited to the institutions of the state, modes of government public policy and civil society but which also embraces artistic practices, visual and literary texts and the cultural objects of everyday life. While the Department has expertise in European politics, it also has much world-class scholarship on non-Western regions of the world including China, Japan, India, Africa and the Global South and promotes thinking about politics outside of the established framework of Anglo-American scholarship. Drawing on these innovative approaches to studying politics, the PIR programme will both introduce students to the established discourses of both domestic and international politics - which have tended to privilege the state as the primary referent and to explain political processes and outcomes using the methods of the social sciences - but also to encourage students to think critically about politics and international relations as complexes of culturally embedded practices that extend beyond and challenge the state and which can be understood using a range of different approaches drawn from visual and cultural studies and the humanities. The core modules on this programme reflect this concern to both acknowledge mainstream IR subjects and approaches but also to challenge and criticise them.

The degree is composed of a combination of compulsory modules and options.

In the first-year students will follow four compulsory modules that draw together a training in international relations ('World Politics'); UK and European politics ('UK and European Comparative Governance and Politics'); political economy ('Introduction to Political Economy'; 'Introduction to Economic Policy';) and political theory ('Political Theory and Ideologies').

In the second-year students continue with their training in international relations. Students will have to follow two compulsory modules. The first, 'Contemporary International Relations and Theories' provides students with an in-depth understanding of both the development of mainstream 'problem solving' theories of international relations and contemporary critical theories that seek to challenge them. The second compulsory module 'Global Governance and World Order' explores the historical development, nature and function of international organisations within the context of a critique of the globalisation of neoliberal governmentality. Students will also be able to choose two further modules from the range of options offered by the Politics and International Relations department as well as the module 'Nationalism, Fundamentalism and Cosmopolitanism' in the Sociology Department.

In the third year, students will have one compulsory module: 'Critical Security Studies'. This module, which is underpinned by a critical discourse approach to thinking about security, will address the means by and consequences of identifying a range of phenomena as security threats such as health, the environment, and migration. Students will also have to write a substantial dissertation on a topic of interest to them. They will also complete their education by choosing Politics and International Relations Department modules in the area of IR broadly understood as well as inter-disciplinary options. Students are able to choose as an option the module 'Citizenship and Human Rights' in the Department of Sociology. Other third year option modules available and recommended to students lend distinctive Goldsmiths flavour and critical edge to the IR discipline. In particular, modules such as 'Art War Terror' explore the importance of images and aesthetics in thinking about global violence and terrorism; and the module 'Critical Security Studies' takes a deliberately critical and poststructuralist approach to regimes of security and counter-terrorism.

Internationally and nationally Goldsmiths College is recognised and prized for its interdisciplinary academic and practice and research as well as its commitment to encouraging unorthodox scholarly enquiry. At Goldsmiths PIR students will be taught by some of Europe's top political scientists, political economists and sociologists. Our staff are responsible for actively shaping their disciplines – they are pioneers in their fields, and write the books that are on student reading lists. They have a global outlook and their research and teaching has a global reach. Staff contributing to the programme hail from over 20 different countries and our student body is similarly diverse. The programme will challenge received wisdom about the nature and processes of international politics and will encourage students them to question the subjects from many different perspectives. Students will also be exposed to a lively events programme that attracts renowned speakers, meaning that they will have the opportunity to hear the latest anthropological, political and sociological arguments, theories and ideas.

Upon completion of the PIR degree, students will have a profound understanding of both the theory and practice of politics and international relations. They will be able to identify the primary agents and structures of both domestic and international politics. Our graduates will be able to converse in the language of traditional international relations, but will be able to question the core assumptions underpinning these discourses. They will be able to think critically about alternative frameworks for thinking about international politics that are marginalised by mainstream IR programmes.

Accordingly, our students will not only be able to compete with other students who have studied Politics and International Relations with an eye to developing careers in government, international business and international organisations but will also be able to pursue careers in the creative industries, cultural institutions and NGOs that seek a broad critical understanding of the contemporary world and the global institutions that control it.

Programme entry requirements

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).

Aims of the programme

The BA (Hons) Politics and International Relations Programme provides students with a challenging and rigorous curriculum that equips them with the conceptual and methodological tools to analyse and explore the actors, processes and outcomes that constitute politics and international politics. The degree examines the core debates and subject matter of politics and international relations permitting students to develop informed, reflective and critical perspectives on both and the relations between them. The programme prepares students for a variety of careers in government, policy analysis, research, the media, NGOs, International Organisations, the media, charities, the creative industries and the private sector as well as for further graduate level studies.

What you will be expected to achieve

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 Politics and International Relations.

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Have a factual knowledge of International Relations theory and contemporary practices and institutions	World Politics Contemporary International Relations Theories Global Governance and World Order
A2	Be able to apply basic IR theories and concepts to specific, well defined areas of enquiry in international politics	Global Governance and World Order Critical Security Studies Citizenship and Human Rights

Code	Learning outcome	Taught by the following module(s)
A3	Begin to appreciate how critical approaches to international politics can inform alternative forms of political engagement in the international area.	Global Governance and World Order Contemporary International Relations Theories Critical Security Studies
A4	Apply different concepts, theories and methods to the analysis of political ideas, actors, institutions and behaviour	All modules

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Some ability to think critically and make informed judgments about the theoretical and methodological approaches, concepts and debates you have learned about	All modules
B2	Some ability to employ and make appropriate use of the language and basic concepts of politics and international relations	World Politics, Contemporary International Relations Theories Global Governance and World Order Critical Security Studies Citizenship and Human Rights
B3	Some ability to describe and evaluate alternative views of international political action, institutions and policy- making processes based on a newly acquired command of basic concepts in international relations	World Politics, Contemporary International Relations Theories Global Governance and World Order Critical Security Studies Citizenship and Human Rights

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	A basic ability to express ideas and evidence clearly in written form, and in accordance with academic standards and guidelines; this includes managing the length of your written work; identifying the sources of your knowledge and attributing ideas accurately to these sources	All modules
C2	Ability to undertake simple research tasks and study skills; including collection of	All modules

Code	Learning outcome	Taught by the following module(s)
	information from a variety of electronic and non-electronic sources	
C3	Ability to work on own initiative with some support;	All modules
C4	Ability to work effectively as part of a group with people from diverse backgrounds; developing interpersonal skills in the giving and receiving of criticism within clearly defined criteria	All modules

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Ability to make judgments about the basis of different opinions, evidence, and claims within defined guidelines	All modules
D2	Good time management skills, including planning and organising your own work	All modules
D3	Ability to identify and investigate problems	All modules

Students who successfully complete courses to the value of 240 credits at levels 4 & 5 (Years 1 & 2) may exit the programme with the award of the DipHE in Politics and International Relations.

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Have a detailed knowledge and understanding of International Relations theory and contemporary practices and institutions	World Politics, Contemporary International Relations Theories Global Governance and World Order
A2	Be able to apply key IR theories and concepts to specific areas of enquiry in international politics	Global Governance and World Order Critical Security Studies Citizenship and Human Rights
A3	Have an understanding of how critical approaches to international politics can inform alternative forms of political engagement in the international area.	Global Governance and World Order Contemporary International Relations Theories Critical Security Studies

Code	Learning outcome	Taught by the following module(s)
A4	Engage critically with politics (including international politics) and political phenomena, including the normative and positive foundations of political ideas; the vocabulary of political debate; the structure and operation of different (international) political systems; the social, economic, historical and cultural contexts of political behaviour; and the factors accounting for political change	All modules

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Moderate ability to compare and think critically and make informed judgments about the theoretical and methodological approaches, concepts and debates you have learned about	All modules
B2	Moderate ability to employ and make appropriate use of the language and key concepts of politics and international relations	World Politics, Contemporary International Relations Theories Global Governance and World Order Critical Security Studies Citizenship and Human Rights
B3	Moderate ability to identify, describe and evaluate alternative views of international political action, institutions and policy-making processes based on a newly acquired knowledge of key concepts in international relations	World Politics, Contemporary International Relations Theories Global Governance and World Order Critical Security Studies Citizenship and Human Rights

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Ability to express ideas and evidence clearly in written form, and in accordance with academic standards and guidelines; this includes managing the length of your written work; identifying the sources of your knowledge and attributing ideas accurately to these sources	All modules
C2	Ability to develop appropriate research strategies and study skills; including retrieval, selection and management of information from a variety of electronic and non- electronic sources	All modules
C3	Ability to work on own initiative with minimum direction;	All modules
C4	Ability to interact effectively as part of a group with people from diverse backgrounds; developing interpersonal skills in the giving and receiving of criticism	All modules
C5	Describe and illustrate different approaches involved in collecting political information, including how to: identify issues for political enquiry; recognise their ethical implications; and gather, organise and deploy evidence from a limited range of sources	All modules

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Ability to make judgments about the basis of different opinions, evidence, and claims within defined guidelines	All modules
D2	Good time management skills, including planning and organising your own work	All modules
D3	Ability to identify and investigate problems	All modules

The following outcomes describe what a typical student, engaging fully in the programme modules and activities, should come to know through these modules after three years of study, having completed courses to the value of 360 credits (Level 6).

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Develop comprehensive knowledge and an in depth understanding of International Relations theory and contemporary practices and institutions	World Politics, Contemporary International Relations Theories Global Governance and World Order
A2	Confidently apply complex IR theories and concepts and methods to the analysis of political ideas, actors, institutions and behaviour	Global Governance and World Order Critical Security Studies, Citizenship and Human Rights
A3	Understand how critical approaches to international politics can inform alternative forms of political engagement in the international area.	Global Governance and World Order Contemporary International Relations Theories Critical Security Studies
A4	Demonstrate a familiarity and engage critically with the nature and significance of politics or international relations, including definitions of the boundaries of the political; the contested nature of knowledge and understanding; approaches to the study of politics or international relations; a range of key concepts, theories and methods employed in the study of politics or international relations; and the strengths and weaknesses of these approaches.	Global Governance and World Order Critical Security Studies Citizenship and Human Rights
A5	Engage critically with politics (including international politics) and political phenomena, including the normative and positive foundations of political ideas; the vocabulary of political debate; the structure and operation of different (international) political systems; the social, economic, historical and cultural contexts of political behaviour; and the factors accounting for political change	All modules

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Strong ability to compare, critically analyse and make informed judgments about the theoretical and methodological approaches, concepts and debates you have learned about	All modules
B2	Strong ability to employ and make appropriate use of the language and concepts of politics and international relations	World Politics, Contemporary International Relations Theories Global Governance and World Order Critical Security Studies Citizenship and Human Rights
B3	Strong ability to identify, describe and critically evaluate alternative views of international political action, institutions and policy-making processes based on an in-depth knowledge and confident command of broad range of concepts in international relations.	World Politics, Contemporary International Relations Theories Global Governance and World Order Critical Security Studies Citizenship and Human Rights

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Strong ability to express ideas and evidence clearly in written form, and in accordance with academic standards and guidelines; this includes managing the length of your written work; identifying the sources of your knowledge and attributing ideas accurately to these sources, synthesise information and develop reasoned arguments to produce detailed and coherent work	All modules
C2	Ability to competently undertake research tasks and study skills; including retrieval, selection and management of information from a variety of electronic and non-electronic sources with minimal guidance	All modules
C3	Ability to work on own initiative.	All modules

Code	Learning outcome	Taught by the following module(s)
C4	Ability to interact effectively as part of a group with people from diverse backgrounds; developing interpersonal skills in the giving and receiving of criticism, negotiating and supporting or being proactive in leadership	All modules
C5	Describe and illustrate different approaches involved in collecting political information, including how to: identify issues for political enquiry; recognise their ethical implications; and gather, organise and deploy evidence from a limited range of sources	All modules

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Strong ability to make independent judgments about the basis of different opinions, evidence, and claims	All modules
D2	Strong time management skills, including planning and organising your own work	All modules
D3	Ability to identify and investigate problems	All modules
D4	Ability to plan, design, manage and complete an independent project	All modules and especially the Dissertation.

How you will learn

Learning and teaching methods and strategies to support knowledge and understanding.

During the three years of the degree, students will attend and take part in a wide range of learning and teaching activities that will enable them to achieve the learning outcomes for the degree, including weekly lectures, seminars, dissertation classes, and individual tutorials and supervisions. They will also be expected to regularly undertake a great deal of independent reading and research.

Compulsory and optional module lectures: The main aim of a lecture is to introduce key writers, theories, debates, themes, and concepts in a structured way. A lecture enables you to acquire concise knowledge and stimulate your thinking about a particular topic. A variety

of lecturing styles is used, from instructional lectures followed by student questions, the use of audio-visual material, to more participatory approaches that can combine several shorter lecture periods with discussions and exercises. Seminars: Compulsory and options module lectures are supported by smaller group work in seminars or classes. The main aim of the seminar is to enable the student to explore in greater depth and detail specific lecture themes and topics, relate these to other lectures, modules, and writers, and relate them to her/his own reading and ideas. The student's knowledge and understanding of lectures and independent reading is reinforced in seminars and classes. In classes and seminars, lecture material may be covered in more detail, related to empirical examples that will facilitate and enhance the student's understanding of the lecture; a range of group-work methods and exercises may be undertaken that extend your knowledge and understanding of the lecture and module themes. Non-assessed formative assignments and presentations enable the student to expand and demonstrate their knowledge and understanding of an area, develop arguments in relation to the literature, and develop study, writing and presentation skills. The student will receive both general and individual feedback on your non-assessed work and presentations.

Dissertation workshops, tutorials and supervision. In the third year, the student will attend dedicated dissertation workshops during which you will explore the methods and techniques you will require in order to undertake your dissertation. The student will receive one-to-one dissertation supervision and guidance during office hours. The dissertation supervisor will encourage students to explore your ideas and creativity in undertaking an independent and critical piece of research, while drawing on knowledge and understanding from across the PIR programme. Students may choose to assemble a dissertation that draws on their command on qualitative and quantitative research methods, possibly including a substantial amount of original empirical research.

Cognitive/Thinking Skills

The acquisition of these skills is achieved by full participation in the structured learning activities, the completion of the module, its examined work, and independent study. Students will receive feedback from tutors throughout the programme during seminars and tutorials and written feedback will be given on submitted coursework. Tutorial support is constantly available to advise on progress in skill acquisition in both theoretical and practice-based studies. Students are expected to demonstrate progress towards these skills in written submissions involving both formally examined as well as non-assessed coursework. Tutors will provide detailed feedback on progress through the non-assessed coursework produced. Similarly, criteria for examined work include the ability to think critically, provide a clear and focused argument, marshal and make use of evidence, and write and present ideas clearly and in a structured way. These skills are tested through coursework, examinations, the dissertation, class participation and tutorials.

Subject Specific/Transferable Skills

The seminar system addresses the development of key skills. All core and options modules require students to read, analyze and critically evaluate arguments, judgments, ideas and evidence; work independently on your coursework; regularly produce written work; actively participate in group-work activities; and contribute to options module seminar discussions and presentations. Students will be expected to manage their timetable and their assessed and formative coursework within the context of college and departmental. Coursework, assessed or otherwise, is expected to be word-processed and students are strongly encouraged to attend College computer, IT and library induction modules. For several options modules and for your third year dissertation, students will be expected to make use of the Department's Learning and Teaching material on the College intranet, Web-based search engines, and CD-ROM based information retrieval and research facilities.

How you will be assessed

Assessment methods to test academic achievement

The Politics and Sociology departments all use broadly complementary methods in order to examine student work in ways that are appropriate for and related to the different learning outcomes of the programme. This is also true for the newly created modules exclusive to PIR students. Each module taken provides a written module outline in which module aims, learning outcomes and methods of assessment are explained in detail. The PIR programme will provide a uniform experience to its students in relation to assessment.

Compulsory and optional modules in the 1st, 2nd and 3rd years may either be examined by unseen exam papers, and/or written module work. However, there is also a diverse range of assessment practices in some modules which go beyond the traditional exam/essay-based methods. For instance, in 'Global Governance', students also write a policy report. In 'Art War Terror' students have the option of doing an 'intervention essay' instead of a traditional essay. This involves the student designing and participating in an intervention around a particular issue that they want to problematise, and which can include the use of images, performance, interviews, in conjunction with written work.

In the 3rd year students also complete a 7,500 word dissertation. Assessment methods to test the achievement of skills.

The development of these skills is important in ensuring that students take full advantage of the opportunities offered by each of the components of their degree programmes in order to achieve its learning outcomes. Tutors will provide feedback on relevant transferable skills areas. For example, if tutors believes that a student could benefit from further development

of study, communications, time management, citation, information retrieval, group-work or presentation skills they will advise on how this might be accomplished, and direct students to further sources of advice and support. Some transferable skills are directly relevant to assessment criteria. These include skills in finding, selecting and evaluating relevant information, creating and presenting a coherent and well-structured argument using appropriate evidence, powers of written expression, and ability to communicate clearly and in a structured way.

Achievement of outcomes is assessed through written work in relation to a module's and the programme's outcomes with regard to:

- the College's generic grading criteria;
- the Department's general assessment criteria;
- the particular assessment criteria identified for a given module;
- the requirements of the specific essay or assignment or examination answer undertaken.
- The Department's general assessment criteria for written work are as follows and (except where the nature of the assignment is not a critical essay):
- the extent to which the specified module learning outcomes have been achieved
- the originality, ambition, scope and relevance of the essay in terms of the topic being addressed.
- the structure and form of the essay.
- the presentation of the essay in terms of attention to clarity of expression,
- competent grammar, spelling and punctuation in accordance with the 'Guidelines on Writing and Presenting Essays' in the Department's Undergraduate Handbook.

Coursework submitted for formative assessment will be returned with constructive criticism; summative assessment is returned with constructive comments and assigned a percentage mark. The following explanations indicate how grades are assigned. (But note that grade criteria are flexible: an excellent discussion may be compromised by poor expression or organisation; an eloquent discussion may be fundamentally irrelevant. Examples of other factors adversely affecting a grade would be repetition, or incompleteness, or serious failure to meet the prescribed length).

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	• comprehensive breadth of knowledge with confident and precise, reasoned understanding of key concepts and theories

Mark	Descriptor	Specific Marking Criteria
		• 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
70-79%	1st: First (Excellent)	• extensive breadth of knowledge with confident and accurate, reasoned understanding of key concepts and theories • modest but effective use of some primary sources, as well as secondary and other specified sources; effectively structured, analytical exposition and evaluation of arguments and debates demonstrating effective individual judgement clear and coherent communication at appropriate length; consistent and appropriate use of annotation and formatting; effective and appropriate use of IT
60-69%	2.1: Upper Second (Very good)	• 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
50-59%	2.2: Lower Second (Good)	• broad knowledge and some effort at reasoned understanding of key concepts and theories • 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
40-49%	3rd: Third (Pass)	• Little breadth and inconsistent knowledge; poor reasoning and understanding of key concepts and theories

Mark	Descriptor	Specific Marking Criteria
		• 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
25-39%	Fail	• 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
10-24%	Bad fail	• Represents a significant overall failure to achieve the learning outcomes (shall be deemed a valid attempt and not necessarily required to be re-sat) • 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
1-9%	Very bad fail	• A submission that does not even attempt to address the specified learning outcomes (shall be deemed a non-valid attempt and unit must be re-sat) • 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

Mark	Descriptor	Specific Marking Criteria
		• no clarity or coherence in communication; neither consistency nor appropriate use of annotation and formatting; no appropriate use of IT
0%	Non submission or plagiarised	• A categorical mark representing either the failure to submit, or a mark assigned for a plagiarised assessment.

How the programme is structured

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 where 15 credit modules are taken, these 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 Politics and International Relations.

Year 2

The second year of the programme offers two compulsory IR 15 credit modules, with the remaining credits being made up from second year options from Politics and a Sociology option ('Nationalism, Fundamentalism and Cosmopolitanism').

Year 3

In the final year students take a compulsory 15 credit module, with the remaining options taken from Politics, and have the option of taking the Sociology module and 'Citizenship and Human Rights'. In addition to this all students complete a 7,500 word dissertation (30 credits) - 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 Title	Module Code	Credits	Level	Module Status	Term
UK and European Comparative Governance and Politics	PO51009D	30	4	Compulsory	1-2
Political Theory and Ideologies	PO51012D	30	4	Compulsory	1-2
World Politics	PO51010D	30	4	Compulsory	1-2
Either:					
Introduction to Political Economy	PO51021A	15	4	Optional	1
Introduction to Economic Policy	PO51020D	15	4	Optional	2
Or:					
Colonialism, Power, Resistance	PO51013E	30	4	Optional	1-2

Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Contemporary International Relations Theories	PO52018B	15	5	Compulsory	1
Global Governance and World Order	PO52035B	15	5	Compulsory	1
Remaining credits from 2nd year Politics options from a list provided annually by the Politics and International Relations Dept. with a choice		75-90			

Module Title	Module Code	Credits	Level	Module Status	Term
of one 2nd yr Sociology option (see below)					
Nationalism, Fundamentalism and Cosmopolitanism	SO52091A	15	5	Optional	1

Academic year of study 3

Module Title	Module Code	Credits	Level	Module Status	Term
Dissertation	PO53014B	30	6	Compulsory	1-3
Remaining credits from 3rd year Politics options from a list provided annually by the Politics and International Relations Dept. with a choice of one 3rd year Sociology option (see below)		75-90			
Citizenship and Human Rights	SO53045A	15	6	Option	1

Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

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 Academic Skills Centre 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.

Links with employers, placement opportunities and career prospects

As a third year option, PIR students are offered a work placement programme run by the Politics and International Relations Department in which students will have the opportunity to gain valuable work experience in a variety of organisations in the public and NGO/third sectors, with a specific focus on international development and policy. Contacts exist with

the following organisations: WaterAid; Bretton Woods Project; British Red Cross; Institute of Islamic Strategic and Political Affairs; Italian Cultural Institute; Ka Tuandike (development NGO); Kurdish Human Rights Project; Leo Baeck Institute; Muslim Aid; Oshun Partnership (development NGO); Red Cross; Refugee Council; Roma Support Group; Saana (development consultancy); Southwark Asylum Seekers' Day Centre; Trio Policy Ltd (development NGO).

The 15 credit Politics Work Placement module is meant to give students exposure to a working environment and create contacts for students in their final teaching term at Goldsmiths.

Students graduating from the PIR 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.

The requirements of a Goldsmiths degree

Undergraduate degrees have a minimum total value of 360 credits. Some programmes may include a year abroad or placement year and this may be reflected in a higher total credit value. Programmes are composed of individual modules, each of which has its own credit value. Full-time students take modules to the value of 120 credits each year and part-time students not less than 45 credits and not more than 90 credits each year. If a programme has a part-time pathway, the structure will be set out in the section "How the programme is structured" above. Each full-time year corresponds to a level of the Framework for Higher Education Qualifications (FHEQ), as follows:

Year 1 = Level 4
Year 2 = Level 5
Year 3 = Level 6

More detailed information about the structure and requirements of a Goldsmiths degree is provided in the Goldsmiths Qualifications and Credit Framework.

Modules

Modules are defined as:

- "Optional" – which can be chosen from a group of modules
- "Compulsory" – which must be taken as part of the degree

- "Compulsory (Non-compensatable)" – Some compulsory modules are central to the achievement of a programme's learning outcomes. These are designated as "Non-compensatable" for that programme and must therefore be passed with a mark of at least 40% in order to pass the module.

Progression

Full-time students are required to have passed modules to a minimum of 90 credits before proceeding to the next year. Part-time students must normally pass new modules to a minimum value of 45 credits before proceeding to the next year.

In addition, some programmes may specify particular modules which must be passed, irrespective of the minimum requirements, before proceeding to the next year.

Award of the degree

In order to graduate with a classified degree, students must successfully complete modules to the minimum value of 360 credits, as set out within the section "The requirements of a Goldsmiths degree" above. A failed module with a mark of 35-39% may be compensated (treated as if it has been passed) so long as the average mean mark for all 120 credits at that level is 45% or above and the module has not been defined as "Non-compensatable". No more than 60 credits may be compensated this way across a programme and no more than 30 credits at any one level.

Classification

Final degree classification will usually be calculated on the basis of a student's best marks for modules equivalent to 90 credits at Level 4, 105 credits at level 5 and 105 credits at level 6, applying a relative weighting of 1:3:5 to modules at level 4, 5 and 6 respectively.

Degrees are awarded with the following classifications:

1st: First Class – 70%+
2.1: Upper Second – 60-69%
2.2: Lower Second – 50-59%
3rd: Third – 40-49%

Students who, following the application of compensation and having used all their permitted resit attempts, have passed modules to the value of 300-345 credits, at least 60 of which are at level 6 may be awarded a pass degree.

More detail on the [calculation of the final classification](#) is on our website.

Interim exit awards

Some programmes incorporate interim exit points of Certificate of Higher Education and/or Diploma of Higher Education, which may be awarded on the successful completion of modules to the value of 120 credits at level 4 or 240 credits (120 of which at level 5) respectively. The awards are made without classification.

When these awards are incorporated within the programme, the relevant learning outcomes and module requirements will be set out within the "What you will be expected to achieve" section above.

The above information is intended as a guide, with more detailed information available in the [Goldsmiths Academic Manual](#).

Programme-specific rules and facts

General programme costs

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information at [gold.ac.uk/programme-costs](#).

Specific programme costs

Not applicable.

How teaching quality will be monitored

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules are formally approved against national standards and are monitored throughout the year, such as in departmental committees, a variety of student feedback mechanisms and through the completion of module evaluation questionnaires. Every programme has at least one External Examiner who reviews comments annually on the standards of awards and student achievement. External Examiner(s) attend Boards of Examiners meetings and submit an annual written report.

Modules, programmes and/or departments are also subject to annual and periodic review internally, as well as periodic external scrutiny.

Quality assurance processes aim to ensure Goldsmiths' academic provision remains current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all these procedures are published on the [Quality Office web pages](#).