

PROGRAMME SPECIFICATION

Course Record Information

Name and level of final & intermediate Awards	BA (Honours) Development Studies and International Relations BA Development Studies and International Relations Diploma of HE Certificate of HE
Awarding Body	University of Westminster
Location of Delivery	Regent Site
Mode of Study	Full-time
UW Course Code	BPOLPRM
JACS Code	L250
UCAS Code	LL12
QAA Subject Benchmarking Group	Politics and International Relations
Professional Body Accreditation	Not applicable
Date of initial course approval/ last review	November 2008
Date of Programme Specification	August 2013

Admissions Requirements

Normally, three A Levels (A2) at grades BBB or two A Levels (A2) at grades AB; plus English GCSE grade C or above. Other Curriculum 2000 combinations will be considered on an individual basis. A variety of non-standard vocational, professional and other qualifications may be acceptable with evidence of capacity both to benefit from and to pass this course.

Non native speakers of English will normally be required to have an overall IELTS score of 6 points (or equivalent), including a score of 6 in reading and writing skills.

Aims of the course

Context

The BA Development Studies and International Relations is one of four Honours degrees offered by the Department of Politics and International Relations (DPIR), the other three being the BA Politics, the BA International Relations and the BA Politics and International Relations.

This programme specification is written to give students an understanding of their degree progression in the BA (Hons) Development Studies and International Relations in the Department of Politics and International Relations. The programme specification also provides students with a framework within which to understand the desired learning outcomes, knowledge and understanding, specific skills and transferable skills associated with the study of Development Studies and International Relations in the Department of Politics and International Relations.

This programme specification acknowledges the importance of research-led teaching in the Department of Politics and International Relations. It also endorses the interdisciplinary outlook of the 2007 QAA Subject Benchmarking for Politics and International Relations:

Politics and international relations reach out to other disciplines such as anthropology, cultural studies, economics, sociology, geography, history, law or literature. Thus, programmes in departments of politics and international relations or international studies usually include courses in other social sciences and humanities. While many programmes are primarily social scientific in approach, some are on the cusp of the social sciences and humanities. There is a discernible thrust towards what might be called the 'internationalisation' of courses, and a related stress on interdisciplinary. Departments must play to their specialist strengths, which may be expressed in 'traditional', self-contained courses.

Aims

Development Studies focuses on international development and the challenges associated with political and economic change in the international system. The course considers the relationships between the global North and South, examining how colonialism and capitalism have shaped our contemporary world. You will explore global poverty and inequality and the impact of globalisation on different parts of the world, including Africa, Asia, the Middle East, China, India, Central Asia and Latin America. The course provides a theoretical framework for understanding the international distribution of power at the global, regional and national levels, and we aim to enthuse and inspire you by building close links to government bodies and the policy world.

Employment and Further Study Opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, that is, employability skills. The University of

Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements which will inform the service delivered to students.

This course also offers all students the opportunity to take an internship module, so that students are enabled to use that experience as a platform for reflection to inform personal development planning as well as career planning.

Learning outcomes of the BA Development Studies and International Relations

The International Relations component of the degree aims to:

- To introduce students to the broad field of International Relations, its basic concepts, theories and methods;
- To understand the global character of international politics, informed by both theoretical and historical perspectives of the international system;
- To identify the changing geopolitical dimensions of international order and locate these within specific regional constellations;
- To engage in philosophical and empirical analysis of the dynamics of conflict, violence and intervention in the international system, with particular emphasis on challenges arising from the post-Cold War environment;
- To produce political researchers who understand the importance of research methodology and analytical frameworks in researching international politics.

The Development Studies component of the degree aims to provide:

- Knowledge of the key issues, concepts and theories relevant to the field of international development and the processes of change in the developing world.
- An understanding of the international context, the social, political, geographical and economic conditions of the developing world, and knowledge of a regional specialisation of your choice.
- An application of the discipline of international development, through engagement with NGOs, government bodies and civil society actors.
- A critical evaluation of development practices and an appreciation of the contribution of international political economy to understanding uneven development in international politics.

- An understanding of the growth and emergence of regional formations in international development, documenting the contours of inequality within the global system.

The BA Development Studies and International Relations is designed around a number of core modules at each level; these provide basic disciplinary knowledge, concepts, subject specific intellectual skills, and personal transferable skills. The core modules progressively allow the student with the necessary intellectual tools appropriate to an Development Studies and International Relations graduate.

In addition the degree offers a range of specialist option modules that enable students to develop and explore in greater depth a range of topics – thematic, historical, and contemporary – concerning international development in the contemporary world. We place particular emphasis on international political economy, comparative politics and patterns of globalisation in the international system. The final year dissertation represents the culmination of students' studies as it enables the student to develop their capacity for independent research.

Overall, the degree equips the student with both subject specialist and general skills – including key transferable skills such as logical, coherent and independent thinking; critical and evaluative interpretation and argument; and the use of a range of different kinds of evidence – in order both to enhance their employability, and to provide them with a sound academic foundation on which to undertake postgraduate study.

Knowledge and Understanding

Overall, the BA Development Studies and International Relations is intended to develop a knowledge and understanding in Development Studies and International Relations. It equips students with both subject specialist and general skills in order to enhance their employability; and provides a sound academic basis on which to undertake further studies at postgraduate level.

Level 4

By the end of the first year, typical students are expected to have:

- Identified the primary characteristics of Development Studies and International Relations as a scholarly discipline, informed by key theories and political concepts.
- Acquired an understanding of the differing accounts of the international system and the historical dimensions of global order, with particular emphasis on colonialism and post-colonialism.
- Identified the role of political economy in shaping our perceptions of development within International Relations, understood through different regional, theoretical and cultural frameworks.

- Developed an awareness of the importance of information literacy and library skills for studying and researching International Relations.
- Appreciation for the value of critical thinking in assessing the diverse range of scholarly traditions within Development Studies and International Relations.

Level 5

By the end of the second year, typical students are expected to have:

- Detailed understanding of the contemporary agenda of international development and the key issues that have dominated both Development Studies and International Relations in the post-Cold War era.
- Developed an awareness of the key traditions in International Relations Theory and an ability to differentiate between specific thinkers and debates within these traditions.
- An ability to critically identify the geopolitical dimensions of International Relations and key events into a broad narrative on development in the post-colonial context.
- An appreciation for the regional dynamics of Development Studies and International Relations, with specific focus on the politics, society and culture of the Middle East.
- An appreciation of the role of social science methodologies and political research skills in the research process, having produced a feasible dissertation research proposal for Level 6 study.

Level 6

By the end of the third year, typical students are expected to have:

- Identified the primary characteristics of sovereignty as a primary concept in International Relations and linked these to the changing frontiers of international development within global politics.
- An understanding of the ethical dimensions of Development Studies and International Relations and the role of ethical discourse in addressing global political problems.
- An advanced ability to apply theory to 'real world' events and to think creatively about the applied dimensions of international development.
- The ability to critically interrogate key concepts in Development Studies and International Relations and identify the contribution of theoretical perspectives for understanding the disciplinary framework of global politics.
- An ability to conduct their own political research, whether qualitative or quantitative, informed by appropriate research methodologies and theoretical frameworks.

Specific skills

Level 4

By the end of the first year, typical students are expected to have:

- The ability to discuss contemporary issues in Development Studies and International Relations.
- An understanding of the nature of Development Studies and International Relations as an academic discipline.
- An understanding of the key theoretical perspectives within Development Studies and International Relations and ability to compare theories.
- An understanding of the range of research skills required in studying Development Studies and International Relations,
- The ability to identify appropriate sources for assignments and use information with integrity, including full knowledge of academic referencing.
- The ability to identify a range of research materials, including identifying, evaluating and selecting from a range of sources.

Level 5

By the end of the second year, typical students are expected to have:

- The ability to apply theory to historical and geopolitical constellations within international political economy.
- The ability to critique prevailing perspectives on International Relations and engage with critical perspectives in international development.
- The ability to think independently about the history of international development and discuss contemporary developments global political economy, supported by relevant theoretical knowledge.
- The ability to understand the regional dimensions of international political economy, especially as it relates to politics, society and culture of the Middle East.
- The ability to select and justify appropriate methodological and analytical approaches, relevant theories, and techniques for different types of political research within Development Studies and International Relations
- An appreciation of the role of social science methodologies and political research skills in the research process, having produced a feasible dissertation research proposal for Level 6 study.

Level 6

By the end of the third year, typical students are expected to have:

- A critical understanding of foundational concepts within global politics and an ability to think imaginatively about their placement within the discipline of Development Studies and International Relations.

- An in-depth understanding of the origins and nature of development within International Relations, informed by recent developments in international development and global political economy.
- An ability to think critically about the contemporary politics of development, applying theories to real world challenges in both Development Studies and International Relations.
- An ability to conduct political research and produce a student-led dissertation of 10,000 words.

Key Transferable Skills

Level 4

By the end of the first year, typical students are expected to have:

- The ability to organise their workloads effectively.
- The ability to discuss political ideas and concepts in small groups.
- The ability to undertake short and medium term research projects.
- Fluency in word processing and Internet skills.
- The ability to locate and retrieve information electronically, with full knowledge of the range of scholarly resources available from the University of Westminster library.
- The ability to organise and present research material.
- The ability to communicate ideas clearly in written and spoken form.
- The ability to work as a team.

Level 5

By the end of the second year, typical students are expected to have:

- The ability to engage analytically with given information.
- The ability to develop career management skills and identify areas for further skills development.
- The ability to formulate independent research questions and plan a programme of scholarly research.

Level 6

By the end of the third year, typical students are expected to have:

- The ability to undertake a long-term research project
- An advanced ability to organise their workload.
- The ability to work in partnership with academic staff on producing a dissertation.
- The ability to formulate and demonstrate an independent analytical perspective.

Teaching, Learning and Assessment Methods

Teaching

Teaching advances student learning through a range of methods applied both inside and outside the classroom. Level 4 modules focus more on basic skills of research and writing, learning techniques and the provision of core information and knowledge. There is an emphasis on 'learning how to learn' and on how to analyse material and present it effectively, in oral, visual and written formats.

Levels 5 and 6 modules progressively build on the knowledge and understanding gained during the foundational first year. The internship module (1POL598) is available all year in the second year, including in the summer (semester 3); students will be encouraged to seek a placement with a political organisation – for example, in an MP's constituency or parliamentary office, or in an NGO or embassy – to give you a concrete, experiential, understanding of politics in action. In order to fulfil the criteria for the module students will need to complete 72 hours of work experience in the placement. It is anticipated that many students will complete their internship during either the second or third semester.

Learning

This section addresses the question of how you study at Westminster. The Teaching, Learning and Assessment Policy (2007/10) of the School of Social Sciences, Humanities and Language, within which the Department of Politics and International Relations (DPIR) is located, has been interpreted with the primary aim of promoting 'student-centred, active learning'.

Teaching in the Department of Politics and International Relations makes full use of lecturers' own research interests: this is 'research-led teaching'. This term refers to initiatives designed to bring the research and teaching functions of the university closer together with the aim of enhancing students' learning.

Your learning is also enriched by your own research. Your research sources will include academic journals, books, and electronic media linked to Blackboard: these develop your skills through 'blended learning'. The first year requires you to make a significant shift in your approach to education: the goal is for you to become more aware of your learning strategies and the value placed on independent learning.

You can achieve this goal if you manage your time well. You are advised to spend approximately 150 hours (for a 15-credit module) and 300 hours (for a 30-credit module) on reading and preparation of coursework in order to gain the skills and understanding required for the successful completion of a degree in politics.

Academic staff will support you by providing clear documentation in module handbooks about the module's content, learning outcomes (expectations), and assessment strategy, and as well as about the appropriate reading for the module (which fosters independent learning and critical thinking). Students in

Level 4 core modules will be required to engage critically with texts and other sources – including journals and e-journals – from the start of the course. Guidance on the subject matter of the course is provided through lectures and seminar activities which outline key political arguments, approaches, concepts, methodologies and issues; these too help students to think critically. Formative assessments, particularly those in the first semester of the first year, help students to appreciate the standard of work that is expected at degree level.

As you progress through your second and third years of study, you are expected to undertake more student-led coursework, for example producing a research proposal for your Level 6 dissertation. Independent learning is most developed in this dissertation where you have the opportunity and freedom, supported by supervision, to do in-depth research and to write about a topic within the field of politics that most interests them.

Assessment

Assessment offers a way of measuring whether the learning outcomes of a module have been achieved and to what standard. Assessment is also crucial to student motivation; effective and timely feedback is a key aspect of the assessment strategy in the Department of Politics and International Relations (DPIR). There are appropriate assessments at each level and in each module. Our external examiners applaud the original and diverse range of assessments that we offer.

While assessments may take a range of forms, essays remain very important. Essays test your ability to research and answer the question, marshal arguments and develop academic literacy (including appropriate referencing conventions). Other assessments include presentations, research proposals, reports, and PowerPoint presentations with supporting statements.

Coursework consists of a range of assessments and essays remain very important. They test students' ability to research and answer the question, marshal arguments and practice academic literacy including referencing conventions. Other assessments include presentations, research proposals, reports and producing PowerPoint presentations with supporting statements. Presentations test group work and communication skills.

Course structure

This section lists the core and option modules available on the course and their credit value. Full-time undergraduate students take 120 credits per year. In the first year students in BA Development Studies and International Relations will complete three 30-credit year-long core modules and two option modules, one of which can be a Westminster 'free elective'. These three core modules ensure that students gain a firm understanding of Political Theory, International Relations and Politics and Society in Developing Countries.

Credit Level 4

Code	Title Value	Status	
SDEV411	Introduction to Politics in Developing Countries	Core	15
1INR410	Introduction to Key Concepts and Issues in International Relations	Core	30
1POL415	Introduction to Political Theory	Core	30
1INR411	Globalisation, Power and International Governance	Core	15

Optional modules at Level 4:

Code	Title Value	Status	
1EPO411	Immigration: the European Experience	Option	15
SPIR402	International Relations and the Global Economy	Option	15
SPIR404	Global Environmental Politics	Option	15
SPIR404	Revolutions and Political Change	Option	15

Students may also choose one 15-credit 'free elective' module from outside the Department of Politics and International Relations.

Credit Level 5

Students in their second year may – subject to academic approval – choose one Level 6 module in the second semester.

Code	Title Value	Status	
SPIR511	Theories of International Relations	Core	15
1DEV520	International Political Economy	Core	15
SDEV511	Political Economy of Development	Core	15
SPIR515	Political Research	Core	15

Choice of ONE from the following:

SPIR512	Geopolitics	Core	15
---------	-------------	------	----

SPIR513	International Security	Core	15
---------	------------------------	------	----

Credit Level 6

Code	Title Value	Status	
1POL699	Dissertation	Core	15
SDEV610	Globalisation, States and NGOs in Developing Countries	Core	15

Choice of ONE from the following:

SINR600	Sovereignty and Intervention after the Cold War	Core	15
1INR620	Ethics and International Relations	Core	15

Optional modules in Politics at Level 5:

Code	Title Value	Status	
1POL507	Democracy in America	Option	15
1POL508	Gender, Politics and the State	Option	15
1POL598	Politics and International Relations Internship module	Option	15
1EPO509	European Foreign Policy	Option	15
SPIR504	Governing the European Union	Option	15
SPIR506	Russia and Eastern Europe: The Politics of Transition	Option	15
1DEV520	International Political Economy	Option	15
SDEV511	Political Economy of Development	Option	15
SDEV525	Oil, Globalisation and Development in the Middle East and Central Asia	Option	15
1INR521	Foreign Policy Analysis	Option	15
1FRE568*	Modernity and the French Republican Tradition	Option	15
1SPA568*	Populism, Dictatorship and Democracy		

	In Latin America from Peron to Chavez	Option	15
SPIR509	Democratic Innovations in Practice	Option	15
SPIR513	International Security	Option	15
SPIR511	Theories of International Relations	Option	15
SPIR507	Western Political Thought	Option	15
SPIR512	Geopolitics	Option	15
SPIR516	Political Gaming and Simulations	Option	15
SPIR514	Introduction to the Politics of the Middle East	Option	15
SPIR508	Questioning Rights	Option	15
SPIR510	State and Society	Option	15

Optional modules in Politics at Level 6:

Code	Title Value	Status	
1POL620	Applied British Politics	Option	15
1POL678	Diplomacy and International Relations	Option	15
1POL682	Political Analysis: Mind, Knowledge and Reality	Option	15
1POL683	American Power in the 21 st Century	Option	15
1POL684	Politics and Media Freedom	Option	15
SINR600	Sovereignty and Intervention after the Cold War	Option	15
1INR620	Ethics and International Relations	Option	15
SPIR601	Power, Freedom and Justice: Explorations in Political Subjectivity	Option	15
SPIR602	Citizenship and Democratic Politics	Option	15
SPIR605	Themes in the Global Politics of Energy	Option	15
SPIR610 15	Humanitarian Intervention and International Relations	Option	
SPIR611	European Security	Option	15

SPIR612 15	Protest, Politics and the State: Social Movements Today	Option
1DEV610 15	Development in the Era of Globalisation	Option
SDEV610 15	Globalisation, States and NGO's in Developing Countries	Option
1SPA672* 15	US-Latin American Relations, From Monroe to the Present	Option
1CHI671 15	China and the World: From Mao Zedong to Hu Jintao	Option
SPIR613 15	Postcolonial: India and China	Option
SPIR614 15	Issues and Debates in the Middle East Politics	Option
SPIR616 15	Political Psychology: New Perspectives on Organisations	Option

* Modules marked with an asterisk are offered by the Department of Modern and Applied Languages.

SEE APPENDIX 2 for LEVELS 4 AND 5 STUDENTS

SEE APPENDIX 3 for LEVEL 6 STUDENTS

Support for Students

On arrival, an induction programme will introduce students to the staff responsible for the course, the site on which they will be studying, the Library and IT facilities, and to the Registry Office Administration. Students are allocated a personal tutor who can provide advice and guidance on academic matters.

Learning support includes the Library which, across its four sites, holds printed collections of 356,000 printed books, 29,000 print and e-journal, over

45,000 electronic resources (databases, e-journals, e-books). Access to all services is facilitated through Library Search, a new online service.

There are over 3,500 computers spread over the four University sites available for students' use. The University uses a Virtual Learning Environment called Blackboard where students can access course materials and communicate with staff and other students via message boards.

At University level, Student Services provides advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability matters, and careers. The chaplaincy provides multi-faith guidance. The International Education Office provides particular support for international students. The University of Westminster Students' Union also provides a range of facilities to support all students during their time at the University.

Reference Points for the Course

Internal

The design of this course has been informed by the university's mission statement, widening student participation, university policies on skills and teaching, and learning and assessment policies, as well as by school and departmental policies. The University's Skills Policy (2001) includes two elements: higher education (HE) and career management skills and personal development planning, both of which must be incorporated into course programmes (Whitlock, 2001). The Westminster Exchange (<http://www.wmin.ac.uk/page-19440>) provides professional development opportunities and publications and improves teaching and learning.

Most of your lecturers – permanent staff and visiting lecturers – are based in the Department of Politics and International Relations. The BA Development Studies and International Relations closely reflects the specialist interests and research activity of the staff team in the areas of political theory, feminism, British and US politics, media freedom, social movements, environmental politics, intervention and statebuilding, theories of security, post-colonial international relations and global change, energy security, and foreign policy and diplomacy. The Development Studies and International Relations degree reflects the links with the Security and International Relations programme, the Centre for the Study of Democracy, and the Governance and Sustainability programme, all located in the Department. Researchers and PhD students from this Centre are encouraged to develop their pedagogical skills through participation as seminar leaders or dissertation supervisors to ensure that their research activity is fed back into teaching at undergraduate level.

External

The Dearing Report (1992) followed by the White Paper, *The Future of Higher Education*, published in 2003, significantly overhauled government policy. Together these gave rise to two key policy objectives: widening participation and employability, as expressed through Higher Education Funding Council for England (HEFCE) and Quality Assurance Agency (QAA) initiatives. The

University's Teaching and Learning Policy (1998) and Skills Policy (2001) were responses to these initiatives; they are reflected in the University's statement 'Educating for Professional Life'. The Disability Equality Duty requires us to comply with the Disability Rights Commission code of practice for Post-16 Education and the Equality Challenge Unit to promote equality and diversity in HE.

The QAA's 2007 Politics and International Relations benchmarks were used in the revalidation of the course in 2008. These benchmarks provide detailed guidance and standards regarding subject knowledge, skills, teaching/learning, and assessment; they inform the current programme.

Quality Management and Enhancement

Course Management

The BA Development Studies and International Relations is managed by Dr Farhang Morady, Subject Co-ordinator for Development Studies: Dr Farhang Morady, Room 505, Wells Street. Ext 68908.

Email moradyf@westminster.ac.uk in the Department of Politics and International Relations.

The Department also offers a BA (Hons) International Relations and a BA (Hons) Politics. The Department has 25 permanent members of staff and 6 Visiting Lecturers.

The Department has one away-day per year to identify and address ways of improving the design and delivery of its courses. Staff in the Department undergo annual appraisal and observation of their teaching by their colleagues. Staff in the Department attend events organised by the Academic Standards and the Teaching and Learning Groups that address aspects of teaching, learning and assessment.

Course Approval, Monitoring and Review

The course was initially approved by a University Validation Panel in 2008. The Panel included internal peers from the University and external subject specialists from academia and industry to ensure the comparability of the course to those offered in other universities and relevance to employers. Periodic course reviews help to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers.

The course is monitored each year by the School to ensure that it is running effectively and that issues that might affect the student experience have been appropriately addressed. Staff consider the outcomes from each course committee, evidence of student progression and achievement, and the reports from external examiners in order to evaluate the effectiveness of the course. The Academic Standards Group audits this process; the outcomes of the audit are reported to the Academic Council of the University, which has

overall responsibility for the maintenance of quality and standards in the University.

Student Involvement in Quality Assurance and Enhancement

Student feedback is important to the University; student comment is taken seriously. One formal feedback mechanism is the course committee. Student representatives will be elected to sit on the committee to represent the views of their peer group. The University and the Students' Union work together to provide a full induction to the role of the course committee.

Students are asked to complete a questionnaire at the end of each module. The feedback from this will inform the module leader about the effectiveness of the module and highlight areas that could be improved. Students meet Review Panels when the periodic review of the course is conducted to provide oral feedback about the course. Student meetings are also held annually with representatives of the Academic Standards Group as part of the annual monitoring process.

For more information about this course contact:

- Farhang Morady (Admissions Tutor), Room 515 Wells St; tel: 020 7911 5000, ext 68908; email: moradyf@westminster.ac.uk
- Course Enquiries Team, tel: +44 (0)20 7915 5511;
course-enquiries@westminster.ac.uk

Please note – This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with module handbooks which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.