

# International Development and International Politics

<b>Final award</b>	BA (Hons)
<b>Intermediate awards available</b>	BA, Cert HE, Dip HE
<b>Mode of delivery</b>	UEL on campus
<b>UCAS code</b>	L2L9 – Level 4 entry (3 Year full time route)
<b>Details of professional body accreditation</b>	N/A QAA Generic Undergraduate
<b>Relevant QAA Benchmark statements</b>	
<b>UEL Academic School</b>	Politics & International Relations Social Sciences
<b>Date specification last up-dated</b>	July 2014

## The summary - UCAS programme profile-

### BANNER BOX:

This programme gives you the opportunity to study two distinct but closely linked disciplines: International Development and International Politics.

### ENTRY REQUIREMENTS

The minimum requirements for entry at Level 4 entry is 240 UCAS tariff points from: A/AS level (Including 2 A2 passes), GNVQ, AVCE, Scottish Highers, International Baccalaureate, European Baccalaureate, BTEC / SCOTEC Diploma, Relevant Access Course. Other qualifications, including overseas, may be considered.

We also welcome applicants from mature students who do not have formal qualifications but may have relevant experience. Students applying to this programme will be expected to demonstrate a specific interest in these areas of study and should have a commitment to engaging with the subject. Applicants may be invited for interview.

Accreditation of prior learning is available for this programme.

In the case of applicants whose first language is not English, the University's English Language requirements as detailed on the website at time of application must be met – see <http://www.uel.ac.uk/international/application/english-language-requirements/>

At UEL we are committed to working together to build a learning community founded on equality of opportunity - a learning community which celebrates the rich diversity of our student and staff populations. Discriminatory behaviour has no place in our community and will not be tolerated. Within a spirit of respecting difference, our equality and diversity policies promise fair treatment and equality of opportunity for all. In pursuing this aim, we want people applying for a place at UEL to feel valued and know that the process and

experience will be transparent and fair and no one will be refused access on the grounds of any protected characteristic stated in the Equality Act 2010

### ***Admissions***

We make admissions based on an assessment of entry criteria and applicant achievement or possible achievement. UEL is committed to bringing transformational opportunities to its students through equal opportunity, diversity and inclusion. The programme is committed to widening participation, developing links with local FE providers and schools and international partners. We participate in all UEL Open Days, run a programme of “taster” sessions and school talks. Prospective students are encouraged to contact the Programme Leaders for any Programme specific information if they have not been able to attend any of the Open days.

## **ABOUT THE PROGRAMME**

### **What are International Development and International Politics**

While International Development and International Politics are separate disciplines there are considerable areas of overlap. This programme is designed to focus on the synergies that can be derived from these two ways of looking at the ‘international’.

The majority of the world's people live in Africa, Asia, Latin America, the Caribbean and the Middle East. International Development is concerned with the study of their societies, and the relationship between them and the rest of the world. The main themes are 'globalisation' and 'development'. What do these terms mean? Is globalisation 'good' or 'bad' for developing countries? What kind of globalisation would be better? Is development desirable?

International Politics asks questions about who gets what at an international level and how decisions are made about the distribution of power and resources. These types of questions have traditionally been posed at a national level, however the increased interconnections between states and individuals suggest that an alternate focus of attention is needed. International Politics focuses on this changed situation by studying political theory, political institutions and social movements.

### **International Politics and International Development at UEL**

The International development and International Politics programme at UEL combines a thorough grounding in the foundations of the two subjects with an emphasis on critical approaches. We will encourage you to challenge the assumptions about how development and politics operate. We are keen to prioritise aspects of the disciplines that are frequently marginalised such as culture, gender and the environment.

Across the whole of UEL we seek to offer you transformational academic opportunities, valuing equality of opportunity, diversity and inclusion.

## **Programme structure**

Typically three years full time or four years part time. There is increased flexibility with regard to option modules as students progress to levels five and six.

### **Learning environment**

Students will benefit from a rich and stimulating range of teaching formats, including Lectures, seminars, workshops, study-support groups and personal tutorials. These will be supplemented by additional events organised by the International Development and International Politics teams such as: the series of International Development Guest Lectures each term by outside speakers, the annual Global Studies student conference.

### **Assessment**

The programme uses the full range of assessment methods including essays, reports, presentations and exams.

### **Work experience/placement opportunities**

An advantage of studying in London is that there are multiple opportunities for undertaking work experience or a placement while studying for your degree. At Level 5, students on the programme will take a module designed to support them in securing work experience/placement opportunities. At Level 6 students have the opportunity to take an optional module in community organising, which includes a placement on a community project.

### **Project work**

All Level 6 students take a dissertation module that allows them to study in greater depth an element of the subject that they have found particularly interesting. This enables them to shape their own area of expertise and provides them with both qualitative and quantitative research skills which are highly valued by employers.

### **Added value**

The degree programme offers a rigorous education in the theory and practice of international development and politics taught by an experienced staff team who are themselves leaders in their respective research fields; students on the programme can take advantage of the opportunity to study abroad for a term; students can make the most of studying in London by securing a placement through the employability module on the programme.

## **IS THIS THE PROGRAMME FOR ME?**

### **If you are interested in .....**

- The processes that shape lives in the developing world
- Politics and world events
- Pressure groups and NGO's
- Political activism
- Broadening your horizons and thinking for yourself

### **If you enjoy....**

- Questioning assumptions and beliefs - both your own and those of other people
- Thinking, debating, disputing
- Meeting a diverse group of students (many of whom are from developing countries)

### **If you want....**

- To gain an insight into power relations that operate both within the state and between states
- To use the skills you will develop not just to make money, but to make a difference in peoples lives
- To understand something of the huge diversity of political issues
- The opportunity to work in 'development'

### **Your future career**

This programme is designed for people who want a distinctive theme or focus for their studies and who are interested in international events. It offers a range of skills, concepts and insights that you can transfer to careers in both public and private sectors; to central and local government, public bodies, pressure groups and NGO's; campaign groups and community organisations. It provides a sound background for people wishing to enter the development field: in development agencies, aid and relief organisations, as well as human rights, charitable and voluntary bodies. The degree also provides an excellent foundation for postgraduate study across a range of subjects.

### **How we support you**

- Whilst at UEL you will have a personal tutor to act as an adviser on academic matters, such as choice of options, and personal matters for when perhaps things don't go quite as planned and to generally advise you about how you might benefit from the various services offered in the university.
- We offer you a range of data gathering and presentation skills.
- Study skills support at the start of your programme and on-going support throughout your programme.
- We will help you plan a strategy for building a career – supporting you seeking working experience/placement opportunities, writing a cv, doing a web site, writing letters of introduction, filling in application forms.
- We have a dedicated [Employability Manager](#) who can help develop your skills and plan how to achieve your career goals.
- UEL provides a range of medical, counselling, and financial support and services to all students
- There are a wide range of student societies which can enrich your experience of being a student.
- The UEL Student Union has a wide range of services to support you while studying. <http://www.uelunion.org/>

### **Bonus factors**

The programme is taught by a highly research-active and dedicated staff team. Students come from highly diverse backgrounds. Everyone benefits enormously from interacting with people from a wide variety of backgrounds. Studying in London allows students to undertake work experience or a placement during their studies and the programme supports them in this undertaking. The programme also offers the opportunity to take the final term of Level 6 overseas with one of our partner Universities in Egypt, Brazil or China.

## **Programme aims and learning outcomes**

### **What is this programme designed to achieve?**

This programme is designed to give you the opportunity to:

- study the contemporary and historical processes of social, economic, political and cultural change that have shaped international development and international politics.
- develop a capacity to think critically and independently about events, ideas and institutions.
- study in a learning environment that is receptive to the needs and views of students and encourages them to achieve their full potential.

### **What will you learn?**

#### **By the end of the programme will be able to:**

##### **Knowledge**

- assess the important social, economic, political and cultural processes that have shaped the 'Third World'
- evaluate different social and economic policies for 'Third World Development'.
- understand the nature and significance of politics as a global activity
- apply concepts, theories and methods used in the study of international politics to the analysis of political ideas, practices and issues in the global arena

##### **Thinking skills**

- subject the debates, concepts and approaches to development and politics to critical analysis
- evaluate different interpretations of world political events and issues

##### **Subject-Based Practical skills**

- gather, organise and deploy evidence, data and information from a variety of secondary and some primary sources
- identify, investigate, analyse formulate and advocate solutions to problems
- construct reasoned argument, synthesize relevant information and exercise critical judgement
- reflect on learning practices and seek and make use of constructive feedback

##### **Skills for life and work (general skills)**

- communicate effectively and fluently in speech and writing
- use communication and information technology, including audiovisual technology, for the retrieval and presentation of information, including where appropriate, statistical or numerical information
- work independently, demonstrating initiative, self-organisation and time management.
- collaborate with others to achieve common goals through group work and presentations

## **The programme structure**

### **Introduction**

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

3 equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme

4 equivalent in standard to the first year of a full-time undergraduate degree programme

5 equivalent in standard to the second year of a full-time undergraduate degree programme

6 equivalent in standard to the third year of a full-time undergraduate degree programme

7 equivalent in standard to a Masters degree

### **Credit rating**

The overall credit-rating of this programme is 360 credits.

### **Typical duration**

The expected duration of this programme is 3 years full-time or 4 part-time.

It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period. A student cannot normally continue study on a programme after 4 years of study in full time mode unless exceptional circumstances apply and extenuation has been granted. The limit for completion of a programme in part time mode is 8 years from first enrolment.

### **How the teaching year is divided**

The teaching year begins in September and ends in June

A typical student, in full-time attendance mode of study, will register for 120 credits in an academic year. A student in a part-time mode of study may register for up to 90 credits in any academic year.

### What you will study when

A student registered in a full-time attendance mode will take 120 credits per year. Typically this will be comprised of four 30 credit modules. The exact number may differ if the programme is comprised of 15, 45 or 60 credits modules. An honours degree student will complete modules totalling 120 credits at level four, modules totalling 120 credits at level five and modules totalling 120 credits at level six.

Level	Module Code	Module Title	Distance learning Y/N	Credits	Status*
4	AI4201	Introduction to Development Studies	N	30	Core
4	AI4202	Introduction to the Political Economy of Development	N	30	Core
4	AI4302	Politics, State and Society	N	30	Core
4	AI4304	International Studies	N	30	Core
5	AI 5201	Theories of Development and Globalisation	N	30	Core
5	AI5201	Inequalities, Social Development and Livelihoods	N	30	Core
5	AI 5301	International Relations Theory Today	N	30	Core
5	AI 5302	International Organization and Global Governance	N	30	Core

*Either*

6	AI6200	Dissertation (International Development)	N		Core
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*Or*

6	AI6300	Dissertation (International Politics)	N	45
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*A minimum of 30 credits from the following*

6	AI 6210	Imperialism Now	N	15	Option
6	AI 6211	Global Crises	N	15	Option
6	AI 6212	Islam and Society	N	15	Option
6	AI 6213	Faith and Development	N	15	Option
6	AI 6214	Conflict, Intervention and Development	N	15	Option
6	AI 6202	Overseas Study Term	N	30	Option

*A minimum of 30 credits from the following*

6	AI 6301	The Politics of Global Powers	N30	Option
6	AI 6302	Community Organising	N30	Option
6	AI 6303	War, Revolution and Upheaval in Twentieth Century Europe	N30	Option
6	AI 6310	Women, Power and Politics	N15	Option
6	AI 6311	European Union Politics	N15	Option

*\*Please Note – A core module for a programme is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a programme is a module selected from a range of modules available on the programme.*

### **Requirements for gaining an award**

In order to gain an honours degree you will need to obtain 360 credits including:

- A minimum of 120 credits at level four or higher
- A minimum of 120 credits at level five or higher
- A minimum of 120 credits at level six or higher



In order to gain a BA ordinary degree you will need to obtain a minimum of 300 credits including:

- A minimum of 120 credits at level four or higher
- A minimum of 120 credits at level five or higher
- A minimum of 60 credits at level six or higher

In order to gain a Diploma of Higher Education you will need to obtain at least 240 credits including a minimum of 120 credits at level four or higher and 120 credits at level five or higher

In order to gain a Certificate of Higher Education you will need to obtain 120 credits at level four or higher

### **Degree Classification**

Where a student is eligible for an Honours degree by passing a valid combination of module to comprise an award and has gained the minimum of 240 UEL credits at level 5 or level 6 on the current enrolment for the programme, including a minimum of 120 UEL credits at level 6, the award classification is determined by calculating;

The arithmetic mean of the best 90 credits at level 6  $\times 0.8$  + The arithmetic mean of the next best 90 credits at levels 5 and/or 6  $\times 0.2$

and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

- 70% - 100% First Class Honours
- 60% - 69% Second Class Honours, First Division
- 50% - 59% Second Class Honours, Second Division
- 40% - 49% Third Class Honours
- 0% - 39% Not passed

## **Teaching, learning and assessment**

### **Teaching and learning**

Knowledge is developed through

- Integrated lecture and seminar
- Guided reading
- Private study to prepare for seminars, essays and exams

Thinking skills are developed through

- Structured discussion in seminars
- Linking conceptual and empirical work
- Structuring essays and other written assignments

Practical skills are developed through

- Researching presentations, projects and dissertations
- Undertaking data collection and analysis
- Group work

Skills for life and work (general skills) are developed through

- Presentations
- Managing work load
- Participating in the group life of the programme

### **Assessment**

Knowledge is assessed by

- Essays
- Time constrained assessments
- Examinations
- Presentations

Thinking skills are assessed by

- Seminar discussions
- Structure of argument in essays
- Responses to exam questions

Practical skills are assessed by

- Library and internet searches
- Preparing presentations
- Managing workload and programme deadlines

Skills for life and work (general skills) are assessed by

- Presentations
- Use of information technology in assessment

## **How we assure the quality of this programme**

### **Before this programme started**

Before this programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

### **How we monitor the quality of this programme**

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

### **The role of the programme committee**

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

### **The role of external examiners**

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback through an annual report that enables us to make improvements for the future.

The external examiner reports for this programme are located on the UEL virtual learning environment (Moodle) on the school notice board under the section entitled 'External Examiner Reports & Responses'. You can also view a list of the external examiners for the UEL School by clicking on the link below.

<http://www.uel.ac.uk/qa/externalexaminersystem/currentexaminers/>

### **Listening to the views of students**

The following methods for gaining student feedback are used on this programme:

List the methods that you use e.g.

- Module evaluations
- Programme evaluations
- Polls and surveys online
- Student representation on programme committees (meeting 2 times year)

Students are notified of the action taken through:

List the methods that you use e.g.

- Circulating the minutes of the programme committee
- Providing details on the programme noticeboard
- Individual responses to students as required

### **Listening to the views of others**

The following methods are used for gaining the views of other interested parties:

- Annual student satisfaction questionnaire
- Questionnaires to former students
- Industrial liaison committee

### **Where you can find further information**

Further information about this programme is available from:

- The UEL web site (<http://www.uel.ac.uk>)
- The programme handbook
- Module study guides
- UEL Manual of General Regulations (<http://www.uel.ac.uk/qa/policies/manual/>)
- UEL Quality Manual (<http://www.uel.ac.uk/qa/policies/qualitymanual/>)

School web pages ([www.uel.ac.uk/lss](http://www.uel.ac.uk/lss))