

GENERAL INFORMATION	
<i>Awarding Institution//Body</i>	University of Bath
<i>Teaching Institution</i>	University of Bath
<i>Validated/Franchised /Licensed (if appropriate)</i>	
<i>Programme accredited by (including date of accreditation)</i>	N/A
<i>Programme approved by (including date & minute number of Senate)</i>	Senate 14/05/03, Minute no. S11654
<i>Final award</i>	Master of Arts / PG Diploma / PG Certificate
<i>Programme title</i>	Master of Arts in International Relations and European Politics (MIREP) PG Diploma in International Relations and European Politics (DIREP) PG Certificate in International Relations and European Politics (CIREP)
<i>UCAS code (if applicable)</i>	N/A
<i>Subject Benchmark Statement</i>	N/A
<i>Intended level of completed programme (in line with FHEQ, eg 5, 6, 7,)</i>	Level 7 = Masters
<i>Duration of programme & mode of study</i>	<u>MA</u> : One year, full-time residential; two years part-time residential; <u>PG Dip</u> : Two semester full-time residential; two years part-time residential; <u>PG Cert</u> : One semester full-time residential; two years part-time residential.
<i>Date of Specification preparation/revision</i>	15 August 2005/revised 17 September 2008/revised 22 June 2011/update 21 June 2012/Feb 2013/revised 13 Nov 2013/revised 29 August 2014
<i>Applicable to cohorts (eg. for students commencing in September 2013 or 2013/14-2014/15)</i>	from academic year 2017/8 onwards

Synopsis and academic coherence of programme

The overall goal of the programme is to develop fully trained and competent MA holders with

a broad knowledge of

- contemporary international relations and European politics and the dimensions of political interactions between states and non-state entities in the contemporary world,
- the role of state and non-state actors and of governmental and non-governmental international organisations in the current international order, and
- the relationship between its different component parts with particular reference to European states' politics, policies and societies and of the politics and policies of the European Union and an ability to critically discuss and write about them.

In its design and implementation, the programme reflects a commitment to the integration of staff members' strong research profiles into teaching, to the application of learning and to a diversity of approaches to learning, teaching and assessment (as set out in the University's Learning and Teaching Strategy).

Educational aims of the programme

The Programme has four broad aims:

1. To develop a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the study of international relations and European politics;
2. To develop a comprehensive understanding of techniques applicable to the students' own research and to advanced scholarship in the field of international relations and European politics;
3. To enable students to be original in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline of international relations and European politics;
4. To develop conceptual understanding:
 - To evaluate critically current research and advanced scholarship in international relations and European politics; and
 - To evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses for the explanation of a wide range of diverse phenomena in international relations and European politics

The PG Certificate focuses principally on aim (1), but offers students scope for some specialist application of what they are studying (aim 2) and, through the assessment mode in individual units (e.g., essay), the opportunity to undertake a research enquiry on a modest scale (aim 3).

The PG Diploma gives additional scope for appreciation and application of different methodologies of research in the study of contemporary international relations and European politics (aim 2); and since more units are completed by the student, it gives a more substantial opportunity to undertake research of the student's choosing (aim 3).

The MA involves a dissertation which meets aim (3) on a still more substantial scale.

The PG Certificate involves some attention to aim (4), but this progressively increases with the PG Diploma and the MA, as a wider range of research methodologies and their applications in contemporary international relations and European politics is critically reviewed.

Intended learning outcomes (including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate)

➤ Knowledge & Understanding:

Students will

1. Understand the key concepts and theories of international relations and the dimensions of political interactions between states and non-state entities in the contemporary world, of the role of state and non-state actors and of governmental and non-governmental international organisations in the new world order, and the relationship between its different component parts;
2. Understand the origins, development, current activity and organisation of the institutions of the international system with particular reference to the European Union;
3. Have knowledge of contemporary European political problems and how they emerge at sub-national, national and supra-national levels and between them;
4. Have an in depth understanding of selected topics in IR and European politics, both in conceptual and empirical terms.

The **PG Certificate** will particularly focus on learning outcomes 1 and 2; the **PG Diploma** will have an additional focus on learning outcome 3 and provide a moderate focus on learning outcome 4, while the **MA** will ensure that students achieve all four learning outcomes.

Teaching and learning methods:

- Lectures and guided reading.
- Student seminar presentations (individual or small group) with tutorial guidance and feedback
- Active participation in research seminar programmes of the department and the Faculty of Humanities and Social Sciences.
- Monitoring of individual academic development with personal tutor.

Assessment Methods:

- Coursework essays of normally 4,000 words length (in some units this may vary).
- Problem-orientated group assignments for seminars.
- A supervised MA dissertation of 15,000 words in length on a topic agreed between supervisor and

	<p>supervisee.</p> <ul style="list-style-type: none"> • Unseen examinations may be used to test knowledge of more narrowly defined concepts and issues.
<p>➤ Intellectual Skills:</p>	<p>Students will be able to</p> <ol style="list-style-type: none"> 1. Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences; 2. Continue to advance their knowledge and understanding, and to develop new skills to a high level. 3. Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level; <p>The PG Certificate will particularly focus on learning outcome 1 and, to a lesser extent on learning outcome 2; the PG Diploma will have an additional moderate focus on learning outcome 3, while the MA will ensure that students achieve all three learning outcomes.</p> <p>They will also</p> <ol style="list-style-type: none"> 1. Be familiar with scopes and methods in politics and international relations; 2. Be able to apply problem-solving skills in seeking solutions to political problems in a supra-national as well as national and sub-national contexts; 3. Be able to undertake investigations of political questions, issues and problems in a comparative and European setting; 4. Be able to distinguish between the normative and pragmatic differences that affect policies and their consequences. 5. Be able to assess the outcomes of interventions by governments and other organisations to solve political problems. <p>The PG Certificate will particularly focus on learning outcomes 1 to 3; the PG Diploma will have an additional focus on learning outcome 4 and provide a moderate focus on learning outcome 5, while the MA will ensure that students achieve all five learning outcomes.</p> <p>Teaching and Learning Methods:</p> <ul style="list-style-type: none"> • Lectures and guided reading. • Student seminar presentations with tutorial guidance and peer feedback

	<ul style="list-style-type: none"> • Active participation in research seminar programmes of the Department of Politics, Languages and International Studies, the Faculty of Humanities and Social Sciences and its research centres. • Monitoring of personal development with personal tutor. • Supervised dissertation. <p>Assessment Methods:</p> <ul style="list-style-type: none"> • Coursework essays of normally 4,000 words length (in some units this may vary). • Problem-orientated group assignments for seminars. • A supervised MA dissertation of 15,000 words in length on a topic agreed between supervisor and supervisee. • Unseen examinations may be used to test knowledge of more narrowly defined concepts and issues.
<p>➤ Professional Practical Skills:</p>	<p>Students will</p> <ol style="list-style-type: none"> 1. Acquire bibliographic skills, enabling them to identify and use library and other bibliographic resources and maintain a personal research bibliography; 2. Be able to evaluate research, including undertaking refereeing and book reviews; 3. Understand issues posed by political science research in relation to ethics, confidentiality and legality (including IPR), and acquire the skills needed in order to respect, consider and attend to the rights of other researchers and research participants; 4. Where appropriate, have begun to develop a working knowledge of a relevant language for a chosen geographical area(s) of study. 5. Be familiar with the format and mechanisms for the dissemination of political science research through professional bodies, including conference papers, posters and journal articles, and the process of peer review. <p>The PG Certificate will particularly focus on learning outcomes 1 and 2; the PG Diploma will have an additional focus on learning outcomes 3 and 4 and provide a moderate focus on learning outcome 5, while the MA will ensure that students fully achieve all learning outcomes.</p> <p>Teaching and Learning Methods:</p> <ul style="list-style-type: none"> • Induction course in bibliographic, IT and research skills, with particular reference to resources that can be accessed through the University

	<ul style="list-style-type: none"> • Lectures and guided reading. • Explicit attention to the afore-mentioned professional practical skills within all taught units, as appropriate. • Applying, testing and honing the afore-mentioned professional practical skills, by writing essays and giving presentations and receiving appropriate feedback from peers and faculty, and by undertaking a fully supervised dissertation. • Active participation in research seminar programmes of the Department, the ERI and the Faculty, with students preparing reflective and critical evaluations of the research presented in the seminars during the course of each semester. • Use where appropriate of the University's wide range of language programmes, and University-accredited language tutors. • Monitoring of personal development with personal tutor. <p>Assessment Methods:</p> <ul style="list-style-type: none"> • Coursework essays of normally 4,000 words. • Problem-orientated group assignments for seminars. • A supervised MA dissertation of 15,000 words in length on a topic agreed between supervisor and supervisee.
<p>➤ Transferable/Key Skills:</p>	<p>Students will</p> <ol style="list-style-type: none"> 1. Develop writing, presentation and dissemination skills, including Internet-based tools; 2. Develop career management skills, including skills in using new technologies for obtaining information about new career opportunities, skills in networking and negotiation, evaluation of personal and career development needs, self-promotion and marketing; 3. Have the qualities and transferable skills necessary for employment requiring: <ul style="list-style-type: none"> ○ The exercise of initiative and personal responsibility; ○ Decision-making in complex and unpredictable situations; and ○ The independent learning ability required for continuing professional development; 4. Develop skills in effective team working through collaboration in projects; 5. Develop competency in the presentation of research findings to practitioners and lay audiences; 6. Develop an understanding of how the media communicates specialist material to lay audiences,

and the skills required to engage with the media, such as writing press releases and being interviewed.

7. Develop research management skills, including the development of research proposals for external funding, time and resource planning and monitoring, archiving of data and completion of end-of-award reports to sponsors.

The **PG Certificate** will particularly focus on learning outcomes 1 to 4, but also provide a moderate focus on learning outcome 5; the **PG Diploma** will have an additional focus on learning outcome 6 and provide a moderate focus on learning outcome 6, while the **MA** will ensure that students achieve all seven learning outcomes.

Teaching and Learning Methods:

- Seminars by MA programme assistant in writing, presentation and dissemination skills, including Internet-based tools.
- Explicit attention to the afore-mentioned transferable/key skills within all taught units, as appropriate.
- Applying, testing and honing the afore-mentioned transferable/key skills, by writing essays and giving presentations and receiving appropriate feedback from peers and faculty, and by undertaking a fully supervised dissertation.
- Active participation in research seminar programmes of the Department, and the Faculty, with students reflecting critically on the research presented in the seminars during the course of each semester.
- Monitoring of personal development with personal tutor.

Assessment Methods:

- Problem-oriented group assignments which can demonstrate the acquisition and application of these skills.
- Coursework essays and the Dissertation, involve exercise of some of the afore-mentioned professional practical skills, and are assessed in part by reference to them.

In connection with their participation in the research seminar programmes of the Department, and the Faculty, students present critical appreciations for non-expert audiences of the research presented in the seminars during the course of each semester.

Structure and content of the programme (including potential stopping off points)

See the Programme Description in Annex 1. Details of unit contents can be found from the Unit Catalogue from <http://www.bath.ac.uk/catalogues/other.html> - please note that these are updated in July of each year to list units for the following academic year.

The Programme includes three potential stopping off points: a PG Certificate, a PG Diploma and the MA. While in principle any of these qualifications may be targeted by a student who enters the programme, experience shows that the large majority of applicants opt for the MA.

A student who targets the **PG Diploma** or the **MA** and who fails, even after opportunities for re-sits, to meet the full requirements for those qualifications, may under certain conditions (see below) be awarded the **PG Certificate** or the **PG Diploma** respectively.

Part-time Study

For PG Certificate, PG Diploma and MA in International Relations and European Politics part-time students will be expected to complete at least two of the compulsory units of Semester 1 within the first year of study.

Details of work placements / work-based learning / industrial training / study abroad requirements

N/A

Details of support available to students (e.g. induction programmes, programme information, resources)

All taught students are allocated a Personal Tutor and postgraduate research students a supervisor who is responsible for monitoring and supporting the academic progress and general welfare of their students.

Staff in these roles will be able to respond to many of the questions and concerns raised by their students. However, there is also a range of specialist student support services that will offer both information and advice to support these staff working with their students, as well as take referrals to work more directly with the students. Students can also self-refer to these services.

These services can provide information, advice and support in relation to accommodation, emotional difficulties, assessment of needs and provision of support relating to disability, student funding, general welfare, academic problems, student discipline and complaints, careers, international students, spiritual matters, part time work, security and personal safety. The Students' Union can also provide advocacy for students. More information about these services can be accessed via: <http://www.bath.ac.uk/students/support/>.

There are also Medical and Dental Centres, and a multi-faith Chaplaincy on campus that are very experienced in meeting the needs of a student population, as well as a University nursery and vacation play scheme to provide childcare for older children during the school holidays.

Provision of additional support by the department:

1. Initial induction programme to clarify expectations, brief students on available learning resources, strengthen group identity and reflect upon diverse learning styles.
2. Detailed programme handbook and outlines for each Unit.
3. Each student has a personal tutor. The personal tutor will meet frequently with the student, to review progress during the Master's year. Access to a wide range of additional staff, including a politics MA programme administrator, within the Department and Faculty able to assist in more specialised areas.
4. Mutual support among those enrolled together on the programme is also very important, and students are encouraged to develop this, particularly during the induction phase and structured social activities.

For distance learning students: N/A

Admissions Criteria (including arrangements for APL/APEL)

1. Students should normally have a 2.1 or first degree in the social sciences or equivalent first degree in another subject plus relevant experience.
2. For those with English as a second language a minimum overall IELTS score of 6.5 is normally required with at least 6.0 in each component. Alternatively, a TOEFL (internet) score of 92.. Pre-sessional English language training may be required to help some applicants to obtain this.
3. Two references are required, of which one must be an academic reference.
4. The award of credit for accredited prior learning (APL) or accredited prior experiential learning (APEL) may be offered for up to 12 credits towards the PG Certificate, 24 credits towards the PG Diploma and 36 credits towards the MA.

Assessment and Progression Regulations

The programmes assessment and progression regulations are covered by the university's "New Framework for Assessment: Assessment Regulations: Phases 2 & 3 for postgraduate taught programmes (NFAAR-PGT)" which can be found at <http://www.bath.ac.uk/registry/nfa/index.htm>. Specific regulations for the masters are summarised in Appendix 11 at <http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf>.

Details of 'Stage Required Units' and 'Designated Essential Units' can be found in the Programme Description in Annex 1.

Schedule for Board of Examiners and Timings of Re-assessment

Once assessed work has been marked/moderated and viewed by the external examiner, all marks are considered by a Board of Examiners for Units (BEU) – these typically meet at the end of each semester i.e. February and June, and once the dissertation has been completed in November. Once the marks have been officially agreed by a BEU, they are then collated and subsequently considered by a Board of Examiners for Programmes (BEP).

In the case of **Full-Time students**, BEPs meet at the *end* of the taught stage (in June) to make formal progression decisions and in November to make formal award decisions (including progression with resubmitted dissertations, exit with a lesser award, and failing). Interim sub-BEPs *may* meet at specific point(s) during the taught stage of the programme (typically in February) to monitor student performance. Supplementary BEPs *may* meet in early September to consider supplementary assessment results taken over the summer.

Condoning and/or supplementary assessment requirements/timings/deadlines will usually be

recommended at the full BEP in June and in November. All decisions will be based on the Persistent Generic PGT Rules for the programme (<http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf>). Whilst final award decisions are normally made at the November BEPs, occasionally where students may have had extensions to their original dissertation deadlines or may have had to submit revised dissertations, final award decisions may have to be made in the June boards (and very occasionally in the February board).

In the case of **Part-Time students**, decisions on condoning and/or supplementary assessment requirements will be made at each June BEP *during* the taught stage (as well as at the *end* of the stage) to avoid the student having to wait until they have completed all their taught units. Any decisions regarding condoning and/or supplementary assessment requirements will be based on the Persistent Generic PGT Rules *for the whole taught stage* (<http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf>). It should be noted however that, very occasionally, those decisions made *during* the stage may have to be reconsidered at a subsequent BEP, depending on the students' performance during the remainder of the stage, taking into account the timeframe in which supplementary assessment has to be completed. Given the extended durations for dissertations, final award decisions may be delayed beyond the normal November BEP to the following June BEP.

Indicators of quality and standards (e.g. professional accreditation)

To assure continuing excellence in its quality and standards, the University of Bath has a quality management framework including:

For more general information on each part of the framework, click on the links.

1. A Quality Assurance Code of Practice, and associated regulations and policies :
<http://www.bath.ac.uk/learningandteaching/cop/index.php>
2. A learning, teaching and quality [committee structure](#) which [monitors quality and standards](#) and instigates action for enhancement. For further information:
Governance:
<http://www.bath.ac.uk/learningandteaching/cop/gastatements/QAX/QA03PSGuidQSGov.doc>
Review and Monitoring:
<http://www.bath.ac.uk/learningandteaching/cop/gastatements/QAX/QA03PSGuidQSRevMon.doc>
3. [Staff development](#) arrangements that assist staff in enhancing their own performance as educators, as researchers or as professional support services staff. Further information:
<http://www.bath.ac.uk/learningandteaching/cop/gastatements/QAX/QA03PSGuidQASD.doc>

Students are involved in many of these processes. The emphasis here is upon the *informed* student voice - engaging with students as academic citizens to ensure they have opportunities to take an active part in shaping their own learning.

<http://www.bath.ac.uk/learningandteaching/cop/gastatements/QAX/QA03PSGuidQSStuVoice.doc>

A more detailed overview of the University's Quality Management framework is set out in this summary document:

<http://www.bath.ac.uk/learningandteaching/cop/gastatements/QAX/1%20The%20University's>

[%20approach%20to%20quality%20management.doc](#)

The University's management of its academic standards and quality is subject to external institutional review by the [Quality Assurance Agency](#) on a six year cycle. In its 2013 Institutional Review, the QAA confirmed that the University met its expectations for the management of standards, the quality of learning opportunities, the enhancement of learning opportunities. The University was commended on its provision of information.

The department has been ranked highly in the most recent RAE and regularly occupies a top-10 position in league tables.

Sources of Other Information

Faculty website:

- <http://www.bath.ac.uk/hss/>

Departmental website:

- <http://www.bath.ac.uk/polis/>

Postgraduate brochure:

- <http://www.bath.ac.uk/prospectus/postgrad/>

Appendix : Programme Description

MA INTERNATIONAL RELATIONS AND EUROPEAN POLITICS

Programme code	THPL-AFM22 MA International Relations and European Politics (Full-time) THPL-APM22 MA International Relations and European Politics (Part-time)
Programme title	MA INTERNATIONAL RELATIONS AND EUROPEAN POLITICS (MIREP)
Award type	Masters
Award title	MA International Relations and European Politics, with the following intermediate qualifications: THPL-AFC22 PG Certificate in International Relations and European Politics (full-time) comprising any 30 TSC. THPL-APC22 PG Certificate in International Relations and European Politics (part-time) comprising any 30 TSC. THPL-AFL22 PG Diploma in International Relations and European Politics (full-time) THPL-APL22 PG Diploma in International Relations and European Politics (part-time)
Mode of Attendance	FULL TIME / PART TIME
Length	12 months F/T; 24 months P/T
State any designated alternative programme(s)	PG Certificate in International Relations and European Politics (DAP for PG Dip and MA) comprising any 30 TSC PG Diploma in International Relations and European Politics (DAP for MA)
Approving body and date of approval	Updated 13.11.13 FLTQC, Updated 29.8.14 FLTQC, Updated 15.4.15 FLTQC Updated 09.09.15 FLTQC Chairs Action, Updated 15.8.16 FLTQC, Updated Feb 17 FLTQC

<i>Year 1 (for implementation with effect from 2016-17)</i>											
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	SRU status	Taught, or Dissertation/ project credits	Notes	
4	1	S1	PL50435	Comparative European politics	C	6	DEU	Non SRU	TSC		
		S1	PL50751	International relations theories	C	6	DEU	Non SRU	TSC		
		S1	PL50869	Scopes and methods of politics and international relations	C	6	DEU	Non SRU	TSC		
		Two of the following must be taken:									
		S1	PL50436	European Union politics and policy-making	O	6	-	Non SRU	TSC		
		S1	PL50437	Societal modernisation and the transformation of democracy	O	6	-	Non SRU	TSC		
		S1	PL50763	International security, theories & concepts	O	6	-	Non SRU	TSC		
		S1	PL50785	Memory cultures – memory politics	O	6	-	Non SRU	TSC		
		S1	PL50866	Foreign policy analysis	O	6	-	Non SRU	TSC		
		S1	PL50905	Governance, Security and Development in East and South East Asia	O	6	-	Non SRU	TSC		
		S1	PL50750	International Terrorism	O	6	-	Non SRU	TSC		
S1	PL50978	Politics of Russia in Comparative Perspective	O	6	-	Non SRU	TSC				
S1	PL50979	The Cultures of Globalisation	O	6	-	Non SRU	TSC				

	S1	ZZ5001	Director of Studies approved unit	O	6	-	Non SRU	TSC	
Five of the following must be taken:									
	S2	PL50663	Organised crime in Europe: threats and challenges	O	6	-	Non SRU	TSC	
	S2	PL50764	International security: the contemporary agenda	O	6	-	Non SRU	TSC	
	S2	PL50768	Britain and Europe	O	6	-	Non SRU	TSC	
	S2	PL50868	International organisations in world politics	O	6	-	Non SRU	TSC	
	S2	PL50884	International relations of South and Central Asia	O	6	-	Non SRU	TSC	
	S2	PL50893	Foreign Economic Policy and the International Trade Regime	O	6	-	Non SRU	TSC	
	S2	PL50982	Politics of Risk	O	6	-	Non SRU	TSC	
	S2	PL50894	Theories of Conflict and Conflict-Resolution	O	6	-	Non SRU	TSC	
	S2	ZZ5001	Director of Studies approved unit	O	6	-	Non SRU	TSC	
2	DIS	PL50665	MA in International Relations and European Politics dissertation	C	30	n/a	n/a	DPC	

Assessment weightings and decision references		
Stage	Weighting within programme	NFAAR-PGT decisions reference See: http://www.bath.ac.uk/registry/nfa/index.htm
1	67%	All assessment:
2	33%	All assessment:

Notes:

1. All averages are credit weighted.
2. Any re-assessment of a Stage Required Unit (SRU) must be completed in the normal supplementary assessment period prior to progression to the next stage of the programme, i.e. students cannot commence stage 2 prior to the completion of re-assessment of a SRU.
3. Students can only be condoned in a maximum of 20% of the taught stage credits (TSC).
4. For a Masters/diploma programme, the maximum number of credits that can be re-assessed is 18 TSC. 12 TSC for PG Certificate.
5. Where the Dissertation Project Average (DPA) is made up of more than 1 unit, marginal failure in one unit can be compensated by a better mark in the other unit.
6. Where the project/dissertation unit(s) is started at the same time as taught stage units please ensure that this is clear by indicating this in the Normal Period of study column.
7. DIS = dissertation period i.e. normally the summer vacation after the end of teaching.