	PROGRAMME SPECIFICATION	

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	MA
4	**Programme Title**	International Politics (Globalisation, Poverty, and Development)
5	**Programme Code**	4086
6	**Programme Accreditation**	N/A
7	**QAA Subject Benchmark(s)**	N/A
8	**FHEQ Level**	Level 7
9	**Last updated**	April 2011

10   Programme Aims
1 to offer a research environment in which students can learn about Globalisation, Poverty, and Development from knowledgeable staff, their own study, and interaction with other students
2 to equip students with the conceptual and analytical skills needed to achieve an advanced knowledge and understanding of contemporary Globalisation, Poverty, and Development
3 to develop students' skills in undertaking and completing self-designed research papers and dissertations
4 to provide a conversion course for students whose undergraduate degree is not in Globalisation, Poverty, and Development or which did not include a significant component of Globalisation, Poverty, and Development
5 to produce graduates who, if suitably qualified, will be capable of embarking upon research degrees in Globalisation, Poverty, and Development studies
6 to produce graduates capable of successfully pursuing careers in government agencies, business, the media and other areas where an advanced knowledge and understanding of contemporary Globalisation, Poverty, and Development is needed or desirable
7 to meet the needs of stakeholders
8 to provide a programme which meets the FHEQ at Masters level 7

11   Learning Outcomes
The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: Globalisation, Poverty, and Development; International Relations Theory; social science methods and methodologies; international and regional studies politics topics; independent learning; cooperative group work; individual presentations skills
Knowledge and Understanding
On completing the programme students should:
A1 have an advanced knowledge and understanding of contemporary Globalisation, Poverty, and Development
A2 have knowledge of the more important approaches and methods in social science research and of the techniques required to carry out advanced research
A3 have a foundation of specialist knowledge and research skills from which they can embark upon careers with significant international dimensions or pursue a postgraduate research degree in Globalisation, Poverty, and Development studies A4 Understand the theoretical basis of research in Globalisation, Poverty and Development.
Teaching and Learning Methods
The primary means of imparting knowledge and understanding is seminars (A1-A4). Throughout the MA programme students are strongly encouraged to engage in independent reading for which they are given extensive support and guidance on reading materials and their appropriate use. Students are strongly supported by staff in their completion of self-

designed research projects.

Assessment Strategy

Knowledge and understanding are primarily assessed by unseen 3 hour examinations and research projects both of which are designed to assess theoretical and conceptual understanding and the capacity of students to relate knowledge through case studies and other empirically focused projects (A1-A4).

Intellectual Skills

On completing the programme students should be able to:
B1 Synthesise information from a variety of primary and secondary sources
B2 Analyse, evaluate and interpret the principal source materials for Globalisation, Poverty, and Development
B3 Plan, conduct and communicate original research through examinations and research papers B4 have the theoretical and practical skills that will enable them to successfully complete an MA dissertation.

Teaching and Learning Methods

Cognitive skills are developed through seminars (B1-B2), research projects (B2-B3, B4) and through working with the supervisors of their research projects and dissertations (B3). Students are encouraged to develop cognitive skills through analysis of case studies (B1), independent reading and designing research projects (B2-B4).

Assessment Strategy

Intellectual skills are examined through unseen written exams, research papers and the MA dissertation (B1-B4).

Practical Skills

On completing the programme students should be able to:
C1 Critically evaluate key arguments in Globalisation, Poverty, and Development
C2 Critically evaluate the most important texts and themes in Globalisation, Poverty, and Development
C3 Present a reasoned and informed position both in writing and in spoken presentations
C4 Identify, locate, and retrieve appropriate paper and electronic materials relevant to Globalisation, Poverty, and Development

Teaching and Learning Methods

Critical skills are developed through independent reading and encouraging active participation individually and in groups in seminar settings (C1-C3). Formal spoken presentations (C3) and written research projects (C1-C4) are informed by appropriate materials in international political economy some of which references are provided to students and others of which students have to locate.

Assessment Strategy

Practical skills are assessed through research projects and unseen written examinations (C1-C4).

Transferable/Key Skills

On completing the programme students should be able to:
D1 Take responsibility for his/her own learning and personal professional development
D2 Manage time and prioritise tasks by working to deadlines
D3 Communicate effectively to others when working in seminar group settings.
D4 Make effective use of appropriate electronic resources including journals and the internet and undertake effective word processing

Teaching and Learning Methods

Student self learning and time and task management is encouraged in weekly seminars and one on one research supervision sessions (D1-D2). Communication is practiced in weekly seminars (D3). Students are directed to appropriate journals and provided information concerning appropriate internet usage (D4).

Assessment Strategy
Self learning is assessed in the context of the timely submission of research projects and completion of unseen examinations (D1-D2). Effective use of electronic resources is assessed in the context of their analysis and correct presentation in research projects and unseen examinations (D4).

12	Programme Curriculum, Structure and Features

Basic structure of the programme
One year full time or two years part time. 180 credits (120 coursework, 60 dissertation) 120 credits compulsory (3 x 20 credit modules and 1 x 60 credit dissertation), 60 optional credits

Key features of the programme (including what makes the programme distinctive)
Rigorous compulsory training in Globalisation, Poverty, and Development, and International Relations Theory Rigorous compulsory research training in Theories and Approaches to the Study of Politics: Power and Democracy

Programme regulations (link to on-line version)
http://www.ncl.ac.uk/regulations/programme/

13	Criteria for admission

Entry qualifications
Normally at least a lower second class honours degree or its equivalent.

Admissions policy/selection tools
Academic references
Candidate's personal statement

Non-standard Entry Requirements
Relevant professional experience and/or qualifications may be taken into account in the absence of a satisfactory first degree.

Additional Requirements

Level of English Language capability
As set by HASS faculty but usually no less than IELTS 6.5 overall (or TOEFL equivalent)

14	Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: *http://www.ncl.ac.uk/students/*

Induction
During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students.

Study skills support
Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to

both group and individual projects.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Centre (further information is available from the Robinson Library).

Academic support
The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

Pastoral support
All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. In addition the University offers a range of support services, including one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. Stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Union Society operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

Support for students with disabilities
The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

Learning resources
The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-sessional language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

15	Methods for evaluating and improving the quality and standards of teaching and learning

Module reviews
All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the Board of Studies and/or the School Teaching and Learning Committee. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

Programme reviews
The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee. The FTLC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University Teaching and Learning Committee.

External Examiner reports
External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

Student evaluations
All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

Mechanisms for gaining student feedback
Feedback is channelled via the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms
The programme is subject to the University's Internal Subject Review process. Every five years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a two-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching and Learning Committee on whether the programmes reviewed should be re-approved for a further five year period.

Accreditation reports
N/A

Additional mechanisms
N/A

16	Regulation of assessment

Pass mark
The pass mark is 50%

Course requirements
Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. Limited compensation up to 40 credits of the taught element and down to a mark of 40% is possible and there are reassessment opportunities, with certain restrictions.

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

Summary description applicable to postgraduate Masters programmes		**Summary description applicable to postgraduate Certificate and Diploma programmes**	
<50	Fail	<50	Fail
50-59	Pass	50 or above	Pass
60-69	Pass with Merit		
70 or above	Pass with Distinction		

Role of the External Examiner
An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, following recommendation from the Board of Studies. The External Examiner is expected to:
  i. See and approve assessment papers
  ii. Moderate examination and coursework marking
  iii. Attend the Board of Examiners
  iv. Report to the University on the standards of the programme

In addition, information relating to the programme is provided in:

The University Prospectus: http://www.ncl.ac.uk/postgraduate/

The School Brochure

Degree Programme and University Regulations: http://www.ncl.ac.uk/regulations/docs/

The Degree Programme Handbook

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Intended Learning Outcome	Module codes (Comp/Core in Bold)
A1	**POL8043 POL8041 POL8099** GEO8016 GEO8017 NCL8007 POL3046 POL8003 POL8005 POL8006 POL8018 POL8020 POL8029 POL8035 POL8037 POL8038 POL8039 POL8040 POL8044 POL8048 POL8051 POL8052 POL8053
A2	**POL8041**
A3	**POL8043 POL8041 POL8099** GEO8016 GEO8017 NCL8007 POL3046 POL8003 POL8005 POL8006 POL8018 POL8020 POL8029 POL8035 POL8037 POL8038 POL8039 POL8040 POL8044 POL8048 POL8051 POL8052 POL8053
A4	**POL8043 POL8041 POL8099** GEO8016 GEO8017 NCL8007 POL3046 POL8003 POL8005 POL8006 POL8018 POL8020 POL8029 POL8035 POL8037 POL8038 POL8039 POL8040 POL8044 POL8048 POL8051 POL8052 POL8053
B1	**POL8043 POL8041 POL8099** GEO8016 GEO8017 NCL8007 POL3046 POL8003 POL8005 POL8006 POL8018 POL8020 POL8029 POL8035 POL8037 POL8038 POL8039 POL8040 POL8044 POL8048 POL8051 POL8052 POL8053
B2	**POL8043 POL8041 POL8099** GEO8016 GEO8017 NCL8007 POL3046 POL8003 POL8005 POL8006 POL8018 POL8020 POL8029 POL8035 POL8037 POL8038 POL8039 POL8040 POL8044 POL8048 POL8051 POL8052 POL8053
B3	**POL8043 POL8041 POL8099** GEO8016 GEO8017 NCL8007 POL3046 POL8003 POL8005 POL8006 POL8018 POL8020 POL8029 POL8035 POL8037 POL8038 POL8039 POL8040 POL8044 POL8048 POL8051 POL8052 POL8053
B4	**POL8043** POL8006 POL 3077 POL 8018 POL8041 POL8040 GEO8016 GEO8017
C1	**POL8043 POL8041 POL8099** GEO8016 GEO8017 NCL8007 POL3046 POL8003 POL8005 POL8006 POL8018 POL8020 POL8029 POL8035 POL8037 POL8038 POL8039 POL8040 POL8044 POL8048 POL8051 POL8052 POL8053
C2	**POL8043 POL8041 POL8099** GEO8016 GEO8017 NCL8007 POL3046 POL8003 POL8005 POL8006 POL8018 POL8020 POL8029 POL8035 POL8037 POL8038 POL8039 POL8040 POL8044 POL8048 POL8051 POL8052 POL8053
C3	**POL8043 POL8041 POL8099** GEO8016 GEO8017 NCL8007 POL3046 POL8003 POL8005 POL8006 POL8018 POL8020 POL8029 POL8035 POL8037 POL8038 POL8039 POL8040 POL8044 POL8048 POL8051 POL8052 POL8053
C4	**POL8043 POL8041 POL8099** GEO8016 GEO8017 NCL8007 POL3046 POL8003 POL8005 POL8006 POL8018 POL8020 POL8029 POL8035 POL8037 POL8038 POL8039 POL8040 POL8044 POL8048 POL8051 POL8052 POL8053
D1	**POL8043 POL8041 POL8099** GEO8016 GEO8017 NCL8007 POL3046 POL8003 POL8005 POL8006 POL8018 POL8020 POL8029 POL8035 POL8037 POL8038 POL8039 POL8040 POL8044 POL8048 POL8051 POL8052 POL8053
D2	**POL8043 POL8041 POL8099** GEO8016 GEO8017 NCL8007 POL3046 POL8003 POL8005 POL8006 POL8018 POL8020 POL8029 POL8035 POL8037 POL8038 POL8039 POL8040 POL8044 POL8048 POL8051 POL8052 POL8053

D3	**POL8043 POL8041 POL8099** GEO8016 GEO8017 NCL8007 POL3046 POL8003 POL8005 POL8006 POL8018 POL8020 POL8029 POL8035 POL8037 POL8038 POL8039 POL8040 POL8044 POL8048 POL8051 POL8052 POL8053
D4	**POL8043 POL8041 POL8099** GEO8016 GEO8017 NCL8007 POL3046 POL8003 POL8005 POL8006 POL8018 POL8020 POL8029 POL8035 POL8037 POL8038 POL8039 POL8040 POL8044 POL8048 POL8051 POL8052 POL8053