

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	MA
4	Programme Title	International Politics (Global Justice and Ethics)
5	UCAS/Programme Code	4087
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	Level 7
9	Date written/revised	April 2011

10 Programme Aims

- 1 to offer a research environment in which students can learn about Global Justice and Ethics 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 Global Justice and Ethics
- 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 Global Justice and Ethics or which did not include a significant component of Global Justice and Ethics
- 5 to produce graduates who, if suitably qualified, will be capable of embarking upon research degrees in Global Justice and Ethics 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 Global Justice and Ethics 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. Global Justice and Human Rights; Theories of Ethics; War, Terror, and Peace; 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 Global Justice and Ethics
- 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 Global Justice and Ethics studies
- A4 Understand the theoretical bases of research in Global Justice and Ethics.

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 Global Justice and Ethics 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 Global Justice and Ethics C2 Critically evaluate the most important texts and themes in Global Justice and Ethics 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 Global Justice and Ethics
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 Global Justice and Ethics 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 Global Justice and Human Rights, and in 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/>

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. See also facilities provided by the Robinson library:

<http://www.ncl.ac.uk/library/teaching/stan/>

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. Details of the personal tutor system can be found at <http://www.ncl.ac.uk/undergraduate/support/tutor>

In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see <http://www.ncl.ac.uk/financial-support/childcare/>
<http://www.ncl.ac.uk/undergraduate/support/>

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. For further details see <http://www.ncl.ac.uk/disability-support/>

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, see <http://www.ncl.ac.uk/library/>

All new students whose first language is not English are required to take an English Language test in the Language Centre. Where appropriate, in-session language training can be provided. The Language Centre houses a range of resources for learning other languages which may be particularly appropriate for those interested in an Erasmus exchange. See <http://www.ncl.ac.uk/langcen/>

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 School Teaching and Learning Committee and at the Board of Studies. 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.

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.

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, see http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php

Accreditation reports

N/A

Additional mechanisms

N/A

16 Regulation of assessment

Pass mark

The pass mark is 50 (Postgraduate programmes)

Course requirements

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research (<http://www.ncl.ac.uk/regulations/docs>) and Examination Conventions for Taught Masters Degrees (<http://www.ncl.ac.uk/regulations/docs/documents/MastersRegs0809.pdf>). 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
50-59	Pass
60-69	Pass with Merit
70 or above	Pass with Distinction

<50	Fail
50 or above	Pass

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies.

The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme

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

The University Prospectus (see <http://www.ncl.ac.uk/postgraduate/>)

The School Brochure (contact gps-postgraduate-enquiries@ncl.ac.uk)

The University Regulations (see <http://www.ncl.ac.uk/university/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

Either

Intended Learning Outcome	Module codes (Comp/Core in Bold)
A1	POL8039 POL8041 POL8099 GEO8016 GEO8017 NCL8007 POL8003 POL8005 POL8006 POL8018 POL8020 POL8029 POL8035 POL8037 POL8038 POL8040 POL8043 POL8044 POL8046 POL8048 POL8051 POL8052 POL8053
A2	POL8041
A3	POL8039 POL8041 POL8099 GEO8016 GEO8017 NCL8007 POL8003 POL8005 POL8006 POL8018 POL8020 POL8029 POL8035 POL8037 POL8038 POL8040 POL8043 POL8044 POL8046 POL8048 POL8051 POL8052 POL8053
A4	POL8039 POL8041 POL8099 GEO8016 GEO8017 NCL8007 POL8003 POL8005 POL8006 POL8018 POL8020 POL8029 POL8035 POL8037 POL8038 POL8040 POL8043 POL8044 POL8046 POL8048 POL8051 POL8052 POL8053
B1	POL8039 POL8041 POL8099 GEO8016 GEO8017 NCL8007 POL8003 POL8005 POL8006 POL8018 POL8020 POL8029 POL8035 POL8037 POL8038 POL8040 POL8043 POL8044 POL8046 POL8048 POL8051 POL8052 POL8053
B2	POL8039 POL8041 POL8099 GEO8016 GEO8017 NCL8007 POL8003 POL8005 POL8006 POL8018 POL8020 POL8029 POL8035 POL8037 POL8038 POL8040 POL8043 POL8044 POL8046 POL8048 POL8051 POL8052 POL8053
B3	POL8039 POL8041 POL8099 GEO8016 GEO8017 NCL8007 POL8003 POL8005 POL8006 POL8018 POL8020 POL8029 POL8035 POL8037 POL8038 POL8040 POL8043 POL8044 POL8046 POL8048 POL8051 POL8052 POL8053
B4	POL8039 POL 8006 POL8040
C1	POL8039 POL8041 POL8099 GEO8016 GEO8017 NCL8007 POL8003 POL8005 POL8006 POL8018 POL8020 POL8029 POL8035 POL8037 POL8038 POL8040 POL8043 POL8044 POL8046 POL8048 POL8051 POL8052 POL8053
C2	POL8039 POL8041 POL8099 GEO8016 GEO8017 NCL8007 POL8003 POL8005 POL8006 POL8018 POL8020 POL8029 POL8035 POL8037 POL8038 POL8040 POL8043 POL8044 POL8046 POL8048 POL8051 POL8052 POL8053
C3	POL8039 POL8041 POL8099 GEO8016 GEO8017 NCL8007 POL8003 POL8005 POL8006 POL8018 POL8020 POL8029 POL8035 POL8037 POL8038 POL8040 POL8043 POL8044 POL8046 POL8048 POL8051 POL8052 POL8053
C4	POL8039 POL8041 POL8099 GEO8016 GEO8017 NCL8007 POL8003 POL8005 POL8006 POL8018 POL8020 POL8029 POL8035 POL8037 POL8038 POL8040 POL8043 POL8044 POL8046 POL8048 POL8051 POL8052 POL8053
D1	POL8039 POL8041 POL8099 GEO8016 GEO8017

	NCL8007 POL8003 POL8005 POL8006 POL8018 POL8020 POL8029 POL8035 POL8037 POL8038 POL8040 POL8043 POL8044 POL8046 POL8048 POL8051 POL8052 POL8053
D2	POL8039 POL8041 POL8099 GEO8016 GEO8017 NCL8007 POL8003 POL8005 POL8006 POL8018 POL8020 POL8029 POL8035 POL8037 POL8038 POL8040 POL8043 POL8044 POL8046 POL8048 POL8051 POL8052 POL8053
D3	POL8039 POL8041 POL8099 GEO8016 GEO8017 NCL8007 POL8003 POL8005 POL8006 POL8018 POL8020 POL8029 POL8035 POL8037 POL8038 POL8040 POL8043 POL8044 POL8046 POL8048 POL8051 POL8052 POL8053
D4	POL8039 POL8041 POL8099 GEO8016 GEO8017 NCL8007 POL8003 POL8005 POL8006 POL8018 POL8020 POL8029 POL8035 POL8037 POL8038 POL8040 POL8043 POL8044 POL8046 POL8048 POL8051 POL8052 POL8053