

Template C4



Programme Specification

Title of Course: *MSc International Relations*

Date first produced	17/09/2012
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Version number	6
Faculty	Faculty of Business and Social Sciences
School	School of Law, Social and Behavioural Sciences
Department	Department of Criminology, Politics and Sociology
Delivery Institution	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): <i>Up to 10 pathways</i>	MSc International Relations
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	Postgraduate Certificate Postgraduate Diploma
Course Code <i>For each pathway and mode of delivery</i>	PPITR1ITR02 PPITR1ITR02
UCAS code <i>For each pathway</i>	n/a

RQF Level for the Final Award:	Masters
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Penrhyn Road Campus
Language of Delivery:	English
Modes of Delivery:	Part-time Full-time
Available as:	
Minimum period of registration:	Part-time - 2 Full-time - 1
Maximum period of registration:	Part-time - 4 Full-time - 2
Entry Requirements:	<p>The minimum entry qualifications for the programme are:</p> <ul style="list-style-type: none"> • Successful completion of a certified programme of study in an area appropriate to the content of the degree (normally a good second class honours first degree or its equivalent). • Relevant non-certificated learning. • An appropriate combination of certificated and non-certificated learning. (Where a candidate's first language is not English, advanced English language competence in the form of appropriate certificated learning or equivalent must be demonstrated as detailed in Kingston University's Admissions Regulations). All certificated and non-certificated learning will require verification. In the case of certificated

	<p>learning, this will require the presentation of relevant certificates and/or confirmation from the award giving body. In the case of non-certificated learning, verification will be established in the course of the interview to which all applicants will be invited, or, where appropriate, through the submission of supporting documentation and evidence. Where the evidence of the fulfilment of the appropriate admission requirements is inconclusive, the applicant may be asked to complete a written exercise.</p> <p>A minimum IELTS score of 6.5 and a minimum of 5.5 in all elements or equivalent are required for those for whom English is not their first language.</p>
Programme Accredited by:	Not applicable
QAA Subject Benchmark Statements:	N/A
Approved Variants:	Not applicable
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only

Higher or Degree Apprenticeship standard:	n/a
Recruitment, Selection and Admission process:	n/a
End Point Assessment Organisation(s):	n/a

SECTION 2: THE COURSE

A. Aims of the Course

The study of International Relations (IR) is both a relatively young and a remarkably vibrant discipline. Part of the reason for this vibrancy is that whilst IR has a core centred primarily on IR theories, the application of those theories touches on every aspect of the interaction between states. Hence, from its core in IR theories the discipline relates to and interacts with a multitude of other disciplines researched and taught at Kingston University – e.g. human rights, conflict resolution, mass violence and international political economy. Studying IR at Kingston University therefore offers the opportunity to both engage with the heart of the discipline, IR theories, and the opportunity to explore the application of those broad theories in dealing with more specialised concerns. The ability to offer both an overview of the big picture through IR theories and the detailed application of those theories is part of what makes the Kingston University IR programme so strong.

The programme at Kingston takes as its basis the need to understand the driving forces behind the contemporary international system and the ways in which various actors – such as states, international organisations, trans-national corporations, religious communities and non-governmental organisations – interact with one another. In trying to understand these issues, the course draws on an extensive and well-established body of literature from the discipline of International Relations. However, it also seeks to draw insights from across the social sciences and humanities – all of which have an important part to play in informing our understanding of International Relations. Globalisation, the proliferation of armed conflict, a greater awareness of human rights abuses around the world and the threat to the environment all feature prominently in current discussions on global affairs. And each in turn raises profound questions about the nature and scope of state and non-state actors in the international system. The IR programme offers a perfect opportunity to explore these questions in co-operation with a multinational group of scholars and fellow students, each bringing to the table a powerful mixture of expertise and experience.

The lectures, seminars and workshops are complimented by active use of Virtual Learning Environment (VLE) as a means of communication which opens up new possibilities for collective deliberations in the forms of forums, wiki and so on. Furthermore, each programme will be supported by Personal Tutor Scheme in which the programme co-ordinator or their deputy acts as Personal Tutor to each student throughout the duration of the programme.

1. Aims of the Programme

The aims of this course are to:

- Equip the students with the tools to critically explore current scholarship and research so as to develop an in-depth knowledge and understanding of international relations.
- Allow student to engage with the key contemporary themes and issues of international relations.
- Equip students with the means to utilise appropriate methodologies required to effectively research and analyse international relations.
- Build up an awareness of the interactions between international relations and related fields
- Equip the students with the means to critically evaluate complex issues related to international relations.
- Allow students to further develop their skills in gathering, evaluating and applying in their own work information from a range of sources.

- Encourage students to critically explore and advance their knowledge of the field through advanced independent research.

B. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. These programme outcomes are written with reference to the QAA subject benchmarks for *Masters' Degree Characteristics and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2010)*, and relate to the typical student.[1]

[1] Because the learning outcomes have been written with specific reference to the QAA framework their formulation will differ from the Pre-RAF learning outcomes, but will carry the same essence.

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the [‘Sector Recognised Standards in England’](#) (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A4	Demonstrate an understanding of how the study of international conflict interacts with different relevant disciplines	B4	Think self-critically about their work, priorities and ambitions	C2	Have the required skills for drafting reports and briefings
A3	Display an in-depth knowledge and understanding of appropriate methodologies required for effective research and analysis of international conflict	B1	Engage in rigorous and critical analysis of a range of complex issues	C1	Manage their own work effectively
A2	Demonstrate critical awareness of current key ideas and competing theories concerning international conflict.	B2	Evaluate information from a range of sources	C4	Conduct independent research at an advanced level
A1	Display an in-depth knowledge and understanding of nature and characteristics of international conflict as informed by current scholarship and research.	B3	Summarise, evaluate and present in oral and written form complex arguments from a variety of theoretical perspectives		

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

This programme is offered in full-time or part-time mode, and leads to the award of MSc. Intake is normally in September.

MSc International Relations

Level 6							
MSc International Relations							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Optional Modules							
Genocide and Crimes against Humanity	PO6007	30	6	1 + 2			

Level 6 requires the completion of

N/A

Level 7							
MSc International Relations							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Conflict Analysis and Management	PO7020	30	7	2	N/A	1	1
Conflict Theory and Resolution	PO7004	30	7	1+2			
Contemporary Issues and Case Studies in Security and Conflict	PO7005	30	7	1+2			

Dissertation	PO701 0	60	7	3			
Human Rights in Context	LS700 1	30	7	1	N/A	1	1
Research Skills and Dissertation/Project Proposal	PO701 1	30	7	1+2			
Optional Modules							
Freedom, Censorship and Subversion	MD700 3	30	7	1 and 2		1	1
International Political Economy: Capitalism, Imperialism and the State	PO700 2	30	7	1 + 2			
Terrorism, Political Violence and Human Rights	PO700 6	30	7	1 + 2			
The Theory and Practice of International Relations	PO701 5	30	7	1 + 2			

Level 7 information

Students exiting the programme with 60 credits are eligible for the award of PgCert
Students exiting the programme with 120 credits are eligible for the award of PgDip

D. Principles of Teaching, Learning and Assessment

The teaching and learning strategy has been designed to support engagement with a diverse curriculum that a) provides an in-depth knowledge and understanding of international relations, broadly defined to include elements of history, politics, economics and other cognate and relevant social science disciplines, and b) develops the requisite skills for careers where an understanding of the dynamics of international affairs are considered to be essential. The balance between these two elements will vary across the different modules but the overall aim is to provide a coherent and integrated student experience with a fruitful and stimulating mix of different learning opportunities.

A key element of the teaching is a strong horizontal integration. The programme provides a research method and skills provision which will provide both an overview of key issues of methodology and research methods and encourage the application of those methods across the range of modules that students engage with. In addition the core Theory and Practice of International Relations module provides students with a chance to apply theories of international relations to cases informed by teaching on other modules IR. This ensures a strong horizontal integration between the modules, in that students are encouraged to think about how lessons learnt on one module can be applied in another.

The programme will be delivered by staff of the Faculty of Arts and Social Sciences. Members of staff include recognised specialists on a wide variety of areas in international relations. Particular expertise exists within the following fields: politics, international conflict, international organisations, human rights, international history, and international political economy. The programme will also benefit from the contributions of visiting lecturers. These visiting lecturers

include practitioners working in various careers associated with international relations – such as journalism, diplomacy, the non-governmental sector, advocacy and lobbying – as well as academics and researchers with a specialist knowledge or expertise in a specific area of international relations.

The strategy encompasses a range of different teaching methods:

- Lectures
- Seminars
- Debates
- Workshops
- Case studies
- Presentations
- Practical tasks
- Research preparation

Lectures will provide an overview of the relevant material, mapping out the terrain and identifying key issues and problems. They will draw on a range of academic disciplines, applying a variety of methodologies and perspectives to the consideration of critical issues and problems. These will be supported by seminars. These will provide students with an opportunity to clarify issues, raise questions, and engage in a critical dialogue with lecturers and fellow students.

The nature and scope of state and non-state actors, and their relevant interactions in the contemporary international environment, is often sharply contested. Those working in a field where an in-depth knowledge of International Relations is advantageous, or even expected, need to develop the ability to engage in coherent and well-structured debates on a range of contemporary international issues. Seminars will therefore be a forum for students to present different arguments to each other, and to learn how to respond to criticism from sometimes diametrically opposed perspectives. In order to do so, students will (amongst other things) need to synthesise information from a variety of sources, and to present arguments succinctly and persuasively. Some of these skills will be developed and reinforced also through discussion seminars and in workshops where students will focus intensively on recent and breaking issues, on evaluating strategies and tactics and measuring their impact.

Students will also be encouraged to draw on their personal or professional experience. A key strength of the programme is an immensely diverse student cohort. They will be encouraged to indulge their curiosity about how contemporary international developments are viewed from other regions, as well as share their own views and insights. As a result, there will also be extensive opportunities for collaborative work, for students to draw on each other's knowledge, understanding and skills. To this end, the programme will aim at establishing from the outset a strong cohort identity.

At the same time, there is a strong emphasis on independent learning, not only in terms of expectations about the amount and kind of learning that needs to take place outside the classroom but also in terms of research. Students will learn advanced research skills and methods, with the research methods module in particular being used to help them develop clear, viable and coherent projects for their dissertations. Research proposals will be formulated in the first teaching block so that they can go on to produce a sustained piece of writing on a topic that should be of interest both to themselves and to those working in the field.

E. Support for Students and their Learning

The delivery of programmes is underpinned by Personal Tutor Scheme in which the coordinator of each programme acts as Personal Tutor to all students in the programme throughout the duration of the programme. The Personal Tutor will, in the first instance, facilitate students' induction to the programme and provide guidance in terms of module

choice. During the delivery of taught modules, the Personal Tutor will maintain contact with his/her tutees through timetabled teaching and scheduled meetings to discuss and review the students' progress. By the combination of personal attention and encouragement to be an independent learner, the Personal Tutor Scheme will ensure to enhance the students' learning experience and thus to facilitate to bring about positive results.

Technology Enhanced Learning is implemented primarily through the use of our VLE 'Study Space' across all modules on the programme. Lecture materials, key readings and other module information are routinely provided electronically on all modules. Modules leaders and the programme coordinator review delivery of teaching each year under the general principle of continuous improvement of delivery and incorporating new developments in teaching and learning technology and techniques.

Students are further supported by:

- Module Leader for each module
- A programme coordinator to help students understand the programme structure who is the Personal Tutor for the students on the course
- Technical support to advise students on IT and the use of software
- A designated programme administrator
- An induction week at the beginning of each new academic session
- Student Voice Committee
- StudySpace – a versatile on-line interactive intranet an learning environment
- Centre for Academic Skills and Employability (CASE)
- Faculty's English Language Support Team
- Faculty Pastoral Officer
- Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
- Disabled student support
- The Students' Union
- Careers and Employability Service

F. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Boards of study with student representation
- Annual review and development
- Periodic review undertaken at the subject level
- Student evaluation
- Moderation policies

G. Employability and work-based learning

Employability is a key feature of the International Relations programme. Employer feedback has emphasised the need for academic excellence and relevant skills as well as the correct mind-set. On our programme, students will develop their written and verbal communication skills, through a mixture of traditional academic writing and practice-based reports and presentations. In simulating workplace environments, students will continue to build their teamwork skills, emphasising not only leadership, but also the importance of knowing how to

participate as a member of team. Part of teamwork is about knowing how to give and receive feedback. Students are given opportunities to undertake peer-assessment, helping them to gain self-confidence. The overall characteristic our programme seeks to develop is personal initiative. Through independent study, group work and participation in the many events hosted at throughout the year, students learn time-management, adaptability, accountability and commitment. Our programme prepares students for entry into employment through links with professional practitioners. We believe the way in which students conduct themselves whilst at University is excellent practice for how to behave whilst in employment. Graduates of the programme are developing careers in politics, international organisations such as the European Commission and the UN High Commissioner for Refugees, NGOs including Amnesty International and Greenpeace, government departments, public bodies and journalism.

Work-based learning, including sandwich courses and higher or degree apprenticeships

n/a

H. Other sources of information that you may wish to consult

QAAHE (2019) *Subject benchmark statement: Politics and international relations* The Quality Assurance Agency for Higher Education
https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-politics-and-international-relations.pdf?sfvrsn=73e2cb81_5

QAAHE (2018) *The UK Quality Code for Higher Education: A brief guide* The Quality Assurance Agency for Higher Education
<https://www.qaa.ac.uk/quality-code>

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 6	Level 7										
		PO6007	PO7015	PO7006	PO7005	PO7004	PO7002	PO7010	MID7003	LS7001	PO7011	PO7020	
Knowledge & Understanding	A4	S	S/F	S/F	S/F	S/F	S/F	S/F	S/F		S	S/F	S
	A3		S/F					S/F		S	S/F	S	
	A2		S/F					S/F		S	S/F	S	
	A1		S/F				S/F	S/F		S	S/F	S	
Intellectual Skills	B4	S	S/F	S	S	S	S	S		S	S	S	
	B1	S	S/F	S	S	S	S	S		S	S	S	
	B2	S	S/F	S	S	S	S	S		S	S	S	
	B3	S	S/F	S	S	S	S	S		S	S	S	
Practical Skills	C2	S	S/F	S	S	F	S	F		S	S	S	
	C1	S	S/F	F	F	F		F		S	F	S	
	C4	S								S		S	

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.