BA (Hons) Politics

Programme Specification

Primary Purpose:

Course management, monitoring and quality assurance.

Secondary Purpose:

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

Disclaimer:

The University of Portsmouth has checked the information given in this Programme Specification and believes it to be correct. We will endeavour to deliver the course in keeping with this Programme Specification but reserve the right to change the content, timetabling and administration of the course whilst maintaining equivalent academic standards and quality.

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Contents

Programme Specification

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1. Named Awards

BA (Hons) Politics

2. Course Code (and UCAS Code if applicable)

C0313/ L200

To view units and course structures please visit www.port.ac.uk/unitwebsearch and enter the 'C' code above to find the correct course.

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

Not applicable

6. QAA Benchmark Groups

Politics and International Relations

7. Document Control Information

Version: September 2016

8. Effective Session

2016/2017

9. Author

Dr Paul Flenley

10. Faculty

FHSS

11. Department

SSHLS

12. Educational Aims

- To enable students to acquire a sound knowledge and understanding of the academic discipline of Politics
- To enable students to understand and apply key concepts, approaches and critiques within the ground of Politics and to appreciate its contested nature
- To encourage students to think critically about political issues, values, ideas, and institutions
- To enable students to develop knowledge of contemporary political studies, including political theory, policy analysis and multi-level governance, and comparative politics

- To enable students to analyse political events, political change, and democratisation within national, regional, and system contexts
- To equip students with the necessary transferable skills for lifelong learning and graduate employment in the context of changing labour markets.
- To provide students with the skills and the knowledge required to maximise career and postgraduate study opportunities
- To provide an opportunity for students to further their independence and relevant academic and employment skills by studying abroad for half a year or one year of their degree course, undertaking work-based placement and choosing relevant study options.*

*Some study abroad opportunities and placements may not be appropriate for all students.

13. Reference Points

- Benchmark Statement for Politics and International Relations (PIR)
- University of Portsmouth Curriculum Framework Document September 2014 (CFD)
- The scholarship and research expertise of academic members of staff (AS)
- QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education (particularly section 7 appendix 2 and appendix 3) (QAA)
- National Qualifications Framework (NQF)
- Framework for Higher Education Qualifications (FHEQ)

The curriculum promotes progression during the course of the programme. Promoting progression means that the demands on the students in the areas of skills, knowledge, intellectual challenge, conceptualisation and learning autonomy increases from L4-L6. (QAA appendix 2).

14. Learning Outcomes

- Understand and apply the key concepts, approaches and critiques of the discipline of Politics and to appreciate its contested ground
- Understand the key dimensions of contemporary political studies including political theory, policy analysis, and comparative political analysis
- Think critically about political issues, processes, power, values, norms, ideas, and institutions
- Discuss critically current research and scholarship in Politics
- Carry out an extended piece of independent enquiry in Politics
- Communicate information in a manner conducive to the subject area and the intended audience
- Show initiative and be able to make and justify decisions
- Apply appropriate Politics analytical approaches and research methods

A. Knowledge and Understanding of:
A1. The ideas, theories, concepts, approaches, and methods distinctive to Politics (PIR, AS)
A2. The contending interpretations of political events, issues, and processes (PIR, AS)
A3. The political institutions, processes and behaviours within different national, sub-national, and regional contexts (PIR, AS)
A4. Competing analytical frameworks for the analysis of multi-level governance and the public policy process in Britain and other contemporary societies (PIR, AS)
A5. Political phenomena contributing to political change (PIR, AS)
A6. The role of political structures and agency in selected countries and/or regions and in the international political system

Learning and Teaching Strategies and Methods

There are a variety of ways in which student learning is advanced by the programme:

- Lectures are used to set out the key themes, concepts, issues, and empirical evidence in a given area of study (A1-A6)
- Seminars, plenaries, workshops, tutorial groups and group work enable students to advance their learning (A1-A6)
- Guided study enables students to make effective use of a range of learning material and resources centred on academic books, reports, and journal articles and supplemented by additional materials including film, newspaper articles and others from electronic sources (A1-A6).
- Further knowledge and understanding of Politics is consolidated through the completion of the final year dissertation/major project (A1-A6)
- Students also use web-based self-instructional packages that promote independent learning. (A1-A6)
- Opportunity to study abroad for half a year or one year enables students to experience learning in a different academic and cultural context adding to their knowledge of globalisation and internationalisation (A1-A6)

Assessment

Assessment is a crucial component of student learning. It is necessary to monitor student progress, motivate learners, provide feedback and grade students. The assessment methods used on the programme are varied:

- Individually assessed course work takes the form of essays, dossiers, individual projects and reports, article and news reviews, documentary commentaries, policy briefing papers and the final year dissertation/major project (A1-A6).
- Group-based course work assessments often take the form of group projects, group presentations, and web-site building (A1, A2, A5, A6)
- Formal examinations seen or unseen papers (A1,A2, A3, A6)
- Formative assessments are included in units (A1-A6)

B. Cognitive (Intellectual or Thinking) Skills, able to:

B1. Evaluate, interpret and apply evidence, data and information from a variety of sources (PIR)
B2. Demonstrate clear and logical reasoning and use relevant evidence to support arguments, synthesise relevant information, and exercise critical judgement (PIR; CFD)
B3. Demonstrate the application of research, analytical and presentation skills in a specific enquiry within Politics (PIR)
B4. Apply a multi-disciplinary approach to the study of comparative politics, policy analysis, political thought, and political institutions (PIR)
B5. Reflect on and manage effectively their own learning and make use of constructive feedback (PIR; CFD)

Learning and Teaching Strategies and Methods

The teaching and learning of intellectual (thinking) skills occurs alongside the teaching and learning of the substance of Politics as set out above. Formal teaching strategies promote students' independent learning in preparation for seminar, plenary, and workshop discussions. Cognitive skills (B1-B4) are developed via seminar/tutorial discussions and student presentations. B1 and B2 are also supported by lectures. B5 will be developed throughout all 3 years with a particularly strong focus on this area in L4 tutorial groups. Working independently with tutor support to complete the dissertation/major project at L6 will develop B1-B5.

Assessment

- Assessment criteria and feedback addresses the coherence, structure and prosecution of logical argument (B1-B5).

- The range of modes of assessment as outlined above tests students' thinking skills in a variety of contexts and situations. For example closed exams call for an immediate and time-limited response whereas the dissertation demands an extended period of research, reflection and evaluation (B1-B5)
- Marking criteria for assessment is designed to address a range of intellectual skills(B1-B5)

C. Practical (Professional or Subject) Skills, able to:

C1. Demonstrate the ability to use major theoretical perspectives, concepts and models in Politics with reference to empirical evidence (PIR; AS)
C2. Analyse, assess, and communicate ideas and arguments orally and in written formats in relation to the issues, structures, and behaviours within Politics (PIR;)
C3. Undertake and present scholarly work, demonstrating initiative, self-organization and time-management (PIR)
C4. Identify and utilise a range of different research methods and data appropriate to the study of Politics (PIR; AS)
C5. Construct a research proposal demonstrating a feasible hypothesis, supported by a clear and reasoned argument, synthesised relevant information, and critical judgement (PIR; AS)

Learning and Teaching Strategies and Methods

- The major theoretical perspectives, concepts and models in Politics are taught via lectures and plenaries and further knowledge in relation to these is developed through independent reading (C1, C4, C5)
- Political thought and theories of political behaviour are taught in lectures, workshops and seminars and further knowledge in relation to these area is developed through independent reading (C1, C2)
- The practical application of political analysis is developed through seminars, plenaries, workshop exercises and discussions (C2, C3, C5)
- Research strategies and methods used within Politics are taught in lectures and seminars and are enhanced through independent study such as the L6 research project (C4, C5)

Assessment

- The ability to apply subject specific practical skills is tested through the range of modes of assessment referred to above. Assessing C1- C5 is undertaken at all 3 levels of the degree with higher expectations of students' abilities at L6.
- Essays, analytical reviews, projects, briefing papers, documentary commentaries, dossiers, and seminar journals will assess C1, C2, C3 and C4. The dissertation/major project will assess C5
- Marking criteria provide opportunities for the assessment of a range of subject-specific practical skills (C1-C5)

D. Transferable (Graduate and Employability) Skills, able to:

D1. Communicate effectively in a variety of contexts and modes (PIR, CFD)
D2. Demonstrate information retrieval skills in relation to primary and secondary sources of information (PIR, CFD)
D3. Demonstrate communication and information technology skills (PIR, CFD)
D4. Demonstrate skills of time planning and management (PIR)
D5. Work independently and as a member of a group, establishing and maintaining cooperative working relationships in the meeting of agreed objectives (PIR, CFD)
D6. Define and seek solutions to problems through logical and critical thinking (PIR,CFD)
D7. Make use of feedback to plan, organise and review own performance (PIR)
D8. Identify and demonstrate their own skills, interests and motivations in a career management context.

Learning and Teaching Strategies and Methods

- At level 4 learning and study skills are developed through the tutorial programme and the units Current Political Issues and Global Issues. This includes time management, note-taking, critical reading, group work, library and web-based research skills, essay planning and writing, referencing, group presentations and IT skills (D1, D2, D4, D5, D6) Students are also introduced to methods of data collection and analysis via Global Issues.
- Beginning in Level 4 and continuing through the degree career awareness, graduate employability skills and self-reflection on progress are developed in the context of support from Purple Door, tutorials, plenaries, and electronic resources provided via the VLE (D1, D2, D3, D4,D6, D7, D8)
- The development of graduate employability skills is an important aspect of teaching and learning on all core and optional units
- At level 6 students draw upon and further develop a range of skills in the production of their dissertation/major project, supported by individual tutorials (D1 –D7)

Assessment

- At all levels skills are assessed through a variety of means such as essays, article reviews, documentary commentaries, briefing papers, the retrieval, representation and analysis of qualitative and numerical data in individual projects and reports. At Level 4 group work is assessed through the construction of a web site.
- At level 5 progress in developing graduate employability skills will be assessed in different units depending in part on option choice. For example, all students will be offered the opportunity to undertake work-based learning as part of the unit Learning from Experience. All students will have the opportunity to choose to write a Briefing Paper for an actor in a national, global / international governmental organisation *or* a relevant non-governmental organisation. They will also have the opportunity to develop a lobbying strategy. All students also will have the opportunity to undertake a language option (D1-D7)
- Students will also be given the opportunity to practise CV writing and completing graduate application forms as well as to attend careers plenaries at Level 5 (D1,D3, D4, D8)
- The level 6 dissertation provides the opportunity for the assessment of a range of key and transferable skills as outlined above and as reflected in the dissertation marking criteria (D1-D7).

15. Course Structure, Progression and Award Requirements

- The Politics degree comprises 120 credits per level, normally involving 3 year's full-time study. A 4 year sandwich route is also offered to all students allowing them to undertake a placement year in the third year of their programme of study.
- To qualify for the award of a Certificate in Higher Education students must have been assigned at least 120 credits at levels 4, 5, or 6. To qualify for the award of a Diploma in Higher Education students must have been assigned at least 240 credits overall, including 100 credits at level 5 or above. To qualify for the award of an ordinary degree students must have been assigned at least 300 credits, of which at least 60 credits are at Level 6. To qualify for the award of an ordinary degree students must have been assigned at least 360 credits, of which at least 100 credits are at Level 6. Standard University rules apply. The regulations must be consulted for a full description of exit awards.
- Units are offered as 20 credits apart from the final year dissertation/major project which is 40 credits. In addition, some units are offered as 10 credit 'shadow' units in the autumn teaching block at level 5 in order to allow students to undertake undertaking study abroad for half the academic year in the spring teaching block. The half year study abroad is offered as a 60 credit unit. Students also have an opportunity to undertake a year-long work placement or period of study in their third year (sandwich route) which is offered as a 120 credit unit.
- One credit is equivalent to 10 hours of student learning.
- Students have the opportunity to study of a language option and undertake a period of work based study on the Learning From Experience (LiFE) unit.
- Politics also is offered as a combined honours degree with History .

16. Employability Statement

Employability skills are delivered (and assessed where applicable) throughout the curriculum. We provide structured support to enable students to develop their employability skills from L4 to L6. Core units at each level will include most of the academic and employability skills that are listed in Annex 5 of the 2012 Curriculum Framework.

Career management skills specifically (as a subset of employability skills) are embedded throughout the curriculum:

At a basic level (L4), the management of self- learning tasks, the communication of information, and the development of interpersonal skills is embedded in the first 'short fat' subject foundation unit (Current Political Issues.) These skills are further developed in the second 'short fat' subject foundation unit (Global Issues). These units help students 'learn how to learn' as part of studying the discipline of a subject area. Additionally, students are introduced to basic career management skills (self-awareness, professional development planning, CV development etc.) in order to get them thinking about their existing skills and career plans.

At L5 students have the opportunity to spend half a year studying abroad via the Erasmus scheme or direct exchanges. They may also spend a year between L5 and L6 studying abroad or on a work placement. This enhances their employability.

At L5, we continue with developing Career Management skills during re-induction. There are plenary sessions for students on the further development of career management skills and these are supported by interactive online exercises and website resources related to the subject area. Students also have access to an interactive, online Employability Hub.

At L6, as part of re-induction, personal tutorials and PDP, we provide further guidance and activities for students. This is linked to individual research/project skills related to the core 40 credit dissertation/major project and group research/project skills in core units.

For both L5 and L6 students we run a series of Faculty-wide careers events with employers from a range of relevant employment sectors during the year (including a Faculty Alumni Day).

All these activities are supported by the Personal Tutor system and a refocused PDP – developing students as professionals - ***Professional Development Planning***.

We also provide opportunities for students to engage in work-related learning through active learning and the application of skills in work-related environments. This consists of an understanding of working environments and the impact of globalisation on career goals. Students experience simulated work-environments in such units as Power, Politics and Policy; Negotiation and Lobbying in the EU; Fighting over Europe. There are visits to local and national political institutions and lectures from guest speakers. Students have the opportunities to produce a briefing paper or develop a lobbying strategy or participate in simulations of meetings.

Students have the opportunity to take the Faculty-wide ***Learning from Experience (LiFE)*** unit – which allows students to gain credit from paid/unpaid work, volunteering, placements, internships, working on research projects for staff etc.

Furthermore, all students will have an opportunity to undertake a ***work-based learning dissertation/project*** as an alternative to the traditional dissertation.

Finally, we are committed to providing opportunities for students to study a ***language*** as part of preparing students for the global labour market and as part of our commitment to internationalisation.

17. Support for Student Learning

- The Course is managed by a Course Leader.
- Extensive induction programme introduces the student to the University and their course.
- Each student has a personal tutor, responsible for pastoral support and guidance.
- University support services include careers, financial advice, housing, counselling etc.
- The Academic Skills Unit (ASK).
- The Additional Support and Disability Advice Centre (ASDAC).
- Excellent library facilities.
- The University of Portsmouth has consistently been awarded an excellent rating for student support and guidance in a number of Quality Assurance Agency inspections.
- Student course and unit handbooks provide information about the course structure and University regulations etc.
- Feedback is provided for all assessments.
- Personal Development Planning (PDP) for all awards.
- Students studying abroad communicate via email with a nominated tutor and are provided with electronic versions of relevant handbooks and necessary administrative notices during the year

18. Admissions Criteria

A. Academic Admissions Criteria

- A-levels: 240-300 points from 3 A levels or equivalent for BA (Hons) Politics GNVQ: students must have achieved at least a C grade for a single 12-unit GNVQ in a relevant area.
- Students may also offer more varied GNVQ and A/AS combinations, including 6-unit and 3-unit GNVQ awards.
- Professional qualifications & experience: considered positively
- Access courses: 60% overall
- Other qualifications: Yes
- Mature and International students are welcomed
- IELTS – minimum requirement level 6
- If appropriate Recognised Prior Learning (RPL) may be assessed and accredited

B. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

19. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

A. Mechanisms for Review and Evaluation

- Course Leader's Annual Standards and Quality Evaluative Review.
- Head of Department's Annual Standards and Quality Evaluative Review.
- Unit and Course Level student feedback considered at Board of Studies.
- Unit Assessment Board consideration of student performance for each programme.
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports.
- Periodic Programme Review.
- Student Representatives and Student/Staff Consultative Committees.
- National Student Survey.
- Staff Performance and Development Review.

- Peer Review and Development Framework.
- Faculty Learning and Teaching Committee.

B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery.
- Course Leader for day-to-day running of course.
- Board of Studies with overall responsibilities for operation and content of course.
- Head of Department.
- Associate Dean (Academic).
- Associate Dean (Students).
- Quality Assurance Committee.
- Unit, Award and Progression Board of Examiners.

C. Mechanisms for Gaining Student Feedback

- Student Representation on Board of Studies.
- Student Staff Consultative Committees.
- Unit and Course level student feedback questionnaires.
- University participates in external student surveys, e.g. National Student Survey (NSS), Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB).

D. Staff Development Priorities

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance.
- Annual staff performance and development reviews match development to needs.
- Managers undertake a variety of management development programmes.
- Academic staff undertake initial and continuing professional development within the Academic Professional Excellence Framework (APEX) programme which is aligned with the Higher Education Academy (HEA)'s UK Professional Standards Framework (UKPSF)
- All academic staff encouraged to seek Higher Education Academy membership.
- Support Staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages.

20. Assessment Strategy

All assessments on this programme provide opportunities for students to demonstrate their understanding and knowledge of the subject matter relevant to the degree programme and appropriate to the level of study (see above), and a range of transferable graduate employability skills. The emphasis within this programme is on assessment 'for' as well as assessment 'of' learning (Curriculum Framework Document 2014) Part of this process is to help students use feedback effectively.

Assessment is designed to enhance students' learning by providing appropriate and constructive feedback on their performance within a reasonable time (20 working days – in line with the University's regulations). This applies to both formative and summative assessments, although the subject team typically returns the first formative assessments at L4 within a shorter time frame. The level of formative assessment is greater at level 4 but opportunities for formative assessment are available in units from Level 4 to level 6. Formative assessment is viewed as important in a number of ways not least of which is that it allows students to practise and take risks with their ideas. All assessments also provide the opportunity for students to demonstrate the achievement of academic

and transferable skills and will include one or more areas of graduate employability skills. Assessment of some units will focus on graduate employability skills more directly, for example the Power, Policy and Politics, British Politics, and Learning From Experience units, amongst others.

Assessment is viewed as a crucial component of student learning and is necessary to monitor progress, motivate learning, provide feedback and lastly to 'grade' student performance. The degree uses a diversity of assessment methods that are geared to assessing the desired learning outcomes and are designed to enable students to demonstrate their learning in relation to explicit and transparent criteria. The learning outcomes relate to subject specific knowledge, academic transferable skills and graduate employability skills.

It is expected that the student's knowledge and capabilities will increase with each level of study.

Level 4
The assessment strategy at this level is about helping students to 'learn how to learn', to manage their time and workload independently and to develop their knowledge of the subject areas, while thinking reflectively about their future career path.

At this level assessments typically include, commentaries and reviews, essays, exams, small group presentations, or some combination of these, but will also include website building, an MCQ on-line quiz, and a personal journal. The range of assessment is intended to help students demonstrate engagement and learning. The aim is to support student transfer into higher education by setting assessments that allow students to recall information, factual knowledge, develop their ability to work independently and to meet deadlines. Moreover, group work enables students to develop interpersonal skills, to gain experience of collaborative working or leading a team and to respect the views of others whilst gaining confidence in talking to an audience. These assessments, together with thinking about their professional development will also help students to develop skills relevant to the world of work and graduate employability.

All units at Level 4 have assessment opportunities that are substantially formative or diagnostic, ranging from formative essays to MCQ tests housed within the specific unit's Moodle site. For example, Introduction to Political Thought affords students the opportunity to compile an ongoing journal summarising the main ideas of key thinkers. Students are encouraged to read and write more widely for formative assessment purposes. The Journal is compiled online and visited by seminar tutors as the unit progresses. Additionally on this unit, students are offered a weekly workshop supervised by a tutor as they work in groups on building a website on a key thinker. In Introduction to International Relations: States, Conflict and Cooperation, students have the opportunity for formative assessment, taking the form of a multiple choice test at a mid-point between the summative assessments. This is housed in Moodle, allows students to reflect on their own learning and helps tutors to identify any specific areas where further support is required. In Political Economy in a Globalising World students are offered the opportunity to submit a draft version of their project for formative feedback prior to the final submission. In Current Political Issues both summative assessments incorporate mandatory reflective components requiring that students review the strengths and weaknesses of their own work, progress, and areas requiring improvement. Staff check ongoing student engagement and contact students who seem not to be taking up learning opportunities as it may indicate they are having difficulty with particular units or wider disengagement with their course learning. The formative assessment opportunities, therefore, clearly are *for* learning and *of* learning. The opportunities for formative assessments are supplemented by scheduled tutorials and seminar discussions.

Learning Outcomes, word-length, time-length and combination of assessments are in line with University Assessment Guidelines for this level (See Policy on Maximum Assessment Loads, December 2015; assessment details provided in unit descriptors for Level 4).

Level 5
At this level assessments provide opportunities for students to further develop their intellectual skills of evaluation, application of knowledge and analysis in essays, documentary analyses, briefing

papers, projects, and exams. Formative assessment continues at this level in all units, for example, in Comparative Politics, the students submit a 250 word review of an article on comparative politics outlining the main arguments. This combined with seminar support helps them develop the methodology of comparative politics.. In Ideology and Politics the first assessment is a short formative essay of 750 words in which students have to explore the concept of ideology. In International Politics of the Middle East, a workshop will be held for the examination artefact and students also will have an opportunity to review previous documentary commentaries so they can understand exactly what the assessment criteria mean.   Assessment workshops are offered on other units too such as Russian and Eurasian Politics and From Revolution to Dictatorship. Many of the assessments for L5 units (and L6 units) necessitate knowledge of global and international material as well as UK specific issues. This international knowledge is enhanced by the opportunity to take part in cross-national exchange programmes, an opportunity which will also broaden students' experience of learning and assessment. The formative assessment opportunities, therefore, clearly are *for* learning and *of* learning.   These opportunities for formative assessments are supplemented by tutorials and seminar discussions.

The opportunity to develop career management and employability skills will also be available via a range of on-line formative assessments and career plenary sessions. They are also developed in taught units. In the unit Fighting over Europe students will submit a lobbying strategy detailing the role and methods used by a social/political/economy actor in a current EU policy area, demonstrating their analytic, informational and communication skills.

Learning Outcomes, word-length, time-length and combination of assessments are in line with University Assessment Guidelines for this level (See Policy on Maximum Assessment Workloads December 2015; assessment details provided in unit descriptors for Level 5).

Level 6
At this level students are expected to demonstrate critical thinking skills in addition to the skills developed so far. Students are expected to engage critically and analytically with a range of sources and to be able to apply their knowledge to their assessments. Students are assessed through a range of essays, projects, and seminar journals.   In Democracy and Democratisation students write a case study essay in which they must analyse the democratic transition or consolidations processes within a country of their choice. This artefact complements the seminar journal they also have to produce which focuses on the key themes, arguments and models in the democratisation literature. An assessment workshop will be held to give students the opportunity to have feedback on their essay plans and their seminar entries. Strategic Studies and Global Political Economy have project outlines as formative assessments.

At this level students will also undertake a substantial and sustained piece of independent work in the form of the dissertation or work-based project. This assessment is designed to enhance research skills, self-management, independent thinking, problem solving and use of IT. This assessment also necessitates the ability to work in an organised way, synthesise considerable amounts of data and present this in a coherent, word-limited piece of work.
All of these skills will enhance the graduate employability skills of the student as well as the student's academic skills and subject knowledge.

Research and employability skills will also be enhanced by students completing various exercises via e-learning, participating in further careers' sessions or in discussion with and feedback from personal tutors during individual tutorial meetings.

Learning Outcomes, word-length, time-length and combination of assessments are in line with University Assessment Guidelines for this level (See Policy on Maximum Assessment Workloads December 2015; assessment details provided in unit descriptors for Level 6).

21. Assessment Regulations

Standard university rules apply (see [Assessment and Regulations](#)).

22. Role of Externals

Subject External Examiners who will:

- oversee unit assessment and usually attend Unit Assessment Boards;
- approve unit assessment strategy;
- sample assessment artefacts;
- present report to Unit Assessment Boards.

Award External Examiners (usually also a Subject External Examiner) who will:

- oversee and attend Award/Progression Boards;
- scrutinise and endorse the outcomes of assessment;
- ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom.

23. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

Not applicable

B. Periodic Programme Review (or equivalent)

PDSQR May 2013 – The programme was reviewed within the university's programme of regular review. Politics and IR provision for single and combined honours underwent a Periodic Programme Review in May 2013. The review confirmed the 'fitness of purpose' of the Politics and IR curriculum and the effectiveness of its annual monitoring and review processes.

C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (*for full report see Higher Education Review of the University of Portsmouth, March 2015*[1]).
[1] www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf

D. Others

None.

24. Other Sources of Information

Other sources of information may be found in

- Course Approval Document.
- Student Handbook.
- University of Portsmouth Curricula Framework.
- University of Portsmouth Undergraduate Prospectus.
- Assessment Regulations.

University of Portsmouth (http://www.port.ac.uk/) and School of Social Historical and Literary studies