# PROGRAMME APPROVAL FORM

## SECTION 1 – THE PROGRAMME SPECIFICATION

1. **Programme title and designation**
   - International Political Economy

2. **Final award**
   - MA

<table>
<thead>
<tr>
<th>Award</th>
<th>Title</th>
<th>Credit Value</th>
<th>ECTS equivalent</th>
<th>Any special criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA</td>
<td>International Political Economy</td>
<td>180</td>
<td>90</td>
<td>N/A</td>
</tr>
</tbody>
</table>

3. **Nested awards**

<table>
<thead>
<tr>
<th>Award</th>
<th>Title</th>
<th>Credit Value</th>
<th>ECTS equivalent</th>
<th>Any special criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

4. **Exit awards**

<table>
<thead>
<tr>
<th>Award</th>
<th>Title</th>
<th>Credit Value</th>
<th>ECTS equivalent</th>
<th>Any special criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Diploma</td>
<td>International Political Economy</td>
<td>120</td>
<td>60</td>
<td>N/A</td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td>International Political Economy</td>
<td>60</td>
<td>30</td>
<td>N/A</td>
</tr>
</tbody>
</table>

5. **Level in the qualifications framework**
   - M

6. **Attendance**

<table>
<thead>
<tr>
<th>Mode of attendance</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Distance learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>X</td>
<td>N/A</td>
</tr>
<tr>
<td>Minimum length of programme</td>
<td>One year</td>
<td>Two Years</td>
<td>N/A</td>
</tr>
<tr>
<td>Maximum length of programme</td>
<td>Three years</td>
<td>Four Years</td>
<td>N/A</td>
</tr>
</tbody>
</table>

7. **Awarding institution/body**
   - King’s College London

8. **Teaching institution**
   - King’s College London

9. **Proposing department**
   - European and International Studies

10. **Programme organiser and contact Details**
    - Prof Simona Talani
    - leila.talani@kcl.ac.uk

11. **UCAS code (if appropriate)**
    - N/A

12. **Relevant QAA subject benchmark/No benchmark for MA, but International Benchmarking Review of UK Politics and**

---

ASQ Approved: 3 September 2010
PAF amended by QAS for 2011/12: 14th September 2011
PAF modified by QAS for 2012/13: 13th February 2012
PAF modified re: programme table: 24 August 2012
PAF modified by QAS for 2013/14: 2nd April 2013
PAF finalised for 2014/15: 16 October 2014
PAF checked for 2015/16: 8 October 2015
15. Educational aims of the programme
i.e what is the purpose of the programme and general statements about the learning that takes place over the duration of the programme

The overall aim of the programme is to give students a good understanding of the main theoretical assumptions, methods, research areas, and results of International Political Economy as a discipline.

16. Educational objectives of the programme/programme outcomes (as relevant to the SEEC Credit Level Descriptors)

The programme provides opportunities for students to develop and demonstrate knowledge and understanding and skills in the following areas:

Knowledge and understanding

The programme provides a knowledge and understanding of the following:

- Different conceptual and theoretical perspectives in International Political Economy;
- The main debates and ‘schools’ in International Political Economy;
- A spectrum of the main research areas in International Political Economy;
- The political economy of the European Union in particular;
- The relationship between the distinctive approach taken in International Political Economy and those in related areas (in particular, Economics and International Relations);
- A reflexive understanding of the relationship between theoretical approaches and their practical contexts,

These are achieved through the following teaching/learning methods and strategies:

- Lectures designed to provide students with the theoretical basis for understanding key approaches in International Political Economy;
- Seminars, small group discussions and individual supervisions;
- Independent study focused on key essential and supplementary reading;
- An extended research project to be submitted for the Dissertation;
- Research seminars addressed by outside speakers offering cutting-edge perspectives on the issues covered by the MA;

Assessment:

Across the programme students’ work is summatively assessed through coursework.

ASQ Approved: 3 September 2010
PAF amended by QAS for 2011/12: 14th September 2011
PAF modified by QAS for 2012/13: 13th February 2012
PAF modified re: programme table: 24 August 2012
PAF modified by QAS for 2013/14: 2nd April 2013
PAF finalised for 2014/15: 16 October 2014
PAF checked for 2015/16: 8 October 2015
essays, continuous assessment of practical work, oral presentations, and the Dissertation. These methods are integrated with formative oral feedback in seminars. Additionally, specific formative feedback is provided on the coursework assessment form that is returned to the student.

**Skills and other attributes**

**Intellectual skills:**

(a) Developing their powers of critical analysis to a postgraduate standard;

(b) Assessing the relative merits of contrasting theories, explanations, and policies;

(c) Conceptualizing problems and identifying possible methods for their solution;

(d) Critically evaluating evidence;

(e) Critically interpreting data and texts;

(f) Abstracting and synthesizing information;

(g) Understanding the underlying issues in research methods and sufficient familiarity with specific techniques to enable choices to be made as to appropriate research strategies;

(h) Taking responsibility for their own learning and reflecting upon their learning process.

These are achieved through the following teaching/learning methods and strategies:

All the intellectual skills listed are developed explicitly with respect to the substantive content of the programme in the compulsory and optional courses. Intellectual skills (b) to (d) are addressed in the compulsory core module 7AAYM207 International Political Economy and (b) to (g) in 7AAYM218 Research Design for Social Sciences. Skill (h) is enhanced both through the independent course work that is submitted as a compulsory element of all the courses in the programme and through the writing of the 10,000-word Dissertation, which is also compulsory for all students.

**Assessment:** The key forms of assessment of intellectual skills are provided by the coursework essays and the Dissertation.

**Practical skills:**

(a) the ability to undertake policy-relevant research;

(b) the ability to present findings in a professional manner, both orally and in writing;

(c) the ability to identify and source secondary literature and primary research material;

(d) an appreciation of the main research methods employed in the social sciences;

(e) the ability to use appropriate information technology.

These are achieved through the following teaching/learning methods and strategies:

Practical skills are developed through the teaching and learning programme which in the core courses makes use of case studies as well as coursework and presentations. Skills (a), (c), and (d) in particular are developed through participation in 7AAYM218, as well as in work for the Dissertation. The Dissertation, along with participation in seminars, is also key to the acquisition of a high standard of presentation skill (b).

**Assessment:**
Generic/transferable skills:

(a) The ability to tackle problems in a rigorous and open-minded fashion, in a spirit of critical enquiry;
(b) Develop effective and sustainable learning skills;
(c) Work effectively as a member of a team;
(d) Manage time and input to best effect in fulfilling individual assignments;
(e) Make effective use of IT;
(f) Write clear and well-focused reports;
(g) Deliver findings to audiences with clarity and confidence.

These are achieved through the following teaching/learning methods and strategies:

Generic and transferable skills are developed throughout the teaching and learning programme outlined above and specifically through individual and group assignments in the core modules and, where applicable, across the spectrum of optional modules.

Assessment:

Generic and transferable skills, particularly skills (b) to (g) are informally assessed primarily through coursework assignments and exercises, where students are required to work both jointly and individually. Skill (a) is assessed by performance on assessed coursework and, in the case of some optional modules, by unseen written examinations.

17. Statement of how the programme has been informed by the relevant subject benchmark statement(s)/professional, statutory and regulatory body guidelines

There is as yet no Masters level benchmark statement for Politics and International Studies, within which this programme largely falls. However, the Honours statement for that discipline (Section 3.2(1)(a) Knowledge and understanding of the subject) records that graduates in Politics will, inter alia be able to apply concepts, theories and methods used in the study of politics to the analysis of political ideas, institutions and practices and demonstrate knowledge and understanding of different political systems, and evaluate different interpretations of political issues and events. 3.1(3)(d), Contents of Politics and/or International Relations degree, states that international political analysis embraces the categories of global, sectoral and regional studies and often explores the interface of domestic and international politics. For example, courses might examine transnational corporations, environmental or financial politics, or the study of a particular region. At 3.2(1)(b) (Generic intellectual skills) the QAA panel aver that graduates in Politics and International Relations will be able to gather, organize and deploy evidence, data and information from a variety of secondary and some primary sources; identify, investigate, analyse, formulate and advocate solutions to problems; construct reasoned argument, synthesize relevant information and exercise critical judgement; reflect on their own learning and seek and make use of constructive feedback; and manage their own learning self-critically. While this is a level 7 programme proposal and, as such, a specialised, advanced course, its design has nonetheless taken account of how these benchmarks might be built upon at a higher level of study.
18. In cases of joint honours programmes please provide a rationale for the particular subject combination, either educational or academic

n.a
19. Programme structure

Note: the availability of optional modules will vary from year to year. Check the website for details of modules taught in each academic year.

<table>
<thead>
<tr>
<th>If a Masters programme, are level 6 credit levels permitted within the programme?</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum number of credits permitted with a condoned fail (core modules excluded)</td>
<td>30 credits</td>
</tr>
<tr>
<td>Are students permitted to take any additional credits, as per regulation A3; 5.4?</td>
<td>Yes</td>
</tr>
<tr>
<td>Are students permitted to take a substitute module, as per regulation A3, 19.5?</td>
<td>No</td>
</tr>
</tbody>
</table>

Are there any exceptions to the regulations regarding credits, progression or award requirements? (where relevant the information should also differentiate the particular requirements of pathways within a programme or nested/exit awards)

n/a

Other relevant information to explain the programme structure

Please note that new students enrolling on the information provided on this section of the PAF will have these regulations stipulated throughout their programme of study. The only exception to this will be if there are changes made by Professional, Regulatory or Statutory Bodies that are noted to this programme.

Programme structure

**Full-time**

- 180 credits to be obtained
- 1 x 40 credit compulsory module
- 1 x 60 credit core dissertation
- 80 credits of optional modules

**Part-Time**

- 180 credits to be obtained
  - 1st year: 60 credits (40 credits compulsory module and 20 credits one optional module).
  - 2nd year: 120 credits (60 credits optional modules and 60 credits dissertation)
20. Marking criteria

The assessment criteria follow the College’s general criteria for the assessment of M-Level programmes.

The following scheme will be used for the marking of individual papers and exams, and also for the overall classification of degrees.

<table>
<thead>
<tr>
<th>Class</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction</td>
<td>70-100</td>
</tr>
<tr>
<td>Merit</td>
<td>60-69</td>
</tr>
<tr>
<td>Pass</td>
<td>50-59</td>
</tr>
<tr>
<td>Fail</td>
<td>0-49</td>
</tr>
</tbody>
</table>

90-100  
*Distinction*: Candidate produces truly excellent and insightful work, of clear publishable quality, and it is hard to see how more could have been demanded with the constraints of the task.

80-89   
*Distinction*: Candidate displays striking insight, originality and analytical skill, far outweighing any minor shortcomings or possibilities for improvement. The work would be worthy of consideration for publication, with only minor revisions.

70-79   
*Distinction*: Candidate shows excellence in knowledge and presentation of relevant material and a consistently high quality of conceptual grasp, depth of analysis and coherence of argument. The work displays some originality of thought, either presenting new material or treating its subject in new and convincing ways.

60-69   
*Merit*: Candidate writes well, shows good broad knowledge of primary material and secondary literature, and produces a strong and effective argument reflecting critically and independently on the issues concerned.

50-59   
*Pass*: Candidate writes clearly, shows sound knowledge of primary material and secondary literature, displays some capacity to reflect critically on these, and presents a coherent if unoriginal scholarly argument.

40-49   
*Fail*: (perhaps condonable if offset elsewhere) Candidate shows fair overall knowledge, is aware of most of the main issues, and addresses them in the essay despite significant scholarly or presentational weaknesses.

30-39   
*Fail*: Candidate shows some broad or some specific knowledge, but displays a weak grasp of the issues, and poor presentation.

20-29   
*Fail*: Candidate answers the whole question in a very poor way, or answers only part of the question, and that in a barely adequate fashion.

10-19   
*Fail*: Candidate attempts an answer, but this is deeply flawed, irrelevant, or unacceptably brief, giving little evidence of any real knowledge of the relevant material.

0-9     
*Fail*: Candidate produces virtually nothing that can be counted on as an attempt to answer the question; any content to the essay is completely irrelevant or unintelligible.

21. Will this Programme Board of Examiners report to an existing Board, and if so which one? If a new Programme Board of Examiners is to be set up please note name of Board here

The programme will report to the MA European Studies, MA European Public Policy and MA International Political Economy programme Board.
22. Please confirm that the process for nominating External Examiners has commenced, and if known, note whom the nominated External Examiner(s) may be

Dr Robbie Shilliam Queen Mary, University of London.

24. Particular features of the programme which help to reduce the barriers experienced by disabled students and ensure that the programme is accessible to all students who meet the entry requirements

Programme Website:
This will clearly communicate the key skills that will be required during the programme, the content of each module, the intended teaching methods to be used and the module’s status (core/compulsory/optional).

Teaching Methods:
A range of teaching methods will be used,

Assessment:
The programme will include a variety of assessment methods.

Feedback:
Feedback on the programme will be regularly collected from students, including information from students with disabilities about their learning experience. The information collected will be used towards the on-going development and improvement of the programme.