### Subject Component Specification

Applicable to all Honours Select Subject Components

Please click [here](#) for guidance on completing this specification template.

#### Part A: Subject Component Summary Information

1. **Subject component title:**
   
   Politics

2. **Award which the component will contribute to:**
   
   - [☑] BA (Hons)
   - [ ] BSc (Hons)
   - [ ] Other. Please specify:

3. **Subject Component type:**
   
   - [☑] Minor (25%)
   - [ ] Joint (50%)
   - [ ] Major (75%)

4. **Credit:**
   
   - Credit in year 1 (level 4): 30
   - Credit in year 2 (level 5): 30
   - Credit in year 3 (level 6): 30

5. **Date of first intake:**
   
   September 2014

6. **Frequency of intake:**
   
   Annually in September

7. **Duration and mode of study:**
   
   3 years, full-time

8. **Applicable framework:**
   
   Model for non-clinical first degree programmes

   **Framework exemption required:**
   
   - [☑] No (please go to section 9)
   - [ ] Yes (please provide a brief summary below)

   **Date exemption approved by AQSC:**
   
   N/A

9. **Applicable Ordinance:**
   
   Ordinance 37 (general ordinance for undergraduate degrees)
| **New/revised Ordinance required:** | ☒ No (please go to section 9)  
Please indicate the applicable boxes: | ☐ Yes (please provide a brief summary below) |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date new/revised Ordinance approved by Council:</strong></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td><strong>10. Faculty:</strong></td>
<td>Faculty of Humanities and Social Sciences</td>
<td></td>
</tr>
<tr>
<td><strong>11: Level 2 School/Institute:</strong></td>
<td>School of Histories, Languages and Cultures</td>
<td></td>
</tr>
<tr>
<td><strong>12. Level 1 unit:</strong></td>
<td>Department of Politics</td>
<td></td>
</tr>
<tr>
<td><strong>13. Campus:</strong></td>
<td>Liverpool</td>
<td></td>
</tr>
</tbody>
</table>
| **14. Other contributors from UoL:** | Communication and Media  
Geography  
Sociology  
Modern Languages and Cultures  
Law  
Irish Studies |
| **15: Teaching other than at UoL:** | N/A |
| **16: Director of Studies:** | Dr Andrew Crines |
| **17: Board of Studies:** | School of Histories, Languages and Cultures  
(Academic Quality and Standards Sub-Committee) |
| **18: Board of Examiners:** | School of Histories, Languages and Cultures |
| **19. External Examiner(s):** | New External Examiners for 2016/17 to be appointed.  
Name  
Institution  
Position |
| **20. Professional, Statutory or Regulatory body:** | N/A |
| **21: QAA Subject benchmark Statements(s):** | Politics and International Relations (2015) |
| **22. Other reference points:** | N/A |
| **23. Fees:** | Standard home/EU and international rates for undergraduate programmes |
| **24. Additional costs to the student:** | There are no compulsory costs required for the course, but students may choose to |
purchase text books or print materials at their discretion.

25: AQSC approval: 

Major modifications 10th June 2016

Part B: Subject Component Aims & Objectives

26. Aims of the subject component

The aim of studying Politics at 25% is to develop a knowledge and understanding of government and society at national and international levels. Thus, central to this programme is to be able to understand power, justice, order, conflict, legitimacy, accountability, obligation, sovereignty, governance and decision-making.

No. Aim:

1. To explore the central features of national and international politics.

2. To attract students who wish to study in a research-enriched environment.

3. To enable students to develop an understanding of contested nature of politics and ideologies.

4. To expand the disciplinary community with new and interested members.

5. To meet the requirements of potential employers.

27. Learning Outcomes

No. Learning outcomes – Bachelor’s Honour’s degree

1. Demonstrate a conceptual understanding of the main aspects and issues of national and international politics.

2. Show general knowledge of the institutions and policies within the UK and some other countries.

3. Initiate and carry out an independent work on a national or international topic.

4. Develop an understanding of the contested and problematic character of inquiry in the discipline.

Learning Outcomes

No. Learning outcomes – Bachelor’s Non-Honour’s degree

1. Demonstrate some conceptual understanding of aspects and issues of national and international politics.

2. Show considerable knowledge of political institutions and policies within the UK and some other countries.
## Learning Outcomes

### Diploma in Higher Education award

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate a largely empirical understanding of some aspects and issues of national and international politics.</td>
</tr>
<tr>
<td>2</td>
<td>Show limited knowledge of political institutions and policies within the UK and some other countries.</td>
</tr>
<tr>
<td>3</td>
<td>Produce a general overview of a national or international topic based on secondary sources.</td>
</tr>
<tr>
<td>4</td>
<td>Show some awareness of different perspectives in politics.</td>
</tr>
</tbody>
</table>

### Certificate in Higher Education award

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate a limited empirical understanding of some aspects and issues of national and international politics.</td>
</tr>
<tr>
<td>2</td>
<td>Show a modest level of knowledge of political institutions and policies within the UK and some other countries.</td>
</tr>
<tr>
<td>3</td>
<td>Produce a basic overview of a national or international topic based on secondary sources.</td>
</tr>
<tr>
<td>4</td>
<td>Show some limited awareness of different perspectives in politics.</td>
</tr>
</tbody>
</table>

### Mapping of learning outcomes:

<table>
<thead>
<tr>
<th>Learning outcome No.</th>
<th>Module(s) in which this will be delivered</th>
<th>Mode of assessing achievement of learning outcome</th>
<th>PSRB/Subject benchmark statement (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>POLI 104; POLI 109</td>
<td>Formal exam and written essay</td>
<td>QAA, 2015, 4.13 (1-4)</td>
</tr>
<tr>
<td>2</td>
<td>POLI 203; 204; 209; 225; 230; 231; 234; 236; 303; 325; 332; 336</td>
<td>Exam; Written essays</td>
<td>QAA, 2015, 4.13 (2, 3)</td>
</tr>
<tr>
<td>3</td>
<td>All</td>
<td>Essays and all other assessed work</td>
<td>QAA, 2015, 4.15 (9)</td>
</tr>
<tr>
<td>4</td>
<td>POLI 209; 225; 204; 203; 235; 236; 302; 303; 322;</td>
<td>Exam and essay</td>
<td>QAA, 2015, 4.13 (4); 4.14 (4)</td>
</tr>
</tbody>
</table>
28. **Skills and Other Attributes**
   **No. Skills and attributes:**
   1. An ability to assimilate, synthesise and analyse empirical and conceptual material.
   2. The ability to mobilise empirical and conceptual material in coherent and sustained argumentation.
   4. Ability to work with others and respect others reasoned views through team-work.
   5. The ability to use a range of information technology skills including word-processing and retrieval of information on the internet.

28a. **Mapping of skills and other attributes:**

<table>
<thead>
<tr>
<th>Skills and other attributes No.</th>
<th>Module(s) in which this will be delivered and assessed</th>
<th>Learning skills, research skills, employability skills</th>
<th>Mode of assessing achievement of the skill or other attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>All</td>
<td>Bibliographical and library skills, independent research.</td>
<td>Exams and essay</td>
</tr>
<tr>
<td>2.</td>
<td>All</td>
<td>Problem solving; question setting; presentational skills.</td>
<td>Essays</td>
</tr>
<tr>
<td>3.</td>
<td>All</td>
<td>Time management; independent work.</td>
<td>Essays and exams</td>
</tr>
<tr>
<td>4.</td>
<td>All</td>
<td>Class presentations and class discussion.</td>
<td>Non-assessed</td>
</tr>
<tr>
<td>5.</td>
<td>All partially, but mainly POLI 203 and 204</td>
<td>Digital literacy; employability skill in presenting and researching topic</td>
<td>Essays and assessments</td>
</tr>
</tbody>
</table>

29. **Career opportunities:**

This list of career opportunities is indicative and not exhaustive:

Local government; political parties; national and international NGOs; charities and other civic or human rights organisations; civil and diplomatic service; market research; events organizers; human resources; media and communication; public relations; market analysts; environmental and conservationist organisations; conversion to teaching profession or law.

Students on this programme acquire a variety of transferable skills (e.g. researching, problem solving, presentations to an audience, digital literacy). Some may go on to postgraduate studies and earn Masters qualifications.
and/or doctorates.
Part C: Entrance Requirements

30. **Academic Requirements:**

There are no specific entry requirements for this subject component. For 25% minor components the requirements are based on the 75% component.

31. **Work experience:**

N/A

32. **Other requirements:**

N/A

Part D: Subject Component Structure

33. **Subject Component Structure:**

**Year 1** (FHEQ Level 4)

**Semester 1**

POLI109 – Foundations in Politics (15 credits) *(required)*

**Semester 2**

POLI104 – Foundations in International Politics (15 credits) *(required)*

**Year 2** (FHEQ Level 5)

**Semester 1**

15 credits of optional modules in Politics

*Optional modules*

- IRIS215 – The Politics of Religion: Conflict and Reconciliation (15 credits)
- POLI204 – UK General Elections since 1945 (15 credits)
- POLI205 – American Politics and Society (15 credits)
- POLI225 – International Institutions (15 credits)
- POLI227 – Parliaments and Devolution in the UK (15 credits)
- POLI231 – Security in a Globalised World (15 credits)
- POLI235 – Democratisation: From Athens to Southeast Asia (15 credits)
- LAW013 – Law of the EU I (15 credits)*

**Semester 2**

15 credits of optional modules in Politics

*Optional modules*

- IRIS220 – The Transformation of Ireland, 1923-2000 (15 credits)
- LATI209 – The Politics of Development and Globalisation in Latin America (15 credits)
- MODL212 – The Project of European Integration (15 credits)
- POLI209 – International Political Economy (15 credits)
### Year 3 (FHEQ Level 6)

**Semester 1**

15 credits of optional modules in Politics

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS325</td>
<td>Politics of the Environment</td>
<td>15</td>
</tr>
<tr>
<td>ENVS387</td>
<td>Geographies and Resistance</td>
<td>15</td>
</tr>
<tr>
<td>IRIS315</td>
<td>Troubled Times: the politics of conflict in Northern Ireland, 1960-present</td>
<td>15</td>
</tr>
<tr>
<td>IRIS322</td>
<td>Peace Activism in a Dangerous World</td>
<td>15</td>
</tr>
<tr>
<td>POLI303</td>
<td>Security and Intelligence</td>
<td>15</td>
</tr>
<tr>
<td>POLI322</td>
<td>Comparative Voting Behaviour</td>
<td>15</td>
</tr>
<tr>
<td>POLI323</td>
<td>Rhetoric in British Politics</td>
<td>15</td>
</tr>
<tr>
<td>SOCI325</td>
<td>Politics, Society and the State: classic and contemporary ethnographies</td>
<td>15</td>
</tr>
</tbody>
</table>

**Semester 2**

15 credits of optional modules in Politics

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM317</td>
<td>Media and Human Rights</td>
<td>15</td>
</tr>
<tr>
<td>IRIS316</td>
<td>Understanding the Northern Ireland Conflict</td>
<td>15</td>
</tr>
<tr>
<td>IRIS335</td>
<td>Social Justice in a Post-Secular Age</td>
<td>15</td>
</tr>
<tr>
<td>LATI307</td>
<td>Democracy and Democratisation in Latin America</td>
<td>15</td>
</tr>
<tr>
<td>POLI302</td>
<td>Immigration and the State</td>
<td>15</td>
</tr>
<tr>
<td>POLI316</td>
<td>Theories of Poverty and Wealth</td>
<td>15</td>
</tr>
<tr>
<td>POLI310</td>
<td>Public Policy</td>
<td>15</td>
</tr>
<tr>
<td>POLI327</td>
<td>Conservative Thinkers</td>
<td>15</td>
</tr>
<tr>
<td>POLI332</td>
<td>Identity in Contemporary International Politics</td>
<td>15</td>
</tr>
<tr>
<td>POLI336</td>
<td>Comparative Peace Processes</td>
<td>15</td>
</tr>
<tr>
<td>SOCI369</td>
<td>Community and Public Involvement in Crime and Criminal Justice</td>
<td>15</td>
</tr>
</tbody>
</table>

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### 34. Industrial placement/work placement/year abroad:

N/A

### 35. Liaison between the Level 2 Schools/Institutes involved:

This programme includes modules offered by other Departments (see Section 14 above). The Subject Lead will liaise closely with these Departments to
ensure that any issues that may arise are promptly dealt with.

**Part E: Learning, Teaching And Assessment Strategies**

### 36. Learning, Teaching and Assessment Strategies:

First-year modules provide foundations for further study. Thereafter, flexible curriculum enables students to develop broad expertise across subject fields. At the same time, related modules in all three years of the curricula allow students to pursue particular sub-disciplines or themes of study (e.g. more British Politics orientated, or more international Politics orientated). Student choice is informed by guidance from academic advisors and other academic staff. Curriculum is designed to provide students with cognitive skills to assimilate, synthesise, and analyse empirical and conceptual material, and to mobilise this material in coherent and sustained argumentation. All our teaching is guided by University’s strategy and guidelines and incorporate employability skills, such as time management, problem solving, evidence gathering and data collection, oral and written presentation of a concise argument and ability to work in a team as well as independently.

Module contents are reviewed and updated annually, in order to reflect disciplinary developments and students’ interests (e.g. new modules on Democratisation, Governing Britain, Foreign Policy Analysis and World Politics, Rhetoric in British Politics, Comparative Voting Behaviour) We seek to increase student involvement in research-led teaching by supplementing our lectures with documentary films and talks and workshops by invited speakers; we have brought in the use of new technology, such as audio-response system in suitable modules. To prepare students for the increased role of quantitative methods in the work place, we have developed new modules in ‘How Democratic is the UK?’ and ‘UK elections since 1945’ which increase their ability to use statistics.

The first-year curriculum requires students to combine normative and conceptual elements of the discipline with their empirical application, especially with reference to politics and public issues in the United Kingdom and Europe. The basic foundations established in Year 1 are built upon in Year 2 with survey modules covering sub-areas of the discipline and the politics of different countries and regions and staff research expertise begins to play a role even in modules which are not their special subjects. Year 2 modules tend to be less general than those in first year and typically oblige students to do more in-depth reading, longer assessment and class/group presentations. Year 3 combines sub-disciplinary survey modules with ‘special subject’ modules that benefit directly from staff research expertise. The survey modules are a little more demanding than those in second year, requiring a fair degree of prior knowledge and conceptual sophistication. The ‘special subjects’ are quite specific and allow students to become familiar with ‘cutting-edge’ research in a variety of areas (e.g. Comparative Peace Processes, Comparative Voting Behaviour).

This intellectual progression is reflected in assessment methods with increased length of assessment and with questions which seek to reflect academic requirements of the programme and accumulated understanding of international politics. The preferred mode of assessment is the combination of
written assessments and written unseen examination; the former allows for more in-depth analysis and demonstration of originality of thought and presentational skills, the latter provides for the assessment of concrete knowledge and grasp of the subject. All assessment aims to assess the achievement of learning outcomes.

### 36a. Learning, Teaching and Assessment methods:

**Learning and teaching**
- Lectures;
- Seminars;
- Group work;
- Oral presentations;
- Workshops with external speakers;
- Relevant film documentaries;
- Research-led learning and teaching;
- Class discussion;
- Essays planning (formative).

**Assessment methods (summative):**
- Written exam (typically 2 hour unseen exam per module);
- Essays (in the absence of exam, typically two essays);
- Multiple choice questionnaire;
- Individual project;
- Report;
- Literature review.

### 37. Assessment information for students:

**Code of Practice on Assessment**

The University has a Code of Practice on Assessment which brings together the main institutional policies and rules on assessment. The Code is an authoritative statement of the philosophy and principles underlying all assessment activities and of the University's expectations in relation to how academic subjects design, implement and review assessment strategies for all taught programmes of study.

The Code of Practice includes a number of Appendices which provide more detail on the regulations and rules that govern assessment activity; these include:

- The University marks scale, marking descriptors and qualification descriptors;
- The model for non-clinical first degree programmes;
- The system for classifying three-year, non-clinical, undergraduate degrees;
- The system for classifying four-year, non-clinical, undergraduate degrees that include a year in industry or a year abroad;
- Information about students’ progress, including guidance for students;
- The procedure for assessment appeals;
- Regulations for the conduct of exams;
- The University’s policy on making adjustments to exam arrangements for disabled students;
- The code of practice relating to external examining (see also below);
- The Academic Integrity Policy, which covers matters such as plagiarism and collusion and includes guidance for students;
- The policy relating to mitigating circumstances which explains what you should do if you have mitigating circumstances that have affected assessment; and
- The policy on providing students with feedback on assessment.

Please click [here](#) to access the Code of Practice on Assessment and its appendices; this link will also give you access to assessment information that is specific to your cohort:
A summary of key assessment information is also available in the ‘Your University’ handbook.

<table>
<thead>
<tr>
<th>Marking criteria:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>First Class</strong></td>
<td>90 – 100</td>
</tr>
<tr>
<td>Candidates will have demonstrated a superb grasp of the material and intelligently engaged with a very wide range of sources. Answers will be excellently argued, logical, clearly written and with no errors (grammatical or factual).</td>
<td></td>
</tr>
<tr>
<td>Written work will be of exceptional quality. It will demonstrate an extremely high level of independent thought and contain analysis of an extensive range of sources. It will very confidently and critically evaluate competing academic perspectives within a convincing and sophisticated framework. It will be superbly written with a very high standard of presentation and no grammatical or factual errors. Referencing will be flawless.</td>
<td></td>
</tr>
</tbody>
</table>

| **First Class**   | 80 – 89 |
| Candidates will have demonstrated an excellent grasp of the material and confidently engaged with a wide range of sources. Answers will be well-argued, logical, clearly written and with no errors (grammatical or factual). |
| Written work will be of an excellent quality. It will demonstrate very thorough research and contain analysis of an extensive range of academic sources. It will critically engage with competing academic perspectives within a convincing and sophisticated framework. It will be written and presented with no grammatical or factual errors. Referencing should be flawless. |

| **First Class**   | 70 – 79 |
| Candidates will have demonstrated a very good grasp of the material and successfully engaged with a wide range of material. Answers will be comprehensive, logical, clearly written and with no errors (grammatical or factual). |
| Written work will be of a very high standard throughout. It will demonstrate thorough research and contain analysis of a wide range of academic sources. It will critically engage with competing academic perspectives within a coherent and well-argued framework. There will be very few grammatical or factual errors. Referencing should be flawless. |

| **Upper Second** | 65 – 69 |
| Candidates must demonstrate a critical understanding of the material and provide evidence of having consulted a variety of sources. Answers will be clear, well-structured, logical and be relevant to the question. There will be very minor grammatical, factual and referencing errors. |
| The work will be highly competent and present a coherent, logical argument based on a critical evaluation of a variety of sources. There will be a balanced judgement of existing academic material contained within a well-argued framework. A good knowledge of the subject area will be shown and the |
standard of presentation will be high with only a limited number of grammatical errors and few flaws in referencing.

**Upper Second**

60 – 64
Candidates must demonstrate a sound understanding of the material and provide critical evaluation of a number of sources. Answers will be clear, competently structured, generally accurate, logical and be relevant to the question. There may be some minor grammatical, factual and referencing errors.

The work will be of a good standard with a coherent argument based on a critical evaluation of existing academic sources. A reasonably sound knowledge of the subject area will be evident and the standard of presentation will be good. There will be some deficiencies in terms of the range of literature used. Some minor errors in grammatical, presentational and factual may be present.

**Lower Second**

55 – 59
The work will be largely accurate and presented in an adequate framework but is likely to be mainly based on the teaching inputs or a limited number of sources. Arguments will be clear, although they may not be well-developed, reflect a wider appreciation of the subject or be sufficiently analytical. The answer may not be focused on answering the specific question. Small errors and omissions are likely to be present.

The candidate’s treatment of data or literature will be acceptable but largely reliant on a limited number of sources. The argument will not be fully developed although there will be some evidence of an evaluation of the material. The style may be more narrative than analytical. Presentation will be acceptable but there are likely to be grammatical and factual errors and omissions, although these will not detract from the overall argument. Referencing will be adequate.

**Lower Second**

50 – 54
Work must be generally accurate and presented in an adequate framework but is likely to be largely based on the teaching inputs. Arguments will not be well-developed or reflect a wider appreciation of the subject. The style will be mainly narrative rather than analytical. Errors, grammatical and factual, are likely to be present.

The candidate’s treatment of data or literature will be basically sound but largely based on lecture notes. Arguments will not be clearly developed or reflect a wider appreciation of the subject and there will be a lack of engagement with the sources. The style will be mainly narrative rather than analytical. Presentation will be acceptable but there are likely to be grammatical and factual errors and omissions which may detract from the argument.

**Third Class**

45 – 49
Candidates will display adequate but limited understanding and knowledge of the concepts. Answers are likely to be lacking in structure and substance. There are likely to be errors and omissions and the evidence provided to support arguments will be limited.
The candidate will show some understanding of the topic but the range of data used will be limited and its treatment basic and uncritical. The methodologies and arguments employed will contain errors and the answer will lack a coherent structure and substance. Presentation and referencing will be just adequate.

**Third Class**

40 – 44
Candidates will display limited understanding and knowledge of the arguments, literature and main concepts. Answers will be lacking in structure and there will be considerable evidence of gaps in understanding. The answer will fail to fully address the question. There will be serious errors and omissions and the evidence provided to support arguments will be inadequate.

The candidate will show little understanding of the topic, the range of data used will be very limited and its treatment basic and uncritical. The candidate will not demonstrate full understanding of the question and the overall argument will lack structure. Presentation and referencing will be barely adequate.

**Fail**

35 – 39
Marks awarded in this range indicate that the candidate has narrowly failed to achieve the standards required for a third class mark but this failure may be compensatory by better levels of achievement in other components of their studies. Candidates will display an inadequate understanding and knowledge of the arguments, literature and main concepts. Answers will lack structure and it will fail to address the question. There will be serious errors and omissions and the evidence provided to support arguments will be inadequate.

Marks awarded in this range indicate that the candidate has narrowly failed to achieve the standards required for a third class mark but this failure may be compensatory by better levels of achievement in other components of their studies.

The candidate does not understand the question. Candidates will display an inadequate comprehension and knowledge of the arguments, literature and main concepts. Answers will be lacking in structure. The answer will fail to address the question. There will be serious errors and omissions and the evidence provided to support arguments will be inadequate.

**Fail**

0 – 34
Candidates are unable to demonstrate adequate knowledge and understanding of the subject area or to sustain arguments. Significant errors and omissions will be present in the work. Work is likely to be unstructured and ill-presented and will not address the question or task set.

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**Part F: Student Representation And Feedback**

38. **Student representation and feedback:**

A departmental Staff/Student Liaison Committee (SSLC) is established in accordance with the University Code of Practice on Student Representation (a copy of which can be accessed at: [http://www.liv.ac.uk/tqsd/pol_strat_cop/cop_on_student_representation.doc](http://www.liv.ac.uk/tqsd/pol_strat_cop/cop_on_student_representation.doc))
The SSLC normally meets twice a year. Its membership, terms of reference, and the manner in which it conducts its business conforms to the requirements of the Annex to the Code of Practice on Student Representation. Elections to SSLCs are carried out within the structure determined by the University Student Representation Steering Group, and all students whether studying the subject at 100%, 75%, 50% or 25% will be encouraged to participate. Training is provided by the Guild of Students. Student representation is encouraged on all decision-making committees in the School and participation in these settings are welcomed and appreciated.

Students are also asked to take part in module evaluation exercises, using module evaluation questionnaires (MEQs) to feedback on their experiences of modules. Staff feedback on issues raised and actions taken via lectures, VITAL or other methods (SSLC) and MEQs form a large element of the module review process and Module Review Boards. Other avenues of providing feedback via focus groups, open forums or through the University’s quality assurance processes (e.g. Periodic Review or Holistic Review) may take place from time to time and the participation of students in these settings is valued very highly. Students are further encouraged to make use of less formal mechanisms for feedback such as through speaking to relevant members of staff or academic advisors at any time. Formal complaints may be made to the Head of Department, but issues can normally be resolved through informal discussion or the mechanisms noted above at an early stage should any difficulties occur.

### Part G: Status Of Professional, Statutory Or Regulatory Body Accreditation

39. **Status of Professional, Statutory or Regulatory Body Accreditation:**

   N/A

### Part H: Diversity & Equality Of Opportunity And Widening Participation

38. **Diversity & Equality of Opportunity and Widening Participation:**

   The programme’s design, structure and content are consistent and Comply with the University’s Diversity and Equal Opportunities Policy ([http://www.liv.ac.uk/diversity-and-equality/policies/](http://www.liv.ac.uk/diversity-and-equality/policies/)).

   Within the Department there is a diverse student population consisting of a wide ethnic mix, home/EU and international students and a number of mature students. The annual subject review (ASR) identifies where there may be particular difficulties placed on a particular group of students allowing for any processes to ensure equality can be put into place.

   The Department strives to ensure that all students, whatever their background, have a good range of opportunities to enhance their employability and skills throughout their programme of study.
## ANNEX OF MODIFICATIONS MADE TO THE SUBJECT COMPONENT

Please complete the table below to record modifications made to the Subject Component.

<table>
<thead>
<tr>
<th>Description of modification (please include details of any student consultation undertaken or confirm that students’ consent was obtained where this was required)</th>
<th>Minor or major modifications</th>
<th>Date approved by FAQSC</th>
<th>Date approved by AQSC (if applicable)</th>
<th>Cohort affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Change of Director of Studies</td>
<td>Major</td>
<td></td>
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<td>2016/17</td>
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<tr>
<td>2. Changes to External Examiners (not yet appointed for 2016/17)</td>
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<td>3. Changes to mapping of learning outcomes to reflect new modules and changes in optional module provision.</td>
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<td>4. Programme structure (Levels 5 and 6)</td>
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<td>5. Minor changes to learning, teaching and assessment strategies to reflect new module provision.</td>
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<td>6. Minor typographical and formatting amendments.</td>
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<td>7. Learning outcomes mapped comprehensively against latest QAA Benchmark Statement for Politics and International Relations (2015)</td>
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