

BSc (Hons) Global Political Science: Diplomacy
BSc (Hons) Global Political Science: Leadership
BSc (Hons) Global Political Science: Trade

Programme Specification

2025-2026

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1. INTRODUCTION

This document describes the BSc (Hons) Global Political Science with Diplomacy, Leadership or Trade designed, offered and run by the European School of Economics and awarded by Richmond American University London, using the protocols required by The Framework for Higher Education Qualifications in England, Wales, and Northern Ireland (QAA, 2008).

All ESE undergraduate bachelor's degree programmes are taught in English and have a standard 360-credit structure (180 ECTS credits).

The degree can be delivered both full-time and part-time. Full details of full and part time requirements can be found at:

<https://esestudents.com/mod/forum/discuss.php?d=29>

Diplomacy, in its purest form, is not the art of prevailing over one's rivals to make a change, but the orchestration of powers through the perfection of both analytical and practical skills to build understanding and harmony in the world as it is. We believe that the creation of a more harmonious world depends on the individual, their level of responsibility, their creativity, their integrity, and their vision.

Key components of the BSc (Hons) Global Political Science:

- A choice of three specialisations – Diplomacy, Leadership or Trade;
- Academic credit for language modules which will increase employability;
- Two internship placements from a choice of 1500 companies worldwide;
- Integrative workshops to provide the knowledge, skills, practice and pastoral care to ensure maximised personal and academic development;
- Ideal preparation for postgraduate study;
- A degree programme offered across two continents with the possibility of transferring between campuses in London, Madrid, Milan, Florence and Rome on a per term or per year basis;
- Three intakes per academic year – Fall, Winter and Spring – providing extra enrolment options;
- Small class sizes which help faculty cultivate a mentor relationship with students and provide the individual attention needed to discover their special skills and succeed in their chosen pathway.

The degree is also articulated in terms of UK Regulatory Frameworks, chiefly the FHEQ and the Higher Education Credit Framework for England. Each course has been assigned to an appropriate level on the FHEQ, based on the course's learning outcomes and assessment strategies.

The new BSc (Hons) Global Political Science degree aims to create leading figures in the global panorama familiar with the workings of international organisations and businesses from Public Policy, International Politics, and commercial standpoints. These leaders, though rigorously prepared, will be those who do not forget that a better world may be shaped by people with a higher level of integrity, preparation and self-awareness and will move effectively to achieve desired results based on sound personal understanding of both hard and soft skills acquired.

ESE's positioning in locations which function as capitals of both trade and government, combined with built-in student mobility, experienced internship placement offices and a mature portfolio of companies, government organisations and NGOs make it ideally equipped to provide students with a complete and full-spectrum preparation.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. More detailed information on each course's learning outcomes, content, teaching, learning and assessment methods can be found in course specification documents and syllabi. The accuracy of the information contained in this document is reviewed by Richmond American University London and may be verified by the Quality Assurance Agency for Higher Education.

2. OVERVIEW

| | |
|---|---|
| Programme/award title(s) | BSc (Hons) Global Political Science: Diplomacy BSc (Hons) Global Political Science: Leadership BSc (Hons) Global Political Science: Trade |
| Teaching Institution | European School of Economics |
| Awarding Institution | Richmond American University London |
| Date of Last Validation | September 2023 |
| Next Validation | 2028 by Richmond American University London |
| Credit points for the award | 360 UK credits (120 Level 4, 120 Level 5, 120 Level 6) |
| Programme start date | 22 nd September 2025 |
| Underpinning subject benchmark(s) | QAA benchmark statement for Bachelor's Degrees in Politics and International Relations, March 2023 https://www.qaa.ac.uk/docs/qaa/sbs/sbs-politics-and-international-relations-23.pdf?sfvrsn=a271a881_4 |
| Professional/statutory recognition | N/A |
| Language of Study | English |
| Language of Assessment | English |
| Duration of the programme for each mode of study (P/T, FT, DL) | Full-time (3 years) Part-time (maximum 7 years) |
| Date of production/revision of this specification | June 2025 (See the chart at the end of this document for a list of revisions) |

3. ABOUT THE PROGRAMME

The BSc (Hons) Global Political Science degrees provide multiple pathways towards understanding and leveraging the complex interdisciplinary workings of power structures in the realms of Diplomacy, Leadership and Trade. This course, though rigorous and thorough in its academic foundations, seeks also to underpin current discussions relating to personal development and identity, emphasizing them as key to professional success. Focus is placed on the importance of personal integrity and vision in achieving goals and activities are structured so that students achieve desired results based on a sound personal understanding of both the hard and soft skills acquired.

The programme attempts to address a gap between what political science deals with as a field of knowledge and the political dynamics involved in the areas of both international relations and global business and proposes a holistic approach vital to the smooth running of governments as well as firms and non-government organisations. Addressing topics such as the debate around the global south, colonialism, inclusion and marginalisation, deep-state, and the like, the programme not only provides a vibrant look at the current scholarly perspectives around politics but also provides tools and avenues to students to familiarise them with the public policy definition process, geopolitical leadership and positioning of firms, global trade and project management approaches applied to crises and disaster prevention.

Engaging working professionals as its professors and offering three distinctive pathways which are undertaken from the second year, the programme also includes two mandatory internship placements experiential learning opportunities, prominent guest lecturers, and participation in programmes such as the Model United Nations (MUN) and Model WTO events to provide practical exposure to global political dynamics and trade negotiations. Students are additionally encouraged to engage in extracurricular activities, join political science clubs, participate in research projects, and attend conferences to enhance their understanding and networking within the field of global politics and trade.

The small class sizes and international student body combine to make the perfect laboratory for the delivery of information, working vocabulary and repertoire of roles and skills necessary to conduct each participant towards the realisation of their professional dream in areas such as Corporate Relations, Diplomacy, International Project Management, International Public Policy, Global Trade and Multinational Consultancy.

ESE has recently partnered with CMF (Crans Montana Forum) for the delivery of a programme in International Relations dealing mainly with South-South cooperations. Designed by ESE according to the specifications of CMF Founder and President Jean-Paul Carteron, this global initiative will afford not only a rich pool of international guest lecturers but additional placement destinations for students specifically interested in international relations and global trade.

Additionally, ESE has collaborated with the Justina Mutale Leadership Foundation for Women and Girls since 2015 to provide scholarships to deserving young women

from the African continent and through this collaboration has established a number of important contacts in both Africa and abroad.

4. MISSION

The Programme aims to:

- Place questions of political and international order and disorder, decision-making and political contestation with regards to one of the specific areas of interest: leadership, diplomacy or trade, at the centre of analysis;
- Ensure that students acquire knowledge and understanding in appropriate areas of political theory and analysis applicable to the interrelated field of leadership, diplomacy and trade;
- Enable students to understand and use the concepts, approaches and methods of their subject and develop an understanding of their contested nature and the problematic character of inquiry;
- Develop in students a capacity to think critically and independently about events, ideas and institutions;
- Relate the academic study of politics to questions of public concern and to relate the academic theory to policies and other practices both political and commercial;
- Assist students to develop a range of cognitive, communication and social skills relevant to their field of interest;
- Provide a curriculum supported by scholarship, practical experience, staff development and a research culture that promotes breadth and depth of intellectual enquiry and debate;
- Create a learning environment that is receptive to the needs and views of an international cohort of students and encourages them to achieve their full potential;
- Provide high-level internships and contacts that will enable the students to place themselves quickly within an organisation or to form their own;
- Provide new ideas that will be the seeds of development for independent thinking and creation of visionary leaders;
- Reflect and support the ESE philosophy, values, vision and mission as key elements to furthering the self-development of the students.

5. PROGRAMME STRUCTURE

A normal course load per academic year is 120 UK credits.

See **Table 1** for Year 1 (All Specialisations);

See **Table 2** for Year 2 Diplomacy Specialisation;

See **Table 3** for Year 2 Leadership Specialisation;

See **Table 4** for Year 2 Trade Specialisation;

See **Table 5** for Year 3 Diplomacy Specialisation;

See **Table 6** for Year 3 Leadership Specialisation;

See **Table 7** for Year 3 Trade Specialisation.

Table 1 Degree Requirements

| Level 4 | | CREDIT S |
|------------------------------|---|-----------------|
| UG4015 | History of Political Thought | 15 |
| UG4011 | Quantitative Methods for Global Political Science | 15 |
| UG4012 | Economics for Global Political Science | 15 |
| UG4013 | Geopolitics | 15 |
| UG4014 | Sociology of Work and Organisations | 15 |
| UG4010 | International Relations | 15 |
| UG4007 | Internship Level 4 | Pass/Fail |
| | Language* | 10 |
| | Language* | 10 |
| SSW1 | Study & Computer Skills Workshop | 10 |
| PFW1 | Preparation for the Workplace Workshop | Pass/Fail |
| Level 4 Credit Totals | | 120 |

*See [list of language courses](#)

Table 2 Year 2 **Diplomacy** Specialisation

| Level 5 | | CREDIT S |
|------------------------------|--|-----------------|
| UG5014 | Environmental Policy and Society | 15 |
| UG5015 | Motivation & Teamwork | 15 |
| UG5016 | New Media for International Politics | 15 |
| UG5019 | European Institutions | 15 |
| UG5020 | Law, Politics and the International System | 15 |
| UG5021 | Political Decision Making | 15 |
| UG5009 | Internship Level 5 | Pass/Fail |
| | Elective* | 10 |
| | Elective* | 10 |
| RMW1 | Research Methodology Workshop – Part I | 5 |
| RMW2 | Research Methodology Workshop – Part II | 5 |
| Level 5 Credit Totals | | 120 |

*See [list of elective courses](#)

Table 3 Year 2 **Leadership** Specialisation

| Level 5 | | CREDIT S |
|----------------|----------------------------------|-----------------|
| UG5014 | Environmental Policy and Society | 15 |

| | | |
|------------------------------|--|------------|
| UG5015 | Motivation & Teamwork | 15 |
| UG5018 | Integral Personal Development – Part I | 15 |
| UG5019 | European Institutions | 15 |
| UG5020 | Law, Politics and the International System | 15 |
| UG5021 | Political Decision Making | 15 |
| UG5009 | Internship Level 5 | Pass/Fail |
| | Elective* | 10 |
| | Elective* | 10 |
| RMW1 | Research Methodology Workshop – Part I | 5 |
| RMW2 | Research Methodology Workshop – Part II | 5 |
| Level 5 Credit Totals | | 120 |

*See [list of elective courses](#)

Table 4 Year 2 **Trade** Specialisation

| Level 5 | | CREDIT S |
|------------------------------|--|-----------------|
| UG5014 | Environmental Policy and Society | 15 |
| UG5015 | Motivation & Teamwork | 15 |
| UG5017 | Production & Trade for Political Science | 15 |
| UG5019 | European Institutions | 15 |
| UG5020 | Law, Politics and the International System | 15 |
| UG5021 | Political Decision Making | 15 |
| UG5009 | Internship Level 5 | Pass/Fail |
| | Elective* | 10 |
| | Elective* | 10 |
| RMW1 | Research Methodology Workshop – Part I | 5 |
| RMW2 | Research Methodology Workshop – Part II | 5 |
| Level 5 Credit Totals | | 120 |

*See [list of elective courses](#)

Table 5 Year 3 **Diplomacy** Specialisation

| Level 6 | | CREDIT S |
|----------------|-------------------------------------|-----------------|
| UG6030 | Influencing Change and Policymaking | 15 |
| UG6031 | International Project Management | 15 |
| UG6032 | International Security | 15 |
| UG6033 | Negotiations and Crisis Management | 15 |
| UG6034 | International Strategic Management | 15 |

| | | |
|------------------------------|------------------------------------|------------|
| UG6035 | Contemporary Diplomatic Methods | 15 |
| CTW3 | Creative Thinking Workshop | Pass/Fail |
| FPPW3 | Final Project Preparation Workshop | Pass/Fail |
| UG6040 | Final Project Diplomacy | 30 |
| Level 6 Credit Totals | | 120 |

Table 6 Year 3 **Leadership** Specialisation

| Level 6 | | CREDIT S |
|------------------------------|---|------------|
| UG6030 | Influencing Change and Policymaking | 15 |
| UG6031 | International Project Management | 15 |
| UG6032 | International Security | 15 |
| UG6034 | International Strategic Management | 15 |
| UG6036 | Leadership | 15 |
| UG6037 | Integral Personal Development – Part II | 15 |
| CTW3 | Creative Thinking Workshop | Pass/Fail |
| FPPW3 | Final Project Preparation Workshop | Pass/Fail |
| UG6041 | Final Project Leadership | 30 |
| Level 6 Credit Totals | | 120 |

Table 7 Year 3 **Trade** Specialisation.

| Level 6 | | CREDIT S |
|------------------------------|-------------------------------------|------------|
| UG6030 | Influencing Change and Policymaking | 15 |
| UG6031 | International Project Management | 15 |
| UG6032 | International Security | 15 |
| UG6033 | Negotiations and Crisis Management | 15 |
| UG6036 | Leadership | 15 |
| UG6038 | Trade & Financial Markets | 15 |
| CTW3 | Creative Thinking Workshop | Pass/Fail |
| FPPW3 | Final Project Preparation Workshop | Pass/Fail |
| UG6042 | Final Project Trade | 30 |
| Level 6 Credit Totals | | 120 |

List of Language Level 4 Courses

LEVEL 4 LANGUAGE COURSE OPTIONS

| COURSE CODE | COURSE TITLE | CREDITS | LEVEL |
|-------------|--------------------|---------|-------|
| SPA1 | Spanish Beginner 1 | 10 | 4 |
| SPA2 | Spanish Beginner 2 | 10 | 4 |
| ITA1 | Italian Beginner | 10 | 4 |
| ITA2 | Italian Survival | 10 | 4 |
| FREA1 | French Beginner 1 | 10 | 4 |
| FREA2 | French Beginner 2 | 10 | 4 |

List of Electives Level 5 Courses

| LEVEL 5 LANGUAGE COURSE OPTIONS | | | |
|---------------------------------|--|---------|-------|
| COURSE CODE | COURSE TITLE | CREDITS | LEVEL |
| EA1GPS | English Advanced - Correspondence and Commentary | 10 | 5 |
| EA2GPS | English Advanced - Rhetoric and Revelation | 10 | 5 |
| SPAB11 | Spanish Intermediate 1 | 10 | 5 |
| SPAB12 | Spanish Intermediate 2 | 10 | 5 |
| SPAB21 | Spanish Upper-Intermediate 1 | 10 | 5 |
| SPAB22 | Spanish Upper-Intermediate 2 | 10 | 5 |
| ITAB11 | Italian Intermediate 1 | 10 | 5 |
| ITAB12 | Italian Intermediate 2 | 10 | 5 |
| ITAB21 | Italian Upper-Intermediate 1 | 10 | 5 |
| ITAB22 | Italian Upper-Intermediate 2 | 10 | 5 |
| FREB11 | French Intermediate 1 | 10 | 5 |
| FREB12 | French Intermediate 2 | 10 | 5 |
| FREB21 | French Upper-Intermediate 1 | 10 | 5 |
| FREB22 | French Upper-Intermediate 2 | 10 | 5 |

6. PROGRAMME OUTCOMES

Programme-level learning outcomes are identified below. Please refer to the Curriculum Map at the end of this document for details of how outcomes are deployed across the study programme.

• Key Programme Outcomes

- Understand the nature and significance of politics as a human activity, and its role in conditioning economics leadership, diplomacy and trade;

- Apply concepts, theories and methods used in the study of politics to the analysis of political ideas, institutions and practices, relative to the worlds of business and diplomacy;
- Display a comprehensive grasp of the primary intellectual frameworks and discussions in the field of international relations and the historical development of significant controversies within political thought;
- Exhibit a thorough understanding of theories related to economic and political development, considering their historical context;
- Demonstrate a discerning analysis and thoughtful interaction with prominent thinkers and intellectual frameworks within the subject area;
- Demonstrates a methodical understanding of theoretical approaches concerning policy-making and policy processes and their applications in the worlds of leadership, diplomacy and trade;
- Identify and comprehend the complexities of trade relations between countries, regions, and international organisations, and the role of political factors in shaping trade dynamics;
- Explore the ethical, cultural, and environmental dimensions [KS1] of international trade and understand the implications of trade policies on global development, sustainability, and human rights;
- Apply theoretical knowledge and analytical expertise to propose well-informed strategies and policy solutions for addressing contemporary global diplomatic and trade challenges;
- Analyse and critically evaluate the role of leaders and diplomats in shaping political decisions, resolving conflicts, and promoting cooperation at the national and international levels;
- Develop proficiency in diplomatic strategies, international negotiations, and conflict resolution techniques, while considering cultural, legal, and ethical dimensions;
- Understand the challenges and opportunities presented by globalisation, and the implications for leadership, diplomacy and trade in addressing transnational issues and challenges;
- Demonstrate knowledge and understanding of different political systems; the nature and distribution of power in them; the social, economic, historical and cultural contexts within which they operate and their dynamics, as applicable, in the contexts of leadership, diplomacy and/or trade;
- Comprehend how politics is mediated to understand and evaluate different interpretations of political issues and events and apply the same in the planning of diplomatic, leadership and trade strategies;

- Understand the political significance of multiple parties coexisting and of political boundary drawing and transforming practices in the specific contexts of either leadership, diplomacy or trade;
- Apply concepts, theories and methods used in the study of international relations to the analysis of political ideas, practices and issues in the global system of diplomacy, business and trade;
- Demonstrate knowledge and understanding of the origins, evolution and contemporary dynamics of the global system and the challenges it brings in the fields of leadership, diplomacy and/or trade;
- Critically evaluate varied and potentially biased interpretations of world political events and issues and apply conclusions in relative diplomatic, and commercial fields;
- Describe and illustrate (international) politics and political phenomena, including the normative and positive foundations of political ideas; the vocabulary of political debate; the structure and operation of different (international) political systems; the social, economic, cultural and historical contexts of political behaviour; the factors accounting for political change in order to express ideas and facilitate decision-making based on this knowledge;
- Recognise and employ the ways in which key concepts, theories and methods are used to analyse political ideas, actors, institutions and behaviour;
- Demonstrate a familiarity and engage critically with the concept of power including and not limited to equality and gender consideration across a wide range of global cultural scenarios;
- Develop and demonstrate a working knowledge of colonial, postcolonial and decolonised politics and how these influence global relations, trade and leadership issues;
- Develop a range of intellectual, personal and practical skills that will enable graduates to add value within the global workplace becoming leaders of institutions and businesses and geographical and political powers;
- Engage in experiential learning opportunities, such as internships or study abroad programs, to gain exposure to various leadership models and practical experience in diplomatic practice, and global trade.

The broad learning outcomes and expectations aligned with the intermediate and final degree level awards can be summarised as follows:

Level 4 – This is an introductory level where students will develop a sound knowledge of the basic concepts of the subjects they will be exploring. In terms of skills development, it can be thought of as ‘learning to learn’ where students will advance their techniques in terms of areas such as approaches to problem-solving,

and developing the skills that will enable them to communicate accurately and effectively.

Level 5 - This is an intermediate level of study. Students will have learned to engage with the content effectively by applying principles within a range of contexts and be able to evaluate the appropriateness of different approaches to solving problems.

Level 6 - This is the final, honours level of the degree programme. On successful completion of this stage, students should have developed the professional skills and understanding necessary for them to make an immediate and effective impact within the workplace when they graduate. Students will have developed an understanding of a complex body of knowledge, some of which will have drawn on the current boundaries within business disciplines. Through the ability to evaluate evidence, arguments and assumptions students will have developed analytical and problem-solving techniques that will enable them to understand a complex situation and assist with its management. Additionally, students should have developed the skills that allow them to communicate either formally or informally, in a range of styles (as appropriate to the situation in hand).

The following awards will be made:

- 120 credits – Certificate in Higher Education (Level 4)
- 240 credits – Diploma in Higher Education (Level 5)
- 360 credits – BSc Hons in Global Political Science (Level 6)

Within the framework students will explore the following:

- Various types of institutions of representative and responsible government, the processes of politics and the forming and implementing of public policy;
- The nature and structure of international society and the principal sources of change;
- The concepts of international order and justice;
- The main theoretical debates in the field of politics/government and international relations;
- Business enterprise, leadership, sustainability, globalisation.

Key Skills

- Communication skills;
- Leadership and team-building skills;
- Data management skills;
- Time management skills;
- Information Technology skills;
- Decision-making and problem-solving skills;
- Life-long learning skills.

Intellectual skills

- The ability to analyse, synthesise and critically evaluate diverse arguments and theories;
- From analysis, identify key issues and actions which combine qualitative and quantitative evaluation and generate viable options for decision-making;
- Effective all-around communication skills;

- Core research skills e.g., Identification of relevant data sources, critical evaluation and interpretation of data and familiarity with main research methodologies;
- Collaborative and group learning skills through the sharing of ideas and knowledge in a multicultural environment;
- A sense of personal responsibility through effective planning, preparation, and self-motivation to enable the individual to influence and make a worthwhile contribution to organisational life.

Practical Skills

- Information Technology / Information;
- Systems skills;
- Project management skills;
- Presentation and report writing skills;
- Written communication skills;
- Research skills.

Knowledge and Understanding (A)

A1 Analyse political relationships in their economic and social context, taking into account historical influences and contemporary politics.

A2 Understand the workings of various types of institutions of representative and responsible government, the processes of politics and the forming and implementing of public policy.

A3 Understand the nature and structure of international society and the principal sources of change.

A4 Understand the concepts of international order and justice.

A5 Show a detailed and critical understanding of the main theoretical debates in the field of politics/government and international relations.

A6 Work independently and to produce lucid and coherent answers to complex questions.

Cognitive Skills (B)

B1 Identify relevant principles and concepts and critically evaluate in a given situation.

B2 Assimilate and lucidly evaluate alternative views.

Practical and/or professional skills (C)

C1 use and adapt relevant business knowledge and skills to practically engage with a range of problems and issues in the work/practice arena.

C2 use specific knowledge and skills, as a basis for significantly enhancing future working life.

Key Skills (D)

D1 communicate information, ideas and arguments effectively using appropriate styles and language, to specialist and non-specialist audiences.

D2 read and interpret information presented in a variety of forms and perform relevant tasks of analysis and evaluation.

D3 apply ICT skills to search for, identify and present information appropriate to a variety of business/organisational activities.

D4 plan and manage your learning towards the achievement of established aims and objectives, including the recognition of knowledge limitations.

D5 engage in reflective and adaptive learning.

* Work/practice refers to the widest possible range of jobs and occupations, incorporating paid employment, self-employment, voluntary work, family caring and domestic work

7. TEACHING, LEARNING, AND ASSESSMENT

• Teaching Strategy

The School's approach to teaching and learning is built around an "executive development" style model where delivery is via small groups which provides for an interactive and participative environment.

Emphasis is placed on the personal development of students within a supportive environment that enables students to master challenges and achieve goals. This approach is further underpinned by individual support through the personal tutor system.

There is a practitioner focus on the programme underpinned with innovative, practice-based assessment tasks and opportunities for project-based learning. This is further enhanced through opportunities to undertake live, industry projects for external clients.

ESE teaching strategy is based on the following principles:

- Professional practice informs teaching;
- Leading practitioners, when not regular lecturers, should be contacted and included for spontaneous lectures and workshops;
- Teaching modes should be styled to reflect and best communicate module content;
- Externality of teaching and learning experience – learning must be put into action;
- The best learning is that achieved at the learner's own hands under guidance;
- Sustainability through a system of Life-time learning can be achieved by instilling principles of self-study and evaluation.

The Teaching and Learning Environment has been specifically constructed in line with the QAA benchmark statement for Bachelor's Degrees in Politics and International Relations, March 2023

https://www.qaa.ac.uk/docs/qaa/sbs/sbs-politics-and-international-relations-23.pdf?sfvrsn=a271a881_4

Teaching methods and situations are appropriate and supportive, inclusive in design and the engagement of students. They may include face-to-face, blended or distance learning and make good use of supporting technology to aid student learning.

Independent of the mode of delivery, teaching in business and management includes some combination of

- Lectures;
- Seminars;
- Workshops;
- Fieldwork;
- Work-based learning, including placements and internships;
- Employer or organisation-based case studies;
- Student-led and tutor-led sessions;
- Placements, field trips and simulation exercises.

● **Assessment Strategy**

While assessment methods need to be a reliable means of assessing the intended learning outcomes and inclusive in design, they can be diverse and assist in developing skills in their own right.

Courses reflect the consideration given to the appropriateness of authentic versus more conventional academic assessment, and how this can engage the student.

Assessment methods typically include, but are not limited to

- Coursework reports, reviews and essays;
- Examinations (closed and open book);
- Presentations;
- Dissertations and projects;
- Posters;
- Learning journals and portfolios;
- Simulations.

Creative authentic assessment is encouraged, particularly where it maximises the learning in a particular context (for example, in international group work).

Where an assessment is completed in groups, careful consideration is given to the extent of group work in a course and the attribution of group versus individual marks.

Peer review and assessment can play an important role in assessment and learning and can assist in engaging students with their learning. Whether undertaken for formative or summative purposes, clear guidance is provided to students, and limits are set on the weighting of peer assessment in a unit/module.

Assessment is designed to provide opportunities to learn through formative assessment and feedback and to support learning from level to level.

8. ENTRY REQUIREMENTS

• Admissions

Details of the entry requirements, including English language requirements, may be found on the admissions page of the European School of Economics website listed below:

<https://www.ese.ac.uk/admission>

Recognition of Prior Learning:

Students wishing to apply for credit transfer from previous studies to the ESE Undergraduate programme may be admitted with credit transfers by demonstrating that they have already achieved the equivalent number and level of credits in similar subjects. The maximum amount of transferable credit allowed shall not normally exceed 2/3 of the course or 240 units.

Relevant transcripts and module specifications will need to be submitted upon application.

9. EXIT AWARD REQUIREMENTS

Certificate of Higher Education

The UK CertHE can be awarded as an exit award for those students completing the following minimum requirements.

120 credits at FHEQ Level 4

- Pass (normally a GPA of between 1.85 and 2.99 for all Level 4 courses)
- Merit (normally a GPA of 3.0 to 3.54)
- Distinction (normally a GPA of 3.55 and above for all Level 4 courses)

Of the total number of credits required for the UK CertHE, 60 UK credits must be completed at ESE to achieve the Richmond validated certificate.

The requirements for the UK CertHE are outlined in the section of Table 1 about FHEQ Level 4 requirements.

Diploma of Higher Education

The UK DipHE can be awarded as an exit award for those students completing the following minimum requirements.

120 credits at FHEQ Level 4

120 credits at FHEQ Level 5

- Pass (normally a GPA of between 1.85 and 2.99 for all Level 4 courses)
- Merit (normally a GPA of 3.0 to 3.54)

- Distinction (normally a GPA of 3.55 and above for all level 4 courses)

Of the total number of credits required for the UK DipHE, 60 UK Level 4 credits and 60 UK Level 5 credits must be completed at the ESE for the Richmond validated diploma.

The requirements for the UK DipHE are outlined in the sections of Table 1 and Table 2 above about FHEQ Level 4 and FHEQ Level 5 requirements.

Students may not be awarded more than one UK exit award and the University Examination Board will recommend the most relevant one for the individual student circumstance.

10. STUDENT SUPPORT AND GUIDANCE

There is a range of student support and guidance, for both academic and general well-being, available to students. This is accomplished through a range of programmes and services which positively impact learning as well as the total student life experience.

Student Portal pages provide useful sources of information for a wide range of 'frequently asked questions', but should this not provide the information that you need then other members of the programme or the Academic Department will be happy to help.

For day-to-day questions or queries, members of the Academic Department will provide students with answers, or direct them to the most appropriate person/department to liaise with.

At a module level, guidance and support are typically provided by the lecturer, and they should usually be the first point of call, in relation to queries/concerns students have about an individual module when the information that is needed is not on the module page on the ESE Student Portal. If there are broader questions about a particular degree route/programme of study, the relevant programme coordinator is often the best person to get in touch with.

Student support and guidance is an integral feature of the programme at ESE and is centred upon the Academic Advisor/Personal Tutor system.

Students will be assigned a tutor at the start of the course and it is intended that they will meet formally at least once a term throughout the programme, principally to review academic progress. There is also the opportunity to discuss relevant personal matters and where necessary, this tutor will refer students to the appropriate central services.

Working with tutors, students will also be encouraged to reflect on their own degree experience, so that they can recognise where and how they have developed specific skills.

Students are expected to be proactive in developing a professional relationship with their tutor. This will in part be achieved through the formal meeting each term. In addition, students are expected to contact the tutor on other occasions should the need arise.

During the course of the degree, the role of the Personal Tutor will be to:

- i. *Provide initial advice on life at the School and be a first point of contact should you encounter any problems;*
- ii. *Liaise with academic staff about any problems you may be having in adjusting to higher education;*
- iii. *Liaise with the Academic Coordinator if you have any problems concerning numeracy and literacy;*
- iv. *Liaise with the local health services if any medical problems arise and provide advice on the University counselling services if required;*
- v. *Discuss your learning strategies in light of the target objectives of the modules to be studied;*
- vi. *Meet with you to reflect upon your personal development and career planning.*

11. PLACEMENT

ESE offers one of the most extensive and competitive internship programmes available today. The quality of the placement service is a result of the long-established relationships that ESE has fostered with global companies for years. This means that students are given excellent opportunities to enter the job market and gain exposure. The internships are structured, evaluated and recognised as an important part of the ESE philosophy and provide each student with the opportunity to spend a period of time in a work environment consistent with the chosen specialisation.

All BSc Global Political Science students will complete two integral internship placements during their course of study, gaining academic credit towards their final award. Not only will students gain valuable work experience before entering the job market, but through the internship report assessment, they will apply a strong application of their studies to the experience helping them to explore and assess their specific field of interest within a professional business environment.

ESE has an internship department in each centre responsible for maintaining close relationships with both students and companies, in order to offer each student the possibility of entering a company or an area of business, which is of true interest.

The completeness of this preparation - a mix of academic excellence, internationality and work experience - allows ESE graduates to start their careers without hesitation, often in the same companies that hosted them for their internships.

12. STUDY ABROAD

Students have the possibility of transferring between campuses in London, Milan, Florence, Rome, and Madrid, on a per-term or per-year basis.

13. REGULATORY FRAMEWORK

The **BSc Global Political Science** operates under the policy and regulatory framework of Richmond, American University London, the Framework of Higher Education Qualifications, and the UK Quality Code for Higher Education.

Also key to the background for this description are the following documents:

- QAA (2018). The Revised UK Quality Code for Higher Education. (www.qaa.ac.uk)
- QAA (2021). Higher Education Credit Framework for England: guidance on academic credit arrangements in Higher Education in England.

• **Ensuring and Enhancing the Quality of the Programme**

The BSc (Hons) Global Political Science features detailed published educational objectives consistent with the institution's mission.

All course outlines contain course-specific objectives that are regularly monitored by the individual instructors and by the faculty as a group.

ESE has several methods for evaluating and improving the quality and standards of its provision.

These include

- External Examiners;
- Internal Moderation;
- Student representation;
- Curricular change approval process;
- Annual Programme Monitoring and Assessment;
- Formal Programme Review, every 5 years;
- Course evaluation;
- Student feedback forms;
- Feedback from government, quasi-government and professional bodies;
- Feedback from employers.

APPENDIX 1 Curriculum Map

| | | | | | | | | | | | | | | | | |
|----------------|--|-----------------------------|----|----|----|----|----|------------------|----|-------------|----|------------|----|----|----|----|
| RMW1 | Research Methodology Workshop I | | | | X | X | X | X | | | X | X | | X | X | |
| RMW2 | Research Methodology Workshop II | | | | X | X | X | X | | | X | X | | X | X | |
| | | Knowledge and understanding | | | | | | Cognitive Skills | | Prof Skills | | Key Skills | | | | |
| | | A1 | A2 | A3 | A4 | A5 | A6 | B1 | B2 | C1 | C2 | D1 | D2 | D3 | D4 | D5 |
| Level 6 | | | | | | | | | | | | | | | | |
| UG6030 | Influencing Change and Policymaking | X | X | X | | X | X | X | X | X | X | X | | X | X | X |
| UG6031 | International Project Management | | | | | | X | X | | X | X | X | | X | X | X |
| UG6032 | International Security | | | | X | X | X | X | X | | | X | X | | X | X |
| UG6033 | Negotiations and Crisis Management (DIPLOMACY, TRADE) | X | | | | X | X | X | X | X | X | X | X | X | X | X |
| UG6034 | International Strategic Management (DIPLOMACY, LEADERSHIP) | | | X | | | X | X | X | X | X | X | X | | X | X |
| UG6035 | Contemporary Diplomatic Methods (DIPLOMACY) | X | X | | X | X | X | X | X | X | X | X | | | X | X |
| UG6036 | Leadership (LEADERSHIP, TRADE) | X | X | | X | X | X | X | X | X | X | X | | | X | X |
| UG6037 | Integral Personal Development – Part II (LEADERSHIP) | | | | | X | X | X | X | X | X | X | | | X | X |
| UG6038 | Trade & Financial Markets (TRADE) | X | | | | X | X | | | X | X | X | X | | X | X |

| | | | | | | | | | | | | | | | | | |
|---------------|------------------------------------|--|--|--|--|---|---|---|---|---|---|---|---|---|---|---|---|
| CTW3 | Creative Thinking Workshop | | | | | | | x | x | | | | x | x | | x | x |
| FPPW 3 | Final Project Preparation Workshop | | | | | | | x | x | | | | x | x | | x | x |
| UG604 (0/1/2) | Final Project | | | | | x | x | x | x | x | x | x | x | x | x | x | x |

Programme Specification Publication Dates

| | |
|----------------------|--|
| First edition | Subject to Validation by Richmond American University London, 2023 |
| Revision 1 | March 2023 QAA Benchmark update |
| Revision 2 | May 2023 Programme Title updated from "BSc International Political Science" to "Global Political Science" |
| Revision 3 | May 2024 Language courses update: Adapted Year 2 language modules (French, Spanish and Italian) to FHEQ Level 5, removed the previous English Advances courses and added the new English courses (English Advanced - Correspondence and Commentary and English Advanced - Rhetoric and Revelation) as optional modules for Year 2 languages. |
| Revision 4 | |
| Revision 5 | |