UEA

University of East Anglia

Learning and Teaching Committee

PARTNERSHIPS OFFICE
PROGRAMME SPECIFICATION FOR
AWARDS MADE BY THE UNIVERSITY OF EAST ANGLIA

SECTION A:	SESSION: 2011 to 2012
	INTO UEA London College

A1	**Course Name**	MA in International Security and Diplomacy
A2	**Final Award** *(e.g. BA/BSc(Hons)/ MA/MSc etc)*	MA
A3	**Named Interim Award** e.g. Cert HE/DipHE	Postgraduate Diploma Postgraduate Certificate CPD Postgraduate Certificate (Completion of one module on a Continuing Professional Development (CPD) will be awarded a credited certificate of attendance and a transcript.
A3	**College Course Code(s)**	
A4	**UCAS Course Code(s)**	N/A
A5	**Professional Award** (if any)	N/A
A6	**College**	INTO UEA London, London Academy of Diplomacy (LAD)

SECTION B: SUMMARY OF COURSE STRUCTURE AND FEATURES

B1	**Summary** *e.g. General statement about course structure, including special features such as placement opportunities, whether these are compulsory or optional; fieldwork; year abroad. Include any cross references to other relevant information such as Student Handbook and/or website.* The MA in International Security and Diplomacy is one year full time and two years part time. It is organised around a combination of compulsory modules which provide subject-specific and research skills and options which reflect the student's chosen fields of specialism. The course is a blend of academic studies and professional training which is designed to give students the opportunity to choose from a range of modules to broaden their knowledge in the respective fields of study and maximise their employability chances. The compulsory modules constitute 120 credits, including 50 credits for the dissertation and 10 credits for the research methodology module; whilst the options carry a weighting of 60 credits. The successful completion of the MA course requires the achievement of a total of 180 credits. Students who complete 120 credits of the taught modules will be awarded Postgraduate Diploma while those who complete 60 credits will be awarded Postgraduate Certificate. Students who complete any module on a Continuing Professional Development (CPD) basis will receive a credited certificate of attendance and a transcript. The course involves a two week optional educational European field trip which will be organised in conjunction with Nyenrode Business University in The Netherlands to visit international and regional organisations such as NATO, EU, International Court of Justice and International Criminal Court as well as Dutch and Belgian Ministries for Foreign Affairs. The course teaches discipline-specific skills which, in addition to being a foundation for research studentships, would be a good basis for employment or promotion within a research-based organisation. Such organisations may be diplomatic missions, foreign ministries, other government departments, international and regional organisations, multinational cooperation, NGOs, the media, academic institutions and centres of learning and research. Furthermore, established diplomats may undertake the whole course, or individual modules for Continuing Professional Development purposes. Contact hours will be 12-15 hours per week. This is supplemented by seminars, group study (workshops and simulation exercises); as well as tutorials. All compulsory modules will run, and options are dependent on student numbers (the minimum number of students per class is six).

C1	**Educational Aims of the Programme**
	(Include any distinctive/innovative features/route pathways)
	<u>On the academic level, the aims of the course are to provide students with</u>:
	• an in-depth knowledge and a methodical understanding of the theories and practice of international security and diplomacy;
	• deep knowledge and systematic understanding of the requirements of the various disciplines offered from both a theoretical and a practical perspective;
	• a methodical understanding and ability to critically address and engage with related issues and disciplines such as defence diplomacy, intelligence, international security, foreign policy assessment, public international law, and global economic governance;
	• systematic understanding and ability critically to engage with issues of international security and diplomacy in professional contexts;
	• effective skills of leadership, communication and persuasion;
	• a deep, comprehensive, and practical understanding of concepts and techniques relevant to their chosen field of specialisation;
	• critical understanding of group work, tasks identification, negotiating and handling crises with confidence and conflict management;
	• a solid and versatile conceptual framework for the intellectual and practical orientation of the course as a whole;
	• familiarity with research relevant to the various areas covered by the course.
	<u>On the professional level, the aims of the course are to respond to</u>:
	• the requirements of an ever-changing international environment in the various areas of study offered by the course;
	• government needs in the compressed, accelerated, information-saturated precincts of the early 21st century. These include defence diplomacy, crisis management, conflict resolution, intelligence, image projection, reputation management and nation branding which are now far from optional - they have become critical elements of statecraft;
	• the need for skills to connect directly with populations, both domestic and international in a highly fluid, complex and conflicted environment;
	• the need to acquire the necessary training to master the tools of public

	relations, advocacy, lobbying and strategic communications;
	• specific global needs for highly trained, multi-skilled professionals in the age of a highly competitive employment environment;
	• governments' need for tailor-made training programmes in international security , intelligence studies and diplomacy.

C2 Course Outcomes		
C2(i) Knowledge and understanding		**Teaching/learning methods and strategies**
a. demonstrate acquisition of critical and progressive knowledge of the tools of international security and diplomacy;		Teaching will consist of lectures, seminars, simulation exercises, workshops, TV interviews and educational field trips.
b. synthesise and critically utilise concepts drawn from a range of academic disciplines to research and interpret events, situations and policies, this to be done within a sound academic framework coupled with deep understanding and critical awareness of ethical issues and dilemmas which affect of international security in a rapidly changing environment;	→	
c. be able to communicate intelligently and effectively his or her analysis and evaluation of events, situations and policies of States and diplomatic missions;		**Assessment**
d. achieve keen awareness of the ever-changing patterns in global relationships in all relevant fields and be informed and equipped to respond and initiate actions most appropriate to these changes;		Students will be assessed through a combination of written examination, coursework, oral presentation, simulation exercise and the writing of dissertation.
e. use organisational processes, including staff management, to enhance the effective operation of the State, Ministry, institution, or organisations and entities he or she serves;		
f. develop critical, systematic and progressive understanding of the impact of information technology on government departments, along with the ability to utilise that technology most effectively, economically and astutely;		
g. demonstrate advanced skills in		

leadership, inter-personal and intercultural communication, and forward thinking to help lead, monitor, assess and sustain developments in specific areas or across a range of specialisations; h. reflect and reassess their personal contribution to their particular profession or chosen field of expertise; i. undertake research in specific areas of professional interest; j. apply skills and techniques of analysis to other professional areas; k. place their own experiences within a conceptual framework constructed from the plurality of developments and issues; *l.* prepare themselves for further independent learning in their professional areas;		

C2(ii) Cognitive Skills Students graduating from the MA in International Security and Diplomacy will have developed: a. analytical and critical abilities; b. independent learning and research skills; c. Problem solving and decision making; establishing criteria, using appropriate decision techniques including identifying, formulating and solving security and diplomatic problems; the ability to create, identify and evaluate options; the ability to implement and review decisions; d. Effective use of communication and Information Technology (CIT); e. Effective performance within a team environment and the ability to recognise and utilise individuals' contributions in group processes; team selection, delegation, development and management;	→	**Teaching/learning methods and strategies** Specified readings for, and discussion in seminars, workshops and simulation exercise are used to develop appreciation of, and engagement in, academic argument. Oral presentations and discussion encourage students to develop their cognitive skills **Assessment** Oral presentations, coursework,

f. Leadership and performance management; g. Ethics and value management; h. Ability to conduct research into issues of international security , diplomatic practice , peace- keeping and peace – making , crisis management and conflict resolution i. Learning through reflection on practice and experience;		simulation exercises, the dissertation allow students to demonstrate critical thought and evaluation. The dissertation enables students to develop independent learning and research skills

C2(iii) Subject Specific Practical Skills Students graduating from the *MA in International Security and Diplomacy* will be able to: a. apply critically the main theories, models and concepts used in the study of international security and diplomacy; b. demonstrate understanding of the main debates in the academic and professional literature concerning bilateral and multilateral relations; c. demonstrate substantive knowledge of national and global policy; d. demonstrate skills in drafting**,** reporting negotiating and public speaking, lobbying, making representation, bargaining, intercultural and cross cultural communication.	→	**Teaching/Learning methods and strategies** The compulsory modules are designed to enable students to develop knowledge and understanding of the main theories, models and concepts in international security and diplomacy. **Assessment** Subjects specific skills are assessed through a variety of methods, including: Oral presentation Coursework Simulation Exercise Written examination Dissertation

C2(iv) Key Skills and Attributes Students graduating from the MA in International Security and Diplomacy would have developed the following skills: a. the ability to make oral presentations b. the ability to plan and produce written		**Teaching/Learning methods and strategies** Classes are organised so as to place the emphasis on preparation by students of designated readings and individual or group presentation. Preparation for seminars and seminar

assignments c. the ability to work independently d. the ability to use information technology e. the ability to develop adequate research skills	→	presentations will enable students to develop key skills, including oral and written communication. Preparing coursework and the dissertation enables students to develop writing and research skills. Preparing for seminars, coursework and dissertations will require students to develop their ability to use information technology. **Assessment** Oral presentation and performance Written examination Simulation Exercise Coursework, Dissertation

SECTION D1: COURSE PROFILE AND AWARD REQUIREMENTS

Please insert (i.e. cut and paste) the course profile here or complete the following boxes, as appropriate. If you insert the course profile, please ensure that the NOTICE below about changes to units is retained.

Each box relates to a year of study. If the programme is part-time or offers a part-time option, please extend the number of years as appropriate (maximum = 9).

Core, Compulsory and Optional Units	List pre- and/or co-requisites and any professional body requirements
The MA in International Security and Diplomacy is a distinctive course integrating theory and practice. It is designed to give students the opportunity to choose from a range of modules to broaden their knowledge in the respective fields of study and maximise their employability chances.	N/A
The compulsory modules constitute 120 credits, including 50 credits for the dissertation and 10 credits for the research methodology; whilst the options carry a 60 credits weighting. The successful completion of the Master Degree requires the achievement of a total of 180 credits. Students who complete 120 credits of the taught modules will be awarded Postgraduate Diploma while those who complete 60 credits will be awarded Postgraduate Certificate and those who complete any module on a CPD basis will receive a credited certificate of attendance and a transcript.	**Progression Requirements or Award** **Satisfactory completion of:** **20 credits = CPD Certificate**
Contact hours will be 12/15 hours per week. This is supplemented by seminars and group study (workshops and simulation exercises); as well as tutorials.	**60 credits = Postgraduate Certificae**
All compulsory modules will run, and options are dependent on student numbers (the minimum number of students per class is six).	**120 credits = postgraduate diploma**
There will be two cohorts per annum one in October and one in January.	**180 Credits = MA**

Core, Compulsory and Optional Units	List pre- and/or co-requisites and any professional body requirements
MA in International Security and Diplomacy Compulsory modules: - Diplomacy: Theory & Practice [40 credits] – autumn semester; - International Security [20 credits]; - spring semester - Research Methodology [10 credits]; - spring semester - Dissertation [50 credits]; to be submitted last Thursday of September (for the October cohort and last Thursday of January for the January cohort); Options (three optional modules; at least two from the following and one from a range of modules offered by the Academy): - Intelligence Studies [20 credits]; - spring semester - Cultural Awareness [20 credits] – autumn semester - Public International Law [20 credits]; - autumn semester - Defence Diplomacy [20 credits]; - spring semester - Media Communication Strategies [20 credits]; - spring semester - Science Technology and International Policy [20 credits]; - spring semester - Religion, Diplomacy and Security [20 credits] autumn semester	**Progression Requirements or Award Satisfactory completion of:** **20 credits = CPD Postgraduate Certificate** **60 credits = Postgraduate Certificate** **120 credits = Postgraduate Diploma** **180 Credits = MA**

SECTION D2: REGULATORY FRAMEWORK FOR AWARDS

D2a Regulatory Framework: *(please tick against the relevant framework)*	
Common Masters Framework, with relevant amendments as appropriate and approved	

D2b Degree Classifications
For First degree programmes

i)	Weighting (in percentage terms) which each year of the course contributes to the calculation of the degree classification.					
				(Part-time Programmes)		
	Year 1			Year 5		
	Year 2			**Year 6**		
	Year 3			Year 7		
	Year 4			Year 8		
				Year 9		

ii)	Please indicate whether an aggregate mark and/or the University marks profile is taken into consideration for the purpose of determining degree class.		

D2c Postgraduate Awards and Foundation Degree awards

i)	Are (any) units assessed on a pass/fail (instead of numerical) basis?		
		NO	
	If so how many credits are assessed on a pass/fail basis	....	
ii)	Can the award by conferred with distinction?	YES	
iii)	Can the award be conferred with merit?	NO	
iv)	On what criteria is the distinction/merit awarded?		

Distinction

80-100%   **= Outstanding work at distinction level**
             A mark within this range will be given to work which shows all
             the qualities described for the higher ranges below and has,
             in addition, intellectual vigour, independence of judgement
             and inventiveness, and conveys unmistakable evidence of
             originality of thought and expression. The level of
             scholarship will be impressive. Work will be lucidly argued,
             thoroughly researched and draw on extensive reading.   It is
             likely that the markers may judge the work to be of
             publishable or near publishable standard.

70-79%   **= excellent work at distinction level**
             A mark within this range will be given to work which displays
             a deep understanding of its subject, a firm grasp of relevant
             factual detail, which is clearly and resourcefully argued and
             in which there are consistent signs of perceptiveness and/or
             originality, both in thought and expression. The level of
             presentation will be to a very high standard.

Pass

65-69%   **= work at a very high standard**
             Work within this range will show a thorough grasp of the topic
             and will present its argument cogently and coherently. It will
             also show an opposite awareness of the topic's critical
             environment and be able to marshal evidence shrewdly and
             economically. Work will demonstrate a judicious use of
             sources appropriate to the discipline. It will have a high
             individual input without quite achieving that intellectual
             independence and adventurousness which merits the award
             of a distinction.

60-64%   **= very good work**
             Work in this range will be intelligently argued and well-
             presented. There may be flaws in the structure and/or in the
             exemplification, and there may be some unevenness in the
             quality but, the work will have sufficient signs of critical and
             analytical acuteness and individuality to lift it well above the
             merely competent.

55-59%   **= good work**
             Work in this range will show a broad knowledge and
             understanding of its subject, will be satisfyingly argued and
             properly supported by relevant reference. It may lack
             sophistication in its argument and be rather passive in its
             presentation of evidence, or a little too descriptive or
             explanatory in its treatment. The writing will probably be
             competent but lack the sharpness of focus which testifies
             to real insight.

| | 50-54% | **= acceptable work to an adequate level** |
| | | Work in this range may be rather crude in its interpretation of its subject and lack a sense of argumentative purpose. But it will show a satisfactory knowledge of its materials and will have some useful observations to make. The overall conception will be unambitious and betray a shaky grasp of critical and/or analytical methods. There may be problems with style, structure and presentation. |

Fail

| | 40-49% | This mark represents a fail. A mark below 50% means the student either fails to show adequate understanding of the material or has failed to provide an adequate synthesis of it. It may include serious errors of fact and/or interpretation. Language and presentation may be below the levels required. Students should always consult with their teachers if their assessments fall into this grade. |
| | Below 40% | A distinct fail on grounds of relevance and argumentation of material, with little factual content, little relevance, or very short without promise of being better had it been longer. Given a mark in this category, the Exam Board will require the student to re-sit/resubmit the assessment |

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 he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each unit can be found in the study unit guide and course handbook. The accuracy of the information contained in this document is reviewed by the College and may be checked by the Quality Assurance Agency for Higher Education.

SECTION E: EQUAL OPPORTUNITIES (including students with disabilities and students from ethnic minority groups)	

Please indicate

a)	How the admissions policy will aim to preserve and promote equality of opportunity for all applicants. The course team support the University's strategic aim of equality of opportunity and widening participation. The Academy follows the University's guidelines, the UEA Admissions Code of Practice, and is committed to evaluating each application on its individual merits within a framework of consistency and fairness. In coming to a decision, the Academy takes into account information relating to the applicant's personal and educational background.
b)	How the course will aim to preserve and promote equality of opportunity for all students. International case studies and the students' work in multicultural groups provide additional support for an all inclusive curriculum and the opportunity for the students to bring forward and discuss in dialogue with others their own perspectives and critical viewpoints. We will monitor the use of case studies and formative assessments within class so that a truly international dimension is maintained.
c)	How teaching and learning and assessment methods will aim to preserve and promote equality of opportunity. We will monitor Admissions, Progression and Achievement data, once an appropriate policy is in place, to establish trends relating to the course over time. This information will be regularly reviewed and used in conjunction with Course Review or other relevant strategic activity.
	[For any resource implications, please see Section G4c).]

SECTION F: STRATEGY, MARKET DEMAND, ADMISSIONS AND COURSE MANAGEMENT DETAILS *(for all new course proposals)*	

F1	**Academic Strategy**
a)	How does the course fit in with: • your College's academic plan? UEA London is designed to improve the University's opportunities to engage with policy makers, influencers and businesses. Furthermore the London Campus is also designed to provide an alternative stream of international students. This course scores very positively on both measures. The plan of Norwich Business School to set up a centre in London in September 2011 will be an added value and enhance cooperation between UEA Norwich and INTO UEA London. In addition, the Academy is planning to collaborate with UEA School of Politics, Social and International Studies and School of Language and Communication in offering a number of joint modules and supervision of research degrees.

The course provides an important platform for tackling the Enterprise and Engagement theme. Specifically it has contributions to make to
- EE1, supporting active engagement with other organisations,
- EE5, support the Leitch agenda. More widely, the London Campus is beginning to develop a cultural and ambassadorial role and hence has contributions to make in the remaining points. Somewhat surprisingly the corporate plan does not mention graduate employability but it is worth noting that this course is planned to be a catalyst for a new engagement with London employers and beyond which will assist not only students based in London but those based in Norwich.

The course is expected to run using commercial cost control measures so contributes to Finance objectives F1 to F5.

The London Campus is designed to achieve BREEAM Very Good and is furnished using recycled materials where possible so, although not specifically related to this proposal, the environment in which teaching takes place is that envisioned in the Corporate Plan.

The final strand of the Corporate Plan relates to organisation and management. UEA London is constructed in a way that
- keeps the four faculty structure (M1);
- is designed to improve communications with external stakeholders (M4);
- contributes to our international strategy (M5); and,
- has allowed us to build relationships with other partners (M6).

Regional strategies
The course is not designed to contribute to UEA's regional strategy other than to be a point of presence for one of the region's important stakeholders – UEA.
Finally due to the participation of diplomats and other government officials from all over the world in the Academy's courses, a favourable image will be disseminated across the globe.

b)	Does the course contain any overlap of material with existing courses at UEA? If so, please give details, naming the School of Studies concerned, identifying the course code and title, and summarising the outcome of prior consultations with that School(s) and the appropriate Faculty on the overlap issue. No
c)	Are there any related dormant course(s) that the College proposes permanently to discontinue? (Please give award, title of course, and effective date of discontinuation) No
d)	Are there any related course(s) that the College wishes to make dormant? (Please give award, title of course, and effective date of dormancy.) No
e)	Are there existing students on any courses affected by actions in d) above? If so, please state how the College will manage the 'exit' strategy? No

F2	**Market Demand**
a)	Are identical or similar courses offered elsewhere in the UK? If so, please give details of the number, title(s), institution(s) etc and indicate why you think your course has a comparative advantage over its competitors:

Market research
The competitors are listed in Table 1.
Other UK institutions offering courses in international security

International Security UK Masters

Source: www.findamasters.com
Table 1

Institution	Location	Courses	Fees	Notes
King's College London	London	MA International Peace and Security	EU/UK FT £8,225 PT £4,113 Non EU £15,140 PT £7,570	
University of Sussex	Brighton	MA International Security	UK/EU £4,525 Non EU £10,475	
University of Dundee	Scotland	MLitt / PG Diploma International Security	UK/EU £3,400 Non EU £10,000	
University of Warwick	West Midlands	MA International Security	UK/EU £7,920 Non EU £11,500	
Keele University	Staffordshire	MA International Security	UK/EU FT £3,440 PT £1,850 Non EU £9,500	
University College London	London	MSc Security Studies	UK/EU FT £7,905 PT £4,015 Non EU FT £14,300 PT £7,150	

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| | | London Metropolitan University | London | MA International Security Studies | EU/UK FT £5,400 PT per 20 credit module £600 | Non EU FT £9,900 PT per 20 credit module £1,100 |

b) i) What is the evidence of current and future demand for the course from employers (industry, commerce, government agencies, the professions etc.), broadly defined national needs, students, developments in the subject area?

Other institutions have attempted to provide courses tailored to either Diplomacy or International Security niche. However, it appears that the approach of competitors is to bend their existing programmes to cover part of the diplomacy and security syllabuses. This will be the only course which combine and integrate the areas od International Security and Diplomacy. It is therefore essential that the unique selling points of the course are explained. It is also vital that the core elements of Security and Diplomacy are not diluted by nice-to-have elements.

Notwithstanding the current global economic crisis and the proliferation of courses on either diplomacy or international security, this course will distinguish itself by responding to the professional learning needs of governments, security organisations, corporations and graduates aspiring to an international career. The current global economic crisis has meant that many professionals have been laid off and are looking for opportunities to retrain and start new careers.

The course is unique in that it does not only respond to current needs in a highly competitive market but it also lends itself to adapting to future changes; thanks to its structure and the combination of experienced academics and professionals who deliver the course. Another major competitive strength of the course is that it provides students with multiple, transferable skills which are in high demand in both the private and public sectors.

The teaching of the impact of information technology on governments and organisations, international security, protocol, diplomatic missions and the media, Intelligence, ethics, public/transformational diplomacy, defence diplomacy, intelligence . intercultural communication, diplomacy, security and religion, religion and diplomacy and gender are essential to the training of military and defence attaches and security officers. Furthermore, the inclusion of modules such as defence diplomacy, Media Communication Strategies, Science Technology and International Policy and Cultural Awareness is another unique feature of the course. These modules will further enhance recruitment by providing opportunities to governments desirous of obtaining training in specific areas through the availability of study on individual modules on a CPD basis.

A further evidence of the viability of this course lies in the fact that it does not cater for a single national employment market, but rather for an international market. Indeed, candidates on the course will be mostly members of the London Diplomatic Corps, staff of Ministries for Defence and Foreign Affairs as well as international students who on completion of the course go back to their respective countries, or seek employment with regional and international organisations and institutions.

	Lastly there may be potential for the course to be delivered abroad in collaboration with reputable academic institutions.
	ii)　　What are the career opportunities for students successfully completing the course? After completion of the course, graduates would normally work at diplomatic missions, other government departments, security and defence organisations, international and regional organisations such as UN, EU, NATO, the media, NGOs and multinational corporations.
c)	*(For UG proposals only)*: What is the annual number of applicants currently applying nationally for similar courses (details available from Admissions and Outreach Office, Tel. 01603 593728)? N/A
d)	Is there evidence that current and projected demand for such a course cannot be met from existing provision (a) nationally and (b) regionally? If so, please give details: See F2.
e)	What external bodies (e.g. professional associations and relevant employers or employers' groups) have been consulted about the course and what views have they expressed? The course team has considerable experience of working with the sector and has received plaudits from a variety of sources for the delivery of similar courses elsewhere.
f)	How will the college ensure that the views and/or requirements of professional bodies and of employers are taken into account during the lifetime of the course? The course will have an advisory panel consisting of former and current diplomats.
g)	Does the course require/imply any external accreditation? If so, by whom and when might this occur? No.

F3	Admissions
a)	<u>Admissions Criteria</u> (please specify) Normally, students must have either: a degree from a recognised UK or overseas institution, a postgraduate degree, or professional qualification in a relevant discipline, such as politics, economics, law or languages; or knowledge and skills at a university degree standard, normally through five years' relevant work experience. • Applicants will need to be fluent in written and spoken English to study at postgraduate level. • Applicants whose first language is not English, an attainment of at least IELTS 6.5 or its American equivalent Test of English as a Foreign Language (TOEFL) of 600, unless they meet one of the following: - they have studied in English for at least one year. - If they are Diplomatic members of staff who have been given prior courses in English to fit them to work in an English speaking environment. • INTO UEA London offers pre-sessional summer programmes if students need to improve their English before starting the course. Some may be required to attend an interview and pass a language test. Alternatively applicants may enroll on English for Postgraduate Study which is a year-round course of intensive academic English language study, which prepares international students (whose first language is not English) for study at postgraduate level. The course covers English language, academic study and subject specific postgraduate research skills – all that is needed for successful study at postgraduate level. • The Academy's admission tutors will conform to the University's strategic aim of equality of opportunity and widening participation. LAD will follow the University's guidelines and is committed to evaluating each application on its individual merits within a framework of consistency and fairness. In coming to a decision, the Academy will take into account information relating to the applicant's personal and educational background.

b)	<u>Proposed student intake target</u>
	
	    FT Home/EU……5……FT Overseas 10
	    INTL……5…....PT(heads)…………...DL(heads)…………

c)	<u>Minimum viable intake</u> (FTEs)…………………………10………………………….…………
d)	<u>Maximum viable intake</u> (FTEs)……………………………20………………………………….

e)	*(For UG proposals only)*: Are any particular Access programmes relevant to this course (and if so which)?			
f)	**Student Targets**			
i)	Are the intake targets given in Section E3 additional to the currently approved student targets of the college as agreed with UEA? Please give details: Yes.			
ii)	If the intake targets are additional, have the additional numbers been authorised by the Planning Office (Head of Planning Office)?		NO	But it is a premium fee course so there should be no impact
F4	**Course Management Details**			
1.	College	INTO UEA London		
2.	i)	Teaching Institution (UEA or elsewhere)	INTO UEA London		
	ii)	Placement(s)/Work-based Practice required		NO	
	iii)	Please indicate type (*e.g. year in industry*)			
3.	i)	Exit Awards below final award		Yes	
	ii)	If YES, please specify (*e.g. Diploma of Higher Education, Certificate of Higher Education*)	Postgraduate Diploma Postgraduate Certificate CPD Postgraduate Certificate		
4.	Length of Programme	1 Year full-time and 2 Years part-time		
5.	Mode(s) of Attendance (*Please tick as appropriate*)		Full-time	
			Part-time	
6.	Course Director(s) Professor Nabil Ayad	Course Code		
		Course Code		
		Course Code		
		Course Code		
		Course Code		
		Course Code		
		Course Code		
7.	Relevant Subject Benchmarking Statements	QAA Descriptor for qualification at MA level QAA Code of Practice on Postgraduate Research Programmes, where relevant to taught Programmes		
8.	Start date (for new course proposals)	Course Code		Date	October 2011
		Course		Date	

			Code				
			Course Code		Date		
			Course Code		Date		

			Course		Date		
			Code				
			Course Code		Date		
			Course Code		Date		
9.	i)	Accreditation/Professional Body (where applicable)					
	ii)	Date of original accreditation/recognition by Profession Body (if relevant)					
	iii)	Most Recent Accreditation Date (if relevant)					
10.	**Board of Examiners**						
	i)	Is a new Board of Examiners to be responsible for the programme(s)/course (*please tick*)			No		
	ii)	If NO, please specify which Board of Examiners will be responsible for the programme(s)/course	LAD				
	iii)	Is (are) any additional external examiner(s) required?			YES		
				If YES, how many? 1			
11**.**	(**For existing programmes**)						
	i)	Date of most recent college periodic review	Scheduled for 24th February 2011				
	ii)	Date of next college periodic review	N/A				

SECTION G: RESOURCES

Preamble

The introduction of new courses/programmes involves the commitment of additional resources and/or the redistribution of existing resources. The full resource implications of a new course are sometimes not immediately obvious: some costs (e.g. the additional demands on teaching accommodation) are "hidden" and are not always recognised by course proposers. This section of the approval form is therefore designed to address the full range of resource issues associated with a new course.

G1	**Tuition Fees**			
	Please specify whether the income to be generated by the course is to be from:			
	a) tuition fees at the standard home/EU rate plus any HEFCE recurrent grant for teaching that the student numbers may generate			
	b) some other source (full cost fees,)	Full cost fees: £7,200 (H/EU); £11,200 (Int)		
	c) Has the Fees Officer in the Planning Office of the Academic Division (Tel: 01603 593498 been consulted?		NO	

G2	**Units of Teaching**
a)	Does the course require the provision of additional units of teaching not currently available (if so, please complete the section below)? NO. Additional members of staff have already been recruited: Dr Riad Nourallah (FT) ; Professor Margaret Blunden and Professor Jack Spence (PT).

For new programmes involving new units:
Please complete as far as possible the section below for each new unit

Unit Code	
Unit Title	
Credit	
Semester (Autumn/Spring)	
Pre-requisite(s)	
Co-requisites(s)	
Convenor	
Date of Approval	
Brief description *(aims, objectives, content, teaching and learning method(s), learning outcomes)*	
Method(s) of assessment	

G3	Staffing
a)	Are new teaching appointments required and if so how many, at what level and how does the College intend to fund these? Yes. The initial course team consists of Professor Ayad and the course manager Mrs Fatmah Lallmahamood who were appointed last August . Dr Riad Nourallah has recently joined the Academy as a full time member of staff as staff of the Joint Venture funded from strategic reserves. As the cohort grows we expect to appoint initially two 0.5 further fractional members of academic staff in the usual way. In addition, there will be a number of contracted visiting lecturers and professionals/ guests speakers. The following is a list of staff and contributors who will be involved: Professor Nabil Ayad - Director of Studies, Full-time Dr Riad Nourallah , Director of Research **Compulsory modules** Diplomacy: Theory &Practice Professor Nabil Ayad – convenor Mr Ronald Barston – deputy convenor Sir Peter Marshall – professional/guest speaker Ambassador Michael Smith – ditto Mr Robin Gorham - ditto Mrs Claire Smith – ditto and Intelligence Studies Ambassador Mohamed Shaker - ditto Mr Robert Whalley - ditto and International Security Professor Margaret Blunden , ditto and International Security Professor Jack Spence , ditto and International Security Mr Tony Baldry, MP – ditto Dr Michael Frendo - ditto Dr Biljana Scott – ditto Ambassador Mansoor Alam -ditto Mr Stanley Martin – ditto Ambassador Mohammad Shaaban - ditto International Security Professor Margaret Blunden- Convenor Professor Nabil Ayad- Deputy Convenor Research Methodology Mr Brian Hurn – convenor, Visiting Lecturer Mr Barry Tomalin - deputy convenor, Visiting Lecturer Dr Riad Nourallah Dissertation Professor Nabil Ayad – convenor Dr Riad Nourallah - deputy convenor Mr Brian Hurn - deputy convenor **Optional Modules**

	Intelligence Studies Mrs Claire Smith- Convenor Professor Nabil Ayad – Deputy Convenor Defence Diplomacy Professor Jack Spence- Convenor Professor Daryl Copeland - Deputy Convenor Religion, Security and Diplomacy Dr Riad Nourallah – Convenor Professor Nabil Ayad – Deputy Convenor Public International Law Professor Charles Chatterjee – visiting lecturer, convenor Mr Roger McNally - deputy convenor visiting lecturer Ambassador Michael Smith - professional/guest speaker Foreign Policy Formulation and Assessment Professor Ronald Barston – convenor Professor Nabil Ayad - deputy convenor Ambassador Michael Smith Media Communication Strategies Mr Roger McNally - convenor Professor Nabil Ayad - deputy convenor Management Dr Deborah Swallow - Visiting Lecturer- convenor Mr Brian Hurn - deputy convenor Sir David Miers – professional/guest speaker Ambassador Dr.M Shaker – ditto Cultural Awareness Mr Barry Tomalin - convenor Mr Brian Hurn - deputy convenor Dr Riad Nourallah Science Technology and International Policy Professor Daryl Copeland – convenor, visiting lecturer Professor Ronald Barston – deputy convenor European International Market/Policy Professor Dr.H.A. Ebbers - convenor, Nyenrode Business University Professor Désirée V.Gorp – deputy convenor, full-time, Nyenrode Business University Economic Diplomacy Professor Désirée V.Gorp – convenor, Nyenrode Business University Drs.Selwyn Moons – deputy convenor, Nyenrode Business University
b)	If no new teaching appointments are required, what teaching adjustments for existing staff are proposed if

	i) new units of teaching are required? ii) certain existing units of teaching are to be withdrawn?

G4 **a)**	**Other resources** Is any other additional recurrent or non-recurrent expenditure envisaged. If so, please give details, indicating how the college intends to fund these:
	i) equipment, including computers None. UEA London has spare capacity since the centre is sized for around 1200 students on five floors (or 600 in its current three-floor configuration). Our predicted enrolments undershoot the size available for at least a year. After which, expansion into Floors 4 and 5 will be revenue funded.
	ii) consumables Costed at the standard 3% of teaching revenue.
	iii) non-teaching staff Initially we expect to rely on Mrs Lallmahamood who is an experienced tri-lingual course administrator who has managed a similar course previously. As the course grows we would expect the Masters administration to grow in the London Campus which will increase our capacity to run a variety of Masters courses.
b)	What are the resource implications for the following central services of the course (delete if not applicable to your institution): i) academic administration See above.
	ii) the Audio Visual Service None. INTO UEA London already have the capacity.
	iii) Dean of Students' Office The Head of Student Services at UEA London is aware of the course and sees no particular issues. The cohort is similar to the existing Masters in International Diplomacy and International Business and Diplomacy and MBA in Strategic Carbon Management so we expect them to have the usual needs of mature learners which we will handle at induction.
	iv) IT and Computing Services On capacity none. There is a slight issue with guest accounts. We rely on UEA for the provision of IT accounts. This process takes five days. For a course such as this with many visiting experts, it is easy to foresee some aggravation. The Director of ITCS is aware of this problem and is investigating.
	v) Library and Learning Resources a) Resources: • What resources books, journals, other media are already available in the Library to support this programme? The e-resource is very extensive and is the same as on the main campus of UEA. The learning resource centre provides useful coverage of business and management. This is a new course so we require provision of primary library materials in the usual way.

	We have costed recurrent library spend and IT spend at £330 per FTE to reflect the build-up needed in library stock. Additionally we have costed a start-up fund of £ 5k to build an initial stock. • What resources (books, journals, other media) other than those already available will be required (a) immediately (b) as the programme numbers increase? *The answer should include comments on the need for additional copies as well as for new stock and on the degree of reliance on inter-lending which may be necessary to support the programme.* The immediate needs will be restricted to the course texts for the additional modules. Arrangements for students to consult material in other HEIs etc for the preparation of their dissertation will be made if necessary. Note that the business plan includes International Institute for Strategic Studies and Chatham House membership which gives access to specialist resources.
	b) Services • What Library services are likely to be used by student taking this programme (a) during the daytime (b) in the evening and at weekends? *Please comment on the likely use of Restricted Loan, and the Audio-Visual Services and on the need for evening/weekend access to borrowing facilities, particularly by part-time or distance learning students. Will there be regular teaching in the evening? Will any teaching take place away from the campus? Will professional placement form part of the programme?* The Learning Resource Centre Manager has produced a plan to staff the LRC out of hours and at weekends. In combination with our new self-issue facility and security system this should provide the access the students need. Extending opening hours is a benefit to all students of course. Note that currently UEA London is accessible 24 hours a day and there is 24 hour security.
	c) Usage • Are there other, similar programmes which the Library could use as indicators of likely demand for stock and services if the programme is approved and introduced? The nearest equivalent is the Masters in International Diplomacy and International Business and Diplomacy as well as the MBA in Strategic Carbon Management. The three strands to provisioning this course were: (i) early intervention by the Learning Resource Centre Manager to make sure that all students (however rusty) knew how to use the Learning Resource Centre and secondary libraries; (ii) issuing of SCONUL cards to appropriate libraries (iii) buying texts to meet the demands of students. Point (iii) is important. With a good book supplier, we can often meet the needs of students by buying the books as quickly as they could borrow them from elsewhere. • What level of bibliographic instruction is likely to be required in order that the students taking the programme are able to use the Library fully and effectively? Will this be given by college or by Library staff? Mature learners are often rusty on the use of libraries and especially their associated IT systems whereas recently graduated students are often very dextrous. Therefore we expect to provide a general induction to all students with tailored follow-up.
	vi) teaching accommodation This course mainly runs in the evenings and afternoons which are times of low

	occupancy for the centre. A dedicated suite of administrative offices and classrooms will be available in September 2011 as part of the London Campus expansion plan.
	vii) University Counselling Service The Centre has its own arrangements for counselling and can access buy-in arrangements from City University or UEA. The Acting Head of Student Services believes this course will provide a negligible additional load.
	viii) University Careers Service Most students on the course are already employed by Embassies in London or other government departments. It is anticipated that students will have access to UEA's careers services. For the future, INTO Centre is discussing options and wishes to have a more locally-based service taking advantage of one of the London-based careers services.
c)	**Equal Opportunities** i) Is any special provision (e.g. equipment) or alteration (e.g. to facilitate access, to ensure health and safety is maintained) required to preserve and enhance equality of opportunity. The London campus follows the UEA code of practice. At the most practical level, we expect to provide extra time in exams, use exam stickering and scribes in accordance with current UEA practice. As usual, the challenge is persuading students to declare their disability in good time. On physical access, it is a new building so has good accessibility on all floors and has appropriate refuge points, resilient power supplies and so on. ii) Has the Dean of Students' Office been consulted and if so, what is their advice? The Head of Student Services and the Dean of UEA London are aware of the needs .

SECTION G: SIGNATURE SHEET

Please ensure that Sections 1, 2, and 3 or 4 as appropriate are completed before submission to the Learning, Teaching and Quality Office, Academic Division, Floor 3, The Registry.

COLLEGE ………………………………….…………………………………………..

TITLE OF PROGRAMME: ……………………………………………….…………

1	Date of Joint Board of Study (or equivalent) approval (other validated provision): …………………………………………………………………………………… Signature of Chair: ………………………………………………………………..
2	Signature of Principal or equivalent: ………………………………………………………………………………… Date: ……………………………
3	Signature of Librarian or equivalent: ………………………………………………………………………………… Date: ……………………………

After signatures in 1 and 2, 3 and 4 (if relevant) have been obtained, please forward this form to the Partnerships Office.

4	 Date of LTC Approval: ……………………………………………………… Signature of Chair: ………………………………………………………………..