

LTC12D011

Title: New Course Proposal BA International Relations and Modern Languages
(Fast Track)
Circulation: Learning and Teaching Committee – 24 October 2012
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Issue

Introduction of a new BA International Relations and Modern Languages in the School of Political, Social and International Studies

Recommendation

Recipients are invited:
To approve the introduction of a BA International Relations and Modern Languages with effect from 2014/15.

Resource Implications

None

Risk Implications

None

Equality and Diversity

LCS has been closely working with UEA's Outreach team for some time, for example providing AS and A-level revision days, teaching taster sessions and a wide range of visits to schools. PSI also seeks to engage with schools through events organised by the Outreach Team. Given the large number of visiting students (plus a large number of non-EU MA students), both Schools have a strong sense of inclusivity.

Cultural sensitivity is at the heart of the degree course in module content, in formative work and summative assessment, and in the way this joint degree has been put together to highlight internationalism, to celebrate diversity and open horizons.

A wide range of teaching methods and assessment techniques are available for students to reflect different learning approaches and needs.

Timing of decisions

The proposal was approved by the HUM Faculty Executive on 8 October 2012 and the HUM Learning, Teaching and Quality Committee on 10 October 2012

Further Information

The Course Director is Mr Lawrence Hardy (Lawrence.Hardy@uea.ac.uk)

Background

The proposed joint degree builds on research led teaching and is employability focused. The logic of combining international relations with the study of a modern language (French, Spanish or Japanese) into a new degree should be self evident given the importance and high priority in the University's Corporate Plan and its Employment Strategy towards preparing students for the world of work by strengthening their employability. The proposed course has a particularly strong relationship to the jobs market and includes a compulsory element of work based experience which will add value and make the course more attractive to those who otherwise may not have applied for admission to UEA.

The new degree course will also contribute to the university's ambition to enhance its international profile and commitment to internationalism, as well as engaging with international agencies, businesses and charities through the Year 3 programme of work experience for all participating students for which many new relationships are being developed.

Discussion

Recipients are asked to note the introduction of a BA International Relations and Modern Languages



LEARNING, TEACHING AND QUALITY OFFICE

PROPOSAL FOR COURSE(S) LEADING TO AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

This document is in three parts:

PART 1: Summary of the Proposal

approval This section may be used for publicity purposes, once
has been granted.

PART 2: Business Case

For consideration by the relevant Faculty Executive

PART 3: Academic Case

and For consideration by the relevant Faculty Learning, Teaching
Quality Committee

All three parts need to be completed. (There are different sections for fast-track proposals and these are clearly indicated).

For certain specified types of proposal such as change of degree title, change in School of registration, use a separate PART 4 template.

Extracts from this template will be published to form the programme specification.

ROUTE FOR APPROVAL (Please refer to the accompanying guidance notes and use the questions below to help you determine the most appropriate route)

Is the subject area new to the University?	Is the subject area new to School?
If yes, needs PRC and LTC approval	If yes, needs LTC approval

PRC Approval Required	Not a new subject area	LTC Approval in Principle Required	Not a new subject area
Full		Fast-Track	X

PART ONE - SUMMARY OF THE PROPOSAL

(This section may be used for publicity purposes. Please attach to the Business Case and to the Academic Case.)

S1	SUBJECT AREA(S) (please state) Is the subject area new to the University? If yes, needs LTC and PRC approval	International Relations Politics, Modern Languages (choice of French, Japanese, Spanish)	
		No	
	Is the subject area new to the School? If yes, needs LTC approval in principle	No	
	(If yes to either question, the fast-track route is not applicable).		
S2	PROFESSIONAL AWARD (if any)		
S3	ACCREDITING/VALIDATING BODY (if relevant)		
S4	LEVEL	Sub-degree (e.g. Cert. Dip.)	
		Undergraduate	X
		Integrated Masters	
		Masters	
		Postgraduate Research	
S5	AVAILABLE FROM (academic session) <i>Insert (mm/yyyy)</i>	2013-14	
S6	SCHOOL OF STUDIES	PSI and LCS (jointly) HOME SCHOOL PSI	

Please complete the following section for each new course being proposed

Course One

S7	COURSE TITLE	International Relations and French, Spanish or Japanese
S8	AWARD	BA (Hons)
		4 years

S9	DURATION (years or months)		
S10	MODE OF ATTENDANCE (full-time, part-time, distance, other)	Full time	
S11	PLACEMENT(S)/WORK-BASED LEARNING REQUIRED	YES	Yes
		NO	
S12	COURSE HIGHLIGHTS		
	<p>The proposed joint degree builds on research led teaching and is employability focused. The logic of combining international relations with the study of a modern language (French, Spanish or Japanese) into a new degree should be self evident given the importance and high priority in the University's Corporate Plan and its Employment Strategy towards preparing students for the world of work by strengthening their employability. The proposed course has a particularly strong relationship to the jobs market and includes a compulsory element of work based experience which will add value and make the course more attractive to those who otherwise may not have applied for admission to UEA.</p> <p>The new degree course will also contribute to the university's ambition to enhance its international profile and commitment to internationalism, as well as engaging with international agencies, businesses and charities through the Year 3 programme of work experience for all participating students for which many new relationships are being developed.</p>		
S13	RELEVANT SUBJECT BENCHMARK STATEMENT(S)	Language and related	
S14	ENTRY REQUIREMENTS	AAB	
S15	CAREER POSSIBILITIES	<p>Modern languages students are highly employable and could go into a very wide range of professions especially if they have a sound understanding of international relations using well-developed language and communication skills, intercultural sensitivity and international studies knowledge. Employment potential includes at national and international levels in the public, private and third sectors including the UN, EU, NATO, NGOs, multi national corporations, lobbying and interest groups covering policy development and research, - administrative, diplomatic, media and journalism, marketing, and translation and interpretation careers - as well as preparation for a PhD.</p>	

S16	JACS Subject Level Code(s) To be completed by the Planning Office following approval of the Business Case	
S17	UCAS ADMISSION CODE To be completed by the Planning Office following approval of the Business Case	
S18	FURTHER INFORMATION <i>Insert contact address/email/tel no. AAO</i>	Lawrence Hardy, Arts 2.61, PSI lawrence.hardy@uea.ac.uk
S19	Course Director	Lawrence Hardy
S20	Course Proposer(s)	Lawrence Hardy (PSI) Roger Baines (LCS)

Questions for Initiator:

1. Do you want to propose another course? If yes, please complete Sections S7 – S19 (see below) for each related but separate award for which students may register from the outset.
2. Do you want to complete the Business Case yourself or do you want to send the Business Case to another member of staff to complete?
3. Do you also want to complete the Academic Case yourself or do you want to send the Academic Case to another member of staff to complete?

Course Two

(To be completed if there is a related but separate award for which students may register from the outset.)

S7	COURSE TITLE	
S8	AWARD	
S9	DURATION (years or months)	
S10	MODE OF ATTENDANCE (full-time, part-time, distance, other)	
S11	PLACEMENT(S)/WORK-BASED LEARNING REQUIRED	YES
		NO
S12	COURSE HIGHLIGHTS	

S13	RELEVANT SUBJECT BENCHMARK STATEMENT(S)	
S14	ENTRY REQUIREMENTS	
S15	CAREER POSSIBILITIES	
S16	JACS Subject Level Code(s) To be completed by the Planning Office following approval of the Business Case	
S17	UCAS ADMISSION CODE To be completed by the Planning Office following approval of the Business Case	
S18	FURTHER INFORMATION – <i>Insert contact address/email/tel no. AAO</i>	
S19	Course Director	

PART 2 – THE BUSINESS CASE

Note: One Business Case (BC0 to BC9) is applicable to all proposed courses

BC0	THE RATIONALE (Overview - brief summary)		
BC0.1	Brief summary of the rationale for the proposal		
	<p>There is a compelling argument for drawing the study of international relations together with the teaching of modern languages and the proposed degree would also have a strong emphasis on work based experience in order to differentiate it from competitors and enhance the employability of our students.</p> <p>There are major initiatives from the UK Foreign and Commonwealth Office and UK Representation to the European Union to increase the number of UK nationals studying languages at HE level in order to increase the supply of applicants for jobs with the European Commission. There is a shortage of UK nationals available to work for the European Union (fewer than 2% of all applications for jobs with the Commission in 2011 were from UK nationals) and by offering a degree course which combines the study of international relations (including European Studies) and international organisations and NGOs, and including the study of French and Spanish, together with other optional languages including German, we will prepare our students to compete effectively.</p> <p>The degree course will include a stream for the study of Japanese and with existing international relations and other relevant modules a strong offering can be made to prospective students. According to Leeds University “In our experience many BA Japanese graduates go straight into business services, marketing, advertising, management, banking or communications. Others opt for postgraduate study or further vocational training to become accountants, lawyers, teachers (in England or abroad) or enter the Civil Service.”</p> <p>Students studying international relations often seek to work at the international level and, equally, students studying French, Japanese or Spanish will wish to work with an international organisation or company. The proposed degree, with its particularly strong relationship to careers and jobs, will strengthen further the attractiveness of both schools for teaching international relations and modern languages.</p>		
BC0.2	<p>Who (externally) has been consulted about the proposals (e.g. Professional Associations, employers’ groups, PSBs; independent academic (required for new course proposal); external examiner (required for fast-track proposals)).</p> <p>Please summarise here and attach copies of any responses to this document or insert their comments in this section.</p>		
	A report from an external examiner of Spanish will follow.		
BC0.3	Is this a Fast-track proposal?	YES	x
		NO	
BC0.4	<p>If Yes, what features of the proposal make it a fast-track? <i>Please refer to the New Course Approval Procedure</i></p>		
	No new modules are required and additional resource implications will be minimal. Students will take approximately one third of modules from International Relations already included in the PSI course catalogue and approximately one		

	third from languages included in the LCS course catalogue. The remainder will be defined choice drawn from LCS and PSI and including modules available from other schools.
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BC1	ACADEMIC AND RECRUITMENT STRATEGY
BC1.1	How does the proposal fit with School academic plans?
	<p>PSI and LCS are giving greater emphasis to strengthening student employability by further integrating transferable skills into teaching. Language learning is a core transferable skill for those seeking employment at the international level (and indeed often at the national level) in the public, private and third sectors and a degree course which brings these disciplines together has a major part to play in providing an exciting portfolio of degree course choices for prospective students.</p> <p>The proposed degree course fits well with the enterprise and engagement plans of both schools, for example by building links with international organisations including the EU and NATO and nongovernmental organisations in Brussels and elsewhere, as well as with the private sector including multinational companies. The European Commission require two and preferably three EU languages to be eligible to be considered for employment.</p> <p>Additionally, PSI is developing a relationship with the European Institute for Asian Studies (EIAS) in Brussels. Placements offering work based experience will be provided for students of the new module. There will also be opportunities for the schools to collaborate with EIAS on substantive public policy issues and teaching. Similarly, we are engaging with the International Press Centre and European Journalism Centre, both in Brussels, to collaborate on media and public policy issues, as well as opportunities for work based experience for students of the new module. These initiatives will raise the profile of the schools and UEA within the heart of European governance.</p>
	The Faculty's academic plans?
	<p>The proposed joint degree will add to HUM Faculty's emphasis on interdisciplinary and practice-oriented work by relating the teaching of international relations to international organisations and real life public policy issues, while also giving emphasis to developing language skills. This will contribute to the Faculty's objectives with regard to enhancing student employability, and as mentioned in the previous section will provide engagement and enterprise opportunities.</p> <p>The degree is designed to increase admission numbers by creating an innovative course. In particular we aim to attract students with A level grades of AAB for a 2013-14 start of the new degree course.</p> <p>The high employability of language graduates means that the students on this programme will contribute positively to the faculty's overall employability statistics.</p>
	The University's Corporate Plan?
	The new degree will help to build a distinctive brand to attract additional students

	from the Home, EU, and international student sectors; contribute towards delivering the University's Employability Strategy; and make links to engage more fully with the public, private and third sectors.		
BC1.2	Proposed Recruitment Strategy		
	The new degree will be advertised as part of the PSI and LCS portfolios of undergraduate degree programmes. Advertisements will appear in all publicity materials, all current posters and brochures will be amended to highlight the new programme, and the proposed programme will benefit from an increased online presence, most notably though the new and improved PSI and LCS websites which will come on stream this year. Open Days will also be targeted.		
BC1.3a	Is the proposal commercially sensitive?	YES	
		NO	No
BC1.3b	If yes, what are the reasons?		

BC2 – This section is to be sent to AAO. You can do this after you have finished completing the Business Case or do so now. (AAO is requested to return comments within 10 working days of receipt). The Business Case cannot be considered by the Faculty Executive until this section is completed.

BC2	MARKET RESEARCH (to be completed by AAO)	
BC2.1	What other and type of institution offers identical and/or similar courses in the UK?	
	<p>The following English universities are listed in UCAS 2012 as offering International Relations and French or International Relations and Spanish (or degree courses with similar wording.</p> <p>Birmingham Coventry Exeter Leeds Metropolitan Kent Leeds Nottingham Trent Royal Holloway Reading Westminster Swansea Sussex</p> <p>Only the University of Leeds offers International Relations and Japanese.</p> <p>None of these universities is in the East of England (although more general degree courses with international relations and a language component are available?</p>	

BC2.2	Are there any likely international competitors? (Please give brief details)	
	No.	
BC2.3	What is the annual number of applicants currently applying nationally for similar courses?	Information being obtained
BC2.4	What is the evidence for current and future demands for the course from <ul style="list-style-type: none"> • potential students? • Employers (public services, private sector, the professions etc) 	
	<p>There is a shortage of UK nationals with the knowledge of international relations and fluency in a second language of the European Economic Area (EEA), as mentioned at BC1.1. With fewer than 2% of UK nationals applying for jobs with the European Commission when a pro rata based on population could imply c.13% there is considerable demand from the Commission and other EU institutions. The UK Government has launched a major drive to encourage universities to give more focus to preparing students for employment with the European Commission and we are being actively encouraged to do more.</p> <p>Additionally, established contacts for short work based placements in Brussels confirm that the benefits of local work experience for securing paid internships and permanent appointments in research and public policy development is very important. Such internships would be a compulsory element of the new degree. The Head of the East of England Regional Office in Brussels for example has stressed the benefits to students of understanding the relationship between policy and institutions as well as a second language.</p> <p>A comparison of A Levels taken by PSI and LCS entrants indicates that there is only a limited overlap between the proposed degree and existing degree courses in international relations run by PSI. LCS raw data on A Levels which had been taken by their 2011 incoming cohort shows that of 50 records about 5 would meet the profile for recruitment for the IR and Modern Language degree. We would not therefore adversely affect recruitment to existing degree courses.</p>	
BC2.5	Can current and projected demand be met from existing provision?	
	Nationally:	Informal enquiries indicate national demand is not fully met but more information is being obtained

	Regionally:	No
BC2.6	Where is/what are the competitive advantage(s) for UEA?	
	PSI and LCS have well established degree courses for international relations and modern languages respectively. Comparative advantage lies in the synergy of bringing the teaching of international Relations together with modern languages. No other HE institution in the East of England covers the mix of subjects which will be on offer.	
BC2.7	ADDITIONAL COMMENTS BY AAO:	

BC3 – This section is to be sent to the Careers Centre. You can do this after you have finished completing the Business Case or do so now. (Careers is requested to return comments within 10 working days of receipt.) The Business Case cannot be considered by the Faculty Executive until this section is completed.

BC3	MARKET DEMAND AND RECRUITMENT (to be completed by the Careers Centre)	
BC3.1	What graduate career opportunities may be available?	
	<p>Many public bodies employ interpreters and translators, nationally and internationally. Graduates of international relations will have a comparative advantage through an understanding of the dynamics of international relations, how international organisations and NGOs work, and the commercial and political awareness gained through the degree course and its compulsory work based experience. Examples of prospective employers include the institutions of the European Union, NATO, nongovernmental organisations, regional representations, lobbying companies and organisations (which employ c.15000 people in Brussels alone) multinational companies, and other international organisations.</p> <p>Examples of careers and employment include public policy research and development, international administration, diplomacy, journalism, working in the media, marketing and sales, translation and interpretation.</p> <p style="text-align: center;">Summary of Modern Languages and International Relations Courses Headlines</p> <ul style="list-style-type: none"> • The market for French and International relations is small but appears to be growing. As such, it appears it could be viable for UEA to offer this course, as 	

long as it is able to compete successfully with competitor offerings.

- Spanish and International Relations is a very small market which should be treated cautiously when considering offering it at UEA. Further research may support a case if the School is interested in taking up this course in the future.
- At present the market for Japanese and International Relations is niche and on the decline. It is suggested UEA does not consider taking up this course, unless confident they can offer something different which will attract students

Purpose

The School of Language and Communication (LSC), and the School of Political, Social, and International Studies (PSI) offer separate courses for Modern Languages and International Relations. Both Schools are interested in introducing combined courses which include both subject areas. Specifically, they are interested in introducing:

- **French and International Relations**
- **Spanish and International Relations**
- **Japanese and International Relations**

This brief paper aims to assess the level of demand for these course types, and as well as looking at the opportunity UK wide, there is a level of interest in the size and opportunity of the regional market.

Methodology

The Market Research team ordered national applications and accepts data for relevant competitor courses at specific UK institutions, LSC selected those courses felt to be most comparable to the proposed courses.

These data are driven from those competitors and courses deemed to be similar to UEA, in terms of course type and level, were chosen by the School in order to make the resultant data as robust and as comparable as possible. Do note, however, that this analysis does not therefore look at the full market.

The data provided by UCAS are suppressed when 2 or fewer applications or accepts are within an institution per year. A decision was made to account for 1.5 applicants or accepts when this was the case to create a mean average.

The data provided and analysis focussed on the size and scale of the potential market not the quality of applicants accepted on to these courses.

Regional data comes from those that are applying from the specified location rather than applying to an institution within this location.

Summary of findings

Table 1. Applications

National Applicants to stated subject lines (UK)								
	French		Spanish		Japanese		All Languages	
	Count	% change	Count	% change	Count	% change	Count	% change
2009	323	n/a	281	n/a	20	n/a	624	n/a
2010	375.5	16%	247	-12%	23	15%	645.5	4%

2011	421	12%	330.5	34%	16	-30%	767.5	19%
Overall	1119.5	30%	858.5	18%	59	-20%	2037	23%

Table 2. Accepts

National Accepts to stated subject lines (UK)								
	French		Spanish		Japanese		All languages	
	Count	% change	Count	% change	Count	% change	Count	% change
2009	57	n/a	58	n/a	0	n/a	115	n/a
2010	63	11%	55.5	-4%	4	n/a	122.5	7%
2011	87.5	39%	72.5	31%	0	n/a	160	31%
Overall	207.5	54%	186	25%	4	n/a	397.5	33%

Table 3. Regional applications and accepts

Regional data counts (NR, IP, CB, CM, CO & PE)								
	French		Spanish		Japanese		All languages	
	Apps	Accepts	Apps	Accepts	Apps	Accepts	Apps	Accepts
2009	15.5	4.5	7.5	1.5	0.0	0.0	23.0	1.5
2010	16.5	6.0	15.5	3.0	1.5	0.0	33.5	1.5
2011	10.5	3.0	10.5	6.0	0.0	0.0	21.0	1.5
Overall	42.5	13.5	33.5	10.5	1.5	0.0	77.5	4.5

French and International Relations

Applications have grown consistently over the last three years, and accepts have had a dramatic increase across the same period (applications by 30% overall and accepts by 54% overall). However, the market is relatively small in terms of volume; the School could expect to be receiving in the region of 32 applications, and 7 accepts per year to this course based on 2011 data (this calculation is created by dividing the number of applications/accepts by the number of institutions which creates an average, obviously this is presumes all things being equal and gives a guide to market share).

The regional area provided a total of 43 applications and 14 accepts between 2009-2011.

This market is small but growing and appears to be converting higher volumes (19%) of students compared to the number of applicants over the last three years, and, as such, could be a viable marketplace for the School to be operating in.

Spanish and International Relations

This is a very small market and applications and accepts to the competitor group identified have seen fluctuation over the three year period. Applications fell by 12% between 2009 and 2010 entry and accepts fell by 4%. However, by 2011 entry, levels of both applications and accepts had recovered.

The regional area provided a total of 34 applications and 11 accepts between 2009-2011.

	<p>Volumes for this course are very low; the School could expect 22 applications, and 5 accepts per year on average based on the 2011 data from the competitor market.</p> <p>Japanese and International relations This is an extremely small niche market with only 3 courses offered across UEA's competitors. Although, a very small market there has also been a drop in application by 20% across 2009 to 2011 indicating a declining market. The regional area provided a total of 1.5 applications and 0 accepts between 2009-2011. Accepts across this period were minimal with just 4 in 2010 across the three courses. This is possibly not a market UEA should consider entering at this time, unless able to support such a niche appeal.</p> <p>Further research To further test the market for these courses at UEA the School could consider undertaking active research with the target market and reviewing quality through further UCAS data. If this is deemed to be necessary, please contact marketresearch@uea.ac.uk to discuss.</p> <p style="text-align: right;">Report by Lucy Finnie Market Research September 2012</p>
BC3.2	Who (externally) has been consulted about the proposals (e.g. Professional Associations, employers' groups, PSBs)
	A regional representation in Brussels, the UK Representation to the European Union, and an external examiner are being consulted.
	ADDITIONAL COMMENTS BY CAREERS:
	<p>This degree will be an attractive option to potential students.</p> <p>The potential career areas outlined above are highly competitive. Despite a shortage of UK applicants, competition for entry into the European Fast Stream remains competitive* and rigorous. If every student is able to take up a placement, this will provide added value to their studies and provide evidence of graduate level experience on their applications. In order to maximise the value of this placement, it is recommended that students engage in self reflection and produce a journal and/or reflective statement to gain understanding of the knowledge and skills developed and where these have transferable value.</p> <p>In addition, given the wide diversity of careers options available and their competitive job market in this area, it will be important for students to independently research and develop awareness of the many roles and requirements of opportunities at all levels in the sectors that interest them, where their degree provides for those requirements and where there may be gaps. They should be encouraged to develop networking skills and to engage in volunteering and further graduate level work experience to develop self sufficiency in career planning and to compete effectively in the jobs market. If these elements are not included in the modules, early signposting to relevant sources of support and</p>

advice at UEA, as well as careers events will be important. The use of external speakers may also assist with this.

*The EU now assesses applicants on a competency based system and graduate applicants need to demonstrate evidence of:

- Analysis and problem solving
- Communicating
- Delivering quality and results
- Learning and development
- Prioritising and organising
- Resilience
- Working with others
- Leadership

Candidates are assessed through online tests including:

- verbal reasoning
- numerical reasoning
- abstract reasoning
- with professional skills tests for Assistants and Linguists

In addition there will be situational judgment tests for some profiles. There is a minimum pass mark for the situational judgment (when applicable) and verbal reasoning tests, as well as a combined minimum pass mark for the numerical and abstract reasoning tests.

Practice tests are available from Careers and students should be encouraged towards these.

We welcome the comments of the Careers and Employability Service and given the employability focus of the proposed joint degree we will continue to work closely with C&E at every stage.

New organisational arrangements are coming into operation between HUM Faculty, Schools and C&E to strengthen what we do already to prepare students for the world of work. For every degree course we plan to have a carefully structured student employability programme devised in partnership with C&E. This means that for the proposed joint degree, from induction in year 1 to post graduation after year 4, we will have a tailored activities building transferable skills, developing a career planning ethos by each student, encouraging extra curricula activities, with work experience as a compulsory year abroad element, and with mentoring and coaching workshops from the outset. These activities are already a part of an annually agreed programme between the schools and C&E.

Lawrence Hardy

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To be completed by the course proposer. BC4 may be completed prior to return of BC2 and BC3, but the Business Case cannot be considered until all sections are complete.

BC4	RESOURCES		
BC4.1	STUDENT NUMBERS AND TUITION FEES		
BC4.1.1	Student Numbers:		
	Proposed student target intake	14	
	FT - Home/EU	10	
	- International	4	
	PT (Heads)		
	DL (Heads)		
	Minimum viable intake (fte)	3	
	Maximum viable intake (ftes)	25	
	Are the student numbers:		
	available via redistribution within the School? <i>(Consult the Head of School)</i>	YES	
		NO	
	available via redistribution with the Faculty? <i>(Consult the Dean of Faculty)</i>	YES	
		NO	
	additional numbers required? <i>(Consult the Planning Office, ACAD)</i>	YES	x
		NO	
BC4.1.2	Tuition Fees:		
	Please select the relevant fee schedule:		
	a) Standard Home/EU/International	x	
	b) Full-cost <i>(Please specify requested fee levels)</i>		
	c) External Teaching Contract <i>(Please provide brief details)</i>		
BC4.2	EQUALITY AND DIVERSITY		
BC4.2.1	Does the course and/or School cover a subject area(s) which traditionally attract(s) a very specific or narrow student profile?	YES	
		NO	No
BC4.2.2	If yes, what steps will be taken to attract non-traditional students to the course / School?		

	(Aspects to consider include: age, disability, ethnicity (home and international), gender and socio-economic group.)

Now complete BC5 AND BC6 if the proposal is following the 'full' new course proposal route.

OR

Complete BC5F AND BC6F if the proposal is following the 'fast-track' route.

FOR FULL NEW COURSE PROPOSALS

BC5	What is the impact of the proposal on ACADEMIC STAFF?	
BC5.1	Are new appointment(s) required?	YES
		NO
	If yes, how many of what type (e.g. Teaching and Scholarship, Teaching and Research) and at what level?	
	What is the source of funding for new academic staff?	
BC5.2	If no new teaching appointments are required, are any teaching adjustments required if new modules are to be introduced and if other modules are to be withdrawn? (Please include code, credit value and level/year of any new modules and/or modules to be withdrawn).	
BC5.3	Is any course(s) to be withdrawn?	YES
		NO
	If Yes, please specify UCAS Code(s) and session from which course(s) withdrawn?	
BC5.4	Are there any implications outside the sponsoring School (e.g. service teaching, by other Schools of Studies)?	
	No	

FOR FAST TRACK NEW COURSE PROPOSALS

BC5F	What is the impact of the proposal on ACADEMIC STAFF?
	Minimal impact on teaching since students will join existing modules, mainly in PSI and

	LCS		
BC5F.1	Are new appointment(s) required? If yes, please complete Full New Course Proposal	YES	
		NO	x
BC5F.2	Are any new modules to be introduced?	YES	
		NO	x
	If yes, please include code, credit value and level/year.		
BC5F.3	Is any course(s) to be withdrawn?	YES	
		NO	x
	If Yes, please specify course and UCAS Code(s) and session from which course(s) withdrawn?		
BC5F.4	Are there any implications outside the sponsoring School (e.g. service teaching, by other Schools of Studies)		
	No		

FOR FULL NEW COURSE PROPOSAL

BC6	What is the impact of the proposal on PHYSICAL RESOURCES & OTHER FACILITIES?		
BC6.1	What are the recurrent or non-recurrent expenditure to be incurred in respect of:		
	i) Classroom and study facilities?		
	ii) Other equipment?		
	iii) Consumables?		
BC6.2	Computer equipment?		
BC6.3	What additional books/journals/electronic resources other than those already available will be required year by year until steady state is reached?		
BC6.4	Are there any other special arrangements on which this new course proposal will depend? (E.g. placements, year abroad).	YES	
		NO	
	If Yes, please give details of likely costs/whether appropriate agreements are in place/have to be drawn up?		

BC6.5	Are there any start-up costs (e.g. any initial publicity and promotion?)	YES	
		NO	
If yes, please give details:			

FOR FAST TRACK NEW COURSE PROPOSALS

BC6F	What will be the impact of the proposal on existing physical resources & other facilities?
	<p>For the proposed number of 14 students no increase in teaching resource is required. These will be absorbed within existing lectures, seminars and other teaching situations.</p> <p>There will be significant additional income, especially from the 4 additional international students anticipated.</p>

BC7 seeks comments from other Divisions which have an interest in new course proposals, for example, because it has an impact on central provision of IT or requires new library books or there are issues regarding regulatory frameworks. This section is for their comments.

Please send the Summary and Business Case completed to date to:

*Dean of Students
 Director of Information Services
 Central Academic Division (Academic Registrar)
 Director(s) of Faculty Administration
 Residences and Services Division
 and if their comments have not already been obtained:
 Director of Library Services
 Admissions and Outreach Office
 Careers Service*

Also send to the Partnerships Office of the Learning, Teaching and Quality Office

Partner Colleges may be informed of the proposal unless it is deemed to be commercially sensitive (see Section BC1.3)

Please complete the relevant section on behalf of the Divisions/Offices for which you are responsible, and return (email) to the Course Proposer within 10 working days of receipt.

*Please note that the process cannot proceed to approval until comments have been received. **Please enter “no comment” if appropriate.***

This proforma may have been sent to other Divisions/Offices for consultation in parallel.

BC7A	Comments by Dean of Students
	What is the impact of the proposal on support staff and resources in the office for which you are responsible?

BC7B	Comments by Director of Information Services
	What is the impact of the proposal on support staff and resources in the office for which you are responsible?
	No comments to make

BC7C	Comments by Central Academic Division (Academic Registrar)
	What is the impact of the proposal on support staff and resources in the office for which you are responsible?

BC7D	Comments by Director(s) of Faculty Administration
	What is the impact of the proposal on support staff and resources in the office for which you are responsible?

BC7E	Comments by Residences and Services Division
	What is the impact of the proposal on support staff and resources in the office for which you are responsible?
	New residential capacity is anticipated and the planned removal of the guarantee to continuing overseas fee paying undergraduates should ensure that

	<p>this and other modest increases in student numbers can be accommodated within the scope of the University's current accommodation guarantee.</p>
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BC7F	Comments by the Director of Library Services:
	<p>What is the impact of the proposal on support staff and resources in the office for which you are responsible?</p>
	<p>The PSI 2nd year compulsory undergraduate International Relations Theory module has a current target enrolment of 77 students and this has the potential to increase by a further 7-14 if this degree course is approved. At the same time, the MA International Relations Theory module which is based on largely the same reading list, has potential to increase its current target of 45 students by a further 20 students if the MA International Security degree proposal is successful.</p> <p>There is therefore likely to be significant pressure on international relations resources. The same is true of the International Organizations module which runs in the Spring Semester for 2nd year undergraduates as well as for MA students.</p> <p>Managing this need for additional copies of core texts on the PSI modules from within the constraints of the existing PSI book budget will only be possible with close liaison with the course convenors. The Library will need to be provided with the full updated reading lists for these modules by the module convenors as soon as possible.</p> <p>We feel that the demands for books for the LCS modules can be managed from within the constraints of the LCS book budget.</p> <p>We would expect the PSI and LCS book budgets to be fully spent up each year. It is therefore inevitable that other areas we have concentrated on in recent years may receive slightly less investment if we are adding stock for this course.</p> <p>No specific book titles or additional journal titles have been identified as necessary for this degree which is based on existing modules. Any future acquisition of any new journal titles for this course would be more challenging as our journals budget is effectively capped because publisher inflation continues to exceed the headline rate of inflation (RPI). Therefore normally, in order to gain access to a new title, the current policy is for the School(s) to either identify other less-used titles of equivalent cost for cancellation, or to request the School(s) to provide additional supplementary funding.</p>

	<p>With 7 to 14 additional students, built up to the higher number over two or three years, the impact on library resources of the proposed joint module on international relations and French, Spanish, or Japanese will be real but we should be able to contain the pressures. We envisage no new texts or journals being required as a consequence of the new degree course. The two schools will work closely with the Library and Information Service to ensure that we get better value from existing resources, notably by greater use of books, which are increasingly available.</p> <p>Regards,</p> <p>Lawrence</p>
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This section enables the course proposer to respond to any comments received prior to consideration of the business case for approval.

BC8A	COURSE PROPOSER'S RESPONSE TO SUPPORT STAFF/PHYSICAL RESOURCES COMMENTS AND MARKET RESEARCH/DEMAND COMMENTS (WHERE RELEVANT)

Once all sections have been completed, the Business Case may be sent for approval

Approval of the Business Case

BC8	APPROVAL/SIGNATURES	Approved Yes/No?	Date
BC8.L1	School Director of Learning, Teaching and Quality:	Yes	10/10/12
BC8.L2	Head of School (on behalf of School Board):	Yes	June 2012
BC8.L3	Dean of Faculty (on behalf of Faculty Executive):	Yes	8/10/12
BC8.L4	PRC (if relevant)		
BC8.L5	LTC (if relevant)		

BC9 tells you who must now be informed once the business case has been approved.

BC9	Send approved Summary and approver list (BC8) to:
	Chair, Recruitment, Admissions and Marketing Committee
	CAMS Manager/Planning Office (ACAD) for allocation of: ROU code for each proposed ROU course JACS code UCAS admissions code

The Academic Case, for consideration by the Faculty Learning, Teaching and Quality Committee (LTQC) now follows. You may complete this in parallel with the Business Case BUT the approval of the Business Case by the Faculty Executive should precede consideration by the LTQC.

UEA LEARNING & TEACHING SERVICE

FULL COURSE PROPOSAL

Part 3 ACADEMIC CASE

AC1	COURSE MANAGEMENT INFORMATION			
AC1.1	REGULATORY FRAMEWORK (please tick all that apply)			
	NAM for Undergraduate Courses			x
	Graduate Diplomas			
	Integrated Masters			
	PGCE			
	NAM for Postgraduate Taught Programmes			
	Postgraduate Research			
	Certificate/Diploma in Continuing Education			
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES		NO x
AC1.2b	Are any modules assessed on a pass/fail basis?	YES		NO
AC1.2c	If so, how many modules and what is the credit volume for each module?			
	1 x 120 credits (Year Abroad)			

AC2 <i>note</i> AC2	(For undergraduate or integrated masters programmes only) Please select only from the permitted options		
	Weighting for degree classification:	Exit Award (please indicate: e.g. CertHE, DipHE)	
	Stage 0		
	Stage 1	(1 complete year)	CERT HE
	Stage 2	(2 complete years)	DIP HE
	Stage 3		
	Stage 4		
	Stage 5		
	Stage 6		
	Stage 7		

AC3	BOARD OF EXAMINERS			
AC3.1	Is there an existing Board of Examiners?	YES	X	NO
AC3.2a	If YES, which existing board will be responsible for the course?	PSI Board		
AC3.2b	If NO, please enter details for new board of examiners			
AC3.3a	Are any new external examiner(s) required?	YES		NO x
AC3.3b	If yes, how many?			



PS	PROGRAMME SPECIFICATION
<i>note</i> PS	This part of the form will serve a dual purpose. Please read the guidance note carefully before completing

PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

(NEW ACADEMIC MODEL)

NOTE: Whilst the University will make every effort to offer the modules listed, changes may sometimes have to be made for reasons outside the University's control (e.g. illness of a member of staff) or because of low enrolment or sabbatical leave. Where this is the case, the University will endeavour to inform students.

PS1 COURSE PROFILE*note PS1***ALL MODULES LISTED ARE EXISTING****STAGE 0 profile**

NOT APPLICABLE

STAGE 1 profile**Year 1U**

Students will take the 40 credits from PSI in addition to 40 credits at the relevant level of their chosen language

Compulsory Modules (80 credits)

Module	Description	Assessment	Credits	Period	Sub-slot
PSI-1A11	Global Politics I		20	SEM1	
PSI-1A10	Global Politics II		20	SEM2	
LCSU1F21	Post A-Level French Language 1/I		20	SEM1	
LCSU1F22	Post A-Level French Language 1/II		20	SEM2	
LCSU1J21	Post A-Level Japanese Language 1/I		20	SEM1	
LCSU1J22	Post A-Level Japanese Language 1/II		20	SEM2	
LCSU1H21	Post A-Level Spanish 1/I		20	SEM1	
LCSU1H22	Post A-Level Spanish 1/II		20	SEM2	
LCS-1J7Y	Japanese Post - GCSE I		40	Year	
LCS-1H7Y	Spanish post- GCSE I		40	Year	

LCS-1F9Y

French post - GCSE I

40

Year

Options Range A

Students will select 20 credits from the following modules:

Module	Description	Assessment	Credits	Period	Sub-slot
PSI-1A01	Social and Political Theory		20	SEM1	
PSI-1A02	Introduction to Contemporary Politics		20	SEM2	
ECO-1A08	Economics and Society		20	SEM2	
HIS-1A19	Introduction to Modern History		20	SEM1	
PSI-1A08	Understanding Media Cultures		20	SEM1	

Options Range B

Students will select 20 credits from the following modules (but not in their Honours language):

Module	Description	Assessment	Credits	Period	Sub-slot
LCSU1OC1	Beginners' Chinese I		20	SEM1	
LCSU1OG1	Beginners' Greek I		20	SEM1	
LCSU1OI1	Beginners' Italian I		20	SEM1	
LCSU1OJ1	Beginners' Japanese I		20	SEM1	
LCSU1OJ4	Beginners' Japanese I (Spring Start)		20	SEM1	
LCSU1OR1	Beginners' Russian I		20	SEM1	
LCSU2F01	Post A-Level French Language 2/I		20	SEM1	
LCSU2F95	Intermediate French I		20	SEM1	
LCSU2G97	Intermediate German I		20	SEM1	
LCSU2H11	Intermediate Spanish I		20	SEM1	
LCSU2H21	Post A Level Spanish Language 2/I		20	SEM1	

LCSU2J01	Modern Japanese Language Honours 2/I	20	SEM1
LCSU2OG1	Intermediate Greek I	20	SEM1
LCSU2OR1	Intermediate Russian I	20	SEM1
LCS-1L20	Discourse And Power	20	SEM2
LCS-1L22	Language, Culture And Interpersonal Communication	20	SEM2

STAGE 2 profile

Year 2U

Students will take the 40 credits form PSI in addition to 40 credits at the relevant level of their language

Compulsory Modules (80 credits)

Module	Description	Assessment	Credits	Period	Sub-slot
PSI-2A47	International Relations Theory		20	SEM1	
PSI-2A30	International Organisations I		20	SEM2	
LCSU2F01	Post A-Level French Language 2/I		20	SEM1	
LCSU2F02	Post A-Level French Language 2/II		20	SEM2	
LCSU2H21	Post A Level Spanish Language 2/I		20	SEM1	
LCSU2H22	Post A Level Spanish Language 2/II		20	SEM2	
LCSU2J01	Modern Japanese Language Honours 2/I		20	SEM1	
LCSU2J02	Modern Japanese Language Honours 2/II		20	SEM2	
LCS-2F7Y	French Post-GCSE II		40	YEAR	
LCS-2H7Y	Spanish Post GCSE II		40	YEAR	
LCS-2J7Y	Japanese Post GCSE II		40	YEAR	

Options Range A

Students of French or Spanish must select PSI-2A05. Students of Japanese must select one of the other modules

Module	Description	Assessment	Credits	Period	Sub-slot
PSI-2A05	Introduction to the EU		20	SEM1	
PSI-2A08	EU's Future as an International Actor		20	SEM2	
PSI-2A07	International Politics since 1945		20	SEM1	

Options Range B

Students will select 20 credits from the following modules:

Module	Description	Assessment	Credits	Period	Sub-slot
LCS-2C02	Intercultural Communication In Practice (Level 2)		20	SEM2	
LCS-2L30	The Construction Of News (Level 2)		20	SEM2	
LCS-2L44	Language And Society (Level 2)		20	SEM2	
LCS-2L64	Language And Gender (Level 2)		20	SEM2	
LCS-2L71	Language In Action (Level 2)		20	SEM1	
LCS-2L91	Discourse And Society (Level 2)		20	SEM1	
LCS-2T06	Translation Issues In The Media (Level 2)		20	SEM2	

STAGE 3 profile

Year Y

Compulsory Modules (120 credits)

Module	Description	Assessment	Credits	Period	Sub-slot
<u>LCS-2X0Y</u>	YEAR ABROAD	PR	120	YEAR	U

STAGE 4 profile

Year 4U

Students will take 30 credits of PSI in addition to 40 credits on LCS

Compulsory Modules (70 credits)

Module	Description	Assessment	Credits	Period	Sub-slot
PSI-3A72	EU Studies / Brussels Internship		30	SEM2	
PSI-3A29	Power over the Pacific: The American Relationship with Asia		30	SEM1	
LCS-3F13	French Oral and Written Composition		20	SEM1	
LCS-3F14	Translation (English to French)		20	SEM2	
LCS-3J11	Japanese Honours Language 3/11		20	SEM1	
LCS-3J12	Japanese Honours Language 3/11		20	SEM2	
LCS-3H10	Spanish Honours 3: World Spanishes		20	SEM2	
LCS-3H11	Spanish Honours 3: Advanced Hispanic Studies		20	SEM1	

Options Range A

Students will select 30 credits from the following modules:

Module	Description	Assessment	Credits	Period	Sub-slot
PSI-3**	Any module starting PSI-3 not already listed		30	SEM1	
PSI-3**	Any module starting PSI-3 not already listed		30	SEM2	

Options Range B

Students will select 20 credits from the following modules:

Module	Description	Assessment	Credits	Period	Sub-slot
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LCS-3C04	Intercultural Communication In Practice (Level 3)	20	SEM2
LCS-3L46	Language And Society (Level 3)	20	SEM2
LCS-3L47	Discourse And Society (Level 3)	20	SEM1
LCS-3L48	Language And Politics (Level 3)	20	SEM1
LCS-3L50	The Construction Of News (Level 3)	20	SEM2
LCS-3L52	Language And Gender (Level 3)	20	SEM2

STAGE 5 profile					
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, e.g. Semester 1, Year-long	New / amended / existing
NOT APPLICABLE					

PS2 MAPPING LEARNING OUTCOMES	<i>note PS2</i>
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STAGE 0 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other

NOT APPLICABLE

The language modules listed in the following map apply to ALL LCS modules relevant to language programmes

STAGE 1 learning outcomes	Assessment type (please complete)								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Seminar engagement
Knowledge and Understanding									
At an introductory level , the key concepts and debates in global politics, contemporary politics of countries and political institutions across countries and political regimes	PSI-1A10 PSI-1A11 PSI-1A01 PSI-1A09 PSI-1A01 PSI-1A09 PSI-1A02 HIS-1A19 PSI-1A08			PSI-1A02		PSI-1A02 PSI-1A11 PSI-1A10			PSI-1A10 PSI-1A11 PSI-1A01 PSI-1A09 PSI-1A01 PSI-1A09 PSI-1A02 HIS-1A19 PSI-1A08
At an introductory level the effective, efficient, fluent and accurate production and reception of the Honours language in a wide range of social and textual environments.	LCS-1F36 LCS-1J5Y LCS-2F7Y LCSU1F21 LCSU1F22 LCS-U1H21 LCSU1H22 LCSU1J21		LCS-1F9Y LCS-1H5Y LCS-1J5Y LCS-1J7Y LCSU1H21 LCSU1H22 LCSU1J21	LCS-1F9Y LCS-1H5Y LCS-1J7Y LCS-2F7Y LCSU1F21 LCSU1F22 LCSU1H21 LCSU1H22 LCSU1J21		LCS-1F36 LCS-1H5Y LCS-1J5Y LCS-2F7Y LCSU1F21 LCSU1F22 LCSU1H21 LCSU1H22 LCSU1J21			
At an introductory level the structure and characteristics of the relevant language (i.e. the language as it is <i>described</i> and <i>used</i>) in various contexts.	LCS-1F36 LCS-1L20 LCS-2F7Y LCSU1F21 LCSU1F22			LCS-2F7Y LCSU1F21 LCSU1F22	LCS-1F36	LCS-1F36 LCS-2F7Y LCSU1F21 LCSU1F22			

At an introductory level the linguistic tools and meta-language to describe and analyse the main features of the target languages studied.	LCS-1F36 LCS-1J5Y LCS-1L20 LCS-2F7Y LCSU1F21 LCSU1F22 LCSU1H21 LCSU1H22		LCS-1J5Y LCSU1H21 LCSU1H22	LCS-2F7Y LCSU1F21 LCSU1F22 LCSU1H21 LCSU1H22	LCS-1F36	LCS-1J5Y LCS-2F7Y LCSU1F21 LCSU1F22 LCSU1H21 LCSU1H22			
At an introductory level intercultural awareness and tolerance.	PSI-1A11 PSI-1A10 LCS 1H34 LCS-1F36 LCS-1J02 LCS-1J5Y LCS-2F7Y LCSU1F21 LCSU1F22 LCSU1H21 LCSU1H22 LCSU1J21		LCS-1J5Y LCSU1H21 LCSU1H22 LCSU1J21	LCS-1J5Y LCSU1H21 LCSU1H22	LCS-1F36	LCS-1F36 LCS-1H34 LCS-1J02 LCS-1J5Y LCSU1H21 LCSU1H22	LCS-1L22		
At an introductory level general aptitude for learning languages and other disciplines or skills.	LCS-1F36 LCS-1H34 LCS-1J02 LCS-1J5Y LCS-1L20 LCS-2F7Y LCSU1F21 LCSU1F22 LCSU1H21 LCSU1H22 LCSU1J21		LCS-1F9Y LCS-1J5Y LCSU1H21 LCSU1H22 LCSU1J21	LCS-1F9Y LCS-1J5Y LCS-1J7Y LCSU1H21 LCSU1H22 LCSU1J21	LCS-1F36	LCS-1F36 LCS-1F9Y LCS-1H34 LCS-1J02 LCS-1J5Y LCS-1J7Y LCSU1H21 LCSU1H22 LCSU1J21	LCS-1F9Y		
Cognitive Skills									
At an introductory level, the capacity for creative and critical thinking	PSI-1A11 PSI-1A10 ECO-1A08 HIS-1A19 PSI-1A08			PSI-1A02		PSI-1A02			
Evaluation of arguments and data at introductory level	PSI-1A02 PSI-1A11 PSI-1A10					PSI-1A02 PSI-1A11 PSI-1A10			PSI-1A11 PSI-1A10 ECO-1A08

									HIS-1A19 PSI-1A08
At an introductory level the linguistic tools and meta-language to describe and analyse the main features of the target languages studied.	LCS-1F36 LCS-1J5Y LCS-1L20 LCS-2F7Y LCSU1F21 LCSU1F22 LCSU1H21 LCSU1H22		LCS-1J5Y LCSU1H21 LCSU1H22	LCS-2F7Y LCSU1F21 LCSU1F22 LCSU1H21 LCSU1H22	LCS-1F36	LCS-1J5Y LCS-2F7Y LCSU1F21 LCSU1F22 LCSU1H21 LCSU1H22			
At an introductory level the capacity for self-directed learning	ALL CW MODULES			ALL WW MODULES		PSI-1A02			
Capacity to reflect on one's own academic progress via feedback on assessed work	ALL CW MODULES LCS-1H34 LCS-1J02 LCS-1J5Y LCS-2F7Y LCSU1F21 LCSU1F22 LCSU1H21 LCSU1H22		LCS-1J5Y LCS-1J7Y LCSU1H21 LCSU1H22	ALL PSI WW MODULES LCS-1J5Y LCS-1J7Y LCSU1H21 LCSU1H22		PSI-1A02 LCS-1H34 LCS-1J02 LCSU1J21 LCS-1J5Y LCS-1J7Y LCSU1H21 LCSU1H22			
Subject Specific Practical Skills									
At an introductory level application of key concepts and theories in international relations	PSI-1A10 PSI-1A11 PSI-1A10					PSI-1A10 PSI-1A11			
Identification and understanding of important institutions and developments in international relations.	PSI-1A11 PSI-1A10 PSI-1A11								
Linking of theory and practice in the study of global politics and international relations.						PSI-1A10 PSI-1A11			
Key Skills and Attributes									

Effective oral and written communication	ALL CW MODULES			ALL WW MODULES		PSI-1A02			
At an introductory level, IT literacy.	PSI CW modules LCS-2F7Y LCSU1F21 LCSU1F22 LCSU1H21 LCSU1H22		LCSU1H21 LCSU1H22	ALL WW MODULES LCSU1H21 LCSU1H22		PSI-1A02 LCSU1H21 LCSU1H22			
At an introductory level Information retrieval and analysis and at the introductory level research methodology	PSI CW modules LCS-1H34 LCS-1J02 LCS-1L15			ALL WW MODULES		PSI-1A02 LCS-1H34 LCS-1J02	LCS-1H34 LCS-1J02		
Active listening and effective note-taking	ALL CW modules		LCS-1J5Y LCSU1H21 LCSU1H22	WW modules LCS-1J5Y LCS-2H6Y LCS-2H7Y LCSU1H21 LCSU1H22		PSI-1A02 LCS-1H34 LCS-1J02	LCS-1E05		
Time management, and at an introductory level the capacity to synthesise from a variety of sources, ability to work independently, and in teams	PSI CW modules LCS-1J5Y LCS-2F7Y LCSU1F21 LCSU1F22 LCSU1H21 LCSU1H22		LCS-1F9Y LCS-1J02 LCS-1J5Y LCS-1J7Y LCSU1H21 LCSU1H22	PSI WW modules LCS-1J5Y LCS-1J7Y LCSU1H21 LCSU1H22		LCS-1E05 LCS-1H34 LCS-1J02 LCS-1J5Y LCS-1J7Y LCSU1H21 LCSU1H22 PSI-1A02			
At an introductory level presentation of facts and ideas, reporting, argumentation.	LCS-1H34 LCS-1J02 LCS-1J5Y LCS-1L15 LCS-1L20 LCS-2F7Y LCSU1F21 LCSU1F22 LCSU1H21 LCSU1H22 ALL CW MODULES		LCS-1J5Y LCSU1H21 LCSU1H22	LCS-1J5Y LCSU1H21 LCSU1H22 ALL PSI WW MODULES		PSI-1A02 LCS-1E05 LCS-1F36 LCS-1H34 LCS-1H5Y LCS-1J02 LCS-1J5Y LCSU1H21 LCSU1H22 LCSU1J21			

STAGE 2 learning outcomes	Assessment type (please complete)								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Seminar engagement
The language modules listed in the following map apply to <u>ALL</u> LCS modules relevant to language programmes									
Knowledge and Understanding									
To understand key theoretical approaches to the study of international relations and major political ideologies, at intermediate level	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47		PSI-2A05	PSI-2A32		PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47			PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47
Knowledge of the way international affairs have developed within the context of international politics and way international institutions and processes operate	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47		PSI-2A05	PSI-2A32		PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47			PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47
Evaluation of different interpretations of political issues and events, at intermediate level.	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47		PSI-2A05	PSI-2A32		PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47			PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47
At an intermediate level the effective, efficient, fluent and accurate production and reception of the Honours language in a wide range of social and textual environments.	LCS-2F36 LCS-2F51 LCS-2H7Y LCS-2J7Y LCSU2F01 LCSU2F02 LCSU2F95		LCS-2H7Y LCS-2J03 LCS-2J6Y LCS-2J7Y LCSU2F02 LCSU2H11 LCSU2H12	LCS-2H7Y LCS-2J7Y LCSU2F01 LCSU2F96 LCSU2H11 LCSU2H12 LCSU2J01	LCS-2F36 LCSU2F01 LCSU2F02	LCS-2F36 LCS-2F51 LCS-2H7Y LCS-2J03 LCS-2J6Y LCS-2J7Y LCSU2F01			

	LCSU2F96 LCSU2H11 LCSU2H12 LCSU2J01 LCSU2J02 LCSU2J6Y			LCSU2J02 LCSU2J6Y		LCSU2F02 LCSU2F02 LCSU2H11 LCSU2H12 LCSU2J01 LCSU2J02			
At an intermediate level the structure and characteristics of the relevant language (i.e. the language as it is <i>described and used</i>) in various contexts.	LCS-2F36 LCS-2F51 LCS-2J7Y LCS-2L71 LCSU2F01 LCSU2F02 LCSU2J01 LCSU2J02		LCSU2F02	LCSU2F01 LCSU2J01 LCSU2J02	LCS-2F36 LCS-2L44 LCS-2L91 LCSU2F02	LCS-2F36 LCS-2F51 LCS-2J03 LCS-2L44 LCS-2L91 LCSU2F01 LCSU2F02 LCSU2F02 LCSU2J01 LCSU2J02		LCS-2L71	
At an intermediate level the linguistic tools and meta-language to describe and analyse the main features of the target languages studied.	LCS-271 LCS-2F36 LCS-2F51 LCS-2H7Y LCS-2J03 LCS-2J6Y LCS-2J7Y LCSU2F01 LCSU2F02 LCSU2H11 LCSU2H12 LCSU2J01 LCSU2J02		LCS-2H7Y LCS-2J02 LCS-2J6Y LCS-2J7Y LCSU2F02 LCSU2H11 LCSU2H12	LCS-2H7Y LCSU2H11 LCSU2H12	LCS-2F36 LCS-2L44 LCS-2L91 LCSU2F01 LCSU2F02 LCSU2F02	LCS-2F36 LCS-2F51 LCS-2H7Y LCS-2J02 LCS-2J03 LCS-2J6Y LCS-2J7Y LCS-2L44 LCS-2L91 LCSU2F01 LCSU2F02 LCSU2H11 LCSU2H12		LCS-271	
At an intermediate level the practice of interpreting skills.	LCSU2F01 LCSU2F02		LCSU2F02						
At an intermediate level aspects of culture and media as approached from the point of view of different subject areas (e.g. sociology, politics, film and television, literature or linguistics).	2J7Y2F36 LCS-2C02 LCS-2F42 LCS-2F51 LCS-2H39 LCS-2H57 LCS-2J02 LCS-2J02 LCS-2J6Y LCS-2L28		LCSU2F02	LCSU2F01	LCS-2C02 LCS-2F36 LCS-2J03 LCS-2J6Y LCS-2J7Y	LCS-2F36 LCS-2F42 LCS-2F51 LCS-2H39 LCS-2H57 LCS-2J02 LCS-2J02 LCS-2J03 LCS-2J6Y LCS-2L28	LCS-2L64	LCS-2L64	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47LCS-2L64

	LCS-2L30 LCS-2L71 LCSU2F01 LCSU2F02 LCSU2F02 LCSU2J01 LCSU2J02				LCS-2L44 LCS-2L91 LCSU2F01 LCSU2F02 LCSU2F02 LCSU2J01 LCSU2J02	LCS-2L30 LCS-2L44 LCS-2L91 LCSU2F01 LCSU2F02 LCSU2F02 LCSU2J01 LCSU2J02			
At an intermediate level the practice and theory of language mediation, and language and translation-related issues associated with globalisation and the rapid development of communication and communication media, including technological aspects.	LCS-2C02 LCS-2F51 LCSU2F02		LCSU2F02		LCS-2C02 LCSU2F02	LCS-2C02 LCS-2F51 LCSU2F02			
Cognitive Skills									
At an intermediate level the awareness of different styles at various linguistic and cultural levels.	LCS-2C02 LCS-2F36 LCS-2F51 LCS-2H7Y LCS-2J02 LCS-2J6Y LCS-2J7Y LCS-2L71 LCSU2H11 LCSU2H12 LCSU2J02		LCS-2H7Y LCSU2F02 LCSU2H11 LCSU2H12	LCS-2H7Y LCS-2J02 LCS-2J6Y LCS-2J7Y LCSU2F01 LCSU2H11 LCSU2H12 LCSU2J01 LCSU2J02	LCS-2C02 LCS-2F36 LCS-2L44 LCS-2L91 LCSU2F02	LCS-2C02 LCS-2F36 LCS-2F51 LCS-2H7Y LCS-2J6Y LCS-2J7Y LCS-2L44 LCS-2L91 LCSU2F01 LCSU2F02 LCSU2H11 LCSU2H12 LCSU2J01 LCSU2J02		LCS-2L71	
At an intermediate level intercultural awareness and understanding.	LCS-2C02 LCS-2F36 LCS-2F42 LCS-2F51		LCS-2H7Y LCSU2F02 LCSU2H11 LCSU2H12	LCS-2H7Y LCS-2J02 LCS-2J6Y LCS-2J7Y	LCS-2C02 LCS-2F36 LCSU2F02	LCS-2C02 LCS-2F36 LCS-2F42 LCS-2F51		LCS-2L71	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47

	LCS-2H39 LCS-2H57 LCS-2H7Y LCS-2J02 LCS-2J02 LCS-2J6Y LCS-2J7Y LCS-2L71 LCSU2F01 LCSU2F02 LCSU2F02 LCSU2H11 LCSU2H12 LCSU2J01 LCSU2J02			LCSU2F01 LCSU2H11 LCSU2H12 LCSU2J01 LCSU2J02		LCS-2H39 LCS-2H57 LCS-2H7Y LCS-2J02 LCS-2J02 LCS-2J03 LCS-2J6Y LCS-2J7Y LCS-2L44 LCS-2L91 LCSU2F01 LCSU2F02 LCSU2F02 LCSU2H11 LCSU2H12 LCSU2J01 LCSU2J02			
At an intermediate level the identification, marshalling and synthesis of relevant information from written and spoken sources	PSI-2A05 PSI-2A08 PSI-2A07 LCS-2F36 LCS-2F51 LCS-2H57 LCS-2J6Y LCS-2J7Y LCS-2L28 LCS-2L30 LCS-2L71 LCSU2F01 LCSU2F02 LCSU2F02 LCSU2J01 LCSU2J02		LCSU2F02 PSI-2A05	LCSU2F01 PSI-2A32	LCS-2F36 LCS-2J6Y LCS-2J7Y LCS-2L44 LCS-2L91 LCSU2F01 LCSU2F02 LCSU2J01 LCSU2J02	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47LCS-2F36 LCS-2F51 LCS-2H57 LCS-2J03 LCS-2J6Y LCS-2J7Y LCS-2L44 LCS-2L91 LCSU2F01 LCSU2F02 LCSU2F02 LCSU2J01 LCSU2J02	LCS-2L28		PSI-2A05 PSI-2A08 PSI-2A07
At an intermediate level the effective, fluent and efficient structuring and presentation of reasoned arguments	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47LCS-2C02 LCS-2F36		LCSU2F02		LCS-2C02 LCS-2F36 LCS-2J02 LCS-2J6Y LCS-2J7Y LCS-2L44 LCS-2L91	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47LCS-2C02 LCS-2F36			PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47

	LCS-2F51 LCS-2H57 LCS-2J6Y LCS-2J7Y LCS-2L28 LCS-2L30 LCS-2L71 LCSU2F01 LCSU2F02 LCSU2F02 LCSU2J01 LCSU2J02				LCSU2F01 LCSU2F02 LCSU2F02 LCSU2J01 LCSU2J02	LCS-2F51 LCS-2H57 LCS-2H7Y LCS-2J03 LCS-2L28 LCS-2L30 LCS-2L44 LCS-2L91 LCSU2F01 LCSU2F02 LCSU2F02 LCSU2H11 LCSU2H12			
At an intermediate level the ability to identify and contextualize relevant issues, critical reflection, evaluation of information.	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47 LCS-2C02 LCS-2F36 LCS-2F42 LCS-2F51 LCS-2H39 LCS-2H57 LCS-2J02 LCS-2J6Y LCS-2J7Y LCS-2L28 LCS-2L30 LCS-2L71 LCSU2F01 LCSU2F02 LCSU2J01 LCSU2J02		LCSU2F02	LCSU2F01	LCS-2J6Y LCS-2J7Y LCS-2L44 LCS-2L91 LCSU2F01 LCSU2F02 LCSU2J01 LCSU2J02	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47 LCS-2C02 LCS-2F42 LCS-2F51 LCS-2H39 LCS-2H57 LCS-2H7Y LCS-2J02 LCS-2J03 LCS-2L44 LCS-2L91 LCSU2F01 LCSU2F02 LCSU2F02 LCSU2H11 LCSU2H12 LCSU2J01 LCSU2J02		LCS-2L64 LCS-2L71	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47

	LCS-2J7Y LCS-2L71 LCSU2F01 LCSU2F02 LCSU2F02 LCSU2H11 LCSU2H12 LCSU2J01 LCSU2J02				LCSU2F01 LCSU2F02 LCSU2J01 LCSU2J02	LCS-2J7Y LCS-2L44 LCS-2L91 LCSU2F01 LCSU2F02 LCSU2F02 LCSU2H11 LCSU2H12 LCSU2J01 LCSU2J02			
At an intermediate level advocacy and negotiation skills.	LCS-2C02				LCS-2C02	LCS-2C02 LCS-2H7Y LCSU2H11 LCSU2H12			
Subject Specific/Practical Skills									
At an intermediate level link theory and practice in the study of International Relations and relate the empirical study to theoretical issues and approaches.	PSI-2A47 PSI-2A07 PSI-2A30				PSI-2A47 PSI-2A30	PSI-2A47			PSI-2A47
At an intermediate level the application of key terms to the analysis of International relations.	PSI-2A47 PSI-2A07 PSI-2A30				PSI-2A47 PSI-2A30				PSI-2A47
At an intermediate level the production and comprehension of oral and written language.	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47 LCS-2C02 LCS-2F36 LCS-2F51 LCS-2H7Y LCS-2J02 LCS-2J6Y LCS-2J7Y LCSU2F01 LCSU2F02 LCSU2F02 LCSU2H11 LCSU2H12		LCS-2H7Y LCSU2F02 LCSU2H11 LCSU2H12	LCS-2H7Y LCSU2H11 LCSU2H12	LCS-2C02 LCS-2F36 LCSU2F01 LCSU2F02	LCS-2C02 LCS-2F36 LCS-2F51 LCS-2H7Y LCS-2J02 LCS-2J03 LCS-2J6Y LCS-2J7Y LCSU2F01 LCSU2F02 LCSU2H11 LCSU2H12 LCSU2J01 LCSU2J02			

	LCSU2J01 LCSU2J02								
At an intermediate level the use of linguistic knowledge and meta-language to describe, analyse and compare the Honours (or student's own) language.	LCS-2C02 LCS-2F36 LCS-2F51 LCS-2J02 LCS-2J6Y LCS-2J7Y LCS-2L28 LCS-2L30 LCSU2F01 LCSU2J01 LCSU2J02			LCSU2F01	LCS-2C02	LCS-2C02 LCS-2F51 LCS-2L28 LCS-2L30			
At an intermediate level the effective and efficient use of dictionaries and other reference works, including corpora and online resources.	LCS-2C02 LCS-2F36 LCS-2H57 LCS-2H7Y LCS-2J6Y LCS-2J7Y LCSU2F01 LCSU2F02 LCSU2F02 LCSU2H11 LCSU2H12 LCSU2J01 LCSU2J02		LCSU2F02		LCSU2F01 LCSU2F02 LCSU2F02	LCS-2H57 LCS-2J6Y LCS-2J7Y LCSU2F01 LCSU2F02 LCSU2J01 LCSU2J02			
At an intermediate level the competent use of IT, including where appropriate the internet, language processing software, sound recording facilities, language laboratory tools, video equipment, and other multimedia resources.	LCS-2C02 LCS-2F42 LCS-2F51 LCS-2H39 LCS-2J02 LCS-2J02 LCS-2J6Y LCS-2J7Y LCSU2F01 LCSU2J01 LCSU2J02		LCS-2J03 LCS-2J6Y LCS-2J7Y LCSU2F02 LCSU2F02 LCSU2F02 LCSU2J01 LCSU2J02		PSI-2A05 LCSU2F01 LCSU2F02	LCS-2F42 LCS-2F51 LCS-2H39 LCS-2J02 LCSU2F02			
At an intermediate level the use of Honours language and /or English media to source information, carry out research across a range of disciplines, and enhance knowledge and	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47		LCSU2F02		LCS-2L44 LCS-2L91 LCSU2F02	LCS-2F42 LCS-2F51 LCS-2H39 LCS-2H57		LCS-2L64 LCS-2L71	

understanding of the appropriate cultures (including media if relevant).	LCS-2C02 LCS-2F42 LCS-2F51 LCS-2H39 LCS-2H57 LCS-2J02 LCS-2J02 LCS-2J6Y LCS-2J7Y LCS-2L28 LCS-2L30 LCS-2L71 LCSU2J01 LCSU2J02					LCS-2J02 LCS-2L28 LCS-2L30 LCS-2L44 LCS-2L91 LCSU2F02			
Key Skills and Attributes									
At an intermediate level sensitivity to and command of English and other languages.	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47 LCS-2C02 LCS-2F36 LCS-2F51 LCS-2H57 LCS-2J02 LCS-2J6Y LCS-2J7Y LCS-2L71 LCSU2F01 LCSU2F02 LCSU2J01 LCSU2J02		LCSU2F02	LCSU2F01	LCS-2F36 LCS-2J6Y LCS-2J7Y LCS-2L44 LCS-2L91 LCSU2F01 LCSU2F02 LCSU2F02 LCSU2J01 LCSU2J02	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47 LCS-2F36 LCS-2F51 LCS-2H57 LCS-2J02 LCS-2J03 LCS-2J6Y LCS-2J7Y LCS-2L44 LCS-2L91 LCSU2F01 LCSU2F02 LCSU2J01 LCSU2J02		LCS-2L71	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47
At an intermediate level time-management, self-discipline and self-motivation. PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47 LCS-2C02 LCS-2F36 LCS-2F51 LCS-2H57		LCS-2H7Y LCS-2J6Y LCS-2J7Y LCSU2F02 LCSU2H11 LCSU2H12 LCSU2J01 LCSU2J02	LCS-2H7Y LCS-2J6Y LCS-2J7Y LCSU2F01 LCSU2F02 LCSU2F96 LCSU2H11 LCSU2H12	LCS-2F36 LCS-2L44 LCS-2L91 LCSU2F01 LCSU2F02	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47 LCS-2F36 LCS-2F51 LCS-2H57 LCS-2H7Y		LCS-2L71	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47

	LCS-2H7Y LCS-2J02 LCS-2J6Y LCS-2J7Y LCSU2F01 LCSU2F02 LCSU2H11 LCSU2H12 LCSU2J01 LCSU2J02			LCSU2J01 LCSU2J02		LCS-2J03 LCS-2J6Y LCS-2J7Y LCS-2L44 LCS-2L91 LCSU2F01 LCSU2F02 LCSU2F02 LCSU2H11 LCSU2H12 LCSU2J01 LCSU2J02			
At an intermediate level intercultural awareness and tolerance.	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47 LCS-2C02 LCS-2F51 LCS-2H57 LCS-2H7Y LCS-2J02 LCS-2J6Y LCS-2J7Y LCS-2L71 LCSU2F01 LCSU2F02 LCSU2F02 LCSU2H11 LCSU2H12 LCSU2J01 LCSU2J02		LCS-2H7Y LCS-2J03 LCS-2J6Y LCS-2J7Y LCSU2F02 LCSU2H11 LCSU2H12 LCSU2J01 LCSU2J02	LCS-2H7Y LCS-2J6Y LCSU2F01 LCSU2F96 LCSU2H11 LCSU2H12 LCSU2J01 LCSU2J02	LCS-2F36 LCSU2F02	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47 LCS-2F51 LCS-2H57 LCS-2H7Y LCS-2J02 LCS-2J03 LCS-2J6Y LCS-2J7Y LCSU2F01 LCSU2F02 LCSU2F02 LCSU2H11 LCSU2H12 LCSU2J01 LCSU2J02		LCS-2L71	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47
At an intermediate level flexibility, resourcefulness, and mediation skills.	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47 LCS-2C02 LCS-2H57 LCS-2H7Y LCS-2L71 LCSU2H11 LCSU2H12		LCS-2H7Y LCS-2J03 LCS-2J6Y LCS-2J7Y LCSU2F02 LCSU2H11 LCSU2H12 LCSU2J01 LCSU2J02	LCS-2H7Y LCS-2J6Y LCS-2J7Y LCSU2H11 LCSU2H12 LCSU2J01 LCSU2J02	LCS-2L44 LCS-2L91	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47 LCS-2H57 LCS-2H7Y LCS-2J03 LCS-2J6Y LCS-2J7Y LCS-2L44 LCS-2L91		LCS-2L71	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47

						LCSU2F01 LCSU2F02 LCSU2H11 LCSU2H12 LCSU2J01 LCSU2J02			
At an intermediate level general aptitude for learning languages and other disciplines or skills.	LCS-2C02 LCS-2F51 LCS-2H57 LCS-2H7Y LCS-2J6Y LCS-2J7Y LCSU2F01 LCSU2F02 LCSU2H11 LCSU2H12 LCSU2J01 LCSU2J02		LCS-2H7Y LCS-2J6Y LCS-2J7Y LCSU2F02 LCSU2H11 LCSU2H12 LCSU2J01 LCSU2J02	LCS-2H7Y LCS-2J6Y LCS-2J7Y LCSU2F96 LCSU2H11 LCSU2H12 LCSU2J01 LCSU2J02	LCSU2F01 LCSU2F02	LCS-1H7Y LCS-2F51 LCS-2H57 LCS-2J02 LCS-2J6Y LCS-2J7Y LCSU2F01 LCSU2F02 LCSU2H11 LCSU2H12			
At an intermediate level IT literacy.	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47 LCS-2C02 LCS-2F51		LCSU2F02		LCSU2F02	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47 LCS-2F51 LCSU2F01 LCSU2F02 LCSU2F02			
At an intermediate level active listening.	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47 LCS-2C02 LCS-2F36		LCS-2J6Y LCS-2J7Y LCSU2F02 LCSU2F02 LCSU2J02		LCS-2F36	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47 LCS-2F51 LCS-2H7Y LCS-2J02 LCS-2J03 LCS-2J6Y LCS-2J7Y LCSU2F01 LCSU2F02 LCSU2H11 LCSU2H12 LCSU2J01 LCSU2J02	LCS-2L64	LCS-2L64	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47

At an intermediate level note-taking.	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47 LCS-2C02 LCS-2H57 LCS-2H7Y LCS-2J02 LCSU2H11 LCSU2H12 LCSU2J02		LCS-2J6Y LCS-2J7Y LCSU2F02 LCSU2J02		PSI-2A47 LCS-2F36 LCS-2J6Y LCS-2J7Y LCSU2F01 LCSU2F02 LCSU2F02 LCSU2J02	LCS-2H57 LCS-2J03			
At an intermediate level presentation of facts and ideas, reporting, argumentation.	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47 LCS-2C02 LCS-2F36 LCS-2F42 LCS-2F51 LCS-2H39 LCS-2H57 LCS-2H7Y LCS-2J02 LCS-2J6Y LCS-2J7Y LCS-2L71 LCSU2F01 LCSU2F02 LCSU2H11 LCSU2H12 LCSU2J01 LCSU2J02			LCSU2F01	LCS-2F36 LCS-2L44 LCS-2L91 LCSU2F01 LCSU2F02 LCSU2F02	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47 LCS-2F42 LCS-2F51 LCS-2H39 LCS-2H57 LCS-2H7Y LCS-2J02 LCS-2J02 LCS-2J03 LCS-2J6Y LCS-2J7Y LCS-2L28 LCS-2L30 LCS-2L44 LCS-2L91 LCSU2F01 LCSU2F02 LCSU2F02 LCSU2H11 LCSU2H12 LCSU2J01 LCSU2J02	LCS-2L28 LCS-2L30	LCS-2L64	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47
At an intermediate level self- and group-evaluation.	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47 LCS-2C02 LCS-2F42		LCS-2J02 LCS-2J6Y LCS-2J7Y LCSU2J01 LCSU2J02			PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47 LCS-2F42 LCS-2F51			PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47

	LCS-2H39 LCS-2H57 LCS-2H7Y LCS-2J02 LCSU2H11 LCSU2H12					LCS-2H39 LCS-2H57 LCS-2H7Y LCS-2J02 LCS-2J02 LCS-2J03 LCS-2J6Y LCS-2J7Y LCSU2F01 LCSU2F02 LCSU2F02 LCSU2H11 LCSU2H12 LCSU2J01 LCSU2J02			
At an intermediate level teamwork.	PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47 LCS-2C02 LCS-2F42 LCS-2H39 LCS-2J02		LCS-2J02 LCS-2J6Y LCS-2J7Y LCSU2J01 LCSU2J02			PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47 LCS-2F42 LCS-2H39 LCS-2H57 LCS-2H7Y LCS-2J02 LCS-2J02 LCS-2J03 LCS-2J6Y LCS-2J7Y LCS-2L28 LCSU2F01 LCSU2F02 LCSU2F02 LCSU2H11 LCSU2H12 LCSU2J01 LCSU2J02	LCS-2L28		PSI-2A05 PSI-2A08 PSI-2A07 PSI-2A47
At an intermediate level research methodology.	LCS-2C02 LCS-2F42 LCS-2F51 LCS-2H39 LCS-2H57 LCS-2J02				PSI-2A47 LCS-2L44	LCS-2F42 LCS-2F51 LCS-2H39 LCS-2H57 LCS-2J02 LCS-2L44			

	LCSU2F01 LCSU2F02					LCSU2F01 LCSU2F02 LCSU2F02			
Other: If you have used the 'Other' column to record assessment types, please indicate here what kinds of assessment will fall within this category: LCS-2L64: Critical commentary LCS-2L64: Diary/blog – LCS-2L71: Set of practical exercises									

STAGE 3 (Year Y) Year Abroad	Assessment type (please complete)								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice		
Two full semesters abroad, at least of which must be with a business enterprise or organisation. The other can be in Higher Education. 120 credits for the year assessed on a Pass/Fail basis.									

The language modules listed in the following map apply to ALL LCS modules relevant to language programmes

STAGE 4 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Seminar engagement
Knowledge and understanding									
An advanced and in-depth knowledge of International Relations and global politics	PSI-3A72 PSI-3A29 PSI-3**		PSI-3** (some)	PSI-3** (some)	PSI-3A72	PSI-3A72 PSI-3A29 PSI-3**			PSI-3A72 PSI-3A29 PSI-3**
An advanced and in-depth knowledge of key concepts and principles of the international relations and global politics, including theoretical approaches	PSI-3A72 PSI-3A29 PSI-3**				PSI-3A72	PSI-3A72 PSI-3A29 PSI-3**			PSI-3A72 PSI-3A29 PSI-3**
Advanced understanding of methodological tools suitable for the analysis of texts and discourse	PSI-3A72 PSI-3A29				PSI-3A72	PSI-3A72 PSI-3A29			PSI-3A72 PSI-3A29

	PSI-3**					PSI-3** (some)			PSI-3**
At an advanced level the effective, efficient, fluent and accurate production and reception of the Honours language in a wide range of social and textual environments.	LCS-3H08 LCS-3H09		LCS-3F14 LCS-3H08 LCS-3H09	LCS-3F14 LCS-3H08 LCS-3H09 LCS-3J12	LCS-3F11 LCS-3F13 LCS-3J01 LCS-3T51 LCS-3T58	LCS-3F11 LCS-3F13 LCS-3H08 LCS-3H09 LCS-3J01 LCS-3T51 LCS-3T58		LCS-3F14	
At an advanced level the structure and characteristics of the relevant language (i.e. the language as it is <i>described</i> and <i>used</i>) in various contexts.	LCS-3L45		LCS-3J12	LCS-3J12 LCS-3F11 LCS-3F13 LCS-3J01 LCS-3J11 LCS-3L46 LCS-3L47	LCS-3F11 LCS-3F13 LCS-3J01	LCS-3F11 LCS-3F13 LCS-3J01		LCS-3F14 LCS-3L45	
At an advanced level the linguistic tools and meta-language to describe and analyse the main features of the target languages studied.	LCS-3H08 LCS-3H09 LCS-3J02 LCS-3J11		LCS-3H08 LCS-3H09 LCS-3J12	LCS-3H08 LCS-3H09 LCS-3J12	LCS-3F11 LCS-3F13 LCS-3J01 LCS-3J11 LCS-3L44 LCS-3L46 LCS-3L47	LCS-3F11 LCS-3F13 LCS-3H08 LCS-3H09 LCS-3J01 LCS-3J02 LCS-3L44 LCS-3L46 LCS-3L47		LCS-3F14	
At an advanced level the society, culture, institutions and history of the appropriate countries, and the application of this knowledge to translation practice.	LCS-3C04 LCS-3H08 LCS-3H09 LCS-3J11		LCS-3H08 LCS-3H09 LCS-3J12	LCS-3H08 LCS-3H09 LCS-3J12	LCS-3C04 LCS-3C05 LCS-3C06	LCS-3C04 LCS-3H08 LCS-3H09		LCS-3F14	
At an advanced level the practice and theory of translation (including where relevant translation-related issues associated with globalisation and the rapid development of communication and communication media, including technological aspects).	LCS-3C04 LCS-3T06				LCS-3C05 LCS-3C06 LCS-3J01 LCS-3J02	LCS-3C04 LCS-3J01		LCS-3F14	
At an advanced level aspects of culture and media as approached from the point of view of different subject areas (e.g. sociology, politics, film and television, literature or linguistics).	LCS-3C04 LCS-3J11 LCS-3L45 LCS-3L48 LCS-3L50			LCS-3J12	LCS-3C04 LCS-3C05 LCS-3C06 LCS-3F11 LCS-3F13	LCS-3C04 LCS-3F11 LCS-3F13 LCS-3L44 LCS-3L46	LCS-3L52	LCS-3L52	LCS-3L52

					LCS-3J11 LCS-3L44 LCS-3L46 LCS-3L47	LCS-3L47 LCS-3L48 LCS-3L50			
At an advanced level the practice and theory of language mediation, and language and translation-related issues associated with globalisation and the rapid development of communication and communication media, including technological aspects.	LCS-3J11			LCS-3J12	LCS-3J01 LCS-3J02 LCS-3J11	LCS-3J01 LCS-3T06			
Cognitive Skills									
Critical thinking	PSI-3A72 PSI-3A29 PSI-3** (some)				PSI-3A72	PSI-3A72 PSI-3A29 PSI-3** (some)			PSI-3A72 PSI-3A29 PSI-3** (some)
Advanced ability to evaluate of arguments and data	PSI-3A72 PSI-3A29 PSI-3**				PSI-3A72	PSI-3A72 PSI-3A29 PSI-3** (PSI-3A72 PSI-3A29 PSI-3**
At an advanced level the awareness of different styles at various linguistic and cultural levels.	LCS-3C04 LCS-3H08 LCS-3H09 LCS-3L45		LCS-3H08 LCS-3H09 LCS-3J12	LCS-3F14 LCS-3H08 LCS-3H09 LCS-3J12	LCS-3C04 LCS-3C05 LCS-3C06 LCS-3F11 LCS-3F13 LCS-3J01 LCS-3J02 LCS-3J11	LCS-3C04 LCS-3F11 LCS-3F13 LCS-3H08 LCS-3H09 LCS-3L46 LCS-3L47		LCS-3F14 LCS-3H08 LCS-3H09 LCS-3L45	
At an advanced level intercultural awareness and understanding.	LCS-3C04 LCS-3H08 LCS-3H09 LCS-3J11 LCS-3L45 LCS-3T54 LCS-3T56		LCS-3H08 LCS-3H09 LCS-3J12	LCS-3H08 LCS-3H09 LCS-3J12	LCS-3C04 LCS-3C05 LCS-3C06 LCS-3F11 LCS-3F13 LCS-3J01 LCS-3J02 LCS-3J11 LCS-3L44 LCS-3L46 LCS-3T15 LCS-3T22	LCS-3C04 LCS-3F11 LCS-3F13 LCS-3H08 LCS-3H09 LCS-3J01 LCS-3J02 LCS-3L44 LCS-3L46 LCS-3L47 LCS-3T11 LCS-3T13		LCS-3H08 LCS-3H09 LCS-3L45	PSI-3A72 PSI-3A29 PSI-3**

At an advanced level the identification, marshalling and synthesis of relevant information from written and spoken sources and various media in English and/or the Honours language.	LCS-3C04 LCS-3J11 LCS-3L45 LCS-3L48 PSI-3A72 PSI-3A29 PSI-3** LCS-3L50 LCS-3T06			LCS-3F14 LCS-3J12	LCS-3C04 LCS-3C05 LCS-3C06 LCS-3F11 LCS-3F13 LCS-3J01 LCS-3J02 LCS-3J11 LCS-3L44 LCS-3L46 LCS-3L47	LCS-3C04 LCS-3F11 LCS-3F13 LCS-3H08 PSI-3A72 PSI-3A29 PSI-3** LCS-3H09 LCS-3J01 LCS-3L44 LCS-3L46 LCS-3L47	LCS-3L48		PSI-3A72 PSI-3A29 PSI-3**
At an advanced level the effective, fluent and efficient structuring and presentation of reasoned arguments in written and spoken form in English and/or the Honours language.	PSI-3A72 PSI-3A29 PSI-3** LCS-3C04 LCS-3L45 LCS-3L48 LCS-3L50				LCS-3C04 LCS-3C05 LCS-3C06 LCS-3F11 LCS-3F13 LCS-3J01 LCS-3J02 LCS-3J11 LCS-3L44 LCS-3L46 LCS-3L47	PSI-3A72 PSI-3A29 PSI-3** LCS-3C04 LCS-3F11 LCS-3F13 LCS-3H08 LCS-3H09 LCS-3J01 LCS-3J12 LCS-3L44 LCS-3L46 LCS-3L47 LCS-3L48 LCS-3L50			PSI-3A72 PSI-3A29 PSI-3**
At an advanced level the ability to identify and contextualize relevant issues, critical reflection, evaluation of information.	PSI-3A72 LCS-3C04 LCS-3L45			LCS-3J12	LCS-3C04 LCS-3C05 LCS-3C06 LCS-3F11 LCS-3F13 LCS-3J01 LCS-3J02 LCS-3L44 LCS-3L46 LCS-3L47	PSI-3A72 LCS-3C04 LCS-3F11 LCS-3F13 LCS-3J01 LCS-3J12 LCS-3L44 LCS-3L46 LCS-3L47 LCS-3T54 LCS-3T56	LCS-3L45 LCS-3L52		PSI-3A72
At an advanced level the aesthetic appreciation of cultural products (for example, form, function, layers of meaning).				LCS-3J12	LCS-3F11 LCS-3F13 LCS-3J01	LCS-3F11 LCS-3F13 LCS-3J01			

					LCS-3J02				
At an advanced level the use of creative thinking.	PSI-3A72 PSI-3A29 PSI-3** LCS-3H08 LCS-3H09 LCS-3J11 LCS-3L45		LCS-3H08 LCS-3H09		PSI-3A72 LCS-3F11 LCS-3F13 LCS-3H08 LCS-3H09 LCS-3J01 LCS-3J02 LCS-3J11 LCS-3L44 LCS-3L46 LCS-3L47	LCS-3F1 LCS-3F11 LCS-3H08 LCS-3H09 LCS-3J01 LCS-3J12 LCS-3L44 LCS-3L46 LCS-3L47		LCS - 3F1 4 LCS - 3T4 7	PSI-3A72 PSI-3A29 PSI-3**
At an advanced level the use of efficient learning.	LCS-3C04 LCS-3H08 LCS-3H09 LCS-3J11 LCS-3L45		LCS-3H08 LCS-3H09	LCS-3F14	LCS-3C04 LCS-3C05 LCS-3C06 LCS-3F11 LCS-3F13 LCS-3H08 LCS-3H09 LCS-3J01 LCS-3J12 LCS-3L44 LCS-3J02 LCS-3J11 LCS-3L44 LCS-3L46 LCS-3L47	LCS-3C04 LCS-3F11 LCS-3F13 LCS-3H08 LCS-3H09 LCS-3J01 LCS-3J12 LCS-3L44 LCS-3L46 LCS-3L47		LCS - 3F1 4	
At an advanced level advocacy and negotiation skills.					LCS-3F11 LCS-3F13	LCS-3F11 LCS-3F13 LCS-3H08 LCS-3H09 LCS-3J12			
Subject Specific Practical Skills									
At an advanced level the production and comprehension of oral and written language.	PSI-3A72 PSI-3A29 PSI-3** LCS-3C04 LCS-3H08 LCS-3H09 LCS-3J11		LCS-3H08 LCS-3H09	LCS-3F14 LCS-3H08 LCS-3H09 LCS-3J12	LCS- 3C04 LCS- 3C05 LCS- 3C06 LCS-3F11 LCS-3F13 LCS-3J01	PSI-3A72 PSI-3A29 PSI-3** LCS- 3C04 LCS-3F11 LCS-3F13 LCS-3H08 LCS-3H09		LCS-3F14	PSI-3A72 PSI-3A29 PSI-3**

					LCS-3J02	LCS-3J01			
At an advanced level the use of linguistic knowledge and meta-language to describe, analyse and compare the Honours (or student's own) language	LCS-3L48 LCS-3L50			LCS-3J12	LCS-3F11 LCS-3F13 LCS-3J01 LCS-3J02	LCS-3F11 LCS-3F13 LCS-3J01 LCS-3J12 LCS-3L48 LCS-3L50		LCS-3F14	
At an advanced level the effective and efficient use of dictionaries and other reference works, including corpora and online resources.	LCS-3C04 LCS-3H08 LCS-3H09				LCS-3C04 LCS-3C05 LCS-3C06 LCS-3F11 LCS-3F13 LCS-3J01 LCS-3J02	LCS-3C04 LCS-3F11 LCS-3F13 LCS-3J01		LCS-3F14	
At an advanced level the competent use of IT, including the internet, language processing software, language laboratory tools, video equipment, and other multimedia resources.	LCS-3C04				LCS-3C04 LCS-3C05 LCS-3C06 LCS-3F11 LCS-3F13 LCS-3J01 LCS-3J02	LCS-3C04 LCS-3F11 LCS-3F13 LCS-3J01 LCS-3J12		LCS-3F14	
At an advanced level the use of Honours language and English media to source information, carry out research across a range of disciplines, and enhance knowledge and understanding of the appropriate cultures (including media where relevant).	LCS-3J11 LCS-3L45 LCS-3L48 LCS-3L50			LCS-3L46 LCS-3L47	LCS-3F11 LCS-3F13 LCS-3J01 LCS-3J02 LCS-3L44 LCS-3L46 LCS-3L47 LCS-3L48 LCS-3L50	LCS-3F11 LCS-3F13 LCS-3J01 LCS-3L44		LCS-3F14 LCS-3L45 LCS-3L52	
Advanced ability to link theory and practice in the study of International Relations relate the empirical study to	PSI-3A29 PSI-3** (some)				PSI-3A72	PSI-3A29 PSI-3** (some)			PSI-3A72 PSI-3A29 PSI-3** (some)

theoretical issues and approaches.									
Advanced ability to apply key terms to the analysis of International Relations Practical knowledge of specific International political institutions	PSI-3A72 PSI-3A29 PSI-3**				PSI-3A72	PSI-3A72 PSI-3A29 PSI-3**			PSI-3A72 PSI-3A29 PSI-3**
Advanced ability to evaluate contemporary domestic and international political events using theories and concepts acquired during the course, and to explain said events using such theories	PSI-3A72 PSI-3A29 PSI-3**				PSI-3A72	PSI-3A72 PSI-3A29 PSI-3**			PSI-3A72 PSI-3A29 PSI-3**
Key Skills and Attributes									
At an advanced level sensitivity to and command of English and where appropriate other languages.	PSI-3A72 PSI-3A29 PSI-3** LCS-3C04 LCS-3L45			LCS-3F14	PSI_3A7 2 LCS- 3C04 LCS- 3C05 LCS- 3C06 LCS-3F11 LCS-3F13 LCS-3L44 LCS-3L46 LCS-3L47	PSI-3A72 PSI-3A29 PSI-3** LCS- 3C04 LCS- 3F11 LCS-3F13 LCS-3L44 LCS-3L46 LCS-3L47		LCS-3F14 LCS-3L45	PSI-3A72 PSI-3A29 PSI-3**
At an advanced level time-management, self-discipline and self-motivation.	PSI-3A72 PSI-3A29 PSI-3** LCS-3C04 LCS-3H08 LCS-3H09 LCS-3J11		LCS-3H08 LCS-3H09	LCS-3F14 LCS-3H08 LCS-3H09	LCS- 3C04 LCS- 3C05 LCS- 3C06 LCS-3F11 LCS-3F13	PSI-3A72 PSI-3A29 PSI-3** LCS- 3C04 LCS-3F11 LCS-3F13 LCS-3H08		LCS-3F14 LCS-3L45	PSI-3A72 PSI-3A29 PSI-3**

					LCS-3J01 LCS-3J02 LCS-3L44 LCS-3L46 LCS-3L47	LCS-3H09 LCS-3J01 LCS-3L44 LCS-3L46 LCS-3L47			
At an advanced level intercultural awareness and tolerance.	PSI-3A72 PSI-3A29 PSI-3** LCS-3C04 LCS-3H08 LCS-3H09 LCS-3L45 LCS-3T54 LCS-3T56		LCS-3H08 LCS-3H09	LCS-3H08 LCS-3H09	LCS-3C04 LCS-3C05 LCS-3C06	PSI-3A72 PSI-3A29 PSI-3** LCS-3C04 LCS-3H08 LCS-3H09 LCS-3J01			PSI-3A72 PSI-3A29 PSI-3**
At an advanced level flexibility, resourcefulness, and mediation skills.	LCS-3C04 LCS-3H08 LCS-3H09 LCS-3L45		LCS-3H08 LCS-3H09	LCS-3H08 LCS-3H09	LCS-3C04 LCS-3C05 LCS-3C06 LCS-3F11 LCS-3F13 LCS-3J01 LCS-3J02 LCS-3L46 LCS-3L47	LCS-3C04 LCS-3F11 LCS-3F13 LCS-3H08 LCS-3H09 LCS-3J01		LCS-3L45	
At an advanced level general aptitude for learning languages and other disciplines or skills.	LCS-3H08 LCS-3H09 LCS-3J11		LCS-3H08 LCS-3H09	LCS-3H08 LCS-3H09	LCS-3F11 LCS-3F13 LCS-3J01 LCS-3J02 LCS-3L44	LCS-3F11 LCS-3F13 LCS-3H08 LCS-3H09 LCS-3J01 LCS-3L44		LCS-3F14	
At an advanced level IT literacy.	PSI-3A72 PSI-3A29 PSI-3** (some) LCS-3C04 LCS-3H08 LCS-3H09				LCS-3C04 LCS-3C05 LCS-3C06 LCS-3F11 LCS-3F13	PSI-3A72 PSI-3A29 PSI-3** (some) LCS-3C04 LCS-3F11 LCS-3F13			

					LCS-3J01	LCS-3J01			
At an advanced level active listening.	PSI-3A72 PSI-3A29 PSI-3** LCS-3C04 LCS-3T06				PSI-3A72 PSI-3A29 PSI-3** LCS-3C04 LCS-3C05 LCS-3C06 LCS-3F11 LCS-3F13 LCS-3J01	LCS-3C04 LCS-3F11 LCS-3F13 LCS-3H08 LCS-3H09 LCS-3J01 LCS-3J11 LCS-3J12			PSI-3A72 PSI-3A29 PSI-3**
At an advanced level note-taking.	LCS-3C04 LCS-3H08 LCS-3H09		LCS-3T51 LCS-3T58		LCS-3C04 LCS-3C05 LCS-3C06 LCS-3F11 LCS-3F13 LCS-3J01 LCS-3J02	LCS-3C04 LCS-3F11 LCS-3F13 LCS-3J01		LCS-3L52	LCS-3L52
At an advanced level presentation of facts and ideas, reporting, argumentation.	LCS-3C04 LCS-3H08 LCS-3H09 LCS-3L45				LCS-3C04 LCS-3C05 LCS-3C06 LCS-3F11 LCS-3F13 LCS-3J01 LCS-3J02 LCS-3L44 LCS-3L46 LCS-3L47	LCS-3C04 LCS-3F11 LCS-3F13 LCS-3H08 LCS-3H09 LCS-3J01 LCS-3J12 LCS-3L44 LCS-3L46 LCS-3L47	LCS-3L48 LCS-3L50	LCS-3L52	

At an advanced level self- and group-evaluation.	PSI-3A72 PSI-3A29 PSI-3** LCS-3C04 LCS-3H08 LCS-3H09				PSI-3A72 LCS-3C04 LCS-3C05 LCS-3C06 LCS-3F11 LCS-3F13 LCS-3J01	LCS-3C04 LCS-3F11 LCS-3F13 LCS-3H08 LCS-3H09 LCS-3J01 LCS-3J12			PSI-3A72 PSI-3A29 PSI-3**
At an advanced level teamwork.	PSI-3A72 PSI-3A29 PSI-3** LCS-3C04				LCS-3C04 LCS-3C05 LCS-3C06 LCS-3F11 LCS-3F13 LCS-3J01 LCS-3L48	PSI-3A72 PSI-3A29 PSI-3** LCS-3C04 LCS-3F11 LCS-3F13 LCS-3H08 LCS-3H09 LCS-3J01 LCS-3J12 LCS-3L48			PSI-3A72 PSI-3A29 PSI-3**
At an advanced level research methodology.					PSI-3A72 LCS-3C05 LCS-3C06 LCS-3F11 LCS-3F13 LCS-3J01 LCS-3J02 LCS-3L46	LCS-3F11 LCS-3F13 LCS-3J01 LCS-3J12 LCS-3L46			

Other: If you have used the 'Other' column to record assessment types, please indicate here what kinds of assessment will fall within this category:
 LCS-3L45: Set of practical exercises.
 LCS-3F14: Annotated Translation.

STAGE 5 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other

NOT APPLICABLE									

PS3 PROGRAMME COHERENCE AND FEEDBACK CYCLES

*note
PS3*

PS3.1 vertical and horizontal integration

Please explain how this programme is designed to deliver a coherent body of knowledge, skills and understanding. Comment on vertical and horizontal integration, in terms of complementarity and progression of modules within and across stages.

*note
PS3.1*

The study of a foreign language has considerable benefits for cross cultural understanding not to mention job prospects for the students concerned. Equally, an understanding of the international system and of global politics widens horizons and opens up new opportunities. Bringing the study of these disciplines together creates a considerable synergy as students of a language will have a better understanding of the political environment and nature of the global system. IR students too will be better equipped with a fundamentally important language skill which opens up new worlds and access to the political thinking, commercial and cultural environments of countries using the language being studied. This will have strong career and employability benefits.

There are many crossovers between the study of a language and the study of IR. The intention is NOT to teach each in isolation. The intention is to seize the commonalities and exploit them. Modules have been chosen to build skills with self-reflection as a key element to explore the connections and opportunities a joint degree can offer. Modules will progressively develop student understanding and confidence from an introductory level, through intermediate, to advanced levels of analysis, insight and mature informed critical analysis of global issues and principles. With the LCS modules cultural sensitivity is central to each of the language programmes and has a direct bearing on PSI modules; for example those which examine the policies of the EU and its member states in relation to immigration. This is just one of many such examples, and debates about the Eurozone, the EU relationship with its near neighbours, with Asia and in particular Japan will all have a cross disciplinary dimension. The PSI *Global Politics* module addresses the way in which the international system works and debates contending explanations. At level 2 key theories and ideologies are examined in depth and at level 3 these are applied to specific contexts such as mentioned above. Contrasting English language viewpoints with those expressed in French, Spanish or Japanese offers new insights and perspectives. Foreign language news is important in this respect. The Year Aboard, too, is a valuable means to equip students not only with fluency in their chosen language but also to attain a real grasp of the commercial, political and business worlds of Spanish, French or Japanese language countries. Moreover, political, business, and public sector placements in French and Spanish language companies and organisations are being explored in readiness, with Japanese placements to follow.

PS3.2 feedback cycle

Please explain how assessments and feedback / feed forward support the coherence of the programme. Comment on number and types of assessment, both formative and summative; the types and format of feedback students will receive; and their sequencing. How will assessments and feedback impact on

*note
PS3.2*

<p>subsequent modules?</p> <p>A broad range of assessment is used to develop transferable skills and test knowledge, insight and maturity of thought, ranging from examination to coursework and including class debates, seminar engagement, project work, with an emphasis on developing student confidence through reflection, group work, and independent working.</p> <p>Essays remain a large part of summative assessment but formative essay plans are a significant part of teaching. Formative feedback is also varied, from for example immediate comments on presentation performance, as in PSI-2A05, to one to one tutorials based on a prepared reflective report, as in PSI-2A30. An early reflective report enables teaching staff to identify at an early stage student interests, ambitions, and issues; and encourages students to relate module content to their wider interests, ambitions and values. In many modules, including for example, <i>International Organisations</i> (PSI-2A30) because it is at the intermediate stage in a progressive pattern of knowledge acquisition and evaluation, and studies the underlying existential arguments for five key international organisations and how they work within the international system, an early formative piece enables students to think through for themselves what they want out of the module and their degree course.</p> <p>One-to-one tutorials to discuss formative work help by encouraging students to be proactive with regard to their own career planning and strengthening employability skills. PSI-2A30 also includes a formative exercise to produce an outline for an essay and this is also the subject of one to one tutorials. In combination the formative work ensures that students see clearly the relationships between academic study, wider knowledge, and their own values and ambitions. The 'output' and benefit is that summative work is more focused. In other international Relations degree course the absence of a language can impair ability to secure employment at the international level. The new joint degree course will overcome that and early engagement on a one to one basis through formative work and tutorials provides greater and more relevant support.</p>	
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PS4	EXAMINATIONS		<i>note PS4</i>
		Written	Practical (e.g. OSCES and OSPES)
	How many modules will include an exam element?	12	N/A
	How many hours of exams are there in Stage 0? (if applicable)	N/A	N/A
	How many hours of exams are there in Stage 1?	6-10	N/A
	How many hours of exams are there in Stage 2?	4-8	N/A
	How many hours of exams are there in Stage 3?	2-6	N/A
	How many hours of exams are there in Stage 4? (if applicable)	N/A	N/A
	How many hours of exams are there in Stage 5? (if applicable)	N/A	N/A
	How many hours does the programme (as a whole) include?	24	N/A

PS5	EQUALITY	<i>note PS5</i>
PS5.1	How do the admissions criteria ensure equality of opportunity for all applicants?	
	LCS has been closely working with UEA's Outreach team for some time, for example providing AS and A-level revision days, teaching taster sessions and a wide range of visits to schools. PSI also seeks to engage with schools through events organised by the Outreach Team. Given the large number of visiting students (plus a large number of non-EU MA students), both Schools have a strong sense of inclusivity.	
PS5.2	What steps have been taken to ensure an inclusive curriculum?	
	Cultural sensitivity is at the heart of the degree course in module content, in formative work and summative assessment, and in the way this joint degree has been put together to highlight internationalism, to celebrate diversity and open horizons.	
PS5.3	In what ways do learning and teaching and assessment methods ensure inclusivity and equality of opportunity?	
	A wide range of teaching methods and assessment techniques are available for students to reflect different learning approaches and needs.	

AC4	MODULE OUTLINES FOR EXISTING CORE AND COMPULSORY MODULES	
<i>note AC4</i>	Number of existing CORE AND COMPULSORY modules	11 (+ Year Abroad)
	Module outlines attached? (Appendix 1)	

AC5	MINOR CHANGES TO EXISTING MODULES	
<i>note AC5</i>	Please list all existing modules, Core, compulsory and optional, to which you are proposing minor changes	
Module Code	Module Title	Minor changes proposed
NONE		

AC6	NEW MODULES	
<i>note AC6</i>	How many new modules are being proposed?	NONE
Please complete a table AC6.x for each proposed new module		

AC7 <i>note AC7</i>	DEFINED CHOICE
How do you envisage 'Defined Choice' working for the programme in question? Please specify for each year of the programme.	

The proposed profile does not allow for defined choice in order that appropriate coverage in both subject areas may be fulfilled.

AC8 <i>note</i> AC8	JOINT COURSES		
	Is the proposed course is a joint course?	YES	X
		NO	
	If YES, how will the student experience be managed?		
	The lead (home) School will be PSI. Registration, allocation of advisers and management of the Programme and student experience will be led by a Course Director who will also closely with the Head or Deputy Head of LCS. The Schools take the induction process seriously. This is an exciting new joint degree and access to academic staff and a continuous process of review and engagement will be central to the process. Advisers will be assigned in PSI with a secondary Adviser in LCS. There will be at least one meeting per -semester with all students on the degree course to ensure that all engage fully, and are encouraged to develop as a group. The students will be part of the employability programmes of the two schools, who already have collaborative arrangements for maximising the student experience of work placements, study visits, etc.		

AC9	COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS
<i>note</i> AC9	Please provide a summary of external professional feedback received. Append full reports as Appendix 2
	TO FOLLOW

AC10	COMMENTS ON ACADEMIC CASE AND PROGRAMME SPECIFICATION
<i>note</i> AC10	Please circulate Parts 1, 3 & 4 to the following for their additional comments (if any). Comments to be returned to proposer within 10 working days.
Date of circulation:	
AC10.1	Head of Learning & Teaching Service (LTS)
<p>Comments on the Academic case for International Relations and French, Spanish or Japanese from the LTS NAM Project Coordinator- response from LCS Teaching Director in capitals:</p> <p>Thank you for your comprehensive and very informative proposal for this innovative course, which as mentioned in your course approval document is very much in tune with University strategies on Internationalism and Employability.</p> <p><u>Employability</u></p> <p>As mentioned in the proposal, the course will have a strong relationship to the jobs market and include a compulsory element of work based experience. This will be</p>	

very beneficial for students and their career prospects, and the schools are to be commended on their pro-active exploration of placement opportunities for students on the course.

Course profile

Stage 1 course profile: How and when will students be asked to select their honours level language, their Stage 1 subsidiary language (or other LCS) module and their Options range A PSI, HIS or ECO module?

THE LANGUAGE CHOICE WILL DEPEND UPON THEIR ENTRY LEVEL IN THE RELEVANT LANGUAGE, HENCE SHOULD BE EASY TO DETERMINE. OPTIONS WILL BE CHOSEN AT SAME TIME AS CURRENT PROGRAMMES

The direction of travel is to allocate Stage 1 modules and issue timetables well in advance of new students' arrival at UEA, and it would be useful to know how the Schools plan to ensure this.

FOR LCS THE CHOICES MIRROR OTHER PROGRAMMES ALREADY RUNNING AND SO WILL NOT CAUSE ANY ADDITIONAL PROBLEMS OF TIMETABLING ETC

Stage 2 course profile: It is a pity that students are not able to carry on with their subsidiary language in Stage 2; the reasons for this are clear but if it were possible to address this in future it would be of benefit to students.

AGREE BUT THE ONLY WAY WOULD BE TO HAVE AN IMBALANCE OF LCS MODULES. THE STUDENTS COULD CONTINUE THE LANGUAGES FOR NON-CREDIT (AND AS SUCH WOULD SHOW UP ON THEIR HEAR)

Stage 3 course profile: Options Range A, where students are asked to select any module starting PSI-3 not already listed – could students select both PSI-3A72 EU Studies / Brussels Internship and PSI-3A29 Power over the Pacific: The American Relationship with Asia? The course profile implies that this is explicitly prohibited.

Course profile generally: The timetabling is likely to be complicated and may inhibit certain combinations – how will this be addressed in practical terms?

I BELIEVE THAT THE GENERAL HUM POSITION ON CHOICE IS THAT IT IS BETTER TO ALLOW A WIDE RANGE OF CHOICE ON THE UNDERSTANDING THAT CERTAIN COMBINATIONS MAY NOT BE POSSIBLE. THIS HAS NEVER CAUSED PROBLEMS IN THE PAST WITHIN THE FACULTY AND RESTRICTING THE OPTIONS SO THAT THERE IS NO POSSIBLE CLASHES WITH ANY OTHER CHOICE IS TOO RESTRICTIVE.

Issues relating to joint courses

As this is a joint course it will be particularly important for the 2 Schools (in the form of Course Director and the Deputy Course Director) to work closely together to ensure that students experience a coherent and integrated programme with its own flavour, its own dedicated induction and development events and so on. It is evident from the care taken with the proposal and the comments within the approval document that joint working is already in place; this is extremely welcome.

Learning outcomes and horizontal and vertical integration

The form does specifically ask for this but it would be useful to see programme level outcomes explicitly listed, ie the learning outcomes that can be expected from studying the combination of International Relations and a Language to honours level.

The Schools might consider including the learning outcomes to be achieved by successfully completing the year abroad (these do not need to be mapped against specific assessments).

THERE IS SOME MERIT IN THESE COMMENTS: IS THERE NEED TO ADDRESS THIS IMMEDIATELY OR CAN IT BE DONE AT A LATER DATE?

Assessment and feedback strategy

The comments on assessment and feedback strategy are very informative and the use of formative assessment will be beneficial to students. The proposers may wish to comment on the ways in which the programme level outcomes will be assessed synoptically.

WRT TO LCS ALL LANGUAGE MODULES (WHICH ARE THE CORE OF OUR SIDE OF THE PROGRAMME) ARE EXAMINED BY WHAT IN EFFECT IS A SYNOPTIC EXAMINATION AT THE END OF THE SPRING SEMESTER.

Julia Jones, LTS

AC10.2	Equality & Diversity Manager
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AC11	PROPOSER'S RESPONSE TO COMMENTS IN AC9 & AC10 ABOVE
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<i>note</i> AC11	
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AC12	APPROVAL OF THE ACADEMIC CASE	
<i>note</i> AC12	APPROVALS	PRINT NAME, SIGN AND DATE
AC12.1	Head of School	
	Approved:	June 2012
	Approved with amendments:	
	Rejected:	
AC12.2	Faculty Associate Dean (for Faculty LTQC)	
	Approved:	10/10/12
	Approved with amendments:	
	Rejected:	