LTC12D012

Title:	New Course Proposal MA International Security (Fast Track)
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Agenda:	LTC12A001
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Issue

Introduction of a new MA in International Security in the School of Political, Social and International Studies

Recommendation

Recipients are invited:
To approve the introduction of an MA in International Security with effect from 2013/14.

Resource Implications

None

Risk Implications

None

Equality and Diversity

The needs of students, with a wide range of backgrounds and abilities, frame teaching and assessment from the outset. The use of additional online materials to support lectures alongside the use of formative and summative assessments methods, for instance, reflect a clear commitment to inclusivity and equality of opportunity. The School will also continue to work with the International Students and Learning Enhancement teams in the DOS Office to help promote inclusivity and equality of opportunity.

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 David Gill (David.Gill@uea.ac.uk)

Background

This new, 12-month, full-time (or 24-month, part-time) MA degree will provide students with a theoretical and empirical understanding of international security and international relations more broadly. The International Security Masters (ISMA) will help students to develop a range of valuable transferable skills, particularly for those seeking a professional career in international security, whether as a policy analyst, journalist or researcher. The degree will also appeal to students intending to pursue postgraduate research in international security and international relations.

The ISMA serves an important purpose for the University on a regional, national, and international level. As PSI moves ever higher into the top-20 Politics/International Relations departments in Britain (*The Guardian*, 2012), it needs to publicise its own teaching and research excellence. Indeed, alongside the inherent value in meeting student demand for such a course, the ISMA will help to raise the profile of the School, and thus the University, by highlighting the excellent and wide-ranging work of its scholars in international security. If successful, the course will ultimately help the School to compete more aggressively with its peers and attract more of the best students.

Discussion

Recipients are asked to note the introduction of an MA in International Security.

University of East Anglia

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**

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

PART 2:   **Business Case**

> **For consideration by the relevant Faculty Executive**

PART 3:   **Academic Case**

> **For consideration by the relevant Faculty Learning, Teaching and 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		LTC Approval in Principle Required	
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	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)**	None		
S3	**ACCREDITING/VALIDATING BODY (if relevant)**	None		
S4	**LEVEL**	Sub-degree (e.g. Cert. Dip.)		
		Undergraduate		
		Integrated Masters		
		Masters	X	
		Postgraduate Research		
S5	**AVAILABLE FROM (academic session)** *Insert (mm/yyyy)*	09/2013		
S6	**SCHOOL OF STUDIES**	PSI		

Please complete the following section for each new course being proposed

Course One

S7	**COURSE TITLE**	International Security	
S8	**AWARD**	MA	
S9	**DURATION** (years or months)	1 year (2 year)	
S10	**MODE OF ATTENDANCE** (full-time, part-time, distance, other)	FT (PT)	
S11	**PLACEMENT(S)/WORK-BASED LEARNING REQUIRED**	YES	
		NO	No
S12	**COURSE HIGHLIGHTS**		

This new, 12-month, full-time (or 24-month, part-time) MA degree will provide students with a theoretical and empirical understanding of international security and international relations more broadly. The International Security Masters (ISMA) will help students to develop a range of valuable transferable skills, particularly for those seeking a professional career in international security, whether as a policy analyst, journalist or researcher. The degree will also appeal to students intending to pursue

postgraduate research in international security and international relations.

The ISMA serves an important purpose for the University on a regional, national, and international level. As PSI moves ever higher into the top-20 Politics/International Relations departments in Britain (*The Guardian*, 2012), it needs to publicise its own teaching and research excellence. Indeed, alongside the inherent value in meeting student demand for such a course, the ISMA will help to raise the profile of the School, and thus the University, by highlighting the excellent and wide-ranging work of its scholars in international security. If successful, the course will ultimately help the School to compete more aggressively with its peers and attract more of the best students.

Several key selling points help to differentiate UEA from the growing number of top-tier universities that already offer degrees in International Security, broadly defined. The ISMA offers a wide range of student specialisation, clearly structured pathways for learning, a mix of traditional and new approaches to the field, contact with experienced policy-makers, and good opportunities for future employability. There may also be some scope to work with the Academy of Diplomacy at UEA London, which would complement all of the course's already considerable strengths. In addition, the MA will benefit from the School's already high levels of student satisfaction (*National Student Satisfaction Survey*, 2010).

The aforementioned reference to contact with experienced policy-makers is an important selling point for the ISMA. The School is keen to strengthen its existing links with alumni and former practitioners, Sir Anthony Dymmock, UK Military Representative to the NATO and the EU Military Committees in Brussels, and Sir Robert Fulton, former Royal Marines Officer and Deputy Chief of the Defence Staff for Equipment Capability. Both senior officials have expressed an interest in further engagement with UEA. PSI hopes to strengthen these pre-existing connections, as well as to forge new relationships with other leading policy makers, in order to strengthen the value of the MAIS for students and to raise UEA's reputation in the field more broadly.

The two course directors, Lee Marsden and David Gill, have complementary research interests in international security. Both have taught and published in the field and will oversee all necessary core security modules for the MA. To ensure that students develop appropriate subject matter expertise, receive relevant skills training, and enhance their critical thinking, the ISMA will have a significant compulsory requirement. The 180-credit course takes advantage of the School's existing strengths in the field, utilising three already successful modules ('International Security'; 'International Relations Theory'; 'Dissertation'), which effectively provide the backbone for the ISMA. In addition, the creation a new module ('War Games') helps to align the course with competing efforts in other leading Universities offering International Security taught courses.

Compulsory modules (120 Credits)

Module	Description	Assessment	Credits	Period
PSIIM011	International Relations Theory	CW	20	SEM1
PSIIM020	International Security	EX	20	SEM2
PSIIMTBC	International Security Exam	CW	20	SEM2
PSIIM034	War Games	CW	20	SEM2
PSI-M50X	PSI dissertation	CW	40	SEM2

Option range A Students will select 60 credits from the following module(s)

Analysing Media Discourses
PSIPM015 20 Semester 1
Media, Culture and Society Dissertation
PSIPM40X 60 Semester 2
International Organisations and Public Policy
PSIIM006 20 Semester 2
Public Policy: Theory and Analysis
PSIPM023 20 Semester 1
The European Union in International Affairs
PSIIM010 20 Semester 2
International History of the Asia-Pacific Region
PSIIM007 20 Semester 1
The Foreign Relations of China and Japan in the Modern World
PSIIM026 20 Semester 2
Political Economy of the Environment
PSIPM022 20 Semester 2
Politics and Mass Media
PSIPM012 20 Semester 2
Issues in Media and Cultural Politics
PSIPM03Y 20 Year Period
Theories of Society and Politics
PSIPM003 20 Semester 1
History of Political Thought: Social Contract Theory
PSIPM005 20 Semester 1
Theory and Practice of Policy Making in Britain
PSIPM018 20 Semester 2
Middle East Politics
PSIIM030 20 Semester 2
Multiculturalism
PSIPM026 20 Semester 2
Politics and Public Affairs
PSIPM034 20 Semester 2
Regulation
PSIPM028 20 Semester 2
Practical Media
PSIPM020 20 Semester 2
American Foreign Policy
PSIIM032 20 Semester 2
New Media and Society
PSIPM007 20 Semester 1
Better Worlds? Utopias and Dystopias
PSIPM002 20 Semester 2
European Union: Power, Politics and Policy
PSIIM003 20 Semester 1
Online Journalism
PSIPM027 20 Semester 1
Media and Society
PSIPM09Y 40 Year Period
Studying Media
PSIPM017 20 Semester 1
Broadcast Journalism
PSIPM038 40 Semester 2
Democratic Theory
PSIPM010 20 Semester 2
Public Choice
PSIPM014 20 Semester 2
"Media, Culture and Society Dissertation"
PSIPM20X 80 Semester 2
Politics and Popular Culture

PSIPM009 20 Semester 1
Journalism: Practice and Ethics
PSIPM031 20 Semester 1
Public Management: Theories and Change
PSIPM042 20 Semester 2
Methods of Social Enquiry
PSIPM11Y 40 Year Period
International Organisations: Conflict and Development
PSIIM009 20 Semester 1
Russian Foreign Policy
PSIIM008 20 Semester 2
World Politics Since 1945
PSIIM015 20 Semester 1
Water Security for Development: Theory and concepts
DEV-M101 Semester 1
Water Security for Development: Tools and policy
DEV-M102 Semester 2
Conflict, Peace and Security
DEV-M052 Semester 2

The above list (Option Range A) is the same list of options available to MA students studying International Relations. Students who have studied the material covered in Option Range A may ask for exemption on the basis of prior learning, or may ask for a concession to study suitable alternative modules, following approval from the course director.

Disclaimer: Whilst PSI and the University more broadly will make every effort to offer the modules listed, changes may sometimes occur, arising from the annual monitoring, review and update of modules and regular (five-yearly) review of course programmes. Where this activity leads to significant (but not minor) changes to programmes and their constituent modules, there will normally be prior consultation of students and others. It is also possible that the University will not be able to offer a module for reasons outside of its control, such as the illness of a member of staff or sabbatical leave. Where this is the case, the University will endeavour to inform students.

Further details
The first compulsory module 'International Relations Theory' is central to all our international politics MA degrees. This module provides students with an essential grounding in International Relations theory, that is, the different ways we understand and predict international politics. The module is structured around the positivist/post-positivist divide and starts with classical realism and neo-realism, and liberalism and neo-liberalism. It then explores constructivism before turning to more critical theories like post-colonialism, feminism and gender studies, and Marxism. It provides students with a current and inter-disciplinary understanding of international politics and does not require previous knowledge of theory. The module is, however, essential for the ISMA as it underpins all of the teaching delivered in the second semester.

The second compulsory module, 'International Security', examines the study of security in the international system, through its roots in Cold War strategic studies to the development of the more broadly focused field of security studies today. The module critically analyses contemporary security issues and provides a sound theoretical base for considering practical issues of security, including new wars, intervention and terrorism. Themes are explored from theoretical perspectives and include security and the nation state, war and peace, new wars, alliances, democratic peace, securitisation, human security, the arms industry, religion and security and terrorism.

The final compulsory taught module, 'War games', introduces students to some of the major issues and ideas concerning diplomacy and military strategy in International Relations. Students will learn about the theoretical and practical challenges concerning military relations between states, including concepts such as `the security dilemma', `future uncertainty', `self help', `balancing', `deterrence', `imperial overstretch', and `humanitarian intervention'. The successful completion of this module will lead to a more nuanced understanding of war and peace in international politics. This module therefore examines the key issues and ideas concerning strategy and warfare in International Politics all of which underpin, but are not the direct focus of, the existing 'International Relations Theory' and 'International Security' modules at MA level.

These three compulsory modules therefore complement and support one another, providing students with the chance to build and develop their knowledge in the field of international security. The ISMA thus respects learning and teaching objectives at degree, rather than merely module, level and facilitates student's academic progression over the course of twelve months (or twenty-four months for part time students).

The final core component of the ISMA is the 'Dissertation' module. Students are required to write a dissertation of a length as specified in their MA Course Guide on a topic approved by the Course Director or other authorised person. This module helps students to conduct independent research and gain valuable experience in producing lengthy pieces of research on topics of their own choice.

Teaching and assessment strategies, though varying among different modules, broadly align for the ISMA, and all adopt summative and formative assessments (efficient 'feed forward') to make the process more useful to students. The majority of teaching relies on lectures and seminars, but will utilise, where appropriate, films and scenarios in order to explore different ideas and examples, both thematically and empirically. Assessment is a mixture of the more traditional academic approach -- coursework and exams -- alongside course tests and reflective reports. All modules will seek to improve student engagement and encourage independent learning.

S13	**RELEVANT SUBJECT BENCHMARK STATEMENT(S)**	
S14	**ENTRY REQUIREMENTS**	2:1 or equivalent, IELTS of 6.5
S15	**CAREER POSSIBILITIES**	The careers that our students follow after gaining an MA or Diploma from PSI vary greatly, but typical careers include: further postgraduate research in universities or other more policy-oriented domestic or international institutions, diplomacy, international marketing and business. The ISMA should particularly help students seeking a professional career in international security, whether as a policy analyst, journalist or researcher.
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** *Insert contact address/email/tel no. AAO*	PSI website: http://www.uea.ac.uk/psi Lee.Marsden@uea.ac.uk David.Gill@uea.ac.uk
S19	**Course Director(s)**	Lee.Marsden@uea.ac.uk David.Gill@uea.ac.uk
S20	**Course Proposer(s)**	Lee.Marsden@uea.ac.uk David.Gill@uea.ac.uk

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** – *Insert contact address/email/tel no. AAO*	
S19	**Course Director**	

BC0	**THE RATIONALE** (Overview - brief summary)	
BC0.1	**Brief summary of the rationale for the proposal**	
	Demand for international politics-related MA degrees is strong. Indeed, existing courses within the School have proved increasingly popular over the last five years. For the year 2011-2012, intake reached 27 students (19 Home/EU, 8 international) on the 'International Relations' and 'International Relations and European Studies' MA courses. General feedback, from students and colleagues, suggests that students want a greater focus on matters of security, particularly within the realm of international politics, and that distinction is crucial to their degree selection. The proposed degree would certainly cater to such interests. The School's current 'International Security' module is very popular and highly valued amongst students. Because PSI does not offer an MA degree that features security in the title, however, its visibility suffers. The School therefore loses students, unnecessarily, to universities that appear to offer greater focus on the subject. Given the increasing competitiveness of the MA marketplace, PSI and the University more broadly should make every effort to compete with other leading universities and highlight what it can offer to students on a national and regional level. Courses similar to the one proposed here, for example, feature prominently in advertising literature for both Cranfield University and the University of Essex. It seems reasonable to conclude many such students could just as happily attend UEA. Because the ISMA requires no major changes to PSI's existing offerings, new students can be attracted at limited additional cost. The new degree should help to increase our MA student intake, likely attracting more domestic rather than international candidates, thereby enabling PSI to set higher entry benchmarks in the future. In particular, it will be very distinctive from our undergraduate content, which will encourage current students to stay on. The new degree therefore serves to attract *and* retain students. The ISMA consequently honours the University's Corporate Plan and its commitment to continue to increase the quality, number, and range of student applicants. The economic rationale for this module is therefore clear. The ISMA will help the School to compete with its academic rivals, and ultimately attract more students to study at UEA. Beyond attracting more students, the creation of the ISMA will publicise and codify the School's commitment to teaching and research in the field of international security. Such efforts will help to foster links with like-minded research institutions as well as leading practitioners. The School is certainly keen to strengthen its existing links with alumni and former practitioners, Sir Anthony Dymmock, UK Military Representative to the NATO and the EU Military Committees in Brussels, and Sir Robert Fulton, former Royal Marines Officer and Deputy Chief of the Defence Staff for Equipment Capability. Both senior officials have expressed an interest in further engagement with UEA. PSI hopes to strengthen these pre-existing connections, as well as to forge new relationships with other leading policy makers in the near future. To be sure, PSI has already successfully used additional policy makers, including Richard Dannatt (former Chief of the General Staff) and Stephen Wall (Diplomat and former Head of European Secretariat), in its public lecture series. Such efforts will help to strengthen the educational and employment value of the MAIS and should improve UEA's reputation in the field more broadly. The ISMA thus honours the University's Corporate Plan and its commitment to policy-relevant research, especially as it could significantly contribute to the University's reputation. In addition, such progress should also

	help to attract, develop and retain staff of the highest calibre in the field of International Security, thereby contributing to PSI's national standing.
BC0.2	**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)).**
	Please summarise here and attach copies of any responses to this document or insert their comments in this section.
	Lee Marsden, on behalf of PSI, has consulted members of the British International Studies Association (BISA) executive. In addition, Marsden has also consulted one external examiner, Adam Quinn, from the University of Birmingham. All support the proposal for the MAIS.

BC0.3	**Is this a Fast-track proposal?**	**YES**	Yes
		NO	
BC0.4	**If Yes, what features of the proposal make it a fast-track?** *Please refer to the New Course Approval Procedure*		
	The course uses pre-existing MA modules.		

BC1	**ACADEMIC AND RECRUITMENT STRATEGY**	
BC1.1	**How does the proposal fit with School academic plans?**	
	The proposal fits in well with the School's academic plans. PSI has a distinctive international studies element to its research and teaching. The ISMA recognises and organises, rather than invents or changes, the School's efforts in the field of international security. In sum, the new degree will ensure that we utilise our academic strengths to attract more students and publicise our existing successes. The ISMA will also help PSI to continue to recruit well by ensuring that our course offerings and module content reflects student demands.	
	The Faculty's academic plans?	
	The Faculty has been developing its international studies, and more specifically international security, content for several years. New staff and new modules developed over the course of the last four years help to explain the School's rationale for, and ability to provide, a new course.	
	The degree will increase student numbers and this will mean related optional modules will have increased take up across the faculty. Building up our MA intake, and retaining good UG students, is a core aim of the faculty and this new degree with help achieve these ambitions. Given the pre-existing materials, resources, and staff, the degree only requires a small number of students for the purposes of viability.	
	The University's Corporate Plan?	

	The ISMA fits in with Corporate Plan will complement objectives O1, O2 (R6, 7), O3, O4 (ED3, 4, 6) O5, (EE1, 5, 7), O7 (P7), O9, O10 (F2).	
BC1.2	**Proposed Recruitment Strategy**	
	The ISMA build on existing, successful recruitment strategies for MA students, including the use of agents. Staff could, if required, make local, national, and international visits to promote the degree. PSI will certainly work with the University to promote the degree more broadly. The distinctiveness of the degree from our UG content should encourage students to stay on at UEA. To encourage retention, and to promote awareness, staff will explain to undergraduate students, especially those who have taken relevant modules, that they will be able to study such subjects in much more depth at the MA level. In addition, some MA events will open for undergraduate students.	

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?**	

The ISMA serves an important purpose for the University on a regional, national, and international level. As PSI moves ever higher into the top-20 Politics/International Relations departments in Britain (*The Guardian*, 2012), it needs to publicise its own teaching and research excellence in order to compete more aggressively with its peers.

Beyond highlighting PSI's qualities in the field of international security, the ISMA offers a wide range of student specialisation, clearly structured pathways for learning, a mix of traditional and new approaches to the field, contact with experienced policy-makers, and good opportunities for future employability. In addition, the MA will benefit from the School's already high levels of student satisfaction (*National Student Satisfaction Survey*, 2010). These selling points will help to differentiate UEA from the growing number of top-tier universities that already offer degrees in International Security, broadly defined:

Aberystwyth University	Security Studies MScEcon
	Strategic Studies MScEcon
Canfield University	International Security MSc
Kings College, London	Geopolitics, Territory and Security MA
	Non-Proliferation and International Security MA
	International Peace and Security MA
University of Bath	International Security MA
University of Bristol	International Security MSc
University of Essex	Conflict Resolution MA/MSc
University of Kent	International Security and the Politics of Terror MA
University of Leeds	Security, Terrorism and Insurgency MA
University of Liverpool	International Relations and Security MA
University of Nottingham	International Security and Terrorism MA
	War and Contemporary Conflict MA

		University of Sheffield	Contemporary Global Security MA

University of Warwick   International Security MA

By offering the ISMA, the School will align with its national competitors and better position itself within an increasingly competitive academic environment. It is also worthy of note that two rival institutions operating in the East of England, Essex and Cranfield, already offer such courses.

The economic rationale for this course is self-evident. The ISMA will allow the School to compete with its academic competitors offering International Security degrees, and ultimately attract more students to UEA. Beyond its inherent merit in attracting students, such an approach raises the profile of the School, and thus the University, by highlighting the excellent and wide-ranging work of its scholars. The ISMA interest in diplomacy and strategy also serves to complement the School's relationship with UEA London.

BC2.2	**Are there any likely international competitors?** (Please give brief details)
	We anticipate that our main competition will be at national level, rather than international level. Universities abroad may be able to charge lower fees or may be located in better-known cities than Norwich. Nevertheless, our main target audience are students who wish to study at a UK university with an excellent reputation for research and teaching.
BC2.3	**What is the annual number of applicants currently applying nationally for similar courses?**	
BC2.4	**What is the evidence for current and future demands for the course from** · **potential students?** · **Employers (public services, private sector, the professions etc)**
	As recommended by 'Enhancing employability, recognising diversity' (Universities UK, 2002), this course embeds employability in its course profile. Employers want students with self-reliance skills (such as willingness to learn, being inquisitive, motivated, enthusiastic), people skills (teamwork and communication), general employment skills (problem solving, being flexible) and specialist skills (such as IT) (see Prospects 2010; www.jobweb.org). The modules comprising the ISMA address all of these demands.

BC2.5	**Can current and projected demand be met from existing provision?**	
	Nationally:	No
	Regionally:	No

BC2.6	**Where is/what are the competitive advantage(s) for UEA?**
	By offering the ISMA, the School will align with its national competitors and better position itself within an increasingly competitive academic environment. More specifically, the ISMA

	will allow the School to compete with its academic competitors offering International Security degrees, and ultimately attract more students to UEA. Beyond its inherent merit in attracting students, such an approach raises the profile of the School, and thus the University, by highlighting the excellent and wide-ranging work of its scholars.
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?**	
	The careers that our students follow after gaining one of our MAs or Diplomas vary greatly, but typical careers include: further postgraduate research in universities or other more policy-oriented domestic or international institutions, diplomacy, international marketing and business. The ISMA should particularly help students seeking a professional career in international security, whether as a policy analyst, journalist or researcher.	
BC3.2	**Who (externally) has been consulted about the proposals (e.g. Professional Associations, employers' groups, PSBs)**	
	Lee Marsden, on behalf of PSI, has consulted members of the British International Studies Association (BISA) executive. In addition, Marsden has also consulted one external examiner, Adam Quinn, from the University of Birmingham. All support the proposal for the MAIS.	
	ADDITIONAL COMMENTS BY CAREERS:	
	Students of this degree programme will benefit from access to the UEA's strong links with professionals working in the area of international security. Given the course is based on existing modules, it will be important for students to understand their distinct identity within the Masters Programmes of the School and to reflect on what they are gaining from their particular degree configuration in order to be able to articulate this clearly to employers. They will need to be encouraged to reflect on their learning outcomes and to identify where these are transferable to the jobs markets that interest them. As has already been identified above, there is considerable diversity in terms of the career options available. These need to be highlighted and there should be encouragement to explore alongside their degree study. One thing that each area does have in common is in terms of competitiveness. The degree programme alone will be insufficient to compete in these sectors. Students will need to develop networking skills and seek graduate level work experience alongside their studies, if they are to be in graduate level employment within six months of leaving. Given this will be optional to students, and given demands on their time in terms of the compulsory elements of their degree, it will be important for academic staff to	

raise awareness amongst students of the need to engage with career planning at the earliest stage.

Although the strengths of UEA's results on the student satisfaction survey are cited, and PSI's position in the Guardian league tables in terms of teaching, employability of UEA's students remains considerably behind that of its competitors. Internship programmes are in place to address that at UG level but career management techniques are also important features to be embedded across the School.

If career management skills are not developed within the curriculum of the ISMA, it would be advisable to encourage students to attend events and seek support from Careers and Employability at an early stage.
We would recommend that the School organise an event, similar to Working in Politics and Governance, which reflects international careers and draws on the external contacts and speakers for this degree programme to raise greater awareness of potential options and the extra curricular investment students need to take to achieve their goals.

Response from Course Director

We will attempt to establish a distinct identity within the ISMA course, encourage students to reflect on what they gain, and consider their career options, via a series of additional, exclusive ISMA seminars.

Academic staff will seek to raise awareness amongst students about the need to engage with career planning at the earliest stage, and will attempt to embed career management techniques throughout the ISMA. We will certainly encourage students to attend events and seek support from Careers and Employability.

The Course Team will seek to draw on the external contacts and speakers for this degree programme. These efforts should help to raise greater awareness of potential options and the extracurricular investment students need to take to achieve their goals.

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	20	
	FT - Home/EU	15	
	** - International**	5	
	PT (Heads)		
	DL (Heads)		
	Minimum viable intake (ftes)	10	
	Maximum viable intake (ftes)	20	
	Are the student numbers:		
	a) **available via redistribution within the School?** *(Consult the Head of School)*	**YES** **NO**	
	b) **available via redistribution with the Faculty?**	**YES**	

		(Consult the Dean of Facult)	**NO**	
		c) additional numbers required? *(Consult the Planning Office, ACAD)*	**YES**	15
			NO	
BC4.1.2	*Tuition Fees:*			
	Please select the relevant fee schedule:			
	a) Standard Home/EU/International		X	
	b) Full-cost *(Please specify requested fee levels)*		Standard for now	
	c) External Teaching Contract *(Please provide brief details)*			
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	X
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.)			
	N/A			

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.

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)?		

FOR FAST TRACK NEW COURSE PROPOSALS

BC5F	What is the impact of the proposal on ACADEMIC STAFF?
	The ISMA will result in greater numbers of MA students on all core modules (namely, International Relations Theory, War Games, International Security), and small increases in other modules offered by PSI. Nevertheless, because all such modules and associated materials are already in existence, teaching efforts outside the classroom will remain stable. The ISMA is therefore a cost-effective way in which to attract and retain more students.
	Looking to the classroom itself, as the modules comprising the ISMA are predominantly seminar and lecture based, there will be only a relatively small cost impact. It will be necessary, however, to recognise the impact on room bookings, marking loads and higher student numbers.

	Are new appointment(s) required? If yes, please complete Full New Course Proposal	**YES**	
		NO	X
	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)**		
	Yes, the MAIS includes modules taught across Schools, albeit fractionally outside of PSI, which will increase student numbers more broadly. Nevertheless, the University is committed to increasing recruitment and expanding teaching and research.		

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?**
	The core modules for the ISMA may require larger lecture theatres and additional seminar rooms to accommodate the rise in student numbers. In addition, the library may need to acquire more key course texts, although most of the readings will be available online. Furthermore, there should be some flexibility within the PSI book budget. Helpfully, given the effective capping of the Journals budget, there is no expectation of new journal titles. More broadly, PSI regularly reviews its acquisition of new titles, together with Sarah Elsegood and has already cancelled several journal subscriptions in order to increase the overall budget.
	It is worth noting that increasing numbers of international students may impact the International Students and Learning Enhancement teams in the DOS Office. The School will do everything in its power to reduce any such burden. Furthermore, increasing numbers of International students at UEA may place some pressure on the current accommodation guarantee for these students.

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 <u>within 10 working days</u> 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?
	Full-time Home/EU students and all part-time students are not guaranteed University accommodation. New residential capacity is anticipated and the planned removal of the guarantee to continuing overseas fee paying undergraduates should ensure that this potential increase in international postgraduate numbers can be accommodated within the scope of the University's current accommodation guarantee.

BC7F	Comments by the Director of Library Services:
	What is the impact of the proposal on support staff and resources in the office for which you are responsible?
	This new degree has the potential to add 20 further students to the three compulsory PSI modules. We feel that the demands for books for these modules can only be managed from within the constraints of the existing PSI book budget if copies of many of the key texts are already in stock. The Library will need to be provided with the full updated reading lists for these modules by the module convenors as soon as possible.

We would expect the PSI book budget 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.

To help plan for the necessary expenditure on texts for this degree across more than one financial year, we would need to see updated module handbook reading lists for the 33 optional PSI modules as soon as possible and before September 2012 for the Autumn modules and by December 2012 for the Spring modules. For the 2 DEV modules, the fuller reading lists will need to be provided to the SSF Faculty Librarian.

As is acknowledged in the application, 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.
	Response from Course Initiator Comments Demand for books for all associated modules can be managed from within the constraints of the existing PSI book budget. The School will also seek to provide the library with updated reading lists as soon as possible and agrees with the need to plan for necessary expenditure across more than one financial year. In addition, no new journals will be required for the time being.

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.

PART 3 – THE ACADEMIC CASE

Please complete sections *AC1 b/c to AC8* for each new course being proposed

AC1a	Faculty	HUM
	School(s)	PSI
	Course Director(s)	Lee Marsden and David Gill

AC1b	Course Title	**International Security**

AC1c	Exit Award(s) and Title	**MA International Security**

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, PgCert, PgDIP)
	Stage 0		
	Stage 1		
	Stage 2		
	Stage 3		
	Stage 4		
	Stage 5		
	Stage 6		
	Stage 7		

AC3	**COURSE MANAGEMENT INFORMATION**				
AC3.1	REGULATORY FRAMEWORK (please tick all that apply)				
	CCS for Undergraduate Courses				
	Graduate Diplomas				
	Integrated Master's				
	PGCE				
	Common Master's Framework				x
	Postgraduate Research				
	Certificate/Diploma in Continuing Education				
	Is the course as a whole assessed on a pass/fail basis?	YES		NO	x
	Are any modules assessed on a pass/fail basis?	YES		NO	x
	If so, how many modules and what is the credit volume for each module?				

AC4	NEW MODULES			
AC4a	Are there any new modules to be introduced?	YES		
		NO	X	
	If Yes, then proceed to AC4b			
	If No, then proceed to AC4c			
AC4b	Please complete for: New Core, Compulsory, Option A, Option B, Option C module(s):			
	Module Title:	N/A		
	Level:			
	Credit Value:			
	Semester:			
	Module Organiser			
	Module Type (e.g. EX/CW/WW/PR etc):			
	Module marking Scheme:			
	Proposed module code:			
	Module Delivery: (e.g. distance-learning, campus based, work placement)			
	Brief Outline:			
	Core, compulsory or free choice (please state)			

AC4c	DESCRIBE CORE OR COMPULSORY EXISTING MODULES Please complete for existing modules that are Core or Compulsory for this course	
	Module Title:	International Relations Theory International Security War Games PSI dissertation
	Module Code:	PSIIM011 PSIIM020 PSIIM034 PSI-M50X
	Level:	MA
	Credit Value:	20 20 20 40

Semester:	SEM1 SEM2 SEM2 SEM2	
Module Organiser(s):	Ownership of this module changes, but presently: International Relations Theory and exam (Adriana Sinclair) International Security (Lee Marsden) War Games (David Gill) PSI dissertation (Mike Bowker)	
Module Type: (EX / CW / WW / PR etc)	WW CW CW CW	
Module marking Scheme:	M50PA	
Brief Outline:	**International Relations Theory** This module will give students an essential grounding in International Relations theory, that is, the different ways we understand and predict international politics. The module is structured around the positivist/post-positivist divide and starts with classical realism and neo-realism, and liberalism and neo-liberalism. It then explores constructivism before turning to more critical theories like post-colonialism, feminism and gender studies, and Marxism. By the end of the module you will design your own IR theory. The module will be taught predominantly using lectures and seminars but will make use, where appropriate, of film and documentaries in order to explore different theoretical schools, both thematically and empirically. **International Security** This module examines the study of security in the international system, through its roots in Cold War strategic studies to the development of the more broadly focused field of security studies today. The module critically analyses contemporary security issues and provides a sound theoretical base for considering practical issues of security, including new wars, intervention and terrorism. Themes are explored from theoretical perspectives and include security and the nation state, war and peace, new wars, alliances, democratic peace, securitisation, human security, the arms industry, religion and security and terrorism. **War Games** This module introduces students to some of the major issues and ideas concerning diplomacy and military strategy in International Relations. Students will learn	

| | | about the theoretical and practical challenges concerning military relations between states, including concepts such as `the security dilemma', `future uncertainty', `self help', `balancing', `deterrence', `imperial overstretch', and `humanitarian intervention'. The successful completion of this module will lead to a more nuanced understanding of war and peace in international politics.

PSI dissertation
For all MA students registered in PSI except those on the MA, Media, Society and Culture. Students are required to write a dissertation of a length as specified in their MA Course Guide on a topic approved by the Course Director or other authorised person. |

AC5	If the course is a joint course, how will the student experience be managed?

AC6	**BOARD OF EXAMINERS**				
AC6.1	Is there an existing Board of Examiners?	Yes	x	No	
AC6.2	If YES, which existing board will be responsible for the course?	PSI Masters Board			
AC6.3	If NO, please enter details for new board of examiners				
AC6.4	Are any new external examiner(s) required?	Yes		No	X
AC6.5	If yes, how many?				

AC7	**ACCREDITATION/VALIDATION**				
AC7.1	Is accreditation/validation by a Professional and/or Statutory Body required?	Yes		No	**X**
AC7.2	Please specify which PSB and when accreditation/validation may take place.				

AC8	**COURSE PROFILE AND AWARD REQUIREMENTS**	
	Year 0	
	Core Modules	
	Compulsory Modules	
	Option A	
	Option B	
	Option C	
	Free Choice Modules – Enter number of credits	
	Year 1	
	Core Modules	
	Compulsory Modules	**International Relations Theory** (20 credits) **International Security** (20 credits) **International Security** exam (20 credits) **War Games** (20 credits) **PSI dissertation** (40 credits)
	Option A	Students choose 60 credits from the following: **Analysing Media Discourses** PSIPM015 20 Semester 1 **Media, Culture and Society Dissertation** PSIPM40X 60 Semester 2 **International Organisations and Public Policy** PSIIM006 20 Semester 2 **Public Policy: Theory and Analysis** PSIPM023 20 Semester 1 **The European Union in International Affairs** PSIIM010 20 Semester 2 **International History of the Asia-Pacific Region** PSIIM007 20 Semester 1 **The Foreign Relations of China and Japan in the Modern World** PSIIM026 20 Semester 2 **Political Economy of the Environment** PSIPM022 20 Semester 2 **Politics and Mass Media** PSIPM012 20 Semester 2 **Issues in Media and Cultural Politics** PSIPM03Y 20 Year Period **Theories of Society and Politics** PSIPM003 20 Semester 1 **History of Political Thought: Social Contract Theory** PSIPM005 20 Semester 1 **Theory and Practice of Policy Making in Britain** PSIPM018 20 Semester 2 **Middle East Politics** PSIIM030 20 Semester 2 **Multiculturalism** PSIPM026 20 Semester 2 **Politics and Public Affairs** PSIPM034 20 Semester 2 **Regulation**

		PSIPM028 20 Semester 2 **Practical Media** PSIPM020 20 Semester 2 **American Foreign Policy** PSIIM032 20 Semester 2 **New Media and Society** PSIPM007 20 Semester 1 **Better Worlds? Utopias and Dystopias** PSIPM002 20 Semester 2 **European Union: Power, Politics and Policy** PSIIM003 20 Semester 1 **Online Journalism** PSIPM027 20 Semester 1 **Media and Society** PSIPM09Y 40 Year Period **Studying Media** PSIPM017 20 Semester 1 **Broadcast Journalism** PSIPM038 40 Semester 2 **Democratic Theory** PSIPM010 20 Semester 2 **Public Choice** PSIPM014 20 Semester 2 **"Media, Culture and Society Dissertation"** PSIPM20X 80 Semester 2 **Politics and Popular Culture** PSIPM009 20 Semester 1 **Journalism: Practice and Ethics** PSIPM031 20 Semester 1 **Public Management: Theories and Change** PSIPM042 20 Semester 2 **Methods of Social Enquiry** PSIPM11Y 40 Year Period **International Organisations: Conflict and Development** PSIIM009 20 Semester 1 **Russian Foreign Policy** PSIIM008 20 Semester 2 **World Politics Since 1945** PSIIM015 20 Semester 1 **Water Security for Development: Theory and concepts** DEV-M101 Semester 1 **Water Security for Development: Tools and policy** DEV-M102 Semester 2 **Conflict, Peace and Security** DEV-M052 Semester 2
Option B		
Option C		
Free Choice Modules – Enter number of credits		
Year 2		
Core Modules		
Compulsory Modules		
Option A		
Option B		

Option C		
Free Choice Modules – Enter number of credits		
Year 3		
Core Modules		
Compulsory Modules		
Option A		
Option B		
Option C		
Free Choice Modules – Enter number of credits		
Year 4		
Core Modules		
Compulsory Modules		
Option A		
Option B		
Option C		
Free Choice Modules – Enter number of credits		

NOTE: Whilst the University will make every effort to offer the module listed, changes may sometimes have to be made for reason 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.

**PROGRAMME SPECIFICATION FOR AN AWARD OF
THE UNIVERSITY OF EAST ANGLIA**

(The summary section may be used for publicity purposes. The full specification may also be publicly available).

Note: One Programme Specification may be used for all courses (ROUs) in the proposal. Please indicate where there are any differences (including any course (ROU) specific learning outcomes) between courses (ROUs) in the free text and explain how learning outcomes at the programme level (i.e. covering all courses) may be demonstrated.

PS1	EDUCATIONAL AIMS AND LEARNING OUTCOMES
PS1.1	Overview of aims and learning outcomes:
	This course will give students an integrated understanding of the various theoretical skills and knowledge required to understand international security.
PS1.2	Knowledge and Understanding: • Ability to reflect critically on the nature of international security, and international relations more broadly • Knowledge of, and ability to critically engage with, key theoretical debates and ideas in international security, and international relations more broadly • Competence in gathering data for the purpose of research and analysis • Ability to produce an academic piece of writing, based on independent research
PS1.3	Cognitive Skills: • Communicate, judge and refine arguments • Analyse and interpret a diverse range of sources • Intercultural and community awareness and understanding • Application of theory to practice • Creative thinking • Efficient learning • Independence of thought • Construct reasoned arguments • Synthesise information and arguments • Critical reflection on, and evaluation of, information across different disciplines
PS1.4	Subject specific skills (including practical skills): • Understanding of some of the major theories and ideas of security in International Relations • Appreciation of the contested meanings of 'security' and related concepts • Understanding of the relationship between national and global security

	• Ability to identify, research, and evaluate major global security issues
	• Ability to apply theoretical concepts of security to various empirical cases of contemporary security issues
	• Ability to locate, evaluate and effectively use knowledge from a variety of sources and theoretical perspectives to assist in both the theory and practice of security
PS1.5	General/transferable key skills and attributes:
	• Team working • Enhanced use of English • Time-management, self-discipline and self-motivation • Intercultural and community awareness • Flexibility, resourcefulness, mediation skills • General aptitude for learning languages and other disciplines • Active listening • Note-taking • Argumentation • Research skills appropriate to higher-level study • IT skills • Enhanced communication skills • Information gathering from a variety of sources • Reflect on own learning and make constructive use of feedback • Ability to demonstrate independence of thought and initiative

PS2	TEACHING AND ASSESSMENT STRATEGIES AND METHODS
PS2.1	(please describe including how these enable students to demonstrate achievement of the learning outcomes):
	Teaching and assessment strategies, though varying subtly among the core modules, broadly align and reflect an interest in education at degree rather than module level, as per the new academic model. In each instance, assessment is a mixture of the more traditional academic approach -- coursework and exams -- alongside course tests and reflective reports. Every core module adopts summative and formative assessments (efficient 'feed forward') to make assessment less time consuming and more useful to students. Moreover, all modules seek to improve improving student engagement and encourage independent learning.

PS3	EQUALITY
PS3.1	How do the admissions criteria ensure equality of opportunity for all applicants?
	The principal selection criteria for admission are the academic ability and the potential of the applicant. No applicant will be treated less favourably on grounds of sex, marital status, race, colour, ethnic origin, sexual orientation, disability, political or religious beliefs or any other criterion accepted as relevant by the University's Council.
PS3.2	What steps have been taken to ensure an inclusive curriculum?

		The content of the MAIS reflects similar offerings from across the United Kingdom. The School's approach to the curriculum, however, aligns with the existing MA degrees offered by PSI, which respect the need for inclusivity. The needs of students, with a wide range of backgrounds and abilities, underpin the teaching and assessment of the curriculum (see PS3.3). The School will continue to work with the International Students and Learning Enhancement teams in the DOS Office to help promote inclusivity for the MAIS.
PS3.3	In what ways do learning and teaching and assessment methods ensure inclusivity and equality of opportunity?	
	The needs of students, with a wide range of backgrounds and abilities, frame teaching and assessment from the outset. The use of additional online materials to support lectures alongside the use of formative and summative assessments methods, for instance, reflect a clear commitment to inclusivity and equality of opportunity. The School will also continue to work with the International Students and Learning Enhancement teams in the DOS Office to help promote inclusivity and equality of opportunity.	

Please send (email) the whole <u>Academic Case</u> and the <u>Summary</u> (including programme specification) to:

- **the Learning, Teaching and Quality Office** (Assistant Registrars for Ug, Pgt as appropriate)
- **the Equality and Diversity Manager (in parallel) for comment.**

Comments will be returned within 10 working days of receipt.

Please complete the relevant section and return (email) to the Course Proposer within <u>10 working days </u>of receipt.

Sections AC9.1 and AC9.2 may be completed in parallel.

AC9	COMMENTS
AC9.1	Learning, Teaching and Quality Office (UG or PGT Assistant Registrar):
AC9.2	Equality and Diversity Manager:

AC10	APPROVALS	SIGNATURE AND DATE
AC10.1	**Head of School**	
	Approved:	
	Approved with amendments:	
	Rejected:	
AC10.2	**Faculty Associate Dean (following Faculty LTQC)**	
	Approved:	10/10/12
	Approved with amendments:	
	Rejected:	

AC11	CIRCULATION (for office use only)	
	Course Proposer	• Summary • Approvals
	LTQO (for report to LTC)	• Summary • Approvals
	Planning Office	• Summary • Academic Case (including course profile) • Approvals
	Faculty Office	• Summary • Programme Specification • Course profile • Approvals
	Admissions and Outreach	• Summary • Approvals
	Academic Officer of the UUEAS / President of GSA (for taught postgraduate only)	• Summary • Approvals