

## Programme Specification: Undergraduate

For students starting in Academic Year 2018/2019

### 1. Course Summary

<b>Names of programme(s) and award title(s)</b>	BA (Hons) International Governance and Public Policy
<b>Award type</b>	Single Honours*
<b>Offered in Partnership with</b>	Beijing Foreign Studies University (BFSU), China
<b>Mode of study</b>	Full time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 6
<b>Duration</b>	4 years
<b>Location of study</b>	Years 1, 2 and 4: China at Beijing Foreign Studies University, Beijing, P.R. China.  Year 3: UK at Keele University, Keele, Staffordshire, UK
<b>Regulators (dual award)</b>	UK Office for Students / China Ministry of Education
<b>Tuition Fees</b>	Tuition Fee for Years 1, 2, and 4 at BFSU** Tuition Fee for Year 3 at Keele: £14,000***
<b>Additional Costs</b>	Please refer to the Additional costs section below

**How this information might change:** Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

### 2. What is a Dual Award Programme?

This joint programme is a dual award collaboration between Keele University and Beijing Foreign Studies University (BFSU). Students who successfully complete the joint programme as described in this Programme Specification will be awarded a BA (Hons) in International Governance and Public Policy from Keele University and also a BA in Diplomacy from BFSU. This Programme Specification describes the award details for the BA (Hons) International Governance and Public Policy from Keele University. The programme is unique and has been jointly designed to draw on the teaching and research strengths of both Keele and BFSU. Both universities contribute modules to the programme and the main teaching language is English, although a small number of

\* This award is part of a dual parchment arrangement where upon successful completion students also receive, in addition to the Keele award, a BA Diplomacy awarded by Beijing Foreign Studies University.

\*\* In reference to Section D (Fees) of your Student Agreement; the tuition fees payable for years 1, 2 and 4 of your programme will be set by and subject to the terms of Beijing Foreign Studies University. The tuition fee for these years will be communicated to you by BFSU and you are responsible for paying the fees to BFSU when due.

\*\*\* We reserve the right to increase fees in subsequent years of study by an inflationary amount. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

non-credit bearing BFSU modules will be taught in Mandarin. Students spend the first two years at BFSU where they are given a solid foundation in English language and an introduction to international relations and diplomacy before they spend the third year at Keele and then the final year at BFSU.

### **3. a) Overview of the Programme**

The programme has been developed jointly between Keele and BFSU for students who want to specialise in the study of international issues in politics, business and law. It is particularly appropriate for students from China and other Asian countries who aspire to a career in international organisations or diplomatic services where use of English is expected. A key feature of the programme is that successful graduates of this programme will have gained invaluable experience of living and studying in two cultures, they will be able to demonstrate proficiency in Mandarin and English, and will have attributes suitable for a wide variety of potential careers in the international sphere.

The BA International Governance and Public Policy is an interdisciplinary programme combining elements of three subjects: international relations and diplomacy, international business and international law. This combination of academic subjects enables students to understand the major political, business and legal aspects of how international processes are organised and governed. International governance refers to the processes, rules and practices that govern the relationships between national governments and other groups, such as transnational corporations, international governmental organisations (e.g. the United Nations), and non-governmental organisations, such as environmental and human rights groups. Public policy describes the intra- and inter-organisational processes at work in relations between governments and international organisations, such as the International Court or World Trade Organization. The study of public policy involves understanding the regulations and laws that these bodies make. Students learn about how decisions are made collectively to solve international problems; they also learn to assess effectively different explanations of policy-making on international issues such as climate change, terrorism, security policy, and economic development.

The major discipline in this degree programme is international relations (IR). International relations is based on a range of other disciplines in the social sciences: politics, sociology and (international) law, and the humanities – primarily history. The political aspect of the subject analyses the distribution of resources. In examining the related questions of power, order, justice, conflict and legitimacy in the interaction of people, ideas and institutions, international relations is, however, different to other approaches to politics. Most analysis of national politics includes a study of what governments do, but because there is no government at the international level, international relations focuses on relations between states. IR explores the patterns of conflict and cooperation between states, international organisations and non-state actors such as transnational business corporations and civil society groups which make up the international political system.

International governance, as a subject, includes transnational trade, economic diplomacy and the system of rules that enable the global economy to function. By broadening the field of study beyond the core areas of international relations, the course examines how international business operates, how global interdependence is changing this, how international law regulates business and the global economy. This degree enables students to develop a wide-ranging understanding of international contexts and processes and has a focus on international governance and public policy at its core, including how these interact with business and law. This makes it distinct from the study of international relations as a single subject. This combination of subjects is designed to enable graduates to apply knowledge of international processes in ways that will be suitable for professional careers in many kinds of international organisations, within China and beyond.

### **b) Overview of the Programme Structure**

The first year of the degree concentrates on developing English Language skills as well as the independent study and research skills expected of university students. Students will also study introductory modules on global politics and business and management (in English) and undertake a small number of modules (non-Keele credit bearing) which are compulsory for all university students in China (in Mandarin).

In the second year students study international relations in more depth including modules that address major debates, such as whether states act mainly out of self-interest; how the economy shapes global politics; and

how knowledge of modern history deepens our understanding of how international politics has changed. The business studies modules address the global context in which companies and firms function and the social and cultural influences on international business as well as its political context. Students therefore gain a foundation in the key debates in both international relations and international business. English language modules help students prepare for the year at Keele, using academic material from the main subjects to develop students' skills in the ways needed to study successfully in the United Kingdom.

In the meantime, students will also study modules offered by BFSU in Chinese political thinking and political system as well as its foreign policy. These modules will give the students a general understanding of the domestic political context and origins as to where and how China is engaging in world affairs. These modules will be offered either in English or bilingual format so as to give the students an enhanced exposure to an English-language environment.

In the third year students move to Keele University and will be integrated into its existing modules. The year at Keele is important not only for its academic content but in giving students experience of working in a different cultural context. Because they have already studied Keele modules at BFSU, the methods and approach to study will already be familiar but the programme includes a module in using English for Academic Purposes to support students in the transition into an English-language UK university. Through weekly close reading, discussion and critique, accompanied by writing and research exercises, this module will enable students to develop and practise the high-level academic skills that will enhance their learning.

International relations modules in this year address the roles and functions of international institutions, organisations and regimes in creating international governance and also examine the principles of foreign policy and diplomacy, comparing cases across history and states. A module on international law and public policy uses examples such as the question of which wars are illegal to explain how international law works in practice and a module from political science introduces students to the debates about how governments interact with business, trade unions and others to make public policy within nation-states. Modules on international business introduce the principles of the multinational corporation and assess the ethical and political dimensions of the governance of corporations. Finally, students will be able to choose between studying two regions: the politics of Eurasia, which deals with the impact of globalisation on the geopolitics of Eastern Europe and Central Asia and the Politics of the European Union, which provides the opportunity to study the operation of an international governmental organisation in detail.

In the fourth year, taught in Beijing, students deepen their knowledge of selected topics in international relations and business by studying subjects which reflect the specialist expertise and active research interests of members of staff from Keele and BFSU. In this year students will improve their knowledge in modules offered by BFSU in both international organisation theories and debates in UN peace and sustainable development. Students will also learn English reading and translation skills which are practical and necessary in their future desired career in international organisations and international affairs.

Students must carry out independent research and write a dissertation on a topic that is related to international governance and public policy. They work under the guidance of two supervisors who have appropriate expertise in the topic chosen by the student. Workshops during the third year at Keele will help to prepare students for the dissertation and they will be allocated a Keele supervisor and decide on their topic before they return to China. Once in Beijing they will be allocated a second supervisor who they will meet face to face during the autumn semester. Both the Keele and the Beijing supervisors will provide feedback on a portfolio plan for the dissertation before the final version is submitted. The ability to do independent research is an important skill in many professions and successful completion of the dissertation provides evidence of this.

Also in this year students select two modules from a choice of three. There are two modules on issues that are a source of major tension in international politics: terrorism and the work of intelligence agencies, or they can replace one of these two modules with a work placement module, which will be arranged in the summer when students return to Beijing. In the final semester, modules from Keele in international relations address the practical dilemmas in policy-making that diplomats face, the politics of the developing world and the nature of international development and a module on international business shows how cultural differences affect how business works in practice. The written dissertation will be assessed for the Keele award. In addition to this,

BFSU will organize an oral defence of the students' dissertation and give its award to those who successfully pass the oral defence.

We encourage students to take an active role in the learning process and to explore the debates surrounding current issues on the agendas of international organisations such as the United Nations, non-governmental organisations such as Greenpeace, and the national government agencies involved in foreign policy. This ensures that the content of the programme remains relevant to students as it utilises on-going real-life cases to bring out essential features of international governance and public policy.

#### **4. Aims of the Programme**

The broad aims of the programme are to enable students to:

- Develop a range of cognitive, inter-cultural and social skills appropriate for working in fields such as diplomatic services, international governmental organisations and international business in China and other countries;
- Develop English language skills and practical diplomacy skills to a level that is appropriate for entry level professional work in international organisations based in China or abroad;
- Investigate questions of international governance and the nature of decision making on international matters;
- Develop knowledge and understanding in appropriate areas of international political analysis, international business and law;
- Apply appropriate concepts, approaches and methods from international relations, international business and international law;
- Be aware of the contested nature of many of these concepts and approaches and appreciate the particular challenges of academic inquiry on international issues;
- Relate the academic study of international relations to international policy matters of public concern.

#### **5. What you will learn**

##### **Subject knowledge and understanding**

Successful students will be able to:

- Appreciate the nature and significance of international governance practices and policy;
- Demonstrate knowledge and understanding of the origins and evolution of the international political system and the elements of continuity and change in it associated with accelerating globalisation;
- Understand key concepts from a range of theoretical approaches to the study of international relations, international business and international law;
- Apply concepts, theories and methods used in the study of international relations, international business and law to the analysis of policies, practices and issues in the global arena

##### **Subject specific skills**

Successful students will be able to:

- Analyse and evaluate different interpretations of global political ideas, institutions, events and issues;
- Conduct and report on their own research using relevant concepts, suitable methods of investigation and appropriate techniques of scholarship from international relations, international business and law.

##### **Key or transferable skills (including employability skills)**

Successful students will be able to:

- Apply the personal and inter-personal skills necessary for them to find a fulfilling and rewarding career and become informed and active citizens with a continuing interest in global issues;
- Use English and Mandarin at a level appropriate to working in a professional role in international organisations.

### **Keele Graduate attributes**

Engagement with this programme will enable you to develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Our educational programme and learning environment is designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world.

By the time students complete the four years of this Honours Degree course, they will both understand the core debates in international governance and have developed specialist knowledge in the areas that most interest them. Furthermore, they have developed an extensive portfolio of skills, particularly suited to working in the international sphere. These skills aid students to succeed in the workforce and we expect graduates from this programme to have successful careers in field such as diplomacy, working in multinational corporations or for non-governmental organisations with an interest in international issues such as development or the environment. Further information about the Keele Graduate Attributes can be found here: <http://www.keele.ac.uk/journey/>

## **6. How is the Programme taught?**

Learning and teaching methods used on the programme vary according to the subject matter and level of the module. They include the following:

- **Traditional lectures** where the lecturer provides students with a framework for reading and independent study. Most lecturers employ presentation software such as Microsoft PowerPoint, while sometimes also making use of video and audio presentations in the lecture hall.
- **Interactive learning** in large classes where students have the opportunity to work together in smaller groups, interact with the lecturer and reflect on their own learning.
- **Tutorials and seminars** in which key issues can be discussed in more depth. Students are expected to play a full part in, and occasionally to lead, these discussions, either individually, or as part of a small team. Some tutorials and seminars consist largely of presentations (from individual students or students working in small teams).
- **Independent study** based on directed reading from textbooks, research monographs, academic journals, official government publications, the printed media and appropriate sources deployed on the worldwide web.
- **Web-based learning** using the Virtual Learning Environment (VLE). The VLE is accessible to all students and provides easy access to a wide range of resources and research tools, and can be used as a platform for online discussions, quizzes and blogs.
- The **dissertation** in the final year provides the opportunity to receive training in designing a research project and then independently implementing it with supervision and support from a member of staff.

Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their Personal Tutors or module lecturers on a one-to-one basis.

These learning and teaching methods enable students to achieve the learning outcomes of the programme in a variety of ways. For example:

- **Lectures** and **independent study** allow students to gain a systematic understanding of key theoretical

approaches to international governance and how they may be used in the course of seminars and tutorials to analyse a variety of contemporary international issues.

- **Seminars, tutorials and online discussions** provide opportunities for students to ask questions about, and suggest answers to, problems encountered in international governance, and to present their own ideas to members of staff and other students.
- **Interactive lectures, seminars, tutorials and web-based activities** encourage students to reflect on their own learning and take responsibility for its development by addressing areas of difficulty, perhaps by discussing them with their fellow students or by getting additional help from a member of staff.
- Undertaking a **research dissertation** with the support of an experienced and active researcher allows students to formulate relevant research questions and devise a feasible and ethically sound strategy for answering them.

## 7. Teaching Staff

Three groups of staff teach on this programme: 1) staff from Keele University, who design and moderate all the Keele modules across the four years of the programme and teach the third year at Keele; 2) Keele Associate Tutors in China, who deliver the Keele modules taught in the first two and final years and 3) staff from Beijing Foreign Studies University who teach the state compulsory modules in the first year and the BFSU modules in the second and fourth years.

Keele modules are co-ordinated in Beijing by internationally qualified academic staff, recognised for their expertise in the areas of International Relations, Politics, Management, International Law and English for Academic Purposes. Staff teaching on this programme are associate tutors of Keele University and attached to Keele's School of Politics, Philosophy, International Relations and Environment (SPIRE), Keele Management School (KMS), the Language Centre and the School of Law. The BFSU modules will be taught by staff from the School of International Relations and Diplomacy, who all have rich experience in both teaching and research at both undergraduate and graduate level. All BFSU teaching staff in this programme have education or learning experience overseas and are able to teach either in English or bilingually.

All English Language teachers based at Keele are qualified to British Council Accreditation TEFLQ level. The English Language Programme Director based in China will also be qualified to TEFLQ level; English Language teachers based in China will be qualified to British Council TEFLI level as an absolute minimum.

The teaching staff at both universities is comprised of professors, senior lecturers and lecturers. Nearly all members of staff have doctorates (PhDs or the equivalent) in international relations, management, law or a closely related subject in the social sciences. They are almost all active researchers whose work across many different aspects of international governance and public policy has been widely published in books, research monographs and leading international journals. The work of some members of current staff has been used directly in shaping policy in their areas of expertise at the national and international levels.

Both Keele University and BFSU will attempt to minimise changes to core teaching teams. Delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard. Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. Keele University and BFSU will endeavour to ensure that any impact on students is limited if such changes occur.

## 8. What is the Structure of the Programme?

The academic year runs from September to June and is divided into two semesters at both universities.

At BFSU you can generally expect to attend scheduled teaching sessions between the beginning of September and end of December, with examinations in January, followed by a winter vacation (including Chinese New Year). The second semester teaching begins in early March and finishes in June, followed by examinations.

At Keele, the schedule for the first semester is similar to BFSU, beginning in late September with teaching until mid-December and examinations in January. The second semester usually begins in the fourth week in January

with nine or ten weeks of teaching before an Easter vacation and then two or three weeks of teaching in late April and May. This is followed by an examination period in May.

Our degree courses are organised into modules. Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. Students must complete 480 credits across the four years with 120 credits in each year.

There are three types of module delivered as part of your programme. They are:

- Compulsory credit bearing modules – a module that you are required to study on this course;
- Optional modules – these allow you some limited choice of what to study from a list of modules (in the third and fourth year of the programme).
- State compulsory modules, which do not carry Keele credits. These are studied in the first year. Examples include: Moral and Legal Education; Contemporary History of China; Basics of Marxism; Socialist Theories with Chinese Characteristics and Mao's Thoughts; Physical Education.

An outline of the structure of the programme is provided in the tables below. The brackets indicate which university teaches the module.

### **Module lists**

#### **Year 1 (Level 3)**

<b>Semester one</b>	<b>Credits</b>	<b>Semester two</b>	<b>Credits</b>
Global Political Sociology (Keele)	15	Business and Management (Keele)	15
Study Skills (Keele)	15	Seminar Skills Development (Keele)	15
General English (year-long module, Keele)			30
Academic English Proficiency (year-long module, Keele)			30
			<b>Total L3 Credits: 120</b>
plus Chinese State compulsory modules (non-credit bearing)			

#### **Year 2 (Level 4)**

<b>Semester one</b>	<b>Credits</b>	<b>Semester two</b>	<b>Credits</b>
Introduction to International Relations (Keele)	15	The Changing World: A History of International Relations Since 1945 (Keele)	15
Introduction to Global Political Economy (Keele)	15	Introduction to International Business (Keele)	15
Global Business Environments (Keele)	15	Academic English for International Governance 1 (Keele)	15
Chinese Diplomacy and Foreign Policy (BFSU)	7.5	Chinese Political Thinking (BFSU)	7.5
Political System and Government of China (year-long module, BFSU)			15
			<b>Total L4 Credits: 120</b>

#### **Year 3 (Level 5)**

<b>Semester one</b>	<b>Credits</b>	<b>Semester two</b>	<b>Credits</b>
Foreign Policy (Keele)	15	International Organisation: Mitigating Anarchy (Keele)	15
Managing in the Multinational Corporation (Keele)	15	Why Policy Changes (Keele)	15
Introduction to Public International Law (Keele)	15	Corporate Governance and Social Responsibility (Keele)	15

Academic English for International Governance 2 (Keele)	15	Either a) International Relations of Eurasia: Challenges of Globalisation and Geopolitics (Keele) or b) The Politics of the European Union (Keele)	15
			<b>Total L5 Credits: 120</b>

#### Year 4 (Level 6)

Semester one	Credits	Semester two	Credits
Dissertation in International Governance and Public Policy (Keele)	15	Politics of Development (Keele)	15
Two from:		Diplomacy: Theory and Practice (Keele)	15
a) The Missing Dimension: Conspiracy, Spying and International Relations (Keele)	15	Comparative Business Cultures (Keele)	15
b) Understanding Terrorism and Counter-Terrorism (Keele) or	15		
c) Work Experience/Internship (Keele/BFSU)	15		
International Organisation: Theory (BFSU)	7.5	UN Peace Operation and Sustainable Development: Theory and Practice (BFSU)	7.5
Classic Readings of International Relations (BFSU)	7.5	Diplomatic Translation in Practice (BFSU)	7.5
			<b>Total 6 Credits: 120</b>

For further information on the content of modules currently offered by Keele see:

[www.keele.ac.uk/recordsandexams/az](http://www.keele.ac.uk/recordsandexams/az)

#### Learning Outcomes

The table below sets out what students learn in each year of the Programme, the modules in which that learning takes place, and the main ways in which students are assessed on their learning. In Year 1 (Level 4) and Year 2 (Level 5) these learning outcomes are achieved in the compulsory modules which all students are required to take. Some of these outcomes may also be achieved or reinforced in elective modules together with other outcomes not stated here. In Year 3 (Level 6) the stated outcomes are achieved by taking any of the modules offered in each semester.

#### Year 1 (Level 3)

Subject Knowledge and Understanding		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will:</i>		
have an understanding of defined areas of the knowledge base relating to Business and Management (financial management, operations management, human resource management, business strategy, marketing and change	Business and Management	reflective workbook; unseen open-note examination; essay

management)		
understand the key elements of political globalization and demonstrate an awareness of the possible implications of these for social and political forms	Global Political Sociology	essay; portfolio; exam
show an awareness of a range of social and political problems in the context of contemporary processes of globalization	Global Political Sociology	essay; portfolio; exam
demonstrate an awareness of current areas of debate in the field of Business and Management	Business and Management	reflective workbook; unseen open-note examination; essay

<b>Subject Specific Skills</b>		
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
<i>Successful students will be able to:</i>		
undertake a SWOT (Strengths/Weaknesses/ Opportunities/Threats) & PEST(Political/Economic/Social/ Technological) analysis and develop a relevant action plan	Business and Management	reflective workbook; unseen open-note examination; essay
analyse business case studies using pre-defined principles, frameworks of criteria	Business and Management	reflective workbook; unseen open-note examination; essay
describe and define the modern nation-state and discuss its emergence in relation to the inter-state system	Global Political Sociology	essay; portfolio; exam
analyse and discuss, using different models, the distribution of power among competing groups in society	Global Political Sociology	essay; portfolio; exam

<b>Key or Transferable Skills (graduate attributes)</b>		
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
<i>Successful students will be able to:</i>		
apply knowledge and skills in a range of complex activities demonstrating curiosity, independence of thought and the ability to appreciate a range of different perspectives existing in business and social worlds	Business and Management / Global Political Sociology/	reflective workbook; unseen open-note examination; essay; portfolio;
show an awareness of the provisional and dynamic nature of	Business and Management / Global	reflective workbook; unseen open-

knowledge with respect to their chosen subject and its contexts	Political Sociology//	note examination; essay; portfolio
demonstrate appropriate level of information literacy: the ability to locate, evaluate and deal with large amounts of sometimes conflicting information, ideas and data	Business and Management / Global Political Sociology//	reflective workbook; unseen open-note examination; essay; portfolio
show an awareness and ability to solve problems creatively using a range of different approaches and techniques, and to determine which techniques are appropriate for the task at hand	Business and Management / Global Political Sociology//	reflective workbook; unseen open-note examination; essay; portfolio
use interpersonal and communication skills with the ability to communicate clearly and effectively in written and verbal forms for different purposes and to a variety of audiences	Business and Management / Global Political Sociology//	essay; portfolio; exam; portfolio
understand the required level and amount the knowledge, skills, self-confidence and self-awareness in order actively to pursue own study goals	Business and Management / Global Political Sociology//	essay; portfolio; exam; reflective workbook
develop an understanding of the required level of flexibility to thrive in rapidly changing and to some extent uncertain external environments and to update own skills and knowledge as circumstances require	Business and Management/ Global Political Sociology//	essay; portfolio; exam; reflective workbook
adopt a professional and reflective approach to own subject appropriate for the level, including demonstrating responsibility, personal integrity, care and respect for others, and accountability for own mistakes	Business and Management/ Global Political Sociology//	essay; portfolio; exam; reflective workbook
demonstrate the ability and motivation to participate responsibly and collaboratively as an active member of own learning community	Business and Management / Global Political Sociology	portfolio; reflective workbook

## Year 2 (Level 4)

<b>Subject Knowledge and Understanding</b>		
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
<i>Successful students will be able to:</i>		

demonstrate a range of specialised skills, and evaluate information in the area of International Relations as a discipline and its relation to other disciplines	Introduction to International Relations	essay; exam
develop a rigorous approach to identify and work with key principles and concepts in international political theory and international political analysis	Introduction to International Relations	essay plan; essay; exam
operate in a range of varied and specific contexts, collecting and evaluating relevant information from a variety of sources to construct an informed response to defined questions in the field of International Relations	Introduction to International Relations	essay; exam
judge the reliability of data and information using pre-defined techniques and criteria, taking responsibility for the nature and quality of outputs	Introduction to International Relations	essay plan; essay; exam
employ a rigorous approach in using relevant concepts and theories used in the study of IR to the analysis of political ideas, practices and policy issues	Introduction to International Relations	essay plan; essay; exam
identify and evaluate the structures and processes of Chinese foreign policy making	Chinese Diplomacy and Foreign Policy	essay; assignment
develop a comprehensive approach in understanding of China's changing role in foreign affairs	Chinese Diplomacy and Foreign Policy	essay; assignment

<b>Subject Specific Skills</b>		
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
<i>Successful students will be able to:</i>		
collect information from a variety of authoritative sources to inform a choice of descriptions and analysis by using the library and electronic sources in IR or pertinent cognate disciplines	Introduction to International Relations	essay plan; essay; exam
identify a well-defined focus for enquiry, undertaking investigative strategies when collecting data from a variety of sources, and communicating results effectively	Introduction to International Relations	essay plan; essay; exam

judge reliability of research evidence, other data and basic IR methodologies in developing effective arguments and making appropriate judgements	Introduction to International Relations	essay plan; essay; exam
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<b>Key or Transferable Skills (graduate attributes)</b>		
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
<i>Successful students will be able to:</i>		
operate in a range of varied but predictable contexts that may require using IT for the retrieval and presentation of information (including, where appropriate, numerical data) in support of ideas and arguments	Introduction to International Relations	essay plan; essay; exam
communicate ideas and arguments effectively in written format, identifying their strengths and weaknesses	Introduction to International Relations	essay plan; essay; exam
communicate orally information, ideas and arguments, collected from a variety of sources and using a limited and defined range of methods, effectively to a variety of audiences informally and formally through oral presentation	Introduction to International Relations	not assessed, but developed in class through peer assessment of past exam answers by student teams
Act with limited autonomy when working with others, demonstrating the capacity to plan, share goals, cooperate and collaborate with other members of a team	Introduction to International Relations	not assessed, but developed in class through peer assessment of past exam answers by student teams
demonstrate a good understanding of ethical issues and be able to discuss these in relation to the subject studies	Chinese Diplomacy And Foreign Policy	essay; assignment
take responsibility and show awareness for the nature and quality of outputs by reflecting on and plan their own learning by accepting and acting appropriately on feedback	Introduction to International Relations	essay plan; essay; exam
demonstrate flexibility to thrive in rapidly changing and uncertain external environments and to update skills and knowledge as circumstances require	Chinese Diplomacy And Foreign Policy	essay; assignment
use interpersonal and	Chinese Diplomacy And Foreign	essay; assignment

communication skills and a professional and reflective approach, including qualities of responsibility, personal integrity, care and respect for others, and accountability and self-regulation	Policy	
acquire, assess, organize and engage with a wide variety of sources as part of the practice of research	Introduction to International Relations	essay plan; essay; exam

### Year 3 (Level 5)

<b>Subject Knowledge and Understanding</b>		
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
<i>Successful students will be able to:</i>		
demonstrate detailed knowledge of key issues, well-established theories and concepts in International Relations and international security	International Organisation: Mitigating Anarchy; International Relations of Eurasia: Challenges of Globalisation and Geopolitics	short paper; case study; essay/ short paper; research paper
demonstrate an awareness of competing perspectives by different authors of a range of themes in International Relations, and recognise those areas where the knowledge base is most/ least secure	International Organisation: Mitigating Anarchy; International Relations of Eurasia: Challenges of Globalisation and Geopolitics	short paper; case study; essay/ short paper; research paper
undertake research to explore new or existing data to identify patterns and relationships in the study of International Relations, global peace, conflict, and security	International Organisation: Mitigating Anarchy; International Relations of Eurasia: Challenges of Globalisation and Geopolitics	short paper; case study; essay/ short paper; research paper
demonstrate an awareness of appropriate theoretical models to judge the significance of the data collected, recognising the limitations of the enquiry in the areas of international organisations and international security	International Organisation: Mitigating Anarchy; International Relations of Eurasia: Challenges of Globalisation and Geopolitics	short paper; case study; essay/ short paper; research paper
collect and synthesise a range of primary and secondary data, employing and comparing alternative methods and techniques to inform a range of solutions to problems in unfamiliar contexts	International Organisation: Mitigating Anarchy; International Relations of Eurasia: Challenges of Globalisation and Geopolitics	short paper; case study; essay/ short paper; research paper

<b>Subject Specific Skills</b>		
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
<i>Successful students will be able to:</i>		
identify, analyse and communicate a range of relevant ideas about conflict and conflict-resolution in terms of their applicability to the analysis of particular conflicts	International Organisation: Mitigating Anarchy; International Relations of Eurasia: Challenges of Globalisation and Geopolitics	short paper; case study; essay/ short paper; research paper
use appropriate theoretical models and empirical material in order critically to evaluate how security problems are framed and addressed	International Organisation: Mitigating Anarchy; International Relations of Eurasia: Challenges of Globalisation and Geopolitics	short paper; case study; essay/ short paper; research paper
identify, analyse, and critically evaluate secondary materials and some primary source materials regarding international relations	International Organisation: Mitigating Anarchy; International Relations of Eurasia: Challenges of Globalisation and Geopolitics	short paper; case study; essay/ short paper; research paper
identify, locate, and retrieve appropriate paper and electronic materials to inform a choice of solutions to familiar and unfamiliar IR problems	International Organisation: Mitigating Anarchy; International Relations of Eurasia: Challenges of Globalisation and Geopolitics	short paper; case study; essay/ short paper; research paper
apply relevant concepts and theoretical models from the Foreign Policy analysis sub-field of International Relations in explaining the foreign policy of a particular state or comparing the importance of a particular factor in the foreign policy process of several state	Foreign Policy	group presentation; case study; essay

<b>Key or Transferable Skills (graduate attributes)</b>		
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>	<b>Principal forms of assessment (of the Level Outcome) used</b>
<i>Successful students will be able to:</i>		
act with limited supervision and direction to identify expectations in terms of assessment and adopt own performance accordingly	International Organisation: Mitigating Anarchy; Foreign Policy	short paper; case study; essay/ case study; essay
analyse own performance tasks and suggest improvements, accepting responsibility for achieving personal and /or group outcomes and /or outputs	International Organisation: Mitigating Anarchy	short paper; case study; essay
effectively and fluently communicate complex arguments supported by appropriate evidence	International Organisation: Mitigating Anarchy; Foreign Policy	short paper; case study; essay/ case study; essay

in written form		
effectively and fluently communicate complex arguments supported by appropriate evidence in oral form	International Organisation: Mitigating Anarchy; Foreign Policy	not assessed but developed through participation in tutorial discussions
undertake complex performance tasks in terms of developing an argument and a coherent analysis that is communicated clearly in written form	International Organisation: Mitigating Anarchy; Foreign Policy	short paper; case study; essay/ case study; essay
interact effectively within a team, giving and receiving info and ideas and modifying responses where appropriate	International Organisation: Mitigating Anarchy; Foreign Policy	not assessed but developed through participation in tutorial discussions
adapt interpersonal and communication skills to a range of situations, audiences and degrees of complexity	International Organisation: Mitigating Anarchy; Foreign Policy	not assessed but developed through participation in tutorial discussions

## 9. Final and intermediate awards

Credits required for each level of academic award are as follows:

<b>Honours Degree</b>	480 credits	You will require at least 120 credits each at Levels 3, 4, 5 and 6
<b>Diploma in Higher Education</b>	360 credits	You will require at least 120 credits each at Levels 3, 4, and 5
<b>Certificate in Higher Education</b>	240 credits	You will require at least 120 credits each at Levels 3 and 4
<b>Certificate in Foundation Year Studies</b>	120 credits	You will require at least 120 credits at Level 3

**In addition to the above, students must pass additional non-Keele credit bearing modules as required by the Chinese Ministry of Education. Details of these modules are provided by BFSU.**

The degree classification will be based on marks from the final two years of the programme, using only the marks identified in this programme specification as Keele University modules.

## 10. How is the Programme assessed?

The wide variety of assessment methods used reflects the broad range of knowledge and skills that are developed as students progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things students did not understand and help them to improve their performance. Keele will set the assessment for the Keele modules and BFSU modules will set the assessment for the BFSU modules. The following list is representative of the variety of assessment methods used on this programme:

- **Unseen Examinations** test students' knowledge of the relevant aspects of each subject. Examinations require students to answer questions by writing a number of short essays.
- **Essays** test the quality and application of subject knowledge. In addition they allow students to demonstrate their ability to carry out basic bibliographic research and to communicate their ideas effectively in writing in an appropriate scholarly style using the Harvard system of referencing.

- **Reviews and Critiques** of other scholars' work test students' ability to identify and summarise the key points of a text and to evaluate the quality of arguments and the evidence used to support them.
- **Bibliographic Exercises** require students critically to evaluate the arguments of scholars in addition to summarising the key points of specific texts as they assemble a short annotated bibliography of published materials that they judge to be especially useful in addressing a set question or solving a particular problem.
- **Research Design Projects and Associated Research Papers** allow students to demonstrate their ability to formulate a research question and identify an appropriate research methodology as part of the task of designing and implementing a research strategy to enable them to address the research question effectively.
- **Oral Presentations and Group Presentations** assess students' subject knowledge and understanding, as well as their ability to communicate what they know orally and visually. When delivered by groups of students, they also test students' ability to work effectively as members of a team.
- **Portfolios** may consist of a range of different pieces of work while usually also including evidence of students' critical reflection on the development of their own learning.

Marks are awarded for summative assessments designed to assess students' achievement of learning outcomes. Students will also be assessed formatively to enable them to monitor their own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how students can improve the quality of their work, is also provided on all summative assessments and more informally in the course of tutorial and seminar discussions. All summative assessment on Keele modules will be moderated and overseen by the module coordinator or another appropriately qualified member of staff at Keele University. This includes the work assessed in the first two years and the final year when modules are taught by Keele-employed staff in China.

## 11. Contact Time and Expected Workload

Undergraduate courses at Keele contain an element of module choice; therefore, individual students will experience a different mix of contact time and assessment types dependent upon their own individual choice of modules.

## 12. Programme Regulations

Keele University's and BFSU's general academic regulations form the framework for learning, teaching and assessment and other aspects of the student experience on this programme. As students on this joint programme will be enrolled at both universities, a bespoke set of programme regulations applies which is set out in more detail in the Student Handbook which will be provided for every student at the start of their studies.

The two key deviations from Keele's general academic regulations include (i) specific English language requirements whereby in addition to the progression requirements set out in Regulation 1A.11.2, students wishing to progress to Level 5 of the programme, delivered at Keele campus, will be required to meet the English language requirements equivalent to IELTS 6.0 at the end of the relevant module in order to remain on the programme; (ii) modified condonement rules whereby to progress to their next level of study, students are required to pass 120 credits, which can include condonement of up to 15 credits at each level.

## 13. How are students supported on the programme?

Support for student learning on the joint programme is provided in the following ways:

- There will be a programme management office on the BFSU campus specifically for the joint programme to act as a first port of call for all student queries.
- Module coordinators and tutorial group leaders provide support for learning on the modules and in the tutorial groups for which they are responsible. They also give individual feedback on in-course assessments and more general feedback on examinations.

- Every student has access to a personal tutor/advisor who is responsible for reviewing and advising on students' academic progress.
- Personal tutors also act as a first point of contact for students on non-academic issues which may affect their learning.
- At BFSU, students have access to all student services facilities available on campus, such as career advice, mental health support and finance advice. Students have full access to the Student Service Centre on campus which will offer support and service in student loans and registration affairs. BFSU also offers student business incubators as well as career counselling and internship opportunities. BFSU also have campus clinics providing medical services to students. During the year at Keele, students will have access to the full range of specialist health, welfare and financial services located in the Student Services Centre. The International Student Support section in the Student Services Centre provide specialist help and advice to international students on visa and immigration matters, information about working and assistance with any personal or academic issues that might arise during their time at Keele
- All staff from Keele and BFSU teaching on the International Governance and Public Policy Programme are available to see students during advertised weekly office hours and at other times by appointment. Staff can also be contacted electronically. Telephone or video calls can be arranged with staff based at Keele on request.

## 14. Learning Resources

Learning resources available to students on the Joint Programme include:

- Extensive collections of international relations, management and law materials relevant to undergraduate study, held in the Keele University Library. These materials include books, journals and government publications. Much of this material is accessible online to the students on the Joint Programme and can be accessed in person during the year spent at Keele;
- A virtual learning environment (VLE) which provides easy access to a wide range of learning resources including lecture notes, electronic materials available in a repository maintained by Keele University Library and other resources – video, audio and text-based – accessible from external providers via the internet.
- The webspaces created in the VLE for each individual module host material tailor-made to support students. They contain a wealth of electronically accessible materials giving often interactive guidance on almost all aspects of study, including: finding and evaluating sources of information; planning and writing essays; research papers and dissertations; acknowledging sources appropriately using the Harvard system; working with others in groups and teams, and preparing and delivering oral presentations.
- At BFSU, students have access to all library resources, including books, journals and all major databanks in international relations, politics, diplomacy and country studies. BFSU also boasts a large collection of books in dozens of foreign languages and through cross-library borrowing services students can also access library resources in other universities as well as the National Library. The newly finished library building offers comfortable and modern study environments for all students. The campus network service will provide students with a high-speed internet service to get easy access to online learning resources.

## 15. Additional costs

Activity	Estimated cost (based on 2017 prices)
UK Visa cost	approx CNY 5,932
Living expenses for Year 3 at Keele	approx £12,180
Return Travel to the UK for Year 3	approx CNY 3,635
* students who do not reach the required English language proficiency at the end of Year 2 may be required to undertake a pre-sessional English course at Keele at their own expense. Under the UKVI requirements students	

who need to undertake a Pre Sessional English course will require a UKVI IELTS (SELT) and have to apply for a separate UK student (Tier 4) Visa for the Pre Sessional Course at their own additional cost. Acceptance to and costs depend on the length of the required pre-sessional which can be found here: <https://www.keele.ac.uk/presessional/courseoverview/#tabs-3>

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, printing and hire or purchase of gowns for graduation.

## **16. Quality management and enhancement**

As this is a collaborative programme, the responsibility for quality and academic standards for the programme is shared by both universities. The following processes for monitoring, review and enhancement of the programme apply:

### **Joint:**

- The Joint Management Committee, the Joint Steering Committee, the Joint Board of Studies, Student Staff Voice Committee and the Joint Examination Board will ensure oversight over the joint aspects of the programme.
- Individual modules and the International Governance and Public Policy Programme as a whole are reviewed every year at Keele in the annual programme review which takes place at the end of the academic year and as part of Keele University's Curriculum Annual Review and Development (CARD) process.

### **In addition:**

#### **at Keele University:**

- The Learning and Teaching Committee of the School of Politics, Philosophy International Relations, and Environment is responsible for reviewing and monitoring quality management and enhancement procedures and activities.
- The programme will be reviewed formally and in full every five years as part of the University's Internal Quality Audit (IQA) process.
- Student evaluation of, and feedback on, the quality of learning on modules takes place every year using a standard Keele set of evaluation questions.
- an external examiner (a senior members of academic staff from another university) will be responsible for:
  - Approving examination questions
  - Confirming all marks which contribute to a student's degree
  - overseeing examination board procedures
  - External Examiner(s): Further information can be found at: <https://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/>

#### **at BFSU:**

- The Academic and Teaching Affairs Department of BFSU is responsible for reviewing and monitoring quality management and enhancement of all courses and modules offered in different schools and departments. Every semester the inspectors appointed by the Academic and Teaching Affairs Department will hear classroom teaching randomly and report on the teaching quality. All syllabus and

exams and assessment records will be filed for future inspections.

- At the end of every semester, student will complete an online evaluation and feedback on the quality of learning on the course and modules through a standard questionnaire.
- Every five years the Ministry of Education will conduct an assessment and review of undergraduate teaching at BFSU.

## 17. The principles of programme design

The International Governance and Public Policy Programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

- UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education:  
<http://www.qaa.ac.uk/quality-code>
- QAA Subject Benchmark Statement: Politics and International Relations (2015)  
[http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-politics-15.pdf?sfvrsn=ee95f781\\_10](http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-politics-15.pdf?sfvrsn=ee95f781_10)
- MoE Undergraduate Programme Catalogue 2012  
<http://old.moe.gov.cn//publicfiles/business/htmlfiles/moe/s3882/201210/143152.html>
- Keele Learning & Teaching Strategy (to 2020)  
<https://www.keele.ac.uk/aboutus/strategicplan/learningandteachingstrategy/>

### Document Version History

Version History	Date	CHANGES / NOTES
Date first created (if known)	September 2017	
Date last reviewed / revised	9 <sup>th</sup> February 2018 24 <sup>th</sup> January 2019	Learning Outcomes added
Last reviewed by		
Date last approved at SLTC		
Date last approved at FLTC		
Date approved at ULTC	May 2018 –approval of new programme	

### Revision history

Version number <sup>1</sup>	Date	Summary of and rationale for changes
1.1	26.06.18	Section on UK accreditation removed to avoid confusion

<sup>1</sup> 1.1, 1.2 etc. are used for minor changes and 2.0, 3.0 etc. for major changes