

# **Programme Specification for Franchise of a BA (Hons) Degree in International Relations**



This document specifies the BA (Hons) degree in International Relations as a 3+0 franchised degree programme from Staffordshire University (SU), UK to be delivered by Asia Pacific Institute of Information Technology (APIIT) which is part of the APIIT Education Group.

**March 2013 v4**

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# 1. Vision, Mission and Goals of Asia Pacific Institute of Information Technology (APIIT)

The Vision, Mission and Goals (VMG) of APIIT are as follows:

For internal use only		Our promise: We enhance Lifelong Career Opportunities
Term	Definition	APIIT is committed:
Vision	The aspirations of the organisation.	<b>“To be a “best-in-class” Institution providing 3+0 Staffordshire University Degree Programmes and home grown Foundation and Diploma programmes to meet the needs of an international market for affordable, high-quality programmes designed to achieve strong employability”</b>
Mission	Overriding purpose in line with the value and expectations of the stakeholders. Answers the question: what business are we in?	<ul style="list-style-type: none"> <li>• Provide internationally recognised academic qualifications backed by strong internal and external quality assurance and compliance with MQA</li> <li>• To develop employable professional graduates.</li> <li>• A strong emphasis on staff development at all levels</li> <li>• A learning environment designed to support individual and collective learning through effective teaching and independent learning.</li> <li>• Integrity, honesty, respect for others and the environment in all activities</li> </ul>
Goals	General statement of aims or purpose	<ul style="list-style-type: none"> <li>• To be a leading regional centre of excellence with strong recognition within local and international markets based on the existing reputation of APIIT and SU in these markets.</li> <li>• Embed creativity, innovation and technology into the curriculum and delivery of our programmes</li> <li>• Support and complement the policies of the Government of Malaysia by providing opportunities to acquire an academic qualification through higher learning; regardless of nationality, race, sex, religion or ethnic origin.</li> <li>• Contribute to the goal of making Malaysia a developed nation and centre for education.</li> </ul>
Strategic Objectives	Long term direction incorporating more precise statement of the goal	<p>To:</p> <ul style="list-style-type: none"> <li>• Deliver programmes that improve graduate employability by providing them with the necessary knowledge and skills for now and into the future.</li> <li>• Be continuously improved by being involved in research, development and scholarship.</li> </ul>

APIIT has collaborated with Staffordshire University (SU) since 1994. APIIT became a University College and began to phase out the franchised degrees offered by SU. However, using the license owned by APIIT it is now proposing to offer a new range of new franchise 3+0 degrees with SU which is in line with the VMG above.

The core themes through all of the programmes of APIIT are:

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graph TD
    C((CORE THEMES)) --- I1((International Quality Standards  
(Academic and Operational)))
    C --- I2((Professional Development))
    C --- I3((Integrity and Compliance))
    C --- I4((Creativity, Innovation & enabling Technology))
    C --- I5((Industry Engagement))
    C --- I6((Effectiveness & Resource Optimisation))
    C --- I7((Learning Environment))
    C --- I8((Affordability))
    C --- I9((Employability))
    C --- I10((International Qualifications))
    
```

## **2. Aims, Objectives and Learning Outcomes of the Programmes**

### ***2.1 Programme Aims***

1. To foster a supportive, stimulating and accessible learning environment, supported by staff research and scholarship that contributes to the intellectual and personal development, to an appropriate level, of students of various abilities and educational backgrounds.
2. To encourage students to acquire a critical understanding of the substantive knowledge base of the discipline.
3. To promote an appreciation through the use of primary and secondary sources of the complexity and diversity of past and current events and perspectives.
4. To provide students with the skills to write an extended piece of written work under supervision.
5. To provide the opportunity to develop educational technology skills to an appropriate level.
6. To provide employability skills required for the world of work.
7. Provide a learning environment that is receptive to the needs and views of students and encourages them to reach their full potential.
8. To provide a coherent, progressive and reflexive undergraduate learning experience built around compulsory core modules covering the knowledge base of international relations, with respect to epistemological, conceptual, theoretical and methodological aspects of the discipline.
9. To encourage students to apply an understanding of International Relations in the analysis of relevant contemporary problems and international issues.
10. To encourage students to acquire an understanding of modern international issues in the context of historical change.

As there is no Malaysian Benchmark statement for the subject area it based on the UK QAA Benchmark.

In general terms in developing the award the QAA subject benchmark statements as following underpins the programme:

“A single honours graduate in international relations will have experienced a curriculum which incorporates elements of international political theory and of international political analysis. A single honours programme in international relations generally aims to communicate the character of world politics from both the system and actor perspectives. It includes the historical evolution of international systems and of global power structures. The main foci in terms of agency are states and international organisations, and transnational actors.”

## ***2.2 Programme Learning Outcomes***

At the end of your studies you should be able to:

<b>Knowledge &amp; Understanding</b> Demonstrate a systematic understanding of key theories of international enquiry and debate, including acquisition of coherent and detailed knowledge of a range of specialist topics within international relations, including those of policy relevance
<b>Learning</b> Demonstrate an understanding of the uncertainty, ambiguity and limits of modern and international historical knowledge, and the paradigms that give rise to it
<b>Enquiry</b> Undertake research and analysis, and initiate and carry out a sustained dissertation, including analysis of source materials within the context of IR, using appropriate IT facilities
<b>Analysis</b> Analyse current research and debates relevant to the study of IR, and critically evaluate arguments, assumptions, concepts and data (that may be incomplete), to make reasoned judgements
<b>Problem Solving</b> Develop appropriate questions to achieve a solution – or identify a range of solutions - to a problem and use decision-making in complex and unpredictable contexts
<b>Communication</b> Communicate and analyse information, ideas, problems, and solutions to both specialist and non-specialist audiences including the presentation of a substantial dissertation
<b>Application</b> Apply the methods and techniques that they have learned both independently and in groups, to review, consolidate, extend and apply their specialist knowledge and understanding and devise and sustain arguments, using appropriate research techniques and methodology within an award focused dissertation.
<b>Reflection</b> Manage their own learning, exercise initiative, personal responsibility and demonstrate the learning ability, qualities and transferable skills necessary for employment or further training of a professional or equivalent nature

### 3. Mapping of Vision, Mission and Goals (VMG) and the Programme Aims

The following maps the aims of the Programme against the VMG.

Programme Aims	Key elements of APIIT's VMG
<ol style="list-style-type: none"> <li>1. To encourage students to acquire a critical understanding of the substantive knowledge base of the discipline.</li> <li>2. To promote an appreciation through the use of primary and secondary sources of the complexity and diversity of past and current events and perspectives.</li> <li>3. To provide students with the skills to write an extended piece of written work under supervision.</li> <li>4. To provide a coherent, progressive and reflexive undergraduate learning experience built around compulsory core modules covering the knowledge base of international relations, with respect to epistemological, conceptual, theoretical and methodological aspects of the discipline.</li> <li>5. To encourage students to apply an understanding of International Relations in the analysis of relevant contemporary problems and international issues.</li> <li>6. To encourage students to acquire an understanding of modern international issues in the context of historical change</li> </ol>	<ul style="list-style-type: none"> <li>• High-quality programmes designed to achieve strong employability</li> <li>• Be continuously well informed by being involved in research, development and scholarship.</li> <li>• Develop employable professional graduates</li> </ul>
Provide a learning environment that is receptive to the needs and views of students and encourages them to reach their full potential.	A learning environment designed to support individual and collective learning through effective teaching and independent learning.
To provide the opportunity to develop educational technology skills to an appropriate level.	Embed creativity, innovation and technology into the curriculum and delivery of our programmes
To provide employability skills required for the world of work	Deliver programmes that improve graduate employability by providing them with the necessary knowledge and skills for now and into the future.
To foster a supportive, stimulating and accessible learning environment, supported by staff research and scholarship that contributes to the intellectual and personal development, to an appropriate level, of students of various abilities and educational backgrounds.	Encourage debate and innovation through research and scholarship; combining the power of people and technology to improve the way we learn and work.

## 4. Mapping of Programme Learning Outcomes and MQF Learning Outcomes Domains

All APIIT Programmes identify learning outcomes according to the categories below and also each module, as well as identifying the Learning Outcomes in the MQF which are addressed, also lists the learning and employability skills to be introduced, and/or developed and assessed. The table below identifies the SU learning outcomes, learning skills and employability skills and maps these against the MQF learning outcomes domains. It also identifies the SU Graduate attributes and maps these against the APIIT employability skills.

Generic Learning Outcomes Domains		Learning Skills	Employability Skills	SU Generic Graduate attributes
Malaysian Qualifications Framework	SU			
Knowledge	Knowledge and understanding	Critical thinking & analysis	Knowledge Subject defined skills Critical thinking	<b>Discipline Expertise:</b> Have an understanding of the forefront of knowledge in their chosen field
Practical skills	Application		Techniques Research Academic Writing skills Taking tests	
Social skills and responsibilities		Self & cultural awareness	Enthusiasm Self and cultural awareness Global awareness	<b>Global Citizenship:</b> Have an understanding of global issues and of their place in a globalised economy
Values, attitudes and professionalism			Reflection Ethical Personal manner and appearance Timeliness and punctuality Integrity Trustworthiness	<b>Professionalism:</b> Be prepared to be work-ready and employable and understand the importance of being enterprising and entrepreneurial (and see below)
Communications, leadership and team skills	Communication	Communication Team working	Verbal Writing English language Presentational Team working Motivating others Empathy Assertiveness Leadership	<b>Communication and Teamwork:</b> Be a effective communicator and presenter and able to interact appropriately with a range of colleagues Have developed the skills of independence of thought and (when appropriate) social interaction through teamwork
Problem solving skills	Enquiry Analysis Problem solving	Effective problem solving Creativity & innovation	Enquiry Analytical Problem solving Creativity Innovation Ingenuity Imagination	<b>Reflective and Critical Learner:</b> Have the ability to carry out inquiry-based learning and critical analysis Be a problem solver and creator of opportunities <b>Lifelong Learning:</b> Be technologically, digitally and information literate Be able to apply to a range of life experiences to facilitate life-long learning and life-long success.
Information management and lifelong learning skills	Learning/ reflection	ICT skills Learning Numeracy & quantitative skills	ICT Numeracy Learning Independent work and autonomy Personal development	
Managerial and entrepreneurial skills	Reflection	Self management	Adaptability Managerial and supervisory Audience focus Self management Drive to achieve	<b>Professionalism:</b> Be prepared to be work-ready and employable and understand the importance of being enterprising and entrepreneurial



The following maps the Programme Learning Outcomes and *Generic SU graduate attributes* applicable to all SU Programmes with the MQF domains.

MQF Domain	SU Programme Learning Outcomes
Knowledge	<p><i>Generic SU graduate attribute:</i>  <b>Discipline Expertise:</b> Have an understanding of the forefront of knowledge in their chosen field.</p> <p><b>Knowledge &amp; Understanding</b>            Demonstrate a systematic understanding of key theories of international enquiry and debate, including acquisition of coherent and detailed knowledge of a range of specialist topics within international relations, including those of policy relevance.</p>
Practical skills	<p><b>Application</b>            Apply the methods and techniques that they have learned both independently and in groups, to review, consolidate, extend and apply their specialist knowledge and understanding and devise and sustain arguments, using appropriate research techniques and methodology within an award focused dissertation.</p>
Social skills and responsibilities	<p><i>Generic SU graduate attribute:</i>  <b>Global Citizenship:</b> Have an understanding of global issues and of their place in a globalised economy.</p>
Values, attitudes and professionalism	<p><i>Generic SU graduate attribute:</i>  <b>Professionalism:</b> Be prepared to be work-ready and employable and understand the importance of being enterprising and entrepreneurial.</p>
Communications, leadership and team skills	<p><i>Generic SU graduate attribute:</i>  <b>Communication and Teamwork:</b>            Be a effective communicator and presenter and able to interact appropriately with a range of colleagues Have developed the skills of independence of thought and (when appropriate) social interaction through teamwork.</p> <p><b>Communication</b>            Communicate and analyse information, ideas, problems, and solutions to both specialist and non-specialist audiences including the presentation of a substantial dissertation.</p>
Problem solving skills	<p><i>Generic SU graduate attribute:</i>  <b>Reflective and Critical Learner:</b>            Have the ability to carry out inquiry-based learning and critical analysis            Be a problem solver and creator of opportunities.</p> <p><b>Enquiry</b>            Undertake research and analysis, and initiate and carry out a sustained dissertation, including analysis of source materials within the context of IR, using appropriate IT facilities.</p> <p><b>Analysis</b>            Analyse current research and debates relevant to the study of IR, and critically evaluate arguments, assumptions, concepts and data (that may be incomplete), to make reasoned judgements.</p> <p><b>Problem Solving</b>            Develop appropriate questions to achieve a solution – or identify a range of solutions - to a problem and use decision-making in complex and unpredictable contexts.</p>
Information management and lifelong learning skills	<p><i>Generic SU graduate attribute:</i>  <b>Lifelong Learning:</b>            Be technologically, digitally and information literate. Be able to apply to a range of life experiences to facilitate life-long learning and life-long success.</p>

	<p><b>Learning</b> Demonstrate an understanding of the uncertainty, ambiguity and limits of modern and international historical knowledge, and the paradigms that give rise to it.</p> <p><b>Reflection.</b> Manage their own learning, exercise initiative, personal responsibility and demonstrate the learning ability, qualities and transferable skills necessary for employment or further training of a professional or equivalent nature</p>
Managerial and entrepreneurial skills	<p><i>Generic SU graduate attribute:</i></p> <p><b>Professionalism:</b> Be prepared to be work-ready and employable and understand the importance of being enterprising and entrepreneurial.</p>

## 5. Measurement of the Programme Learning Outcomes

The Learning Outcomes specified for the Programme are each measured in the modules which combine to make up the curriculum for the Programme. Each Module Descriptor identifies the Learning Outcomes for the module and maps these against the MQF Learning Outcome domains. Each Module Descriptor also identifies the employability (transferable) skills which are either introduced or developed and whether or not they are assessed in the module.

The following table maps the module Learning Outcomes against the MQF Learning Outcomes domains. The Domains and skills have already been mapped to the APIIT learning Outcomes in Section 4 herein.

Thus as the modules collectively address the Learning Outcomes and skills for the programme it is the task of the assessments in each module to measure the attainment of each LO. This is done by identifying which assessment tests the attainment of each LO which is verified by the external examiner(s) for each module assessment.

Table 1: Mapping of Modules Learning Outcomes to MQF Learning Outcome Domain

Module Code	Module	Learning Outcomes							
		MQF1	MQF2	MQF3	MQF4	MQF5	MQF6	MQF7	MQF8
AM25241-5	Issues in World Politics	✓		✓	✓			✓	
AM25016-4	Making History: Debating the Past	✓				✓		✓	
AM25118-4	Making History: Local & Global Perspective	✓				✓		✓	
AM25671-4	Modern Political Issues	✓			✓			✓	
AM25033-4	Philosophy, Life and Existence	✓		✓	✓	✓		✓	
AM25240-4	War Peace & Cooperation	✓		✓	✓	✓		✓	
AM75024-4	Cinema Film Analysis	✓			✓	✓			
SCS83164-4	Sustainable Lifestyles & Communities	✓		✓	✓	✓		✓	
AM25320-5	Broadcast Journalism and Government	✓	✓				✓		
AM25628-5	Concepts in IR	✓		✓				✓	
AM25520-5	Development of the Global System	✓			✓	✓		✓	
AM25645-5	Dissertation Preparation Plan	✓	✓	✓	✓	✓	✓	✓	✓
AM25623-5	International Security	✓	✓				✓		
AM25538-7	Money, Trade & Development	✓			✓			✓	✓
AM25630-5	South Asian History Politics & Culture	✓			✓			✓	
AM25148-6	Conflict and Journalism	✓	✓					✓	
AM25267-6a	Dissertation in International Relations I	✓	✓	✓	✓	✓	✓	✓	✓
AM25267-6b	Dissertation in International Relations II	✓	✓	✓	✓	✓	✓	✓	✓
AM25632-6	Governance & Global Policy	✓		✓	✓			✓	
AM25758-6	Government, Intelligence Agencies and the 20 <sup>th</sup> Century World	✓		✓	✓			✓	
AM75126-6	International Communications	✓		✓		✓		✓	✓
AM25096-6	Transnational Organised Crime	✓		✓		✓		✓	
SCS83613-6	Sustainability Planning & Environmental Policy	✓		✓	✓			✓	

## 6. Employability

The BA (Hons) in International Relations aims to produce graduates who are reflective and critical learners, with a global perspective, and who are prepared for the world of work. This is achieved through a number of measures:

- Across all levels of the degrees and across all Environmental modules, we aim to provide our graduates with **discipline expertise**. We instill a critical knowledge of the discipline that is underpinned by the experience, research and scholarship of the academic staff and which strives to reflect the key environmental issues that affect the world in which we live.
- As part of our commitment to ensuring that graduates demonstrate **professionalism**, we aim to produce graduates who are equipped to enter the world of work and are **enterprising** or **entrepreneurial** by nature. We use tutorial modules, practical work, field work, dissertations and professional practice, to develop and refine the transferable skills (and the confidence and proficiencies that such skills endow) that create graduates with the abilities that employers seek. In addition, modules in Level 5 develop knowledge and skills that relate directly to issues that are important to all businesses in today's global environment.
- In order to capitalize on the knowledge and understanding that the degree aims to develop, **effective communication** and an ability to work in teams and with diverse stakeholders, are seen as essential attributes of our graduates. The development of communication, **presentation** and **team working** skills lie at the heart of the degree and are nurtured from first principles to a high level of proficiency in many of the thematic modules and, especially, through tutorial programmes.
- Employers also value **independence of thought** and a **creative** ability to find solutions. The degree enables students to take ownership of their learning – whether individually or in groups – and encourages independence of thought and **problem-solving** across a spectrum of activities: in the conduct of a research dissertation; in critical reading and writing in thematic modules; or in tutorial discussions and presentations.

These are essential attributes of the **critical, reflective** and **life-long learners** that graduates are expected to become. Throughout the three years of the degree, students are encouraged to develop their understanding through critical reflection; to question different views and perspectives and to use both their generic and specialist skills to recognize and resolve problems.

Increasingly those problems are set in a global context and globalisation and **global citizenship** are central to the way that graduates of this degree look at the world. The majority of the thematic modules that structure these awards explore understandings of how global systems work; how those systems impact upon individuals; and how graduates can work professionally to manage global issues.

The award equips students with practical and academic skills attractive to employers. These include independent judgement, self-reflection and critical debate. Students may choose to use the specialist knowledge acquired, to work in one of the many international institutions, national foreign or defence ministries or internationally oriented organisations of many sorts. Graduates will find employment across a wide range of careers destinations including the education sector, government agencies, local authorities, political consultancies, or will enter the industrial or commercial sectors. Others will undertake further postgraduate training across a range of academic and vocational courses.

## 7 Teaching, Learning and Assessment

### 7.1 Teaching and Learning

Key modules are designed to introduce students to the nature of the discipline of International Relations (IR), its content, and its organising procedures. This is combined with the development of essential skills that have a value and utility beyond the discipline, but which are essential to it: comprehension, analysis, evaluation, conceptualisation, synthesis, imagination and communication, both written and oral.

The teaching and learning strategy requires students to engage with the curriculum that encapsulates the programme aims through a variety of means. Teaching techniques include lectures, student-led seminars and workshops, tutorials, research projects, supported by VLEs.

This diversity helps to create a positive educational experience for students. It also stimulates learning, generates a sense of student ownership over the acquisition of knowledge, and fosters an environment that facilitates the development of new and transferable skills. Independent learning is important on all modules, the purpose being to allow students to develop their subject and key skills, and to prepare for written and oral communication. IR students will progress by gaining experience and knowledge as they take a successive diet of modules.

For all students the IR award constitutes a cumulative process of learning. The overall process is one of initially developing and then buttressing similar skills and qualities throughout the programme. Advances in value-added are achieved through increasing conceptual sophistication. This is seen in the progression of students through the modules War, Peace and Cooperation, Issues in World Politics, Making History at Level 4 to Concepts in International Relations, Development of the Global System and the Dissertation Preparation Plan at Level 5. The summation to this process for Honours students is found in the Dissertation and core module Governance and Global Policy at Level 6.

### 7.2 Assessment

The aim of the assessment is that it reflects upon intended learning outcomes and the teaching and learning practices within individual modules and the award as a whole. All learning outcomes indicated for each module are assessed. The assessment strategy is designed to enable students to benefit from different forms of assessment, both summative and formative.

Assessment is varied, offering students the opportunity of working very much to their strengths. Essays, portfolios, case study work, an unseen class test and research projects are included in the assessment strategy. The unseen class test at Level Six is for a core International Relations module and is included to give students a taste of potential future professional assessment techniques and to encourage consolidation of core history knowledge through the process of revision.

Assessment of all modules is designed to deliver both formative and summative feedback, allowing students the opportunity to reflect on their progress at various points. Thus, there is a formative diagnostic essay which must be completed by all students in level 4. This is marked and returned to them in a personal tutorial. There are other examples of formative assessment in feedback on seminar presentations and advice in their preparation. The *Dissertation Preparation Project*, for example, is assessed by means of a project proposal that can form the basis for the *Dissertation* in Level 6.

#### **Formative Feedback Strategy**

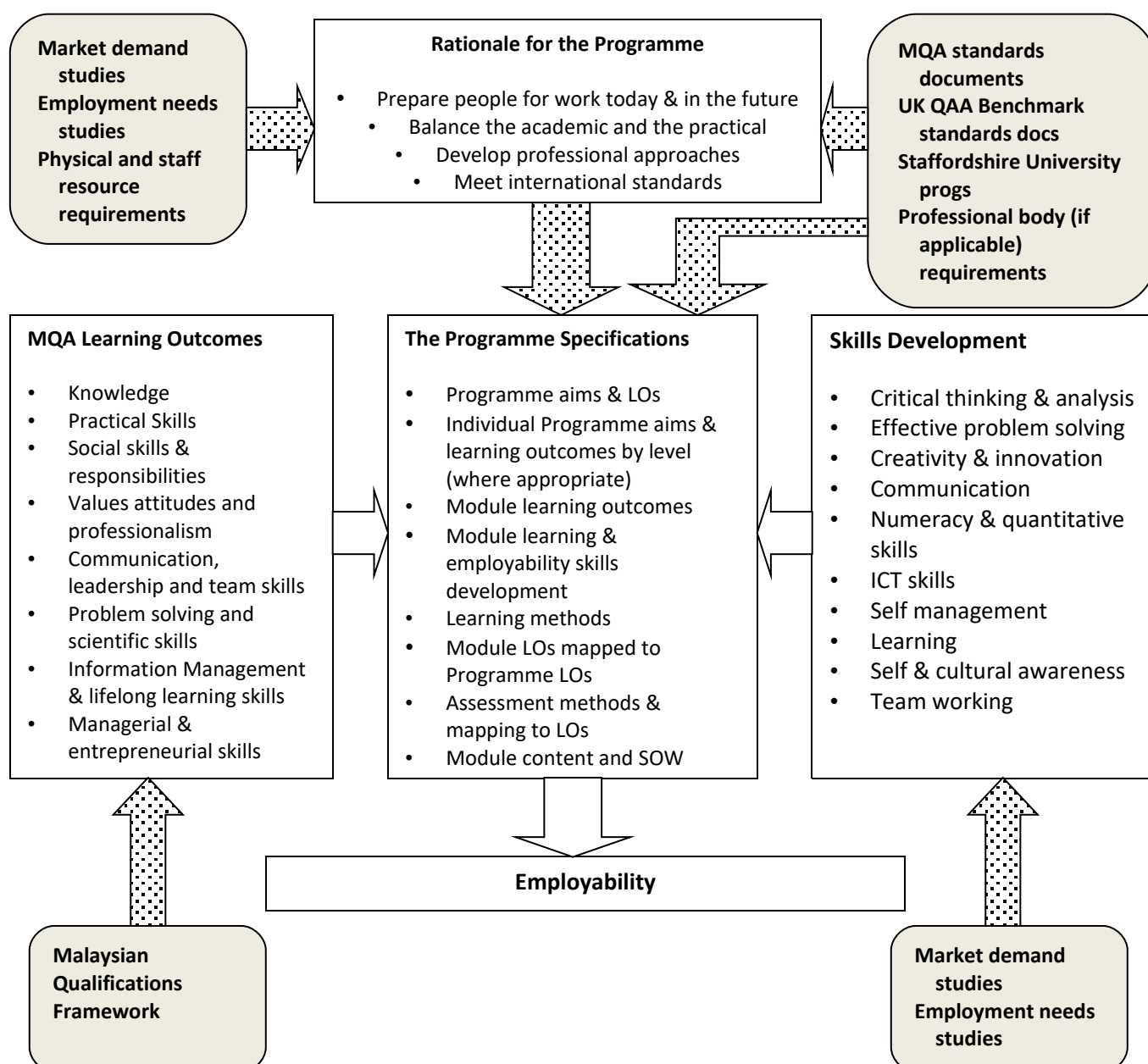
Formative feedback is essential to student progression and throughout the awards, located within the modules at all 3 levels are opportunities for formative assessment. Seminar presentations,

research proposal presentations, group work and team work tasks are all methods of formative assessment which will receive feedback from the tutors either during the workshops or in private individual tutorials throughout the year.

## 8 The Process for Development of the Curriculum

The process of development is based on a clear rationale which applies to all programmes and is designed to ensure that all Programmes comply with the APIIT VMG, especially in relation to international standards and the development of employable graduates.

The process begins with consideration of market demand and employment needs. The degrees available from Staffordshire University (SU) for franchise have been studied against these demands and the physical and staffing resources required to deliver them. The SU programmes have been mapped against the QAA subject benchmark statements by SU and subsequently against the MQA standards by APIIT. The following diagram illustrates the process adopted to develop new programmes.



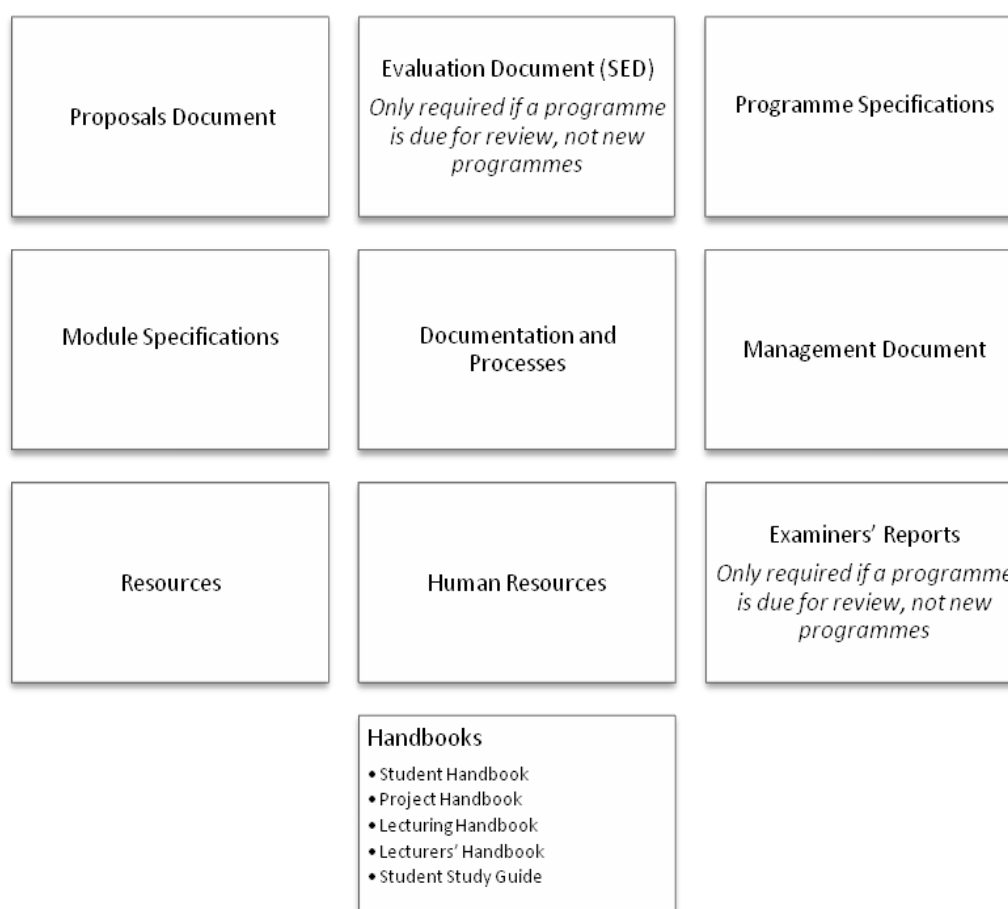
Once the programme has been developed and the Programme specifications, as described above, have been completed then the following are submitted to the Quality Partner Staffordshire University (SU) for their consideration through the conduct of a Validation. Validation is the process adopted by most UK universities to ensure that a proposed programme is appropriate for the academic level and discipline and can be delivered to an appropriate standard. It involves consideration of the Programme by an academic panel comprising SU senior staff and academic staff from the discipline under consideration as well as external panel members who are from the same discipline in other Universities. The conduct of Quality Assurance including validations at all British Universities is subject to periodic audit by the UK Quality Assurance Agency QAA).

The Validation Panel meet with representatives from APIIT to consider the proposals following which a report identifying any further requirements is produced. A second stage then takes place at the APIIT campus and the Validation Panel meet staff and students as well as inspecting resources and considers the APIIT response to the first stage Panel report.

Following the visit a report is submitted by the Validation Panel identifying commendations, conditions and requirements. Conditions must be satisfied before the programme can be delivered, requirements must be satisfied by the date specified by the Validation Panel.

Once the feedback from the Validation has been received any necessary improvements are made to the proposals before they are submitted to MQA.

The documentation submitted for validation is as follows:





## 9 Curriculum Content and Structure

The overall structure of the degrees to be franchised is determined by the SU Programme Specifications, as is the credit requirement to achieve a degree and the regulations governing the delivery and award of the degree. However to enable accreditation by the Malaysian Qualifications Agency (MQA) the degrees also comply with the Malaysian Qualifications Framework (MQF). This requires that students complete a minimum of 120 credits for the award of a degree over a minimum of 3 years with no more than 2.5 semesters per year. Each credit requires 40 learning hours, giving a total learning time of 4,800 hours. All students must study compulsory General Studies modules which are shown in the following curriculum structure.

Thus the delivery of degrees in APIIT will be within the following structure to meet the above. Each module is 4 credits, or 160 learning hours.

The levels of the programme map the UK Qualifications Framework because the students will be awarded a UK degree on completion. In this Framework Level 4 is equivalent to the standard expected of the first year of a normal full time degree programme, level 5 is equivalent to the second year and level 6 is the final, normally, third year. In Malaysia the degree corresponds to MQF Level 6.

Each full semester is 16 weeks of contact and independent learning time followed by 2 weeks assessment, and thus the overall learning time is 108 weeks. The average learning time per week of time in the University is therefore 51.09 hours.

The Programme Standard for Curriculum Design and Delivery (MQA 2011) states that best practice is for teaching learning weeks per year of 36 to 40, here is proposed 36. The MOHE requires credit is maximum of 20 for full semesters, the maximum here is 19.



Semester structure						Total credits
Year 1: Level 4 Semester 1	Cinema Film Analysis AM75024-4 4 Credits	Making History: Debating the Past AM25016-4 4 Credits	Modern Political Ideas AM25671-4 4 Credits	Sustainable Lifestyles & Communities SCS83164-4 4 Credits	MQA U 2 Professional Development Skills CES201 3 Credits	19
Semester 2	Issues in World Politics AM25241-4 4 Credits	Making History: Local & Global Perspective AM25118-4 4 Credits	Philosophy, Life and Existence AM25033-4 4 Credits	War Peace & Cooperation AM25240-4 4 Credits	MQA U 1A Ethnic Relations: Local students AM25240-4 Foreign students 3 credits	19
Year 2: Level 5 Semester 1	Environmental Policy, Legislation & Regulation SCS83509-5 4 Credits	Dissertation: Preparation Plan AM25645-6 4 Credits	Development of the Global System AM25520-5 4 Credits	Broadcast Journalism and Government AM25320-5 4 Credits	MQA U 1B Islamic & Asian Civilisation: Local students BM: Foreign students 3 credits	19
MQA U4 Co Curricular module (6 Credits)						6
Semester 2	Concept in International Relations AM25628-5 4 Credits	Money Trade and Development AM25538-7 4 Credits	International Security AM25623-5 4 Credits	South Asian History, Politics and Culture AM25630-5 4 Credits	MQA U 3 Malaysian Development 3 MQA credits	19
	<b>Internship (10 credits)</b> A required period of attachment of 10 weeks OR Industrial Training Portfolio 10 credits					10
Year 3: Level 6 Semester 1	Dissertation in International Relations I AM25627-6a 4 Credits	Governance & Global Policies AM25633-6 4 Credits	Government, Intelligence Agencies and the 20th Century World AM25758-6 4 Credits	Transnational Organised Crime AM25096-6 4 Credits		16
Semester 2	Dissertation in International Relations II AM25627-6b 4 Credits	Conflict and Journalism AM25148-6 4 Credits	International Communications AM75126-6 4 Credits	Sustainability Planning & Environmental Policy SCS83613-6 4 Credits		16
27/2/13					<b>TOTAL Credit</b>	124
					Total Learning	4,960 hrs

## 10. Assessment

### 10.1 Module Assessment

The following is written in a style to enable it to be easily comprehended by student and for inclusion in the Student Handbook.

You will be assessed in every module for which you enrol. You may be required to undertake more than one element of assessment for a module, and you will be given information on what is expected of you at the start of the module. The assessment will be linked to the teaching and learning methods of the module and will be designed to test your achievement of the module's learning outcomes. A range of assessment methods may be used including formal examinations, class tests, essays, projects and case studies. All assessment must be treated with equal gravity and you must attempt all elements.

#### 10.1.1 Module Results

You will be given a result for your performance in each module. Your result will be determined by considering your performance in relation to the relevant assessment criteria. The assessment criteria will be closely linked to the learning outcomes of the module and will be included within the handbook for each module.

Where there are two or more elements of assessment within a module, the overall result for the module will be determined according to the weighting of each assessment. However, you will be required to achieve a specified minimum mark in each element of assessment in order to achieve an overall pass in the module. If you fail to achieve the specified minimum in an element of assessment you will be required to undertake further assessment.

The University uses a Grade Point scale to record your overall module results, as detailed below:

Overall Grade Points for modules and percentage equivalents	Associated honours classification
13-15 (70-100%)	First class
10-12 (60-69%)	Second class (upper division)
7-9 (50-59%)	Second class (lower division)
4-6 (40-49%)	Third Class
3 (30-39%)	Fail grade which may be compensated
2 (20-29%)	Fail grade which cannot be compensated and, in modules with multiple assessments, the minimum grade that has to be achieved for each assessment.
0-1 (0-19%)	Fail grades which cannot be compensated and in modules with multiple assessment, any assessment with a 0 or 1 grade would have to be reattempted to pass the module overall
N	<b>Fail due to non-submission which cannot be compensated. No further attempt allowed</b>

Some awards within the modular frameworks may have more rigorous requirements in relation to compensation due to Professional Body accreditation Information on this will be provided in the award handbook for such awards.

For some awards, modules will be graded Pass or Fail only. Where this is the case, details will be provided in your award handbook.

If you are judged to have satisfied the module assessment criteria at threshold level, you will be awarded at least a Grade Point 4 (pass) for the module. You will not be permitted a further attempt at any element of assessment for which you have been awarded a pass grade in order to improve your grade, unless a claim for extenuating circumstances is upheld.

### 10.1.2 Compensation

Compensation is the awarding of credits for a failed module if you have demonstrated elsewhere in your modules your ability to satisfy the learning outcomes of your award level.

In certain circumstances, the Assessment Board may recommend to the Award Board that you should not be required to undertake further assessment of a failed element of assessment, but that the failure should be compensated.

The Award Board has discretion to award the credits for a module in which a compensatable fail (ie GP 3 has been reported). The result will be recorded as 4C, but the original grade point will be used in calculating classification.

An overall grade point of 0, 1 or 2 or N (a non-submission) for an undergraduate module may not be compensated.

It should be noted that some awards within the University are accredited by a professional body. These professional bodies may have regulations which supersede those of the University in terms of compensation. The Award Board will take account of any such regulations in considering whether to compensate a failed module.

**A maximum of 30 credits may be awarded a compensated pass at each of Award Levels 4, 5 and 6.** Partial compensation of a module (ie awarding some, but not all, of the credits associated with a module) is not allowed. Where more than 30 credits have been failed, no compensation may be applied.

In operating this compensation, you must have passed a minimum of 90 Level 6 credits.

The Award Board has the discretion to determine whether or not to award a Compensated Pass using the criteria outlined in this section. No more than 30 credits at any one award Level can be awarded a Compensated Pass. The Level 6 Award Board may award a Compensated Pass to module failures remaining at lower levels, provided that the total number of credits compensated in the award overall does not exceed 90 and the original Grade Point was 3 or above.

### 10.1.3 Module Failure

If you have failed to satisfy the assessment criteria of the module, you will be awarded a **fail grade** (Grade Points 3, 2, 1 or 0. If you have failed to submit any assessment for the module, you will be given a **Grade Point N** (Fail due to non-submission) for the element(s) of that module and you will only be allowed a further attempt at that element(s) of the module at the discretion of the appropriate Board.

The credits for all modules, including failed modules, must be obtained in order for you to qualify for your chosen award and this can be done in one of the ways described below, which will be decided by the Award Board, acting on recommendations from the Assessment Boards.

### 10.1.4 Referral, Replacement and Retake

If the Assessment Board has reported a Non-Compensatable Fail, or if the Award Board decides not to award you credits by compensation then you will be required to undergo further assessment on the subject matter covered by the module. This is in order to satisfy the Boards that you are capable of meeting the appropriate learning outcomes and is known as “referral”. The form of assessment will be determined by the Award Board, on the recommendation of the Assessment Board, as will the deadline for submission/period of the examination.

The Award Board may decide that along with a form of assessment you need to attend the classes for the module again. This may be because the module is laboratory based, or requires specialist equipment or because your performance indicates that you would benefit from attendance. In such cases, where your timetable does not prevent you from attending, attendance is compulsory. If you are not required to attend, you will normally be required to attempt the re-assessment before the beginning of the next academic year. You must make yourself available to undertake such assessment as the Award Board requires at this time. If you do not meet the referral requirements determined by the Award Board at the time prescribed by the Award Board you will be deemed to have failed the module at that attempt.

The maximum mark awarded for a successfully completed referred element of assessment is a Grade Point 4. If your module comprises more than one element of assessment and the Award Board refers you in one or more elements, the referred element(s) will be recorded at a maximum of Grade Point 4; those elements not subject to referral will retain their original mark. The overall module grade will be suffixed R.

If you have failed an Option module, you may choose not to undertake the further assessment required by the Award Board, but to replace the failed module with another of the same or greater credits.

#### **If you made an attempt at your assessments at the first attempt:**

You will only be guaranteed an opportunity to attempt a referral(s) once IF, and only if, you have made an attempt at the assessment(s) on the first occasion unless a claim for Extenuating Circumstances has been successful. If you fail to achieve a satisfactory performance in your referral attempt and are not awarded a compensated pass then the module result will be deemed a Fail. You may, however, at the discretion of the Examination Board, be able to retake the module (ie have a third attempt), except in circumstances where a GP N has been recorded for both the original attempt and the referral. In such cases, you will not be allowed to retake the module. Retaking a module means that you will have to undertake any failed elements of assessment attached to the module. The maximum mark for a retaken module is Grade Point 4. The suffix K will be used to indicate that it is a retaken module. Retaken modules carry no reassessment entitlement. A module may be retaken on one occasion only. Award Boards will not normally grant retakes for more than 30 credits (or one module greater than 30 credits) in a level.

#### **If you did not make an attempt at your assessments at the first attempt:**

If you do not submit work or attend assessments at the first attempt, that guarantee of a referral is lost and the appropriate Board will decide whether or not to allow you a referral. In making its decision, the Board may take account of your engagement with that module.

If the Board does allow you a referral(s) and you do not take the referral(s) at the time notified to you by your Faculty/School, no further referral opportunity will be given to you and you may fail the award.

Option modules which have been awarded a Fail (i.e. where no reassessment entitlement remains) may be replaced or retaken as previously described where this is possible. However, if you have exhausted all referral/retake opportunities for all modules in a specific option group, then you will not be able to meet the requirements of your chosen award and will not be permitted to continue on that award.

Core modules cannot be replaced. If you are awarded a Fail for a Core module then you will not be able to meet the requirements of your chosen award and will not be permitted to continue on that award. You will not be allowed to reapply to study the same award in the future as you will already have failed the core modules. If you pass the core modules but fail the overall award, these modules may be used towards a different award for which they are core or option modules.

In all cases, if you are allowed a referral(s), the referral(s) must be taken at the next referral opportunity, as determined by the Award Board. It is your responsibility to make sure that you know when you are required to resit.

## ***10.2 Extenuating Circumstances***

If you feel that any unforeseen and unavoidable circumstances (e.g. illness) have affected your ability to gain or demonstrate your knowledge or capabilities in one or more modules you should submit an Extenuating Circumstances form giving full details of the circumstances and supporting evidence for your claim.

If, having submitted a claim for extenuating circumstances, your claim is upheld, the Assessment Board will note where Extenuating Circumstances have been upheld and, where appropriate, recommend to the Award Board a date for (re)submission of the assessment.

If you are given a pass mark for the assessment component(s) for which extenuating circumstances have been upheld, you will be given the opportunity either to accept the grade achieved or submit for further assessment in that module (or components of that module) which you had claimed had been affected by extenuating circumstances.

If you decide to submit for further assessment in the module (or components of that module) which were upheld to have been affected by extenuating circumstances, and you obtain a higher grade than the original grade, the higher grade will be recorded. If you obtain a lower grade than the original grade, the original grade will be recorded.

If you have had your claim for extenuating circumstances upheld against a number of modules (or components of modules) you must decide which modules (or components on modules), if any, you wish to submit for further assessment.

You must make that decision by informing your home Faculty/School, within ten working days of the decision of the relevant examination board being notified to you, in writing, which module(s) (or components of module(s)) you have decided to submit for further assessment. A proforma for such purposes is available from your Faculty/School Office.

If you do not return the proforma within the ten working days specified, your home Faculty/School will assume that you do not wish to submit for further assessment. It is therefore your responsibility to abide by this deadline.

## ***10.3 The Conferment of Awards***

### **10.3.1 Eligibility for your Award**

Once you reach the end of your award the Award Board for your award will consider whether you have met all the learning outcomes and the credit requirements for successful completion of the award (see also sections on module enrolment and student workload). If you have met the requirements the Award Board will grant you that award.

If you have enrolled for an Honours Degree programme and met the requirements for completion of your award then the Award Board will consider awarding your degree with Honours. Honours are classified as follows:

- First Class Honours
- Second Class Honours (Upper Division)
- Second Class Honours (Lower Division)
- Third Class Honours

If you have not met the conditions for Honours you may be referred in some of your modules. At this point the Award Board may decide to set a ceiling on the maximum Honours classification available to you, once you have completed successfully those referrals and any retakes or replacements. The maximum degree classification you receive will not be lower than the base class as calculated once referrals have been completed successfully. The Award Board may also wish to consider you for the award of an Ordinary Degree.

If you have no referral, retake or replacement module opportunities remaining, the Award Board will consider your eligibility for the award of an Ordinary Degree.

### **10.3.2 The Determination of Honours Classification**

#### **Stage 1 - Your Overall Score**

In determining your degree classification the Award Board will consider your performance in all modules at both Levels 5 and 6 (excluding any Additional modules) studied at any stage of your award. Please note that this refers to the level of the modules and not the year/level of the award you are studying.

Having checked that you have passed all the modules and satisfied all the requirements of your award the Award Board will consider your overall score in Level 5 and 6 modules.

This overall score will be determined by taking into account all your Level 5 module results and giving them a 30% weighting, and all your Level 6 module results and giving them a 70% weighting. The size of multiple modules will also be taken into account by counting the grade point achieved in a 15 credit module once, in a 30 credit module twice, in a 45 credit module three times and so on.

Where compensation is awarded by a Level 6 Award Board (to either Level 5 or Level 6 modules) the original Grade Point achieved will contribute to the overall score.



In summary then:

Overall Score = 30% of average grade points per 15 credits at Level 5 + 70% of average grade points per 15 credits at Level 6.

For students who have been admitted to the University at Award Level 6 (and have not studied any credits at Level 5 at this University) the overall score will normally be 100% of the average grade point per 15 credits at Level 6. Any available academic history may, at the discretion of the Award Board, be considered where appropriate.

If you have been awarded credit through the Accreditation of Prior (Experiential) Learning (AP(E)L) scheme, these modules will be recorded on your profile as Grade Point 4E and this grade will not be taken into account when calculating your average grade point for classification purposes.

Your overall score will determine your “base” classification as follows:

Overall Score	Base Classification
13.0 or higher	First Class Honours
10.0 to 12.99	Upper Second Class Honours
7.0 to 9.9	Lower Second Class Honours
4.0 to 6.99	Third Class Honours
3.99 or below	See regulations on Ordinary Degrees

If you have met the requirements for your award you will be awarded at least your “base” classification.

If you have achieved at least 90 Level 6 credits in a class higher than the base, the Award Board will award you one class higher than the base.

### **Stage 2 - Consideration of your Level 6 Results**

Finally the Award Board will consider whether your performance in modules at Level 6 (your profile) suggests that you should be awarded a higher classification than the “base” indicated by your overall score.

If you have:

Achieved at least a Grade Point 4 in all Level 6 modules;

And Achieved at least 60 Level 6 Credits in a class higher than the base

the Award Board has discretion to consider you for the award of one classification higher than base if you have at least 60 credits in a class higher than your base classification.

In operating this discretion the Award Board will also consider:

- The number of Level 6 credits you have studied
- Your Overall Grade Point Average
- Your Grade Point Average in your best 60 Level 6 credits
- Where your overall score lies within the classification band
- Any claims for Extenuating Circumstances that have been upheld

The Award Board will not consider such factors as:

- Your personality and personal relationships
- Any judgement about your potential ability (i.e. not realised in your assessment results)
- Any intentions you may have to progress to post-graduate study or employment requiring a certain Honours classification
- Attendance

If any Level 6 credits have been compensated then you will be awarded your base classification only.

## ***10.4 General Regulations***

### **10.4.1 Attendance**

Attendance is required at all teaching sessions for the modules for which you have enrolled. Sessions include all tutor-led activities such as lectures, seminars, tutorials and presentations. “Sessions” should not be interpreted as “weeks”. For small group sessions (sessions which involve a sub-set of the whole module cohort) you must attend the sessions to which you have been assigned.

If you are absent from a module(s) or programme of study on four consecutive occasions in a semester, including lectures, tutorials, seminars and laboratory based classes for reason other than personal illness without written approval you may be deemed to have withdrawn from the module(s) or programme of study and your registration on that module(s) or programme of studies cancelled. You may be excluded from further teaching, denied access to examinations and refused the opportunity to submit assessment for the module or award. You will therefore need to seek permission to start again on the same module (or a replacement where applicable).

All students are also required to maintain an attendance of 80% in each module and will be sent a letter advising of poor attendance after 3 and 6 absences from a module. APIIT will also monitor attendance of foreign students to ensure their attendance meets the minimum requirements of the Malaysian immigration other such authorities.

### **10.4.2 Breaches of Assessment Regulations - Academic Dishonesty**

Cheating and/or plagiarism of any kind will not be tolerated and will be dealt with very seriously. Cheating is defined as any attempt to complete an examination or assessment by unfair means. Plagiarism is defined as submitting the work of others as your own without appropriate referencing and citation for the purposes of satisfying assessment requirements. Plagiarism also includes allowing your work to be copied by another student.

### **10.4.3 Submission and Late Submission of Coursework**

You must submit all pieces of assessment required for each module on or before the submission date for each piece of assessment. Failure to do so may result in failure of the module overall. The submission date will be specified for each piece of assessment for each module. It is your responsibility to make sure you know when your submission dates are and to comply with them.

Failure to meet this deadline will be treated as a non-submission and a Grade Point 0 will be awarded for that component. The only exceptions to these rules apply where a valid claim for extenuating circumstances can be made.

### **10.4.4 Appeals Against an Examination Board Decision**

You may request that any assessment be rescrutinised after the final results are confirmed by the Award Board. You may not appeal against academic judgment but if you believe a material error has been made you may ask for a review of the Examination board decision.

You may also request a review if there is evidence supporting extenuating circumstances which was not available at the time of the Examination Board decision.

## 10.5 Mapping of Assessments

Module Code	Module	Test	Portfolio	Essay	Assignment
AM25241-5	Issues in World Politics				✓
AM25016-4	Making History: Debating the Past		✓	✓	
AM25118-4	Making History: Global & Local Perspective				✓
AM25671-4	Modern Political Issues				✓
AM25033-4	Philosophy, Life and Existence		✓		
AM25240-4	War Peace & Cooperation			✓	
AM75024-4	Cinema Film Analysis			✓	
SCS83164-4	Sustainable Lifestyles & Communities		✓		
AM25320-5	Broadcast Journalism and Government			✓	
AM25628-5	Concepts in IR	✓		✓	
AM25520-5	Development of the Global System				✓
AM25645-5	Dissertation Preparation Plan		✓		
AM25623-5	International Security			✓	
AM25538-7	Money, Trade & Development				
AM25630-5	South Asian History Politics & Culture			✓	
AM25148-6	Conflict and Journalism				✓
AM25267-6a	Dissertation in International Relations I				✓
AM25267-6b	Dissertation in International Relations II				✓
AM25632-6	Governance & Global Policy	✓		✓	
AM25758-6	Government, Intelligence Agencies and the 20th Century World				✓
AM75126-6	International Communications				✓
AM25096-6	Transnational Organised Crime		✓		
SCS83613-6	Sustainability Planning & Environmental Policy				✓

## 11 Entry Requirements

Entry into the Programmes will be via one of the following routes:

### Route 1: Entry to level 4 Degree

- 2 Principal passes at STPM Level and 4 credit passes at SPM,
- 2 Passes at “A” Levels and 4 Grade C Passes at O Levels/GCSE, or
- The APIIT Foundation or equivalent
- A Qualification accepted by SU as equivalent to the above

**All students must demonstrate that they have met the equivalent of IELTS 6 either through formal English language assessment or through success in prior study at “A” level or equivalent in English.**

### Route 2: Direct Entry to Level 5 Degree

- Successful completion of the relevant APIIT Diploma, or
- Successful completion of study in another recognised institution with academic credits equivalent to level 4 of an honours degree in relevant subjects

## 12. Module Descriptors

### *12.1 List of Modules*

#### Level 4

AM75024-4	Cinema Film Analysis
AM25241-4	Issues in World Politics
AM25016-4	Making History: Debating the Past
AM25118-4	Making History: Local & Global Perspective
AM25671-4	Modern Political Ideas
AM25033-4	Philosophy, Life and Existence
SCS83164-4	Sustainable Lifestyles & Communities
AM25240-4	War Peace & Cooperation

#### Level 5

SCS83509-5	Environmental Policy, Legislation & Regulation
AM25628-5	Concept in International Relations
AM25645-6	Dissertation: Preparation Plan
AM25538-7	Money Trade and Development
AM25520-5	Development of the Global System
AM25623-5	International Security
AM25320-5	Broadcast Journalism and Government
AM25630-5	South Asian History, Politics and Culture

#### Level 6

SCS83613-6	Sustainability Planning & Environmental Policy
AM25627-6a	Dissertation in International Relations I
AM25627-6b	Dissertation in International Relations II
AM25633-6	Governance & Global Policy
AM25148-6	Conflict and Journalism
AM25758-6	Government, Intelligence Agencies and the 20th Century World
AM75126-6	International Communications
AM25096-6	Transnational Organised Crime

### *12.2 Module Descriptors by Level*

Please refer to the module file for this group of programmes.