

BA (Hons) International Relations and Chinese

Programme Specification

Awarding Institution:

University of London (Interim Exit Awards made by Goldsmiths' College)

Teaching Institution: Goldsmiths, University of London**Name of Final Award and Programme Title:**

BA (Hons) International Relations and Chinese

Name of Interim Exit Award(s):

Certificate of Higher Education in International Relations and Chinese

Diploma of Higher Education in International Relations and Chinese

Duration of Programme: 4 years full-time (including a year in China)**UCAS Code(s):** LT12**HECoS Code(s):**

(100490) International Relations 50%

(101164) Chinese Studies 50%

QAA Benchmark Group:

Politics and International Relations; Languages, Cultures and Societies

FHEQ Level of Award: Level 6**Programme accredited by:** Not applicable**Date Programme Specification last updated/approved:** December 2021**Home Department:** Politics and International Relations**Department(s) which will also be involved in teaching part of the programme:**

Confucius Institute for Dance and Performance

Programme overview

The BA in International Relations and Chinese (BAIRAC) combines International Relations taught in the Department of Politics and International Relations, with the study of Mandarin, taught by the Confucius Institute for Dance and Performance - an institution with expert knowledge and experience of teaching Mandarin. The Politics degree credit structure together with the Confucius Institute's Chinese language modules provide the linguistic and disciplinary skills necessary to appreciate the changing face not just of China, but of the world. While the programme offers second and third year options specifically on China, it is not a China programme. Rather it is a programme which offers the philosophical, conceptual and linguistic tools that once joined enable a student to focus on China with a solid grounding in International Relations. With the growing economic, geopolitical and

diplomatic power and significance of China, specialist knowledge of the Chinese language is essential to a comprehensive understanding of that country and its place in the world today.

This programme is designed to give students of International Relations who want to focus on China an unbeatable advantage, especially if they seek careers in diplomacy or international business. This is a four year combined studies programme that will explore the key concepts, policies, practices and institutions of the discipline of International Relations, combining this with the study of the Chinese language, complemented by a year of study abroad spent in China. It will address not only relations between nation states and international institutions, but also the economic, geopolitical, cultural and environmental factors affecting the current global system. It will examine the increasingly important role of non-state actors and networks, as well as address key concerns for international policy-makers, such as human rights, conflict and security, development, global financial flows, migration and climate change. The central focus will be on how international relations are shaped by both domestic and external factors, and involve complex interactions between policy makers,

institutions, non-state actors and NGOs, as well as ordinary people who, in their economic and political decision-making and cultural or national identification, affect the international at an everyday level. The study of international systems and relations is complemented by area studies focusing on particular regions that are of crucial geopolitical and economic significance today: obviously China, but also the Middle East, Africa and Latin America. In addition to the theoretical and applied knowledge on these topics, students will also have the opportunity to gain practical experience working with international NGOs and policy think-tanks, thus preparing them for careers in the field of government, diplomacy and international organisations. This degree programme will be comprised of a combination of compulsory and optional modules. Core modules will cover the essential elements of an IR discipline, such as: IR theory; global governance; and security studies. Students will also have a wide range of options to choose from, including specialist modules on Middle East politics; US politics and foreign policy; conflict and development in Africa; the political cultures of China, Latin America; nationalism and post-conflict societies; migration; and the politics and economics of the environment.

There is a 50/50 split between IR/politics and Mandarin across the three years of the programme (totalling 360 credits overall) with the additional year spent doing study abroad in China. The IR component in first year will comprise World Politics (30 credits) and Political Theory and Ideologies (30 credits), giving students a solid grounding in key concepts and debates in IR and political theory. This is combined with two 30 credit Mandarin modules, depending on the student's level of language proficiency (determined by the Institute. Please refer to 'Programme-specific Rules and Facts' section for details.) - adding up to 120 credits in total. In the second year, there is a similar split between compulsory 15 credit IR modules + an additional IR/area studies module (totalling 60 credits) and two 30 credit Mandarin modules, once again determined on the basis of the

student's level of ability. In third year, students spend a year of study abroad in China at Beijing Capital Normal University (CNU) where they will take a range of subjects as well as imbibe cultural life in that country while improving their language skills. They will then return to Goldsmiths in the fourth year, where they will write a research dissertation (30 credits) in addition to a number of IR/area studies options (30 credits) including AnOther China, alongside a number of compulsory modules taught by the CI, including advanced writing and reading skills and a specialist module on 'Contemporary Chinese Issues' - totalling 120 credits. By this stage, students will be expected to have attained reasonably advanced skills in Mandarin, as well as a comprehensive understanding of the IR discipline. In summary, the BA in International Relations and Chinese is a 360-credit programme consisting of 120 CATS in years 1, 2 and 4.

Programme entry requirements

A-level: BBB

BTEC: DDM

IB: 33 Points, HL655

Access: 60 credits overall with 30 distinctions and distinctions/merits in related subject.

Language requirements for overseas students: IELTS 6.0 (with a minimum of 6.0 in the written test and no individual test lower than 5.5)

Aims of the programme

The programme provides students with a challenging and rigorous curriculum that equips them with the conceptual and methodological tools to analyse and explore the actors, processes and outcomes that constitute international relations. The degree examines the core debates and subject matter of international relations permitting students to develop informed, reflective and critical perspectives on both and the relations between them. The programme prepares students for a variety of careers in government, foreign, policy analysis, NGOs, International Organisations, research, the media, charities, the creative industries and the private sector as well as for further graduate level studies. The programme also aims to integrate the study of China with the study of International Relations, and to teach students written and oral language skills in Chinese so that, by the end of their four years, they are equipped to do specialist work on or in China.

What you will be expected to achieve

Students who successfully complete modules to the value of 120 credits at level 4 (Year 1) may exit the programme with the award of the CertHE in International Relations and Chinese, and will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Have an appreciation of International Relations theory and contemporary practices and institutions	World Politics
A2	Be able to apply basic IR theories and concepts to specific areas of enquiry in international politics	World Politics
A3	Have an appreciation of how critical approaches to international politics can inform alternative forms of political engagement in the international area.	World Politics
A4	Understand the nature and significance of politics as a global activity	World Politics Political Theory and Ideologies
A5	Achieve a basic level of understanding and knowledge of written and spoken Chinese.	Mandarin language modules

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Some ability to think critically and make informed judgments about the theoretical and methodological approaches, concepts and debates you have learned about	World Politics Political Theory and Ideologies
B2	Some ability to employ and make appropriate use of the language and basic concepts of international relations	World Politics
B3	Some ability to describe and evaluate alternative views of international political action, institutions and policy-making processes based on a newly acquired command of basic concepts in international relations	World Politics

Code	Learning outcome	Taught by the following module(s)
B4	Some intercultural awareness, understanding and competence	Mandarin language modules

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Ability to express ideas and evidence clearly in written form, and in accordance with academic standards and guidelines; this includes managing the length of your written work; identifying the sources of your knowledge and attributing ideas accurately to these sources	World Politics Political Theory and Ideologies
C2	Reading, learning, research and study skills; including retrieval, selection and management of information from a variety of electronic and non-electronic sources	World Politics Political Theory and Ideologies
C3	Powers of verbal and written expression and presentation	World Politics Political Theory and Ideologies Mandarin language modules
C4	Ability to work on own initiative; including learning about ways and methods for motivating oneself	World Politics Political Theory and Ideologies Mandarin language modules

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Ability to make judgments about the basis of different opinions, evidence, and claims	World Politics Political Theory and Ideologies
D2	Ability to plan, design, manage and complete an independent project; time management skills, including planning and organising your own work	World Politics Political Theory and Ideologies Mandarin language modules
D3	Identify and investigate problems	World Politics Political Theory and Ideologies
D4	Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments	All modules

Students who successfully complete courses to the value of 240 credits at levels 4 & 5 (Years 1 & 2) may exit the programme with the award of the DipHE in International Relations and Chinese, and will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Have an understanding of International Relations theory and contemporary practices and institutions	Contemporary IR Theories Global Governance Security Studies
A2	Be able to apply key IR theories and concepts to specific areas of enquiry in international politics	Contemporary IR Theories Global Governance Security Studies
A3	Have an understanding of how critical approaches to international politics can inform alternative forms of political engagement in the international area.	Contemporary IR Theories Global Governance Security Studies
A4	Demonstrate a knowledge and understanding of the origins, evolution and contemporary dynamics of the international political system (*QAA Benchmarking for Politics and International Relations draft paper 2014)	Contemporary IR Theories Global Governance Security Studies
A5	Achieve an intermediate level of understanding and knowledge of written and spoken Chinese.	Mandarin language modules

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Moderate ability to think critically and make informed judgments about the theoretical and methodological approaches, concepts and debates you have learned about	Contemporary International Relations Theories Global Governance and World Order Chinese Politics
B2	Moderate ability to employ and make appropriate use of the language and key concepts of international relations	Contemporary International Relations Theories Global Governance and World Order
B3	Moderate ability to describe and evaluate alternative views of international political action, institutions and policy-making processes based on a newly acquired	Contemporary International Relations Theories Global Governance and World Order Chinese Politics

Code	Learning outcome	Taught by the following module(s)
	knowledge of key concepts in international relations	
B4	Gather, organise and deploy evidence, data and information from a variety of secondary and some primary sources	Contemporary International Relations Theories Global Governance and World Order Chinese Politics

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Moderate ability to express ideas and evidence clearly in written form, and in accordance with academic standards and guidelines; this includes managing the length of your written work; identifying the sources of your knowledge and attributing ideas accurately to these sources	All modules
C2	Reading, learning, research and study skills; including retrieval, selection and management of information from a variety of electronic and non-electronic sources	All modules
C3	Powers of verbal and written expression and presentation	All modules
C4	Ability to work on own initiative; including learning about ways and methods for motivating oneself	All modules
C5	communicate information, ideas and arguments both orally and in writing	Mandarin language modules
C6	Be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.	All modules

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Ability to make judgments about the basis of different opinions, evidence, and claims	Contemporary IR Theories Global Governance Security Studies IR/area studies options

Code	Learning outcome	Taught by the following module(s)
D2	Ability to plan, design, manage and complete an independent project; time management skills, including planning and organising your own work	All modules
D3	Describe and illustrate different approaches involved in collecting political information, including how to: identify issues for political enquiry; recognise their ethical implications; and gather, organise and deploy evidence from a limited range of sources	Contemporary IR Theories Global Governance Security Studies IR/area studies options
D4	Identify and investigate problems	Contemporary IR Theories Global Governance Security Studies IR/area studies options
D5	Use digital media effectively as a source of information, a means of communication and as an aid to learning	Contemporary IR Theories Global Governance Security Studies IR/area studies options Mandarin language modules

Students who successfully complete the BA (Hons) International Relations and Chinese will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Develop comprehensive knowledge and deep understanding of International Relations theory and contemporary practices and institutions	Dissertation project IR/area studies options
A2	Apply concepts, theories and methods used in the study of international relations to the analysis of political ideas, practices and issues in the global arena	Dissertation project IR/area studies options
A3	Understand how critical approaches to international politics can inform alternative forms of political engagement in the international area.	Dissertation project IR/area studies options
A4	Demonstrate a familiarity and engage critically with the nature and significance of politics or international relations, including definitions of the boundaries of	Dissertation project IR/area studies options

Code	Learning outcome	Taught by the following module(s)
	the political; the contested nature of knowledge and understanding; approaches to the study of politics or international relations; a range of key concepts, theories and methods employed in the study of politics or international relations; and the strengths and weaknesses of these approaches.	
A5	Engage critically with politics (including international politics) and political phenomena, including the normative and positive foundations of political ideas; the vocabulary of political debate; the structure and operation of different (international) political systems; the social, economic, historical and cultural contexts of political behaviour; and the factors accounting for political change	Dissertation project IR/area studies options
A6	Have a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline	Dissertation project IR/area studies options
A7	Achieve an intermediate/advanced level of understanding and knowledge of written and spoken Chinese.	Mandarin language modules
A8	The cultures and societies of the country of the target language(s) gained through the study of written texts and other cultural products in the target language(s).	Year of study abroad in China Mandarin language modules, esp. Advanced Chinese Journal Reading.

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Strong ability to think critically and make informed judgments about the theoretical and methodological approaches, concepts and debates you have learned about	All modules

Code	Learning outcome	Taught by the following module(s)
B2	Strong ability to employ and make appropriate use of the language and concepts of international relations	Dissertation project IR/area studies options
B3	Strong ability to describe and evaluate alternative views of international political action, institutions and policy- making processes based on a newly acquired command of concepts in international relations	Dissertation project IR/area studies options
B4	Reach a level of Chinese language skill where student starts to think within the language itself	Mandarin language modules
B5	Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem	Dissertation project IR/area studies options

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Strong ability to express ideas and evidence clearly in written form, and in accordance with academic standards and guidelines; this includes managing the length of your written work; identifying the sources of your knowledge and attributing ideas accurately to these sources	All modules
C2	Reading, learning, research and study skills; including retrieval, selection and management of information from a variety of electronic and non-electronic sources	All modules
C3	Powers of verbal and written expression and presentation	All modules
C4	Ability to work on own initiative; including learning about ways and methods for motivating oneself	All modules, esp. Dissertation project

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Strong ability to make independent judgments about the basis of different opinions, evidence, and claims	All modules
D2	Ability to plan, design, manage and complete an independent project; strong time management skills, including planning and organising your own work	All modules, esp. Dissertation project
D3	Describe and illustrate different approaches involved in collecting political information, including how to: identify issues for political enquiry; recognise their ethical implications; and gather, organise and deploy evidence from a limited range of sources	Dissertation project IR/area studies options
D4	Identify and investigate problems	Dissertation project IR/area studies options
D5	Develop a reasoned argument and synthesise information	Dissertation project IR/area studies options
D6	Gather and process information from a variety of paper, audiovisual and electronic sources	Mandarin language modules, esp. Advanced Audio- Visual News Comprehension.

How you will learn

Learning and teaching methods and strategies to support knowledge and understanding

During the four years of the degree, students will attend and take part in a wide range of learning and teaching activities that will enable them to achieve the learning outcomes for the degree, including weekly lectures, seminars, dissertation classes, and individual tutorials and supervisions. They will also be expected to regularly undertake a great deal of independent reading and research.

Compulsory and optional module lectures: The main aim of a lecture is to introduce key writers, theories, debates, themes, and concepts in a structured way. A lecture enables you to acquire concise knowledge and stimulate your thinking about a particular topic. A variety of lecturing styles is used, from instructional lectures followed by student questions, the use of audio-visual material, to more participatory approaches that can combine several shorter lecture periods with discussions and exercises. Seminars: Compulsory and options module lectures are supported by smaller group work in seminars or classes. The main aim of the

seminar is to enable the student to explore in greater depth and detail specific lecture themes and topics, relate these to other lectures, modules, and writers, and relate them to her/his own reading and ideas. The student's knowledge and understanding of lectures and independent reading is reinforced in seminars and classes. In classes and seminars, lecture material may be covered in more detail, related to empirical examples that will facilitate and enhance the student's understanding of the lecture; a range of group-work methods and exercises may be undertaken that extend your knowledge and understanding of the lecture and module themes. Non-assessed formative assignments and presentations enable the student to expand and demonstrate their knowledge and understanding of an area, develop arguments in relation to the literature, and develop study, writing and presentation skills. The student will receive both general and individual feedback on your non-assessed work and presentations.

Dissertation workshops, tutorials and supervision. In the fourth year, the student will attend dedicated dissertation workshops during which you will explore the methods and techniques you will require in order to undertake your dissertation. The student will receive one-to-one dissertation supervision and guidance during office hours. The dissertation supervisor will encourage students to explore your ideas and creativity in undertaking an independent and critical piece of research, while drawing on knowledge and understanding from across the IR programme. Students may choose to assemble a dissertation that draws on their command on qualitative and quantitative research methods, possibly including a substantial amount of original empirical research.

Cognitive/Thinking Skills

The acquisition of these skills is achieved by full participation in the structured learning activities, the completion of the module, its examined work, and independent study. Students will receive feedback from tutors throughout the programme during seminars and tutorials and written feedback will be given on submitted coursework. Tutorial support is constantly available to advise on progress in skill acquisition in both theoretical and practice-based studies. Students are expected to demonstrate progress towards these skills in written submissions involving both formally examined as well as non-assessed coursework. Tutors will provide detailed feedback on progress through the non-assessed coursework produced. Similarly, criteria for examined work include the ability to think critically, provide a clear and focused argument, marshal and make use of evidence, and write and present ideas clearly and in a structured way. These skills are tested through coursework, examinations, the dissertation, class participation and tutorials.

Subject Specific/Transferable Skills

The seminar system addresses the development of key skills. All core and options modules require students to read, analyze and critically evaluate arguments, judgments, ideas and evidence; work independently on your coursework; regularly produce written work; actively

participate in group-work activities; and contribute to options module seminar discussions and presentations. Students will be expected to manage their timetable and their assessed and formative coursework within the context of college and departmental. Coursework, assessed or otherwise, is expected to be word-processed and students are strongly encouraged to attend College computer, IT and library induction modules. For several options modules and for your third year dissertation, students will be expected to make use of the Department's Learning and Teaching material on the College intranet, Web-based search engines, library and research facilities. Students will also gain experience of working in a professional environment if they take the IR Work placement option.

For Mandarin modules, a student will have 8 weekly contact hours through lectures and seminars, and two timetabled one-to-one tutorial sessions per module. In addition, they are expected to spend at least 12 hours weekly on self-studies. Students can obtain further support from academic staff by discussing their work during regular staff consultation hours. Each full-time language teacher guarantees at least two office hours per week during term time. Confucius Institute also offers drop-in sessions for specific student support.

How you will be assessed

Assessment methods to test academic achievement

The Politics and IR department and the Confucius Institute use methods of assessment that are appropriate for and related to the different learning outcomes of the programme. Each module taken provides a written module outline in which module aims, learning outcomes and methods of assessment are explained in detail. The programme will provide a uniform experience to its students in relation to assessment.

Compulsory and optional modules in the 1st, 2nd and 4th years may either be examined by unseen exam papers, and/or written module work. However, there is also a diverse range of assessment practices in some modules which go beyond the traditional exam/essay-based methods. For instance, in 'Global Governance', students also write a policy report. In 'Art War Terror' students have the option of doing an 'intervention essay' instead of a traditional essay. In new modules such as Diplomacy or the IR Work placement, students may be required to write a policy paper or brief.

For Mandarin modules, students will be assessed by examinations and coursework. In the 4th year students also complete an 8-10,000 word dissertation.

Assessment methods to test the achievement of skills

The development of these skills is important in ensuring that students take full advantage of the opportunities offered by each of the components of their degree programmes in order to

achieve its learning outcomes. Tutors will provide feedback on relevant transferable skills areas. For example, if tutors believes that a student could benefit from further development of study, communications, time management, citation, information retrieval, group-work or presentation skills they will advise on how this might be accomplished, and direct students to further sources of advice and support. Some transferable skills are directly relevant to assessment criteria. These include skills in finding, selecting and evaluating relevant information, creating and presenting a coherent and well-structured argument using appropriate evidence, powers of written expression, and ability to communicate clearly and in a structured way.

Achievement of outcomes is assessed through written work in relation to a module's and the programme's outcomes with regard to:

- the College's generic grading criteria;
- the Department's general assessment criteria;
- the particular assessment criteria identified for a given module;
- the requirements of the specific essay or assignment or examination answer undertaken.

The Department's general assessment criteria for written work are as follows and (except where the nature of the assignment is not a critical essay):

- the extent to which the specified module learning outcomes have been achieved;
- the originality, ambition, scope and relevance of the essay in terms of the topic being addressed;
- the structure and form of the essay;
- the presentation of the essay in terms of attention to clarity of expression;
- competent grammar, spelling and punctuation in accordance with the 'Guidelines on Writing and Presenting Essays' in the Department's Undergraduate Handbook.

Coursework submitted for formative assessment will be returned with constructive criticism; summative assessment is returned with constructive comments and assigned a percentage mark. The following explanations indicate how grades are assigned. (But note that grade criteria are flexible: an excellent discussion may be compromised by poor expression or organisation; an eloquent discussion may be fundamentally irrelevant. Examples of other factors adversely affecting a grade would be repetition, or incompleteness, or serious failure to meet the prescribed length.)

In the year studying abroad, students take language modules in Beijing Capital Normal University and take the assessment there under the regulations of that University. Assessment consists of attendance, assignments, quizzes, classroom performance, mid-term exam and final exams. Although students will receive a mark from CNU for the courses, this will not be incorporated into their Goldsmiths transcript and will not be used in

the calculation of their final degree classification. For the purposes of the BA Education Studies and Chinese the Year abroad will be treated as Pass / Fail. The Year Abroad must be passed in order to progress to the final year of the programme. Students who do not pass the assessments taken at CNU will be offered the possibility of a late-summer resit examination at Goldsmiths.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	<p>Represents the overall achievement of the learning outcomes to an exceptionally accomplished level</p> <p>A. comprehensive breadth of knowledge with confident and precise, reasoned understanding of key concepts and theories</p> <p>B. extensive use of primary, secondary and other specified sources; very well structured, analytically precise and nuanced exposition and evaluation of arguments and debates demonstrating strong individual judgement</p> <p>C. clear and coherent communication at appropriate length; entirely consistent and appropriate use of annotation and formatting; effective and appropriate use of IT</p>
70-79%	1st: First (Excellent)	<p>Represents the overall achievement of the learning outcomes to an excellent level</p> <p>A. extensive breadth of knowledge with confident and accurate, reasoned understanding of key concepts and theories</p> <p>B. modest but effective use of some primary sources, as well as secondary and other specified sources; effectively structured, analytical exposition and evaluation of arguments and debates demonstrating effective individual judgement</p> <p>C. clear and coherent communication at appropriate length; consistent and appropriate use of annotation and formatting; effective and appropriate use of IT</p>
60-69%	2.1: Upper Second (Very good)	<p>Represents the overall achievement of the learning outcomes to a very good level</p> <p>A. broad knowledge and accurate, reasoned understanding of key concepts and theories</p> <p>B. modest use of some primary sources, as well as secondary and other specified sources; effectively structured,</p>

Mark	Descriptor	Specific Marking Criteria
		<p>analytical exposition and evaluation of arguments and debates demonstrating some effort at individual judgement</p> <p>C. clear and coherent communication at appropriate length; consistent and appropriate use of annotation and formatting; effective and appropriate use of IT</p>
50-59%	2.2: Lower Second (Good)	<p>Represents the overall achievement of the learning outcomes to a good level</p> <p>A. broad knowledge and some effort at reasoned understanding of key concepts and theories</p> <p>B. modest use of primary sources, as well as secondary and other specified sources; some structure and analytical exposition; effort at evaluation of arguments and debates but demonstrating only minimal individual judgement</p> <p>C. generally clear and coherent communication at appropriate length; generally consistent and appropriate use of annotation and formatting; appropriate use of IT</p>
40-49%	3rd: Third (Pass)	<p>Represents the overall achievement of the learning outcomes to a threshold level</p> <p>A. Little breadth and inconsistent knowledge; poor reasoning and understanding of key concepts and theories</p> <p>B. little use of primary sources; over-reliance on secondary and other specified sources; ineffective structure and analytical exposition; little effort at evaluation of arguments and debates, demonstrating little individual judgement</p>
25-39%	Fail	<p>Represents an overall failure to achieve the learning outcomes</p> <p>A. No breadth and/or inconsistent knowledge; poor or no reasoning and understanding of key concepts and theories</p> <p>B. No or ineffective use of primary sources; over-reliance on secondary and other specified sources; no or ineffective structure and analytical exposition; little or no effort at evaluation of arguments and debates, demonstrating no individual judgement</p> <p>C. minimal clarity and coherence in communication, not to appropriate length; little or no consistency nor appropriate use of annotation and formatting; little or no appropriate use of IT</p>
10-24%	Bad fail	<p>Represents a significant overall failure to achieve the learning outcomes</p>

Mark	Descriptor	Specific Marking Criteria
		(shall be deemed a valid attempt and not necessarily required to be re-sat) A. No breadth and/or inconsistent knowledge; no reasoning and understanding of key concepts and theories B. No use of primary sources; no use of, or over-reliance on, secondary and other specified sources; no structure and analytical exposition; no effort at evaluation of arguments and debates, demonstrating no individual judgement at all C. Little or no clarity or coherence in communication; neither consistency nor appropriate use of annotation and formatting; little or no appropriate use of IT
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes (shall be deemed a non-valid attempt and unit must be re-sat) A. no breadth and/or inconsistent knowledge; no reasoning and understanding of key concepts and theories B. no use of primary sources; no use of secondary and other specified sources; no structure and analytical exposition; no effort at evaluation of arguments and debates, demonstrating no individual judgement at all C. no clarity or coherence in communication; neither consistency nor appropriate use of annotation and formatting; no appropriate use of IT
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit, or a mark assigned for a plagiarised assessment.

How the programme is structured

Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
World Politics	PO51010D	30	4	Compulsory	1-2
Political Theory and Ideologies	PO51012D	30	4	Compulsory	1-2
Students must take TWO consecutive modules from the following four Mandarin					

Module Title	Module Code	Credits	Level	Module Status	Term
modules (starting at a level determined by the Department at the beginning of the programme):					
Mandarin 1 (see Programme- specific rules and facts below)	CI51020A	30	4	Compulsory (Non-compensatable)	1-2
Mandarin 2 (see Programme- specific rules and facts below)	CI51021A or CI51022A	30	4	Compulsory (Non-compensatable)	1-2 or 2-3
Mandarin 3 (see Programme- specific rules and facts below)	CI51023A or CI51024A	30	5	Compulsory (Non-compensatable)	1-2 or 2-3
Mandarin 4 (see Programme- specific rules and facts below)	CI51025A	30	5	Compulsory (Non-compensatable)	2-3

Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Contemporary International Relations Theories	PO52018B	15	5	Compulsory	1
Global Governance and the World Order	PO52035B	15	5	Compulsory	1
Security Studies	PO52046A	15	5	Options	1
Students must take TWO consecutive modules from the following four Mandarin modules (following on consecutively from the Mandarin modules undertaken in Year 1):					
Mandarin 3 (see Programme- specific rules and facts below)	CI52020A	30	5	Compulsory (Non-compensatable)	1-2
Mandarin 4 (see Programme- specific rules and facts below)	CI52021A or CI52022A	30	5	Compulsory (Non-compensatable)	1-2 or 2-3

Module Title	Module Code	Credits	Level	Module Status	Term
Mandarin 5 (see Programme- specific rules and facts below)	CI52023A or CI52024A	30	5	Compulsory (Non-compensatable)	1-2 or 2-3
Mandarin 6 (see Programme- specific rules and facts below)	CI52025A	30	5	Compulsory (Non-compensatable)	2-3
Students then choose ONE additional option from a list of 15 credit International Relations /area studies modules provided annually by the Politics and International Relations Department. Current examples include: US Politics and Foreign Policy; International Politics of the Middle East; International Political Economy; Rough Politics.		15	5	Options	1

Academic year of study 3

Module Title	Module Code	Credits	Level	Module Status	Term
YEAR ABROAD Year 3 spent abroad at Capital Normal University Beijing	CI53005A	120	6	Compulsory	1-3

Academic year of study 4

Module Title	Module Code	Credits	Level	Module Status	Term
Dissertation project	PO53014B	30	6	Compulsory	1-3
Students then choose TWO 15 credit module from a list of International Relations/ area studies modules made available by the Department (eg. International Relations Work Placement, Diplomacy, Critical Security Studies; An(other) China,		30	6	Options	1-2

Movements and Conflict in the Middle East, The Politics and Economics of Immigration, Nationalist Conflict and International Intervention, The Politics of Conflict and Peacebuilding in Contemporary Africa, International Political Economy 2, Finance and the Global Political Economy; Art War Terror; Colonialism and Non- Western Political Thought).					
Advanced Audio-Visual News Comprehension	CI53001A	15	6	Compulsory	1
Advanced Practical Writing	CI53002A	15	6	Compulsory	1
Advanced Chinese Journal Reading	CI53003A	15	6	Compulsory	2
Contemporary Chinese Issues	CI53004A	15	6	Compulsory	2

Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/ programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars so students are expected to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support.

The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

The [Academic Skills Centre](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

Links with employers, placement opportunities and career prospects

The Department has links with a variety of NGOs/third sector organisations involved in international development and policy. Contacts currently exist with the following organisations: WaterAid; Bretton Woods Project; British Red Cross; Institute of Islamic Strategic and Political Affairs; Italian Cultural Institute; Ka Tuandike (development NGO); Kurdish Human Rights Project; Leo Baeck Institute; Muslim Aid; Oshun Partnership

(development NGO); Red Cross; Refugee Council; Roma Support Group; Saana (development consultancy); Southwark Asylum Seekers' Day Centre; Trio Policy Ltd (development NGO). We are constantly looking to expand our list of contacts. Students in the third year will have the opportunity to take the IR Work placement module in which they will gain hands on experience in working for NGOs, policy think tanks and networks involved in international policy and development. This will be convened by a designated new member of staff (Ibreck) who has links with such organisations.

Students graduating from the IR and Chinese programme are likely to move into a range of career options and employment areas, including working for international organisations and NGOs, the civil service or in diplomacy, journalism and teaching, and international business and consultancy. The programme develops linguistic and critical skills that provide a sound basis for careers in areas including, but not limited to: journalism, media, translation, publishing, the Civil Service and voluntary sector, local and national government, NGOs, teaching and research, and the commercial world (particularly companies that would benefit from bi-lingual employees).

Attributes that are attractive to prospective employers include: the programme's emphasis on the development of critical and analytical skills; fluency in a second language; the ability to assess evidence and express ideas clearly; its commitment to enhancing the ability to bring together insights from a range of subjects; and providing a thorough education in the reading and comparison of texts from diverse cultures. Furthermore, the focus of BAIRAC provides students with a claim to special expertise and knowledge of Asia, which a range of employers may find useful for their interests (for example start-ups or existing companies that we know are increasingly seeing places like China as potential sites for expansion). Close cooperation with our research partners - architects, planners, artists, activists, global NGOs, new media studios, museums and universities abroad - will provide crucial networking opportunities for such career paths and likely others too. It is worth noting that a period of residence in a foreign country is looked upon in an extremely positive light by most employers - a fact that will increase students' employability factor.

The same is true for higher education teaching and research institutions, who look upon this type of educational qualification favourably in the consideration of applications for further study. On that note, students who do well on the programme may consider postgraduate study - undertaking original research or studying for a professional qualification - at Goldsmiths College or elsewhere, potentially becoming writers of influential and politically engaging texts in academia and beyond. In addition to the department's own Masters and Doctoral programmes, other departments at Goldsmiths College offer a range of opportunities, including taught diplomas and certificates, Masters and Doctoral programmes and a Postgraduate Certificate in Education (PGCE) for prospective teachers. Alternatively, we predict that some of Politics' graduating students will choose to travel to other universities, either at home, across the EU, or overseas - particularly Asia

The requirements of a Goldsmiths degree

Undergraduate degrees have a minimum total value of 360 credits. Some programmes may include a year abroad or placement year and this may be reflected in a higher total credit value. Programmes are composed of individual modules, each of which has its own credit value. Full-time students take modules to the value of 120 credits each year and part-time students not less than 45 credits and not more than 90 credits each year. If a programme has a part-time pathway, the structure will be set out in the section “How the programme is structured” above. Each full-time year corresponds to a level of the Framework for Higher Education Qualifications (FHEQ), as follows:

Year 1 = Level 4

Year 2 = Level 5

Year 3 = Level 6

More detailed information about the structure and requirements of a Goldsmiths degree is provided in the [Goldsmiths Qualifications and Credit Framework](#).

Modules

Modules are defined as:

- “Optional” – which can be chosen from a group of modules
- “Compulsory” – which must be taken as part of the degree
- “Compulsory (Non-compensatable)” – Some compulsory modules are central to the achievement of a programme’s learning outcomes. These are designated as “Non-compensatable” for that programme and must therefore be passed with a mark of at least 40% in order to pass the module.

Progression

Full-time students are required to have passed modules to a minimum of 90 credits before proceeding to the next year. Part-time students must normally pass new modules to a minimum value of 45 credits before proceeding to the next year.

In addition, some programmes may specify particular modules which must be passed, irrespective of the minimum requirements, before proceeding to the next year.

Award of the degree

In order to graduate with a classified degree, students must successfully complete modules to the minimum value of 360 credits, as set out within the section “The requirements of a

Goldsmiths degree” above. A failed module with a mark of 35-39% may be compensated (treated as if it has been passed) so long as the average mean mark for all 120 credits at that level is 45% or above and the module has not been defined as “Non-compensatable”. No more than 60 credits may be compensated this way across a programme and no more than 30 credits at any one level.

Classification

Final degree classification will usually be calculated on the basis of a student's best marks for modules equivalent to 90 credits at Level 4, 105 credits at level 5 and 105 credits at level 6, applying a relative weighting of 1:3:5 to modules at level 4, 5 and 6 respectively.

Degrees are awarded with the following classifications:

- 1st: First Class – 70%+
- 2.1: Upper Second – 60-69%
- 2.2: Lower Second – 50-59%
- 3rd: Third – 40-49%

Students who, following the application of compensation and having used all their permitted resit attempts, have passed modules to the value of 300-345 credits, at least 60 of which are at level 6 may be awarded a pass degree.

More detail on the [calculation of the final classification](#) is on our website.

Interim exit awards

Some programmes incorporate interim exit points of Certificate of Higher Education and/or Diploma of Higher Education, which may be awarded on the successful completion of modules to the value of 120 credits at level 4 or 240 credits (120 of which at level 5) respectively. The awards are made without classification.

When these awards are incorporated within the programme, the relevant learning outcomes and module requirements will be set out within the “What you will be expected to achieve” section above.

The above information is intended as a guide, with more detailed information available in the [Goldsmiths Academic Manual](#).

Programme-specific rules and facts

All new students will be given a diagnostic test at the commencement of their studies to ascertain their level of Mandarin language competency and will be placed in a Mandarin stream as follows:

Combination 1 (Mandarin 1-4) (for students entering at beginner level); Combination 2 (Mandarin 2-5)(for students entering at lower intermediate level); or Combination 3 (Mandarin 3-6)(for students entering at intermediate level).

If students do not wish to continue with Mandarin after the first year, the Department of Politics and International Relations is prepared to accept students from this programme onto the 2nd year of the BA International Relations programme. However, this would be dependent on students first passing both of the core Level 4 Mandarin modules and at least one of the remaining Politics modules to fulfil the College's progression requirements for undergraduate programmes.

Although students will be assessed as part of the course they follow at Capital Normal University, this will not count towards their final degree classification. The Year Abroad will be treated as Pass/Fail. Students who do not pass the assessments taken at CNU will be offered the possibility of a late-summer resit examination at Goldsmiths.

Students who have progressed to their year abroad while carrying over a failed module are not required to retake that module during the period of their year abroad. The year abroad will not be required to count as an "eligible opportunity" for retaking.

General programme costs

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information at gold.ac.uk/programme-costs.

Specific programme costs

Not applicable.

How teaching quality will be monitored

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules are formally approved against national standards and are monitored throughout the year, such as in departmental committees, a variety of student

feedback mechanisms and through the completion of module evaluation questionnaires. Every programme has at least one External Examiner who reviews comments annually on the standards of awards and student achievement. External Examiner(s) attend Boards of Examiners meetings and submit an annual written report.

Modules, programmes and/or departments are also subject to annual and periodic review internally, as well as periodic external scrutiny.

Quality assurance processes aim to ensure Goldsmiths' academic provision remains current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all these procedures are published on the [Quality Office web pages](#).