



UNIVERSITY FOUNDATION PROGRAMME INTERNATIONAL RELATIONS SPECIFICATION

PREPARING STUDENTS FOR UNIVERSITY SUCCESS

FOR TEACHING FROM 2021



CATS UFP

CATS UFP is a Level 3 course, specifically designed to help international students move successfully from secondary education to a UK University.

The CATS UFP is delivered over 420 directed hours of teaching and learning, over 3 subjects, and utilises a rigorous style of study, within a pastorally supportive and culturally stimulating environment that enables students' learning to develop and progress successfully. Students are able to access a variety of assessment methods that are common in UK Universities, such as portfolios, presentations academic posters, and examinations combined with content specifically designed to build on prior learning from courses around the world.

English for Academic purposes is an essential part of CATS UFP, and all students will take an English course that supports their learning and prepares them for university life, as well as having access to many extracurricular activities that further reinforce their use of English. Assessment design within each subject carefully focuses on subject knowledge and skills, rather than the ability to cope with English as a second language.

CATS Colleges provide a stimulating intellectual and diverse environment with small classes; thus, enabling the best learning to happen. With CATS UFP, all learning happens with teachers who have excellent subject knowledge and are expert in creating a positive learning environment for students from a wide range of backgrounds.

CATS UFP has a successful record of accomplishment and is highly respected by UK universities. With this qualification, students with 12 years of schooling from their own country can make the progression that they want, to a wide range of UK universities, including those ranked most highly for both research and teaching. CATS UFP has strong advocates in its alumni, who display what a CATS UFP qualification can give them. Graduates report that they feel very well prepared for university study; often, better prepared than students from other Level 3 programmes. Universities have confirmed this, through testimonials and through extensive consultation with university based External Examiners it has gained excellent credibility with UK universities.

INTRODUCTION

Why Choose International Relations UFP?

Dynamic and engaging content:

CATS UFP has a history and proven track record of providing high quality, successful Global Politics/International Relations UFP qualifications that we have continued to improve through teacher and student feedback, operational experience and by working closely with universities and the wider academic community. By taking a holistic approach to the subject, we demonstrate the interdisciplinary nature of global politics using theories and concepts to analyse and understand contemporary political issues and events. Our content is designed to engage students through topics and issues that are relevant in today's world.

Real life skills:

Students will acquire the necessary knowledge and skills to research, analyse data, think critically about issues, and develop solutions – all skills that are needed for university and beyond.

Assessment success:

International Relations UFP involves a blended learning approach to assessing students that enables them to access content and demonstrate a wide range of skills and abilities. There are 3 methods of assessment – coursework, continuous assessment and examination papers:

Our coursework uses a variety of assessment styles including presentations, researching, participation in a student conference and individual reflection. Topics are contemporary and engaging to support students in developing key skills required for future university studies.

Our examination papers use a range of assessment styles including short answer, source analysis, essay and case studies so that students feel more confident and engage with the questions. Contemporary case studies will be used to enable students to relate to and apply their knowledge and skills developed throughout the course.

Sensitivity towards international students:

The International Relations UFP course has been designed to take into account the challenges that international students will face when studying a British qualification. Coursework and examination assessments are tailored made to ensure students can access, understand, progress and achieve to the best of their abilities.

AIMS OF THE COURSE

The UFP course encourages students to:

- Develop an enthusiasm for studying global politics and international relations.
- Develop an understanding of key political concepts and contemporary political issues in a variety of concepts.
- Develop understanding of the national, international and global dimensions of political activity.
- Understand, appreciate and critically engage with a variety of perspectives and approaches in global politics.
- Appreciate the complex and interconnected nature of many political issues, and develop the capacity to interpret competing and contestable claims regarding those issues.

KEY SKILLS

Students taking this course will be encouraged to develop into independent learners with the ability to think critically, understanding the key importance of research and presentational skills. The course covers these key skills in the following ways:

Reasoning and critical thinking:

Students will:

- Examine political issues from different theoretical perspectives;
- Explore tensions between political science and the practice of politics;
- Select, organise and communicate relevant information in a variety of forms.

Independent Learning:

Students will:

- Organise their own learning through management of time and material;
- Work on own initiative to prioritise tasks;
- Work independently to support understanding of material;
- Carry out self-directed learning tasks.

Research Skills:

Students will:

- Research areas of interest and apply concepts or theories;
- Ensure all research is referenced and not plagiarised;
- Use ICT to develop information literacy skills, to communicate and collaborate with others.

Presentational Skills:

Students will:

- Practise academic conventions in longer written work;
- Practise verbal and visual expression;
- Use of word processing and other forms for ICT for communication;
- Organise information clearly and coherently, using specialist vocabulary when appropriate.



ASSUMED PRIOR KNOWLEDGE

The UFP International Relations course is built on the assumption that students do not have prior knowledge in the study of IR. However, it is recommended for students to have competence in certain cognitive, language and transferable skills to be able to:

- Select and research relevant resources;
- Read and comprehend extended texts in English;
- Write extended coherent texts (essays) in English;
- Consider different perspectives;
- Think critically.

Any prior learning in International Relations, Politics, or Civics would be beneficial to enable students to grasp the content and concepts quicker and go into depth.

It is also important to have the following:

- An interest in and enthusiasm for learning about international politics;
- Some knowledge and understanding of current affairs (e.g. from reading news).

The table below shows prior learning in International Relations in a selection of national systems:

Russia	Students may take Political Science as part of the basic curriculum
Kazakhstan	Students may take Principles of Law and State as part of the general educational curriculum, which should provide students with some understanding of how power operates on national level
UAE	Students may take National Education as part of Social Studies since 2017, which should provide students with some understanding of how power operates on national level
China	Students take political education
Vietnam	Students take politics and civics, which should provide them with some understanding of how power operates on national level
Nigeria	Students take civic education, which provides them with some understanding of how power operates on national level, and may take government studies as part of humanities courses (senior secondary school – students select 2 to 5 out of 10 humanities subjects)
South Africa	No equivalent subject in national high schools
Brazil	No equivalent subject in national high schools
Argentina	Students take politics and civics as part of social studies from primary school

SUBJECT CONTENT

Content:

The topics stated in the table below will be assessed through coursework and controlled assessment.

UNIT 1: THEORIES AND CONCEPTS	<ul style="list-style-type: none">• Theories<ul style="list-style-type: none">◦ Realism◦ Liberalism◦ Critical Theories• Sovereignty<ul style="list-style-type: none">◦ From Westphalian sovereignty to limited sovereignty to sovereignty as responsibility• Power and Polarity<ul style="list-style-type: none">◦ Types of power◦ Capabilities of states◦ Types of polarity• Globalisation• Nationalism<ul style="list-style-type: none">◦ Nation, state, nation-state◦ Ethnic and civic nationalism
UNIT 2: GLOBAL POLITICAL ISSUES	<ul style="list-style-type: none">• Global Governance<ul style="list-style-type: none">◦ International Organisations◦ The United Nations◦ Regional Organisations• Cultural conflict<ul style="list-style-type: none">◦ Culture and identity◦ Multiculturalism◦ The Clash of Civilisations and the End of History• Terrorism<ul style="list-style-type: none">◦ From national to transnational to global terrorism◦ Typology of terrorism• War<ul style="list-style-type: none">◦ Types and causes of war◦ New Wars thesis (M. Kaldor)◦ Just War Tradition◦ Other types of conflict• Human Rights and Humanitarian Intervention• Nuclear Proliferation<ul style="list-style-type: none">◦ Armament and disarmament• Poverty and Development<ul style="list-style-type: none">◦ Poverty, hunger, development◦ SDG◦ Inequality and justice• Environmentalism<ul style="list-style-type: none">◦ Global environmental governance

DETAILED CONTENT LIST & NUMBER OF HOURS (MATCHED WITH INDEPENDENT LEARNING HOURS):

Based on 140 Guided Learning Hours:

UNIT 1: THEORIES AND CONCEPTS (60 HOURS)

TOPIC	GUIDANCE
1.1 Realism	<ul style="list-style-type: none">• Definition• Key beliefs of realists about the internal and external realms• Offensive and defensive (neo)realism• Critique of realism
1.2 Liberalism	<ul style="list-style-type: none">• Definition• Key beliefs of liberals• Dilemma of war: interventionists and non-interventionists• Just War Tradition• Critique of liberalism
1.3 Critical Theories	<ul style="list-style-type: none">• Any critical theory (constructivism, Marxism, post-colonialism, post-structuralism, critical race theory)• Definition• Origins• Key beliefs• Critique
1.4 Sovereignty	<ul style="list-style-type: none">• Definition• Definition of international anarchy (anarchy in the international system)• Origins of the concept (Westphalian peace treaties)• Internal and external sovereignty; Absolute sovereignty; Divided (Limited) sovereignty; Responsible sovereignty (Sovereignty as responsibility and the R2P)• Critique of sovereignty
1.5 Power and Polarity	<ul style="list-style-type: none">• Power:• Definition of power• Forms of power (Hard power; military and economic power; Soft and smart power)• Power of state and non-state actors; fragile states• Balance of power (Realism); Collective security (Liberalism)• Views on relevance of power• Polarity:• Definition of polarity• Uni-, bi- and multipolarity• Problems with uni-, bi- and multipolar systems
1.6 Globalisation	<ul style="list-style-type: none">• Definition• Modes of globalisation (e.g. economic, political, technological), with examples• Beliefs of realists and liberals about globalisation• Positive and negative impacts of globalisation• Views on globalisation (e.g. hyperglobalists, transformationalists, sceptics)
1.7 Nationalism	<ul style="list-style-type: none">• Definition• Nation, state, nation-state• Stateless nations• Impacts and implications of nationalism• Nationalism and racism

UNIT 2: GLOBAL POLITICAL ISSUES (60 HOURS)

2.1 Global Governance	<ul style="list-style-type: none">• International organisations• INGOs, IGOs, MNCs• Global, international, and regional IGOs• Military alliances, and other forms of cooperation (e.g. informal forum)• Critique of IGOs; NGOs; MNCs• The United Nations• Origins, purpose, structure• UN peacekeeping• Relevance of the UN in the international system; critique; reforms
2.2 Cultural Conflict	<ul style="list-style-type: none">• Definition of culture• Definition of multiculturalism as a concept and as a policy; critique of policies and their implementation (case study)• Discussion: Fukuyama's End of History and Huntington's Clash of Civilisations
2.3 Terrorism	<ul style="list-style-type: none">• Definition(s)• Types of terrorism• The issue of state terrorism• Impact of globalisation on terrorism• The terror shift• Role of the media• Counter-terrorism – War on Terror, policies, impacts
2.4 War	<ul style="list-style-type: none">• Definition• Types and causes of war• M. Kaldor's New Wars thesis• JWT• Other types of conflict (violent and non-violent)
2.5 Human Rights and Humanitarian Intervention	<ul style="list-style-type: none">• Definition of human rights• UDHR• Universalism and Cultural relativism• Enforcement of human rights• Definition(s) of humanitarian intervention• Types of interventions (forcible and non-forcible)• Critiques of interventions
2.6 Nuclear Proliferation	<ul style="list-style-type: none">• Definition of nuclear proliferation• Motivations of states to acquire nuclear weapons• Anti-proliferation efforts• Impacts on peace and conflict
2.7 Poverty and Development	<ul style="list-style-type: none">• Definition(s) of poverty and development• Definition of hunger (as a symptom of poverty and inequality; undernourishment and malnutrition)• Different approaches to poverty and development• MDG and SDG• Causes and impacts of poverty; inequality; justice
2.8 Environmentalism	<ul style="list-style-type: none">• Definition• Global environmental crisis and climate change• Tragedy of the Commons• Global environmental governance• Discussion: alarmists v. deniers

COURSEWORK (20 HOURS)

COURSEWORK	GUIDANCE
Coursework 1: Article Review	<ul style="list-style-type: none">• See Coursework 1 guide• Introduction to Coursework 1• Introduction to critical reading• Introduction to academic honesty• Presentation or group discussion; reflection• Draft and feedback; how to make a good use of feedback• Approx. 3 hours of teaching time
Extended Essay	<ul style="list-style-type: none">• See Extended Essay guide• Introduction to academic essay writing; academic honesty• Introduction to research skills• Deadlines outline• Part 1: including feedback to 5 components, approx. 4 hours• Part 2: including feedback to first draft, approx. 3 hours
Coursework 2: Conflict Analysis	<ul style="list-style-type: none">• See Coursework 2 guide• Introduction to Coursework 2• Introduction to group work and presentation skills• Research skills; academic honesty• Checking on progress of groups; reflection• Approx. 2 hours, plus presentation time (ca. 30 minutes per group)
Controlled Assessment	<ul style="list-style-type: none">• See Controlled Assessment guide• Introduction to Controlled Assessment• Academic honesty, research skills, essay writing skills• 2 hours preparation (see <i>The role of the teacher</i>); 2 hours writing time

ASSESSMENT OVERVIEW

Assessment Objectives

Assessment objectives (AOs) are designed for Level 3 study.

	OBJECTIVE	WEIGHTING
A01	Recall, select and deploy knowledge of political issues accurately, showing understanding of relevant concepts and theories	20%
A02	Apply knowledge and analyse relevant information, arguments and explanations, and identify parallels, connections, similarities and differences between the aspects of the issues studied	30%
A03	Evaluate aspects of politics and political information, including to construct arguments, make substantiated judgements and draw conclusions	30%
A04	Communicate (verbal and written) arguments and explanations in a clear and structured manner, making use of a range of relevant evidence, appropriate vocabulary and references	20%

ASSESSMENT OBJECTIVES WEIGHTING (AGAINST EACH COMPONENT)

Assessment Objectives	Controlled assessment	CW1 Presentation & Written Review	CW 2 Group Presentation & Reflective Paper	Extended Essay (step-by-step & full essay)
	40%	15%	15%	30%
AO1 Knowledge and Understanding	30%	20%	10%	30%
AO2 Application and Analysis	30%	25%	30%	30%
AO3 Synthesis and Evaluation	25%	40%	20%	30%
AO4 Communication	15%	15%	40%	10%
	100%	100%	100%	100%

ASSESSMENT STRUCTURE

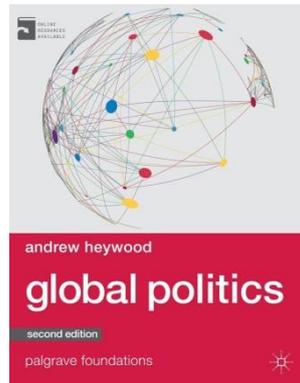
International Relations UFP course involves several methods of assessment: article review, engagement activity report, presentation, continuous assessment, controlled assessment and examination paper.

Students will be assessed via:

- 30% coursework (Coursework 1 and 2)
- 40% examination (Controlled assessment)
- 30% extended essay (step-by-step and final essay)

Coursework 1	15%	<ul style="list-style-type: none"> • Article review <ul style="list-style-type: none"> ◦ Presentation (5%) ◦ Review of an academic article (10%), 500 words • To be completed in first term
Coursework 2	15%	<ul style="list-style-type: none"> • Group presentation (10%) • Conflict Analysis – students' choice of conflict • Reflective paper (5%) – evaluation and reflection • Presentations should be held towards the end of the course
Controlled assessment	40%	<ul style="list-style-type: none"> • Reading and questions <ul style="list-style-type: none"> ◦ Questions testing comprehension of two unseen academic texts, research skills and essay writing ◦ Complex essay questions, one for each text ◦ Both text and questions are pre-released; additional research is required ◦ 2× 1 hour • To be held during exam period
Extended essay	30%	<ul style="list-style-type: none"> • Step-by step – research question; bibliography; introduction; argument; conclusion (15%) • Final essay – 2,500 words (15%) • Parts to be submitted throughout the year, final essay towards the end of the course

SUGGESTED READING MATERIALS



Global Politics

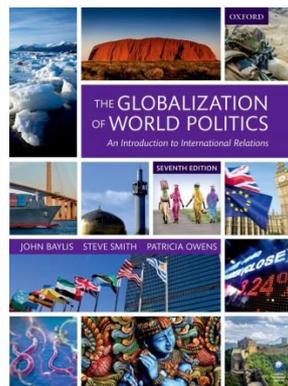
Andrew Heywood

Second Edition

Published: © 2011

ISBN: 978-1403989826

Pages: 448



The Globalization of World Politics

John Baylis, Steve Smith & Patricia Owens

Seventh edition

Published: © 2016

ISBN: 978-0198739852

Pages: 640

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