

PROGRAMME SPECIFICATION FOR MSc IN GLOBAL GOVERNANCE AND DIPLOMACY

1. Awarding institution/body	University of Oxford
2. Teaching institution	University of Oxford
3. Programme accredited by	n/a
4. Final award	MSc
5. Programme	Global Governance and Diplomacy
6. UCAS code	n/a
7. Relevant subject benchmark statement	n/a
8. Date of programme specification	November 2004 (rev. September 2007)

9. Educational aims of the programme

The MSc in Global Governance and Diplomacy is a 9 month course designed to provide high quality graduate training in debates about the institutions and processes of diplomacy, multilateralism, regional integration and global governance. The degree aims to prepare students for careers in diplomacy and / or the regional and transnational institutions of international governance such as international and non-governmental organisations, and private sector firms interacting with these institutions.

Educational aims:

- To increase students' familiarity with key issues and theoretical analyses in debates attending the institutions and processes of diplomacy, multilateralism, regional integration and global governance, as well as to develop familiarity with diplomatic practice for those students seeking careers in diplomacy.
- To prepare students for, and develop the necessary skills for, doctoral research in related disciplines.
- To develop capacity to define a workable research project and execute it successfully
- To develop critical analysis, problem solving skills and research skills, integrating these into practical policy-making insights
- To acquire competence with relevant research methods in the social sciences.
- To enhance general skills in critical analysis of academic texts, in academic research and writing, editing, oral presentation of material, and capacity to participate effectively in negotiation.

The overall design and staffing of the degree should enable students to achieve the level required by the QAA for Masters courses, including originality in the application of knowledge, and understanding of how the boundaries of knowledge are advanced through research. The degree aims to enable students to 'deal with complex issues systematically and creatively' for applications both in academic and other employment contexts.

Our expectation is that most students will pursue the degree as a terminal degree as preparation for, or enhanced training for employment in the profession of diplomacy, or careers in policy formulation and administration of regional and international organisations, non-governmental organisations, and private sector firms interfacing with these institutions. We expect a subset will go on to doctoral studies. Our expectation is that most students who go on to doctoral study will do so in Development Studies.

10. Programme outcomes

A. Students will develop a knowledge and understanding of:

- Key concepts in international law, international economics and international politics/international relations or practical diplomacy or the processes and institutions of multilateral transnational governance.
- Current problems and/or new insights, based on, or informed by, diplomatic practice.
- Research methods and strategies that will be of relevance to the study of transnational processes .
- The critical analysis of sources and an ability to present findings effectively, verbally and in sustained writing exercises.
- Framing and executing a workable research topic

Teaching and Learning Methods and Strategies:

- Lectures and classes in core concepts
- Tutorials to understand and handle core concepts
- Classes/discussions
- One-on-one dissertation discussions with individual dissertation supervisors

Teaching methods will be a combination of lectures and participatory seminars. The lectures will be designed to introduce students to theory, methodology, key readings and ideas. They will be supplemented by tutorials based on readings related to the lecture. However, we think it essential that in some sessions, students themselves are responsible for the presentation of basic material, namely in the options.

We will expect written tutorial essays, and written student presentations during seminars. Comments will be made so that the students have some sense of the standard that they are achieving.

The 10,000 to 12,000 word dissertation, will be the main vehicle by which the students can frame and execute a research exercise, and also deepen their knowledge of key ideas. Students will be required to attend separate lectures and presentations of research methodologies.

Students will have separate dissertation supervisory sessions, at least once a month. Emphasis will be on developing a research topic, ensuring that comparative reading is appropriate (including, discussion of sources for the research, and on practical issues such as the timing of work, taking of notes or recording of material, planning of research – including any travel - and writing). Students will be requested to indicate their general area of intended research in their applications and will make contact with their dissertation supervisor during Michaelmas Term so that they can focus on their research area from the outset. We will need to retain flexibility here, however, as students may develop new interests during the course.

Assessment

Assessment will be both formative and summative. For formative assessment, students will be required to make presentations, and to hand in written work, from the first term. Students will have a course supervisor as well as a dissertation supervisor. They will meet their course supervisor at the beginning of the academic year and at least monthly during the course of the year. During these course supervisory sessions, they will receive feedback on presentations and essays. Students will be alerted to the standard that they are reaching. Practical issues such as the taking of notes, organisation of work, and time management will be discussed. Students will be able to articulate specific problems that they face.

Summative assessment will be in two forms: examinations; and 10,000 to 12,000 word dissertation. These will test the students' capacities to: understand concepts and arguments in the literature; develop their own independent arguments; demonstrate knowledge of empirical material and to present it in a coherent manner; formulate a research project, discuss appropriate methodologies, and write a substantial dissertation. The research project will be examined for its competence, conceptual grasp, scholarly treatment of relevant literature, and innovation.

B. Skills and other attributes

Students will have the opportunity to develop the following skills during the course:

I. Intellectual skills

- Sound understanding of the key analytical and conceptual tools and research methodologies used in international political economy, politics, development studies, and social science with emphasis on applications to the processes and institutions of diplomacy and transnational multilateral governance.
- Ability to apply principles and insights to current practice, and where appropriate to propose new hypotheses
- Ability to evaluate the appropriateness of different approaches to problem solving
- Ability in the critical analysis of primary and secondary data
- Common research techniques. Preparation for a more extended doctoral level research project

Teaching/learning methods and strategies

See Under A above

Assessment:

- Rigorous end of year examinations in a foundation course, a research methods course, and two options will provide the method of assessment of a student's understanding of key analytical and conceptual tools and their applications to the processes and institutions of transnational governance and diplomacy.
- A 10,000 to 12,000 word, formally assessed dissertation will provide the method of assessment of a student's ability to apply these principles and insights to current practice and to generate new hypotheses, of a student's ability to evaluate the appropriateness of different approaches to problem solving, and of a student's ability to critically analyse primary and secondary data.
- To ensure that students obtain an introduction to appropriate research techniques and preparation for a more extended doctoral project, should the student pursue doctoral research upon completion of the MSc, an end of year examination and confirmation of mandatory attendance at a course on research methods will provide the methods of assessment, in addition to methodological discussions during supervision of the dissertation.

II. *Practical skills* (applicability variable dependent upon choice of Foundation Course)

- Analytical and practical knowledge of diplomacy and processes and institutions of diplomacy, regional integration, international organisation and transnational governance.
- The skills of diplomacy, diplomatic management: ability to deal with complex issues and make sound judgements in the absence of complete data, and to communicate conclusions clearly to specialist and non-specialist audiences.
- Formal interview training and practice.
- Negotiating techniques, practised in simulation exercises
- Originality in tackling and solving problems, acting autonomously in planning and implementing tasks at the professional diplomatic level
- Formal presentation skills and speech-making, using appropriate technical equipment
- Development of independent capacity to learn, and frame research

Teaching/learning methods and strategies

See A above

Assessment

See A above

III. Transferable skills

[Transferable skills are probably mis-named. Essentially what is sought are those skills which are learnt or gained during the course of a degree programme, and which are of value and utility beyond the course itself, especially in a working context, e.g. use of information technology, independent learning, critical analysis.]

- Ability to use initiative to apply the understanding of core and key principles in this field of study
- Ability to evaluate appropriateness of different approaches to solving problems
- Use of concepts and frameworks
- Ability to present and argue a case
- Ability to use and criticise evidence
- Ability to use appropriate information technology to improved communication when compiling data.
- Ability to integrate flows of complex data and to propose and execute practical relevant policy action.
- Ability to make decisions in complex and unpredictable situations, to take responsibility for decisions taken, and to communicate effectively to specialist and non-specialist audience
- Ability to undertake independent learning for continued professional development

These programme outcomes are consistent with the QAA 'level descriptors' and Masters' level outcomes as described in the *Framework for higher education qualifications in England, Wales and Northern Ireland*

Teaching/learning methods and strategies

See under A above

Assessment:

See under A above

Learning Year 1

11. Programme Structures and Features

This is a three-term, nine month course. There will be one foundation course required from a choice of two, a mandatory, two-term course on research methods, and two options available from those offerings available within Queen Elizabeth House to MSc students in Global Governance and Diplomacy, and other offerings from selected options available to MSc students.

1. **Foundation Courses:** Students will choose **one of the following two** foundational courses.
 - a. Global Governance – Two term course consisting of 16 two hour lectures / seminars and occasional student essays as assigned
 - b. Diplomatic Practice – Three term course consisting of 20 one hour lectures/seminars, additional occasional pre-announced lectures, and 10 one hour tutorials. Tutorials will include student presentations.
2. **Research Methods:** A mandatory, two term course on common research methods in the social sciences.
3. **Options:** Two options consisting of the equivalent of eight, two-hour seminars; some options include lectures and essays.
4. **Dissertation:** All students will research, prepare and deliver a 10,000 -12,000 word dissertation due at the end of the 6th week of Trinity term under the direction of a supervisor whose identity will be arranged in consultation with the Course Director.

Content:

The course in **Global Governance** examines the sources, mechanisms, processes and practices of global governance at the sub-national, national, supranational, international, and public and private transnational levels. At the national, sub-national and transnational levels the focus is on the challenges of globalisation; at the supranational level of governance the focus is on literature on regional integration; at the level of international governance the course will explore international organisations, international regimes and multilateralism. The course will examine the role of various types of public and private actors - such as states, international organizations, regional blocs, Non-governmental organisations (NGOs), Civil social organisations (CSOs), transnational corporations (TNCs), business associations, and trans-governmental networks - across areas such as finance, trade, development, environmental protection, and human rights. The course will assess the effectiveness, accountability, and legitimacy of governance arrangements.

The course in **Diplomatic Practice** begins with an overview current world and regional problems as they affect diplomats. It reviews practical aspects of diplomacy and applies them to discussion of practical action by means of which governments can address those problems.

The course in **Research Methods** will develop common research methods in the social sciences and will include, but not be limited to, the topics of concept formation, mechanisms and theory building, comparative method, case selection, historiography, dialectics, ethnography, genealogy, textual content and discourse analysis, qualitative interviewing techniques, field research and common quantitative analytic methods.

Options: International Relations of the Developing World, Global Financial Governance (Dr. Hall). Multilevel Governance and Regional Integration and the Politics of Non-Governmental Organizations, (Dr. Friedrichs). Several options available to students in the MPhil. in Development Studies (by consent of the Graduate Studies Committee of Queen Elizabeth House). These options will be of particular interest to students with specific regional interests in Africa, South Asia, and Latin America; and to students who seek to establish careers with international and non-governmental organizations with a development or humanitarian assistance mandate. Governance, Institutions and Development (Dr. Adeel Malik). International Refugee and Human Rights Law (to be appointed). Students may also; with the consent of the Course Director of the MSc in Global Governance and Diplomacy, and the relevant Course Provider; take non-QEH options by following the "Procedure to Take Non-QEH Options" outlined on p. 20 of the *Notes of Guidance for Students* for the MPhil. in Development Studies.

Dissertation topics will be developed by the students in association with their dissertation supervisors. These will be approved by the course director for the degree. They can fall within any area for which supervision can be provided within Queen Elizabeth House.

A **Handbook** will be produced for the course, outlining its content, the options available, the requirements expect of the students, and what they can expect from university staff. We will be guided by best practice here, particularly the Development Studies handbook which is a good model.

Year 2 N/A

Year 3 N/A

Assessment

See 10 A above

12. Support for Students and their learning

The core group of teachers involved in the degree meet regularly as a MSc in Global Governance and Diplomacy (MSc GGD) teaching committee to discuss student progress and teaching provision. They report to the Graduate Studies Committee of Queen Elizabeth House.

Students will have both course providers, and dissertation supervisors. The course providers will provide general guidance concerning essays, writing skills and presentations, as well as feedback on progress. The dissertation supervisors, who may be selected from a broader pool of colleagues where appropriate, will be responsible for guiding the students through their dissertations.

The University's rich seminar programmes will provide ample opportunity for Masters students to mix with active researchers and doctoral students. Weekly research seminars focussing on various aspects of Politics, International Relations, Development Studies, Law and Economics are held at Queen Elizabeth House and throughout the university. Students are generally welcomed at lectures by external visitors, workshops and conferences. Some seminars specifically provide opportunity for informal contacts at inclusive post-seminar drinks or meals. All of these activities will enable Masters students to enhance their learning.

As noted above (paragraph 11 of the proposal) all students will be full-time, matriculated, college placements. The colleges will have no formal role in teaching, but all students have college advisors who can discuss both personal and academic matters. Senior tutors, or tutors for graduates, in the colleges can also be of assistance and the University Counselling service is available for students referred by college tutors or who face difficult personal problems. Some colleges host a wide range of general seminar series in the field of politics and international relations, as well as other area studies programmes. They also have active cross-disciplinary, and cross-area postgraduate student discussion groups. These provide additional networks for informal learning and comparison.

Library provision. The students will have access from our new QEH location on Mansfield Road to the collections of the Social Science Library on Manor Road, that contains the combined, collections of Politics and IR, Sociology, Economics and Development Studies that are available to lend. Similarly the Law Library in the St. Cross Building on Manor Road is also accessible from our new Mansfield Road Location.

The colleges have IT terminals in the student rooms. They all also have computer rooms and computer officers. There is a computer room available to them in QEH and they may also use the university computer centre.

Students will be expected to demonstrate their financial capacity to their prospective colleges. They will have access to the general scholarships available from within Britain, and overseas scholarships such as Rhodes, Chevening, Fulbright, Marshall, and Clarendon.

13. Criteria for Admission

Entry requirements:

Students will be expected to have at least a strong 2.1 degree, or equivalent from non-British undergraduate assessment procedures. They will be required to submit a 500 word statement of their possible research focus and interest in the degree as well as two samples of written work on a relevant topic of up to 2,000 words each. For those for whom English is not their first language, or the language of their past degrees, evidence of language proficiency will be required. This will normally take the form of the British Council IELTS English language at 7.5, TOEFL at 650 or equivalent qualification. The admissions committee will reserve the right to request IELTS or TOEFL verification of English language proficiency at its discretion upon receipt of the application. Three confidential references are requested, two of which must be from practicing academics familiar with the student's past work and potential.

Procedures for interviews and assessing candidates:

As it is expected that some, if not the majority of students will be from overseas, interviews will not be compulsory, but we will encourage prospective applicants to communicate with us in order to refine their applications, especially where scholarships are involved.

This degree is designed for students from a wide range of backgrounds. Most students will come from undergraduate courses in such areas as Law, Languages, Economics, History, Politics and International Relations, Geography, Anthropology, or Sociology. But admissions will not be limited to these areas. We will also be interested in students with a background in natural sciences who wish to develop knowledge and skills in the Social Sciences for purposes of establishing careers in the institutions of transnational governance, diplomacy, or to begin a switch in discipline. We will also welcome applications from those who have worked – subsequent to their first degrees - in NGOs, their civil services, journalism, the private sector, or similar fields and wish to consolidate and extend their knowledge through sustained academic study, or wish to pursue research degrees.

Admissions committee:

As this will be a small intake at the start, they will be handled by a small admissions committee that will consist of the Course Director for the applicable admissions year, a second member of the academic staff, and the Admissions Tutor of Queen Elizabeth House.

14. Methods for evaluating and improving the quality and standards of learning

Responsibility for the course is vested in the Graduate Studies Committee of Queen Elizabeth House in the Social Sciences Division. The Divisional board has formal responsibility for the maintenance of educational quality and standards in its broad subject area and exercises its responsibility through its Academic Committee, which scrutinises new course proposals, proposed course revisions, reports of examiners, and other questions of academic policy.

The degree teaching group will monitor progress and discuss informal feedback from students at its regular meetings. Students will be asked to appoint representatives who can attend some of these meetings. Time will be reserved during a few lecture/seminars for comments and for completion of formal questionnaires by students. This information will be discussed in committee as part of peer review of teaching. The questionnaire results will be available to Graduate Studies Committee and outside reviewers.

Reports will be made to the QEH Graduate Studies Committee and to the MSc in Global Governance and

Diplomacy (MSc GGD) Teaching Committee, where issues of policy, examination performance, and other relevant statistics can be considered. Examiners' reports (both internal and external) will be discussed and responded to both by the degree teaching group and the Graduate Studies committee where necessary.

Newly appointed staff teaching on the degree, as well as post-doctorates, will be mentored and encouraged to attend staff development programmes offered by the University. As part of the formal review of staff in their initial period of office, appraisal will be made of teaching and development. All staff will be included in the University's staff development system.

Should there not be any external review, the Masters in Global Governance and Diplomacy will be thoroughly reviewed by a committee appointed in consultation with the chair of QEH Graduate Studies Committee, to include at least one member from outside of the Oxford University Foreign Service Programme, after the second year of its operation.

Departments are required to submit each year a detailed report for each course to the divisional board's Academic Committee responding to the issues raised by examiners, and including a more general review of provision. The division reports in turn to the Educational Policy and Standards Committee (EPSC) of the University, highlighting any major issues and action taken or planned. Divisions review new graduate programmes five years after they have been established, and alongside the EPSC, conduct reviews of departments and faculties on an alternating six-yearly cycle. These reviews include a thorough examination of all teaching and learning provision.

15. Regulation of assessment

Please refer to point 8 under the proposal. The continuous assessment, examinations and dissertation shall be under the supervision of the Graduate Studies Committee of Queen Elizabeth House, which, with the concurrence of the Social Science Divisional Board, is responsible for approving the examination conventions. The Committee appoints the Board of Examiners which consists of two internal examiners, one of whom will be chair each year. One external examiner will be nominated by the Nominating Committee of QEH, approved by the QEH Graduate Studies Committee, and invited to serve by the Vice Chancellor. There will be a final examiners meeting for each cohort held after the Trinity term examinations, probably in tenth week. Internal and external examiners will be required to produce reports after the examinations for consideration by the MSc in Global Governance and Diplomacy (MSc GGD) Teaching Committee, and the Social Sciences Board.

Examinations will be governed by the Regulations of the Proctors.

External examiners verify that standards appropriate to the award, in part by comparison with standards of comparable institutions, are applied. They ensure that the assessment procedures and the regulations governing them are fair and appropriate. They ensure that the conduct of the examination and the determination of the awards have been fairly made and that individual student performance has been judged in accordance with the regulations and conventions of the examining board. The external examiners recommended by the Committee will have some experience in teaching and examining at a post-graduate level, and will be research active.

Examiners are expected to report to the Vice-Chancellor in each year in which they act, upon the above issues. This includes:

- the standards demonstrated by the students
- the extent to which the standards are appropriate to the award
- the design of assignments and internal marking
- access by externals to all of the necessary material for assessment
- students' performance in relation to their peers in this and comparable courses, and the basis for comparisons
- the policies and procedures relating to external examiners
- the strengths and weaknesses of the students as a cohort
- the quality of teaching and learning as indicated by student performance.

Each component of the degree except the dissertation will be examined by a three-hour examination at the end of Trinity term.

- a. Foundation Coursework: Performance will be assessed by one three hour examination at the end of Trinity Term for **one of two**, three-term core courses in the following subjects:
 1. Global Governance
 2. Diplomatic Practice
- b. Research Methods: Performance will be assessed by one, three hour examination at the end of Trinity Term.
- c. Two Options: one three-hour examination at the end of the Trinity term per option.
- d. One 10,000 to 12,000 word dissertation due at the end of the 6th week of Trinity term. For those intending to go on to doctoral study, this and the research methods course provide a foundation.

The balance of the marks will be 80 per cent for the exams; and 20 per cent for the dissertation. All students will be required to sign a statement that written work submitted for assessment and the dissertation is their own.

All examination scripts and theses will be identified by number only and will be assessed by two markers internally and referred to the external examiner. Following standard practice in the Department of International Development and the Department of Politics and International Relations, all material will be marked on a percentage rating with 60 per cent as the minimum pass mark and 70 per cent denoting excellence. Students with an average of 70 per cent and over will be awarded a distinction. Those who intend to continue with doctoral studies will be expected to achieve distinction in at least one component of their degree.

A candidate who fails the degree will be permitted to resubmit the failed component of the degree within six terms of their initial registration. The components of the degree are of one of two foundation courses; the mandatory research methods course, the dissertation; and the two options. If students fail one or more of their written examination papers they will have to re-sit the examinations they have failed. They must arrange to be present in Oxford in order to do so.

Students whose work is considered to be on the borderline of a pass, or of a distinction, may be called to a *viva-voce* examination if it is felt that they may present further evidence that would enable them to be upgraded.

Marking Scale		
80-100	Distinction	Superb work showing fine command of intellectual debates and making a creative contribution to them
75-79	Distinction	Excellent work, intellectually stimulating argument
70-74	Distinction	Fine work showing powerful analysis, a distinctive argument, and full awareness of the secondary literature and critical engagement with it
68-69	Pass	Strong pass: strong and well-developed analysis with some indication of distinction potential; no significant errors of fact or interpretation
63-67	Pass	Good pass: sound analytical standard with most points developed rather than stated
60-62	Pass	Pass: basic analytical skills apparent from identification of intellectual problems and some structured discussion of them
55-59	Fail	Marginal fail: inadequate development of points made (marks close to 60 may be compensatable if examination conventions allow)
0-54	Fail	Outright fail: inadequate coverage and inadequate analysis

16. Indicators of quality and standards

Issues of quality and standards have been discussed in the above paragraphs. As this is a new degree, convenors of the degree and the Graduate Studies Committee of Queen Elizabeth House will be particularly alert to comments made by examiners, especially external examiners, and review feedback from colleagues teaching on the degree, from students and from colleagues in other institutions who may be associated with the degree.