



MSc in Global Governance & Diplomacy

COURSE
HANDBOOK
2024/25



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About this Handbook

The purpose of this handbook is to help you navigate your way through Oxford as a graduate student of the MSc in Global Governance and Diplomacy (GGD). The handbook is also a guide to other useful sources of information: examinations, general conduct, welfare, safety, disciplinary procedures, complaints, support services, residence requirements, etc.

- This is Version 1.0 of the handbook, applying to students starting in Michaelmas Term 2024.
- The information in this handbook is accurate as at 7 October 2024, however it may be necessary for changes to be made in certain circumstances as explained at www.graduate.ox.ac.uk/coursechanges.
- If such changes are made, the department will publish a new version of this handbook together with a list of the changes and students will be informed.
- The information is likely to change for students starting in future academic years.
- The Examination Regulations relating to this course are available at <https://examregs.admin.ox.ac.uk/Regulation?code=moscigggoveanddipl&srchYear=2024&srchTerm=1&year=2024&term=1>. If there is conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations. If you have any concerns please contact Emily Usherwood, Course Coordinator of the MSc in Global Governance and Diplomacy at mscggd-admin@geh.ox.ac.uk.
- This handbook has been prepared by the Graduate Course Coordinator of the MSc in GGD, Emily Usherwood. Comments or criticisms are welcome and should be sent to her.
- You may reach Emily Usherwood at mscggd-admin@geh.ox.ac.uk.

This handbook is distinct from the *University Student Handbook*, which can be accessed here:

<https://www.ox.ac.uk/students/academic/student-handbook>

FHEQ Level and Credit Rating

The Framework for Higher Education Qualifications (FHEQ) level and credit rating for GGD is 7. For details, see the [University Awards Framework](#).

Changes in Students' Addresses

It is important that Dominique Attala (Graduate Studies Manager at ODID) or your Course Coordinator are kept informed of any change of address.

1. Welcome!

Message from the Course Director

Welcome to the Oxford Department of International Development (ODID) at Queen Elizabeth House (QEH). Well done for being here. We have selected you from an applicant pool featuring, on average, around 20 applications per final place. You are all top performers. We are honoured by your presence.

This *Handbook* is to help you navigate your way through Oxford. It provides you with key information concerning the course, its content, organization, and administration. The University expects all core teaching to take place in person this year unless the pandemic conditions prevent us again from doing so. Further guidance about steps to be observed to ensure a safe environment for in-person teaching will be provided during the induction week.

During your nine months on the MSc in Global Governance and Diplomacy (GGD), you will move through a challenging but rewarding programme. The foundation course on Global Governance and Diplomacy will provide you with broad conceptual frameworks. You will also receive training in research methods, thus meeting the guidelines set by the Economic and Social Research Council as preparation for doctoral studies. Your options, which we have specifically designed for this degree, span numerous disciplines from political science to economics, and from sociology to law.

Among Oxford's greatest strengths is its system of individual supervision. At the outset, you receive a *General Supervisor* who can assist you in selecting options that suit your interests and career goals. Throughout the degree, you should meet your General Supervisor regularly to discuss any challenges, concerns, or problems that may arise out of your study. In most cases, your General Supervisor will also be your *Dissertation Supervisor*. In a select few cases, your General Supervisor may assist you in identifying another scholar at Oxford to supervise your dissertation.

Oxford also provides you with a *College Adviser*. They will be available if you have any personal matter of concern during your time here at Oxford. If you have any academic matters of concern, you should bring them to the attention of your GGD General Supervisor in the first instance. If needs be, please do not hesitate to contact me, as Course Director at joerg.friedrichs@qeh.ox.ac.uk.

During Induction Week, you will need to identify four classmates to be your *Student Representatives*. They will be responsible for acting as a liaison between the student body and the staff working on the programme. Please try to make sure, to the greatest extent possible, that the diversity of the student representatives reflects the diverse nature of the student body.

Enjoy the year. The Oxford experience is more than just study, classes, and writing your dissertation (although these will keep you busy!). Oxford is about people. Your college will provide you with an opportunity to meet students and fellows from many different fields of study. Take the time to meet and share experiences with them, and to attend events and engage in activities.

My colleagues and I look forward to working with you. We are thrilled to welcome another cohort of GGD students and hope you will find your time at Oxford exciting and rewarding.

Joerg Friedrichs
Course Director, Master of Science in Global Governance and Diplomacy
Associate Professor of Global Governance, Oxford Department of International Development
Governing Body Fellow, St Cross College

Induction - MSc Global Governance and Diplomacy – 2024-25

Please come to the Department of International Development (3 Mansfield Road, Oxford OX1 3TB) on **TUESDAY MORNING 8 October**. Please make sure you arrive in good time, by **09:00!**

TUESDAY	LOCATION	
09:00 – 10:00	Seminar Room 2	General Introduction – Professor Joerg Friedrichs (Course Director)
10:00 – 10:15	Seminar Room 2	Student Introductions
10:15 – 10:45	Seminar Room 2	“Research Methods” Introductory Lecture - Qualitative Methods – Professor Joerg Friedrichs
10:45 – 11:00	Hall/Courtyard	Coffee
11:00 – 11:45	Seminar Room 2	Foundation course - Introductory Lecture - GGD core teaching staff
11:45 – 13:00	Seminar Room 2	Short introductions to option courses – course providers (10 mins max/option)
13:00 – 13:45	Hall/Courtyard	Sandwich lunch
13:45 – 14:45	Seminar Room 3/ Meeting Room A	Welcome to ODID: Professor Jocelyn Alexander (Head of Department, ODID) Followed by: Departmental facilities: Ms. Dominique Attala (Graduate Studies Manager)
From 15:00	Supervisors’ offices ¹	One-on-one meetings with General Supervisor

THURSDAY	LOCATION	
14:00 – 15:00	Manor Road Building	Introduction to the Social Science Library; registration (Sarah Rhodes)
15:00 – 15:30	Social Science Library	Library Tour
16:00 – 16:30	Main Hall	Group photo
17:30		Sign-up to Michaelmas Term Option courses opens ²

FRIDAY	LOCATION	
09:15 – 09:45	Seminar Room 3/Meeting Room A	“Research Methods” Introductory Lecture – Quantitative Methods – Professor Chris Woodruff
12:00 noon		Deadline for Michaelmas Term Option courses sign-up

¹ Meetings with Akos Kopper will be held in the Music Room.

² Further details about sign up will be sent out via email.

Canvas, Web Links, and Email

1. Canvas

Canvas is the University's Virtual Learning Environment (VLE). Most course materials relating to the MSc Global Governance and Diplomacy course are hosted here, along with a variety of other useful information and announcements. Please check regularly!

To access Canvas, use your Oxford *single sign-on*, at: <https://login.canvas.ox.ac.uk/>

2. Web Links

Links to other key sources of information on the University and departmental websites:

- **University of Oxford:** <http://www.ox.ac.uk>
- **Department of International Development:** <http://www.qeh.ox.ac.uk/>
- **Department Canvas page:** <https://canvas.ox.ac.uk/courses/22107>
- **Examination regulations:** <https://examregs.admin.ox.ac.uk/>
- **MSc GGD exam conventions:** https://canvas.ox.ac.uk/courses/179390/pages/rules-and-regulations-and-information-examination-conventions-etc?module_item_id=1865015
- **Oxford students:** <http://www.ox.ac.uk/students>
- **Student Handbook:** <https://www.ox.ac.uk/students/academic/student-handbook>
- **College Handbooks are available on College websites**

3. Email

All our email communications with you will be through your Oxford email address. ***It is your responsibility to read your Oxford email.*** Anything emailed to you at your Oxford address will be deemed to have been read by you. Failure to do so is not an excuse for any resulting issues.

Your Oxford email address will be included in the class mailing list (odid-mscggd@maillist.ox.ac.uk). This list is used by the Course Director, teaching faculty and Course Coordinator to inform you of day-to-day developments and course news. ***We do not add non-Oxford email addresses to this mailing list.***

This mailing list only contains students—to reach faculty, please use their personal (Oxford) emails.

2. People

Core Staff Teaching on the MSc GGD

Prof Joerg Friedrichs Courses taught: Research Interests:	Associate Professor of Politics (Course Director) 'Research Methods' (Qualitative Methods); Foundation course - 'Global Governance and Diplomacy'; Option: 'Religion in World Politics' International relations; political sociology; Muslim-majority relations
Prof John Gledhill Courses taught: Research interests:	Associate Professor of Global Governance Foundation course 'Global Governance and Diplomacy' Options: 'Peacebuilding and Statebuilding' and 'Power, Conflict and the Arts' Peace and conflict studies; peacekeeping; social mobilization and contentious politics; regime change and democratization; state formation, failure and reconstruction; transitional justice and collective remembrance
Dr Jai Bhatia Courses taught: Research interests:	Departmental Lecturer in Global Governance Foundation course – 'Global Governance and Diplomacy' Options: 'Global Trade and Finance' and 'Global Environmental Governance' Political economy, international development, global trade, neoliberalism and financialisation
Dr Akos Kopper Courses taught: Research interests:	Departmental Lecturer in Diplomatic Studies Foundation course 'Global Governance and Diplomacy' Options: 'East Asian Diplomacy – Dilemmas, Challenges' and 'Diplomacy – Spectacle, Stage, Performance' Diplomacy, populist foreign policy, visibility and IR, East Asia's international relations
Prof Corneliu Bjola Research interests:	Associate Professor of Diplomatic Studies <i>On sabbatical 2024-25</i> Digital diplomacy; negotiation theory; diplomatic crisis management; cultural diplomacy; diplomatic ethics
Prof Adeel Malik Office location: Course taught: Research interests:	Islamic Centre Lecturer in the Economies of Muslim Societies Oxford Centre for Islamic Studies, Marston Road Option: 'Political Economy of Institutions and Development' Development macroeconomics, growth and fluctuations
Prof Christopher Woodruff Course taught: Research interests:	Professor of Development Economics 'Research Methods in the Social Sciences' (Quantitative) Economic Development; enterprises and development; private sector growth
Dr Rocco Zizzamia Course taught: Research interests:	Postdoctoral Researcher at the Centre for the Study of African Economies 'Research Methods in the Social Sciences' (Quantitative) Social protection, labour markets, inequality, poverty alleviation, poverty dynamics and social stratification

Degree Administration and Points of Contact

Course Director

This year, the course director of the MSc GGD is **Professor Joerg Friedrichs**.

The Course Director has overall responsibility for the organization of the degree and chairs the Teaching Committee and Student Consultative meetings. The Course Director is happy to discuss course-related matters, especially when you are unable to discuss them with your supervisor.

General Supervisor

A General Supervisor is assigned to each student at the beginning of the academic year. GGD core staff (Prof Gledhill, Prof Friedrichs, Dr Bhatia and Dr Kopper) serve as general supervisors. They provide general advice, monitor progress, and typically serve as dissertation supervisors.

Dissertation Supervisor

We make every effort to match student research interests with the research interests and academic comfort zone of general supervisors, so that the general supervisors usually serve as dissertation supervisors, by mutual agreement or as a last resort.

If the *dissertation supervisor* is to be different from the *general supervisor*, then this must be arranged by introduction through the general supervisor. It is not customary for students to approach potential dissertation supervisors from outside their degree programme at Oxford without an introduction through the general supervisor. Students are strongly advised against doing so. If students feel their research interests are best accommodated by supervision from outside the MSc GGD faculty, their general supervisor will usually be happy to approach other Oxford faculty on their behalf.

Course Providers

The course providers provide general guidance concerning essays, writing skills and presentations, as well as feedback on progress. The teachers involved in the degree meet regularly as the MSc GGD Teaching Committee, to discuss student progress and teaching provision. They report to the Graduate Studies Committee of the Department of International Development.

Teaching Committee

The MSc GGD Teaching Committee (TC) meets every term. It deals with matters related to the MSc GGD degree programme such as the organization and content of teaching, policy, examinations, student performance, staff and personnel, student feedback, equipment, scheduling, publicity, and funding.

Examination Board

The MSc GGD examination board deals with all issues relevant to the examination of the degree. There are three nominated Examiners: two internal to the Department, and one external. Examiners' reports (both internal and external) are discussed and responded to by the degree's TC and the Graduate Studies Committee as appropriate. The reports are/will be available on Canvas.

Chair of Examiners

This year, the Chair of Examiners of the MSc GGD is **Professor John Gledhill**

Queries relating to exams and dissertations should be directed to the supervisor (for academic matters) or the Course Coordinator (for non-academic and procedural matters). *To protect the integrity of procedures, students should NOT approach examiners under any circumstance.*

External Examiner

The External Examiner of the MSc GGD for 2024-25 will be appointed early in the academic year.

Students are strictly prohibited from contacting external examiners directly. If you are unhappy with an aspect of your assessment you may make a complaint or appeal (see [Complaints and Academic Appeals](#)).

Course Coordinator

The Course Coordinator is Emily Usherwood. She is your first port of call for any non-academic and procedural queries. Please direct any queries relating to procedures concerning your exams and dissertations to the Course Coordinator in the first instance: mscggd-admin@geh.ox.ac.uk.

Joint Consultative Committee (JCC)

During induction week, you are required to nominate your Student Representatives. Together with MSc GGD course providers, the student representatives constitute the Joint Consultative Committee (JCC).

For further information, see the chapter on student representation and feedback.

Admissions Committee

The Admissions Committee deals with the selection of incoming students for the next year.

Graduate Studies Committee

Responsibility for GGD and other teaching programmes rests with the **Graduate Studies Committee** of the Department of International Development, which reports to the Social Sciences Division. The Divisional board has formal responsibility for the maintenance of educational quality and standards in its broad subject area. The ODID Graduate Studies Committee meets twice per term.

Director of Graduate Studies

The Director of Graduate Studies (DGS) for this year is **Professor Matthew Gibney**.

Colleges

Oxford students are full-time, matriculated college members. The colleges have no formal role in graduate teaching, but students have college advisors who can discuss both personal and academic matters. Please note that the academic side of graduate education is the primary responsibility of the University and your department, with colleges in a secondary role.

Some colleges host a wide range of event series in the field of politics, international relations and area studies. They also have active cross-disciplinary and cross-area postgraduate student discussion groups. These provide additional networks for informal learning and networking.

Contact Details

Academic Staff			
<i>Prof Joerg Friedrichs</i>	Associate Professor of Politics	Room 10.34	joerg.friedrichs@geh.ox.ac.uk
<i>Dr. Jai Bhatia</i>	Departmental Lecturer in Global Governance	Room 10-09	jai.bhatia@geh.ox.ac.uk
<i>Dr. Akos Kopper</i>	Departmental Lecturer in Diplomatic Studies	Room 10-09	akos.kopper@geh.ox.ac.uk
<i>Prof John Gledhill</i>	Associate Professor of Global Governance	Room 30.15	john.gledhill@geh.ox.ac.uk
<i>Prof Corneliu Bjola</i> (On leave 2024-25)	Associate Professor of Diplomatic Studies	Room 30.11	corneliu.bjola@geh.ox.ac.uk

Administrative Staff			
<i>Emily Usherwood</i>	MSc GGD Course Coordinator	Room 20.16	mscggd-admin@geh.ox.ac.uk
<i>Jocelyn Alexander</i>	Head of Department		odid-ea@geh.ox.ac.uk jocelyn.alexander@geh.ox.ac.uk
<i>Dominique Attala</i>	Graduate Studies Manager	Room 20.24	dominique.attala@geh.ox.ac.uk
<i>Receptionist</i>	ODID Receptionist	☎ (2) 81800	reception@geh.ox.ac.uk
<i>Gary Jones</i>	ODID Caretaker	☎ (2) 81818	caretaker@geh.ox.ac.uk
<i>Peter Franklin Routh</i>	Head of Administration and Finance	☎ (2) 81804	peter.franklinrouth@geh.ox.ac.uk
<i>Grace Kaley</i>	Executive Assistant to Head of Dept. & Head of Admin.	Room 20.17	odid-ea@geh.ox.ac.uk
<i>Shuqin Zhang,</i> <i>Daniel Bird,</i> <i>Max Mak</i>	IT at QEH	☎ (2) 81821	it-support@geh.ox.ac.uk
<i>Nina Davis</i>	Accounts Officer	☎ (2) 81824	nina.davis@geh.ox.ac.uk
<i>Matthew Gibney</i>	Director of Graduate Studies		matthew.gibney@geh.ox.ac.uk
<i>Annelies Lawson</i>	Harassment Advisor		annelies.lawson@geh.ox.ac.uk

Room numbers refer to the Department of International Development, Queen Elizabeth House, 3 Mansfield Road, OX1 3TB. For further office locations, see the departmental Canvas page.

Social Sciences Library Staff

Sarah Rhodes	Subject Consultant for International Development	sarah.rhodes@bodleian.ox.ac.uk
Jo Gardner	Subject Consultant for Politics & IR	jo.gardner@bodleian.ox.ac.uk
John Southall	Social Sciences data management queries	john.southall@bodleian.ox.ac.uk

3. The Degree

Aims and Objectives

The MSc in Global Governance and Diplomacy is a nine-month course designed to provide high-quality graduate training about the institutions and processes of global governance and diplomacy and will prepare you for a career in those fields and beyond. It aims to prepare students for careers in diplomacy and/or regional and transnational institutions of governance such as international and nongovernmental organizations, and private sector firms interacting with these institutions. It also prepares students for, and develops the necessary skills for, doctoral research in related disciplines.

For further details, see **Appendix**.

Degree Structure

Oxford University operates a three-term academic year (**Michaelmas, Hilary, and Trinity Term**). Every term officially consists of eight weeks. Introductory meetings take place in Induction Week (the week before Michaelmas Term). Most of the examinations, as well as all the exam marking and *viva voce* examinations, take place in late Trinity Term, and in the weeks immediately following Trinity Term.

The MSc in GGD is a three-term, nine-month course. There are four class-based elements: the *Foundation Course*; a mandatory two-term course on *Research Methods*; and two *Options*. The Foundation course and Research Methods course are assessed through in-person exams at the end of Trinity Term. GGD Option courses are assessed through 3,000-word, take-home essays, which are submitted early in the term after the course is taught. Options offered by other ODID programmes will be assessed through 3,000-word, take-home essays or two-hour exams. Students are also required to write a **dissertation**, in order to be awarded the Degree of Master of Science in Global Governance and Diplomacy.

1. **Global Governance and Diplomacy:** mandatory two-term foundation course, consisting of **sixteen (plenary) lectures and sixteen, one-hour (smaller group) classes/discussions**.
 - This course assesses the effectiveness, accountability, and legitimacy of global governance arrangements and provides substantive knowledge and theoretical background about the institutions and processes of international diplomacy.
 - We examine three dynamics of global governance and diplomacy. The first relates to the transnational regulation of issues that are, by their very nature, borderless -- such as climate change, contagious diseases, global finance, and transnational crime. The second dynamic covers the institutions, methods, approaches and ethical configurations by which diplomacy contributes to global governance as an instrument of statecraft and international cooperation. The third dynamic does not pertain to global public goods, per se; rather, it relates to transnational responses to local or domestic concerns, such as localized pollution and civil conflict.
 - In exploring these three dynamics of global governance and diplomacy, we consider a broad range of formal and informal regulatory institutions, including: international organizations; regional organizations and multilevel governance arrangements; diplomatic summits, transnational civil society networks; sub-national actors and various forms of private authority.
2. **Research Methods:** a mandatory, two-term course on research methods in the social sciences. The course makes students familiar with common research methodologies and methods. It is team-taught by Prof Joerg Friedrichs, who focuses on qualitative methods, and Prof Christopher Woodruff and Dr Rocco Zizzamia whose teaching focuses on quantitative methods.
 - **Qualitative Methods:** Part I in Michaelmas Term consists of **eight two-hour lectures and eight one-hour classes**. It develops common research methods in the social sciences including but not limited to the topics of concept formation, causal analysis, single and comparative case study

methods, case selection, qualitative interviewing, historical and ethnographic methods, and genealogy. The course familiarizes students with a suite of research techniques, taking account of their methodological and epistemological background. The emphasis is on enabling students to become savvy consumers, and eventually producers, of scholarship using qualitative methods.

- **Quantitative Methods:** Part II in Hilary Term consists of *eight two-hour lectures and eight two-hour classes*. Lectures are held jointly with the first-year MPhil students, while classes are organized in smaller groups, and are led by teaching assistants. The aim of this course is to familiarize students with the basic statistical methods used in quantitative social research with a focus on descriptive statistics, hypothesis testing, model building, regression analysis, and identification of causal relationships. The emphasis is on the intuitive understanding of concepts and procedures. The course provides students with an elementary understanding of the logic of statistical analysis and with the skills to conduct a basic analysis using a statistical software. It also equips students to present basic quantitative data and helps them develop strategies for using data to support their research. The aim is to develop skills in research methods for those who have no prior experience, and to enhance the skills of those with some prior knowledge. It should also be helpful to students in critically appraising published research.
- 3. **Options:** Students must choose two options, each consisting of *eight two-hour lectures or seminars*, offered during Michaelmas and Hilary Terms. The options list is finalised and made available to students in Induction Week, Michaelmas Term. Supervisors and the course director are happy to offer guidance on choosing options. Option choices should span Michaelmas and Hilary Term.
 - Options specifically tailored to the thematic structure of the degree are offered by Prof Gledhill, Dr Kopper, Dr Bhatia, Prof Malik and Prof Friedrichs.
 - In Hilary Term, students can also choose an option offered by another programme from ODID (places are subject to availability – most courses are capped).
- 4. **Dissertation:** All students research, prepare, and deliver a 10,000-12,000 word dissertation, under the direction of a supervisor who is assigned in consultation with the Course Director. Dissertation topics are developed by the students in association with their dissertation supervisors. Topics can fall within any area for which supervision is available within the Oxford Department of International Development and, occasionally, at other departments of the University of Oxford.

Detailed syllabus information is/will be available on Canvas: <https://canvas.ox.ac.uk/>

In addition to the mandatory elements listed, students may benefit from the following offerings.

- **GGD Plenary Lectures**

The GGD Plenary Lectures present issues of general concern to students of the MSc in Global Governance and Diplomacy, starting with applied discussions of research techniques in Michaelmas Term and ending with equally applied discussion of research design in Hilary Term. In the process, students also have an opportunity to familiarize themselves with research being conducted by GGD core staff. Although the exact format is at the discretion of the lecturer, the typical arrangement is a one-hour lecture by a GGD staff member allowing for questions at various points and followed by half an hour or so of debate.

While attendance is voluntary, the Plenary Lectures are important events for the GGD student community. Accordingly, there is a strong expectation that everyone will attend plenary lectures whenever possible.

Details of the lecture series will be provided during induction week and throughout the year.

○ Public Speaker Seminar series

The GGD Public Speaker Series occasionally brings reputable diplomatic practitioners and academic scholars for a conversation with students and fellows of the MSc in Global Governance and Diplomacy. It is designed to allow GGD students and fellows to interact with experienced professionals and to discuss new perspectives on current diplomatic events and global governance challenges. Lectures last about 45-60 minutes (followed by 30-45 minutes of Q&A). If you have suggestions for speakers you would like to invite, please contact Professor Friedrichs or another member of the GGD teaching team.

Academic Events outside the Degree

The University's rich lecture/seminar programs provide ample opportunity for Masters' students to mingle with active researchers and other students. Weekly research seminars focusing on aspects of Development Studies, Politics, International Relations, Law and Economics are held at the Department of International Development, and throughout the University. Students are generally welcomed at lectures by speakers and workshops (and some conferences). All of these activities enable students to enhance their learning.

As University members, you are entitled to attend most lectures held at the University. *But **classes** and **tutorials** are generally reserved to students whose attendance is required for completion of the relevant degree programme.* Occasionally, special lectures may require advance permission to attend (in such cases, the lecturer and the College in which the lecture is taking place have the right to refuse admission). Lecture lists are posted on the University's website: <http://www.ox.ac.uk/events-list>

Auditing Classes

If you are particularly interested in following a course that forms part of another Masters' degree offered by ODID, or an additional GGD course, then approach your *General Supervisor* and the *course provider* for permission to do this. This is called '*auditing*' a course: it will not count towards your final degree, and is entirely at the lecturer's discretion. Usually, when you audit a course, you should be prepared to attend and contribute to all the classes and, possibly, to do any written work or class presentations that the course requires. In other words, you should treat the audited course as seriously as if it were part of the MSc in GGD.

Please bear in mind that the MSc in GGD is an intensive 9-month course, and you should make sure that you can stay on top of your required work for the course before attempting to attend other classes.

If you are interested in auditing a class, be prepared for:

- Refusal: many lecturers tailor their teaching to the students on their own degree, or wish to limit the number of participants; the GGD Course Director or your supervisor may also have legitimate objections.
- Timetabling clashes: some degrees may offer their options at a time when you have a compulsory class in your own degree.

GGD Options, 2024-25

<i>Options offered in Michaelmas Term</i>
Peacebuilding and Statebuilding (Prof John Gledhill)
Diplomacy – Spectacle, Stage, Performance (Dr Akos Kopper)
Religion and World Politics (Prof Joerg Friedrichs)
Global Environmental Governance (Dr Jai Bhatia)
<i>Options offered in Hilary Term</i>
East Asian Diplomacy – Dilemmas, Challenges (Dr Akos Kopper)
Global Trade and Finance (Dr Jai Bhatia)
Power, Conflict and the Arts (Prof John Gledhill)
Political Economy of Institutions and Development (Prof Adeel Malik)

Michaelmas Term:

- Maximum 12 students will be accepted on the core option courses.
- Sign-up for Michaelmas Term options courses is on a first-come, first-served basis; over induction week.

Hilary Term:

- Students can choose one of the four option GGD option courses above, **or** one offered by another programme from ODID.
- GGD options offered in Hilary Term have a maximum of 12 places. This includes two places for students from other degree programmes, which may reduce availability for GGD students to 10. If there are fewer than 10 GGD students, a third place becomes available to students from another degree programme.
- Other degrees reciprocate with comparable arrangements, making places on their courses available to GGD students.
- When choosing Hilary Term option courses, students must make sure that there is no clash within their individual timetables.
- There is variation across courses in terms of timing and method of assessment.

A place on an Option course is subject to availability, and students are not guaranteed their first choice. Students will receive more details about the sign-up process over induction week.

4. Teaching, Learning, and Supervision

Graduate education in Oxford is the primary responsibility of the departments (in the case of GGD: Department of International Development, ODID), with Colleges in a secondary role.

Most seminars and supervisory meetings take place at ODID, 3 Mansfield Road. Some non-core Option classes may take place outside of ODID, and you should consult with the course providers on that front.

Colleges have no formal role in graduate teaching, but students have college advisors with whom they can discuss personal and academic matters.

Expectations of Study and Workload

Students are responsible for their own academic progress and successful completion of the course. A post-graduate course like GGD requires continuous effort both during term and during vacations. Students are expected to familiarize themselves with the course requirements and regulations.

Typical Student Schedule

MICHAELMAS TERM	HILARY TERM	TRINITY TERM
<ul style="list-style-type: none"> ● Foundation Course ● Research Methods ● Option Course I ● Dissertation: supervisory sessions; choose topic, start research <p>GGD Plenary Workshops</p>	<ul style="list-style-type: none"> ● Submission: Option I essay by noon Friday HT week 0 ● Foundation Course ● Research Methods ● Option Course II ● Dissertation: supervisory sessions; decide title and develop outline <p>GGD Plenary Workshops</p>	<ul style="list-style-type: none"> ● Submission: Option II essay by noon Friday TT week 0 ● Dissertation: supervisory sessions; complete research; write up. <i>Submit by noon</i> <i>Thursday TT week 6</i> ● Examinations: Foundation Course, Research Methods <p>GGD Plenary Workshops</p>

Termly timetables are/will be available on the programme's main Canvas page.

Overview of Deadlines and Regular Events

There are certain dates by which you need to agree with your Dissertation supervisor the topic, title, and outline of your dissertation. Electronic versions of the dissertation forms are available on Canvas.

NOTE: It is essential that these deadlines are adhered to exactly.

	Dissertation Deadline	Assessment Deadline
Michaelmas Term	<p>Week 1, by 12 noon Friday (18 October):</p> <ul style="list-style-type: none"> Forward proof of completing <u>anti-plagiarism course</u> to Course Coordinator <p>Week 7, by 12 noon Friday (29 November):</p> <ul style="list-style-type: none"> Develop <u>dissertation topic</u>; submit form – via Canvas – to Course Coordinator 	<ul style="list-style-type: none"> Examination entry: Register dissertation, options assessment and intention to take examinations (Foundation Course, Research Methods) (students will receive an email invitation from Examination Schools to register)
Hilary Term	<p>Week 2, by 12 noon Friday (31 January):</p> <ul style="list-style-type: none"> Compile and submit <u>research ethics form</u> (if relevant) (CUREC form) <p>Week 6, by 12 noon Friday (28 February):</p> <ul style="list-style-type: none"> Submit 250-words <u>dissertation outline</u> via Canvas and email Dissertation Supervisor's <u>approval</u> to Course Coordinator 	<p>Week 0, by 12 noon Friday (17 January):</p> <ul style="list-style-type: none"> Submit Option I essay [Students choose from three questions that are released on Friday of Week 9 of Michaelmas Term (13 December)]
Trinity Term	<p>Week 2, by 12 noon Friday (9 May):</p> <ul style="list-style-type: none"> Submit dissertation's <u>final title</u> * Submit <u>draft dissertation chapter</u> to Dissertation Supervisor (and give/send copy of signed form to General Supervisor, if different) <p>Week 6, by 12 noon Thursday (5 June):</p> <ul style="list-style-type: none"> Submit <u>dissertation</u> 	<p>Week 0, by 12 noon Friday (25 April):</p> <ul style="list-style-type: none"> Submit Option II essay [Students choose from three questions that are released on Friday of Week 9 of Hilary Term (21 March)] <p>Weeks 1 through 7:</p> <ul style="list-style-type: none"> Revision and dissertation work <p>Weeks 8-9:</p> <ul style="list-style-type: none"> Examinations, as scheduled by Examination Schools <p>Through Week 11:</p> <p>viva voce examination (potentially)</p>

* After submission, substantial changes to your dissertation title must be formally approved by the Chair of Examiners. If approved, you must notify the Course Coordinator of the change.

Managing submission deadlines

Throughout your degree programme you will encounter a series of deadlines which will include formative assessments (work submitted to test and develop your understanding of material and on which you will receive feedback), and summative assessments (those which contribute towards progression and/or your final degree outcome and on which you may receive feedback) such as coursework assignments and/or your final dissertation/thesis or project.

Deadlines are carefully set and optimised to ensure the timely provision of feedback (to support your continued learning) and to help to balance your workload across the degree programme. In particular, care will have been taken as far as possible not to cluster submission deadlines or for these to fall close other modes of assessment such as written examinations. Meeting these deadlines will enable you to progress through the course with the optimum workload balance and will ensure your performance on future assessments isn't negatively impacted.

Plan ahead

You are strongly encouraged to implement the following steps, which will help you to manage your workload and be able to meet deadlines:

- Always plan ahead and ensure you know the key deadlines for your programme throughout the year.
- When taking on any additional responsibilities, consider the workload of these in relation to your assessment schedule. Don't take on responsibilities which will take significant time away from preparing for assessment.
- Make sure you know both when work will be set and due for submission so you know how much time you have to complete of each task – it may be helpful to map this out in your diary/calendar.
- Carefully check your understanding of the work required, the resources you may need to access and their availability, and familiarise yourself with the assessment criteria set out in the examination conventions for your programme.
- If in doubt, always discuss requirements with your supervisor and/or Course Director.
- You may also find it helpful to seek informal peer support by talking to current DPhil students who have recently completed your programme.
- Making a start is often the hardest part so try to break down work into smaller sections and set yourself key milestones along the way, build in some contingency time, and always avoid leaving things to the last few weeks or days.
- If preparing written work for assessment (such as a dissertation), start writing as early as possible, don't wait until the reading and thinking is 'done'. Social scientists often write to think, and you need to make sure you leave plenty of time for the thinking, as this is where your original insights will occur.
- Try to also be conscious of when to stop - there will always be something which could be further researched, redrafted or refined, but try to understand when something is good enough.

Dealing with the unexpected

Even with the best planning occasionally something unexpected may happen which disrupts your progress. Always be ready to re-prioritise and if you are unsure how to proceed, discuss with your supervisor and/or Course Directors and they will be able to help you re-plan and decide how best to prioritise – for example, they may be able to offer greater flexibility on formative deadlines to enable

you to meet summative deadlines. They may also be able to give further guidance on readings and co-curricular activities to prioritise.

In exceptional circumstances however, it is possible to apply for an extension to summative deadlines, and your college will be able to support you with the process, but always consider this the last resort. While an extension may be necessary in some cases where you have genuinely lost sufficient time that you are unable to complete a piece of work, be cognisant of the potential knock-on effects of extension also. There may include:

- Delays in receiving feedback which will support your further studies.
- Reduced time to complete other work due to clustering of deadlines.
- Delays in receiving marks, and in particular at the end of your programme extensions to the deadline for your dissertation/thesis may mean you receive your degree outcome later.
- Delayed completion of your programme could impact on being able to progress to further study or take up offers of employment and may delay your graduation so you cannot attend a Degree Ceremony with your peers.

If you do think you will need an extension, do consider discussing this with your supervisor and/or Course Director as well as with your college, as they will be well placed to help you to consider the academic impacts, and as noted above, may be able to provide alternative suggestions for how to reprioritise your work to enable you to meet the original deadline.

Fieldwork for Dissertation Research

For nine-month degrees at the Department of International Development (such as GGD), students are *neither expected nor encouraged* to conduct fieldwork. Such work often requires specialist training and supervision. Students on nine-month degrees do not ordinarily have the time to take that training, or spend a meaningful amount of time in the field. Hence, students *will not* ordinarily conduct fieldwork.

In unusual circumstances, a student may have a very clear academic reason for why it is impossible to complete his/her dissertation without fieldwork. Where that is the case, the **student should discuss his/her reasons with their dissertation and/or general supervisor as early as possible**. Where the supervisor believes that an exception is in order, the student will then be required to undertake one or more specialist training sessions in fieldwork. Various courses are offered around the University, e.g.

- <http://researchtraining.socsci.ox.ac.uk> and
- <https://www.admin.ox.ac.uk/safety/safetytraining/safetytraining/course/?crsID=104>

Students must produce evidence (and submit it to the supervisor and to the Course Coordinator) of having completed one such course before approval will be considered.

Given complications associated with fieldwork, students who are considering conducting interviews for their research should, in the first instance, consider online interviews.

Supervision Arrangements

Students are assigned **General Supervisors** upon commencing the MSc GGD programme. They will be expected to meet with their supervisor during Induction Week to discuss their programme of study, research interests, and the schedule. The role of the general supervisor is to guide the student through the course of study. The general supervisor is expected to discuss the student's title for the Dissertation, and to serve as **Dissertation Supervisor** if research interests and competences align, and to serve as Dissertation supervisor of last resort for the student, in which case the student will be required to write the Dissertation on a topic that falls broadly within the supervisor's areas of competence.

In some cases, the general supervisor may not be the most appropriate dissertation supervisor. In such cases, the general supervisor will assist the student in locating appropriate expertise within the University to provide supervision, and help the student approach such scholars for supervision. **Please note that Oxford scholars external to the degree take on supervision of such dissertations at their own discretion. The student must obtain introduction to a prospective dissertation supervisor external to the degree through the general supervisor. Please do not approach scholars external to the degree for supervision without discussion with, and without obtaining an introduction through, your general supervisor!** Scholars external to the degree will be the ultimate judges of whether they have appropriate expertise (and, just as importantly, time) to provide supervision.

In case you intend to seek advice from members of the department who are not directly involved in your teaching, please ask your supervisor's advice first.

Details of student and general supervisor responsibilities are found on the next two pages. Students and general supervisors must carefully read and understand these responsibilities.

Please Note: *If you have any issues with teaching or supervision, please raise these as soon as possible so that they can be addressed promptly. Details of who to contact are provided in [Complaints and Appeals](#) in Section 7.*

GUIDANCE FOR STUDENTS AND SUPERVISORS

(Adapted from regulations originally issued by the Education Committee)

A. Responsibilities of the Student

1. The student must accept his or her obligation to act as a responsible member of the University's academic community.
2. The student should take ultimate responsibility for his or her work programme and endeavour to develop an appropriate working pattern, including an agreed and professional relationship with the supervisor(s). The student should discuss with the supervisor the type of guidance and comment which he or she finds most helpful, and agree a schedule of meetings.
3. He or she should make appropriate use of the teaching and learning facilities available within the University.
4. It is the student's responsibility to seek out and follow the regulations relevant to his or her course, including faculty/departmental handbooks/notes of guidance, and seek clarification from supervisors and elsewhere if this is necessary.
5. The student should not hesitate to take the initiative in raising problems or difficulties, however elementary they may seem. He or she should ensure that any problems regarding the course are drawn to the attention of the supervisor so that appropriate guidance may be offered.
6. The student should seek to maintain progress in accordance with the plan of work agreed with the supervisor, including in particular the presentation of the required written material in sufficient time for comment and discussion. Both the student and supervisor will want to keep a record of all formal, scheduled meetings. They may well want to agree a record of what has been discussed and decided.
7. The student should recognise that a supervisor may have many competing demands on his or her time. The student should hand in work in good time to the supervisor and give adequate notice of unscheduled meetings. The need for adequate notice also applies to requests for references from the supervisor.
8. The student should be aware that the provision of constructive criticism is central to a satisfactory supervisory relationship, and should always seek a full assessment of the strengths and weaknesses of his or her work.
9. If the student feels that there are good grounds for contemplating a change of supervision arrangements, this should first be discussed with the supervisor or, if this seems difficult, with the Course Director or the college adviser.
10. Where problems arise, it is essential that a student gives full weight to any guidance and corrective action proposed by the supervisor.
11. The student should ensure that the standard of his or her English is sufficient for the completion of written assignments, the end of year examinations and the presentation of essays. Students whose first language is not English should take advice on this.
12. The student should make full use of the facilities for career guidance and development, and should consult their supervisor for advice and encouragement where appropriate.
13. The student should ensure that he or she allows adequate time for writing up the Dissertation, taking the advice of the supervisor. Particular attention should be paid to final proof-reading.

B. Responsibilities of the Supervisor

1. In considering an invitation to supervise an MSc student, the supervisor must recognise and accept the responsibilities both to the student and to the Graduate Studies Committee for the Department of International Development (QEH) implicit in the supervisory relationship.
2. Supervisors are required to make an appointment for a meeting with students in the first week of M. Term.
3. The supervisor is responsible for giving early advice about the nature of the course and the standard expected. The supervisor is also responsible for advising the student about literature and sources, attendance at classes, and requisite techniques (including helping to arrange instruction where necessary). The supervisor should discuss with the student the lecture list for his or her subject and related lecture lists. The supervisor should identify with the student any subject-specific skills necessary for the course.
4. Where during the course a student wishes, in addition to contact with his or her supervisor(s), to have limited consultation with one or two other academics whom the supervisor should try to identify (in conjunction with the Course Director) such colleagues and to arrange for an approach to them by the student.
5. Where a supervisor operates as a co-supervisor, it is important to clarify the responsibilities of each supervisor and to co-ordinate advice and guidance.
6. The supervisor should ensure that the student works within a planned framework which marks out the stages which the student should be expected to have completed at various points in his or her period of study. This is particularly important for meeting various deadlines related to the supervision and preparation of the student's dissertation. The dissertation supervisor (which may or may not be the general supervisor) should discuss and finally approve a dissertation topic and provisional title no later than 7th Week of Michaelmas Term. In 6th Week of Hilary Term a 250-word dissertation outline should be approved by the dissertation supervisor. In Week 2 of Trinity Term a draft first chapter of the dissertation should be reviewed and approved by the dissertation supervisor.
7. The supervisor should meet with the student regularly. Times should be fixed early in each term so as to ensure that a busy supervisor does not inadvertently find that meetings are less frequent than the student would like, and to give sufficient time for the student to discuss the work and for the supervisor to check that certain things have been done. Informal day-to-day contact should not be seen as a substitute for formal scheduled meetings. The supervisor should also be accessible to the student at other appropriate times when advice is needed. The supervisor should also request written work as appropriate. Such work should be returned with constructive criticism and in reasonable time.
8. The supervisor should tell the student from time to time how well, in the supervisor's opinion, work is progressing, and try to ensure that the student feels properly directed and able to communicate with the supervisor. It is essential that when problems arise, corrective action is clearly identified and full guidance and assistance are given to the student. Supervisors (and college advisors) will help with advice if necessary regarding the balance between scheduled contact time and private study. Students should turn to supervisor (or college advisor) for support in relation to unusually heavy workloads.
9. The supervisor is required to report in writing to the Graduate Studies Committee for the Department of International Development (QEH) on the student's work three times a year, once at the end of each term. Each report should state the nature and extent of recent contact with the student, and, if there has been none, state why this is so. The report should also make clear whether the student is making satisfactory progress and, in this regard, the supervisor should bear in mind comments made by essay markers and special supervisors. Any student who has not satisfied his or her supervisor on at least one occasion in an academic year that he or she is making progress will be liable to have his or her name removed from the register. Supervisors are expected to communicate the contents of their reports to the students.
10. The supervisor should not be absent on leave (during term-time) unless appropriate temporary supervision has been arranged for the student.

Feedback and Assessment

Feedback comes in three different forms: *informal, formative, and summative*.

Informal feedback

You receive informal feedback during classes and other interactions with teaching staff.

For informal feedback, consult your course providers and academic supervisors.

Formative assessment

In addition to informal feedback, you receive formal written feedback on at least one designated piece of formative assessment per course. Typically, this happens through *practice essays*.

Formative assessment does not contribute to the overall outcome of the degree and has a developmental purpose designed to help you learn more effectively.

The purpose is to:

- indicate areas of strength and weakness in relation to the assessment task;
- provide you an indication of the expectations and standards towards which you are working;
- provide guidance to those for whom extended pieces of writing are unfamiliar forms of assessment.

You are expected to prepare *practice essays* in your foundation course and two option courses of approximately 1,500–2,000 words in length. The essays are usually assessed by the course providers.

Please consult the syllabi on Canvas for specific information.

Summative assessment

Summative assessment contributes to the degree result and is used to evaluate formally the extent to which students have succeeded in meeting the published assessment criteria for the program of study.

In the case of your dissertation, another purpose of summative assessment is to provide a critical review and suggestions for improvement and future development of the research topic, e.g. to enable you to develop your work for doctoral study, if appropriate. Usually *by the end of August*, you will receive via email formal written feedback on your dissertation submitted in the final term of the course.

Graduate Supervision Reporting

At the end of each term, your supervisor submits a report on your academic progress via the University's online Graduate Supervision Reporting (GSR).

In this system, you also have the opportunity to contribute to your termly reports by reviewing and commenting on your own progress. You can access GSR via student self-service <https://www.ox.ac.uk/students/selfservice?wssl=1>

Please complete a self-assessment report every reporting period. If you have any difficulty completing this, please talk to your supervisor or the Director of Graduate Studies. Your supervisor(s) will use your self-assessment reports as a basis for completing a report on your performance during the reporting period in question; for identifying areas where further work may be required; and for reviewing your progress. GSR will alert you by email when your supervisor or DGS have completed their report and it is available for you to view.

Use this opportunity to:

- Review and comment on your academic progress during the current reporting period
- Measure your progress against the requirements and agreed timetable for your programme of study
- Identify skills developed and training undertaken or required (where applicable)
- List your engagement with the academic community
- Raise concerns or issues regarding your academic progress to your supervisor
- Outline your plans for the next term (where applicable)

Students are asked to report in weeks 7-9 of each term. You will be sent a GSR automated email with details on how to log in, and who to contact with queries, at the start of each reporting window.

When you have flagged any problems in your report, please make sure to also personally discuss them with your supervisor. The reviews are an excellent opportunity for you to receive feedback on your progress, for identifying areas where further work is required, for reviewing your progress, and agreeing plans for the next term ahead.

Students and supervisors are reminded that having a positive student-supervisor relationship is an important factor in student success. Research suggests that one of the strongest predictors of postgraduate completion is having expectations met within the student-supervisor relationship.

Note: Should you have any complaints about the supervision you are receiving, you should first raise this with the Course Director, and then the Director of Graduate Studies. The supervision reporting system is a mechanism for feedback and not a mechanism for complaints.

5. Dissertation and Academic Writing

Formal Requirements

Successful completion of the Degree requires the submission of a dissertation by *noon on Thursday of sixth week Trinity Term*. For other dissertation deadlines, see the overview of deadlines and regular events in the section on teaching, learning, and supervision.

The dissertation is an extended essay of *no less than 10,000 but no more than 12,000 words*. It must engage in the analysis of an issue in global governance or diplomacy. The dissertation constitutes 25% of the final degree mark. It is expected that the best dissertations will be worthy of publication.

The dissertation:

- must be submitted in **PDF** format;
- must NOT include your name or any identifying information;
- must use a sample cover sheet (see Canvas);
- must be presented in size 12 non-cursive font (preferably Calibri);
- must be double spaced;
- must have a bibliography that consists only of references cited in the text;
- must include the word count at the end of the text (between 10,000 and 12,000)
 - **The word limit is inclusive of everything (footnotes, endnotes, tables, graphs, figures, data, appendices, etc.) except for the cover page, abstract, content list, and list of references cited.** To limit the word count, students are encouraged to employ Harvard style notes (parenthetical references inserted in the text that refer to the bibliography), rather than footnotes or endnotes.
 - The word count is an absolute requirement. It will not be waived, and it will be checked. Where students exceed the word limit of the dissertation, they will be *penalised one point for each 100 words over the limit for the first to 500th word over the limit. From there, they will be penalised 5 mark points off their reconciled mark for every 500 words over the limit.*

If you provide a **quantitative** analysis, you should be prepared to submit your **data and coding for potential replication** by the assessors. You must anonymize that data and provide it to the Course Coordinator, *upon request*, should an assessor wish to look at your replication data. You should indicate in the dissertation (either in the references section or through a footnote) that you are prepared to submit your data.

Submission

You must submit your dissertation by the deadline (**Thursday noon, Week 6 Trinity Term**) via the **Inspira assessment platform**.

It is essential that this deadline is strictly complied with. Penalties can be imposed for non-observance.

Your dissertation will be screened using the online plagiarism checker, *Turnitin*; the word count will also be checked.

Your dissertation must be anonymized, i.e. authorship must be identified only by your **candidate number** (see sample cover sheet on Canvas).

You will receive extensive information about the submission protocol from the Chair of Examiners later in the year.

Ethical Review Procedures for Research – CUREC

If you plan to write your dissertation based on your own research that involves human participants or is based on identifiable data, you need research ethics approval before you can start. The Central University Research Ethics Committee (CUREC) has overall responsibility for the development of this policy and for the University's ethical review process.

You need ethics approval if your research...

- Requires human subjects to participate directly by, for example,
 - Answering questions about themselves or their opinions, whether as members of the public or in elite interviews.
 - Performing tasks, or being observed, for example by completing an online survey, participating in an experiment in a computer lab, reading words aloud for linguistic analysis.
- OR involves data (collected by you or others) about identified or identifiable people.

Why is ethics scrutiny and approval important?

- It is part of the responsible conduct of research.
- It demonstrates that you have conducted your research according to the highest ethical standards. It is important to protect the dignity, rights and welfare of all those involved in the research (whether they are participants, researchers, or third parties).
- It is a University requirement.
- It is now the expectation – and in some cases formal requirement – of funding bodies.

What you need to do:

Under the University's policy, you must obtain ethical approval before your research project begins.

1. **Discuss your research plans with your supervisor**, to see if you need to undergo ethical review!
2. If so, complete a CUREC 1A checklist. If this shows a CUREC 2 form is required, complete this too.
3. Obtain signatures/approval from your **supervisor**.
4. Submit the forms to the Course Coordinator.
5. **Make sure you attach a list of interview questions/questionnaire/consent form /information sheet (if applicable)!**
6. Make sure to indicate the dates you have in mind for your research to take place.
7. In case your research takes you overseas, you will need to fill in the relevant travel forms too. Submit them to the Course Coordinator.
8. Submit your signed forms by Friday, Week 2 of Hilary Term! For CUREC2 forms, please leave six weeks for approval!

You may find details of the procedure and application forms on the [Central University Research Ethics Committee \(CUREC\) website](#),

For further information on research ethics (CUREC), see the [Departmental Canvas site](#).

Guidance on Research Design Preparation

Consult your thesis supervisor as early as possible on the research design of your dissertation. In addition to this, you may prepare an optional research design essay, to be discussed with your dissertation supervisor (no more than 5 pages of text, excluding schedule of work and bibliography).

The essay consists of a plan for research and writing a thesis. This may include the specification of a research question; a discussion of relevant scholarship and theoretical approaches; an outline of the theoretical argument; a discussion of case selection, data gathering and data analysis; and an account of how the analysis will address the research question posed, or how it will make a contribution to the topic; and a bibliography. It will be useful to include a projected schedule of work.

1. **Research problem:** You should state your **research problem** as succinctly and clearly as you can. It is often helpful to frame your problem around a paradox (or 'puzzle'). Ideally, you should formulate an explicit question that you will answer. The introduction should also include a justification for why your question is important to address your research problem.
2. **Preliminary literature review:** Put your research problem into the context of existing literature. It may be that the existing literature has a gap, or that accepted findings are controversial or open to doubt, or that you think that the dominant theoretical framework(s) should be questioned, or that there is a continuing conflict between two or more 'camps', etc. You should concisely outline the existing literature and explain how your research project 'fits' and will make a contribution. The account of existing scholarship and research will be very brief at this stage (no more than a page of text).
3. **Theory:** In the next section, you develop the initial arguments and theoretical framework of your project. Following on from the previous section, you should discuss how your project relates to existing theoretical approaches in the literature and how these are further developed and/or applied in your research. Eventually, you may find it helpful to specify causal relationships in terms of dependent and independent variable(s). You may also want to formulate some testable hypotheses. In this section, you can also outline your key assumptions.
4. **Case selection and data gathering:** Thereafter, you should discuss your case selection and describe the kind of data that will be necessary for an adequate examination of your research question and explain how such data will be obtained. Why have you chosen a specific case or set of cases? To what extent does your case selection allow you to make inferences to other cases? How will you obtain the relevant data? ['Data' can cover a wide range of material including historical or archival documents, data about organizations, bureaucracies and individuals, interview data and observational data whether from participant observation or non-participant observation, etc. Existing statistics and survey data are also potential sources.]
5. **Method of analysis:** In this section, you describe the method(s) of analysis which will be applied in order to examine your research question. You should be clear about the relevance of your method to your theory and hypotheses.
6. **Reflection on ethics:** This section should discuss whether there are any ethical concerns associated with the project (e.g. associated with interviewing), and whether ethical approval will be needed.
7. **Conclusion:** How will the method you propose bear on your research question in such a way as to make a meaningful contribution to the field you have described in your literature review.
8. **Bibliography:** List of cited works.
9. **Schedule of work:** show to your supervisor that you have a reasonable prospect of completing your work in the allocated time.

Note: Depending on the specificities of your project, the length and order of sections will vary. In some cases, the scheme will hardly apply (for example if you work on political theory).

Writing Essays and Preparing Papers for Class Work

Introduction

These notes are guidelines on preparing the essays that you are asked to submit in the course of reading for the degree. They are plainly stated, so as to render them easy to follow. But they are not meant as dogmatic instructions to be followed unquestioningly. You may feel that you have worked essay-writing into a fine art and that guidelines are redundant. Still, you may be stimulated by these guidelines to reconsider your approach. Also, students less certain of the techniques of essay writing may find them helpful. There is no such thing as the perfect essay. What follows are merely suggestions on how to write a good essay.

Essays are designed to help you learn and prepare you for the end-of-the-year examinations. At the basis of an essay question, there usually is a problem. The problem may or may not have a clear solution, and the task may consist of explaining the nature of the problem or perhaps presenting several imperfect solutions with their criticisms. But essay writing is really about understanding problems.

When you write an essay, you are an author. Essay writing is an exercise in thinking. Always state what you think and back it up with good arguments. Do not just set out an assortment of the paraphrased opinions of the cognoscenti, without comment, acknowledgement or criticism.

Step One: Decide what the problem is all about

Underline the key words in the essay question and set out the relationship between them. Ask yourself simple questions such as: "What is?", "Why is?", "How does?", or even "Is/are?"

E.g. If you were writing an essay entitled "What are the national political implications of regional trade agreements?" (Or: "Discuss the national political implications of regional trade agreements"), you might underline national, political, implications and trade agreements and ask yourself: "What is meant by implications?" "Are there any?" "Why political as opposed to any other sort?" You might ask: "How do we define the term 'national'?" You might also ask yourself: "What is the point of the question?"

You would then set out the relationship like this:

Some of the national political implications of trade agreements are:

- domestic distributional consequences
- potential labour opposition
- lobbying by trade associations

If you were unable to do this, you would not be able to answer the question. It could be that you had not done the required reading or had not attended classes. There is no substitute for this. However, if you have read widely and attended classes and are still uncertain or confused about the terms being used, it is useful to consult the *Encyclopaedia of the Social Sciences* or even the *Shorter Oxford English Dictionary*.

[If you are giving a paper to fellow students in class, then ask yourself: "What is interesting about the topic?", and "What should they know about the topic?". Then formulate your answers as a simple question or questions: e.g. "What is the difference between detention and imprisonment?" "Does detention deter asylum seeking?" This helps to clear your mind and focuses your attention on what you need to explain. It also reminds you that you are explaining the topic to other people, as well as providing you with hints on how to set about explaining the topic.]

Step Two: Find the missing links

Very often the relationship between the key words is not simple and direct. There may be unstated assumptions, other factors beyond the plain and obvious, theoretical dimensions and so on, which also need to be taken into account.

Thus, when you are asked to “Assess the evidence that economic globalisation generates inequality”, the missing links would be that:

- There is evidence that globalisation reduces inequality;
- Some might argue that inequality has sources unrelated to globalisation of economic activity.

Step Three: State your major points

When you have located the missing links you should be able to state the major points of your essay in the form of short, linked statements. This is an essential part of preparing the explanation. Very often students (and lecturers) find they can explain something better the second time around. It may be that they were not sure what the major points were, or how they were linked, the first time. Usually, it is because they were not rigorous enough about isolating the major points and indicating how they were linked. When you know what the major points are and, thus, what you want to leave out, you can begin to plan your essay.

In planning your essay, you will find that each of the major points you want to make will form the focus of a major section. Typically, each major section will consist of the statement of the major point (the principle at issue); evidence (examples, illustrations, analogies, diagrams); qualifications (elaborations and important exceptions); and, finally, a restatement of the major point.

Step Four: Structure each section

- Express the point at issue in a simple, direct statement. Keep technical terms to a minimum, though some will be unavoidable, and avoid complex grammatical structures. Useful introductions to your major sections could be: “Now the next point is ...”, “A second feature is ...”. These serve as markers between sections and draw attention to the major points.
- Choose one or two apt examples or illustrations. They should be short and appropriate. Little point is served by dredging up vast chunks from your sources, unless you wish to work out theoretical implications arising from the texts at length. If you are discussing the distributional consequences of economic globalisation, do not digress into the ecological consequences of economic globalisation.
- Give any important qualifications. Again, it is more helpful to give “lead-ins” such as “Of course there are exceptions ...”, “Now there are problems / difficulties ...”. In writing up your essay you will naturally wish to select more elegant phrases and ring the changes but these act as clarifiers. Remember to give only the main elaborations and leave out vague cases which are not essential.
- Restate your major point. At the end of each section you should restate the point at issue in a slightly extended form and in different words. The use of alternative words increases the chances of being understood and enhances your own understanding. Often a change of words, or word order, brings impact to your meaning and opens up entirely new perspectives.

Step Five: Summarise the main points you have made

At the end of the essay or paper you should summarise the major points you have made and give a conclusion. Sometimes, this will be your own answer to the question posed.

So, if you were asked “Did the International Monetary Fund’s policies make the Asian Financial Crisis deeper?”, you could conclude that they did, or did not, as the case may be. If you were asked, however to “Compare and contrast competing arguments regarding the effectiveness of the International Monetary Fund during the Asian Financial Crisis”, you could be content with merely summarising what you have said.

Summarising your main points brings together your argument and makes a conclusion possible. Useful introductions to your summary might be: “So, we can assert that...”, “Our conclusion must be...”, “It seems that...”. The summary might also contain any final thoughts: for example, if you found it hard to answer the question posed yourself or to come to a conclusion about the title set, you might want to indicate a few reasons why. Diagrams are sometimes useful in a summary.

Step Six: Plan your introduction

Planning introductions and conclusions is what most students find hardest. In the case of the conclusion, it is most frequently because they are not sure of their stance on a topic or problem. In the case of the introduction, it usually is because they cannot make up their minds about what they want to say. Accordingly, it is easier to plan the start of the essay or paper after you have planned the major sections and their summary. The reason is that you need to know what your explanation will consist of before you can draw the attention of your readers or audience to what you are going to explain and the way you are going to tackle it. If you don’t know what your major sections will be, clearly you cannot do this.

The main functions of an introduction are to indicate the essential features of the essay or paper and generate interest in what is being explained. The introduction is also a good place for specifying basic assumptions and indicating any theoretical slants which you wish to take up later. All of this will be important to gain and hold the attention of your reader or audience. Clear structure generates interest, understanding and favourable attitudes to the topic.

In most cases, the introduction will also contain a short essay plan.

Step Seven: Write your completed essay plan

Select a single large sheet of paper. Leave enough space for any extra thoughts which may occur to you as you write out the plan. Ideally, with good planning there ought not to be any, but there are always some. Your essay plan should look something like this:

- Introduction:
- Section One: major point, example, qualification, restatement;
- Section Two: major point, example, qualification, restatement;
- Section N: major point, example, qualification, restatement;
- Summary / conclusion

[If you give a presentation in class, do not write out every single word you intend to utter, even if you feel rather nervous about the prospect. The main thing is to indicate the major points and the linkages between them clearly, so that you do not miss any or get muddled. Be careful to avoid excessively long openings (or you may run out of time); asides and irrelevancies (or you may confuse people); and excessive qualifications or highly technical and complex sentences (or you will send them to sleep).]

Avoiding Plagiarism

Oxford University's definition of plagiarism states:

"Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence."

To avoid plagiarism, it is important for all students within individual subject areas to be aware of, and to follow, good practice in the use of sources and making appropriate references. You will need to exercise judgement in determining when a reference is required, and when material may be taken to be so much a part of the 'general knowledge' of your particular subject that formal citation would not be expected. The basis on which such judgements are made is likely to vary slightly between subject areas, as may also the style and format of making references, and your tutor or course organizer, where appropriate, will be in the best position to advise you on such matters; in addition, these may be covered, along with other aspects of academic writing, in your induction.

By following good practice in your subject area you should develop a rigorous approach to academic referencing, and avoid inadvertent plagiarism. Cases of apparently deliberate plagiarism, while happily infrequent in the University, are taken extremely seriously, and where examiners suspect that this has occurred, they bring the matter to the attention of the Proctors.

It is important to read carefully the information on [plagiarism and how to avoid it](#).

The University offers [study skills guidance](#), including information on topics such academic good practice, time management, note-taking, referencing, research and library skills and information literacy.

For guidance on format, citation styles, etc. for the MSc GGD please visit Canvas.

Understand how we use Turnitin (by Week 1, Michaelmas Term)

When you submit your Assessed Essays and Dissertation, they will be automatically screened by the online plagiarism checker, *Turnitin*. Please do not use *Turnitin* independently to check your referencing or citations for your Dissertation.

Anti-plagiarism test (by Week 1, Michaelmas Term)

On starting the MSc course, you will be required to take the online course Avoiding Plagiarism, which is linked from Canvas. You'll need your Single Sign-On details to log in.

There is a pre-test, the course itself and then a post-test. Once you have completed the post-test successfully, the system will automatically send an email, confirming your results, to your Oxford email address. Please forward this certificate to the Course Coordinator by **Friday Week 1, Michaelmas Term**.

Good Practice in Citation, and the Avoidance of Plagiarism

In their *Essential Information for Students*, the University's Proctors and Assessors draw attention to two extremely important disciplinary regulations for all students.

1. No candidate shall present for an examination as his or her own work any part or the substance of any part of another person's work.
2. In any written work (whether thesis, dissertation, essay, coursework, or written exams), passages quoted or closely paraphrased from another person's work must be identified as quotations or paraphrases. The source of the quoted or paraphrased material must be clearly acknowledged.

Finally, please take note of the following:

“.....The University employs a series of sophisticated software applications to detect plagiarism in submitted examination work, both in terms of copying and collusion. It regularly monitors on-line essay banks, essay-writing services, and other potential sources of material. It reserves the right to check samples of submitted essays for *plagiarism*. Although the University strongly encourages the use of electronic resources by students in their academic work, any attempt to draw on third-party material without proper attribution may well attract severe disciplinary sanctions.”

Dissertation Support Fund

A Dissertation Support Fund is available to support students in the preparation of their dissertations. Students can apply for funds and amounts up to around £200 may be awarded. Primary fieldwork is generally discouraged given the tight timetable of the course (as discussed in detail in chapter 4). The money may be used for fees directly related to the dissertation.

Application forms are available from Canvas. You may submit your application to the Course Coordinator at any time until the final deadline on **Friday, Week 6 of Hilary term**.

Style for References and Bibliographies

Clear referencing is important for three reasons. First, it enables the reader to trace any publication referred to in the text, including printed sources such as books, journal articles, conference proceedings, government publications, theses, and electronic sources such as URLs, e-journals, archived discussion list messages, or references from a CD-ROM database. Second, it refers the reader to the evidence you are using to support your claim, whether this is a past study or a historical document. Third, it is in your interest to acknowledge the source of all statements, quotes, or conclusions taken from another author's work (regardless of whether you directly quote, paraphrase, or summarise the work) as *failure to do so may lead to allegations of plagiarism*.

When taking notes or preparing a paper, you should always note down full bibliographic details including the page number(s) from which information is taken. For electronic information, you should take a note of the date on which the information was originally created or last updated, when you accessed it, the name of the database, details of the discussion list, and/or web address (URL).

For your academic writing, we suggest that you use a system based on in-text references. When using in-text referencing style, the author refers to, quotes from, or cites items in the text, rather than in footnotes (which should only be used for comments), and a full list of references, arranged in alphabetical order and by date, is provided at the end of the paper/dissertation. A typical in-text reference contains author and year, usually in round brackets. When you refer to a specific passage or quote directly from a text, you should also provide the page number.

Common in-text referencing styles are Chicago B,³ the Harvard referencing system, and APA style. All of these styles are available on free reference management software such as [Zotero](#), or commercial software such as Endnote. We recommend using software to organize your references.

Alternatively, you may directly type down your references into the text. You may also refer to the *Chicago Manual of Style* for guidance, and/or look at a journal using in-text references for inspiration. The most important thing is that you make consistent use of an in-text referencing style.

A practical advantage of using in-text citation style is that the references listed in the bibliographical section at the end of your dissertation will not count towards the word limit of 12,000 words.

³ Chicago A is a referencing style relying on full references in footnotes. We do not recommend it.

Third Party Proof-Readers

Students have authorial responsibility for the written work they produce. Proof-reading represents the final stage of producing a piece of academic writing. Students are strongly encouraged to proof-read their own work, as this is an essential skill in the academic writing process. However, for longer pieces of work it is considered acceptable for students to seek the help of a third party for proof-reading. Such third parties can be professional proof-readers, fellow students, friends or family members. This policy does not apply to the supervisory relationship, nor in the case where proof-reading assistance is approved as a reasonable adjustment for disability.

The default position is that the guidance outlined below applies to all assessed written work where the *word limit is 10,000 words or greater*. However, departments and faculties may opt to specify that, for certain assessments, students should not be allowed any proof-reading assistance, if the purpose of the assessment is to determine students' abilities in linguistic areas such as grammar or syntax. In this case, the rubric for the assessment should state clearly that no proof-reading assistance is permitted.

The use of third-party proof-readers is not permitted for work where the *word limit is fewer than 10,000 words*.

What a proof-reader may and may not do

Within the context of students' written work, to proof-read is to check for, identify and suggest corrections for errors in text. In no cases should a proof-reader make material changes to a student's writing (that is, check or amend ideas, arguments or structure), since to do so is to compromise the authorship of the work.

A proof-reader may

- Identify typographical, spelling and punctuation errors;
- Identify formatting and layout errors and inconsistencies (e.g. page numbers, font size, line spacing, headers and footers);
- Identify grammatical and syntactical errors and anomalies or ambiguities in phrasing;
- Identify minor formatting errors in referencing (for consistency and order);
- Identify errors in the labelling of diagrams, charts or figures;
- Identify lexical repetition or omissions.

A proof-reader may not

- Add to content in any way;
- Check or correct facts, data calculations, formulae or equations;
- Rewrite content where meaning is ambiguous;
- Alter argument or logic where faulty;
- Re-arrange or re-order paragraphs to enhance structure or argument;
- Implement or significantly alter a referencing system;
- Re-label diagrams, charts or figures;
- Reduce content so as to comply with a specified word limit;
- Translate any part of the work into English.

Authorial responsibility

Students have overall authorial responsibility for their work and should choose whether they wish to accept the proof-reader's advice. A third party proof-reader should mark up the student's work with suggested changes which the student may then choose to accept or reject.

Failure to adhere to these guidelines could constitute a breach of academic integrity and contravene the [*Proctors' Disciplinary Regulations for Candidates in Examination*](#). It is therefore the student's responsibility to provide the proof-reader with a copy of this policy statement.

6. Student Representation and Feedback

Representation

During Induction Week, students delegate four *Student Representatives* for the MSc GGD. The 'student reps' are responsible for acting as liaison between the student body and the teaching staff of the programme. Students should please make sure, to the greatest extent possible, that the diversity of the student representatives reflects the diverse nature of the student body. GGD student representatives, as well as representatives from other degrees, will be listed on Canvas.

Joint Consultative Committee (JCC): Together with GGD course providers, the student representatives constitute the Joint Consultative Committee. JCC meetings take place in Michaelmas and Hilary Terms. Upon request, there is another meeting in Trinity Term. Meetings are chaired by the Course Director. They serve as a forum for discussing student feedback and any other relevant issues. Student representatives can put forward ideas from fellow students and should pass back any points of interest. The JCC also deals with student issues related to dissertations and examinations. Minutes are produced by the Course Coordinator, and subsequently distributed to all students by the student representatives. The MSc Teaching Committee follows up on any major issues highlighted by the JCC.

Student representation at Department level: Student representatives of all academic degrees at ODID have termly meetings with the Head of Department, the Director of Graduate Studies and the Graduate Student Administrator to discuss non-academic departmental issues.

Student representation at Division and University level: The Oxford University Student Union (OUSU) organizes a process to select student representatives sitting on the Divisional Board. For details, including student representation at the University level, see the OUSU website.

Feedback

Students are welcome to give regular feedback. When planning changes to the style and format of the course, we take into account student feedback and considerations of its justification and feasibility.

Termly questionnaires: Students are encouraged to provide anonymous feedback for each element of the course. After Michaelmas and Hilary terms, they are invited to fill out an online feedback questionnaire. These are processed by the Course Coordinator and passed back to the Course Director and course providers. The results are discussed at the termly Teaching Committee meetings.

Student Barometer: Students on full-time and part-time matriculated courses are surveyed once per year on all aspects of their course (learning, living, pastoral support, college) through the [Student Barometer](#). [Previous results](#) can be viewed by students, staff and the general public.

7. Examination and Assessment

Examination Regulations

For all **Formal Regulations** and detailed information on course requirements, examination, thesis submission, supervision and other issues, see the **Examination Regulations** where you will find rubrics such as the following.

- Examination entry
- Candidates with special examination needs
- Acute illness and other urgent issues affecting examinations
- Religious festivals and holidays coinciding with examinations
- Dictation of papers, use of word-processors, calculators, computers, etc.
- Withdrawal from examinations and non-appearance
- Specific regulations pertaining to the degree of MSc by Coursework

The most up-to-date version of the [Exam Regulations for the programme](#) is published online.

Of particular use are the sections on *Regulations for the Conduct of University Examinations* and the general regulations at the beginning of the section on the *Degree of Master of Science by Coursework*, especially the section on the MSc in Global Governance.

Regulations and Conduct

Examination Conventions

Examination Conventions are the formal record of the specific assessment standards for the course to which they apply. They set out how your examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of your award. They include information on: marking scales, marking and classification criteria, scaling of marks, progression, re-sits, *viva voce* examinations, penalties for late submission, and penalties for over-length work.

The *Examination Conventions* relating to GGD will be made available on the course Canvas page no less than one whole term before the examination takes place.

If there is a conflict between information in this Handbook and the Examination Conventions then you should follow the Examination Conventions. Any modifications to this document will be communicated to students via group email not less than one whole term before the examination takes place.

Oxford University's rules on exams are set out in the current issue of [Examination Regulations](#).

Role of Examiners

There are three Examiners for the MSc in Global Governance and Diplomacy – two internal to the University and one external. One of the two internal examiners acts as Chair of Examiners. The examiners are assisted by a number of *Assessors* appointed by the Chair of Examiners.

The **external examiner** acts as an impartial external arbiter of academic standards and monitors the standard of the course, the standard of achievement of the students, the procedures for assessment and for the fair conduct of examinations and assessment. The internal and external examiners are required to produce reports after the examinations for consideration by the Graduate Studies Committee of the Department of International Development and the Office of the Vice Chancellor. In the Michaelmas term following the examinations, the Examiners' reports are discussed by the Teaching Committee of the MSc GGD and the Graduate Studies Committee of the Department of International Development. Any issues arising out of the report are then addressed.

Last years' examiners' reports are/will be available on Canvas.

Note: *Students must never contact the examiners directly.* If you are unhappy with an aspect of your assessment you may make a complaint or appeal, see at the end of this chapter.

Proctors

The proper conduct of all examinations in the University comes under the jurisdiction of the Proctors. The *Junior Proctor* normally handles matters relating to graduate students. The Proctors are elected annually from senior academic staff, to enforce the statutes, customs and privileges of the University. They are responsible for making sure that examinations are properly and fairly conducted. When a complaint is received, the Proctors have the power to summon any member of the University to help them in their enquiries. A student may be invited to appear before the Proctors to put his/her case and may be accompanied by a friend or an adviser.

It is to the Proctors that all applications for dispensation, complaints and appeals must be made, with the advice and support of your College.

Marking Scheme

Please find the marking scheme reproduced below. You will also find it in the Examination Conventions governing the regulation of the examination procedure.

Distinction level

80-100	Distinction	Superb – and exceptional – work showing fine command of intellectual debates and making a creative contribution to them
75-79	Distinction	Excellent work , with an 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

Merit level

65-69	Merit	Strong and well-developed analysis with some indication of distinction potential; no significant errors of fact or interpretation.
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Pass level

55-64	Pass	Good pass: sound analytical standard with most points developed rather than stated.
50-54	Pass	Pass: basic analytical skills apparent from identification of intellectual problems and some structured discussion of them.

Fail

45-49	Fail	Marginal fail: inadequate development of points made; significant errors of fact and/or interpretation.
0-44	Fail	Outright fail: inadequate coverage and inadequate analysis

Exam and Assessment Organization

Relative Weight of Components

The final mark for the degree is made up of five marks, weighted as follows:

- i) The final mark for the Foundation Course examination (25%)
- ii) The dissertation (25%)
- iii) The final mark for Research Methods examination (25%)
- iv) The marks for each of the two Optional papers (12.5% for each option)

Examination Entry

You will receive an email invitation from Student Self Service to complete your examination entry by a given date. You will have to sit papers on the Foundation course and on Research Methods. Entries that are completed late will be subject to a late entry fee. For examination entry and alternative examination arrangements please see: www.ox.ac.uk/students/academic/exams.

Examination Timetable

MSc GGD examinations are typically scheduled during weeks 8 and 9 in Trinity term, with a possible viva in Week 11. The final examination timetables are published on the University webpage, <https://www.ox.ac.uk/students/academic/exams/timetables>, no later than five weeks before the first exam.

Examinations

Your written examinations take the form of two three-hour papers (*Research Methods* and *Foundation Course*).

Guidance about sitting [in-person exams](#) and [in-person typed exams](#) is available on the University website.

Information on the standards of conduct expected in examinations is available in the [in-person exams](#) guidance. All members of the University are required to wear [academic dress](#) with *subfusc* clothing when attending any in-person University examination. Further information on academic dress is in the [University Student Handbook](#).

Information on what to do if you would like examiners to be aware of any factors that may have affected your performance before or during an examination (such as illness, accident or bereavement) is available on the [problems completing your assessments](#) page.

Submissions

All submissions will be online via Inspira. Ensure you are familiar with the online submission process in advance of any deadline. Full information is provided on the [Oxford students website](#).

Final Outcome - Grading

To PASS the examination, a mark of at least 50 must be obtained on the dissertation and on all four written papers. Failure in one (or more) component of the final examination results in failure of the degree. Candidates are permitted to re-sit the examination of the failed component(s) on one further

occasion, usually in Trinity Term of the following academic year. The mark for these elements will be capped at a 'PASS'.

Students with an average of between 65 and 69 per cent across all five assessment components (weighted as above), are awarded a MERIT for the degree. Candidates who have initially failed any element of the examination will not be eligible for the award of a Merit.

Students with an average of 70 per cent and over, across all five assessment components (weighted as above), are awarded a DISTINCTION for the degree. Subject to the discretion of the Examiners, distinction in the dissertation is ordinarily expected to be part of the criteria for awarding an overall distinction.

Failures in a taught Masters programme do occasionally occur. One possible reason is a failure of the student to realize that **a post-graduate course requires continuous effort both during term and during vacations**. Students from outside Oxford may sometimes have insufficient training in the Oxford mode of examining or may have difficulties in writing at speed in English. Students who realize that they are facing such problems must address them in a timely fashion.

Viva Voce Examinations

At the end of the examination process the Examiners may, *at their discretion*, require a candidate to attend an oral ("*viva voce*") examination. This is an interview between the Examiners and the candidate. The Examiners are free to ask questions relating to any part of an examination or assessment, or to the examination of the degree as a whole. If a *viva voce* is required, it takes place on the day of the Final Examiners' Meeting, when all marks for examinations have been collated (typically in the first half of July).

The purpose of the *viva* is to confirm the final marks to be awarded. There are normally two situations in which a *viva* may be required. First, candidates who receive less than the pass mark on any one element (exam papers, assessed essays, or dissertation) may be called for a *viva* at the discretion of the Examiners. Second, the same applies to students who are on the borderline between Merit and Distinction. In the case of a borderline, the final mark is never reduced as a result of the *viva*, but it may be increased.

You should not expect to be told the result by the examiners conducting the *viva*. Their silence in this matter should not be taken as positive or negative sign.

Arrangements in Cases of Illness and Disability; Extensions

Candidates requiring special arrangements for the examinations for reasons of illness or disability must make prior application through their respective Colleges to the Proctors. If you have, or suspect you have, a disability that may affect your ability to undertake assessment as prescribed, please consult the Disability Advisory Service, or your college office as early as possible to discuss your needs.

Requests for exam adjustments for disability-related reasons must be submitted via your college (or department for non-matriculated students) by **Friday of Week 4 of Hilary Term**.

Subject to the provisions given in these notes, a candidate who fails to appear at the time and place appointed for any part of his or her examination shall be deemed to have withdrawn from the examination. See Section 7.3 of the [University Student Handbook](#).

In very exceptional circumstances, (usually because of illness) it may be possible to request a short extension of time to hand in the dissertation. Candidates must contact their **College** who will send the application to the Proctors for consideration.

Failure and Provisions for Resubmission of Dissertation and Re-sits

Failure in one (or more) component of the final examination results in failure of the degree. Candidates are permitted to re-sit the examination of the failed component(s) on one further occasion, usually in Trinity Term of the following academic year.

In the case of a failed dissertation, the dissertation must be resubmitted in Trinity Term of the following year by the same deadline that applies to the students of that year.

The mark for these elements will be capped at a 'PASS'.

A resubmission or re-sit may also take place in Trinity Term of the second academic year after the year of study, but only one resubmission or re-sit is permitted.

Candidates who have initially failed any element of assessment will not normally be eligible for the award of an overall Merit or Distinction.

Past Exam Papers

Exam papers from previous years are stored in the [Exam Paper Archive](#).

To access the Exam Paper Archive, you should be on the University network or use a VPN client. You must log in with your SSO.

Assessment of Dissertations and Essays

Markers in Oxford expect balanced and appropriately referenced work, which develops an argument, engages in its analysis, and reaches a conclusion, all presented in an acceptable academic fashion. All essays, including the dissertation, should show originality and competent and creative scholarship.

Essays and dissertations are subject to the examination marking system outlined in the *Examination Conventions*. This important document will be sent to the candidates by the Chair of Examiners in Hilary term, and will be posted on Canvas.

Most markers are likely to assess the value of essays/dissertations drawing on some combination of the following three rubrics:

1. *Aim*: What does the essay/dissertation set out to do? How successful is it in reaching that aim? Does the aim make practical and intellectual sense?
2. *Execution*: What is the quality of research methods and design? How appropriate are the analytical techniques? Is the reasoning clear? Is there a persuasive and logical line of argument? Is there sufficient evidence to support the core arguments (e.g. a case study)? Does the essay/dissertation deal with relevant literature and reach a definite conclusion?
3. *Presentation*: Is the presentation (format, illustration, bibliography, etc.) of an acceptable and consistent standard?

Prizes

The Examiners may, at their discretion, award prize(s) each year. For the *MSc GGD Outstanding Academic Achievement Award* dissertation and examination results will be considered. The Examiners may award the *MSc GGD Best Dissertation Prize* for an outstanding dissertation.

Receiving the Results

Students will receive an automatic email once the final examination results are available. They should then be able to check them with their single log-in in Student Self Service. There they will find their assessment results and final classification. **Results are generally available by mid-July.**

Please note: students will be able to see the final result for each component of the course (dissertation and the four written papers) but no further breakdown i.e. marks on individual questions.

Graduation

Degrees are technically not conferred at the end of the course, but either at a degree ceremony (in person) or *in absentia*. Degrees can be conferred only after the final results have been released (usually in mid- or late July). Degree ceremonies are **arranged via the Colleges**. For more information, see: <http://www.ox.ac.uk/students/graduation/>

Transcripts, enrolment certificates

A **transcript** is an official summary of your academic performance and progress to date. It will only include final marks confirmed by the appropriate Examination Board. A transcript may be required by prospective employers or educational institutions to which you are applying.

You will *automatically receive one paper copy of your final transcript upon completing your degree*. This will be sent to the 'home address' listed in Student Self Service. Electronic copies of transcripts (final and on-course) are not available. You can order additional copies of your final transcript through the [University online shop](#). Applications for transcripts must be made by you; requests for copies of the transcript by a third party will not be actioned.

If you haven't yet completed your course, you can request an **on-course transcript**. An on-course transcript will reflect the information you see in Student Self Service and is only available once you are entered for an assessment. If your assessments have not yet appeared in Student Self Service the **enrolment certificate** available through Student Self Service will act as a certification of attendance.

Please see page: <https://www.ox.ac.uk/students/graduation/transcripts?wssl=1>

Please contact your College if you have any questions about transcripts or certificates.

Suspension of Status and Reinstatement

You may apply to the Graduate Studies Committee for [suspension of status](#) for a specified period. If your application is approved, you will not be required to pay fees during the period of suspension and will resume your former status at the end of the period.

When a student suspends, the clock stops, and the student returns from suspension at the point when they departed. Normally students do not have access to University/College facilities (including libraries) whilst suspended as it is assumed they are not studying (though e-mail access is commonly retained to allow the student to keep in touch with his/her supervisor(s), etc.).

Suspension of status can only be granted while a student still has status available to return to. For more information, see <http://www.ox.ac.uk/students/academic/guidance/graduate/status>

Complaints and Academic Appeals

Obviating the Need for Complaints or Appeals

The University, the Social Sciences Division, and the Oxford Department of International Development all hope that provision made for students at all stages of their study will make the need for complaints (about that provision) or appeals (against the outcomes of any form of assessment) infrequent.

Where such a need arises, an informal discussion with the person immediately responsible for the issue you wish to complain about (and who may not be one of the individuals identified below) is often the simplest way to achieve a satisfactory resolution.

Many sources of advice are available from colleges, faculties/departments and bodies like the Counselling Service or the OUSU Student Advice Service, which have extensive experience in advising students. You may wish to take advice from one of these sources before pursuing your complaint.

General areas of concern about provision affecting students as a whole should be raised through Joint Consultative Committees or via student representation on the faculty/department's committees.

Complaints

If your concern or complaint relates to teaching or other provision made by the faculty/department, then you should raise it with the ODID Director of Graduate Studies – Professor Matthew J. Gibney – as appropriate. Complaints about departmental facilities should be made to the Head of Administration, Peter Franklin Routh. If you feel unable to approach one of those individuals, you may contact the Head of Department, Professor Jocelyn Alexander. The officer concerned will attempt to resolve your concern/complaint informally.

If you are dissatisfied with the outcome, you may take your concern further by making a formal complaint to the proctors under the [University Student Complaints Procedure](#).

If your concern or complaint relates to teaching or other provision made by your college, you should raise it either with your college advisor or with one of the college officers (the Senior Tutor or Tutor for Graduates, as appropriate). Your college will also be able to explain how to take your complaint further if you are dissatisfied with the outcome of its consideration.

If your complaint relates to harassment that you may be experiencing, please contact one of the department's harassment advisors, who are trained to provide confidential advice about supports available through the University:

- Annelies Lawson annelies.lawson@geh.ox.ac.uk
- To report harassment centrally, contact harassment.line@admin.ox.ac.uk

Click here to read [guidance for students about harassment and conflict](#), or information about the University's Equality and Diversity Unit.

Academic appeals

An academic appeal is an appeal against the decision of an academic body (e.g. boards of examiners, transfer and confirmation decisions, etc.), on grounds such as *procedural error or evidence of bias*.

There is no right of appeal against academic judgement.

If you have any concerns about your assessment process or outcome, it is advisable to discuss these first with your supervisor, Course Director, Director of Graduate Studies, Senior Tutor, college administrator, or departmental administrator (as appropriate). They will be able to explain the assessment process that was undertaken and may be able to address your concerns. If you still have

concerns, you can make a formal appeal to the Proctors who will consider appeals under the [University Academic Appeals Procedure](#).

To safeguard procedural integrity, students must never contact the examiners directly.

See the note on “Proctors” under “Examination Regulations.”

8. Student Life and Support

Support from the Department

There are various people with whom students can discuss any problems they are facing: their general supervisor; the Course Coordinator, the disabilities contact person at ODID; college advisor and when necessary the Student Counselling Service (see below).

Students are always encouraged to approach departmental staff with any problem they might encounter, and especially with academic problems.

When students are ill (especially if for more than a few days) or otherwise unable to attend classes or lectures related to the degree, it is a good idea to inform their general supervisor and the Course Coordinator. ***Please talk to us!***

Support from your College

Every graduate student in Oxford belongs to a college, and your college will appoint a college advisor whom you can consult. You can also obtain useful information from your college officers.

Every college has their own systems of support for students, so please refer to your College Handbook or website for more information on whom to contact and what support is available.

Details of the wide range of sources of support available more widely in the University are available from the [Oxford Students website](#), including in relation to mental and physical health and disability.

Enquiries about financial problems and fees are normally best addressed to Colleges.

Student Welfare and Support Services

The [Disability Advisory Service](#) (DAS) can provide information, advice and guidance on reasonable adjustments to teaching and assessment, and assist with organizing disability-related study support.

The [Counselling Service](#) is here to help you address personal or emotional problems that get in the way of having a good experience at Oxford and realizing your full academic and personal potential. They offer a free and confidential service and the counselling team are committed to providing culturally sensitive and appropriate psychological services. Students can request to see a male or female therapist, a Counsellor of Colour, or to attend a specialist group such as the LGBTQ+ or Students of Colour Groups. All support is free and confidential.

The [Sexual Harassment and Violence Support Service](#) provides a safe and confidential space for any student, of any gender, sexuality or sexual orientation, who has been impacted by sexual harassment or violence, domestic or relationship abuse, coercive control or stalking, whenever or wherever this took place.

A range of services led by students are available to help provide support to other students, including the [peer supporter network](#), the OUSU Student Advice Service and Nightline.

Oxford Students' Union also runs a [series of campaigns](#) to raise awareness and promote causes that matter to students.

There is a wide range of [student clubs and societies](#) to get involved in.

Health Care

Most colleges have their own college nurse and doctor. The University publishes information on [accessing medical advice](#) and guidance for staying healthy while studying at the University.

For urgent (non-emergency) medical advice, you can contact the NHS on 111. In an emergency, dial 999.

Student Counselling

The Counselling Service is there to help you address personal or emotional problems that get in the way of having a good experience at Oxford and realizing your full academic and personal potential. They offer a confidential service. The Service is available for free to all matriculated undergraduate and graduate members of the University. See www.ox.ac.uk/students/welfare/counselling

The Counselling Service is not designed as an emergency service. Anyone who feels in a state of crisis should contact a doctor. College doctors can be contacted outside surgery hours as they have on-call arrangements.

To request an appointment please contact the Counselling Service in person, by phone or email. After you have made this initial contact, you will be sent a pre-appointment form to complete.

The service aims to see you as soon as possible after you have returned your completed pre-appointment form. Waiting times can be longer in busy periods, and they would therefore encourage you to request an appointment as soon as you know you are likely to want one.

Student Welfare & Support Services, University Counselling Service

3 Worcester Street, Oxford, OX1 2BX ☎: 01865 270300

Email: counselling@admin.ox.ac.uk

Freedom of Speech

[Free speech](#) is the lifeblood of a university.

It enables the pursuit of knowledge. It helps us approach truth. It allows students, teachers and researchers to become better acquainted with the variety of beliefs, theories and opinions in the world. Recognising the vital importance of free expression for the life of the mind, a university may make rules concerning the conduct of debate but should never prevent speech that is lawful.

Inevitably, this will mean that members of the University are confronted with views that some find unsettling, extreme or offensive. The University must therefore foster freedom of expression within a framework of robust civility. Not all theories deserve equal respect. A university values expertise and intellectual achievement as well as openness. But, within the bounds set by law, all voices or views which any member of our community considers relevant should be given the chance of a hearing. Wherever possible, they should also be exposed to evidence, questioning and argument. As an integral part of this commitment to freedom of expression, we will take steps to ensure that all such exchanges happen peacefully. With appropriate regulation of the time, place and manner of events, neither speakers nor listeners should have any reasonable grounds to feel intimidated or censored.

It is this understanding of the central importance and specific roles of free speech in a university that underlies the detailed procedures of the University of Oxford.

Equality and Diversity at Oxford

"The University of Oxford is committed to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its staff and students are respected. We recognise that the broad range of experiences that a diverse staff and student body brings strengthens our research and enhances our teaching, and that in order for Oxford to remain a world-leading institution we must continue to provide a diverse, inclusive, fair and open environment that allows everyone to grow and flourish."

[University of Oxford Equality Policy](#)

As a member of the University you contribute towards making it an inclusive environment and we ask that you treat other members of the University community with respect, courtesy and consideration.

The [Equality and Diversity Unit](#) works with all parts of the collegiate University to develop and promote an understanding of equality and diversity and ensure that this is reflected in all its processes. The Unit also supports the University in meeting the legal requirements of the Equality Act 2010, including eliminating unlawful discrimination, promoting equality of opportunity and fostering good relations between people with and without the 'protected characteristics' of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and/or belief and sexual orientation. Contact the Equality and Diversity Unit: equality@admin.ox.ac.uk.

The [Equality and Diversity Unit](#) also supports a broad network of harassment advisors in departments/faculties and colleges as part of the Harassment Advisory Service. For more information on the University's Harassment and Bullying policy and the support available for students, visit the [harrassment advice](#) website. If you experience harrassment, please contact one of the Department's harrassment advisors or email harrassment.line@admin.ox.ac.uk.

There are a range of [faith societies, belief groups, and religious centres](#) within Oxford University that are open to students.

Opportunities for Skills Training and Development

ODID hosts several [research groups and projects](#).

Students interested in taking part in a research group's activity need to consult with the leader of the group. For research seminars organized at ODID see: <https://www.geh.ox.ac.uk/odid-events>

A wide range of information and training materials are available to help you develop your academic skills (including time management, research and library skills, referencing, revision skills and academic writing) through Oxford's students [study skills and training](#) website.

Developing your digital skills

The [IT Learning Centre](#) offers resources to help develop your digital skills, including a skills assessment tool, and an extensive collection of IT-related courses, taught in person or online.

Language Learning and upskilling

The [University of Oxford Language Centre](#) provides a wide range of general and specialized courses in foreign languages and Academic English.

Paid Employment

ODID requires students who wish to take up paid employment to seek advice from their supervisors **before** taking up any such employment. Supervisors must be consulted on a termly basis to monitor that a proper balance is maintained between paid employment and academic course work. See the [paid work guidelines for Oxford graduate students](#) for more information.

Residence Requirement

MSc students are required to keep statutory residence within 25 miles of Carfax Tower **for all 8 weeks of all 3 terms**. Anyone leaving Oxford for an extended period during term must *seek permission from*

the Proctors who may authorize it in special circumstances. Further guidance can be found in the [University Student Handbook](#).

Important Note: Please inform your Course Coordinator of any change of address. Your post should never be delivered to your Department; instead, it should go to your College or accommodation.

Overseas Students: Tier 4 Visa Obligations

See also www.ox.ac.uk/students/visa

If you are here on a Tier 4 student visa, you have the responsibility to ensure that you comply with the conditions of that [visa](#). Not complying is a criminal offence and can lead to removal from the UK and refusal of future visas for a period of 1-10 years.

Your responsibility includes making sure you do not stay beyond the expiry date as stated on your visa, unless you have made a renewal application. You must also adhere to the work conditions of your visa.

Please make sure to co-operate with the University in fulfilling its Tier 4 duties so that it maintains its status as a Highly Trusted Sponsor enabling international students to study at Oxford.

Careers Information and Advice

A career event is usually organized for the GGD course, around the beginning of Hilary Term, generally with the participation of GGD alumni, professionals and the Oxford University Careers Service. The Course Coordinator will notify students about the exact date and program of this event.

The University's Careers Service is situated at 56 Banbury Road, Oxford. The Careers Service exists to enable current and recent Oxford University students to make and implement well-informed decisions about their careers. The Careers Service holds a yearly information session at the Department of International Development, open to all students.

For advice and more information regarding internships, job opportunities please see the Oxford Student website (www.ox.ac.uk/students/life/experience) and the University Careers Service website (www.careers.ox.ac.uk).

Policies and Regulations:

The University has a wide range of policies and regulations that apply to students. These are easily accessible through the [A-Z of University regulations](#), codes of conduct and policies available on the Oxford Students website

The [Educational Recordings Policy](#) covers issues related to the creation, access, distribution, use, reuse and repurposing of educational recordings provided on taught courses.

You may consult the [Departmental Canvas site](#) for our policies on **information security** and **conflict of interest**.

APPENDIX: Educational Aims of the MSc GGD

The MSc GGD is a nine-month course designed to provide high quality graduate training in debates about the institutions and processes of global governance and diplomacy. The degree aims to prepare students for careers in diplomacy and/or regional and transnational institutions of governance such as international and nongovernmental organizations, and private sector firms interacting with these institutions.

Educational aims:

- To increase students' familiarity with key issues and theoretical debates attending the institutions and processes of global governance and diplomacy.
- To develop the 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 in relevant research methods in the social sciences.
- To enhance general skills in critical analysis of academic texts, academic research and writing, editing, oral presentation of material, and capacity to participate effectively in negotiation.
- To prepare students for, and develop the necessary skills for, doctoral research in related disciplines.

The overall design and staffing of the degree enables students to achieve the level required by the Quality Assurance Agency (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 so that they can apply them both in academic and other employment contexts.

Most students pursue the program as a terminal degree for their professional preparation. They typically seek training for employment in the profession of diplomacy and/or careers in regional and international organizations, nongovernmental organizations, and private sector firms interfacing with these institutions. A subset of the graduates from the MSc in GGD goes on to further education, including doctoral studies.

Programme outcomes

A. Students develop a knowledge and understanding of:

- Key concepts in global governance, including but not limited to international economics, international politics/international relations, and the processes and institutions of multilateralism and transnational relations.
- Substantive knowledge and theoretical background about the institutions and processes of international diplomacy.
- Research methods and strategies that are 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 seminars on core concepts of global governance and diplomacy
- Lectures and seminars on specific aspects of global governance and diplomacy
- Lectures and seminars on research methods in the social sciences
- One-on-one dissertation discussions with individual dissertation supervisors

Teaching methods are a combination of lectures and participatory seminars. The lectures are designed to introduce students to theory, methodology, key readings and ideas. In some sessions, students themselves are responsible for the presentation of basic material.

We expect written practice essays and student presentations during seminars. Feedback is provided so that the students have a sense of the standard that they are achieving.

The 10,000 to 12,000 word dissertation is the main vehicle for students to frame and execute a research exercise, and also to deepen their knowledge of key ideas.

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

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 other areas of social science with emphasis on applications to the processes and institutions of global governance and diplomacy.
- 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 to critically analyze primary and secondary data
- Common research techniques.

Preparation for a doctoral level research project

Assessment

- To assess a student's understanding of key analytical and conceptual tools, as well as their application to the processes and institutions of global governance and diplomacy: rigorous examinations in a foundation course and two seminar options.
- To assess a student's ability to apply their insights to current practice and to generate new hypotheses, to evaluate the appropriateness of different approaches to problem solving, and to critically analyze primary and secondary data: formal assessment of a 10,000 to 12,000 word dissertation.
- 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: rigorous examination in qualitative and quantitative research methods.

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

- Theoretical background, analytical understanding, and substantive knowledge on the institutions and processes of global governance.
- Theoretical background, analytical understanding, and substantive knowledge on the institutions and processes of international diplomacy.
- Formal presentation skills, using appropriate technical equipment.

Development of an independent capacity to learn and frame research.

III. Transferable skills

[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*.

For students intending to go on to doctoral study, the dissertation and the research methods course provide a foundation.