# M[[A](https://www.stmarys.ac.uk/courses/courses.aspx)](https://www.stmarys.ac.uk/courses/courses.aspx) DIPLOMACY AND INTERNATIONAL RELATIONS

## PART 1 – PROGRAMME SPECIFICATION

### Awarding institution

St Mary’s University, Twickenham

### Partner institution and location of teaching (if applicable)

N/A

### Type of collaborative arrangement (if applicable)

N/A

### Name and level of final award title(s) including sub-awards

Diplomacy and International Relations MA (Masters)

### Interim/Exit award(s) with award titles (if specific titles have been designated)

* PgCert in Diplomacy and International Relations
* PgDip in Diplomacy and International Relations

### Faculty or Institute with responsibility for the programme

Institute of Business, Law and Society

### Language of delivery and assessment

English

### UCAS code

N/A

### JACS and HeCos codes

* L250 - International Relations
* L251 – Strategic Studies
* L300 – Sociology

### Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition

N/A

### QAA subject benchmarks or other relevant external reference points

There is no Subject Benchmark for politics, international relations or diplomacy at postgraduate level, however this programme has been developed with reference to the Subject Benchmark Statement for Politics at undergraduate level.

As well as the University Policies and Academic Regulations, this programme has been developed with reference to the following documentation:

● QAA Framework for Higher Education Qualifications level 7 (October 2014)

● QAA Quality Code for Higher Education

● QAA Master’s Degree Characteristics Statement (September 2015)

● SEEC Credit Level Descriptors for Higher Education (2016) – level 7.

### Normal completion time and maximum duration of study

The overall duration of study for a **full-time** **Masters programme** from initial registration to completion of the programme requirements shall be two semesters within one calendar year.

A **part-time Masters programme** shall normally be followed over four consecutive semesters.

A part-time programme of study leading to a **Postgraduate Certificate** shall be of no less than two consecutive semesters.

A part-time programme of study leading to a **Postgraduate Diploma** shall be of no less than four consecutive semesters.

Individual applications for remission of the Regulations concerning duration of study may only be approved by the appropriate University Examinations Board on the recommendation of the Head of Registry Services.

**Full-time Study**

* A full-time Masters student must register for no fewer than 120 credits in an academic year with a maximum of 180 credits overall.
* A full-time student on a Postgraduate Diploma must register for 120 credits over two consecutive semesters.
* A full-time student on a Postgraduate Certificate must register for 60 credits in one semester.

**Part-time Study**

* No part-time postgraduate student may take more than 80 credits in any one academic year or 90 credits in a calendar year, excluding any modules that are re-sits.

### Mode of study and normal start month

Full-time or Part-time

### Mode of delivery

Face to face

### Date approved and name of authorised body

 Academic Development Committee, September 2019

### Valid cohorts, commencing study in (month/year)

From September 2023

### Additional Programme Costs

Please visit the following link for information on Additional Programme Costs:

<https://www.stmarys.ac.uk/additional-costs.>

## PART 2 – CURRICULUM SPECIFIC DETAILS

### Summary of the programme

The need for study and analysis of diplomacy and international affairs, and of the rules for inter-actions between states, has never been greater, as we enter what looks to be not just an Era of Change but a Change of Era. The post WW2 international order is under harsh new stresses and strains; unexpected challenges have emerged to what seemed to be the unstoppable trend towards globalisation and liberal democracy; and there is a major question mark over the adequacy of the international organisations set up in the wake of World War II to cope with such pressures.

The current period is indeed one in which the historical, cultural and religious narratives which have underlain community and individual identities in the West and in other parts of the world are either under pressure or are perceived to have collapsed, with uncertainty about what might replace them in a world which is paradoxically both increasingly joined-up and increasingly fragmented, and in which there is widespread distrust of traditional elites and a return of populist leaders willing and able to play to the unrealisable yearning for simple answers to complex questions. Furthermore, developments in areas such as robotics and genetics, and information technology, are raising question marks about the future shape of our societies and even about what it is to be human.

All these factors point to an urgent and growing need to understand the range of challenges facing nation states and the international community, the nature and adequacy of the current International Relations ‘toolbox’ for addressing such challenges, and the diplomatic skills required to manage such change.

Against this background, St Mary’s is well-placed to put together an innovative MA in Diplomacy and International Relations which will include traditional academic elements, but at the same time focus on practice and widen the focus to look at new challenges and the range of ‘values’ issues involved when seeking to address the challenges of the modern era. The course should be of value not only to those contemplating a career in diplomacy as such (where SMU is more likely to be successful in attracting overseas students), but to those with a more academic interest, or for instance interested in the growing NGO world and organisations involved in non-traditional diplomacy.

### Aims of the programme

This programme aims to:

• Equip students with a high-level understanding of the central theories and concepts used to analyse diplomacy and international relations.

• Enable students to critically analyse the developments that shape the current international political environment.

• Provide an ambitious and academically excellent programme of study delivered to a high standard using a diverse range of teaching and assessment methods.

• Develop the students’ communication skills, research skills, critical thinking, self-awareness and intellectual self-confidence.

• Cultivate an environment in which students from diverse backgrounds are supported in their professional, academic and personal development.

• Enable students to become committed, employable public leaders and change-makers with a powerful public service and innovation ethos.

• Prepare students to enter, and eventually reach senior positions in, ministries of foreign affairs, international organisations or bodies with an international focus.

• Provide students with an in depth understanding of the nature and place of diplomacy in contemporary international affairs.

• Equip students with the specific practical written, oral and collaborative skills to pursue careers in diplomacy and allied fields.

### Criteria for admission

#### Programme entrance requirements

Candidates must satisfy the general admission requirements of St Mary’s University as outlined in the [Admissions Policy](https://www.stmarys.ac.uk/policies/admissions-policy.aspx), including for international applicants an IELTs score of 6.5 with at least 6.0 in every area. The expected entry requirement for the programme would be a 2:2 undergraduate degree in any subject. Applicants without a degree, but with work experience in diplomacy, whether in national foreign ministries or international organisations, or with other relevant experience, such as journalism or in NGOs, will also be considered according to for the University’s Academic Regulations.

### Scheduled learning time

|  |  |  |
| --- | --- | --- |
| Type of learning time | Number of hours | Expressed as % |
| Contact time | 148 | 8 |
| Placement/work-based learning hours | 0 (120) | 0 (7) |
| Guided learning hours | 456 | 26 |
| Independent study time | 1196 (1076) | 66 (60) |
| TOTAL | 1800 | 100 |

### Programme learning outcomes

On successful completion of this programme, students will be able to:

1. Critically analyse the structures and institutions of the contemporary international system.

2. Understand the range of traditional and new challenges facing the international community and the strains these are putting on the post-World War II international system.

3. Critically assess the significance of theoretical and conceptual frameworks used to study International Relations and Diplomacy.

4. Critically evaluate concepts and theories used in International Relations and Diplomacy to address contemporary global issues.

5. Analyse and critically evaluate institutions, policies and practices using a variety of sources, including scholarly research, media sources, and policy documents.

6. Demonstrate high-level professional transferable skills, such as team work, problem-solving, working to deadlines, effective communication with a variety of audiences, using a variety of techniques and media.

7. Demonstrate an ability to critically evaluate data from a wide variety of sources and effectively synthesise into a coherent and reasoned argument.

8. Undertake research and practical activities independently and jointly with others in an effective manner to achieve common goals.

### Programme structure and module requirements

In order to qualify for the award of MA in Diplomacy and International Relations students are required to successfully complete 180 credits at FHEQ level 7.

Each module is worth 20 credits with the exception of the Dissertation module, which is worth 60 credits or 40 credits (if taken with Personal & Professional Development).

**Postgraduate Certificate in Diplomacy and International Relations**

Full time pathway:

Students who successfully complete **60 FHEQ level 7 credits** from the table below are eligible for the award of Postgraduate Certificate in Diplomacy and International Relations.

• DIP7001 International Relations Theory

• DIP7002 History, Theory, and Practice of Diplomacy

• HTM7012 Human Rights and Migration

Part time pathway:

• DIP7001 International Relations Theory

• DIP7002 History, Theory, and Practice of Diplomacy

• DIP7003 Global Governance

• DIP7004 Security Studies

**Postgraduate Diploma in Diplomacy and International Relations**

Full time pathway:

Students who successfully complete **120 FHEQ level 7 credits** from the list below are eligible for the award of Postgraduate Diploma in Diplomacy and International Relations.

• DIP7001 International Relations Theory

• DIP7002 History, Theory, and Practice of Diplomacy

• HTM7012 Human Rights and Migration

• DIP7003 Global Governance

• DIP7004 Security Studies

• HTM7015 Critical Approaches to Research

Part time pathway:

• DIP7001 International Relations Theory

• DIP7002 History, Theory, and Practice of Diplomacy

• HTM7012 Human Rights and Migration

• DIP7003 Global Governance

• DIP7004 Security Studies

• HTM7015 Critical Approaches to Research

**MA Diplomacy and International Relations**

**Full time pathway**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Code** | **Title** | **No. of credits** | **Sem of delivery** | **Module status (core, option)** |
| **Semester One** |
| DIP7002 | History, Theory, and Practice of Diplomacy | 20 | 1 | Core |
| DIP7001 | International Relations Theory | 20 | 1 | Core |
| HTM7012 | Human Rights and Migration  | 20 | 1 | Core |
| **Semester Two** |
| DIP7004 | Security Studies | 20 | 2 | Core |
| DIP7003 | Global Governance | 20 | 2 | Core |
| HTM7015  | Critical Approaches to Research | 20 | 2 | Core |
| **Semester Two (summer)** |
| DIP7006 | Dissertation | 60  | 2 | Core/Option |
| DIP7007 | Dissertation with Professional Connection  | 60 | 2 | Core/Option |

**Part-time structure**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Code** | **Title** | **No. of credits** | **Sem of delivery** | **Module status (core, option)** |
| **Year One** |
| **Semester One** |
| DIP7001 | International Relations Theory | 20 | 1 | Core |
| DIP7002 | History, Theory, and Practice of Diplomacy | 20 | 1 | Core |
| **Semester Two** |
| DIP7004 | Security Studies | 20 | 2 | Core  |
| DIP7003 | Global Governance | 20 | 2 | Core  |
| **Year Two** |
| **Semester One** |
| HTM7012 | Human Rights and Migration  | 20 | 1 | Core  |
| **Semester Two** |
| HTM7015 | Critical Approaches to Research | 20 | 2 | Core |
| **Semester Two (summer)** |
| DIP7006 | Dissertation | 60 | 2 | Core/Option |
| DIP7007 | Dissertation with Professional Connection | 60 | 2 | Core/Option |

### Work placements or study abroad

N/A

### Links to industry and employability

The Careers Service will deliver bespoke content each semester into core curriculum modules to enhance knowledge gained in industry talks. The course has been designed specifically to enhance the employability of students and has been designed in consultation with experienced practitioners including former Ambassadors and the former Chief of the Defence Staff (please refer to endorsements section of the full proposal document). These practitioners will be involved in delivering workshops and occasional lectures designed to increase transferable skills suitable for employment within the fields of diplomacy and international relations and security broadly defined.

The course will include guest speakers from embassies, Foreign and Commonwealth Office, Parliament and NGOs.

The degree programme will provide students with the knowledge and skills required to make sense of international affairs. The course has a very strong focus on practical skills, ensuring that students will leave St Mary’s with excellent analytical and communication skills.

The assessments for this course vary from module to module and are designed to enhance employability skills. Students interested in developing a career in the diplomatic service are required to have excellent oral and written communication skills, social skills, good general knowledge and organisational skills. Ideally, they should also have foreign language skills. Students are encouraged to take a beginners, intermediate or advanced foreign language course in addition to their degree programme. St Mary’s is able to offer students the opportunity to study French or Spanish. Assessment for the course is based on written and oral coursework and includes assignments specifically designed to build key analytical and communication skills. These include preparing policy briefings, engaging with the media and delivering presentations and speeches. Other methods of assessment will include portfolios, reports, dissertations, reflective reports, policy briefings and projects. All students will be taught advanced research methods equipping them to be able to conduct original research in qualitative and quantitative research methods. In addition, they will be taught interviewing techniques, ethics and personal safety in the research process.

Typically, students undertaking Diplomacy and International Relations at postgraduate level go on to career opportunities in fields that have an international dimension and where a good knowledge of diplomacy and international affairs is advantageous. Such jobs may include positions in diplomatic service, the civil service, armed services, police, international organisations, non-governmental organisations, charities, faith-based organisations, media, marketing, public relations, teaching and international departments in business including banking.

### Programme awards and regulations

This programme conforms to the [University Academic Regulations](https://www.stmarys.ac.uk/policies/academic-regulations.aspx).

In order to qualify for the award of MA students must have successfully achieved 120 credits and complete a 15,000 word dissertation or Work based research.

The course has a further two possible exit points:

* Postgraduate Certificate: successful completion of 60 credits
* Postgraduate Diploma: successful completion of 120 credits without a dissertation

### Equality, Diversity and Inclusion

The promotion of equality and diversity and the inclusion of students is central to the learning and teaching on this programme and all students irrespective of their background or previous experiences, will be respected and valued and will be encouraged to engage and fulfil their potential.

In accordance with QAA guidance and the University’s commitment to equality and diversity, the programme has adopted an EDI strategy which will be reflected in the curriculum content, the approaches to learning and the assessment methods. These will enable the celebration of a diversity of experience and interests and will fulfil the objective of removing barriers to learning, wherever possible. The programme is structured in such a way that all students will have the opportunity to address issues of equality, diversity and inclusion pertinent to the field of study within the curriculum and in assessments, wherever relevant.

###  Widening Access and Participation

### As part of the university’s regulatory commitment with the OfS, through our approved [Access and Participation Plan](https://www.stmarys.ac.uk/about/corporate-information/docs/access-and-participation-plan-2020-24.pdf) , we are required to address the access, success, retention, financial support and progression for all students from traditionally disadvantaged or under-represented populations. This might include (but are not limited to) students from low socio-economic backgrounds, students of particular ethnicities or genders, students with disabilities, mature students etc. This programme will address the APP targets and commitments by:

* Increasing access to this programme for a diverse range of students, including mature students, students from areas of traditionally low participation and students of different ethnicities
* Monitoring and addressing any differences in retention rates between different student groups
* Ensuring equality of awarding outcomes (grades and final degree) across different student demographic groups
* Offering opportunities for increasing the skills required for graduate employability or further study for all students, especially those from groups under-represented in post-graduate programmes or graduate level employment.

## PART 3 – TEACHING, LEARNING & ASSESSMENT

### Programme teaching and learning strategies

The Diplomacy & IR postgraduate programme aims to further develop a range of high level academic, research and professional skills in students to enable them to pursue successful careers in their chosen field, in particular the diplomatic service; the TLA strategy supports this aim through the use of innovative assessments, varied teaching methods, engagement with practitioners and technology-enhanced learning.

The course is designed as a prestigious postgraduate programme with access to former ambassadors, members of the diplomatic service, politicians, senior members or former members of the armed services. It has been carefully tailored to equip students with the requisite skills for diplomacy. As such this is a bespoke programme made up of six core modules and an extended dissertation project.

The student’s independent and guided learning is the most important and effective aspect of the learning experience, and contact hours on the MA Diplomacy & IR are fundamentally used to support students’ independent engagement with international relations problems and texts. The course is taught through a combination of lectures, seminars, workshops, simulations, and depending on the modules chosen work placements.

Workshops will play an important role in understanding the world of diplomacy, involving simulations and engagement with practitioners with expertise in international diplomacy.

In lectures, lecturers can guide students through analysis of texts and ideas which form the primary reading for that week, drawing out implications and enabling the student to critically engage with the material reading lists and primary readings are used to present students with a structured series of ideas that helps to incrementally develop their understanding of a complex field or issue.

Seminars and workshops give students the opportunity to test and expand their understanding and develop critical analysis of focused topics through discussion and debate with their peers and seminar leader. This provides the student with opportunity for peer learning, giving presentations, undertaking group projects and engaging in team. These are designed to enhance the written and oral communication skills, social and organisational skills necessary to be a successful diplomat.

In seminars and workshops, students will discuss complex, sometimes ethically sensitive or emotionally charged issues with a diverse range of people. These are valuable experiences for students enabling to develop the soft skills expecting to pursue careers in public and diplomatic service, national and international organisations, corporations, civil service, policing, armed services and/or attain leadership positions.

Summative assessments on the Diplomacy course cohere with module and programme learning objectives, and promote and reward a range of skills associated with the study of diplomacy, including mediation and negotiation.

Students are supported in developing their writing, research and diplomatic abilities through the use of essays, projects, portfolios, case studies, reviews, policy briefings, and presentations to class, which will receive thorough and timely feedback, in line with university regulations including the 15-working-day turnaround time.

Students will also be encouraged to explore forms of writing other than academic essays, and modes and topics of presentation beyond the usual text-based critical analysis. This contributes to a varied assessment portfolio that promotes and rewards a range of skills and places emphasis on transferable skills designed to enhance employability. For example, Researching Diplomacy, International Relations, and Development Management Techniques module requires a grant writing assessment exercise that follows the standard DfID template.

Student learning will be supported through the use of the university’s virtual learning environment (VLE). In particular, each module will have its own page which will include a link to a Talis reading list and an electronic copy of the module guide, as well as a link to submit written work to the Turnitin originality checker. Where lecturers use handouts, PowerPoint, presentations or similar, these can also be uploaded to module webpages. Webpages can also function as hosts for discussion pages, blogs, announcements about deadlines, visiting speakers, relevant speeches, or opportunities available to students, and be used to post links to relevant online content such as news articles, television programmes or interviews.

Students with disabilities or special educational needs will be provided with support as detailed by university regulations. Regarding assessments, this might include deadline extensions, more time during in-class tests, or alternative arrangements for assessments that would be unreasonable or prohibitively difficult, depending on individual circumstances. Such students may also have access to preparatory material such as PowerPoint slides the day before class.

Assistive technology include voice-to-text equipment is available in the library.

At the outset of the course all students will be assigned a personal tutor for the duration of the programme, to advise the student on academic progress and signpost to other student services.

### Programme assessment strategy

The assessment strategies for the MA Diplomacy and IR recognise the importance of enhancing the student’s learning experience, equipping them with transferable skills and developing employability. The course recognises that students have different learning styles and will come from different countries and disciplines, including those with no previous study of diplomacy, politics or international relations. In order to enable each student to fulfil their potential and to offer skills suitable for the workplace the course provides a wide ranging assessment portfolio.

Core modules which include History, Theory, and Practice of Diplomacy; International Relations Theory; Global Governance; Security Studies; Researching Diplomacy, International Relations, and Development Management Techniques; and Human Rights and Migration in Europe are assessed through written coursework and includes assignments specifically designed to build key skills. These include developing negotiating abilities, writing diplomatic cables, preparing policy briefings, engaging with the media and delivering presentations and speeches. The final dissertation independent project will be completed between June to September. Such assessment methods move away from the traditional essay and exam based approach to assessment through an assessment of the student’s communication, social and organisational skills in written, physical and oral form. Some students benefit from relevant work experience to aid transition into relevant employment, whilst others prefer a longer Dissertation as such an exercise given a desire to enter academia or another profession that requires extended writing skills and experience.

All summative assessment is supported by scheduled formative assessment via in class discussion, VLE discussion fora, and written feedback and feedforward.

Students work will receive thorough and timely feedback, in line with university regulations including the 15-working-day turnaround time.

## PART 4 – UNIVERSITY SUPPORT

### Student support and guidance

Each student on the programme will be allocated a personal tutor. Students will meet with their personal tutor twice in their first semester, and once per semester thereafter. A personal tutor is a student’s first port of call if they are having problems with their course, or if issues in their personal life are affecting their studies (or are liable to). In most cases, the personal tutor’s role will be to serve as a point of contact and facilitate the student’s engagement with other support services, such as the Wellbeing Service, Careers Service and Learning Development Team.

There is a dedicated Student Centre located in the heart of the University in the Student Square. Student Services are situated on the 2nd floor of the Student Centre and our aim is to assist, guide and support students throughout their period of study. Our Student Life and Guidance team includes; the Accommodation Services, Student Funding Service, Pastoral Care and Advice & Guidance. Within the Wellbeing Service, the Disability Service supports students with both physical disabilities and learning differences such as Dyslexia.

In addition we have a Mental Health Advisor and Counselling team. Our students can also access support on line via [**Togetherall**](https://togetherall.com/en-gb/) which is a great platform of peer and professional support with trained counsellors. This completely anonymous service is available 24 hours a day, 7 days a week, 365 days a year. It is a safe on-line space for students to explore their feelings and learn how to improve and self-manage their own mental health and wellbeing. which is a great platform of peer and professional support with trained counsellors. This completely anonymous service is available 24 hours a day, 7 days a week, 365 days a year. It is a safe on-line space for students to explore their feelings and learn how to improve and self-manage their own mental health and wellbeing.

Students can expect Employability support throughout their programme. A dedicated careers consultant will work with the programme lecturers to provided tailored careers sessions. Students can then access one to one support through the Careers Service in person or remotely. Employability will be built through programme and student will have further opportunities to develop their employability throughout their student experience. Employability Service support this by providing job fairs and webinars for students to engage with employers as well as an online jobs board CareerConnect, to enable students to access part-time jobs, internships, volunteering and graduate opportunities. There are also specific programmes to enable employability skills to be developed e.g. the entrepreneurship programme Start Up St Mary’s. These services are also available to St Mary’s alumni.

### Quality management arrangements

* This programme aligns with the quality assurance requirements of St Mary’s University through the following processes:
* Five yearly cycle of revalidation
* Interim review for collaborative provision
* System of Programme Liaison Managers for collaborative provision
* Ongoing monitoring through the Programme Review process
* Staff Student Liaison Initiatives
* Consideration of marks and graduate profiles at Exam Boards
* Engagement with student representatives (e.g SMSU, programme reps, subject chairs, student experts panel, Student EDI committee)