

1.c Programme Specification Pro-forma (PSP)

1. GENERAL INFORMATION	
1. Programme Title:	MSc International Security and Diplomacy
2. Final Award:	MSc International Security and Diplomacy
3. Exit Awards:	Postgraduate Certificate in International Diplomacy Postgraduate Diploma in International Diplomacy
4. Awarding Body:	Glasgow Caledonian University
5. Approval Date:	22 nd March 2019
6. School:	GCU London
7. Host Department:	GCU London/ British School of Management
8. UCAS Code:	n/a
9. PSB Involvement:	n/a
10. Place of Delivery:	any GCU campus
11. Subject Benchmark Statement:	QAA Subject Benchmark Statements: Politics and International Relations (2015); QAA Master's Degree Characteristics (2010)
12. Dates of PSP Preparation/Revision:	March 2019

2. EDUCATIONAL AIMS OF THE PROGRAMME

The GCU London MSc International Security and Diplomacy programme is designed for graduates of any discipline who want to pursue a career in international diplomacy and want to gain specialist knowledge of security – science, technology but also defence and civil-military. The programme draws on GCU London's respected track record of providing applied, professional education. On graduating from this programme, students will join the group of GCU London alumni, many of whom occupy a global presence, at senior level, in the private, public and third sector.

Drawing upon latest research in the field, the MSc International Security and Diplomacy programme is underpinned by current theory. Further, a practitioner perspective is integrated throughout the programme via external, senior practitioners developing and delivering module content, industry visits, guest speakers and simulations. The programme is international in its outlook and is cognisant of the opportunities and challenges that the digital domain presents for states, non-governmental organisational and business communities locally, regionally and globally.

Delivered with equal measure of art and science, diplomacy is a non-violent approach to the management of international relations and global issues which seek to resolve conflict through discussion, negotiation and partnership. The diplomats' brief is unambiguous: to advance or defend their country's political and economic place in the world by the most effective means. That is the purpose, the essence of diplomacy. During the programme, an overview will be presented of deterrence, operative security and alliances which will include discussion of nuclear weapons and proliferation. The challenges of conflict prevention, management, and resolution as well as the complexities of peace will be the focus of the course.

International relations are no longer practised solely by "envoys of the sovereign, extraordinary and plenipotentiary" but increasingly by a wide variety of actors, ranging from government officials, to opinion-leaders from universities and the media, to corporate and NGO representatives. In the compressed, accelerated, information-saturated precincts of the early 21st century, it is imperative to master the tools of public relations, advocacy, lobbying and strategic communications. The goal of the master's degree programme 'International Security and Diplomacy' is to provide the necessary

background information, assist participants to develop necessary skills, and rehearse various potential scenarios so that they will be equipped to be representatives in the complex global situation today and beyond. Diplomats and other government officials they need to be aware of the new concepts of international security and the emerging global terrorist threats.

The distinctive features of this programme are the specialist subject matter that is delivered in digital statecraft, cross-cultural communications, media concepts and international protocol and etiquette as well as strategic public diplomacy. In addition, being senior practitioner-led ensures students get an as real-world applied training as possible. Advanced independent research takes the form of a Research Project. Embedded in the programme, is examination of current issues of global concern, including sustainability and social responsibility, and examination of how these relate to strategic public diplomacy as well as peace and tolerance.

It is anticipated that future graduates of the programme will be able to perform as professionals applying their knowledge, real-world problem-solving skills and competences in order to successfully achieve roles within international security and diplomacy. Specifically, the educational aims of the programme are to:

- To provide specialised, systematic and in-depth knowledge of international security and diplomacy applying appropriate theories, concepts and methods.
- To enable students to acquire a critical awareness of current issues involved in the study of international security and diplomacy.
- To provide practical and applied professional training appropriate for practitioners in the study of international security and diplomacy.
- To offer opportunities for independent study and research within the field of international security and diplomacy.
- To equip students with the skills to pursue careers as trained specialists in international security and diplomacy.

3. INTENDED LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas: [cross refer to the appropriate benchmark statement]

The learning outcomes frame the programme objectives from the student's point of view. The learning outcomes derive from the objectives above and the module descriptors. This is not to prioritise the intended learning outcomes, but to cluster them according to the core academic classifications of: Knowledge and Understanding (A), Practice: Applied knowledge, skills and understanding (B), Generic Cognitive skills (C), Communication, numeracy and ICT skills (D) and Autonomy, accountability and working with others (E).

The relevant QAA Subject Benchmark Statement for the MSc International Security and Diplomacy are the QAA Subject Benchmark Statements: Politics and International Relations (2015) as well as the QAA Master's Degree Characteristics (2010) complementary in absence of master level specific subject benchmark statements.

It is expected that students will achieve the following learning outcomes.

3A Knowledge and understanding;

On completion of this programme the successful student will have knowledge and understanding of:

- A1** International diplomacy, practices, procedures and dynamics in a number of different contexts
- A2** The digital domain of international diplomacy in the context of disruptive technologies, drivers of change and new ways of working.
- A3** The role of culture in formal and informal communications in face-to-face and virtual

- correspondence as well as non-verbal communications.
- A4** Public accountability and good governance, ethical and value-based state management including issues in bilateral relations in a global age.
 - A5** Comprehend the emerging security issue/problem of geopolitical cyberspace/cyber security including the threats posed by the interplay and conflicting ambitions of the major international players.
 - A6** Core concepts of science, technology and other non-military factors in that contribute to the origins of conflicts.
 - A7** Defence Diplomacy as an emerging paradigm in the conduct of international relations and its role as an effective tool to attain political influence without resorting to the threat or use of violence.

3B Practice: Applied knowledge, skills and understanding;

On completion of this programme the successful student will be able to:

- B1** Think in a critically reflective and creative manner in matters relating to international security and diplomacy in the digital age. This includes capability to identify assumptions, evaluate statements, detect false reasoning and identify dilemmas.
- B2** Solve complex problems at the forefront of international diplomacy and make decisions evidenced through using a significant range of diplomacy associated skills and techniques.
- B3** Plan and conduct research and enquiry into international security and diplomacy related issues, either individually or as part of a team, through research design, data collection, synthesis and reporting.
- B4** Recognise and address ethical dilemmas, conflict and tension in a number of different settings.
- B5** Analyse the complexities of peace including the challenges of conflict prevention, management, and resolution.
- B6** Critically evaluate relevant enquiry instruments, a wide range of relevant sources and a variety of information formats in order to produce evidence-based international security and diplomacy concepts, solutions and recommendations for subsequent action and implementation.
- B7** Critically appraise strategies to meet the new constellation of threats in the transformed international security environment as well as management of asymmetrical relationships and conflicts including in the context of disarmament and non-proliferation.

3C Generic cognitive skills;

On completion of this programme the successful student will be able to:

- C1** Apply critical analysis, evaluation and synthesis to forefront issues in international diplomacy.
- C2** Identify, conceptualise and define new and abstract problems and issues.
- C3** Develop original and creative responses to problems and issues.
- C4** Critically review, consolidate and extend knowledge, skills, practices and thinking in international diplomacy.
- C5** Deal with complex issues and make informed judgements in situations in the absence of complete or consistent data/information.

3D Communication, numeracy and ICT skills;

On completion of this programme the successful student will be able to:

- D1** Express ideas clearly, inspirationally and unambiguously using a range of media (written, oral and digital) to a range of audiences with different levels of knowledge/expertise.
- D2** Present, challenge, defend and communicate ideas, assumptions and results using a range of media (written, oral and digital) to peers, more senior colleagues and specialists.
- D3** Actively listen and respond appropriately to ideas of others
- D4** Apply appropriate software in the analysis and presentation of information to suit purpose.
- D5** Using appropriate technology, interpret qualitative/quantitative data to solve research problems

3E Autonomy, accountability and working with others.

On completion of this programme the successful student will be able to:

- E1** Manage themselves, time and resources effectively
- E2** Work effectively in a team and recognise challenges and opportunities associated with team working
- E3** Show sensitivity and respect for diverse values and beliefs
- E4** Apply the ethical requirements in both the access and use of information

Strategy for Learning

The teaching, learning and assessment strategies used in this programme are based around the GCU Strategy for Learning (SfL) 2015-2020, which aims to “produce graduates who will be proficient in their discipline, entrepreneurial, confident, responsible and capable of fulfilling leadership roles in different organisational, cultural and global contexts” (GCU SfL, 2015). This strategy and framework influence all GCU programmes and is underpinned by a number of design principles and these should inform the design and operation of the programme; the manner in which these influence the programme and are embedded in the programme are outlined below.

The programme’s philosophy is based on the progressive development of students with particular focus on attainment of reflective skills, bridging the gap between theory and practice, learning from their experience and developing critical thinking contextualised in the workplace using industry standards and approaches shaped by modern businesses. The assignments are designed to reflect on existing and new experience and its relevance for the workplace underpinned by academic rigor. Overall, the programme welcomes challenging of conventional knowledge and encourages students to consider creative alternative solutions to contemporary issues.

In order to facilitate flexible entry points for students (i.e. Trimester A, B or C starting points), the international diplomacy core *Diplomacy, Practice, Procedures and Dynamics I* alongside the specialisation core *International Security* are taught at the beginning of each intake followed by *Diplomacy, Practice, Procedures and Dynamics II* and *Introduction to Research Methods* in cohort’s second trimester in preparation for their *Research Project* in the third trimester of studies. This is accompanied by alternating the other two diplomacy core modules and specialisation options which are shared by other programme intakes across the international diplomacy suite or the programme specifically. A principle of 38 contact hours has been adopted with 36 hours spread across a 12 week trimester reserving 2 contact hours for timetables tutorials e.g. to provide tailored support and formative feedback.

The nature of the classroom setting is a balance between knowledge transfer, interactivity and group activities; with students expected to contribute to the learning activities. Students are however expected to engage with all elements of programme delivery; face to face, online and experience building activities. Problem based and project based scenarios are commonly used to trigger the students’ curiosity, with group work, peer support and facilitation key teaching and learning strategies. Students are required to undertake a programme of specified reading for independent learning, and reflect upon managerial practices within the workplace. The teaching and skills development programme will be supported via GCU Learn (GCU’s VLE platform), which will also enhance the students’ ability to utilise e-communication.

The curriculum is evidence based, and the pedagogy adopted by all parties will be predominantly an action- learning approach, reflective in nature, which encourages participants to work on the real scenarios they have encountered in their own workplace or context and examples introduced into the classroom by senior practitioners. By blending these strong theoretical underpinnings and practitioner-led real-world contexts, students will be able to formulate workplace ready solutions.

Assessment is predicated on a flexible approach to assessment that goes beyond the written report or assignment. Students will be asked to produce reflective accounts as well the production of a range of the work and global experience related artefacts, for example strategy documents, audits, service plans, policies, standard operating procedures, reports, action plans. There will be considerable

formative feedback during weekly assessments and some modules may use a proportion of online tasks as part of their summative assessment.

To support learning, a structured approach to formative assignments will be used, including peer discussions, tutor feedback and student personal reflection. Opportunities for formative assessment will be in every module. Additionally, modules will seek to support the development of academic and information literacies as well as digital capabilities through the use of materials developed by the ADTs.

The programme's design encourages the creation of an environment in which students take responsibility for their own learning; where they are fully informed about the opportunities available to them, but also aware of their responsibility to engage with these. It places emphasis on the importance of reflective and applied learning, and envisages students drawing on informal and formal feedback to engage in a dialogue with staff to help plan their future learning. Students will need to develop the ability to identify learning opportunities beyond the classroom. These might, for example, take the form of part-time work-based projects that build on work activities and integrate knowledge, skills and values developed through higher education learning.

The role of senior practitioners in the programme design and delivery is critical in ensuring the learning does not take place in vacuum but is applied to real-world contexts. Further, the involvement of senior practitioners will also shape the co-curricular learning environment through masterclasses, workshops and optional international visits. This model has successfully enhanced the programmes at GCU London. Modules will provide an environment to extend the discussions from such events into the classroom. This collective approach provides a consistent focus for the student.

Common Good Attributes

The Common Good Attributes have been developed to reflect desired Graduate Attributes commensurate with the desire for GCU graduates to make a positive difference to social good.

Active and global citizenship: The programme's aim is that students develop a critical understanding of the complexities of the global environment for governments, non-governmental organisations and business communities, the skills to manage that complexity, including consideration of the intercultural issues relating to leadership and management. These themes are embedded across the range of modules. For example, in "Cross-Cultural Communications: Projections and Perceptions" where students take on different cultural perspectives.

Entrepreneurial mind-set: the problem-focused and questioning style at the heart of this programme will support students to create practical and safe solutions in the real-world. As these skills develop, then self-detection of problems is expected, then looking to drive improvements and local changes will be expected from these graduates. Entrepreneurial thinking and problem-solving on this programme focuses on international security solutions. For example, in the "International Security" module and the specialisation option modules on students apply their diplomacy skills and knowledge to offer innovative international security solutions including civil non-military contexts such as science and technology but also military and defence perspectives.

Responsible leadership: it is anticipated that students on this programme will take their learning into the real world to prevent and solve conflict. Negotiating and mediating in these processes requires leadership with foresight. Making sure exchanges are balanced, consider wider causes of conflict such as poverty and inequalities, the role of the business community as well as technologies and science requires diplomats to be responsible leaders outside of hierarchies in order to support all stakeholder perspectives. For example, the "Diplomacy, Procedures, Practice and Dynamics" modules I and II are core to enabling students to take balanced views and lead in diplomatic matters to ensure all parties feel valued in the process.

Confidence: As future graduates of the programme, developing a wider knowledge and skill-set will allow a greater contribution within international diplomacy and, in turn, greater confidence. Having the tools and skills to communicate confidently for negotiations, formal and informal diplomatic exchanges. For example, this is most obviously explored in the module "Cross-Cultural

Communications: Projections and Perceptions” is designed to equip students with the tools and skills to communicate across cultural boundaries in a culturally appropriate yet assertive and confident manner. Similar aspects apply to the digital domain considering the fluidity of communication channels including new digital and social media. This is explored in much detail and practical application in “Digital Nation State: Strategies and Implementation” to allow graduates to confidently engage in new emerging media.

4. PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

The MSc International Security and Diplomacy sits within a Suite of International Diplomacy master programmes as well as the GCU London’s Master of Science Framework. The International Diplomacy Suite consists of three programmes. These programmes share a 60 credits (4x 15 credit modules) *International Diplomacy Framework* of Shared Core. The *International Diplomacy Framework* provides for underpinning international diplomacy knowledge and skills through *Diplomacy, Practice, Procedures and Dynamics I & II*. These two modules run sequentially for each intake i.e. first and second trimester of study. The other two *International Diplomacy Framework* modules add innovative and distinctive facets to the programme through digital diplomacy and cross-cultural communications alternate each trimester.

Building on the shared core, the MSc International Security and Diplomacy has three 15-credit modules that are unique to the specific pathway within the International Diplomacy Suite. Firstly, *International Security* is a “setting the scene” module for this programme. It is taught in the first trimester for each intake alongside *Diplomacy, Practice, Procedures and Dynamics I*. Further, two option modules explore themes relevant to the programme in more detail. Specialisation options are chosen by the student cohort rather than free elective choices i.e. usually only one option module will run in each trimester. The specialisation core and option modules make up 45 credits distinct to the MSc International Security and Diplomacy within the International Diplomacy Suite.

The GCU London MSc Framework constitutes of 75 credits of research methods training and an individual research project (dissertation). Although the GCU London MSc Framework is generic, students are required to develop a topic that is related to their award. The overall credit structure allows for synergies within the suite, provides for programme distinctiveness and allows for student interests to actively influence the curriculum to suit their interests. For an overview of structure within the International Diplomacy Suite and GCU London MSc Framework see figure below.

		MSc International Diplomacy and the Digital State	MSc International Security and Diplomacy	MSc International Business, Trade and Diplomacy
International Diplomacy Framework	Shared Core (15 credits each)	<ul style="list-style-type: none"> - Diplomacy, Practice, Procedures and Dynamics I - Diplomacy, Practice, Procedures and Dynamics II - Cross-Cultural Communication: Projection and Perception - Digital Nation State: Strategies and Implementation 		
Programme Specialisation	Specialisation Core (15 credits each)	- Economic Diplomacy	- International Security	- International Business and Trade
	Specialisation Options (15 credits each) <i>Options unique to programme in International Diplomacy Suite; two options per academic year informed by cohort preference</i>	<ul style="list-style-type: none"> - Strategic Public Diplomacy - International Protocol and Etiquette - Media Concepts, Strategies and Diplomacy - Global Tolerance and Peace Studies 	<ul style="list-style-type: none"> - Defence Diplomacy and Civil Military Relationship - Science Diplomacy and International Policy 	<ul style="list-style-type: none"> - Ethics, Governance and Responsible Leadership - Global Perspectives on Risk - International Management, Strategy and Finance - Leadership and People Management
GCU London MSc Framework	Framework Core <i>Shared Core with other GCUL MSc</i>	<ul style="list-style-type: none"> - Introduction to Research Methods (15 credits) - Research Project (60 credits) 		

MSc International Security and Diplomacy**SCQF Level 11**

Module Code	Module Title	Credits
Core Modules		
MMN225820	Diplomacy, Practice, procedures and Dynamics I	15
MMN225823	Diplomacy, Practice, procedures and Dynamics II	15
MMN225821	Cross-Cultural Communication: Projection and Perception	15
MMN225822	Digital Nation State: Strategies and Implementation	15
MMN225827	International Security	15
MMN225006	Introduction to Research Methods	15
Option Modules (any two of the following)		
MMN225824	Defence Diplomacy and Civil Military Relationship	15
MMN225830	Science Diplomacy and International Policy	15
	Exit Award: Postgraduate Certificate in International Diplomacy (30-60 credits from Core Modules and 0-30 credits from Option Modules)	60
	Exit Award: Postgraduate Diploma in International Diplomacy (all 90 credits from Core Modules plus 30 credits from the Option Modules)	120
MMN225007	Research Project	60
	Final Award: MSc International Security and Diplomacy (Postgraduate Diploma plus 60 credits Research Project)	180

5. SUPPORT FOR STUDENTS AND THEIR LEARNING**We will support students by:**

- Induction programme
- Programme handbook and Module handbooks
- Study skills packages
- GCU Learn, which is a web based learning environment, used on all modules
- Flexible learning/study packs
- Programme leader to assist with academic/personal issues
- Module Leader/Tutors to assist with academic and subject specific issues
- Access to the Academic Development Tutor who provides assistance and guidance
- Access to visiting lecturer presentations
- Student Staff Consultative Group
- Student representatives on the Programme Board
- ICT Skills Support

An induction programme will take place at the start of each new teaching cohort. The aim of the induction process is to provide an effective, informative transition experience for new students. Key activities will include providing information on the programme of study and the roles and responsibilities with particular emphasis on co-curricular activity engagement; providing information regarding the resources and the support services offered at GCU London, throughout the University and the wider London environment. During this time, students can also meet and interact with academic staff, fellow students and meet their academic advisors.

Programme Leader

The Programme Leader has overall responsibility for the academic aspects of a student's programme of study. This involves:

- ensuring entry requirements are fulfilled;
- arranging supervision of dissertation projects;
- monitoring academic standards;
- liaison with the External Examiner.

Each postgraduate student of the University has access to a member of staff who has formal responsibility for offering general advice and guidance on academic matters, and for providing information on support services organised within the University community. The Programme Leader will perform the duties of Personal Tutor for MSc International Security and Diplomacy students.

Students are entitled to expect the following from their Personal Tutor:

- feedback on overall academic progress;
- guidance before withdrawal from any module;
- guidance following failure of any module;
- referral to University officers in respect of non-academic personal problems

Module Leaders

Individual modules within the MSc International Security and Diplomacy will be co-ordinated by Module Leaders whose role will primarily be that of facilitator of the named module. The Module Leader is the first point of contact in respect of academic matters related to the named module.

The role of the Module Leader is to:

- design and structure the curriculum;
- provide academic leadership;
- facilitate learning through the use of computer mediated conferencing;
- act as the first examiner in assignments and examinations.

Students are provided formative and summative feedback via a variety of mechanisms. Feedback on coursework is provided within 3 working weeks of submission.

Programme Administration Team

Administrative support for the Programme is provided by the Central Programmes Office. A team of named administrators will be a point of contact for students. They will assist in the processing of enquiries and applications, maintain student records, record the result of student assessments in conjunction with the University's Department of Academic Administration, acknowledge receipt of coursework and generally be a point of routine enquiry for students.

Listening to student opinions

A Student Staff Consultative Group operates for all students on the MSc International Security and Diplomacy programme who are invited to make use of this as a channel to represent student views via the class Student Representative, who also attends the Programme Boards. The calendar of meetings will be made known to students by the Programme Leader and students are encouraged to submit matters for discussion via the Programme Leader or the Programme Coordinator.

Student Support and Guidance

Support and guidance is offered via the:

Programme Leader;

Module Leaders;
Programme Administration team;
Peer support;
Student Services Department.

Additional support in areas such as registration, funding, careers, counselling, learning development, library, regulations and conduct is also available at GCU London Campus.

6. CRITERIA FOR ADMISSION

Candidates must be able to satisfy the general admission requirements of Glasgow Caledonian University

Programme Admission Requirements:

Academic Requirement to be able to study at master's level is typically demonstrated through an Undergraduate Degree (UK 2:2 degree or equivalent) in any discipline.

Non Standard Entry

In lieu of the academic requirement, work experience will be considered by the Programme Leader assessed in a Professional Conversation. The Professional Conversation is usually informed by a discussion of an issue relevant to the applicant published in a professional/ international diplomacy journal as well as a significant analysis or report generated by the applicant in his/her current role.

English Language

Academic IELTS score of 6.0 (or equivalent) with no element below 5.5. If a student does not meet the English language requirements, they may be eligible for our pre-sessional English programme which is taught at our London campus.

Recognition of Prior Learning

Candidates will be actively considered and encouraged to apply under the GCU Recognition of Prior Learning (RPL) Policy. RPL is an integral component of the University's commitment to widening participation through supporting the provision of flexible routes into and through programmes at GCU for all learners with the potential to benefit from higher education regardless of background. RPL supports flexible delivery such as work-based learning and part-time provision. . An applicant can seek entry to the programme if they do not have the normal entry requirements but can demonstrate that they have achieved the prerequisite skills and knowledge through their experience (RPL), or informal learning (RPiL). Applicants may be granted entry with advanced standing, if they can demonstrate equivalence to the learning outcomes through Recognition of Certificated Prior Learning (RCPL) of a module. A student can gain credit towards an award through a combination of prior informal and prior certificated learning. There are programme limits on the amount of credit that can be awarded through RPL and credit transfer. Prospective applicants entering the programme through the University's Recognition of Prior Learning (RPL) Policy can be awarded a maximum of 66.7% of specific credit (120 credits), recognising that all other quality and educational requirements must be met.

<https://www.gcu.ac.uk/academicqualityanddevelopment/academicquality/regulationsandpolicies/recognitionofpriorlearningrplatgcu/>

7. METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:

- Annual Programme Monitoring Process
- Annual Module Monitoring Process
- Module Feedback Questionnaire
- External Examiner(s) Reports
- Annual monitoring (required by Professional and/or Statutory Bodies)
- Enhancement-led Internal Subject Review (ELISR)
- Enhancement-led Institutional Review (ELIR)

Committees with responsibility for monitoring and evaluating quality and standards:

- Student Staff Consultative Group (SSCG)
- Programme Board (PB)
- School Board
- Assessment Board (AB)
- University Learning and Teaching Sub-Committee (LTSC)
- University Academic Policy Committee (APC)
- University Senate

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- Student Staff Consultative Group (SSCG)
- Student representation on Programme Board (PB)
- Student representation on School Board
- Module Feedback Questionnaire
- GCU Learn
- Open access to members of Programme Team e.g. Module Leaders, Programme Leader, Academic Advisor

Staff development priorities include:

- Postgraduate Certificate in Learning and Teaching
- Continuous Professional Development (CPD)
- Performance and Development Annual Review (PDAR)
- Peer support for teaching
- Mentoring scheme for new teaching staff
- Conference and seminar attendance and presentation
- Research Excellence Framework (REF) submission
- Membership of Higher Education Academy (HEA)
- Membership of and involvement with Professional Bodies

8. ASSESSMENT REGULATIONS

Students should expect to complete their programme of study under the Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students.

The Glasgow Caledonian University Assessment Regulations which apply to this programme, dependent on year of entry can be found at:

[GCU Assessment Regulations](#)

9. INDICATORS OF QUALITY AND STANDARDS

- Student progression rates
- Student Staff Consultative Group Meetings
- External Examiner Reports considered at Programme Boards
- Annual Module Monitoring Report of modules to the Programme Board for sharing of good practice and proposed modules enhancements
- Annual Programme Analysis
- The outcome of any Cognate Area Reviews organised by the School and /or University
- The outcome of any University internal quality audit of the programme
- The outcome of any QAA HE subject/institutional review
- Application rates
- Applications through 'word of mouth' recommendations
- Annual student satisfaction questionnaire
- Research publication: conference papers, journal articles, chapters in textbooks
- Consultancy income

10. INFORMATION ABOUT THE PROGRAMME

Key information about the programme can be found in:

- Definitive Programme Document
- Programme Handbook
- Module Handbook
- University Website <http://www.gcu.ac.uk>
- School Website
- GCULearn
- My Caledonian
- University Prospectus

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning assessment methods of each module can be found in the University Module catalogue which can be accessed from the University website. The accuracy of the information in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

A curriculum map is attached showing how the outcomes are being developed and assessed within the programme. This relates the modules from Section 4 to the outcomes in Section 3.

DATE: August 2018

Curriculum Map for MSc International Security and Diplomacy

The curriculum map links the modules (Section 4) to the Outcomes listed in Section 3

PSMAP

This map provides both a design aid to help academic staff identify where the programme outcomes are being developed and assessed within the course. It also provides a checklist for quality assurance purposes and could be used in approval, accreditation and external examining processes. This also helps students monitor their own learning, and their personal and professional development as the course progresses. The map shows only the main measurable learning outcomes which are assessed. There are additional learning outcomes (e.g. attitudes and behaviour) detailed in the module specifications which are developed but do not lend themselves to direct measurement

Modules

Programme outcomes

Modules		A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	E1	E2	E3	E4
Core Modules																													
SCQF11	MMN225820	Diplomacy, Practice, procedures and Dynamics I	X	X	X	X	X	X	X	X		X			X	X	X	X	X	X	X	X	X	X		X	X	X	X
	MMN225823	Diplomacy, Practice, procedures and Dynamics II	X	X	X	X	X	X	X	X		X			X	X	X	X	X	X	X	X	X	X		X	X	X	X
	MMN225821	Cross-Cultural Communication: Projection and Perception	X	X	X				X	X	X		X				X	X	X	X	X	X	X	X		X	X	X	X
	MMN225822	Digital Nation State: Strategies and Implementation	X	X	X	X	X	X		X	X						X	X	X	X	X	X	X	X		X	X	X	X
	MMN225827	International Security	X	X		X	X	X	X	X	X		X	X		X	X	X	X	X	X	X	X	X		X	X	X	X
	MMN225006	Introduction to Research Methods	X	X	X	X	X	X	X	X	X	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X
	MMN225007	Research Project	X	X	X	X	X	X	X	X	X	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X
	Option Modules																												
	MMN225824	Defence Diplomacy and Civil Military Relationship	X		X	X	X	X					X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	MMN225830	Science Diplomacy and International Policy	X	X		X	X	X	X				X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	

APPENDIX 1

Completion of Programme Specification

Programme teams:

- are expected to review the programme specification as part of the annual programme monitoring process
- will use this amended pro-forma for new programmes approved from September 2016
- will be expected to modify the current specifications on the next occasion programmes are reviewed

Each Programme Specification should be accompanied by a Curriculum map (PSMAP).

Intended Learning outcomes

Learning outcomes should be defined by the programme development team in accordance with SCQF guidance on level descriptors ([SCQF Level Descriptors \(revised 2012\)](#))

As part of the development of the Common Good Curriculum, on 11 May 2016 APC approved a set of Common Good Attributes to formally replace GCU Graduate Attributes as part of mainstream programme development, approval and review ([Common Good Attributes](#)). These are:

- Active and global citizenship
- Entrepreneurial mindset
- Responsible leadership
- Confidence

From Session 2016/17, Programmes undergoing approval or review must demonstrate how the achievement of the Common Good Attributes is embedded in the programme. Section 2(a) of the Quality Enhancement and Assurance Handbook provided guidance on how to map these attributes.

NB.

- The expectation is that not all of the learning outcomes are necessarily directly assessed e.g. a task might be undertaken as a team but individually assessed.

Further Links

QAA guidelines for the creation of a Programme Specification Proforma can be found at [Guidelines for the creation of a PSP](#)

Information on Subject Benchmark Statements can be found on the QAA site at [Subject Benchmark Statements](#)

ASSESSMENT LOADING MATRIX

Appendix 2

Assessment Matrix MSc International Diplomacy and the Digital State

SHE Level 11									
Module Code	Module Title	Trimester	Credits	Assessment Weighting					
				Cw1	Cw2	Cw3	Ex1 (Exams Office)	Ex2 (Exams Office)	Ex3 (Class Test)
MMN225820	Diplomacy, Practice, procedures and Dynamics I	A, B, C*	15	100%					
MMN225823	Diplomacy, Practice, procedures and Dynamics II	A, B, C**	15	100%					
MMN225821	Cross-Cultural Communication: Projection and Perception	A, B, C*** a)	15	40%	60%				
MMN225822	Digital Nation State: Strategies and Implementation	A, B, C*** b)	15	50%	50%				
MMN225827	International Security	A, B, C *	15	100%					
MMN225824	Defence Diplomacy and Civil Military Relationship	A, B, C	15	100%					
MMN225830	Science Diplomacy and International Policy	A, B, C	15	100%					
MMN225006	Introduction to Research Methods	A, B, C **	15	40%	60%				
MMN225007	Research Project	A, B, C ****	60	20%	80%				
<p>EXIT AWARD: Postgraduate Certificate in International Diplomacy – 60 credits</p> <p>EXIT AWARD: Postgraduate Diploma in International Diplomacy – 120 credits</p> <p>FINAL AWARD: Master of Science in International Security and Diplomacy – 180 credits</p>									
<p>Notes</p> <p>Modules shaded grey are option modules and one would run in each trimester based on cohort preference</p> <p>* runs in 1st Trimester of study i.e. in A for Trimester A start, etc.</p> <p>** runs in 2nd Trimester of study i.e. in B for Trimester A start, etc.</p> <p>*** a) and b) run in alternating pattern A, C, B and B, A, C i.e. one at a time in any one trimester</p> <p>**** runs in 3rd trimester of study</p>									