

## Programme Specification 2025-26

<b>1.</b>	<b>Programme title</b>	MA Global Governance and Sustainable Development
<b>2.</b>	<b>Awarding institution</b>	Middlesex University
<b>3a</b>	<b>Teaching institution</b>	1 Middlesex University London, 2 Middlesex University Dubai
<b>3b</b>	<b>Language of study</b>	English

<b>4a</b>	<b>Valid intake dates and mode of study</b>
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<b>Mode of Study</b>	<b>Cohort</b>	<b>Delivery Location</b>	<b>Duration</b>
Full-time (FT)	Semester 1	Hendon	1 Years
Full-time (FT)	Semester 2	Hendon	1 Years
Part-time (PT)	Semester 1	Hendon	2 Years
Part-time (PT)	Semester 2	Hendon	2 Years
Full-time (FT)	Semester 1	Dubai	1 Years
Full-time (FT)	Semester 2	Dubai	1 Years
Part-time (PT)	Semester 1	Dubai	2 Years
Part-time (PT)	Semester 2	Dubai	2 Years

<b>4c</b>	<b>Delivery method</b>	On Campus/Blended Learning
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<b>5. Professional/Statutory/Regulatory body (if applicable)</b>
N/A

<b>6.</b>	<b>Apprenticeship Standard (if applicable)</b>	N/A
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<b>7. Final qualification(s) available</b>
<b>Target Award Title(s)</b>
MA Global Governance and Sustainable Development
<b>Exit Award Title(s)</b>
PGCert Global Governance Sustainable Development
PGDip Global Governance and Sustainable Development

<b>8. Academic year effective from</b>	2025-26
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<b>9. Criteria for admission to the programme</b>
<p>2nd class or above honours degree in a relevant discipline; or</p> <p>2nd class or above honours degree in any discipline plus relevant work experience; or</p> <p>An equivalent qualification acceptable to the Academic Registry of the University; or</p> <p>A minimum of three years relevant voluntary or professional experience, and other professional qualifications. These applications are considered on an individual basis. Those without formal qualifications are welcome to apply and may be required to attend an interview. Additionally, such applicants will need to provide evidence of a minimum of three years relevant experience at middle to senior management level.</p> <p>International applicants whose first language is not English must prove competence to study at post-graduate level in English. Normally this will involve certification of competence of IELTS (with minimum 6.0 overall, with minimum 6.0 in Reading and Writing and minimum 5.5 in Listening and Speaking) or equivalent.</p> <p>Principle of fair admission</p> <p>The University aims to ensure that its admissions processes are fair, open and transparent and aims to admit students who, regardless of their background, demonstrate potential to successfully complete their chosen programme of study where a suitable place exists and where entry criteria are met. The University values diversity and is committed to equality in education and students are selected on the basis of their individual merits, abilities and aptitudes. The University ensures that the operation of admissions processes and application of entry criteria are undertaken in compliance with the Equality Act.</p> <p>We take a personalised but fair approach to how we make offers. We feel it's important that our applicants continue to aspire to achieving great results and make offers which take into account pieces of information provided to us on the application form.</p> <p>This includes recognition of previous learning and experience. If you have been working, or you have other learning experience that is relevant to your course, then we can count this towards your entry requirements and even certain modules once you start studying.</p>

<b>10. Aims of the programme</b>
<p>The programme aims to:</p> <p>The programme aims to:</p> <p>Provide students with in depth knowledge of evolving theoretical and conceptual, governance and policy approaches and interventions intended to support the societal transformation required for sustainable development.</p> <p>Develop students' systematic critical awareness of the complexities that inhibit the ability of</p>

national and international policies to effectively address global challenges such as climate change and poverty.

Provide an intellectual setting in which students can develop appreciation of substantive issues in relation to processes of governance and public policy formulation in different societies and contexts.

Develop critical understanding of notions such as sustainability, social justice, and rights.

Enhance opportunities for senior/managerial level employment through advanced intellectual, communication, technological and work-related skills.

Provide students with a multi-disciplinary understanding of the changing trends in sustainable development.

Foster students' ability to collect, analyse and interpret information on key issues related to their programme of study and to use this to construct reasoned, evidenced argument.

Apply research, policy, legislation and best practice principles to complex situations relevant to their own area of work or career aspirations through a substantial piece of independent study.

Demonstrate knowledge and apply current theories and practices related to business or policy practices, critically assess and interpret relevant organisational and external data to assist the organisation in its understanding of problems or opportunities in the relevant field of study and evaluate and apply relevant theories and models to arrive at practical solutions for a real-life organisation and the relevant policy context

## **11. Programme learning outcomes**

### **Programme - Knowledge and Understanding**

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

- 1.** a broad range of different theorisations, principles and manifestations of sustainable development in a global context
- 2.** the notion of global governance and its critique
- 3.** the notions of rights, social justice, equality and inclusion and their implications for governance
- 4.** the global governance actors and the factors that influence their remits and scope for action in devising and implementing governance solutions for key sustainable development issues
- 5.** global governance issues such as poverty, climate change, food security and gender and minority rights and demonstrate an understanding of the complexity of addressing these at different governance scales
- 6.** implications for international relations of forces of globalisation, the rise of international organisations and transnational politics.

<b>Programme - Skills</b>
On completion of this programme the successful student will be able to:
7. Systematically analyse drivers for and manifestations of sustainable development issues at a range of governance scales to identify appropriate governance responses
8. Devise evaluation criteria and apply these to governance and policy approaches centred on key global governance issues
9. Contrast and compare the different epistemological and ontological foundations of evidence and knowledge generation in relation to key sustainable development issues
10. Outline and evaluate the strengths and weaknesses (including ethical implications) of different research methodologies and methods in a chosen research or work-based development project
11. Develop in-depth expertise in a chosen area of sustainable development and identify personal strengths, knowledge and skills to market to potential employers.
12. Engage in reflective practice, relating studies to career and personal development.
13. Plan and carry out an independent research project, policy evaluation or work-based development project
14. Engage in reflective practice, relating studies to career and personal development and display practical capabilities in analytics data gathering, analysis, interpretation of data and evaluating governance performance

<b>12. Teaching/learning methods</b>
<p>Students gain knowledge and understanding through a programme of curated readings and seminars in core modules. Students will complement critical understanding of governance and public policy with in-depth specialist knowledge of substantive issues through their choice of optional module and a research dissertation or a work-based learning project. Teaching methods are designed to facilitate independent study and development as autonomous learners and to support the acquisition of employability skills.</p> <p>The skills-based assessment methods give students the opportunity to apply the knowledge learnt in taught sessions to real life scenarios from their chosen specialism and help them develop their subject specific practical, problem solving skills. Formative assessment is used to scaffold the transition from knowledge acquisition to application and evaluation. Those students who choose to take an integrated learning work placement and produce a project report will have further opportunity to enhance their practical skills. The dissertation project, the 12-month placement and Business Transformation Project modules (If the student is registered on the placement version of the programme) will all support the development of skills 4-8.</p> <p>Skills and practices are the particular focus of the second (placement) year of the 24-month version of the programme, where students get an opportunity to embed and augment what they have learned in the first year and examine the implications of putting such learning into real world practice.</p> <p>Independent study, whether in support of individual modules or in the dissertation or</p>

placement activity is supported by a combination of module leaders, workshops with the team that provides Learning Enhancement, dissertation supervisors and placement supervisors whether through one to one or workshop-based activity.

FT 8 hours

PT 5 hours

FT 42 hours

PT 15 hours

FT 30 hours per week over a maximum of 44 days over 24 weeks for a 60 credit placement

The one-year Professional Experience will involve a minimum of 30 hours per week over a minimum of 40 weeks in the second year

PT 15 hours

week over a maximum of 22 days over 12 weeks for a 15 credit placement

The one-year Professional Experience will involve a maximum of 15 hours per week over a maximum of 20 weeks in the second year

### **13. Employability**

#### **13a Development of graduate competencies**

#### **13b Employability development**

Most postgraduate students join the MA programmes with a good level of graduate competence developed in their undergraduate experience. The MA experience can enable students to develop such competencies further. It is the case that such competencies are largely affective skills and the MA Global Governance and Sustainable Development enables students to enhance such skills in a number of ways. The development of leadership and influence is enabled through the many opportunities provided through teamwork based formative assessments, and the requirements for student teams to decide on a rapporteur and a notetaker in workshops and seminars. Students build their confidence to undertake such roles the more opportunities they get, and academic colleagues are mindful to ensure that the majority of students have opportunities to undertake such roles. Through such teamwork opportunities are offered to enable collaborative innovation as well as enhancing attributes of communication, empathy and inclusion. Communication among fellow students and their diverse international experience enhances their curiosity and desire to learn. Such diversity among the student body involved in the programme is a great encouragement to generate empathy and inclusion. In class debates and symposia are also important arenas for the development of such skills. Students also work and study individually for much of the time. The teaching and learning strategies adopted challenge students to think and develop ideas creatively through problem solving. Opportunities are offered through exercises in the core modules including Environmental Governance and Global Governance for Sustainable Development. The great diversity of assessment types offered in modules not only enhances student technological agility through

encountering often unfamiliar software such as SPSS and N-Vivo in such modules as Research and Dissertation. The diversity and range of assessment also challenges students to develop their levels of resilience and adaptability as they are required to practice and develop their skills in presentation, debate, evaluation, critical review, video creation, alongside more 'traditional' academic skills such as essay writing and reviewing literature. For students choosing to undertake the placement opportunity afforded by either Integrated Work and Learning or the longer placement involved in Work Integrated Learning, the opportunity to secure first-hand experience of working in a relevant field, and applying some of their knowledge and skills in a practical setting should also enhance their competencies in the affective skills. All of these supposedly 'soft skills' or competencies are vital for the enhancement of employability.

### **13c Placement and work experience opportunities (if applicable)**

N/A

### **13d Future careers / progression**

Graduates may seek policy related appointments with national governments, and regional and global governance organizations. They will be prepared for work in the 'Third' or 'Not-for-Profit' sector, national and international NGOs, charities and community organisations. Graduates will also be equipped to work at a decision-making level within the international development sector, environmental agencies or organisations dedicated to sustainable development. It is envisaged that in year 2 students will have opportunities to work within several sectors of employment that align with the programme aims.

The choice of dissertation provides students with an opportunity to develop additional specialist skills and knowledge in a field they are particularly interested in. For those students intending to further their education, both the 12-month and 24-month iterations of the MA Global Governance and Sustainable Development will equip them with a range of skills required for doctoral-level study.

In the case of the Master's awards, these aims will be realised in full. For earlier exit awards, achievement of the aims will be as follows:

For the Diploma, all aims stated above, with the exception of completion of Dissertation or Work Integrated Learning outcomes.

For the Certificate exit award will be achieved at successful completion of the two compulsory 30 credit modules

## **14. Assessment methods**

Students' knowledge and understanding is assessed by -

a variety of assessment methods including essays, reports, reviews, individual and group presentations and a research proposal / placement report. The range of coursework submissions allows students to demonstrate their understanding of theory and practice and their ability to sustain a coherent argument in different ways.

Students' practical skills are assessed by a variety of methods. Students are given the opportunity to demonstrate skills B1 to B3 (see section 11 above) in a variety of modules through workshop exercises and through diverse formative and summative assessments.

Skills B4 to B6 (see section 11 above) are best demonstrated by an independent research dissertation or by the Integrated Learning and Work placement project.

### **15. Programme Structure (level of study, modules, credits and progression requirements)**

The MA Global Governance and Sustainable Development, is studied full time over one year or part-time over two years. The programme has two entry points: September and January. Full time MA students will take 120 credits of taught modules over the academic year plus undertake a dissertation or alternatively complete a placement project for a further 60 credits. Part time MA students will study 60 credits in each year and complete the 60 credit Research Dissertation or the 60 credit Integrated Learning and Work placement option over the second year. Students who successfully complete the required 120 taught credits but who either fail or do not undertake a Research Dissertation or Integrated Learning and Work placement will be eligible to exit with an award of a PG Diploma. Students who successfully complete SSC4804 Global Governance for Sustainable Development (30 credits) and SSC4805 Environmental Governance (30 credits) will be eligible to exit their studies with a PGCert Global Governance and Sustainable Development.

The Global Governance and Sustainable Development programme is structured to accommodate both full-time study, which may include an opportunity of professional experience for 12 months for students studying at the London campus (but NOT Dubai). In both Hendon and Dubai the programme has two entry points: September and January.

Full-time students on the Professional Experience version of the programme will take the 12-month non-credit bearing Postgraduate Placement module in year two in order to gain the qualification titled MA/PGDip/PGCert Global Governance and Sustainable Development with Professional Experience.

In the event of a student being unsuccessful in securing a 12-month postgraduate placement or chooses not to progress to that route, the student may undertake the Business Transformation Project module or the Placement. Alternatively, the student may exit after completing year one with a MA Global Governance and Sustainable Development award providing they have, or can complete, sufficient credits (180 including SSC4809 Research and Dissertation).

Structure is indicative for Part-time routes.

Students must take all of the compulsory modules and choose following programme requirements from the optional modules.

Non-compensatable modules are noted below.

#### **Available Pathways**

MA Global Governance And Sustainable Development

MA Global Governance and Sustainable Development with Professional Experience

#### **Year 1**

Students on the January intake will start on Semester 2 followed by Semester 3 and then Semester 1

### Year 1 Level 7 FT and PT

Code	Type	Module Title	Credits at FHEQ Level
SSC4803	Compulsory	Sustainable Development and Human Rights 2025-26	15 at Level 7
SSC4805	Compulsory	Environmental Law and Governance 2025-26	30 at Level 7
SSC4804	Compulsory	Global Governance for Sustainable Development 2025-26	30 at Level 7
SSC4802	Compulsory	Intersectionality in Practice 2025-26	15 at Level 7

### Year 1 Level 7 FT and PT Semester 1 Options

SELECT ONE 15 CREDIT OPTION:

Code	Type	Module Title	Credits at FHEQ Level
SSC4808	Optional	Intergrated Work and Learning 2025-26	15 at Level 7
SSC4807	Optional	Cities and Sustainable Development 2025-26	15 at Level 7
SSC4801	Optional	Migration: Debates and Governance 2025-26	15 at Level 7
POI4802	Optional	Foreign Policy and Geopolitical Risks in a Changing World Order 2025-26	15 at Level 7

Code	Type	Module Title	Credits at FHEQ Level
SSC4808	Optional	Intergrated Work and Learning 2025-26	15 at Level 7
SSC4806	Optional	Climate Justice 2025-26	15 at Level 7
LEX4812	Optional	Business and Human Rights 2025-26	15 at Level 7



## Year 1 Level 7 FT and PT Semester

### 1, 2 and 3

SSC4809 Research and Dissertation or SSC4606 Work Integrated Learning (60 credits)

\* SSC4808 Integrated Work and Learning (15 credits) cannot be taken in combination with the 60 credit SSC4808 Work Integrated Learning module

Code	Type	Module Title	Credits at FHEQ Level
SSC4809	Compulsory	Research and Dissertation 2025-26	60 at Level 7
SSC4606	Compulsory	Work Integrated Learning 2025-26	60 at Level 7

## Year 2

### Year 2 Level 7 PT Optional Modules Semester 1 Options PT

SELECT ONE 15 CREDIT OPTION:

Code	Type	Module Title	Credits at FHEQ Level
SSC4808	Optional	Intergrated Work and Learning 2026-27	15 at Level 7
SSC4807	Optional	Cities and Sustainable Development 2026-27	15 at Level 7
SSC4801	Optional	Migration: Debates and Governance 2026-27	15 at Level 7
POI4802	Optional	Foreign Policy and Geopolitical Risks in a Changing World Order 2026-27	15 at Level 7

### Year 2 Level 7 PT Optional Modules Semester 2 Options PT

SELECT ONE 15 CREDIT OPTION:

Code	Type	Module Title	Credits at FHEQ Level
LEX4812	Optional	Business and Human Rights 2026-27	15 at Level 7
SSC4808	Optional	Intergrated Work and Learning 2026-27	15 at Level 7
SSC4806	Optional	Climate Justice 2026-27	15 at Level 7

Code	Type	Module Title	Credits at FHEQ Level
SSC4809	Compulsory	Research and Dissertation 2026-27	60 at Level 7
SSC4060	Compulsory	Work Integrated Learning 2026-27	60 at Level 7

## **MA Global Governance and Sustainable Development with Professional Experience**

### **Year 1**

Students on the January intake will start on Semester 2 followed by Semester 3 and then Semester 1

### **Year 1 Level 7 FT and PT**

Code	Type	Module Title	Credits at FHEQ Level
SSC4803	Compulsory	Sustainable Development and Human Rights 2025-26	15 at Level 7
SSC4805	Compulsory	Environmental Law and Governance 2025-26	30 at Level 7
SSC4804	Compulsory	Global Governance for Sustainable Development 2025-26	30 at Level 7
SSC4802	Compulsory	Intersectionality in Practice 2025-26	15 at Level 7

### **Year 1 Level 7 FT and PT Semester 1 Options**

SELECT ONE 15 CREDIT OPTION:

Code	Type	Module Title	Credits at FHEQ Level
SSC4808	Optional	Intergrated Work and Learning 2025-26	15 at Level 7
SSC4807	Optional	Cities and Sustainable Development 2025-26	15 at Level 7
SSC4801	Optional	Migration: Debates and Governance 2025-26	15 at Level 7
POI4802	Optional	Foreign Policy and Geopolitical Risks in a Changing World Order 2025-26	15 at Level 7

**Year 1 Level 7 FT and PT Semester 2 Options**

SELECT ONE 15 CREDIT OPTION:

Code	Type	Module Title	Credits at FHEQ Level
SSC4808	Optional	Intergrated Work and Learning 2025-26	15 at Level 7
SSC4806	Optional	Climate Justice 2025-26	15 at Level 7
LEX4812	Optional	Business and Human Rights 2025-26	15 at Level 7

**Year 1 Level 7 FT and PT Semester 1, 2 and 3**

SSC4809 Research and Dissertation or SSC4606 Work Integrated Learning (60 credits)

\* SSC4808 Integrated Work and Learning (15 credits) cannot be taken in combination with the 60 credit SSC4808 Work Integrated Learning module

Code	Type	Module Title	Credits at FHEQ Level
SSC4809	Compulsory	Research and Dissertation 2025-26	60 at Level 7
SSC4060	Compulsory	Work Integrated Learning 2025-26	60 at Level 7

**Year 2****Year 2 MA Global Governance and Sustainable Development with professional experience**

Code	Type	Module Title	Credits at FHEQ Level
MKT4817	Compulsory	Business Transformation Project 2026-27	0 at Level 7
MKT4816	Compulsory	Postgraduate Placement - 12 months 2026-27	0 at Level 7

\*Please refer to your programme page on the website re availability of option modules

## **16. Programme-specific support for learning**

Students whose first language is not English or who otherwise wish to have support with academic writing can access the specialist Learning Enhancement Team (LET) on the Campus.

The University English Language Centre offers English language courses (pre-entry) to enable applicants to achieve the required entry score

Moodle provides additional information and resources to support students. Course materials, links to resources and interactive exercises are provided.

Each student will have a designated research or work-integrated learning supervisor

The Learning Enhancement (LE) can provide one-to-one development planning and an agreed programme of activities and goals to develop students' writing skills through study.

Facilities and equipment available to assist students with disabilities.

Access to careers information and an Employability Service (MDXWorks) staffed with careers advisers with extensive knowledge of career options in the international politics area.

Middlesex University Library and subject librarian will provide access to specialist learning resources i.e., journals, textbooks, reports etc. For ease of access for students based at Hendon, the library has facilities for inter-library loans and photocopying of any articles required. The library can also provide texts/articles or chapters where possible in electronic format for students. Other articles may be obtained from the British Library in London where a similar provision is provided.

MyLearning/Moodle provides additional information and resources to support students.

Counselling and Mental Health Team – provides mental wellbeing support and a confidential individual counselling service to help students manage any challenges affecting them emotionally or psychologically that they might face during their study.

Disability and Dyslexia Service – supporting an inclusive teaching and learning environment which caters for all students.

Student Welfare Advice Team – providing information and advice on funding matters and housing.

International Student Advice Team – providing information and advice on visa and immigration concerns, for both international applicants and current international students.

Law Progression and Support Team – providing ongoing student support to ensure students' progress on their programme.

## **17. HECos code(s)**

100488: International Development

<b>18. Relevant QAA subject benchmark(s)</b>	
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<b>19. University Regulations</b>
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This programme will run in line with general University Regulations: <a href="#">Policies   Middlesex University</a>
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<b>20. Reference points</b>
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<b>21. Other information <i>(if applicable)</i></b>
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Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if they take full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.