Programme Specification

I. Programme Details

<table>
<thead>
<tr>
<th>Programme title</th>
<th>Global Energy &amp; Climate Policy</th>
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<tbody>
<tr>
<td>Final award (exit awards will be made as outlined in the Taught Degree Regulations)</td>
<td>BA ☐ MA ☐ BSc ☐ MSc ☒ Other ... ☐</td>
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<tr>
<td>Mode of delivery</td>
<td>Distance-learning ☐ On-campus ☒</td>
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<tr>
<td>Professional body accreditation (if applicable)</td>
<td>n/a</td>
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<tr>
<td>Academic year this specification was created</td>
<td>2016/17</td>
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<tr>
<td>Dates of any subsequent amendments</td>
<td></td>
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II. Programme Aims: What will the programme allow you to achieve?

1. Enabling graduate students to acquire the knowledge, understanding, skills and aptitudes necessary to proceed to careers in cross-cultural and international professional contexts relating to energy and climate policy.
2. Providing learning opportunities to enable graduate students to acquire the interdisciplinary knowledge to undertake further advanced studies and research in the area of energy and climate policy.
3. Contributing to university objectives by providing high quality research training to an increasing number of postgraduate students and enhancing their key skills and employability.

III. Programme Learning Outcomes: What will you learn on the programme?

There are four key areas in which you will develop:

**Learning Outcomes: Knowledge**

1. An in-depth critical understanding of the nature and development of Energy and Climate policy at a global level.
2. An advanced understanding of changes in the international patterns of energy production and the inherently political nature of international production processes and organisation.
3. A sound grounding in policy and regulatory problems created by the operations of the energy industry and related actors.
4. A systematic and critical understanding of the fundamentals of policy strategies.
5. A sound grounding in the economic and legal techniques and methodologies applicable to research activities in the area of energy and climate policy and regulation.

**Typical Teaching Methods**

**Typical Assessment Methods**

**Learning Outcomes: Intellectual (thinking) skills**

1. To develop intellectual initiative and to analyse, evaluate and reflect critically on information and current research with regard to the core knowledge and understanding targets of the programme.
2. To view the development of energy and climate policy as an evolving and changing process.
3. To discriminate between competing economic and legal theories of energy and climate strategies, activities and regulation, and their concomitant methodologies.

Typical Teaching Methods

Typical Assessment Methods

### Learning Outcomes: Subject-based practical skills

1. To gather, organise and deploy data, information and evidence for the design and development of case studies of Energy and Climate activities and impact in specific sectors/countries/regions.
2. To marshal arguments lucidly, coherently and concisely and to present core analyses and policy messages or suggestions in clear form (verbally and as written material).
3. To participate in and lead negotiation simulations to shape the future evolution and development of energy and climate activities and international production patterns, whether from a public, private or NGO perspective.
4. To organise, manage and coordinate policy advocacy activities.

Typical Teaching Methods

Typical Assessment Methods

### Learning Outcomes: Transferrable skills

1. To analyse, evaluate and reflect critically on information received.
2. To develop and present new ideas coherently and concisely, orally and in writing, extracting key elements from complex information.
3. To research core issues independently.
4. To identify and solve problems, selecting and applying competing theories and methodologies appropriately.
5. To gather, organise and deploy data and evidence to form balanced judgements and to develop and support critical argument and policy recommendations.
6. To present written and oral materials clearly and effectively and to engage constructively with feedback.
7. To engage in lateral thinking across different academic disciplines, types of arguments, evidence and methodologies.
8. To take core decisions in complex and unpredictable situations.
9. To think quickly on one’s feet.
10. To work creatively, flexibly and co-operatively with others and to delegate responsibility.
11. To assess and evaluate own and other’s work constructively.
12. To address organisational obstacles and crises effectively.
13. To formulate and meet team objectives.

Typical Teaching Methods

Typical Assessment Methods

### General statement on contact hours – postgraduate programmes

Masters programmes (with the exception of two-year full-time MAs) consist of 180 credits, made up of taught modules of 30 or 15 credits, taught over 10 or 20 weeks, and a dissertation of 60 credits. The programme structure shows which modules are compulsory and which optional.

As a rough guide, 1 credit equals approximately 10 hours of work. Most of this will be independent study (see [https://www.soas.ac.uk/admissions/ug/teaching/](https://www.soas.ac.uk/admissions/ug/teaching/)) such as reading and research, preparing coursework, revising for examinations and so on. Also included is
class time, for example lectures, seminars and other classes. Some subjects may have more
class time than others – a typical example of this are language acquisition modules.
At SOAS, most postgraduate modules have a one-hour lecture and a one-hour seminar every
week, but this does vary.
More information can be found on individual module pages.
### MA Global Energy & Climate Policy

#### Dissertation
- **Credits:** 60
- **Module Code:** 15PFFC089
- **Module Title:** Dissertation
- **Status:** compulsory module

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<thead>
<tr>
<th>Taught Component</th>
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<tbody>
<tr>
<td>Credits</td>
<td>15</td>
<td>30</td>
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<tr>
<td>Module Code</td>
<td>15PFFH007</td>
<td>15PFFH004</td>
<td>15PFFC017</td>
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<tr>
<td>Module Title</td>
<td>Risk and Policy Analysis</td>
<td>Global Public Policy</td>
<td>Global Energy &amp; Climate Policy</td>
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<tr>
<td>Status</td>
<td>compulsory module</td>
<td></td>
<td>guided option*</td>
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*List of modules (subject to availability)*

**List B**
- 15PFFH011 Energy Policy in the Asia-Pacific 15
- 15PFFH010 International Politics of Transitional Justice 15
- 15PFFH002 International Relations 1: Foundations of World Politics 15
- 15PFFH003 International Relations 2: Contemporary World Politics 15
- 15PFFH008 International Law 1: Foundation 15
- 15PFFH012 Global Advocacy 15
- 15PFFC004 International Economics 30
- 15PFFC016 International Security 30
- 15PFFC019 Multinational Enterprises in a Globalising World - Economic and Legal Perspectives 30
- 15PFFC031 History and Future of the United Nations 30
- 15PFFC032 Sport and Diplomacy: More than a Game 30

**List C**

An elective module can be chosen from a wide variety available at SOAS dependent upon permission being granted by the module convenor and the student’s prior academic qualifications.

**Suggested electives for Global Energy and Climate Policy students**
- 15PLAC154 Climate Change Law and Policy 30
- 15PLAC126 Law and Natural Resources 30
- 15PLAC118 Law, Environmental and Sustainable Development in a Global Context 30
- 15PDSH031 Natural resources, development and change: putting critical analysis into practice 15
- 15PDSH022 Famine and Food Security 15
- 15PLAH044 Water Law: Justice and Governance 15
- 15PDSH049 Water and Development: conflict and governance 15
- 30 Credits SOAS online learning module - by permission 30

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**SOAS online learning module**

- 30 Credits SOAS online learning module - by permission

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*List C+++

**Risk and Policy Analysis**
- Global Public Policy
- Global Energy & Climate Policy
- guided option*
- from List B or List C

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**Global Public Policy**
- Global Energy & Climate Policy
- guided option*

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**Global Energy & Climate Policy**
- guided option*