Module Descriptor

Title	Transnational Administrations and Sustainable Development Goals		
Session	2026/27	**Status**	
Code	**MPAL11008**	**SCQF Level**	**SCQF 11**
Credit Points	**30**	**ECTS (European Credit Transfer Scheme)**	**15**
School	**Education and Social Sciences**		
Module Co-ordinator	A. Karoutas		

Summary of Module

This module provides a comprehensive exploration of the dynamic relationship between transnational governance structures and the pursuit of sustainable development objectives, with a particular emphasis on the United Nations Sustainable Development Goals (SDGs). The module emphasises decolonial approaches: academic analysis, case studies explored, and academic literature investigated are all focused on plural perspectives – while Eurocentric literature is taught from a critical perspective. The module promotes active learning and incorporates both practical exercises as well as interactive discussions. Through an interdisciplinary approach drawing from various political science sub-fields, including public administration and policy, comparative politics, and political theory, international relations and global governance students will analyse the role of both state and non-state actors in addressing global challenges. Students will be engaging with the aims and goals of UNSDGs and will be exposed to the range of international actors and organisations, including governments, NGOs, TNCs, and multilateral institutions, which play crucial roles in advancing the UNSDGs. Students will also examine key concepts in transnational administration and global governance. Part I introduces students to the main actors and institutions involved in transnational administration. Part II engages in thematic analysis of specific global policy challenges inspired by the UNSDGs.

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☒ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☒	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate knowledge of the concepts and theories on transnational administration and the range of actors involved at all levels
L2	Exhibit the ability to critically analyse a range of academic and non-academic materials, including government and international organisation reports
L3	Think about challenges surrounding the resolution of the UNSDGs and the obstacles that policymakers encounter when trying to advance them
L4	Demonstrate the ability to engage with existing policy papers and offer coherent reformulations of policy proposals that reflect on and address a given challenge of the UNSDGs and/or transnational administration
L5	Communicate ideas effectively through both presentations and in written-form, both independently and in groups

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** A1 Students will develop critical knowledge and understanding of key theories and concepts in transnational administration and global governance. A2 Students will demonstrate an awareness of the multiplicity of worldviews and contrasting perspectives on administration and development, including an understanding of the relational characteristics of sustainable development.

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Practice: Applied Knowledge and Understanding	**SCQF 11** Students will apply knowledge and understanding of transnational administration, global governance, and the UNSDGs.
Generic Cognitive skills	**SCQF 11** Students will develop a range of academic and professional skills including being able to engage with a range of issues and challenges of transnational administration by applying critical thinking and peer-reviewed research.
Communication, ICT and Numeracy Skills	**SCQF 11** Students will engage with a range of modes of communication, oral, literary, and online and will learn to communicate ideas effectively through both presentations and in written-form, both independently and in groups.
Autonomy, Accountability and Working with Others	**SCQF 11** Students will work in groups and autonomously to discuss and debate issues. They will take personal responsibility for own work by contributing towards an individually-assessed group project that will test their ability to work and cooperate with their peers, while showing empathy and humility when working with others.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 30-credit module includes 300 learning hours, normally including a minimum of 54 contact hours and a maximum of 72 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content	36
Tutorial/Synchronous Support Activity	18
Asynchronous Class Activity	10
Independent Study	236
TOTAL	300

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Beeson, M. (2019) *Rethinking Global Governance*. London: Macmillan.

Hazra, S. & Bhukta, A. (2020) *Sustainable Development Goals: An Indian Perspective*, Berlin: Springer.

Lopez-Claros, A., Dahl, A.L. & Groff, M. (2020) *Global Governance and the Emergence of Global Institutions for the 21st Century*. Cambridge: Cambridge University Press.

Mattli, W. and Woods, N. (eds) (2009) *The Politics of Global Regulation*. Princeton: Princeton University Press.

Ritzer, G. (2006) *The Blackwell Companion to Globalization*. London: Blackwell Publishing.

Robertson, M. (2021) *Sustainability: Principles and Practice*. London and New York: Routledge.

Sachs, W. (2010) *The Development Dictionary: A Guide to Knowledge as Power*. London & New York: Zed Books.

Stone, D. & Moloney, K. (2019) *The Oxford Handbook of Global Policy and Transnational Administration*. Oxford: Oxford University Press.

Indicative journals

Governance, Wiley.

Global Public Policy and Governance, Springer.

Journal of Developmental Economics, Elsevier.

World Development, Elsevier.

World Politics, Cambridge.

Journal of Development Studies, Taylor & Francis.

Development Policy Review, Wiley-Blackwell.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

This module requires attendance and active student engagement. In-class activities are formative assignments geared towards accomplishing the learning outcomes. As per UKVI regulations students must attend all classes (see UWS Student Attendance and Engagement Procedure - 2026). Students not able to attend a class must contact the module lecturer and coordinator beforehand via email

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. The module also abides to the MPA programme EDI policy meaning that it has included inclusivity in four areas: a) Designing course material b) Inclusive Teaching in class c) Assessment and d) Providing extra support to the students. The module maintains a focus on decolonised curriculum, ensuring parity and equality of perspectives, voices, and ideas – drawing examples and accounts from a plural standpoint. For this reason, a range of readings directly address transnational administrations and the Global South, or offer critiques of Eurocentric forms of governance. Additionally, the module emphasises the creation of a cooperative, safe, and collegial space during lectures and seminars – fostering good group-working ethos. The students are strongly encouraged to embody the principles of the University both during their engagement with their peers, and when reflecting critically on the role of public administration.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Social Sciences**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	PG Social Sciences
Moderator	A. Gouglas
External Examiner	K Bottom
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below) This module has one formative assessment and two summative assessments. The formative assessment is a 350-word policy reformulation plan. The resubmission of assessment 1 (referred/deferred) is a 10' pre-recorded individual presentation.
Assessment 1
Group-based Presentation (30%)
Assessment 2
Individual Policy Reformulation (70%) (3500 words)
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Group-based presentation	☐	☐	☒	☐	☒	30	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Individual policy reformulation	☒	☒	☐	☒	☐	70	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**
Moved approved descriptor to new template format.	27/03/2025	A Karoutas
Amended for ILQR	29 June 2026	A Gouglas