



Programme Specification

GENERAL INFORMATION	
Programme title	MSc International Development
Awarding Institution//Body	University of Bath
Teaching Institution	University of Bath
Programme accredited by (including date of accreditation)	N/A
Subject Benchmark Statement*Subject Benchmark Statement:	No statement available from QAA
Date of Specification preparation/revision	
Applicable to cohorts	
Programme Approved by	

Synopsis and academic coherence of programme

As a field of studies, International Development combines different social science disciplines, and increasingly other academic disciplines, to consider responses to the world's most pressing global challenges. Social discrimination, poverty and inequitable access to decent living standards and socio-economic opportunities have traditionally been a major concern of international development. Since the 1990s, global inequality, climate change, conflict, migration and large-scale humanitarian crises, have also become prominent areas. The academic content of the MSc in International Development and associated specialist programmes reflects these changing global challenges and increasing specialisation within the field since the MSc in Development Studies (later renamed MSc in International Development) was first introduced at the University of Bath.

The MSc in International Development portfolio draws upon existing research strengths within the Department of Social and Policy Sciences in the areas of global political economy, wellbeing and human development, research methods and development policy and practice. The portfolio of programmes consists of common core units plus specialist units for each pathway

Students can pursue either a generalist pathway (MSc International Development) or one of three specialist pathways:

- MSc in International Development with Economics
- MSc in International Development, Social Justice and Sustainability
- MSc in International Development with Conflict and Humanitarian Action

Students can study either fulltime, parttime or fulltime with placement option.

Educational aims of the programme

The MSc International Development portfolio aims to provide interdisciplinary and employment-oriented programmes of study drawing on the social and policy sciences to address contemporary global development challenges of poverty, social injustice, environmental degradation, inequality, conflict, migration and humanitarian emergencies. All of the programmes within the portfolio (and associated stopping off points) provide students with:

- An advanced understanding of contemporary and historical development challenges from a broad range of disciplinary, policy, stakeholder, and contextual perspectives;
- An in-depth and critical understanding of how different approaches to data collection, analysis and communication inform public perception of contemporary global challenges, as well as policy response to them;
- Research and critical reflective skills to enable students to undertake a dissertation or practice-based project that develops original insights into a theoretical and/or practical problem which is international development-related.
- An advanced qualification that will prepare students for careers in public, private, commercial and civil society organisations at the international, national and local level.

In addition, each of the pathways provides students with specific knowledge and skills as follows:

The MSc in International Development generalist pathway provides students with:

- Analytical and practical skills to interpret different social sciences disciplines and critically appreciate their distinctive contributions to the understanding of a wide range of development problems.
- The ability to apply ideas drawn from the social sciences in a large array of socio-economic, cultural, political and policy contexts.

The MSc in International Development with Economics pathway provides students with:

- A critical appreciation of economic concepts, theories and tools relevant to understanding development issues, and in particular those of heterodox and social economics.
- The ability to apply them to analyse specific development problems, including through the use of appropriate statistical methods.

The MSc in International Development, Social Justice and Sustainability pathway provides students with:

- A critical appreciation of diverse approaches to conceptualising social justice, wellbeing, knowledge and sustainability in dynamic socio-political settings.
- The ability to evaluate the policy and practical implications of these diverse approaches and to apply them in a wide range of institutional contexts.

The MSc in International Development with Conflict and Humanitarian Action pathway provides students with:

- An in-depth and interdisciplinary understanding of the theories and concepts that underpin contemporary humanitarian action and conflict response, and a critical understanding of humanitarian, peacebuilding and development policy and practice.
- The ability to interpret and evaluate research information and evidence on topics related to humanitarianism, conflict and development.

Learning Outcomes:

At the end of the PG Certificate and PG Diploma stage of the MSc in International Development portfolio, students will be able:*

- To identify, and engage critically with the literature in international development (generalist pathway); and the multi-disciplinary literature on economic growth, poverty, global political economy, inequality (economics pathway); wellbeing, social justice and sustainability (social justice and sustainability pathway); conflict, migration and humanitarianism (conflict and humanitarianism pathway).
- To understand and apply academic literature to creatively address contemporary global challenges in the subject area specific to each pathway.
- To demonstrate clarity of thought and quality of analysis and argument in addressing contemporary global challenges in the subject area specific to each pathway.

At the end of the MSc stage of the MSc in International Development portfolio, students will be able (in addition to the above):

- To select and justify the focus, scope and methodology of a research study in the subject area specific to their chosen pathway;
- To design and systematically undertake an independent research project in in the subject area specific to their chosen pathway either in an academic or professional context;
- To critically review, employ, and engage with the appropriate literature on the chosen area of focus;
- To identify either quantitative or qualitative research that has been undertaken in the chosen area of focus, and interpret data appropriately;
- To draw in an original and critical manner conclusions of the research, showing its strengths and limitations, and derive practical implications of the research for policy and practice.

Teaching is via a mixture of lectures, seminars, student-led workshops, exercises, group work, and policy case studies. A key feature of the MSc in International Development portfolio is its problem-based and student-centred pedagogical approach which prioritizes active processes of inquiry over passive knowledge delivery.

** As all units are 'M-level' units, the differences between PGCert and PGDip are in terms of breadth of knowledge, whilst the differences between the PGDip and the MSc is in the ability to undertake an independent research project.*

<ul style="list-style-type: none"> • Knowledge & Understanding: 	<ul style="list-style-type: none"> • Systematic and thorough understanding of the multi-disciplinary field of international development, and of the key theoretical and methodological frameworks which underpin development discourse and practice; • A capacity to evaluate and apply this understanding to contemporary global challenges; • A critical appreciation of quantitative and qualitative research methods and their use in international development; • Critical awareness of the contributions of the social sciences to address contemporary global challenges in a variety of cultural settings; • Systematic and thorough understanding of general or specialised areas in international development as appropriate to the chosen pathway. <p>For the MSc stage (as well as the above):</p> <ul style="list-style-type: none"> • Originality in the application of this knowledge in the form of an independent research project (dissertation), or in the form of a professional practice (practicum)
<ul style="list-style-type: none"> • Intellectual Skills: 	<p>Ability to draw from the social sciences to deal with complex socio-economic situations in a variety of cultural and political contexts;</p> <ul style="list-style-type: none"> • Ability to select and synthesise information from a number of sources; • Ability to critically evaluate qualitative and quantitative research undertaken in multiple focus international development areas; • Ability to demonstrate self-direction and originality in addressing contemporary global challenges; • Ability to interrogate critically and constructively international development policy and practice. <p>For the MSc stage (as well as the above):</p> <ul style="list-style-type: none"> • To undertake research at a graduate level, demonstrating self-direction and some originality in formulating and answering research questions (dissertation), or to undertake a placement, demonstrating professionalism and critical reflection on a specific area of professional practice (practicum).
<ul style="list-style-type: none"> • Professional Practical Skills: 	<ul style="list-style-type: none"> • Analytical and research skills to equip students for careers in international development, in the public sector, business and civil society at the global, national and local level; • Skills to interpret, select and apply key models for development practice in the areas of humanitarianism and conflict, economics, social justice and sustainability;

	<ul style="list-style-type: none"> • Critical skills to evaluate the origins and purposes of development and humanitarian models, as well as their appropriateness and effectiveness in theory and practice; • Skills to interpret, select and apply key tools and methods for analysing development and humanitarian policy and practice, and critically evaluate their effectiveness. • Skills to communicate complex data in a clear, ethical and rigorous way in a range of formats suitable for diverse professional and policy audiences; • Inter-personal skills to engage with different social, political and cultural environments and theoretical, ideological and methodological perspectives; • Reflective skills to critically assess development discourses and policies and their own position with regard to these; • Skills to construct persuasive and critically engaged arguments in the area of development and humanitarianism for diverse professional audiences; <p>Unit assessments will be a principal channel through which the programme will build these skills (see Annex 1)</p> <p>For the practicum:</p> <ul style="list-style-type: none"> • Skills to synthesise and apply models/tools to specific in-depth cases, showing the implications of strengths and weaknesses for the specific case; • Interpretative and critical skills to reflect on the contexts and conditions shaping development and humanitarian practice, and devise robust and creative strategic responses to them.
<ul style="list-style-type: none"> • Transferable/Key Skills: 	<ul style="list-style-type: none"> • Independent learning and team working skills to prepare students for leadership; • Communication with specialist and non-specialist audiences; • Critical ability to develop original research questions; • Problem-solving skills; • Ability to select, summarise and synthesise written information from multiple sources; • Ability to develop rigorous arguments through precise use of concepts and models; • Ability to synthesise multidisciplinary and multi-stakeholder perspectives on the same problems; • Ability to produce work to agreed specifications and deadlines. <p>For the MSc stage (as well as the above):</p> <ul style="list-style-type: none"> • Ability to work independently, without close supervision or guidance.
Summary of assessment and progression regulations	
NFA - fully compliant	
Progression Regulations and Awards	
<p>The programmes assessment and progression regulations are covered by the university's "New Framework for Assessment: Assessment Regulations: Phases 2 & 3 for postgraduate taught programmes (NFAAR-PGT)" – see: http://www.bath.ac.uk/registry/nfa/index.htm .</p> <p>The PG Diploma and MSc qualifications can be studied either full-time (1 year), or part-time (2 years). Part-time students on the MSc International Development programmes should note the following:</p> <p>The MSc International Development course has 3 components, each of which comprises 2 units: 1) Interdisciplinary international development; 2) Options; 3) Research training. You will take the first Interdisciplinary international development unit in Year 1. The second may be taken either in Year 1 or Year 2. You will take the first research training unit in Year 1, and the second (dissertation or practicum) in Year 2. You are free to take the optional units as you choose.</p> <p>Compulsory course units should be taken in the following way:</p> <p>Year 1</p> <ul style="list-style-type: none"> • History and theory of international development (Semester 1) • Doing research for international development (Semesters 1 and 2) <p>One of:</p> <ul style="list-style-type: none"> • Management of international development (Semester 2) • Optional unit (Semester 2) <p>Year 2:</p> <ul style="list-style-type: none"> • Either Dissertation or Practicum (Semesters 1 and 2) • Optional unit (Semester 1) <p>One of:</p> <ul style="list-style-type: none"> • Management of international Development (Semester 2) • Optional unit (Semester 2) 	

For part-time students studying on the specialist programme pathways (MSc International Development with Economics, MSc International Development, Social Justice and Sustainability, MSc International Development with Conflict and Humanitarian Action) there are two possible structures:

Route 1: Interdisciplinary international development units first

Year 1:

- History and theory of international development (Semester 1)
- Optional unit (Semester 2)
- Doing research for international development (Semesters 1 and 2)

Year 2:

- Pathway core unit 1 (Semester 1)
- Pathway core unit 2 (Semester 2)
- Either Dissertation or Practicum (Semesters 1 and 2)

Route 2: Pathway specific units first

Year 1:

- Pathway core unit 1 (Semester 1)
- Pathway core unit 2 (Semester 2)
- Doing research for international development (Semesters 1 and 2)

Year 2:

- History and theory of international development (Semester 1)
- Optional unit (Semester 2)
- Either Dissertation or Practicum (Semesters 1 and 2)

Details of Work Placements Requirements / Work Based Learning / Industrial Training Requirements

Students will be able to choose to write a dissertation or undertake a practicum for the MSc stage of the MSc in International Development portfolio. See the separate annex detailing the practicum and dissertation.

Details of Study Abroad Requirements

Details of Professional Accreditation

Admissions Criteria including APL/APEL arrangements

Typically a 1st or 2:1 Honours degree (or its international equivalent) in an appropriate subject such as politics, economics, anthropology, international relations, area studies (Africa, Latin America, South East Asia), or environmental studies. Students with degree qualifications at a similar level but in other subjects may also be admitted if this is complemented by sufficient relevant professional experience in international development.

Applicants for the MSc in International Development with Economics will also be required to have completed a first degree that enables them to engage with economics principles and their quantitative application.

We will consider applicants without a UK (Honours) degree (or equivalent) where applicants have relevant experience of working for a development or humanitarian organisation for a period of 4 years or over.

English Language requirements (certificates must be dated to within two years of the start of the programme of study):

- IELTS 6.5 (with no less than 6.0 in each of the four components)
- PTE Academic of 62 with no less than 59 in any component

Applications from current undergraduate students should provide a transcript of the subjects they are taking in their final year, even if they do not have all their results at the time of application. Two references are required. At least one of these should be an academic reference.

Pre-sessional language training can be arranged through the University's Academic Skills Centre if students wish to improve their English proficiency before commencing their studies.

Credit may be awarded in the form of an exemption from an individual unit where the Accreditation of Prior Learning or Accreditation of Prior Experiential Learning procedure has produced evidence that the student has successfully achieved the learning outcomes of that unit. In all cases the university's QA procedures will be followed, namely 'QA45 Accreditation of Prior Learning'.

Details of Support Available to Students

Department and Programme Specific Support Information

Introduction

Support and guidance for students on the MSc in International Development portfolio is provided within the framework of the Department's overall strategy and is underpinned by the University's Quality Assurance Guidelines in the area.

All taught students are allocated a Personal Tutor who is responsible for monitoring and supporting their academic progress and general welfare. There is also a range of specialist student support services which staff can refer to, or students can self-refer to. These services can provide information, advice and support in relation to accommodation, emotional difficulties, assessment of needs and provision of support relating to disability, student funding, general welfare, academic problems, student discipline and complaints, careers, international students, spiritual matters, part time work, security and personal safety. The Students' Union can also provide support for students. More information about these services can be accessed via: <http://www.bath.ac.uk/students/support/>.

There are also Medical and Dental Centres, and a Chaplaincy on campus that are very experienced in meeting the needs of students. The University also provides a nursery and sports schemes which are sometimes available for older children during the school holidays.

SPS provides support and guidance to students from first enquiries to graduation and is the first point of contact for students requiring support. Staff also guide students to the appropriate part of the University's central support network when necessary. Students are also made aware of this central support network through the programme's Programme Handbook. The Director of Studies for each programme, together with the personal tutor, will act as the main source of guidance and support for the student. Via the University website, students and prospective students can obtain detailed information related to academic matters, learning support, and careers advice. Support Staff are also available at most times.

Admissions and Induction Arrangements

The DoS and designated Support Staff are available to provide information and advice to potential students whether full-time, local or overseas. Advice may be provided at this stage for students whose first language is not English on the most appropriate and convenient way in which they can test for the required IELTS score and on the language support available within the University.

International students receive a centrally produced Pre-Arrival Handbook. Specific arrangements are made at the commencement of Semester 1 for the induction of students. During this time they are: familiarised with the physical layout of the Department and the campus; inducted into the Library/Learning Centre; familiarised with wider University support relating to finances and welfare; made aware of opportunities in creative arts, and recreational services and facilities. They are also given the opportunity to meet academic and support staff on a social basis. The induction process follows guidelines set down centrally by the University.

Academic Guidance and Tutorial Support

Students are asked to download and read the Programme Handbook at the commencement of their studies. The handbook provides an essential source of reference for students, particularly in relation to assessment criteria, procedures for submitting work and obtaining feedback, contacting relevant lecturers, and accessing SPS and University facilities. In addition, the handbook provides useful practical information about facilities available on campus.

In semester 1 Writing Skills sessions are arranged for all students who have not had recent experience of a UK-type HE system and the Faculty Librarian runs two tutorial sessions.

During each unit students have the opportunity of receiving feedback on their progress via individual tutorials and group work. Students receive detailed feedback from their supervisor at various stages of their work on the dissertation. This support takes place, for example, when the students present their dissertation outline and when draft dissertation chapters are submitted.

Continuous improvement in the provision of academic support and guidance is assured through formal discussions at the postgraduate Staff/Student Liaison Committee. This committee has student representatives as part of the formal membership. In addition, any suggestions from the appointed external examiner(s) are considered and responded to.

Pastoral and Welfare Support

The Director of Studies for each programme acts as the main source of guidance and support for the student, but this does not affect their ability to receive feedback and support from other members of the academic staff. Requests from students for extensions to deadlines for the completion of work are considered by the DoS, and each case is decided in a consistent manner on its own merits.

University-wide regulations regarding the consideration of exceptional circumstances – known as Individual Mitigating Circumstances – can be applied where a student's performance may have been temporarily affected by external factors (such as illness and certain personal issues).

Careers Information and Guidance

The University's Careers-Service provides central student support. Possible outcomes for students from completion of advanced programmes are professional development in economics, career advancement, and a further academic qualification.

University Equality and Diversity Policies and Practices

The University operates Equality and Diversity Policies and Practices. More information can be found here:
<http://www.bath.ac.uk/equalities/policiesandpractices/>