

**Programme Specification**

GENERAL INFORMATION	
Programme title	MSc (PG Dip / PG Cert) in International Development
Awarding Institution//Body	University of Bath
Teaching Institution	University of Bath
Programme accredited by (including date of accreditation)	
Subject Benchmark Statement*Subject Benchmark Statement:	n/a
Date of Specification preparation/revision	
Applicable to cohorts	
Programme Approved by	

Synopsis and academic coherence of programme

The programme is designed to provide a multidisciplinary social science based understanding of international development. It encourages students to understand the links between local and global levels, as well as the theoretical, historical, policy and practice dimensions of development. Those enrolling will normally have either a first degree in the social sciences, a 2.1 or higher in another degree subject and/or substantial relevant experience. The PG Certificate Stage of the programme uses a relatively rigid curriculum to explore a core set of concepts and ideas about development that is capable of accommodating multiple perspectives. The PG Diploma Stage then challenges students to apply this core understanding to contemporary issues and specialist fields of development of their own choosing. The Masters Stage requires them to draw on core ideas in undertaking a more sustained piece of research on a question that they themselves identify. Most graduates of the programme are expected to take up or resume a career in some aspect of international development. They do so with the benefit of having gained a broader and more analytical understanding of development issues both generally and in relation to their areas of speciality.

Structure and Content :

The programme is divided into two stages, Stage 1 (taught, over two semesters) and Stage 2, the dissertation phase. Students complete units through attendance at the University. PG Certificate and PG Diploma qualifications exist as components of the full master's programme.

For part-time students, the units selected, and the balance between one year and the next, will vary with the individual students' specific requirements. This will be determined through discussion with, and subsequent agreement by, the Director of Studies. **Possible patterns include:** (a) completion of stages 1, 2 and 3 at different times over a maximum of three years. (b) part-time MSc students complete the taught component of the programme over a 21-month period (stages 1 & 2 over two academic years), followed by a 6-month dissertation (stage 3). Part-time PGDip and PG Cert students will follow a 21-month or 16-month (respectively) taught programme. In such a pattern, students will typically take either two or three units in each semester, aiming to complete 30 credits in the first year and 30 in the second year. Preference is given to completing as many of the compulsory units in the first year of studies (so as to provide the core knowledge). Optional units along with any remaining compulsory units are taken in the second year. **However** the actual balance will be flexible but subject to agreement by the Director of Studies (for example the number of compulsory units as well as the actual units taken each year may vary slightly).

Some units include students from other programmes, encouraging multidisciplinary and sharing of experiences between subjects. Details of unit contents can be found from the Unit Catalogue at <http://www.bath.ac.uk/catalogues/other.html>.

Educational aims of the programme

Aims 1-3 apply particularly to the PG Certificate Stage, 4-6 apply to the PG Diploma Stage and 7 to the MSc Stage.

1. To review systematically, and to evaluate critically different ways of defining and measuring development and underdevelopment.
2. To review systematically, and to evaluate critically explanations of development and underdevelopment from the perspective of different social sciences and schools of thought.
3. To relate different theories of development to students' own experience, enabling them to bring to bear a wider range of ideas and perspectives on development issues and problems.
4. To review systematically and critically the literature on contemporary issues in development.
5. To review in more depth the development literature in specialist areas/fields of students' own choosing.
6. To enable students to identify, research and develop their own original arguments in specialist areas of development of their own choosing.
7. To enable students to identify and pursue in depth an original research question relating to some aspect of development of their own choosing.

<ul style="list-style-type: none"> • Knowledge & Understanding: 	<ol style="list-style-type: none"> 1. Of economic, political, social and policy dimensions of development and how they relate to each other. 2. Of the origin and meaning of the concept of development and related concepts, including: well being, welfare, identity, poverty, exclusion, inequality, economic growth, transformation, change, modernisation, regress, underdevelopment. 3. Of the relationship between development at different system levels: global, national, community, neighbourhood, market, household, family, individual. 4. Of contemporary development debates both generally and in relation to specialised professional interests. 5. Of the reasons for disagreement and conflict over development issues, and the scope for their resolution. <p>Teaching and Learning methods:</p> <p>Lectures and guided reading; student and tutor led seminars; essays/dissertation and seminar presentations with tutorial guidance. Methods move from relatively more tightly structured interaction during the PG Certificate Stage of the programme to more emphasis on guided self-study during the PG Diploma and Masters Stages.</p> <p>Assessment methods:</p> <p>Pre-set and self-defined coursework essays of varying length, with a progression towards more student defined and longer work as the programme proceeds. Unseen examinations are used to test knowledge of more narrowly defined concepts and issues.</p>
<ul style="list-style-type: none"> • Intellectual Skills: 	<ol style="list-style-type: none"> 1. Ability to analyse critically differences in development experiences and outcomes over time and space and between different social groups. 2. Ability to analyse critically the relationship between individual local, national and global processes of development. 3. Ability to analyse critically contemporary development issues and trends from a multidisciplinary perspective. 4. Ability to apply understanding of development to policy analysis and practical problem solving – in other words carry out independent and original analysis of concrete development problems. <p>Teaching and Learning methods:</p> <p>Lectures and guided reading; problem-oriented and case-study based group assignments and seminars; essays/dissertation and seminar presentations with tutorial guidance; group-based practice in identification and piloting of research questions.</p> <p>Assessment methods:</p> <p>Pre-set and self-defined coursework essays of varying length, with a progression towards more student defined and longer work as the programme proceeds. Unseen examinations are used to test knowledge of more narrowly defined concepts and techniques.</p>
<ul style="list-style-type: none"> • Professional Practical Skills: 	As above
<ul style="list-style-type: none"> • Transferable/Key Skills: 	

	<ol style="list-style-type: none"> 1. Enhanced cross-cultural sensitivity and improved interpersonal communication skills. 2. Ability to analyse and synthesise multidisciplinary perspectives on the same problem. 3. Ability to research a preset question or problem, develop and deliver a coherent response both in writing and orally. 4. Ability to identify an issue in development; to select, interpret, evaluate and synthesise relevant secondary research findings and theoretical literature into a coherent written argument. 5. Ability to formulate a research question, develop (as in 4) and present original and sustained argument. 6. Ability to produce work to meet agreed specifications and deadlines, responding appropriately to comments on draft output. <p>Teaching and Learning methods:</p> <p>Student led study groups, problem-oriented group assignments; student and tutor led seminars; essays/dissertation and seminar presentations with tutorial guidance; group-based practice in identification and piloting of research questions. Monitoring of personal development with personal tutor.</p> <p>Assessment methods:</p> <p>Pre-set and self-defined coursework essays of varying length, with a progression towards more student defined and longer work as the programme proceeds. Peer assessment of seminar presentations. Ability to produce work to meet agreed specifications and deadlines.</p>
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Summary of assessment and progression regulations

NFA - fully compliant

Progression Regulations and Awards

The programme 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) which can be found at <http://www.bath.ac.uk/registry/nfa/index/htm>. Specific regulations for the Master's awards are summarised in Appendix 11 at <http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf>.

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

A work placement is an optional component at the Masters Stage and may include working with development organisations abroad. It may or may not be linked to a previously agreed dissertation topic. All placement students must have a named placement manager within the host organisation and be in contact by e-mail with a placement tutor at the University who usually also acts as their dissertation supervisor. Where placements require work that is incidental to the programme then the Director of Studies may grant an extension to the deadline for their dissertation and arrange a transfer to part-time registration.

Most of the MID taught units can be taken separately (rather than as part of an award) – to enable individuals (for example those in employment) to take just a selection of units develop particular skills as part of their Continuing Professional Development (CPD). (Units are charged pro-rata by the number of credits taken).

Details of Study Abroad Requirements

Details of Professional Accreditation

Admissions Criteria including APL/APEL arrangements

Students should normally have a:

- good first degree (or international equivalent), typically 2.1 or better, in a social science subject, or
- an equivalent degree in another subject, together with substantial relevant working experience.

Underlying these conditions is a belief that students must bring a minimum combination of theoretical knowledge and practical experience to the programme. Marginal cases are often dealt with at interview, and it is not uncommon for relatively inexperienced students to be asked to defer entry.

Applicants should have a good command in English, oral as well as written. In particular, non-Anglophone students should have obtained a minimum score in English language tests of:

- IELTS 6.5 (with not less than 6 in each of the four components) or

equivalent to the above.

Pre-sessional language training can be arranged through the University's [English Language Centre](#) if you wish to improve your English proficiency before commencing your studies.

Two references are required. At least one of these should be an academic reference.

A student who has already been awarded the University of Bath PG Certificate or PG Diploma International Development may be admitted directly onto the next stage of the programme..

Exemptions to some PG Certificate units may be permitted for those who already have relevant postgraduate English-medium qualifications or professional experience. In all cases the university's QA procedures will be followed, namely 'QA45 Accreditation of Prior Learning' and 'QA47 Accreditation of Prior Experiential Learning'.

All decisions are subject to agreement by the Director of Studies/Admissions Tutor.

Details of Support Available to Students

University of Bath students attending programmes of study at the Claverton Campus are usually encouraged to stay in University halls of residence during their first year and will be supported in their transition into University life and study by Resident Tutors. These are postgraduate students or staff who live in the halls of residence and are responsible for the general welfare, health and safety and discipline of student residents.

All taught students will be allocated a Personal Tutor and postgraduate research students a supervisor who are responsible for monitoring and supporting the academic progress and general welfare of their students.

Staff in these roles will be able to respond to many of the questions and concerns raised by their students. However, there is also a range of specialist student support services that will offer both information and advice to support these staff working with their students, as well as take referrals to work more directly with the students. Students can also self-refer to these services.

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 advocacy 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 a student population, as well as a University nursery and vacation sports schemes are sometimes available for older children during the school holidays

Department and Programme Specific Support Information

Introduction

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

The Department provides support and guidance to students from first enquiries to graduation and is the first point of contact for students requiring support. Staff also recommend 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 Student Handbook, the University's Postgraduate Handbook, and other centrally-produced guides. The Director of Studies for the programme will act as the main source of guidance and support for the student. There is an open-door policy that allows students to meet with the Director of Studies without appointment, if mutually convenient. Via the University website students and prospective students can obtain detailed information related to academic matters, learning support, and careers advice.

Admissions and Induction Arrangements

The Director of Studies, and the designated Support Staff are available at all times to provide information and advice to potential students whether local or overseas, full-time or part-time. 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 or TOEFL score and on the language support available within the University.

International students receive a centrally-produced Pre-Arrival Handbook, along with departmental/programme-specific guidance. Specific arrangements will be made at the commencement of Semester 1 for the induction of full-time and part-time 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. Students who have not had recent experience of a UK-type HE system are normally required, subject to the discretion of the Director of Studies, to enrol on a specially-designed seven-week Writing Skills tutorial (delivered during semester 1), developed/presented by the English Language Centre specifically for our International Development postgraduate students.

The programme is recognised by the British Council as eligible for Foreign Office Chevening Awards. It has also received students sponsored by the Department for International Development under its Associate Professional Overseas Scholarship (APOS) scheme. Bath is a founder member of the Committee of Development Studies Centres (CDSC) that has existed since 1972 to promote exchange of best practice in the field of education and training for development professionals.

The Department of Social and Policy Sciences has been graded 2nd in the Country for Social Work and Social Policy in Administration in the 2008 Research Assessment Exercise (RAE). The 2008 RAE exercise recognised the Department of Social and Policy Sciences for its top 4* (Star) Research – 'quality that is world-leading in terms of originality, significance and rigour'. International Development staff were part of the submission to the Development Studies Research Panel that was ranked 4th in the Country.

Academic Guidance and Tutorial Support

All students will receive a Student 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 Departmental and University facilities. In addition, the handbook provides useful practical information about facilities available on campus and in-depth advice for part-time students.

During each unit students have the opportunity of receiving feedback on their progress via exercises and/or seminar work. Students will also 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.

Students have access to University support on ethical issues, and all students embarking on a Placement would complete a Risk Assessment.

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 will be acted upon. Student evaluations are sought and reported on each unit and across the programme.

The department offers an open door policy where students are actively encouraged to discuss problems with their Director of Studies or Personal Tutor. The Director of Studies will act 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. The Postgraduate Administrator, who is responsible for a number of programmes, also actively encourages students to raise issues/problems.

Examples of Opportunities available to students on completion of programme:

Many overseas students continue their career within the government or non-government organisation that sponsored their study and from which they came. Others secure paid employment with a UK-based or international development agency for the first time. Recent "first time" employers include: Action Aid, Oxfam, Tear Fund, UK Department for International Development, Swedish International Development Agency, Food and Agriculture Organisation. Although graduates have historically been more likely to join non-profit agencies, a growing number subsequently work as private consultants. There is also an established tradition of students proceeding from the MSc programme onto MPhil/PhD programmes and academic careers.

Full details of the MSc programme is available on the University website. This programme sits alongside the existing Masters degrees offered by the Department of Social and Policy Sciences:

- [MSc International Public Policy Analysis](#)
- [MSc Wellbeing In Public Policy And International Development](#)
- [MRes European Social Policy](#)
- [MRes Global Political Economy: transformations and policy analysis](#) (delivered collaboratively with the University of Bristol)
- [MRes International Development](#)
- [MRes Security, Conflict & Justice](#) (delivered collaboratively with the Universities of Bristol and Exeter)
- [MRes Social Policy](#)
- [MRes Social Work](#)
- [MRes Sociology](#)

Programme website at <http://www.bath.ac.uk/soc-pol/postgraduate/index.html>

Business Support Systems - part of Computing Services