



Programme Specification

(please see the notes at the end of this document for a summary of uses of programme specifications)

Fields marked with * must be completed for the initial submission for Stage One approval to the Board of Studies and to the Academic Programmes Committee

GENERAL INFORMATION	
<i>Awarding Institution//Body</i>	University of Bath
<i>Teaching Institution*</i>	University of Bath
<i>Validated/Franchised/Licensed (if appropriate)</i>	
<i>Programme accredited by (including date of accreditation)*</i>	
<i>Programme approved by (including date & minute number of Senate)</i>	Senate: 15.10.14
<i>Final award</i>	BSc (Hons) Students leaving an undergraduate programme prematurely may be eligible for a Certificate of Higher Education (www.bath.ac.uk/quality/documents/certhe.pdf) or a Diploma of Higher Education (www.bath.ac.uk/quality/documents/diplhe.pdf)
<i>Programme title*</i>	International Development with Economics
<i>UCAS code (if applicable)</i>	
<i>Subject Benchmark Statement*</i>	Economics; Politics and International Relations; and, Sociology
<i>Intended level of completed programme (in line with FHEQ)*</i>	Level 6 (Honours)
<i>Duration of programme & mode of study*</i>	3 years full-time or 4 years full-time on a "thick sandwich" model (i.e. with placement)
<i>Date of Specification preparation/revision*</i>	October 2014
<i>Applicable to cohorts (eg. for students commencing in September 2012 or 20012/13-2013/14)*</i>	Students commencing in or after 2015/16

Synopsis and academic coherence of programme*

The programme provides a robust interdisciplinary course of study in International Development with a focus on (a) economic analysis of development; and (b) development policy and policy analysis. These areas of specialisation build upon existing strengths and reputation at the University of Bath (UoB) and provide students with marketable skills that should set the programme above competitor degrees. Students on this degree should hence have an edge over graduates from competitor institutions and maintain and enhance UoB's employability record.

Intellectually, International Development is a fundamentally interdisciplinary subject. The coherence of the programme is built around four unit 'streams'. Three disciplinary streams are Development Economics, the Politics of Development, and the Sociology and Anthropology of Development. Introductory units in each of these disciplines are compulsory and Designated Essential Units (DEUs) in the first year; more advanced disciplinary units are compulsory but not DEUs in the second year. In the final year they are optional, allowing for specialisation. The exception here is Development Economics, which remains compulsory throughout, reflecting both its emphasis in the programme title and the particularly marketable skills this stream offers. The Economics stream is balanced between formal and technical units that provide students with an understanding of mainstream economic approaches and methods and more qualitative, political economy-focused components that are reflective of the discipline in development research and practice. Political economy focused units include attention to key issues in development such as inequality and institutional economics. The compulsory Economics component of the degree accounts for a quarter of the total credit with options for more Economics.

The fourth 'interface' stream focuses on International Development as both a field of study and as a vocation. This stream, which runs throughout the programme, is designed to ensure that students graduate from the degree with practical and vocational skills that will give them the edge over graduates from competitor institutions and maintain and enhance UoB's employability record. This stream also provides the 'interface' units between the different disciplinary perspectives.

Chronologically, the programme progresses as follows. The first year provides a robust base in the different disciplinary perspectives on international development. Modules in the second year develop these skills with more advanced theoretical perspectives and apply them to a range of contexts, with a focus on contemporary global transformations. The final year allows for further specialisation and application of skills and perspectives to contemporary problems of development, while maintaining the focus on economic analysis.

The fourth stream is key to the unique and attractive nature of the degree, focusing on International Development as both a field of study – with an emphasis on its inherent interdisciplinarity – and as a vocation. This stream, which runs throughout the programme, is designed to ensure that students graduate from the degree with practical and vocational skills relevant to work in the industry. It builds upon the Department of Social and Policy Sciences' (DSPS) reputation in the field of policy and policy analysis to provide an advanced understanding of workings of the development industry absent from competitor degrees and which will further broaden the transferable skills students take from the degree.

One option in the interdisciplinary stream is a final year group-fieldwork project that will provide students with practical experience of international development and the opportunity to reflect upon the relationship between their studies and industries in which they may seek employment. The location and nature of the fieldwork will vary from year to year and be developed in consultation with the appropriate student cohort in order to maximize availability. The unit will be subject to an annual risk assessment conducted by DSPS and will carry a surcharge to cover the costs of fieldwork and administrative support.

In addition to these four streams, students have the option to pursue language courses throughout their degree. This will provide particular benefits for students wishing to pursue careers in or with areas of the developing world where English is not widely spoken, including Latin America and Francophone Africa.

The optional placement year provides an opportunity to further develop specific workplace skills. The placement is designed to allow students to develop the practical application of the skills learned and to immerse themselves in the professional world of development to gain an understanding of the nature of the sector. As a sector, International Development is very diverse – from large private sector multinationals and international and national government;

through social businesses, local government; to NGOs and local cooperatives. The placement option will give students the opportunity to experience working in an international development-related sector and assist them to map out their preferred career options within the broader field as a results.

Educational aims of the programme*

The International Development with Economics degree programme is designed to:

- develop a systematic and advanced understanding of political and sociological ideas and theories and a critical appreciation of debates over related concepts and processes, with a focus on processes of development;
- provide training in the principles of economics and their application to problems and issues of international development;
- enable students to analyse development issues and problems from multiple perspectives;
- encourage students to develop their academic potential within a constructive research-led and policy-engaged environment;
- equip students with analytical, practical and vocational skills necessary for a successful career in industries relating to international development and transferable to a wider range of private and public sector career.

For students taking the work placement, additional aims are to:

- enable students to develop career plans and identify opportunities for work in a development-related sector;
- equip students with practical experience of working in a development-related sector, including an understanding of the demands and practices of the sector;
- provide students with the opportunity to apply their learning in a professional context.

Intended learning outcomes * (including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate)

➤ Knowledge & Understanding:	<p>Graduates in International Development with Economics will be able to:</p> <ul style="list-style-type: none"> • demonstrate an appropriate understanding and knowledge base in economics, politics, and sociology, and an awareness of the institutional and global contexts within which development processes and policy debates take place; • have a critical understanding of the nature and working of the development industry; • have a critical appreciation of quantitative and qualitative data, including the sources and content of economic data and evidence, and appreciate what methods might be appropriately applied to the analysis of such data; • apply concepts, theories and methods from the three disciplines to the analysis of development problems and issues with a critical appreciation
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	<p>of the interface between disciplinary perspectives;</p> <ul style="list-style-type: none"> • describe and examine a range of key concepts, theoretical approaches, and methods in sociology and the study of politics and evaluate their strengths and weaknesses and their application in the context of international development; • demonstrate a familiarity and engage critically with the nature and working of the development industry, processes that underpin social change and social stability, and the structure and operation of different political systems; • demonstrate knowledge of economic concepts and principles; • demonstrate knowledge of economic theory and modelling approaches as applied to development processes; • demonstrate having reached an appropriate level of knowledge and understanding, sufficient to enter into and benefit from further training in International Development and the related disciplines (including less technical areas of economics), through formal higher degrees or vocational programmes, or in the course of their subsequent professional careers. <p>In addition, graduates who complete a work placement will have:</p> <ul style="list-style-type: none"> • acquired practical knowledge of the ways in which development issues affect and are affected by organisations in their field of placement; • acquired understanding of the practical challenges, opportunities and tensions that organisations face in responding to development issues.
➤ Intellectual Skills:	<p>Graduates in International Development with Economics will be able to:</p> <ul style="list-style-type: none"> • gather, organise, and deploy quantitative and qualitative data and information from a variety of primary and secondary sources; • draw on evidence from a range of sources and demonstrate an ability to synthesize them; • assess the merits and appropriateness of competing explanations of human behaviour, social situations and events in the context of international development;

	<ul style="list-style-type: none"> • develop a reasoned argument, synthesise relevant information and exercise critical judgement; • apply economic principles and methods of analysis, including abstraction, economic analysis, and economic framing, to a range of problems; • demonstrate some skills in the conduct and presentation of independent research.
➤ Professional Practical Skills:	<p>Graduates in International Development with Economics will:</p> <ul style="list-style-type: none"> • be able to demonstrate good written and oral communication skills, both individually and in group environments; • be able to use a range of information and communication technologies effectively for processing and communicating information; • be able to apply methods of economic analysis and policy analysis to a range of problems and to critically reflect on different approaches; • have an understanding of and competence in a range of professional tools germane to the development industry (e.g. log frames); • have practical experiences of the nature and challenges of development work in the context of poor and developing countries. <p>Graduates who complete a work placement will have:</p> <ul style="list-style-type: none"> • acquired practical experience in the application of knowledge and skills gained at the University; • developed competencies in communication, both oral and written, planning and time-management procedures, problem-solving and analytical decision-making, and gained confidence in their own ability to participate within a team framework, and assimilate and appraise new information; • acquired an understanding of the structure of employing organisations and an opportunity to investigate and assess potential career options prior to graduation.
➤ Transferable/Key Skills:	<p>Graduates in International Development with Economics will have acquired:</p> <ul style="list-style-type: none"> • The ability to develop and present a well-structured essay to set questions; • The ability to develop and present arguments and reports through a range of other media,

	<p>including oral presentations and visual presentation software;</p> <ul style="list-style-type: none"> • The ability to apply key concepts in economics, sociology and politics to range of problems; • Investigative skills and the ability to use a variety of sources of information critically; • The ability to work and communicate as individuals; • Skills in working and communicating effectively as a team; • Skills in information technology; • Critical and analytical skills.
<p>Structure and content of the programme (including potential stopping off points)</p> <p><i>(Append the relevant programme description (PD) form(s) and cross reference below)</i></p> <p>The full Programme Description is appended to this document. Units are worth six credits unless otherwise indicated; students take the equivalent of 30 credits each semester. As detailed above, the programme is built around four 'streams': Economics of Development, Politics of Development, Sociology of Development, and Interdisciplinary Development Studies. As detailed above, Economics is central to the degree and compulsory units in Economics constitute a quarter of the credits. Introductory-level micro- and macro-economics units are supplemented with three specialist units in Development Economics and Development Finance; and further political economy units address key economic issues in development, notably inequality.</p> <p>In addition, throughout the degree, students have the option to pursue approved language studies as options in recognition of the importance of language skills for working in and with developing countries. French and Spanish are likely to be of particular importance in respect of sub-Saharan Africa and Latin America respectively; other languages can be studied with approval.</p> <p>The first year is designed to establish a firm grounding in three disciplines that contribute to the programme. The economics component of the degree balances technical and formal economics with more qualitative and political economy-oriented units. The first year has a year-long twelve credit introduction to standard micro- and macroeconomic theory; an introduction to global political economy in the World Economy unit in Semester 1; and a specialist technical unit in Development Economics in Semester 2. These are all DEUs. The Politics and Sociology/Anthropology streams are introduced in Semester 2 with DEUs that focus on the core concepts and theories of these disciplines as applied to International Development. The core 'interface' unit in this first year is a Semester 1 introduction to International Development that surveys the subject as a field of study and as an interdisciplinary endeavour.</p> <p>In the second year, an increased number of options (five) allow students to begin specialising in chosen areas. Compulsory units in each of the disciplinary streams build upon the previous year units, providing more advanced theoretical perspectives. Empirical content of these units focus on applying these theoretical perspectives to contemporary challenges and transformations in international development. Two compulsory interface units provide anchoring and synthesis through a focus on, respectively, development theory (in the first semester) and development policy and practice (in the second semester). Options in this year include a range of specialist areas in international development (e.g. well-being, humanitarianism, NGOs) as well as the option to take relevant disciplinary units from elsewhere in the department and beyond.</p> <p>In the final year, a compulsory eighteen credit component is an undergraduate dissertation in</p>	

international development. Students may also opt for a group fieldwork project that will provide students with practical experience of international development and the opportunity to reflect upon the relationship between their studies and the industries in which they are likely to seek employment. In the final year, concluding units in the Economics stream are the formal economics of Development Finance and the more political economy focussed Inequality in Developing Countries. Remaining credits are options.

The fieldwork optional unit provides an opportunity for students to experience and develop their understanding of development issues in a real world context. The unit will attract a necessary supplementary charge to cover the cost of the fieldwork and its administration. The nature of the unit is such that it may be difficult to accommodate all students.

International travel may be problematic for some students in terms of visa restrictions. Students with dependents may also find access difficult. Students with disabilities may also find access difficult. The extra cost of the unit may also limit access to students on more limited means. In order to minimise these access problems and make the unit accessible to as wide a student body as possible, preparation will begin at least 11 months prior to the fieldwork taking place and consultation with the students will allow selection of location and type of fieldwork to maximise access. For instance, for each cohort of students, fieldwork will avoid location in a country with high visa restrictions (whether in terms of the practicalities or prohibitive cost) for members of that cohort (or indeed where their nationality is not recognised). Early planning will also enable students who work or who have dependents the best opportunity to plan their calendar in order to participate. The Department will work with Student Services to help disabled students attend if they wish to do so and can with reasonable adjustment. Depending on departmental resources, scholarships may be made available for students experiencing financial difficulties in covering the cost of the unit. This will be made available in liaison with other University services for students facing financial difficulties, including the Hardship Fund. The expected timeline for delivery of the fieldwork unit is as follows:

Oct. (prior year):	Identify location for fieldwork
Nov – Jan:	Plan fieldwork in liaison with partner institutions
Feb – Mar:	Inform students of fieldwork project, including cost
End Semester 2:	Students must have signed up and paid for unit
June – August:	Arrange insurance, travel, accommodation
September:	Fieldwork preparation and fieldwork

The emphasis of the final year is on the application of interdisciplinary perspectives to development problems and challenges. This is reflected in the regionally-focused options in semester 2 and in the thematic development options across both semesters (including institutions, conflict, inequality, and identity, all of which are subject to interdisciplinary analysis). An engagement with the interdisciplinary nature of international development will also be required in the dissertation.

There is an optional placement year (60 credits) spent on an approved work placement.

All students at the University of Bath are entitled to take extra units to the value of 6 credits in any year, which do not count towards their degree classification.

Details of work placements / work-based learning / industrial training / study abroad requirements

Students who undertake the four-year International Development with Economics degree programme undertake a placement between their second and final years of academic study at the University. All placement student need to complete their placement satisfactorily, and to submit a final report and poster on it, as a condition of graduating 'with placement'.

Students undertaking a work placement complete at least 30 weeks of work, normally for an approved company or public service organisation. Placements are arranged through the Faculty Placements Office.

Preparation and support provided to students for work placements:

First year:

- Students given a Placements Handbook and access to placements website, which displays placement information and newsletters
- They attend five placement preparation sessions covering general placement information and advice on CV writing, interview skills, application forms and letters, aptitude tests and assessment days
- They receive individual help throughout the year from Placements Officer with CVs, application forms and letters, and mock interviews

Second year:

- Students attend placement information sessions delivered by Placements Officer
- Placement vacancies advertised on placement website
- Further individual help given throughout the year by Placements Officer
- Students who secure overseas placements will be, as far as possible, be appointed a Placement Tutor in the Second Year who has experience of working in the country in question. The Placement Tutor will meet with the student prior to departure to provide background and orientation information as appropriate. The Placement Tutor and the student will also work out and arrange a method for regular support and communication through, for instance, Skype or teleconferencing.

Third year:

- Students on placement are sent a monthly newsletter
- For UK-based placements, they are assigned a Placement Tutor who provides support and visits them
- For overseas placements, the Placement Tutor will provide regular support and communication through the process identified in the Second year.

Fourth year:

- They design a poster about their placement experience which they present at a meeting for first-year and second-year students and staff
- Placement Tutors hold individual post-placement meetings with students to evaluate placement experience and discuss dissertation and future career plans

Progress and achievement of students on work placements is monitored by the visit, two reports that are submitted by their managers or supervisors and submission of the poster.

Details of support available to students (e.g. induction programmes, programme information, resources)

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. Personal Tutors will also advise students on option choices, in liaison with the Director of Studies as appropriate.

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 the Student Support and Resources web pages:

<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 play scheme to provide childcare for older children during the school holidays.

Admissions criteria (including arrangements for APL/APEL)

Three good passes at A2 or similar standard in the Scottish Highers, European or International Baccalaureates, or equivalent qualifications from other countries. Maths GCSE at grade B and English Language at Grade C are required.

International students may be asked to provide evidence that they meet the University's minimum standard of proficiency in English. In IELTS, a minimum score of 6.5 with no less than 6.0 in any element is required. Further details and equivalent scores in different qualifications are available at

<http://www.bath.ac.uk/study/ug/apply/englishlanguage/index.html>.

Applicants with Access or BTEC qualifications, as well as combinations of A levels with GNVQ and successor qualifications, will also be considered. Mature applicants without formal qualifications will be considered on an individual basis but may in some cases be requested to complete an Access course or a Foundation Year. Credit can be given for up to one year of study on a similar programme at another university at the discretion of the Faculty Board of Studies. Offers are likely to range from ABB to AAA at A2.

Summary of assessment and progression regulations

This programme is fully compliant with the University's New Framework for Assessment: Assessment Regulations (NFAAR). The NFAAR describes the rules for progression from one stage of the programme to the next (including supplementary assessment, and the extent of failure that can be condoned) as well as for the award of degrees. Students taking the programme will be assessed according to these rules; further information about the NFAAR is available at <http://www.bath.ac.uk/registry/nfa/index.htm>.

Below is a description of how the programme is structured in terms of the NFAAR. Information about Designated Essential Units (DEUs) and Designated Alternative Programmes (DAPs), and the definitions for parts and stages of programmes are also available in the NFAAR (see Appendix 2: Definitions).

Year 1 (Stage 1) constitutes Part One of the programme. The all-year Introduction to Economics unit is a Designated Essential Unit which must be passed if a student is to proceed. The BSc in Social Sciences is a Designated Alternative Programme for students who fail. The Semester 1 Introduction to International Development is also a Designated

Essential Unit. The BSc in Politics with Economics is a Designated Alternative Programme for students who fail this unit but pass Introduction to Economics.

In the three-year programme, Year 2 (Stage 2) constitutes Part Two.

In the four-year programme, Year 2 (Stage 2) and Year 3 (Stage 3) if taken constitute Part Two. The placement in Year 3 is standard (i.e. not assessed).

Year 4 constitutes Part Three of the programme.

Year 1 and the Placement Year, if taken, do not contribute towards final degree marks. Year 2 contributes 32% and Year 4 68%.

Indicators of quality and standards (e.g. professional accreditation)

(For more general information on each part of the framework, click on the link)

To assure continuing excellence in its quality and standards, the University of Bath has a quality management framework including:

1. A Quality Assurance Code of Practice, and associated regulations and policies:
<http://www.bath.ac.uk/quality/cop/statements.html>
2. A learning, teaching and quality committee structure which monitors quality and standards and instigates action for enhancement. For further information:
Governance:
<http://www.bath.ac.uk/quality/documents/QA03PSGuidQSGov.doc>
Review and Monitoring:
<http://www.bath.ac.uk/quality/documents/QA03PSGuidQSRevMon.doc>
3. Staff development arrangements that assist staff in enhancing their own performance as educators, as researchers or as professional support services staff. Further information:
<http://www.bath.ac.uk/quality/documents/QA03PSGuidQSASD.doc>

Students are involved in many of these processes. The emphasis here is upon the *informed* student voice - engaging with students as academic citizens to ensure they have opportunities to take an active part in shaping their own learning.

<http://www.bath.ac.uk/quality/documents/QA03PSGuidQSStuVoice.doc>

A more detailed overview of the University's Quality Management framework is set out in this summary document:

<http://www.bath.ac.uk/quality/documents/approach-to-quality-management.pdf>

The University's management of its academic standards and quality is subject to external institutional review by the Quality Assurance Agency on a six year cycle. In its 2013 Institutional Review, the QAA confirmed that the University met its expectations for the management of standards, the quality of learning opportunities, and the enhancement of learning opportunities. The University was commended on its provision of information.

Sources of other information

Further information about the programme can be found on the webpages of the Department of Social and Policy Sciences at <http://www.bath.ac.uk/sps/>.

..... Dean/Head LPO

..... Date

*The programme specification, and revised versions must be signed by the Dean of
Faculty/School/Head of Learning Partnerships*

NOTES

Programme Specifications are **definitive, formal and concise** descriptions of programmes that are comprehensible to a general audience and are intended to support external accountability. The University has committed to using programme specifications in the following ways:

Approval, Amendment and Review of Programmes

The University uses programme specifications in programme approval, amendment and review processes to ensure that the aims and intended learning outcomes of programmes are clear, and that the learning outcomes can be achieved and demonstrated. Further guidance on the content of programme specifications, including common content on University quality and student support structures, is available from the Learning and Teaching Enhancement Office or from the LTEO website in the form of Guidance Notes, at

<http://www.bath.ac.uk/quality/documents/QA3-prog-spec-guidance.pdf> .

- **Programme approval:** Further information about the role of programme specifications in the process of programme approval is provided in QA3 Approval of New Programmes of Study Annex A. A draft programme specification setting out the title, level, learning outcomes, diet of core and key optional units, and any partnership arrangements or professional accreditation is submitted as part of the documentation for first stage strategic approval to Board of Studies and Academic Programmes Committee. The draft programme proposal and specification should also be forwarded to the Registry at this stage. It is good practice to submit the draft document to the Faculty/School Learning, Teaching and Quality Committee after first stage strategic approval and before second stage final approval is sought so that feedback may guide development of the final documentation. The completed programme specification including the programme description, which should be fully differentiated in respect of any exit awards, is submitted to the Faculty/School Learning Teaching and Quality Committee and to the Programmes Approval and Partnerships Committee as part of the documentation for second stage (full) approval. Once final approval has been granted by Senate the programme specification should be published on the University website
- **Amendment of programmes:** When an intermediate or major amendment to a programme is made, an updated programme specification should be submitted as part of the approval process (see QA4 Amendments to Programmes of Study para 6.4). Amended versions of the programme specification must be signed by the Dean of Faculty/School/. Once approved, the revised programme specification should be published on the University website.
- **Degree Scheme Review:** The programme specification forms part of the evidence for the periodic review of the aims and learning outcomes of a programme of study (see QA13 Degree Scheme Reviews, para 4.10).

Provision of Information to Students

Programme specifications are multi-stakeholder documents, which form one of the sources of programme information available to current and prospective students (For further information, see QA44 Programme Handbooks and Programme Specifications, Section 5). Directors of Studies are responsible for ensuring that the programme specification is up to date and coherent with the detailed programme information provided in the prospectus and programme handbooks, and for ensuring that current programme specifications are published on the University website.

Programme descriptions (PD Forms for NFAAR for UG, PG, and non-NFA are available) should be appended to programme specifications and are intended to provide precise information for students and others on the stages of the programme, as required for the 'Structure and content of the programme' section of the main document.