

PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

Course name	Course code <i>note PS</i>	Year
Geography and International Development	U1LL78302	2017-18
Geography and International Development with Overseas Experience	U1LL7V302	

NOTE: Whilst the University will make every effort to offer the modules listed, changes may sometimes have to be made for reasons outside the University's control (e.g. illness of a member of staff) or because of low enrolment or sabbatical leave.

COURSE SUMMARY

S1	a	SCHOOL(S) OF STUDY	INTERNATIONAL DEVELOPMENT (DEV)
<i>note S1c</i>	b	FACULTY or FACULTIES	FACULTY OF SOCIAL SCIENCES
	c	JOINT COURSE? (ie owned/taught by more than one School)	YES
			NO ✓
d	NAME OF COURSE DIRECTOR (Home School)	Dr Gareth Edwards	
	e	NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)	N/A
S2	a	COURSE TITLE	Geography and International Development Geography and International Development with Overseas Experience
	b	COURSE CODE	U1LL78302 U1LL7V302
<i>note S2c & S2d</i>	c	AWARD	BA
	d	EXIT AWARD(S) AND TITLE(S)	DIP HE CERT HE
	e	FULL/PART-TIME (please specify)	FULL-TIME
	f	LOCATION (UEA Norwich, Distance Learning)	UEA CAMPUS
	g	AVAILABLE FROM:	CURRENT
S3 <i>note S3a</i>	a	PROFESSIONAL AWARD (if any)	N/A
<i>note S3b</i>	b	ACCREDITING/VALIDATING BODY (if relevant)	N/A

Overseas Experience

		Website (URL)	N/A
		Date when accreditation/ validation may take place	N/A
S4a <i>note S4a</i>	LEVEL	Sub-degree (e.g. Cert. Dip.)	
		Undergraduate	Level 6: Honours degree
		Integrated Masters	
		Masters	
		Other postgraduate (please specify)	
S4b <i>note S4b</i>	FHEQ STATEMENT	Please detail how the programme meets the relevant qualification descriptor from the Framework for Higher Education Qualifications (FHEQ)	Broadly speaking, holders of a Bachelor's degree with Honours in Geography and International Development will have demonstrated a systematic and inter-disciplinary understanding of human geography and international development, including its social, economic and environmental aspects; the ability to use and interpret the results from established research methods; and the ability to undertake an independent research project. Graduates are equipped to enter employment and contribute effectively to development policy and practice, particularly in the various domains where social sciences are deployed. Graduates also obtain a strong portfolio of wider transferable key skills that allow them to secure employment in a large number of different areas. Teaching staff are affiliated to International Development UEA (DEVCo) and are active in policy and practice and research, ensuring that teaching is informed by recent high quality research, at the cutting edge of contemporary development issues and concerns. These are all fundamental requirements for FHEQ Level 6.
S5 <i>note S5a</i>	a	DURATION (years or months)	3 Years

Overseas Experience

<i>note S5b</i>	b	MODE OF ATTENDANCE (full-time, part-time, distance, other)	FULL-TIME								
S6 <i>note S6</i>	PLACEMENT(S)/WORK-BASED LEARNING REQUIRED		<table border="1"> <tr> <td>YES</td> <td></td> <td>NO</td> <td></td> </tr> <tr> <td colspan="3">If YES, does this conform with the UEA's code of practice on placements?</td> <td></td> </tr> </table>	YES		NO		If YES, does this conform with the UEA's code of practice on placements?			
YES		NO									
If YES, does this conform with the UEA's code of practice on placements?											
S7 <i>note S7</i>	RELEVANT SUBJECT BENCHMARK STATEMENT(S) and details of how the Programme Specification aligns with these		The programme has been developed to incorporate key human geography elements of the Geography benchmark statement. There is no single QAA subject benchmark statement for International Development.								
S8 <i>note S8</i>	ENTRY REQUIREMENTS		Refer to admissions website								
S9	JACS Subject Level Code(s) Consult Planning Office		LL78, LL7V								
S10	UCAS ADMISSION CODE / COURSE CODE Consult Planning Office										
S11 <i>note S11</i>	FURTHER INFORMATION (web link to further information)		https://www.uea.ac.uk/international-development/undergraduate-degrees								
S12	COURSE HIGHLIGHTS (for publication in University Prospectus / Website /HEAR) Include succinct comments about employability, key skills and learning outcomes										

Overseas Experience

<p><i>note S12</i></p>	<p>This innovative degree programme allows you to combine the study of geography with international development. You will develop the relevant knowledge and practical skills that can be applied to global challenges such as poverty and inequality, climate change, conflict and migration.</p> <p>You will study core skills in human and social geography whilst also having the opportunity to select modules on environmental and development geography. The degree offers a wide range of optional development-related topics in the areas of development economics, social anthropology and politics.</p> <p>The course emphasises academic rigour and technical skills whilst also ensuring strong employability, through practical skills training, field experience, IT skills including GIS, and excellent work placement opportunities.</p>
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*****Please copy and paste the above table for additional (related) courses*****

AC1	COURSE MANAGEMENT INFORMATION	
AC1.1	REGULATORY FRAMEWORK	
	Undergraduate Regulations (including Integrated Masters)	√

Overseas Experience

	Postgraduate Taught Regulations			
	Graduate Diplomas			
	PGCE			
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES		NO ✓
AC1.2b	Are any modules assessed on a pass/fail basis?	YES		NO ✓
AC1.2c	If so, how many modules and what is the credit volume for each module?			

AC2 <i>note AC2.1</i>	YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS (For undergraduate or integrated masters courses only)				
	Please select only from the permitted options - see UG/PGT regulations				
Stage <i>Note AC2.2</i>	Level	Year of course	Weightings	Progression requirement	Exit Award <i>Note AC2.3</i>
Stage 0	Level 3	N/A			
Stage 1	Level 4	1	0%	As per BIM regulations	CertHE
Stage 2	Level 5	2	40%	As per BIM regulations	DipHE
Year Abroad / in Industry		N/A			
Stage 3	Level 6	3	60%	As per BIM regulations	BA (Hons)
Stage M	Level 7	N/A			

Overseas Experience

AC3	BOARD OF EXAMINERS
AC3.4	EXTERNAL EXAMINERS (see web link below for names, positions and institutions of External Examiners)
	(For Admin use only – to be added by LTS Web Administrator)

PS1 COURSE PROFILE *For updates to Programme Specifications, copy and paste course profile from eVision https://evision.uea.ac.uk/urd/sits.urd/run/SIW_POD*

note PS1

PS3 PROGRAMME COHERENCE AND FEEDBACK CYCLES*note
PS3***PS3.1 learning progression**

How will progression in terms of skills, knowledge and understanding be reflected in the programme between modules in any one year and across the years as students progress through their course of study?

*note
PS3.1*

The BA Geography and International Development is specifically designed to achieve progression through Years 1, 2 and 3. There is progression from Year 1 to Year 2 in terms of the depth of knowledge and analysis of each disciplinary pathway, and the level of understanding required. In particular, the key concepts and principles covered in the Year 1 introductory module (POG) is built upon in Year 2 in the intermediate principles modules (GOD and PAP) – the former is a prerequisite for the latter. In Year 3, the principle module (UG) again builds on these intellectual foundations and enable further progression of depth of learning.

At the same time, there is progression in the research and field skills provision of the course, beginning with Evidence in Development and Geography (Yr1), progressing to Methods in Human Geography (Yr2) and culminating in the Field Course and Dissertation (Yr 3).

Progression is also built into assessment strategy. The standard expected of a particular assessment method increases over the three years, consistent with the principle of learning progression. By the third year students are expected to demonstrate higher level abilities of analysis, synthesis and evaluation, with much more focus on case studies, primary research literature, and multi-disciplinary approaches to analysis. Expectations regarding students' ability in an essay to assimilate and make effective use of academic literature (i.e. books, journal articles), and to critically appraise the work of academic scholars, would also be higher in the second year compared to the first year.

PS3.2 feedback cycle

Please explain how assessments and feedback / feed forward support the coherence of the programme. Comment on number and types of assessment, both formative and summative; the types and format of feedback students will receive; and their sequencing. How will assessments and feedback impact on subsequent modules?

*note
PS3.2*

Modules comprising the BA Geography and International Development are either a mix of coursework (50%) and examination (50%), or coursework only (100%). The majority of modules taken in the Autumn semester are coursework only, and the majority in Spring are coursework plus examination. With the exception of the dissertation, all modules involve at least two pieces of summative coursework for assessment.

A diverse range of **summative assessment** methods are used to assess learning outcomes and help develop skills. The most common methods are essays, course tests or exams, field project reports and seminar presentations. Beyond these standard methods however, a range of other methods are used, including quantitative-analytical reports, and policy brief. Assessment tasks and associated guidelines are co-ordinated across modules – so for example, feedback on a seminar presentation done in Year 1 is useful for a subsequent presentation done in Year 2.

Formative assessment – i.e assessment which occurs early on in a module, which does not count towards the final mark but provides feedback which helps students to complete the summative assessment at the end of a module – plays an important role in the programme. All students receive some form of formative feedback for every module they take. A wide range of different types of formative feedback are available, including written submissions with written feedback, mock exams/tests (perhaps with peer feedback), seminar presentations of essay plans/outlines/drafts (with oral feedback from seminar leader), and one-to-one discussions with lecturers during office hours where students discuss their essay plan and get oral feedback. Formative assessment is particularly used when new pieces of summative assessment are introduced into a module. In such cases, a formative piece of assessment is set beforehand to give students feedback before submitting their final piece of summative assessment.

The School also makes use of **information technologies** for providing feedback and carrying out formative assessment. This includes the use of emailed audio feedback, wikis, on-line course tests via Blackboard, and in-class clickers for rapid question-response tests or exercises carried out during a lecture. The School is also expanding the use of electronic marking – it participated actively in the UEA electronic marking pilot scheme in 2012-13, and hopes to continue participating if and when electronic marking is rolled out across the campus. Electronic marking helps in cutting down coursework return times, and can improve the quality of written feedback.

PS4	EXAMINATIONS		<i>note PS4</i>
	Written	Practical (e.g. OSCES and OSPES)	
How many modules will include an exam element?	See course profile		
How many hours of exams are there in Stage 0? (if applicable)	N/A		
How many hours of exams are there in Stage 1?	See course profile		
How many hours of exams are there in Stage 2?	See course profile		
How many hours of exams are there in Stage 3?	See course profile		
How many hours of exams are there in Stage 4? (if applicable)	N/A		
How many hours of exams are there in Stage 5? (if applicable)	N/A		
How many hours does the programme (as a whole) include?	See course profile		

PS5	EQUALITY & WIDENING PARTICIPATION		<i>note PS5</i>
PS5.1	How do the admissions criteria specifically for this course ensure equality of opportunity for all applicants?		
	<p>The School of International Development is committed to equality of opportunity and fair treatment for all its students and staff and for potential members of its student community. The School is actively involved in outreach, including visits to targeted schools in East Anglia, and forging links with A-Level teachers of geography and world development. Faculty also visit international schools in Asia, Africa and Latin America when in the area, to promote DEV and UEA. Admission recognises the importance of and encourages applications from non-traditional students.</p>		
PS5.2	What steps have been taken to ensure an inclusive curriculum?		
	<p>The School of International Development is committed to ensure that no student on these courses will receive less favourable treatment on the grounds of sex, marital status, race, colour, ethnic origin, sexual orientation, disability, political or religious belief or any other criterion. It will seek to ensure fair treatment for all students in access to learning opportunities, teaching assessment and support.</p> <p>Geography does involve fieldwork and this can occasionally exclude those with physical disability. We seek to make field work accessible for most but where unavoidable, we make alternative provision for anyone unable to participate.</p> <p>International Development attracts an international student body, from diverse socio-economic and personal backgrounds. We traditionally attract a small number of mature students, whose contributions to the school community are particularly valued. Our curriculum and teaching methods are discussed and reviewed regularly with students and other stakeholders, via the Staff Student Liaison Committee, which</p>		

	meets twice per semester, the annual Course Review process, and the 5-yearly Course review process, all of which involve significant student participation.
PS5.3	<p>In what ways do learning and teaching and assessment methods ensure inclusivity, reasonable adjustment and equality of opportunity?</p> <p>The School of International Development will make reasonable adjustment to facilitate access to the full range of its educational provision, facilities and other services. Wherever possible, the School of International Development will ensure that students who have disabilities or who become disabled will not receive less favourable treatment for a reason related to their disability.</p> <p>A diverse range of summative assessment methods are used to assess learning outcomes and help develop skills (see PS3 above). This diverse range provides students with a range of opportunities to show that they have achieved the learning outcomes. Special exam arrangements with individual invigilation (extended time, rest breaks, use of a scribe or computer) are made available for students with dyslexia or similar impediments to taking exams under normal conditions. The School liaises with the Dean of Students' office in relation to all applicants with a disability, and has introduced procedures to ensure that these applications are brought to the attention of, and monitored by, the Director of Admissions as early as possible in the application process.</p> <p>In addition, all summative coursework in DEV goes through a moderation process. For most pieces of coursework, this takes the form whereby a sample of scripts, stratified by score and all fails, are checked by a second marker to ensure that standards for a first class, second class, third class or failed piece of assessment are consistent. However, for the undergraduate dissertation, and for all exams, a system of blind double marking is used: two markers mark a piece of coursework independently, and then meet to decide on an agreed mark.</p>

PS6	EMPLOYABILITY	<i>note PS6</i>
	<p>How is employability embedded into the delivery of the course?</p> <p>All modules available to students on the BA Geography and International Development have a transferable skills element to their learning objectives. This includes summarising and synthesising information from various sources, interpreting data and constructing arguments, team-working, preparing written documents such as essays, reports and policy briefs, verbal presentations and use of visual aids in presentations. Some modules focus on employability more specifically however.</p> <p>One of these is the Development Work Experience (DWE) module, taken in the 3rd year of the degree. This is a work placement scheme that specifically aims to develop work experience and employment skills that are likely to be attractive in the labour market after graduation. The module receives excellent feedback with many returning to say it has been the most stimulating and useful part of their whole degree and through which they learned the most about development, for example working in the social and community development fields.</p>	

In 2011/12, the School introduced a further practical and skills orientated module, Development in Practice (DiP), available in the spring semester of the 3rd year. This idea of a final, practical module for final year students, which allows them to draw on and synthesise their learning from all three years of their degree, is a response to student evaluations – as documented in the previous DEV Undergraduate Course Review in which the idea of this module was first proposed. The module has received generally excellent feedback from External Examiners:

“I commend the tutors involved with DEV-3D40 Development in Practice for the very well thought out and articulated learning outcomes and very informative module documentation. The guidance given on the reflective writing task and its assessment was very detailed, [although] I have raised the issue of needing to keep an eye on how well the task differentiated between students. ... The field based and practical experiences do appear to me to be particularly transformative for students.” (Jennifer Elliot, University of Brighton, 2012).

KEY INFORMATION SET (KIS) DATA

KIS	KEY INFORMATION SET data (undergraduate courses only)							<i>Note KIS</i>
KIS1	Quantitative KIS data							<i>Note KIS1</i>
		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	
1.1	Percentage of assessment by written exams		25%	25%	15%			
1.2	Percentage of assessment by practical exams		-	-	-			
1.3	Percentage of assessment by coursework		75%	75%	85%			
1.4	Percentage of time in scheduled learning and teaching activities		25%	20%	15%			
1.5	Percentage of time in guided independent study		75%	80%	85%			
1.6	Percentage of time on placements		-	-	10%			
KIS2	Professional Accreditation							<i>Note KIS2</i>
2.1	Name of accrediting body (if applicable)							
2.2	Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.							
2.3	Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.							

UP1 Programme Specification Update Record						
Faculty			School			
Academic Year	2014/5	2015/6	2016/7	2017/8	2018/9	2019/0
Degree Award (e.g. BSc/MA)						
Course Title(s)						
Course Code(s)						
Has the KIS data been changed?	Yes/No					
Course Director sign off	Name					
	Date					

IM1 IMPLEMENTATION ACTIONS – ADMIN USE ONLY		
ACTION	DATE	Name
Course Profile updated in Evison (LTS Team Leader)		
Programme Specification placed in shared drive folder (LTS Team Leader)		
Web link to External Examiner information added (LTS Web Administrator)		
Programme Specification uploaded onto website (LTS Web Administrator)		
Planning Office informed of upload of Programme Specification onto website (copy of this page to cams.records@uea.ac.uk) (LTS Web Administrator)		
Programme Specification Code (LTS Team Leader) (SCH/YEAR/Level/Sequence)	DEV15UG005	
Full route code(s) covered by this Programme Specification (LTS Team Leader)		