

## PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

Course name	Course code <i>note PS</i>	Year
BA International Development	U1L921305	2017-18
BA International Development with Overseas Experience	U1L922304	
BA International Development with a Year Abroad	U1L92A401	
International Development for Visiting Students	U1L920V02	

**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

<b>S1</b>	<b>a</b>	<b>SCHOOL(S) OF STUDY</b>	INTERNATIONAL DEVELOPMENT (DEV)	
<i>note S1c</i>	<b>b</b>	<b>FACULTY or FACULTIES</b>	FACULTY OF SOCIAL SCIENCES	
	<b>c</b>	<b>JOINT COURSE?</b> (ie owned/taught by more than one School)	<b>YES</b>	
			<b>NO</b> ✓	
<b>d</b>	<b>NAME OF COURSE DIRECTOR</b> (Home School)	Cecile Jackson (autumn semester)		
	<b>e</b>	<b>NAME OF DEPUTY COURSE DIRECTOR</b> (partner School, for Joint Courses only)	Bryan Maddox (spring semester)	
<b>S2</b>	<b>a</b>	<b>COURSE TITLE</b>	BA International Development BA International Development with Overseas Experience International Development for Visiting Students	
	<b>b</b>	<b>COURSE CODE</b>	U1L921305 U1L922304 U1L92A401 U1L920V02	
<i>note S2c &amp; S2d</i>	<b>c</b>	<b>AWARD</b>	<b>BA</b>	
	<b>d</b>	<b>EXIT AWARD(S) AND TITLE(S)</b>	DIP HE CERT HE	
	<b>e</b>	<b>FULL/PART-TIME (please specify)</b>	FULL-TIME	
	<b>f</b>	<b>LOCATION (UEA Norwich, Distance Learning)</b>	UEA CAMPUS	
	<b>g</b>	<b>AVAILABLE FROM:</b>	CURRENT	
<b>S3</b> <i>note S3a</i>	<b>a</b>	<b>PROFESSIONAL AWARD (if any)</b>	N/A	

<i>note S3b</i>	<b>b</b>	<b>ACCREDITING/VALIDATING BODY (if relevant)</b>	N/A
		<b>Website (URL)</b>	N/A
		<b>Date when accreditation/ validation may take place</b>	N/A
<b>S4a</b> <i>note S4a</i>	<b>LEVEL</b>	Sub-degree (e.g. Cert. Dip.)	
		Undergraduate	Level 6: Honours degree
		Integrated Masters	
		Masters	
		Other postgraduate (please specify)	
<b>S4b</b> <i>note S4b</i>	<b>FHEQ STATEMENT</b>	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 International Development will have demonstrated a systematic and inter-disciplinary understanding of 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 development 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.
<b>S5</b> <i>note S5a</i>	<b>a</b>	<b>DURATION</b> (years or months)	3-4 Years
<i>note S5b</i>	<b>b</b>	<b>MODE OF ATTENDANCE</b> (full-time, part-time, distance, other)	FULL-TIME

S6 <i>note S6</i>	PLACEMENT(S)/WORK-BASED LEARNING REQUIRED	YES		NO	X
S7 <i>note S7</i>	RELEVANT SUBJECT BENCHMARK STATEMENT(S) and details of how the Programme Specification aligns with these	<p>If YES, does this conform with the UEA's code of practice on placements?</p> <p>There is no single QAA subject benchmark statement for International Development. However, the objectives of the BA International Development are broadly in line with those outlined in the subject benchmark statements for disciplines relevant to the study of international development, including anthropology, area studies, economics, geography, politics and international relations, and earth/environmental sciences/studies. The relevance of any one of these benchmark statements varies according to which disciplinary pathway students on the BA International Development take. In addition, the emphasis on a broad interdisciplinary approach to studying development is consistent with the Geography benchmark statement, which highlights the importance of analysing and understanding the world in a plurality of ways.</p>			
S8 <i>note S8</i>	ENTRY REQUIREMENTS	Refer to Admissions Website			
S9	JACS Subject Level Code(s) Consult Planning Office	L921, L922, L92A			
S10	UCAS ADMISSION CODE / COURSE CODE Consult Planning Office				
S11 <i>note S11</i>	FURTHER INFORMATION (web link to further information)	<a href="https://www.uea.ac.uk/international-development/undergraduate-degrees">https://www.uea.ac.uk/international-development/undergraduate-degrees</a>			
S12	COURSE HIGHLIGHTS (for publication in University Prospectus / Website /HEAR) Include succinct comments about employability, key skills and learning outcomes				

<i>note S12</i>	<p>The <b>BA International Development</b> degree programme focuses on the social, political, and economic dimensions of international development. The course tackles a diverse range of topics, covering subjects such as social anthropology, human rights and economic theory. Alongside this you have the opportunity to study natural resource modules, examining the sustainability and governance of soils, water, food production, fisheries and more.</p> <p>The programme enables you to develop a thorough understanding of contemporary issues in international development, alongside incorporating a social science perspective. You will also have the chance to develop a range of skills valued by employers, including the ability to analyse data, prepare reports, presentation skills, and work as part of a team. Our flexible approach to learning enables you to explore your interests and strengths, graduating with a world-class degree in international development.</p> <p>The <b>BA International Development with Overseas Experience</b> degree programme gives you the opportunity to work or study abroad as part of a placement in the final year. The Overseas Experience element of the course takes place in your third year, in which you will spend four months abroad in the autumn semester. You can either opt to work with a partner organisation in the development sector or opt to study at an overseas university.</p>
-----------------	--

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

--	--

<b>AC2</b> <i>note AC2.1</i>	<b>YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS (For undergraduate or integrated masters courses only)</b>				
	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		3			
Stage 3	Level 6	4	60%	As per BIM regulations	BA(Hons)
Stage M	Level 7	N/A			

<b>AC3</b>	<b>BOARD OF EXAMINERS</b>
AC3.4	EXTERNAL EXAMINERS (see web link below for names, positions and institutions of External Examiners)
	<a href="#">(For Admin use only – to be added by LTS Web Administrator)</a>

**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](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 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 modules for each discipline (NR1, EC1, SAID1, GEOG1) are built upon in Year 2 in the intermediate principles modules (NR2, EC2, SAID2, PAID, GoD and PaP) – the former are prerequisites for the latter. In addition, students can take ‘post-principles’ modules in Year 3 that take forward and integrate learning to date, and for which the Year 1 and 2 modules are pre-requisites. For example, the core NR modules taught in the 1<sup>st</sup> and 2<sup>nd</sup> year (NR1, NR2 and NR3) build on each other through to highly-integrated analyses of contemporary conservation debates in the 3<sup>rd</sup> year module RDC (for which the former are pre-requisites). There is also progression in terms of research skills, beginning with the basic skills covered in Year 1 (EID), through to the more intermediate quantitative or qualitative skills covered in Year 2 (QED, RMSA, MHG), culminating in their application (with supervision) in the undergraduate dissertation in Year 3.

The emphasis on progression in the BA course structure has been commented on favourably by External Examiners, e.g.:

*“Progression is ensured through course design, with year 1 units focusing more on general principles, moving through to more demanding units in years two and three. The dissertation element is strong evidence of progression from years one to three.” (Elizabeth Harrison, University of Sussex, 2009).*

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 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, and seminar presentations. Beyond these standard methods however, a range of other methods are used, including quantitative-analytical reports, fieldwork 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.

<b>PS4</b>	<b>EXAMINATIONS</b>		<i>note PS4</i>
	<b>Written</b>	<b>Practical (e.g. OSCES and OSPES)</b>	
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		

<b>PS5</b>	<b>EQUALITY &amp; WIDENING PARTICIPATION</b>		<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>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 meets twice per semester, the annual Course Review process, and the 5-yearly Course review process, all of which involve significant student participation.</p>		

PS5.3	In what ways do learning and teaching and assessment methods ensure inclusivity, reasonable adjustment and equality of opportunity?
	<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>

<b>PS6</b>	<b>EMPLOYABILITY</b>	<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 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 3<sup>rd</sup> 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> <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 3<sup>rd</sup> 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</p>	

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**

<b>KIS</b>	<b>KEY INFORMATION SET data (undergraduate courses only)</b>							<i>Note KIS</i>
<b>KIS1</b>	<b>Quantitative KIS data</b>							<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%			
<b>KIS2</b>	<b>Professional Accreditation</b>							<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.							

**Note: \*These figures are averages; the precise figures depend on the specific modules chosen by students, some of which have a larger exam component/more scheduled learning and teaching activities than others. \*\* For students taking the Development Work Experience (DWE) module.**

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 ( <a href="#">LTS Team Leader</a> )		
Programme Specification placed in shared drive folder ( <a href="#">LTS Team Leader</a> )		
Web link to External Examiner information added ( <a href="#">LTS Web Administrator</a> )		
Programme Specification uploaded onto website ( <a href="#">LTS Web Administrator</a> )		
Planning Office informed of upload of Programme Specification onto website (copy of this page to <a href="mailto:cams.records@uea.ac.uk">cams.records@uea.ac.uk</a> ) ( <a href="#">LTS Web Administrator</a> )		
Programme Specification Code ( <a href="#">LTS Team Leader</a> ) (SCH/YEAR/Level/Sequence)	DEV15UG004	
Full route code(s) covered by this Programme Specification ( <a href="#">LTS Team Leader</a> )		