University of East Anglia

LTC16D150

Title:	***SSF LTQC Course Approvals***
Author:	Heather Reynolds
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Issue
To receive minor changes course proposal for **MA Development Practice** from the Faculty of Social Sciences Learning, Teaching and Quality Committee.

Recommendation
LTC notes.

Resource Implications
None.

Risk Implications
N/A

Equality and Diversity
N/A

Timing of decisions
SSF LTQC approved 17.5.17
Course to be made available for entry 2018/19

Further Information
Contact details: Heather Reynolds, Learning and Teaching Coordinator, telephone 01603 592517, email: h.reynolds@uea.ac.uk, for any queries/further information relating to this document.

Background
N/A

Discussion
N/A

Attachments
Low Risk Course Proposal.

Course Proposal Outline Form (CP1) *for Taught programmes only*

Title of course (including award)	MA DEVELOPMENT MANAGEMENT
Date of first student intake/year of implementation	AUTUMN 2018
Duration of degree	1 YEAR
School(s) of Study	INTERNATIONAL DEVELOPMENT
Proposer (Lead Academic)	CAITLIN SCOTT

Part 1 – Description of proposal

1a Provide a brief description of the proposal

The MA Development Management is a new interdisciplinary degree that will provide students with a solid theoretical foundation in international development, as well as professional and technical skills in project/programme management. It has been designed to attract development and humanitarian assistance professionals, as well as people interested in working for development agencies, NGOs, aid and relief organisations, charities and the voluntary sector.

The School has an international reputation, offers high quality PG degrees and offers a very attractive work placement module. All these factors mean that the School is well placed to attract more PG students, especially if it focuses on student employability.

1b What are the unique selling points of the course?

There is a clear rationale for the MA Development Management:
- There are currently no courses in DEV (and few courses in the UK) that offer practical and technical skills training as part of an international development degree.
- The new MA Development Management will meet labour market needs and greatly enhance student employability in the development and humanitarian assistance sectors.
- The School has staff with professional experience in development and humanitarian assistance organisations who would be able to teach on the module.
- There is a much bigger pool of potential UK and International PG students interested in development management than international development, alone.

It will constitute a unique offering in development teaching in the UK. On the basis of experience with the Impact Assessment masters, which tripled student number in three years, there is strong possibility this could become a popular course.

1c How does the course complement the existing School/Faculty/University portfolio of courses?

The course will have strong synergies with existing courses in the DEV PGT programme. It will constitute a specific and practical, employability-focused offering within the portfolio of courses, unlike anything else currently available. In addition to the market research noted below, this new course proposal is a response to long standing expressions of interest by PGT students for training focused on professional development management.

One new module, Critical Issues in Development Practice, that will form part of the course is being introduced in September 2016. While this module will form a compulsory component of the new course proposed here from 2018/9, the school is confident that it will have wide appeal as an option for students on current PGT courses. Along with the demand expressed by PGT students themselves, the success of an equivalent module introduced three years ago at level 6 provides evidence of this.

The new course is also in line with other recent moves to improve provision for students aiming for careers in development practice rather than in further academic study. One example of this is the Development Work Placement module, on which master's students take up internships between the exams and end of summer. Another related provision is that some courses give students the option of writing an analytical report based in their internship rather than the traditional 12,000 word dissertation. Both the internship and the analytical report option will be also part of the profile of the new course.

1d How does the course join up with the School Plan (including Admissions, Teaching, Employability and Research)?

The new MA degree is central to the School's 5 Year Business Plan, which involves an expansion of PG student recruitment and a rationalisation of its PGT programmes and PGT student recruitment.

The School's financial position over the next 5 years means that it needs to increase its student fee income levels to be confident about meeting budgetary forecasts. By increasing fee revenues, the School will be able to sustain and even increase current staff levels, meet its contribution targets to the Faculty and UEA and continue both its research and teaching excellence.

Continued strong recruitment to DEV helps maintain a viable and vibrant School and makes strong contributions to UEA life. In particular, this degree supports UEA's Plan 2016- 20 in areas such Objective and Strategy 3, growing the student community and extending the reach to new national and international markets by attracting a wider range of students. It should also contribute to achieving the University's vision of equipping students with key skills for work, by addressing directly the needs of the industry for high calibre individuals with the necessary skills for management in development. This in turn should support UEA's reputation at the heart of national and international networks.

1e Please provide an estimate of additional student numbers to be included in the School student numbers targets (at steady state)

10 in first year, rising annually by 50%

1f Please include details of market intelligence/market scanning to support the proposal

The School requested and paid for market research by the UEA Business Development Unit, and the following are of note:
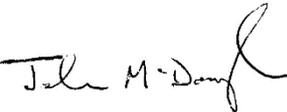
1. There are only a few universities in the UK that run an MA Development Management type course. Those that do (i.e. LSE, Birmingham, Open, Westminster, Bradford, Manchester) generally focus on theoretical issues in Development Management rather than teaching professional and technical skills for employment that this course aims to offer, such as project scoping, situation analysis, project design using the Logical Framework and others approaches, risk management, monitoring and evaluation, impact assessment, participatory methods, financial management, human resource management, fundraising, and advocacy and communications. Only the University of East London offers a course in Development Management with professional skills training as part of its core curriculum. The proposed MA Development Management in DEV will Therefore be relatively unique and appeal to students interested in working in the development and humanitarian assistance sectors in careers, such as international project manager, international logistics manager, international program coordinator, community development officer, international program development officer, grant writer and researcher.

2. Current DEV students, both UG and PG, overwhelmingly say that they would be interested in taking an MA Development Management course at UEA and would recommend it to their friends and relatives. Moreover, our PG professional skills training workshops in areas such as project design and management are always oversubscribed. This is because the majority of our students wish to pursue careers in development agencies, NGOs, aid and relief organisations and charities, which all require specialised professional and technical skills in development management. Because we currently do not offer an MA Development Management course, we are losing some of our own BA graduates to other institutions to take Development Management at the PG level.

3. The School takes note that recruitment to this degree might simply take away from recruitment to its other degrees. However, the degrees on offer in DEV are distinctive and varied enough to attract additional students. Moreover, providing an inroad into the large development management market is almost guaranteed to exponentially increase student numbers.

1g Does the proposal involve collaboration with another school within the University, or another provider external to the UEA? If so provide details

Some collaboration with NBS and LAW, with engagement of staff from each in delivering specific sessions. Norwich Business School and Law School both have staff with relevant interests who could contribute specific sessions and expand the impact and range we are able to cover.

1h Will the programme require accreditation from a professional, statutory or regulatory body? If so please detail
Not required.

1i Will any new modules be required or existing modules changed, and if so please list (including the number of credits, by stage, that are affected)?
One new module in Specialist Management Skills to be created at 30 credits.

1j Will any existing degree programmes be affected by this course proposal e.g. change in title, pathways changed, merged or closed? If so please detail. For course closures, please complete a **Course Closure Form (CC1**) and include with this form.
No other programmes will be affected.

1k Please outline features of the programme e.g. Year Abroad, Year in Industry, placement requirements (including requirement for DBS), off campus delivery, eLearning
the course will be of one year duration, and include within it the possibility of a summer internships as noted above, based on existing MA internship module.

Head of School Support/Authorisation	
[signature] Jlu M·Dayl	Date 21/07/2016
Head of School name and signature	

On completion of the above, please forward to **Senior Faculty Manager**

Office Use Only – For completion by Associate Dean L&T in consultation LTS Coordinator Please refer to UEA course proposal and approval process guidance notes to assign a risk category. Risk category agreed,			
Risk category 1 (low risk)	✔	Risk category 2 (high risk)	

For risk category 1 only CP4 (Academic Design) required **Y/N**. If **Y**, please details which sections. If **N**, proceed direct to completion of CP5 (Notification of Approval and set up – for LTS use only)

Associate Dean (Learning and Teaching) Support/Authorisation	
The course proposal sits between low and high risk. Low risk as it appears only one new module needs designing and delivering. High risk as it appears there will be involvement required from other schools, no mention of proportion -…hence the high risk possibility.	Ratula Chakraborty Date 16/8/2016

Comments from Associate Dean ADM **in consultation with ARM.**
Instinctive support from me and ARM colleagues. Provides higher level implementation skills within the sector plus for the graduates increases career opportunities outside the sector. The experience of the DEV enterprise group is encouraging. Potential to offer something Sussex doesn't is good. Agreed desire to ensure there is sufficient project/programme management to live up to the billing and to include 'international development' in title to visibly connect to school reputation. Also given the project / programme management it might be better as an MSc? With all this and the BIU research already done, to me this is low risk
Associate Dean (Admissions) Support/Authorisation

Dr Kevan Williams Associate Dean (Admissions) name and signature	

For risk categories 2 only. **Upon completion of Business Plan (CP2) and Financial Plan (CP3):**

Office Use Only – For completion by Senior Faculty Manager, in consultation with ARM Executive and Faculty Executive	
Comments and recommendations from **ARM Executive**, made to Faculty Executives upon full proposal made.	
Comments and recommendations from SFM, made to Faculty Executives upon proposal made.	
Senior Faculty Manager name and signature	Date
Where applicable, comments made by the Faculty Executive on the proposal	
Approved by Faculty Executive (Yes, No, N/A)	Date

CP4 Part 1 - PROGRAMME SPECIFICATION for an award of the University of East Anglia				
4.1.1	**Title**	**MA Development Practice**			
4.1.2	**School (s)**	**School of International Development**			
4.1.3	**Faculty**	**Faculty of Social Sciences**			
4.1.4	**Date of first student intake**	**September 2018**			
4.1.5	**Award**	**MA**			
4.1.6	**Interim Award/ degree title**	Standard	Certificate of Higher Education and Diploma of Higher Education (UG); Postgraduate Certificate or Postgraduate Diploma (PG).	✓	
		Non- standard (detail)			
4.1.7	**Level**	Level 6 FHEQ (Bachelors)			
		Level 7 FHEQ (Masters/Integrated Masters)			✓
		Other (specify)			
4.1.8	**Award Regulatory Framework**	Bachelors and Integrated Masters			
		Common Masters Framework			
		Other (specify)			
4.1.9	**Course-specific regulatory requirements**	**n/a**			
4.1.10	**Length of course**	**One year**			
4.1.11	**Board of Examiners**	**The Board of Examiners for Postgraduate Taught Courses- School of International Development**			
4.1.12	**Mode of Attendance**	Full-time	·	Part-time		Other	
4.1.13	**Professional Accreditation details**				
4.1.14	**Placement information**				
		Professional placement		✓
		Year Abroad		
		Year in Industry		
		Semester Abroad		
		Other		✓ **Internship**
		None		
4.1.15	**Relevant Subject Benchmark**	**There is no QAA for Development Studies, but below is a link to the benchmark QAA document for Business and Management, parts of which are relevant** **http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2958#.WBCxMRBwZMw**			

4.1.16	**Course Description**	The MA Development Practice is a new interdisciplinary degree that will provide students with a solid conceptual understanding of key debates and issues in international development, combined with technical skills in project design and management. It has been designed to appeal to students wishing to start or advance a career in development and humanitarian assistance. It offers a comprehensive introduction to the way the sector works. Over the year and the two core modules, students will develop an increasingly rigorous and deep critique of both the ways the aid sector works and the political contexts in which it does so. The compulsory elements will include three 20 credit taught modules, and a 40 credit work placement. Development Perspectives takes students through the essential landmarks in development thinking, from the post war period up to present-day debates. Two modules will look specifically at Critical Issues in Development Practice, with progression in depth and sophistication of learning outcomes between stages 1 and 2. CIDP 1 (autumn) involves an introduction to the key processes such as project cycle management with which development interventions occur, and looks at critiques at each stage with which to advance and improve standard approaches. CIDP 2 (spring) is the third compulsory module for all students on the MA Development Practice. It represents a clear progression from the introductory CDIP 1 module in terms of content and complexity. Any students from other courses wishing to take CIDP2 but not CIDP1 as an option would need to demonstrate both significant (e.g. 5 yrs) professional experience on NGO based development practices, as well as critical awareness of the debates within the field. It will involve broadening and depending students understanding of the intersection of practical approaches and the political economy of the sector, for example looking at legal issues around development practice and humanitarian management in the context of the securitisation and politicisation of aid. The Development Work Placement, undertaken over the summer semester, provides students with a chance to reflect on and apply what they have learnt by looking at the project management systems in place in the chosen placement organisation. Students will be also able to specialize by taking modules reflecting their sectoral interests or ambitions from a range of specialist modules taught within DEV including Water Security, Gender and Development, Social Development, Environment and Climate Change.
4.1.17	**Course Profile details**	Details of all courses currently offered by the University are available at https://www.uea.ac.uk/study/undergraduate/degrees and https://www.uea.ac.uk/study/postgraduate/taught-degrees
4.1.18	**Learning Outcomes**	Course Level 1. Demonstrate a strong understanding of the dynamic and changing nature of the political and economic climate in which both multilateral lending institutions and international and national voluntary organisations operate 2. Have a good understanding of the regulatory and legal frameworks that correspond to the sector, including international humanitarian and treaty systems and funding mechanisms in the sector 3. Draw upon a number of approaches to resolve the challenges of project delivery in fast changing situations 4. Be able to select from a range of approaches to managing results of programmes, and communicate about these with funders appropriately

		Compulsory Module Level
		CIDP 1 - DEV 7052a 1. Provide a strong conceptual understanding of how development happens in real-world situations 2. To understand the process of designing, managing and evaluating a development project, including aspects such as ethics, staffing, project risks and impacts, monitoring and evaluation. 3. To draw on and strengthen conceptual, theoretical and subject-related knowledge relating to the practice of international development (and humanitarian intervention) and to apply these to real-world development problems, thereby enhancing understanding of the relationship between theory and practice in development studies, in particular through the process of analysing development problems and designing development (project) interventions. 4. To develop a range of analytical and practical skills required for understanding the dimensions of poverty, underdevelopment and inequality across low- and middle-income countries, 5. To be able to communicate to others about their project as a strategy for addressing a sociopolitical, economic or environmental problem 6. Build critical conceptual and practical skills relevant to constructing a career in the field of international development **CIDP 2- DEV 7052b** 7. Have a sophisticated understanding of the complex political and economic forces within which aid organisations function as well as the regulatory and legal frameworks which govern how they must work 8. To develop an advanced understanding of the global architecture of development institutions and actors, from the United Nations and its agencies, through international donor agencies and the role of aid, to international NGOs, aid-recipient government in developing countries, and local civil society and community-led processes in those developing countries. 9. Have a strong grasp of the wider debates around aid including criticism of the sector, thinking past the traditional divide of state, business and third sector arrangements, and engage with new approaches to ethics, and the production of positive social change 10. To help students reflect critically on international development and their role as practitioners within it DP TBC 11. Understand different theoretical approaches to development, their historical context, and some of the links between theoretical approaches and policies in various parts of the world DWP 7026x 12. Refine understanding and reflect on the implementation of project management tools in chosen placement.

4.1.19	**Graduate Attributes and Employability Skills**	Attribute	O = optional X = core
		Communication	
		Effective speaking and presentations, appropriate for specific audiences and contexts	x
		Writing coherently and persuasively, appropriate for specific audiences and contexts	x
		Seeking clarification when unclear	x
		Sensitivity to others	x
		Assertiveness and negotiation	x

		Tactfulness and diplomacy	x
		Showing the confidence to network effectively and for specific purposes	x
		Using social media effectively to build networks of contacts	o
		Teamwork and leadership	
		Co-operating and collaborating with others	x
		Working to shared aims	x
		Taking other viewpoints	x
		Empathising with other people's position	x
		Giving constructive feedback to a team	X
		Contributing to discussions	X
		Taking the lead when required	X
		Showing initiative	X
		Motivating team members	X
		Delegating and assigning responsibility	X
		Self Management and Professionalism	
		Taking responsibilities and ownership of action	X
		Considering implications of actions	X
		Flexibility and adaptability	X
		Showing resilience	X
		Setting priorities and juggling competing demands	X
		Setting goals and meeting deadlines	X
		Improvement of performance through reflective learning	X
		Understanding work cultures and practices, including being 'professional'	X
		Problem Solving	
		Identifying problems and their causes	X
		Analysing facts and circumstances	X
		Breaking down an issue into component parts	X
		Considering new angles	X
		Overcoming set-backs	X
		Creativity in generating solutions	X
		Digital literacy and IT	
		Using a range of digital technologies, software, and web platforms for academic and professional career development purposes	X
		Using appropriate digital technologies and resources to locate diverse types of information for both academic and non-academic purposes.	X
		Using office software and systems	X
		Using spreadsheets and other databases	X
		Developing websites, platforms or systems	
		Applied Numeracy and Technical Proficiency	
		Performing routine calculations, e.g. making estimates, calculating percentages, applying formulae	X
		Using skilled techniques for academic and professional/career development purposes	X
		Using statistical or modelling software	o
		Analysing and interpreting data	x

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		Career Management	
		Reflecting on and articulating qualities, strengths and skills	x
		Researching and evaluating career options	x
		Networking, developing personal contacts and speaking to employers	x
		Researching sectors, employers and opportunities for job and career paths	x
		Creating strong CVs, applications and online profiles for the purposes of securing employment	x
		Performing well in selection tests and at interview	
		Innovation and Enterprise	
		Taking an idea through to it's practical application	x
		Showing the confidence to introduce and establish something new	x
		Looking for innovative solutions to problems	x
		Understanding what is required to launch a business or venture	
		Applying an enterprising mindset to situations	
		Taking risks with a new idea or direction	
		Citizenship and Stewardship	
		Understanding your place within local and global communities	x
		Awareness of one's own cultural beliefs, norms and attitudes, and those of others	x
		Awareness of the need to manage shared and finite resources	x
		An ability to improve the lives of others and lobby for positive change through community and/or political engagement	x
		Mixing with peers from different cultures	x
		Understanding equality and diversity	x
		Appreciation of the benefits of living in another culture	x
4.1.20	**Assessment and Feedback Strategy**	A mixture of assessment approaches will be used. All marking in DEV involves both feed forward comments and assessment according to Senate Scale criteria in a school-wide standard form. A group project proposal constitutes the key form of summative assessment for CIDP1, which assesses learning outcomes in relation to the key content of the module. The development of the project also entails the development of effective team working skills, as these are a necessary component of producing the proposal. These projects also receive feed forward guidance during the development process. Assessment is also made of individual understanding of key tools, political and social challenges, and specific approaches and areas such as human rights via an individual essay. CIDP2 summative marking will be via a combination of a course test and an essay. Formative feedback will be provided during the small number and interactive workshop style classes. The essay will be 3,500 words in length. The DWP work placement is assessed via an analytical report of 7,000 words which will assesses the chosen placement organisation's project management systems. This will require the student to reflect on and apply what they have learned throughout the course in a working environment.	
4.1.21	**Additional course-specific costs that students**	Students may engage in work placement or dissertation modules which could, depending on the location and nature of these, incur additional costs such as travel. The School has some funds available which will offset some of these.	

	should expect to meet	

CP4 Part 2 - Additional information required to consider approval						
4.2.1			**Course Profile**			
Stage	**Module Range**	**Module Code**	**Module Title**	**Credits**	**Period**	**Timetabling info/slot**
7	**AUTUMN COMPULSORY**	DEV 7052A	Critical Issues In Development Practice 1	20	AUTUMN	
7	**SPRING COMPULSORY**	DEV 7052 b	Critical Issues In Development Practice 2	20	SPRING	
7	**AUTUMN COMPULSORY**	DEV 7001A	Development Perspectives	20	AUTUMN	
7	**SUMMER COMPULSORY**	DEV 7026X	Development Work Placement	40	SUMMER	
STUDENTS WILL BE ABLE TO ANOTHER 80 CREDITS FROM THE FOLLOWING, CHOOSING 2 FROM EACH SEMESTER						
	AUTUMN – RECOMMENDED	DEV-7014A	Understanding Global Environmental Change	20	AUTUMN	
		DEV-7002A	Introduction to Education for Development	**20**	AUTUMN	
		DEV-7028A	Perspectives on Globalisation	20	AUTUMN	
		DEV-7023A	Governance, Democracy and Development	20	AUTUMN	
		DEV-7030A	Media & International Development	20	AUTUMN	
		DEV-7038A	Welfare & Evaluation in Development	20	AUTUMN	
	SPRING RECOMMENDED	DEV-7015B	Conflict, Civil Wars and Peace	20	SPRING	
		DEV-7017B	International Economic Policy	20	SPRING	
		DEV-7047B	Globalisation, Business and Development	20	SPRING	
		DEV-7011B	Educational Policy & Practice for Development	20	SPRING	
		DEV-7027B	Health & Development	20	SPRING	
	AUTUMN OTHER	DEV-7003A	Gender Concepts for Development		AUTUMN	
		DEV-7005A	Research Techniques and Analysis	20	AUTUMN	

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		DEV-7020A	Rural Livelihoods & Agrarian Change	20	AUTUMN	
		DEV-7021A	Social Analysis for International Development	20	AUTUMN	
		DEV-7025A	Econometric Methods for Development	20	AUTUMN	
		DEV-7034A	Research Skills Workshop: Design and Writing	20	AUTUMN	
		DEV-7040A	Water Security for Development: Theory & Concepts	20	AUTUMN	
		DEV-7042A	Climate Change and Development 1: Science, Impacts and Adaption	20	AUTUMN	
		DEV-7044A	Media and Society	20	AUTUMN	
	SPRING OTHER	DEV-7004B	Rural Policies & Politics	20	SPRING	
		DEV-7022B	Tools and Skills in Environment & Development	20	SPRING	
		DEV-7024B	Gender, Diversity and Social Development	20	SPRING	
		DEV-7029B	Macroeconomics for Development	20	SPRING	
		DEV-7035B	Research Skills Workshop: Elaborating Research Design	20	SPRING	
		DEV-7033B	Political Ecology	20	SPRING	
		DEV-7036B	Advanced Qualitative Research and Analysis	20	SPRING	
		DEV-7037B	Applied Methods for Impact Evaluation	20	SPRING	
		DEV-7039B	Media and Development in Practice	20	SPRING	
		DEV-7041B	Water Security for Development: Tools & Policy	20	SPRING	
		DEV-7045B	Globalised Agriculture & Food Systems	20	SPRING	
		DEV-7051B	Climate Change and Development 2: Governance, Policy and Society	20	SPRING	

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4.2.2	**New Modules**	A new module will be created for advanced practice issues, CIDP 2. This will be compulsory, and designed to build on and extend the concepts introduced in the autumn module CIDP1. The module will allow students to consolidate and deepen what they have learned in the first exposure to and engagement with key concepts in the first semester, and involve the application of concepts with a higher level of specificity and detail in the context of exercises which enable application of the theory in testing forms. It will involve a deeper consideration of central questions of the nature and future of the sector, bring in legal perspectives on aid and rights, and involve students in debate on some of the big issues facing the sector, such as the rise on social enterprise, the challenges facing the humanitarian sector in the era of politicised aid, and questions of project management contexts of remote monitoring, centralised planning and quantitative target setting.	
4.2.3	**External comment**	Discussion has been undertaken with a number of development professionals and academics in developing the content of the course and the new module. This has been done to ensure that relevant specific attributes and skills are addressed by each aspect of the course and the component modules. It has also led to change of some of the content, to focus more on issues that are central to development debates and locating them within a consideration of practices in the sector.	
4.2.4	**Consultation with existing students**	Consultation with existing PGT students was undertaken, with broadly very warm and positive feedback. One change has resulted from this consultation, namely the adoption o the word 'Practice in the title of the course rather than management, as the latter was seen to be suitable only for people with significant existing sectoral experience. Please note accompanying this for further discussion of this change, and see minutes of SSLC PGT 30th November for notes on conversation with students.	
4.2.5	**Board of Examiners**	The Board of Examiners for Postgraduate Taught Courses of the School of International Development	
4.2.6	**Cross-Schools delivery details**	n/a	
4.2.7	**Placement detail**	Placements for the course will be undertaken within the existing DWP module 7026x. This placement system is well developed with quality standards and checks with placement providers, around the world to ensure that they meet the quality standards outlined in the Code of Practice.	

For office use only – for completion by LTS Coordinator supporting the School	
LTS Coordinator's name, signature and date	LTS Coordinator should check academic case and confirm that they have done so.

Part 3 - Approval of the academic case

		Name	Date of meeting/ decision
4.3.1	**School (Teaching Director on behalf of the Teaching Committee/Executive)**	**Rob Grant**	**8.5.17**
	Additional School approval (for cross-School delivered courses), if applicable		

4.3.2	Faculty (Associate Dean on behalf of the Faculty Learning, Teaching and Quality Committee)	Ratula Chakraborty	16.5.17
	Additional Faculty approval, if applicable		
4.3.3	University (PVC-Academic on behalf of the Learning and Teaching Committee – categories 2 and 3)		
4.3.4	Comments	Any comments regarding approval/refusal of approval to be documented here	