

## FULL COURSE PROPOSAL

### for NEW COURSES & MAJOR COURSE AMENDMENTS (NEW ACADEMIC MODEL)

[Please refer to the NAM course proposal guidance CP-2012 to complete this or any other course proposal form: to ensure the correct form is being used; for information on early considerations and timescales; and for general guidance on the course approval process.]

Course Title(s)	
Geography and International Development Geography and International Development with Overseas Experience	
School(s) of study & Faculty	
DEV, SSF	
Proposer & proposer's school	
Shawn McGuire and Ed Anderson, DEV	
Proposed course start date	Approval process start date
Sept 2013	2/5/2012

Prior approvals	required?	received?
Prior LTC approval		
Prior PRC approval		
External consultation		
Independent external academic comment		
External examiner comment		
PSRB consultation/ input		
Other external consultation/ input (please list)		

This form is in 4 parts. Please complete all 4 parts:

- Part 1      Summary and Rationale
- Part 2      Business Case
- Part 3      Academic Case
- Part 4      Programme Specification

## UEA LEARNING &amp; TEACHING SERVICE

## FULL COURSE PROPOSAL

## Part 1 SUMMARY AND RATIONALE

Course One				
1	1a	SCHOOL(S) OF STUDY	DEV	
	1b	FACULTY or FACULTIES	SSF	
	1c	JOINT PROGRAMME? (ie owned/taught by more than one School) Yes/No	No	
	1d	NAME/S OF COURSE DIRECTOR/S (one from each School for Joint Programmes)	TBC - Adrian Martin or Martin Scott as key contacts	
2	2a	COURSE TITLE	Geography and International Development	
	2b	COURSE CODE		
	2c	AWARD	BA	
	2d	EXIT AWARD(S) AND TITLE	UG Dip	
	2e	FULL/PART-TIME (please specify)	Full time	
	2f	AVAILABLE FROM:	2013-14	
3	3a	PROFESSIONAL AWARD (if any)		
	3b	ACCREDITING/VALIDATING BODY (if relevant)		
4		LEVEL	Sub-degree (e.g. Cert. Dip.)	
			Undergraduate	x
			Integrated Masters	
			Masters	
			Postgraduate Research	
5		DURATION (years or months)	3 years	
6		PLACEMENT(S)/WORK-BASED LEARNING REQUIRED	YES	
			NO	x
7		RELEVANT SUBJECT BENCHMARK STATEMENT(S)	Geography	
8		ENTRY REQUIREMENTS	A-level, ABB tariff	
9		CAREER POSSIBILITIES	Development organisations ; Local or national government ; Environmental agencies ; Urban planning ; Corporate	

		social responsibility departments
10	<b>JACS Subject Level Code(s)</b> To be completed by the Planning Office following approval of the Business Case	
11	<b>UCAS ADMISSION CODE / COURSE CODE</b> To be completed by the Planning Office following approval of the Business Case	
12	<b>FURTHER INFORMATION</b> <i>Insert contact address/email/tel no. (e.g. ARM admissions)</i>	
13	<b>Course Director</b>	TBC - Adrian Martin or Martin Scott as key contacts
14	<b>COURSE HIGHLIGHTS</b> (for publication)	
	<p>This innovative degree programme allows students to combine the study of Geography with International Development. The degree builds knowledge and practical skills that can be applied to global challenges such as poverty and inequality, climate change, conflict and migration, as well as topics such as media constructions of the South. Students study Human and Social Geography, and can also select from Environmental Geography and Development Geography modules. The degree offers practical skills training useful for future employment, on Geographical Information Systems, and Project Design, Management and Financial Planning, and students have the opportunity to take a work placement in the UK or another country. Other study options include development economics, social anthropology and public policy. We aim to produce skilled graduates that are equipped to do well in range of employment settings or in further study.</p> <p>“The School of International Development was ranked 3rd in the country for student satisfaction among Human and Social Geography departments in the 2011 National Student Survey”</p>	

Course Two			
1	1a	<b>SCHOOL(S) OF STUDY</b>	DEV
	1b	<b>FACULTY or FACULTIES</b>	SSF
	1c	<b>JOINT PROGRAMME? (ie owned/taught by more than one School) Yes/No</b>	No
	1d	<b>NAME/S OF COURSE DIRECTOR/S (one from each School for Joint Programmes)</b>	TBC - Adrian Martin or Martin Scott as key contacts
2	2a	<b>COURSE TITLE</b>	Geography and International Development with Overseas Experience
	2b	<b>COURSE CODE</b>	
	2c	<b>AWARD</b>	BA

	2d	<b>EXIT AWARD(S) AND TITLE</b>	UG Dip.	
	2e	<b>FULL/PART-TIME (please specify)</b>	Full time	
	2f	<b>AVAILABLE FROM:</b>	2013-14	
3	3a	<b>PROFESSIONAL AWARD (if any)</b>		
	3b	<b>ACCREDITING/VALIDATING BODY (if relevant)</b>		
4		<b>LEVEL</b>	Sub-degree (e.g. Cert. Dip.)	
			Undergraduate	x
			Integrated Masters	
			Masters	
			Postgraduate Research	
5		<b>DURATION (years or months)</b>	3 years	
6		<b>PLACEMENT(S)/WORK-BASED LEARNING REQUIRED</b>	YES	
			NO	x
7		<b>RELEVANT SUBJECT BENCHMARK STATEMENT(S)</b>	Geography	
8		<b>ENTRY REQUIREMENTS</b>	A-level, <b>ABB tariff</b>	
9		<b>CAREER POSSIBILITIES</b>	Development organisations ; Local or national government ; Environmental agencies ; Urban planning ; Corporate social responsibility departments	
10		<b>JACS Subject Level Code(s)</b> To be completed by the Planning Office following approval of the Business Case		
11		<b>UCAS ADMISSION CODE / COURSE CODE</b> To be completed by the Planning Office following approval of the Business Case		
12		<b>FURTHER INFORMATION</b> Insert contact address/email/tel no. (e.g. ARM admissions)		
13		<b>Course Director</b>	TBC - Adrian Martin or Martin Scott as key contacts	
14		<b>COURSE HIGHLIGHTS (for publication)</b>		
			This innovative degree programme allows students to combine the study of Geography with International Development. The degree builds knowledge and practical skills that can be applied to global challenges such as poverty and inequality, climate change, conflict and migration, as well as topics such as media constructions of the South. Students study Human and Social Geography, and can also select from Environmental Geography and Development Geography modules. The degree offers practical skills training useful for future employment,	

	<p>on Geographical Information Systems, and Project Design, Management and Financial Planning. This course differs from the BA Geography and International Development in that students are required to take a work placement in the UK or another country. Other study options include development economics, social anthropology and public policy. We aim to produce skilled graduates that are equipped to do well in range of employment settings or in further study.</p> <p>“The School of International Development was ranked 3rd in the country for student satisfaction among Human and Social Geography departments in the 2011 National Student Survey”</p>
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## 15 RATIONALE FOR PROPOSAL - please summarise, setting out:

Summary of (changes to) course profiles and the rationale for the proposal

The BA Geography and International Development is a new degree developed to attract high calibre students with an interest in both Geography and International Development from within the large pool of aspiring Geography undergraduates (for a full explanation of this rationale see the Business Case (Part 2) of this proposal). It builds upon the same architecture as other specialised degrees already running in DEV, which emphasise a constituent discipline within development studies. As with the other specialised degrees, the BA Geography and International Development has several required modules in years 1 and 2 that focus on aspects of human geography and environmental geography. These are required, and can be taken in combination with at least one other discipline-focused set of modules (e.g. in economics of development, environment and development, or social anthropology/politics and development). Additionally, a Regional module (e.g. South Asian Development, sub-Saharan African Development) is required, along with the summer Field Course and a dissertation that takes a broadly geographical perspective on an in-depth research question.

In 2011/12, there were four separate undergraduate degrees in DEV, three of which were launched for the first time in 2010/11 (these degrees all have ‘with Overseas Experience’ variants, so the actual number of course titles is double this- eight and six, respectively). The profiles of the DEV undergraduate degrees are designed to balance the multi-disciplinary nature of ‘international development’, while at the same time allowing students the opportunity to acquire specialist knowledge and develop skills in one or two particular disciplines relevant to the study of international development (e.g. economics, social anthropology). The BA Geography and International Development adds another variant to this model, building upon the already-strong overlaps between geography and international development, and establishing three new modules (described below) that draw out specifically geographical themes and learning outcomes, to anchor this strand.

The existing profiles (the ones starting in 2010) were established following extensive consultation within and outside of DEV and have proved popular with students. The main changes to the existing course profiles from 2013/14 onwards stem from 2 new 40 credit modules (Economics and Natural Resources) being created from merging two 20 credit ones, and some adjustments to Options Ranges (see below).

Are any teaching adjustments required? For example, will new modules be introduced, other modules withdrawn or combined? (Please include code, credit value and level/year of any new modules and/or modules to be withdrawn or combined).

Three new 20 credit modules are being created as part of the creation of this new

undergraduate degree.

Two pairs of 20 credit modules (DEV-2C51 and DEV-2D52; DEV-2C63 and DEV-2D64) are being combined into new year-long, 40 credit modules: Economics of Development and Natural Resources and Development. These new 40 credit modules allow for greater use of formative feedback and cycles of assessment within a year-long module.

The merger of DEV-2C77 and DEV-2D78 was not done, however, for two reasons: both modules address distinct disciplines (social anthropology vs. political science), and to allow for the possibility of expanding the politics stream in the future if market demand and faculty resources warrant.

The two geography modules in year two (DEV-2C83 and DEV-2D82) will remain separate for now, to allow students selecting one or the other as an option, 'balancing' their module profile depending on the other module combinations taken.

### Key (changes in) learning outcomes

In DEV we are at a slight disadvantage with regard to learning outcomes in that there is no QAA subject statement for International Development. (This is something that needs addressing, although that is another story.) In addition, international development is a wide, multi-disciplinary subject and our degrees are designed to allow students to follow different 'streams' or 'pathways', starting from as early as the spring semester of year 1. This makes it more difficult to specify precisely which learning outcomes students will achieve in each year of their study, since outcomes depend on the module choices they make.

However, the learning outcomes listed in the Programme Specification do identify the wide range of knowledge and skills that DEV students can acquire in each year of their study; this is now set out much more clearly than in the existing programme specification documents, which had not set out learning outcomes by year. In addition, the learning outcomes have been updated to reflect the QAA benchmark statements for related disciplines, namely :

Anthropology

Area studies

Earth sciences, environmental sciences and environmental studies

Economics

Geography

Politics and International Relations

Some benchmarks are more central to a particular degree course – e.g. anthropology for the 'BA International Development with Social Anthropology and Politics'. However, other benchmarks, such as geography and area studies, have more general relevance for all degrees, given their thematic and historical overlap with international development. Finally, common themes emerge in the most relevant benchmarks (area studies, geography, economics):

- Ability to identify and solve analytical problems
- Abstraction and problem-solving
- Critical evaluation of evidence

These learning outcomes are more synoptic, and captured most clearly in the final year dissertation, as well as in research methods modules, and in the advanced modules in the spring of year 3 (GED, PPW, RDC), which all engage heavily with current scholarship and policy in particular development fields. Thus we believe that these learning outcomes broadly map onto the benchmark statements of related disciplines, with specialised degree courses developing subject-specific knowledge and skills somewhat further. This has been clarified in the Programme Specification, reflecting the diverse pathways students can follow

within DEV.

Key (changes in) assessment strategy (eg how will formative assessment be integrated and linked to summative coursework)?

In recent years DEV has been expanding the use of formative assessment. From 2013/14 onwards students will 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.

DEV students also receive written feedback on at least one piece of summative assessment for every single module that they take.

Key (changes to) feedback/feed-forwards (eg are early opportunities for receiving feedback provided; are there changes to the way feedback will be provided, and how will formative work inform summative work)?

From 2013/14 every module in DEV will provide some form of formative assessment which occurs early on in a module and provides feedback which helps students to complete the summative assessment at the end of a module. Different types of formative assessment (see above) are used, and tailored in a way most appropriate for the type of summative assessment (e.g. mock tests for exams, seminar presentations/one-to-one meetings for essays).

How will student induction 'into the community of scholars' be achieved? [Has the School revised its strategies regarding effective induction in any way in the light of the other changes associated with the New Academic Model?](#)

Induction activities play a key role in DEV-1B24 (Introduction to Development Studies), which is compulsory for all DEV students. This module, alongside Evidence In Development, helps build core academic skills in the first semester. Students attend a very active programme of seminars (from high-profile weekly events to the entire School, to smaller-scale talks which focus on more specialised themes). Finally, DEV's skills and employability programme, which runs alongside the entire degree, also helps students engage with developing and using their academic skills in a knowledge-intensive field.

## UEA LEARNING &amp; TEACHING SERVICE

## FULL COURSE PROPOSAL

## Part 2 BUSINESS CASE

<b>BC1</b>	<b>ACADEMIC AND RECRUITMENT STRATEGY</b>	Consult with HOS, Faculty Dean, PLN
<b>BC1.1</b>	<b>How does the proposal fit with School academic plans?</b>	
	<p>This new BA degree is central to the School's new 5 Year Business Plan. In essence the Plan involves an expansion of UG student recruitment and a rationalisation of its PGT programmes and PGT student recruitment.</p> <p>The School's financial position over the next 5 years means it needs to increase its student fee income levels to address negative 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.</p> <p>An expansion of UG student recruitment is seen to be a more realistic goal and to have many advantages over PGT student recruitment expansion.</p> <ul style="list-style-type: none"> <li>• UG student recruitment brings in more stable and predictable income streams over three years, when compared to the annual PGT income stream, and marketing and recruitment efforts for each annual cohort are therefore also more efficient</li> <li>• UG recruitment is more efficient for teaching, because we can recruit to larger courses and modules than at PGT level (PGT courses tend to be increasingly specialised and many recruit small numbers)</li> <li>• UG Home /EU recruitment does not face the problem of rising visa restrictions.</li> </ul> <p>At UG level, the barriers to expanding UG numbers in the past have been a) the HEFCE quota system, and b) the specialised / small market for UG international development students. Many sixth form students are not fully aware of International development as a discipline or subject that one can study at university (although a new World Development A level is gradually changing that position), compared to disciplines such as economics or geography.</p> <p>The first barrier (HEFCE quota) can now be tackled: following the liberalisation of the UG quota system (with an AAB margin in 2012, and an ABB margin in 2013 [as of 30 April announcement]), there is an opportunity for the School to expand its UG recruitment in order to increase its income.</p> <p>The School can tackle the second barrier (international development a small market) by expanding its reach into a larger market of potential sixth form students, by entering a bigger discipline area such as geography.</p> <p>Following consultation and advice from numerous stakeholders within and outside UEA, in 2011, and market research, the School took the decision to develop this proposal for a BA Geography and International Development. The course will focus on aspects of human geography and environmental geography, alongside existing international development learning. The new BA Geography and International</p>	

	<p>Development course would offer a geography degree which has a strong focus and flavour on international development issues, a field course, and a practical work placement opportunity.</p> <p>There is a clear rationale for this move into Geography and International Development:</p> <ul style="list-style-type: none"> <li>• <b>Much of what the School already teaches at UG level is human geography or environmental geography</b> and would fit neatly within the QAA Geography benchmark statement</li> <li>• The School has <b>staff who have geography degrees</b> and who could teach geography</li> <li>• There is a <b>much bigger pool</b> of potential UK UG students interested in geography than there is for international development.</li> <li>• The <b>School has a strong reputation</b>, offers high quality UG degrees with the very attractive work placement module, and in the 2011 NSS the School was ranked 3<sup>rd</sup> in the country in the category of “human and social geography” . All these factors mean the School is well placed to attract more UG students if it offers the right disciplinary focus.</li> <li>• The degree will be quite distinctive – Geography with a strong flavour of international development.</li> </ul>
	<p><b>The Faculty’s academic plans?</b></p>
	<p>The School's decision to pursue this idea has received strong support and drive from the Dean of SSF (Neil Ward), SSF Faculty Strategic Planning (Jo Craven), SSF Dean of Teaching and Learning (Helena Gillespie) and senior UEA UG Admissions staff (Alex Delaney). The choice of this particular strategy for increasing numbers has been made following consultations between DEV Exec and SSF.</p>
	<p><b>The University’s Corporate Plan?</b></p>
	<p>Continued strong recruitment to DEV helps maintain a vibrant and viable School, and its contributions to UEA life. In particular, this degree supports UEA’s Corporate Plan in areas such as ED2 (high-quality teaching), ED3 (global citizenship), ED4 (establishing new programmes that refresh existing provision and enhance employability), and ED6 (stretching recruitment targets to attract top-quality students).</p>
<p><b>BC1.2</b></p>	<p><b>Proposed Recruitment Strategy</b></p>
	<p>We aim to recruit to ABB, thus staying outside of HEFCE quotas.</p> <p>In preparing for this degree, we have visited numerous schools and met Geography teachers, who say their students would be extremely interested in a BA Geography and International Development degree. Speaking to prospective students and their parents at Open and Visit days, it is clear that many are doing Geography A level and have applied elsewhere to do Geography or a joint Geography degree. They say that they have added International Development at UEA to their UCAS form because it also looks v. interesting. Many of these visitors will ultimately not come to UEA, but if we offered geography, some have said they would put us first choice.</p>

	A key part of marketing for the start of this degree would be to develop a plan of faculty visits and presentations to Secondary Geography teachers and classes in the Eastern and South-Eastern Regions.		
<b>BC1.3a</b>	<b>Is the proposal commercially sensitive?</b>	<b>YES</b>	
		<b>NO</b>	X
<b>BC1.3b</b>	<b>If yes, what are the reasons?</b>		

<b>BC2</b>	<b>MARKET RESEARCH</b>	to be completed by course proposer or <a href="#">ARM/BIU</a>	
<b>BC2.1</b>	<b>What other and type of institution offers identical and/or similar courses in the UK?</b>		
	<p>The School requested and paid for market research by the UEA Business Development Unit, who obtained data from UCAS, and the following are of note:</p> <p>1. The size of the UG market for international development is small. As a School we get a considerable proportion of that market, but total numbers are small. The numbers entering universities to study other disciplines are much larger, for example in 2010:</p> <ul style="list-style-type: none"> <li>-7000 students entered universities to study Geography</li> <li>-7000 students entered universities to study Economics</li> <li>-5500 students entered universities to study Politics</li> <li>-743 students entered universities to study Social Anthropology</li> </ul> <p>The School would like to attract a small proportion of the above Geography market. As a case in point, after we created the BA International Development with Social Anthropology and Politics, applications have been relatively strong. Geography is a much bigger market, and we are placing that discipline at the front of the degree name.</p> <p>2. Only 3 other institutions run a Geography and International Development degree (Sussex; SOAS, Chester), and only the first two are real competitor institutions (asking for AAB and AAA respectively). Both institutions only entered the market very recently (Sussex in 2011 for example) so it is hard to tell whether the limited number of HEIs offering this combination means: a) there is an unmet demand out there and providers are just starting to realise this and provide for it, with Sussex and SOAS leading the way and now DEV/UEA close behind, or b) there is a limited market out there.</p> <p>More detailed investigation of Sussex's joint Geography and International Development course (data for SOAS were unfortunately missed off the market research request!) revealed the following:</p> <p style="padding-left: 40px;">Sussex received 72 applications and accepted 17 students in Sept 2011, in the first year of the course.</p> <p>Because this is only the first year of that course, and because there are only limited numbers of courses, it is hard to make a clear judgement about the size of the market and the level of applications that DEV can expect, but the figures reveal a</p>		

potential market. Certainly as we can accept ABB after further HEFCE margin shifts (from AAB to ABB) we may well be able to recruit even more students.

3. We have visited numerous schools and met Geography teachers, who say their students would be extremely interested in a BA Geography and International Development degree

4. Speaking to prospective students and their parents at Open and Visit days, it is clear that many are doing Geography A level and have applied elsewhere to do Geography or a joint Geography degree. They say that they have added International Development at UEA to their UCAS form because it also looks v. interesting. Many of these visitors will ultimately not come to UEA, but if we offered geography, some have said they would put us first choice.

5. We have also found that a high proportion of students who take the World Development A level also take Geography A level (data from a Masters dissertation): indicating a correlation / interest in both Geography + International Development.

With this market information, we have set the following recruitment targets in Table 1, planning for both an ABB scenario. NB we had also modelled targets for an AAB scenario for which we also projected a viable recruitment; for the recently-announced ABB scenario, we feel there is even more potential for healthy recruitment.

**Table 1: Enrolments to the new BA Geography and International Development in an ABB margin scenario from 2013 onwards**

	2012	2013	2014	2015	2016
yr 1		7	15	20	25
yr 2			6	14	19
yr 3				6	13
international yr 1				0	0
international yr 2				1	1
international yr 3					1
Total H/EU	0	7	21	40	57
Total International	0	0	0	1	2
TOTAL	0	7	21	41	59

Three final points

1. The School decided to call the degree BA Geography and International Development, because the degree contains a wider range of modules and learning outcomes than just human geography: students can take environmental geography and development geography modules.

2. The School take note that recruitment to this degree might simply take away from recruitment to its other degrees. However, the degrees available are distinctive enough to enable attraction of **additional** students, and only a small inroad into the large geography market would mean the above targets could be reached.

3. There is no Geography department at UEA, and so no 'home' for geography students. However the School sees this as a Geography degree with a very strong *international development flavour* (that is what makes it distinctive) and there is also the School of Environmental Sciences that offers Environmental Geography. This

	might be the start of a new disciplinary direction and a new School within UEA in the longer term.	
<b>BC2.2</b>	<b>Are there any likely international competitors? (Please give brief details)</b>	
	Not any obvious competitors that make this particular combination at UG level. The UK's strong academic traditions in both geography and development relative to EU countries mean that we should retain a strong position in this market.	
<b>BC2.3</b>	<b>What is the annual number of applicants currently applying nationally for similar courses?</b>	72 at Sussex, unknown numbers at SOAS, Chester (see above)
<b>BC2.4</b>	<b>What is the evidence for current and future demands for the course from</b> <ul style="list-style-type: none"> <li>• potential students?</li> <li>• Employers (public services, private sector, the professions etc)</li> </ul>	
	Strong – see above	
<b>BC2.5</b>	<b>Can current and projected demand be met from existing provision?</b>	
	<b>Nationally:</b>	no
	<b>Regionally:</b>	no
<b>BC2.6</b>	<b>Where is/what are the competitive advantage(s) for UEA?</b>	
	DEV's strong NSS scores in Human Geography (3rd out of 80+ nationally), research reputation in development, and links to world-class research and teaching in related fields (e.g. ENV).	

<b>BC3</b>	<b>MARKET DEMAND AND RECRUITMENT</b>	to be completed by the course proposer or the Careers Centre
<b>BC3.1</b>	<b>What graduate career opportunities may be available?</b>	
	<ul style="list-style-type: none"> <li>• Development organisations</li> <li>• Local or national government</li> <li>• Environmental agencies</li> <li>• Urban planning</li> <li>• Corporate social responsibility departments</li> <li>• Further education</li> </ul>	
<b>BC3.2</b>	<b>Who (externally) has been consulted about the proposals (e.g. Professional Associations, employers' groups, PSBs)?</b>	
	Secondary Geography teachers Sixth form students	

	External Examiners
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<b>BC4</b>	<b>RESOURCES</b>	Consult with HOS, PLN, Faculty Dean, Equality & Diversity	
<b>BC4.1</b>	<b>STUDENT NUMBERS AND TUITION FEES</b>		
BC4.1.1	<b>Student Numbers:</b>		
	<b>Proposed student target intake</b>		
	<b>FT (Home/EU)</b>	25	
	<b>FT (International)</b>	1	
	<b>PT (Heads)</b>		
	<b>DL (Heads)</b>		
	<b>Minimum viable intake (ftes)</b>	7	
	<b>Maximum viable intake (ftes)</b>	60	
	<b>Are the student numbers:</b>		
	<b>a) available via redistribution within the School?</b> <i>Consult the Head of School</i>	<b>YES</b>	
		<b>NO</b>	x
	<b>b) available via redistribution with the Faculty?</b> <i>Consult the Dean of Faculty</i>	<b>YES</b>	
		<b>NO</b>	X
	<b>c) additional numbers required?</b> <i>Consult the Planning Office (PLN)</i>		X but seeking tariff for uncapped recruitment
		<b>YES</b>	
		<b>NO</b>	
BC4.1.2	<b>Tuition Fees:</b>		
	Please select the relevant fee schedule:		
	a) Standard Home/EU/International	X	
	b) Full-cost <i>Please specify requested fee levels and consult the University's Fees Officer</i>		
	c) External Teaching Contract <i>Please provide brief details</i>		

<b>BC5 IMPACT</b>			
5.1	<b>EQUALITY AND DIVERSITY</b>	Consult with Equality & Diversity Team	
Does the course and/or School cover a subject area(s) which traditionally attract(s) a very specific or narrow student profile?		Yes	
		No	X

If yes, what steps will be taken to attract non-traditional students to the course/School? (Aspects to consider include: age, disability, ethnicity (home and international), gender and socio-economic group.)		
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.		
DEV 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.		
5.2 WHAT IS THE IMPACT OF THE PROPOSAL ON ACADEMIC STAFF?	Consult with HOS, Dean of Faculty	
Marked increase in formative assessment with little administrative support for managing diverse formative strategies. While some formative strategies can be administratively light, when offering a range of endeavours it is inevitable that some work will make substantial administrative and time demands on the teaching team.		
Are new appointments required?	Yes	<b>x</b>
	No	
If yes, how many of what type (eg Teaching and Scholarship, Teaching and Research) and at what level?		
The new Geography and International Development degree will likely require at least one new appointment to further bolster our teaching expertise in that subject, and support the development of new modules. The current plan is for this to be an ATS post, as a) our other degree streams have dedicated ATS support to the teaching teams, and b) an ATS post is likely to contribute to other strategic School goals, such as employability or distance-learning.		
What is the source of funding for new academic staff?		
The new Geography and International Development degree is developed with recruitment in mind, and the expectation is that – if the new degree succeeds in attracting students – the funding for staff will come through UG numbers. This has been discussed extensively with the SSF Dean and Exec teams of SSF and DEV, supported by budgeting models. The additional staffing needs are modest (see above). Also a) much of the teaching in international development already maps out to geography quite well, b) additional modules can be covered by existing faculty, and c) teaching workload would be reduced elsewhere, to compensate, most likely by closing less successful PGT courses.		
Are there any implications outside the sponsoring School/s eg service teaching, by other Schools of Studies?		
no		
Are any other teaching adjustments required? For example, will new modules be introduced, other modules withdrawn or combined? (Please include code, credit value and level/year of any new modules and/or modules to be withdrawn or combined).		
New modules: - Principles of Human Geography (POG), DEV 1Bxx, 20 credits, year 1 - Geographies of Development (GoD), DEV 2Cxx, 20 credits, year 2 - People and Place (PaP), DEV 2Dxx, 20 credits, year 2		

5.3	<b>Is any course(s) to be withdrawn?</b>	<b>YES</b>	
		<b>NO</b>	x
	<b>If Yes, please specify UCAS Code(s) / Course codes and session from which course(s) withdrawn?</b>		
5.4	<b>WHAT IS THE IMPACT OF THE PROPOSAL ON OTHER SERVICES?</b>	Consult with DOS, ITCS, LIB	
Are there implications for services required from other departments of the University, eg, the Library, IT provision, or workshops run by the Dean of Students Learning Enhancement Team?			
Minimal, apart from a marginal impact on textbooks for the library, for Geography and International Development. However, as many aspects of geography are already taught at UEA, in DEV as well as ENV, the additional demand for library resources is expected to be modest. As commonly done in DEV teaching at year 2 and beyond, most literature will be in electronic formats in any case – journal articles, web-based reports, and e-books.			

**BC 5.5 IMPACT ON CURRENT STUDENTS AND/OR APPLICANTS**

<b>EFFECTIVE DATE</b> of new course / course amendments (normally the start of an academic session). If the change affects existing students and/or new entrants, please make this clear (e.g. new degree title effective from 2009-10 for new entrants to Year 1 only OR new degree title effective from 2009-10 for new entrants to Year 1 and all continuing students).	
	Little impact – this is a new direction, and does not affect existing degree streams.
<b>EVIDENCE OF CONSULTATION OF STUDENTS AND WRITTEN CONSENT OBTAINED</b> Please briefly describe what consultation has taken place and what responses there have been. Is there full support from all members of the relevant student cohort(s)?	
	See above – current and prospective students consulted, with good evidence of support.
<b>INFORMING APPLICANTS</b> What arrangements have been made (for informing applicants who may be affected by any change(s)? Written notification, including advice about any alternative options that may be given, must be sent to applicants holding unconditional/conditional firm or conditional insurance offers.	
	N.A.

<b>BC6.1</b>	<b>What are the recurrent or non-recurrent expenditure to be incurred in respect of:</b>
	<b>i) Classroom and study facilities?</b> Small marginal increase – 3 new modules
	<b>ii) Other equipment?</b> Minimal
	<b>iii) Consumables?</b> Minimal
<b>BC6.2</b>	<b>Computer equipment?</b> Minimal

<b>BC6.3</b>	<b>What additional books/journals/electronic resources other than those already available will be required year by year until steady state is reached?</b>		
	Modest – noted in 11.3 above		
<b>BC6.4</b>	<b>Are there any other special arrangements on which this course proposal will depend? (E.g. placements, year abroad).</b>	<b>YES</b>	
		<b>NO</b>	X
	<b>If Yes, please give details of likely costs/whether appropriate agreements are in place/have to be drawn up?</b>		
<b>BC6.5</b>	<b>Are there any start-up costs (e.g. any initial publicity and promotion?)</b>	<b>YES</b>	X
		<b>NO</b>	
	<b>If yes, please give details:</b>		
	Modest promotional costs, borne by the School as part of its on-going investment in recruitment. These were described above, and centre on visits to schools in the region and targeted publicity to Geography teachers.		

<b>BC7 COMMENTS</b>	
<b>Please circulate Parts 1 &amp; 2 to the following for their additional comments (if any). Comments to be returned to proposer within 10 working days.</b>	
<b>Date of circulation:</b>	
<b>What is the impact of the proposal on support staff and resources in the office for which you are responsible?</b>	
<b>7.1 Dean of Students (DOS)</b>	
I do not anticipate any particular negative impact on the staff in my Office in respect of this course, and fully support it. Annie Grant	
<b>7.2 Deputy Dean of Students (accommodation)</b>	
Single first year undergraduates will continue to be guaranteed a room in residences provided they live outside the 12 mile limit.	
<b>7.3 Director of Information Services (ITCS)</b>	
No concerns from an IT perspective	
<b>7.4 Director of Library Services (LIB)</b>	
Following the receipt of this proposal, we have spoken with Shawn McGuire, one of the Course Directors and have been given more detail regarding indicative key texts and key journals.	
We feel that the demands for books can be managed from within the constraints of the existing DEV book budget. DEV engage well with the library in terms of providing reading lists and individual requests and the DEV book budget is normally fully spent up each year. It is therefore inevitable that other areas we have concentrated on in recent years (e.g. developing the water security collection) may receive slightly less investment if we are adding stock for this course. To help plan for this we would need to see a fuller reading list as soon as possible and consult with the course directors and DEV Library representative.	

With regard to journals required for this course, we currently have access to the titles which have been identified as necessary for this course.

However, it is important to note that whilst the Library does currently provide access to these titles, in some instances it is only as part of a packaged deal (e.g. Geographical journal, Geoforum, GeoJournal), and ongoing access is not guaranteed as the publishers could decide to drop any individual titles from these deals at any time.

Some other titles cited (Progress in Physical Geography, Annals of the Association of American Geographers, Transactions of the Institute of British Geographers, Economic Geography Environment and Planning A/B/C/D) are ENV subscriptions and we will be seeking confirmation from the ENV academic library rep and Head of School that they are willing to continue with these subscriptions.

It should be noted that, in the event of access to any of these titles being 'lost', the current policy for the acquisition of any new journal titles is for the School(s) to either identify other less-used titles of equivalent cost for cancellation, or to request the School(s) to provide additional supplementary funding.

#### 7.5 Director of Learning & Teaching Service (LTS)

It is expected that the projected student numbers would not have a significant impact on LTS resources and could be accommodated within the current staffing structure.

#### Faculty Finance Manager (FFM)

The financial implications of a new course should be presented in both a descriptive and numerical form. A standard spreadsheet/template that dovetails with the descriptive document would enable a clear link between assumptions and how that would then impact on course viability. This would also provide some basis for allocation of resources into support services, something that is often overlooked. Rather than the FFM commenting on the proposal in terms of the business case it would make sense that the FFM works with the proposer in constructing the proposal particularly in the production of financial data where the FFM probably has better access to base information such as pay rates. The FFM would then be in a position to confirm that the financial analysis conforms with required practice.

In terms of the actual course proposal I would raise the following points;

- \* Page 7 paragraph 2 makes reference to the current and forecast budgetary position and quotes "By increasing fee revenues the School will be able to sustain staff levels". Page 14 makes reference to new appointments being required, these would appear to be contradictory statements.
- \* BC4, How has the minimum number of students been established, has there been a breakeven analysis? What would the impact of an intake of 60 students be, are there step costs that need to be considered?
- \* BC6.1, Can the additional resources be quantified rather than stated as minimal?
- \* BC6.4, Are there any other special arrangements on which the course proposal will depend? (E.g. placements, year abroad) has been classified as no. However, the course highlights description makes reference to UK or overseas placements. Can this be clarified.
- \* Can BC6.5 be quantified?
- \* Has any analysis been undertaken on the potential economic cost/risk?

It would be useful to provide numerical analysis with the business case, perhaps with some sensitivity analysis, to aid the reviewers of the proposal.

#### **Additional comments from:**

#### 7.6 ARM (Market Research & Admissions)

There is a risk that this course may internally compete with the Environmental Geography and International Development (BSc) course in ENV. The current admissions data for this

cycle shows applications to EGID down 40% (33) and firm responses down 53% (8).

The inclusion of Geography and International Development could confuse enquirers/applicants. Please note that with changes to UEA's course search on the website and UCAS course search it is likely that these two courses will be viewed together by enquirers/applicants.

Were these courses and titles approved care should be taken to clearly differentiate these courses from ENV's offering and avoid cannibalisation of internal courses.

The proposal takes into account the external market research data that was requested and provided (please note that SOAS data can be provided if this would be desirable – this was not included based on key word searches from the brief requiring the word "International").

We are broadly supportive of these courses and DEV developing courses with Geography content as there is likely potential for growth in this market. Hopefully the issues raised above can be considered and if necessary addressed to mitigate any possible negative impact.

### 7.7 Careers

This is an attractive additional pathway linking Development and Geography particularly with the addition of practical skills training in Geographical Information Systems, Project Management and Financial Planning, as well as opportunities to gain relevant experience. It is a degree which will not only attract students interested in extending their knowledge in geography but will be attractive to employers. In addition to the potential occupations mentioned in the course proposal elsewhere, it could lead to employment in Professional Services, Consultancy, and other commercial and corporate business settings.

### 7.8 Equality & Diversity Manager

Unable to comment at this time

### 7.9 Planning Office

In terms of the proposed numbers (25 Home/EU, 1 International) I confirm that provided these numbers are fed into the annual target setting meeting as soon as practical and that students are required to obtain at least ABB+ (or equivalent) at A level to gain entry then they should be able to be accommodated from a student number control perspective.

### 7.10 Proposer's response to comments

#### **LIB**

Very fair, and understandable comments. Should the new degree take off, we anticipate closing down some other less popular (PGT) degrees – which may open up space for trade-offs, should DEV eventually need to step forward and support a particular journal linked to geography/development. As always, we are happy to engage constructively with LIB colleagues in discussing resource issues.

#### **ARM**

We are aware of the potential clash between a BA in Geography and International Development (DEV) and the existing BSc in Environmental Geography and Development (ENV). We have discussed it with ENV and will work to manage expectations and potential confusion, clarifying how the DEV course differs from the ENV course. The content of the two courses differs considerably, with the ENV degree emphasising physical geography and natural sciences, and the DEV degree emphasising social and human geography – along with a larger emphasis on international development. This will be clearly noted in all course-related material, and the links to entirely distinct Schools of study will be drawn out.

**SSF Finance**

We very much appreciate the range of valid points raised by the FFM, some of which refer more broadly to future ways of improving the course proposal process. With regard to the more specific points, we have adjusted the wording in BC1.1 to indicate that the School will be able to maintain *or increase* staff levels as a result of increased fee revenues – the revised wording now more consistent with the subsequent reference to new appointments in BC5.2.

With regard to special arrangements (BC6.4), it is true that work placements are an important part of the new degree, but these arrangements are already in place for existing DEV students – in the form of a specific 3<sup>rd</sup>-year module, Development Work Experience, taken by around 30-40 students each year. Thus although we would anticipate more students taking this work experience module, there are no *additional* special arrangements as a result of the new degree.

The points about quantification, breakeven analysis, economic cost/risk/sensitivity analysis and sensitivity analysis are all well taken.

The breakeven thresholds (BC4) were established using a model developed by Steve Russell (DEV Head of School) and Jo Craven (SSF). We recognise that this is a complex exercise and we would be pleased to work with SSF Finance to see if the model and the accuracy of its forecasts can be improved.

The precise quantification of costs in BC6.1 and BC6.5 is difficult; we use the term “minimal” to indicate that we do not regard the additional costs of the degree to make a noticeable difference to the business case. For example, since the academic structure of the degree dovetails closely with our existing degrees, the number of *additional* modules is quite low: in fact, only three over a 3-year programme (with an estimate of 25-50 students per module) – thereby limiting costs in terms of additional demands on classroom space. Promotional activities related to the degree by staff would be expected to be in the region of 5 working days per year. However, we would be happy to put more precise estimates in these sections if SSF Finance are able to give us an indication of the financial equivalents of the above.

As for the more detailed cost/risk/sensitivity analysis, the estimates of student recruitment (BC4.1) have also been included in the DEV Business Plan for the next 3-5 years, again developed jointly between Steve Russell and Jo Craven, to determine the likely effect on school revenues. We would again be pleased to work with SSF Finance to look closely at the financial modelling underlying the Business Plan.

**Approval of the Business Case**

BC8	APPROVAL/SIGNATURES	Approved Yes/No?	Date
BC8.L1	School Director of Learning, Teaching and Quality:	Shawn McGuire	31/5/12
BC8.L2	Head of School (on behalf of School Board):	Steve Russell	8/6/12
BC8.L3	Dean of Faculty (on behalf of Faculty Executive):	Neil Ward	13/6/12
BC8.L4	PRC (if relevant)		
BC8.L5	LTC (if relevant)		

## UEA LEARNING &amp; TEACHING SERVICE

## FULL COURSE PROPOSAL

## Part 3 ACADEMIC CASE

<b>AC1</b>	<b>COURSE MANAGEMENT INFORMATION</b>			
AC1.1	REGULATORY FRAMEWORK (please tick all that apply)			
	CCS for Undergraduate Courses			x
	Graduate Diplomas			
	Integrated Masters			
	PGCE			
	Common Masters Framework			
	Postgraduate Research			
	Certificate/Diploma in Continuing Education			
	Is the course as a whole assessed on a pass/fail basis?	YES	<input type="checkbox"/>	NO x
	Are any modules assessed on a pass/fail basis?	YES	<input type="checkbox"/>	NO x
	If so, how many modules and what is the credit volume for each module?			

<b>AC2</b>	<b>(For undergraduate or integrated masters programmes only:)</b>		
	Please select only from the permitted options		
	Weighting for degree classification:	Exit Award (please indicate: e.g. CertHE, DipHE)	
	Stage 0		
	Stage 1		
	Stage 2	40	DipHE
	Stage 3	60	BA
	Stage 4		
	Stage 5		
	Stage 6		
	Stage 7		

<b>AC3</b>	<b>BOARD OF EXAMINERS</b>			
	Is there an existing Board of Examiners?	Yes	x	No
	If YES, which existing board will be responsible for the course?	DEV UG Board		
	If NO, please enter details for new board of examiners			
	Are any new external examiner(s) required?	Yes	x	No
	If yes, how many?	1		

<b>AC7c1</b>	<b>DESCRIBE CORE OR COMPULSORY EXISTING MODULES</b>
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Please complete for existing modules that are <b>Core</b> or <b>Compulsory</b> for this course				
Module code	title	Credit value	semester	level
1A21	IDS: Introduction to Development Studies	40	1	1
1A33	EID: Evidence in International Development	20	1	1
1B24	NR1: Introduction to Natural Resources and Development	20	2	1
3D2Y	DISS: Dissertation	40	1	3
3C11	FC: Field Course	20	1	3

See module outlines for further details

**8(a) MINOR CHANGES TO EXISTING MODULES** (We wish to avoid unnecessary duplication of information by Schools. Please use this section, therefore, to indicate small changes made to existing modules. Please refer to Guidance Notes for information on what constitutes a 'minor change' and more substantive changes – the latter should trigger the completion of Section 8(b) (below). Please note that even though changes may be classed as 'minor' it may still be necessary for LTS to allocate a new code for the module in due course.

Module Code	Module Title	Minor changes proposed
1B22	Introduction to Economics of Development	Course test will be made purely formative (previously summative), linked to the end of semester exam
1B24	Introduction to Natural Resource and Development	Analytical report will be made purely formative (previously summative), again linked to the end of semester exam
2C77	Social Anthropology and International Development 2;	Mock course test will be added (formative), half way through semester
2C25	Gender and Development	Mock course test will be added (formative), half way through semester
2D48 2D42 2D46	South Asian Development; Latin American Development; Sub-Saharan African Development	These 20-credit modules will become coursework only
3C33	Development Work Experience	Reflective report will be made purely formative (previously summative), linked to the final essay

**8 (b) NEW MODULES (please complete for new modules)** Please refer to Guidance Notes for information about what constitutes a 'new' module, and the triggers that would require completion of this section.

***Please consult the guidance notes to ascertain when a new module is required***

Module Title	Natural Resources and Development
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Level		2	
Credit Value		40	
Teaching period, eg Semester 1, Year-long		Year-long	
Likely Module Organiser	John McDonagh		
Module Type (eg EX/CW/WW/PR etc)		WW	
Does the Module include an Exam? Yes/No	Yes	How long will the exam be? (ie 1, 2 3 hours)	3
	Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking? Y
Proposed Module Code	Hub to decide		
Module Delivery (eg distance-learning campus based, work placement)	Campus		
Brief Description	This module builds on the key issues and themes introduced in NR1, i.e. diversity, productivity, sustainability, stability, change and degradation, etc. It broadly addresses the major challenges encountered when trying to achieve sustainable management in NR systems.		
Aims	To build and develop further students' understanding of the important themes in natural resource management and development introduced in NR1. This will include an understanding of technical and social dynamics of natural resource management, the major challenges in ensuring sustainability, and applying different theoretical frameworks for analysis, including the sustainable livelihoods approach, rights-based approaches, vulnerability analysis, value chain analysis, gender, participation and institutions.		
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	Bryant, R., and S. Bailey (1997) <i>Third World Political Ecology</i> . London, Routledge. Ellis, F (2000) <i>Rural Livelihoods and Diversity in Developing Countries</i> . Oxford University Press. McNeely, J.A. Scherr, S.J. (2003) <i>Ecoagriculture :strategies to feed the world and save biodiversity</i> . Washington, DC: Island Press.		
<p><b>8(b) (continued) NEW MODULES (please complete for new modules)</b> Please refer to Guidance Notes for information about what constitutes a 'new' module, and the triggers that would require completion of this section.</p> <p><b>Please consult the guidance notes to ascertain when a new module is required</b></p>			
Module Title	Economics of Development		
Level	2		
Credit Value	40		

Teaching period, eg Semester 1, Year-long		Year-long	
Likely Module Organiser		Bereket Kebede	
Module Type (eg EX/CW/WW/PR etc)		WW	
Does the Module include an Exam? Yes/No	Yes	How long will the exam be? (ie 1, 2 3 hours)	3
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	Y
Proposed Module Code	Hub to decide		
Module Delivery (eg distance-learning campus based, work placement)	Campus		
Brief Description	This module builds on the key issues and themes introduced in EC1. It provides a solid grounding in intermediate principles of microeconomics and macroeconomics, and their application to developing countries.		
Aims	To build and develop students' understanding of an understanding of the microeconomic foundations of consumption, production and price formation; recent developments in behavioural and institutional economics (e.g. household decision-making); the macroeconomic foundations of output, prices and the balance of payments; recent issues in development macroeconomics (e.g. effectiveness of foreign aid).		
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	N. Gregory Mankiw, <i>Principles of Economics</i> , Harcourt College Publishers N. Gregory Mankiw (2010, 7 <sup>th</sup> edition) <i>Macroeconomics</i> . Worth Publishers. David, N., Weil, <i>Economic Growth</i> (2 <sup>nd</sup> edition).		

**8(b) (continued) NEW MODULES (please complete for new modules)** Please refer to Guidance Notes for information about what constitutes a 'new' module, and the triggers that would require completion of this section.

***Please consult the guidance notes to ascertain when a new module is required***

Module Title	Principles of Human Geography (POG)
Level	1
Credit Value	20
Teaching period, eg Semester 1, Year-long	Semester 2
Likely Module Organiser	TBC

Module Type (eg EX/CW/WW/PR etc)		WW	
Does the Module include an Exam? Yes/No	Yes	How long will the exam be? (ie 1, 2 3 hours)	2
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	x
Proposed Module Code	DEV-1Bxx		
Module Delivery (eg distance-learning campus based, work placement)	Campus based		
Brief Description	This introductory module begins with an overview of geography's history, particularly as it relates to Empire. It then focuses on the various philosophical and theoretical approaches that have come to shape contemporary human geography including regionalism, positivism, empiricism, environmental determinism and the cultural turn. A focus on urban and rural livelihoods is then used to draw out and contextualise some of these different approaches and traditions.		
Aims	<ul style="list-style-type: none"> <li>To enable students to understand the different theoretical traditions within geographical thought and how these traditions are relevant to the study of specific issues.</li> <li>To be able to discuss the characteristic features of rural and urban livelihoods and summarise and critically appraise a range of associated theoretical models.</li> </ul>		
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<ul style="list-style-type: none"> <li>Ellis, F. and S. Biggs. 2001. 'Evolving Themes in Rural Development 1950s-2000s', <i>Development Policy Review</i>, 19(4): 437-448.</li> <li>Rawling, E. M. and Daugherty, R. A. (eds.) (1996) <i>Geography into the Twenty First Century</i>. John Wiley Chichester.</li> <li>Rigg, J. (2007) <i>An Everyday Geography of the Global South</i>. Routledge. London.</li> </ul>		
<p><b>8(b) (continued) NEW MODULES (please complete for new modules)</b> Please refer to Guidance Notes for information about what constitutes a 'new' module, and the triggers that would require completion of this section.</p> <p><b>Please consult the guidance notes to ascertain when a new module is required</b></p>			
Module Title	Geographies of Development (GoD)		
Level	2		
Credit Value	20		

Teaching period, eg Semester 1, Year-long		Autumn	
Likely Module Organiser	TBC		
Module Type (eg EX/CW/WW/PR etc)		CW	
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?		Percentage marking? x
Proposed Module Code	DEV-2Cxx		
Module Delivery (eg distance-learning campus based, work placement)	Campus based		
Brief Description	This module begins by considering how discourses of development have changed over time, from the modernisation paradigm and dependency theory through to contemporary post-development alternatives. This leads into a wider consideration of the social construction of the 'Third World' and discourses of race and place. This module concludes by discussing geographies of globalisation (and the global economy in particular) including patterns of inequality and issues of trade, aid and debt.		
Aims	<p>By the end of this module students will be able to:</p> <ul style="list-style-type: none"> <li>critically review various spatially driven development paradigms including modernisation theory, dependency theory and post-development alternatives.</li> <li>understand how representations of development and the global South relate to the exercise of power.</li> <li>discuss the development, geographical variations and consequences of international capitalism</li> </ul>		
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<ul style="list-style-type: none"> <li>Mackinnon, D. &amp; Cumbers, A. (2007) An Introduction to Economic Geography: Globalization, Uneven Development and Place. Pearson Education Ltd. London</li> <li>Said, E. (1978) Orientalism. New York: Vintage</li> </ul>		
<p><b>8(b) (continued) NEW MODULES (please complete for new modules)</b> Please refer to Guidance Notes for information about what constitutes a 'new' module, and the triggers that would require completion of this section.</p>			
<p><b>Please consult the guidance notes to ascertain when a new module is required</b></p>			
Module Title	People and Place		
Level	2		

Credit Value		20	
Teaching period, eg Semester 1, Year-long		Spring	
Likely Module Organiser	TBC		
Module Type (eg EX/CW/WW/PR etc)		WW	
Does the Module include an Exam? Yes/No	Yes	How long will the exam be? (ie 1, 2 3 hours)	2
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	x
Proposed Module Code	DEV-2Dxx		
Module Delivery (eg distance-learning campus based, work placement)	Campus based		
Brief Description	<p>This module examines the relationship between population and development with a particular focus on health and migration. The course begins with an overview of the world's current demographic situation, at global and regional levels, before addressing demographic and health transition theories and focussing on various aspects of the link between health problems and processes of development. There is a particular focus on new demographic and health challenges for developing countries, including HIV, ageing, reversals of mortality decline and migration. The theme of migration and development is then explored in more detail, drawing on the contrasting theoretical and philosophical approaches covered in previous modules (class and gender analysis, power, globalisation) to focus on issues such as human trafficking, conflict and disaster related migration, development and environment related displacement and the study of asylum seekers and Diaspora communities.</p>		
Aims	<p>At the end of the course, students should:</p> <ul style="list-style-type: none"> <li>• understand the links between development processes and health outcomes, through the use of country case studies, and with reference to issues relating to poverty and livelihoods</li> <li>• understand the main historical, political-economic and sociological-anthropological theories of human movement and migration</li> <li>• be able to conceptualise migration in relation to political and economic regimes of power, processes of globalisation and development, and as a social and symbolic category</li> </ul>		

Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<ul style="list-style-type: none"> <li>• Davey, B. et al <i>Health and disease: a reader</i> Open University Press, Milton Keynes (2001).</li> <li>• Foresight: Migration and Global Environmental Change (2011) Final Project Report. The Government Office for Science, London</li> <li>• Piguet, E. Pecoud, A. and de Guchteneire, P. (eds). (2011) <i>Migration and Climate Change</i>. Cambridge: Cambridge University Press.</li> </ul>
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*Please copy and paste the above table for each new module.*

<b>AC 9 DEFINED CHOICE</b>
How do you envisage 'Defined Choice' working for the programme in question? Please specify for each year of the programme.
<p>In Year 1, students have one choice to make, which is to choose three out of the four disciplinary modules taught in DEV in the spring semester. In Years 2-3, all DEV students are offered the opportunity to take EEC options (either a foreign language, or possible others depending on the precise list of EEC options being offered by other Schools), with a maximum of 20 credits per year. DEV students will also have the opportunity in years 2-3 to take certain specified modules in ENV and PSI (see below). In year 2, the space for Defined Choice in the profile may be either in autumn or spring, depending on the degree taken (which may determine whether the autumn quantitative or spring qualitative methods module is required), and whether students pursue a second disciplinary module through second year. Similar considerations apply to year 3; but students will have flexibility to follow modules outside the School if they wish.</p>
Have modules in the home School/s of the programme already been identified for inclusion as part of 'Defined Choice' for the programme? Please provide details.
<p>Yes. The course profile (see Section 5) clearly sets out which optional modules in DEV students may choose in years 1-3, in addition to their compulsory modules.</p>
Which other Schools of Study have been approached with regard to identifying 'choices' which students will be able to engage with as part of their studies? Please provide details.
<p>ENV and PSI. WAM and ECO also offer potentially relevant choices but with the new NAM regulations and developments (e.g. shift to 40-credit modules) it looks unlikely that DEV students will be able to take modules from either of these schools unfortunately.</p>
Have other modules in other Schools already been identified for inclusion as part of 'Defined Choice'? If so, please provide details.
<p>Yes. The following modules have been identified for the following degrees:</p> <p><b>BA Geography and International Development</b>  ENV 2A06 Environmental Politics and Policy Making  ENV 3A40 Human Geography of Climate change  PSI 2A51 Global Political Economy</p>

PSI 2A46 Introduction to Middle East Politics  
PSI 3A44 Political economy of the environment

Timetabling will be co-ordinated so that these defined choices do not clash with the compulsory modules for the relevant degree in DEV. (Note that students can take a maximum of 20 level 1 credits in year 2, and a again a maximum of 20 level 2 credits in year 3.)

How will opportunities for students to take language modules (including sign language) be protected / integrated within Defined Choice?

In Years 2-3, all DEV students are offered the opportunity to take language modules as part of their EEC options, with a maximum of 20 credits per year.

How will opportunities for students to take Employability / Work Experience modules be protected / integrated within Defined Choice?

DEV already has two Year 3 work experience modules (DWE and DIP), to which all DEV students have access.

**AC10** If the course is a joint course, how will the student experience be managed?

n/a

**AC11 SUMMARY OF COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS (if any) – please append full reports**

Benchmark statements for Development Studies remain in development and it is widely understood that these degrees exhibit substantial diversity nationally. This course centres on interdisciplinary study and has a clear structure in which students combine required study of their selected 'principles' through each year of the degree with a range of regional options. On the basis of the modules I review, the modules certainly engage and support students well to achieve desired learning outcomes. There is much evidence that current research informs the teaching within these modules to provide a coherent and contemporary course for students. I consider that this course is consistent with good practice elsewhere that is structured, for example, to enable great option choice with progression in combination with core modules in successive semesters that are clearly linked together through the notion of 'principles' and within which the teaching/learning/assessment gives greater account to independence in learning and critical thinking and application of theory with progression. (Jennifer A. Elliott, University of Brighton, 2009-10)

I am very impressed by the range of assessment tasks that the students encounter through their core modules. I do think that if the learning outcomes for modules were numbered and then the assessment tasks mapped against these outcomes, it would clarify some issues of re-assessment, e.g. the nature of the re-assessment task that is most relevant for the student. However, I understand that these are issues currently under review at university level. (Jennifer A. Elliott, University of Brighton, 2009-10)

The information for students in module outlines regarding the requirements of the assignments and the criteria for assessment in general are good. This includes explicit

information regarding learning outcomes and content for the modules and how these build and link to other core modules studied (I consider the latter to be very good practice). As per my report last year and through discussions with staff after the Final Assessment Board, it is evident that further thought is being given importantly to how particular elements of assessment are being used within those modules (to achieve specific learning outcomes). I do think this will help the wider considerations being undertaken such as regarding assessment loads and the Awards being achieved at UAE, for example.

(Jennifer A. Elliott, University of Brighton, 2010-11).

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, 2009-10)

The learning outcomes are clear and appropriate, and reflect the appropriate level for a high quality undergraduate degree in development studies. The first and second year economics courses provided the basics of the subject, while the third year courses explore these concepts and theories in regional contexts, and in wider issues related to globalisation for example.

(Kunal Sen, University of Manchester, 2009-10).



LEARNING & TEACHING SERVICE

**PROGRAMME SPECIFICATION FOR AN AWARD OF  
THE UNIVERSITY OF EAST ANGLIA  
(NEW ACADEMIC MODEL)**

**(This section and the summary section (Part 1) may be used for publicity purposes and may be publicly available).**

**NOTE: Whilst the University will make every effort to offer the module 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. Where this is the case, the University will endeavour to inform students.**

Note: One Programme Specification may be used for all courses (ROUs) in the proposal. Please indicate where there are any differences (including any course (ROU) specific learning outcomes) between courses (ROUs).

**If amending an existing Programme Specification, please track changes.  
Please delete any sections that are not applicable.**

<b>5 COURSE PROFILE</b>				
<b>STAGE 1 profile</b>				
<b>Module Code (TBA if not known)</b>	<b>Compulsory? - or name of Option range</b>	<b>Credits</b>	<b>Module Title</b>	<b>Teaching period, eg Sem 1, Year- long</b>
1A21	Compulsory	40	IDS: Introduction to Development Studies	Sem 1
1A33	Compulsory	20	EID: Evidence in International Development	Sem 1
1B24	Compulsory	20	NR1: Introduction to Natural Resources and Development	Sem 2
1B30	Compulsory	20	POG: Principles of Human Geography	Sem 2
<i>20 credits from</i>				
1B22	Option A	20	EC1: Introduction to Economics of Development	Sem 2
1B28	Option A	20	SAID1: Social Anthropology and International Development 1	Sem 2

<b>Section 5 (continued)</b>				
<b>STAGE 2 profile</b>				
<b>Module Code (TBA if not known)</b>	<b>Compulsory? - or name of Option range</b>	<b>Credits</b>	<b>Module Title</b>	<b>Teaching period, eg Sem 1, Year- long</b>
2C83	Compulsory	20	GOD: Geographies of Development	Sem 1
2D82	Compulsory	20	PaP: People and Place	Sem 2
<i>At least 20 credits from</i>				
2C27	Option A	20	QED: Quantitative Evidence in Development	Sem 1
2D80	Option A	20	RMSA: Research Methods for Social Anthropology	Sem 2
<i>At least 20 credits from</i>				
2D42	Option B	20	LAD: Latin American Development	Sem 2
2D46	Option B	20	SSAD: Sub-Saharan African Development	Sem 2
2D48	Option B	20	SAD: South Asian Development	Sem 2
<i>Up to 40 credits from</i>				
2C7Y	Option C	40	EC2: Economics of Development	Year
2C8Y	Option C	40	NR2: Natural Resources and Development	Year

2C77	Option C	20	SAID2: Social Anthropology and International Development 2	Sem 1
2D78	Option C	20	PAID: Politics and International Development	Sem 2
2C25	Option C	20	GEN: Gender and Development	Sem 1
2C35	Option C	20	EDD: Education and Development	Sem 1
TBC	Option C	20	Defined Choice (see Section AC9)	Sem 1 or 2

<b>Section 5 (continued) STAGE 3 profile</b>				
<b>Module Code (TBA if not known)</b>	<b>Compulsory? - or name of Option range</b>	<b>Credits</b>	<b>Module Title</b>	<b>Teaching period, eg Sem 1, Year-long</b>
3D2Y	Compulsory	40	DISS: Dissertation	Sem 1
3C11	Compulsory	20	FC: Field Course	Sem 1
<i>Up to 60 credits from</i>				
3C23	Option A*	20	OSU: Overseas Study Unit	Sem 1
3C33	Option A*	20	DWE: Development Work Experience	Sem 1
3C29	Option A	20	WHC: Wars, Humanitarian Crises and Aid	Sem 1
3D22	Option A	20	GED: Globalisation and Economic Development	Sem 2
3D38	Option A	20	PPW: Public Policy and Welfare	Sem 2
3D12	Option A	20	RDC: Contemporary Issues in Resource Development and Conservation	Sem 2
3D22	Option A	20	DP: Development in Practice	Sem 2
TBC	Option A	20	Defined choice (see Section 9)	Sem 1 or 2
DEV2	Option A	20**	EDD, GEN, LAD, SSAD, or SAD	Sem 1 or 2

\* For BA Geography and International Development *with Overseas Experience* students are required to take one or other of these modules

\*\* As a maximum of 30 credits at level 2 is permissible at Stage 3, students could take a level-2 inter-disciplinary DEV module, from among 2C25, 2C29, 2D42, 2D46 or 2D48.

3 MAPPING LEARNING OUTCOMES AGAINST MODULES						
<b>Mapping learning outcomes – please list module code against assessment type</b> (If colleagues are using types of assessment that fall outside of the narrow list of types provided for in this template, they are asked to indicate this using the ‘Other’ column. If using this column, we would welcome additional information being provided in the ‘Other’ box at the base of this table.)  <b>STAGE 1</b>	<b>Assessment type (please complete)</b>					
	Essay	Course test	Exam	Oral presentation	Data report	Fieldwork report
<b>Knowledge and understanding</b>						
Understanding of some of the most important theories and perspectives of development, and how they have changed over time		IDS				
Ability to think critically about contemporary development issues	IDS			IDS		
Awareness of the complexity of contemporary development issues	IDS			IDS		
Understanding of the different types and sources of evidence used in contemporary development debates					EID	EID
Ability to use simple, basic techniques for analysing and presenting quantitative and qualitative evidence					EID	EID
1. Understanding of the basic principles and concepts of the following disciplines relevant to the study of development, and an ability to apply these principles and concepts to help understand contemporary development issues:						
<b>Natural resources:</b> an understanding of the interrelatedness of the Earth’s System, and the key linkages between anthropogenic and natural systems	NR1		NR1			
<b>Human geography:</b> knowledge and understanding of a range of different approaches to the study of geography; and a critical and reflexive sense of the nature of geography as dynamic, plural and contested discipline	POG		POG			

<b>Mapping learning outcomes – please list module code against assessment type</b> (if colleagues are using types of assessment that fall outside of the narrow list of types provided for in this template, they are asked to indicate this using the ‘Other’ column. If using this column, we would welcome additional information being provided in the ‘Other’ box at the base of this table.)  <b>STAGE 1 (cont.)</b>	<b>Assessment type (please complete)</b>					
	Essay	Course test	Exam	Oral presentation	Data report	Fieldwork report
2. Students may acquire an understanding of the basic principles and concepts of the following disciplines relevant to the study of development (chosen from the two listed below), and an ability to apply these principles and concepts to help understand contemporary development issues:						
<b>Economics:</b> an understanding of basic economic concepts and theories, familiarity with simplified versions of economic models and their graphical representation, and an awareness of a range of contemporary issues in economic development, including economic growth, poverty, inequality, behavioural economics, and international trade			EC1		EC1	
<b>Social anthropology:</b> an understanding of key figures in anthropology as a discipline, and of how anthropologists have approached and understood humanity and social change	SAID1		SAID1			
<b>Key/transferable skills</b>						
Ability to produce well structured pieces of written English using an appropriate academic style and vocabulary	IDS, SAID1, POG		EC1, SAID1, NR1, POG		EID, EC1, NR1	EID
Ability to identify and make use of relevant sources of information, including academic literature (e.g. books, journal articles) and web-based research (e.g. blogs, wikis)	IDS, SAID1, POG			IDS, EID	EID, EC1, NR1	EID
Ability to cite all sources of information using the Harvard system and to construct a well-formatted bibliography	IDS, SAID1, POG				EID, EC1, NR1	EID
Ability to use computer software (e.g. Microsoft Word, Excel, PowerPoint) to prepare written coursework and presentations	IDS, SAID1, POG			IDS, EID	EID, EC1, NR1	EID
Ability to research, prepare and present an oral presentation, and to work well in a team				IDS, EID		
Ability to manage time efficiently and meet deadlines	IDS, SAID1, POG			IDS, EID	EID, EC1, NR1	EID

<b>Section 3 (continued)</b>  <b>Mapping learning outcomes – please list module code against assessment type</b> (If colleagues are using types of assessment that fall outside of the narrow list of types provided for in this template, they are asked to indicate this using the ‘Other’ column. If using this column, we would welcome additional information being provided in the ‘Other’ box at the base of this table.)  <b>STAGE 2</b>	Assessment type (please complete)								
	Essay	Course test	Exam	Oral presentation	Analytical report	Fieldwork report	Literature /article review	Portfolio	Other
<b>Knowledge and understanding</b>									
1. An understanding of intermediate-level theories and concepts of the following discipline relevant to the study of development and an ability to apply these theories and concepts to help understand contemporary development issues:									
<b>Human geography:</b> familiarity with a range of interpretations of the processes creating geographies of difference and inequality; an understanding of socially constructed ways of representing and interpreting the world and their significance; recognising the ways in which spatial relations are an inherent and important feature of economic, social and political activity, which reflect, reproduce and remake social relations; knowledge and understanding of spatial distributions in human phenomena.	GOD, PaP	GOD	PaP						
2. Depending on their choice, students can acquire an understanding of intermediate-level theories and concepts of the following disciplines relevant to the study of development (continued from disciplines selected in stage 1), and an ability to apply these theories and concepts to help understand contemporary development issues:									
<b>Economics:</b> an understanding of the microeconomic foundations of consumption, production and price formation; recent developments in behavioural and institutional economics (e.g. household decision-making); the macroeconomic foundations of output, prices and the balance of payments; recent issues in development macroeconomics (e.g. effectiveness of foreign aid)			EC2		EC2 (x2)				

<b>Section 3 (continued)</b>  <b>Mapping learning outcomes – please list module code against assessment type</b> (If colleagues are using types of assessment that fall outside of the narrow list of types provided for in this template, they are asked to indicate this using the ‘Other’ column. If using this column, we would welcome additional information being provided in the ‘Other’ box at the base of this table.)  <b>STAGE 2</b>	Assessment type (please complete)								
	Essay	Course test	Exam	Oral presentation	Analytical report	Fieldwork report	Literature /article review	Portfolio	Other
<b>Social anthropology:</b> a deeper understanding of concepts and methods in social anthropology, including economic anthropology; personhood, self and identity; gender; knowledge and learning; culture and rights	SAID2	SAID2							
<b>Natural resources:</b> an understanding of technical and social aspects of natural resource management, the major challenges in ensuring sustainable management in natural resource systems, and different theoretical frameworks including the sustainable livelihoods approach, rights-based approaches, vulnerability analysis, value chain analysis, gender, participation and institutions.			NR2		NR2 (x2)				
3. An understanding of at least one of:									
a.) the range of <b>quantitative research methods</b> used in the social sciences and their relevance to the study of development, and the ability to use certain key methods, e.g. regression analysis					QED		QED		
b.) the nature and scope of <b>social anthropological methods</b> and their relationship to the study of development, and the ability to conduct ethnographic research.								RMSA	
4. Depending on their choice, students can also acquire one of the following:									
a.) Understanding of the complex development challenges and issues facing a particular <b>region</b> of the developing world (e.g. Sub-Saharan Africa, South Asia, Latin America), and an understanding of the way in which the distinctiveness of a particular place is constituted and continually remade by physical, environmental, social, historical, economic and cultural processes.”	LAD, SAD, SSAD								
b.) Understanding of key concepts and theoretical approaches related to <b>gender</b> and development, and the ability to apply gender analysis to contemporary development issues	GEN	GEN							

<b>Section 3 (continued)</b>  <b>Mapping learning outcomes – please list module code against assessment type</b> (If colleagues are using types of assessment that fall outside of the narrow list of types provided for in this template, they are asked to indicate this using the 'Other' column. If using this column, we would welcome additional information being provided in the 'Other' box at the base of this table.)  <b>STAGE 2</b>	Assessment type (please complete)								
	Essay	Course test	Exam	Oral presentation	Analytical report(s)	Fieldwork report	Literature/article review	Portfolio	Other
c.) Understanding of key concepts and theoretical approaches related to <b>politics</b> and development, and the ability to apply political analysis to contemporary development issues	PAID		PAID						
d.) Understanding of key concepts and theories regarding the relationship between <b>education</b> and development, and an ability to critically assess education policy in a range of different contexts	EDD								
e.) Basic or intermediate knowledge of a <b>foreign language</b> relevant to the study of development (e.g. French, Spanish, Chinese).									Check with LCS
<b>Key/transferable skills</b>									
Ability to construct coherent, well explained and persuasive written arguments.	LAD, SAD, SSAD, GEN, EDD, SAID2, PAID, GOD, PaP	SAID2, GEN, GOD	EC2, NR2, PAID, PaP		EC2, NR2		QED	RMSA	
Engagement with academic literature (i.e. books, journal articles), and introduction to critical appraisal of scholarship	LAD, SAD, SSAD, GEN, EDD, SAID2, PAID, GOD, PaP	SAID2, GEN, GOD	EC2, NR2, PAID, PaP				QED	RMSA	
Development of ability to make a clear, well-explained, persuasive oral presentation on a contemporary development issue				SAD, SSAD					

<b>Section 3 (continued)</b>  <b>Mapping learning outcomes – please list module code against assessment type</b> (If colleagues are using types of assessment that fall outside of the narrow list of types provided for in this template, they are asked to indicate this using the ‘Other’ column. If using this column, we would welcome additional information being provided in the ‘Other’ box at the base of this table.)  <b>STAGE 3</b>	Assessment type (please complete)								
	Essay	Course test	Exam	Oral presentation	Policy brief	Project/research proposal	Reflective report	Dissertation	
<b>Knowledge and understanding</b>									
The ability to identify a clear and original research question relevant to the study of international development						FC		DISS	
The ability to identify and put into practice a research methodology appropriate to the question posed (e.g. fieldwork, quantitative analysis, literature reviews)							FC	DISS	
Understanding of the circumstances in which ethical approval is required before undertaking research, and the ability to complete a successful application for ethical approval								DISS	
The ability to reflect on the results of research and to respond effectively to comments and advice received from others								DISS	
The ability to produce a coherent, well-structured dissertation, based on the results of independent research, of approximate journal-article length (8-10,000 words)								DISS	
1. Students may acquire an advanced, inter-disciplinary understanding of one of the following development issues:									
<b>Wars, humanitarian crises and foreign aid</b> , including the moral and legal grounds for humanitarian intervention, the ‘supply’ side of humanitarian intervention and the political economy of aid, the differential impacts of crises across social groups, and attitudes and behaviours toward risk of vulnerable populations	WHC								
<b>Globalisation and economic development</b> , including the causes and consequences of the global integration of the markets for goods, technology,	GED		GED						

capital and labour for economic development, and the different theoretical perspectives behind the debates on globalisation									
<b>Section 3 (continued)</b>	<b>Assessment type (please complete)</b>								
<b>Mapping learning outcomes – please list module code against assessment type</b>									
<b>Year 3 (cont.)</b>	Essay	Course test	Exam	Oral presentation	Policy brief	Project/research proposal	Reflective report	Dissertation	
<b>Public policy and welfare</b> , including an appreciation of the concept of welfare, an understanding of relationships between public policy, welfare and social development, and familiarity with current debates and strategies concerned with welfare promotion in low income countries.	PPW		PPW						
<b>Resource development and conservation</b> , including an understanding of the challenges facing resource governance in developing countries, and of contemporary natural resources and environmental management practice around the world with an emphasis on forests and water.			RDC		RDC				
3. An advanced understanding of a development issue taught at a higher-education institution in a developing country	OSU								
<b>Cognitive and transferable skills</b>									
<i>Depending on their choices, students may also acquire:</i>									
Ability to identify and frame a problem, which effectively sets up a research investigation								DISS	
Ability to synthesise findings, analyse data, and formulate conclusions / recommendations for research or policy contexts								DISS	
Ability to assimilate and critically apply academic literature, and critically apply analytical frameworks	PPW, OSU, DWE, WHC, GED				RDC				
The ability to give well-explained, persuasive oral presentation on a contemporary development issue, using a wide range of sources and high-quality presentational techniques, tailored to particular audiences				DIP PPW					

The ability to summarise policy-relevant research information in a format that is accessible and easy to read, but does not oversimplify complex issues				WHC	RDC				
The ability to work as part of a team to produce a high-quality, persuasive written research or funding proposal for a development project or a project evaluation						DIP			
The ability to self-reflect on one's performance in group work in and/or outside of DEV, and to identify one's strengths and weaknesses	DWE						DIP		
Direct experience of either working in a developing country, and the ability to self-reflect on this experience and the knowledge gained (e.g. how the experience has affected their understanding of development)	DWE								
A critical understanding, based on direct observation and a work placement, of the role of a specific organisation involved in development (e.g. an NGO, local business or government ministry)	DWE								

The table above lists outcomes that are summatively assessed. Though outcomes around knowledge and understanding (both generic and subject-specific) are more associated with 'disciplinary' (e.g. Economics, Natural Resources) and 'inter-disciplinary' modules (e.g. Gender, Latin American Development), all modules contribute to these learning outcomes. Equally, there are modules dedicated to 'transferable skills', such as the various research methods modules, Development Work Experience, and Dissertation, but key skills-related learning outcomes, such as around presentational or analytical skills, are developed and assessed across all modules.

## 4 FEEDBACK CYCLE FOR THE PROGRAMME

**FEEDBACK CYCLE** (Constructive critical feedback is central to effective learning and the development of student skills and confidence. Colleagues are asked to clarify how often and in what format feedback will be provided on both formative and summative work)

### STAGE 1

	FEEDBACK ON <u>FORMATIVE</u> SUBMISSIONS			FEEDBACK ON <u>SUMMATIVE</u> SUBMISSIONS		
Module	Number of times students will receive feedback on <u>formative</u> submissions	What format will feedback on <u>formative</u> submissions take?	How will feedback on <u>formative</u> submissions help students to complete <u>summative</u> work?	Number of times students will receive feedback on <u>summative</u> submissions	What format will feedback on <u>summative</u> submissions take?	How will feedback on summative submissions help students in their work on subsequent modules?
IDS	6 + 1	Oral/peer feedback on mock course tests (6); oral feedback from seminar leader on seminar presentations in weeks 1-6 (1); oral and written feedback in academic skills workshop	Feedback on mock tests helps students prepare for the essay and the module exam; feedback on seminar presentations helps students prepare for the seminar presentations in weeks 7-12	2	Individual written feedback on final essay using standard form; group written feedback on seminar presentations in weeks 7-12, using standard form	Individual/group feedback helps students improve essay writing and presentational skills, relevant to a range of Year 2 modules; and their understanding of key development concepts relevant to all subsequent modules
EID	4	Oral/peer feedback on data reports during seminars	Feedback helps students prepare for summative data report	2	Individual written feedback on quantitative data report and fieldwork report using standard form	Feedback helps students improve subsequent data/fieldwork reports for EC2, NR2, QED and RMSA
EC1	4 + 1	Oral feedback on draft data reports during seminars (4); oral/peer feedback on mock exam (1)	Feedback helps students prepare for summative data report and the module exam	1	Individual written feedback on data report using standard form	Feedback helps students improve subsequent data report for EC2 and QED
SAID1	4	Oral feedback on essay plan and early drafts during seminars	Feedback helps students improve research and essay planning skills and their understanding of key concepts in social anthropology for essay preparation	1	Individual written feedback on final essay using standard form	Feedback helps students improve essay writing skills relevant to a range of Year 2 modules; and their understanding of key concepts in social anthropology relevant to SAID2 and RMSA

NR1	1 + 2	Individual written feedback on report using standard form (1); oral feedback on draft essays in seminars (2)	Feedback helps students improve research and essay planning skills and their understanding of key concepts in natural resources for essay preparation	1	Individual written feedback on final essay using standard form	Feedback helps students improve essay writing skills and understanding of key concepts in natural resources relevant to NR2.
POG	2	Oral feedback on seminar participation; oral/peer feedback on mock test	Comments on seminar participation and mock tests help students improve understanding and knowledge relevant to the essay questions	1	Individual written feedback on final essay using standard form	Feedback helps students improve essay writing skills and their understanding of key concepts in geography relevant to GoD.

**Section 4 (continued)**

**FEEDBACK CYCLE** (Constructive critical feedback is central to effective learning and the development of student skills and confidence. Colleagues are asked to clarify how often and in what format feedback will be provided on both formative and summative work)

**STAGE 2**

	FEEDBACK ON <u>FORMATIVE</u> SUBMISSIONS			FEEDBACK ON <u>SUMMATIVE</u> SUBMISSIONS		
Module	Number of times students will receive feedback on <u>formative</u> submissions	What format will feedback on <u>formative</u> submissions take?	How will feedback on <u>formative</u> submissions help students to complete <u>summative</u> work?	Number of times students will receive feedback on <u>summative</u> submissions	What format will feedback on <u>summative</u> submissions take?	How will feedback on summative submissions help students in their work on subsequent modules?
EC2	2 + 2	Oral feedback on draft data reports during seminars (2); oral/peer feedback on 2 mock exams (2)	Oral feedback on draft data reports will help students complete summative data report	2	Individual written feedback on analytical reports using standard form	Feedback helps students improve economic knowledge and/or analytical skills for Year 3 modules
NR2	2 + 2	Oral feedback on draft data reports during seminars (2); oral/peer feedback on 2 mock exams (2)	Oral feedback on draft data reports will help students complete summative data report	2	Individual written feedback on analytical reports using standard form	Feedback helps students improve natural resource knowledge and/or analytical skills for Year 3 modules

SAID2	2	Oral feedback on seminar participation; oral/peer feedback on mock test	Comments on seminar presentations help students improve understanding and knowledge relevant to the essay questions	2	Individual written feedback on course test and final essay using standard form	Feedback helps students improve essay writing skills and their understanding of social anthropological concepts and application in development, relevant to PAID, WHC, PPW and (potentially) DWE, OSU and the dissertation
PAID	2	Oral feedback in seminar, and in one-to-one tutorial.	Comments help students improve understanding and knowledge relevant to the essay questions	1	Individual written feedback on final essay using standard form	Feedback helps students improve essay writing skills and their understanding of political concepts and application in development, relevant to WHC, PPW and (potentially) DWE, OSU and the dissertation
GOD	2	Oral feedback on seminar participation; oral/peer feedback on mock test	Comments on seminar presentations help students improve understanding and knowledge relevant to the essay questions	2	Individual written feedback on course test and final essay using standard form	Feedback helps students improve essay writing skills and their understanding of geographical concepts and application in development, relevant to PaP, all Year 3 modules and (potentially) DWE, OSU and the dissertation
PaP	2	Oral feedback in seminar, and in one-to-one tutorial.	Comments help students improve understanding and knowledge relevant to the essay questions	1	Individual written feedback on essay using standard form	Feedback helps students improve essay writing skills and their understanding of political concepts and application in development, relevant to all Year 3 modules and (potentially) DWE, OSU and the dissertation
GEN	2	Oral feedback on seminar participation; oral/peer feedback on mock test	Comments on seminar participation and mock tests help students improve understanding and knowledge relevant to the essay questions	2	Individual written feedback on course test and final essay using standard form	Feedback helps students improve essay writing skills and their understanding of gender concepts and application in development, relevant to all Year 3 modules and (potentially) DWE, OSU and the dissertation

EDD	1	Individual oral feedback on essay plan/outline	Comments on draft essay plan/outline specifically designed to help students improve their final submitted versions	1	Individual written feedback on final essay using standard form	Feedback helps students improve essay writing skills; and their understanding of education concepts and application in development, potentially relevant to regional module, DWE, OSU and the dissertation
LAD	1	Written feedback on written report	Comments of report help students improve understanding and knowledge relevant to essay questions	1	Individual written feedback on essay using standard form	Feedback helps students improve essay writing skills; and their understanding of Latin America, potentially relevant to DWE, OSU and the dissertation
SAD	2	Oral feedback in one-to-one tutorial.	Comments help students improve understanding and knowledge relevant to the essay questions	2	Individual written feedback on essay; and group feedback on group presentation using standard form	Feedback helps students improve essay writing skills; and their understanding of South Asia, potentially relevant to DWE, OSU and the dissertation
SSAD	2	Oral feedback in one-to-one tutorial.	Comments help students improve understanding and knowledge relevant to the essay questions	2	Individual written feedback on essay; and group feedback on group presentation using standard form	Feedback helps students improve essay writing skills; and their understanding of Sub-Saharan Africa, potentially relevant to DWE, OSU and the dissertation
RMSA	2	Oral feedback on draft article review and ethnographic report during (2) practical workshops	Comments on drafts specifically designed to help students improve final versions of both summative assessments	2	Individual written feedback on article review and ethnographic report using standard form	Feedback helps students improve their research methods, literature review and ethnographic skills; and/or carry out fieldwork for the dissertation
QED	2	Oral/peer feedback on 2 seminar exercises	Feedback on seminar exercises helps students improve knowledge and quantitative analytical skills necessary for both summative assessments	2	Individual written feedback on article review and quantitative data report using standard form	Feedback helps students to improve their research methods and write a literature review and/or carry out fieldwork for the dissertation

**Section 4 (continued)**

**FEEDBACK CYCLE** (Constructive critical feedback is central to effective learning and the development of student skills and confidence. Colleagues are asked to clarify how often and in what format feedback will be provided on both formative and summative work)

**STAGE 3**

	FEEDBACK ON <u>FORMATIVE</u> SUBMISSIONS			FEEDBACK ON <u>SUMMATIVE</u> SUBMISSIONS		
Module	Number of times students will receive feedback on <u>formative</u> submissions	What format will feedback on <u>formative</u> submissions take?	How will feedback on <u>formative</u> submissions help students to complete <u>summative</u> work?	Number of times students will receive feedback on <u>summative</u> submissions	What format will feedback on <u>formative</u> submissions take?	How will feedback on summative submissions help students in their work on subsequent modules?
DISS	6	One-to-one meetings with dissertation supervisor	Meetings will help students with all stages of the dissertation, from identifying a suitable research question to commenting on clarity and consistency or argument	1	Individual written feedback on dissertation	The dissertation is unique and feedback has less relevance in this case to subsequent modules. However, feedback can be of use for improving quality and coherence of written work, which will help with Year 3 spring semester modules. It is also good preparation for further study at PG level where a dissertation is standard.
DWE and OSU	1	Individual written feedback on reflective report	Feedback on the reflective report will help students reflect on their experience of working and/or studying in a different culture and improve their essay	1	Individual written feedback on essay using standard form	Written feedback can again be of use for improving quality and coherence of written work, which will help with Year 3 spring semester modules. Reflections on the experience of living and studying or working in a different culture are also good preparation for the spring-semester DIP module.
DP	2	Faculty feedback on first proposal ideas and plans (1); peer feedback on each group's proposals (1)	Feedback on draft proposals will help students working in groups to prepare their final project proposals	3	Individual written feedback on reflective report (1); group written feedback on group project proposal (1) and presentation (1)	No other subsequent modules

WHC	1	Oral feedback in seminar.	Feedback on seminar presentations will help students prepare their essay	1	Individual written feedback on essay using standard form	This module has no direct links to other modules. However, as for DWE and OSU, feedback can be of use for improving quality and coherence of written work, which will help with Year 3 spring semester modules.
GED	1	Individual written feedback on essay	Comments on formative essay help students improve understanding and knowledge relevant to the summative essay	1	Individual written feedback on final essay using standard form	No other subsequent modules
PPW	1	Oral feedback in seminar	Feedback will help students prepare their essay	1	Individual written feedback on essay using standard form	No other subsequent modules
RDC	1	Oral feedback in seminar	Feedback will help students prepare their policy brief	1	Individual written feedback on policy brief using standard form	No other subsequent modules

<b>6 EXAMINATIONS</b>		
	<b>Written</b>	<b>Practical (eg OSCES and OSPES)</b>
How many modules will include an exam element?	11	n/a
How many hours of exams are there in Stage 0? (if applicable)	n/a	
How many hours of exams are there in Stage 1?	8	
How many hours of exams are there in Stage 2?	10	
How many hours of exams are there in Stage 3?	6	
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?	24	

<b>PS3</b>	<b>EQUALITY</b>
PS3.1	How do the admissions criteria ensure equality of opportunity for all applicants?
	Standard UEA admissions policies apply
PS3.2	What steps have been taken to ensure an inclusive curriculum?
	The curriculum includes a significant degree of choice, including choice in geographic areas of study; and a balance between quantitative and qualitative methods. With respect to field trips, accessibility issues are considered and special arrangements are made where necessary.
PS3.3	In what ways do learning and teaching and assessment methods ensure inclusivity and equality of opportunity?
	The course uses a diverse range of assessment methods and offers access to learning materials in a number of different forms, with electronic support in the form of Blackboard. Students will also have an allocated advisor and access to the Dean of Students office for support with respect to potential individual arrangements including disability.

### COMMENTS ON ACADEMIC CASE AND PROGRAMME SPECIFICATION

Please circulate Parts 1, 3 & 4 to the following for their additional comments (if any).  
Comments to be returned to proposer within 10 working days.

Date of circulation:

Learning & Teaching Service (LTS)

This is an extremely well thought out proposal which has already been subjected to rigorous academic scrutiny by the SSF LTQC New Academic Model working group. The course complies with the requirements of the New Academic Model for taught programmes, having a coherent structure with clear development throughout the course, culminating in programme level outcomes. The different strands and disciplines within the course are well integrated, both across levels and from one level to the next.

Students are to be offered appropriate option choices defined by the course director, including languages and other Employability and Enrichment Choice options. The opportunity (or the requirement, in the case of the 'Overseas Experience' variant) for students to undertake a work placement in the UK or abroad is in tune with University drivers to encourage placements and internationalism.

The range of assessment methods is very varied and the School has taken note of the move towards reducing the number of examinations and has, for example, altered the assessment of three existing modules which previously included examinations to coursework only. The course makes good use of formative assessment and the School has changed some assessment items in existing modules from summative to formative. The cycle of feedback from both formative and summative assessments is very well structured, with the number of one-to-one feedback sessions with dissertation supervisors being particularly impressive.

Julia Jones  
25 May 2012

Equality & Diversity Manager

Unable to comment at this time

#### **Proposer's response to comments**

We are very grateful for these comments from LTS. In developing this proposal we have benefited enormously from the New Academic Model process, and the SSF NAM Working Group in particular, which gave us the opportunity to reflect think critically about our own undergraduate teaching, to benefit and learn from latest practice in other Schools, and also to receive critical feedback from other Schools not only on the proposed BA in Geography and International Development, but all of our undergraduate programmes. We would therefore like to state our appreciation and gratitude to all the members of the SSF NAM Working Group, in particular Julia Jones and Helena Gillespie.

Internal discussions among faculty within the School of International Development have also shown strong support for the proposed degree, both from a business and academic viewpoint. The School has now set up an internal working group made up of 4-5 members of Faculty who will seek to develop the course specifications further, focusing in particular on the content of the new modules and the inclusion of geographical theory and methods into existing DEV modules, to complement existing disciplines taught in the school (e.g. economics, anthropology).

**Approval of the Academic Case and Programme Specification**

<b>AC12</b>	<b>APPROVALS</b>	<b>SIGNATURE AND DATE</b>
AC12.1	<b>Head of School</b>	
	Approved:	Steve Russell 8/6/12
	Approved with amendments:	
	Rejected:	
AC12.2	<b>Faculty Associate Dean (following Faculty LTQC)</b>	
	Approved:	Helena Gillespie 31/5/12
	Approved with amendments:	
	Rejected:	