



LTC14D204

Title: *SSF LTQC Course Approvals*
Author: Heather Reynolds
Date: 29.4.15
Circulation: LTC – 13 May 2015
Agenda: LTC14A005
Version: Final Version
Status: Open

Issue

To receive minor changes course proposal for **BA International Development with Anthropology (and with OS Experience), BA International Development with Politics (and with OS Experience)** from the Faculty of Social Sciences Learning, Teaching and Quality Committee.

Recommendation

None.

Resource Implications

None.

Risk Implications

None.

Equality and Diversity

None.

Timing of decisions

SSF LTQC approved 22.4.15

Further Information

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

Background

N/A

Discussion

N/A

Attachments

Minor Changes Course Proposal.



LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL FORM

(taught programmes only)

for **NEW COURSES** and
MINOR AMENDMENTS
 with **NO RESOURCE IMPLICATIONS**

Please refer to the course proposal Procedure and Guidance CP-2013 to complete this or any other course proposal form: to ensure the correct form is being used; for information on early considerations and timescales; for general guidance on the course approval process; and for notes on completing the form.

Course Title(s)	new course? <i>note 1</i>		If no, please give existing course code
BA International Development with Anthropology BA International Development with Anthropology with Overseas Experience	Y		
School(s) of study & Faculty			
International Development, SSF			
Proposer & proposer's school			
Emma Gilberthorpe, Cecile Jackson, Ben Jones, Maria Abranches, Laura Camfield DEV			
Proposed start date (of new course or of changes)			<i>note 2</i>
2016			
I can confirm that this proposal meets the criteria for using the Minor Changes Course Proposal Form <i>note 3</i>			Y

This form is in 5 parts:

- Part 1 Summary and Rationale
- Part 2 Impact Assessment
- Part 3 Academic Case including Programme Specification
- Part 4 Key Information Set (KIS) data
- Part 5 Approvals and Notification

The initiator is responsible for completing parts 1-4

UEA LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL

Part 1 SUMMARY AND RATIONALE

Course One			
S1	a	SCHOOL(S) OF STUDY	DEV
<i>note S1c</i>	b	FACULTY or FACULTIES	SSF
	c	JOINT COURSE? (ie owned/taught by more than one School)	NO
	d	NAME OF COURSE DIRECTOR (Home School)	Emma Gilberthorpe
	e	NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)	n/a
S2 <i>note S2a</i>	a	COURSE TITLE	BA International Development with Anthropology BA International Development with Anthropology with Overseas Experience
<i>note S2b</i>	b	COURSE CODE	U1L2L6303 U1L2LP303
<i>note S2c & S2d</i>	c	AWARD	BA
	d	EXIT AWARD(S) AND TITLE(S)	CertHe Dip Honors Degree
	e	FULL/PART-TIME (please specify)	Full-time
	f	LOCATION (UEA Norwich, UEA London, Distance Learning)	UEA Norwich
	g	AVAILABLE FROM:	2016
S3 <i>note S3a</i> <i>note S3b</i>	a	PROFESSIONAL AWARD (if any)	
	b	ACCREDITING/VALIDATING BODY (if relevant)	
		Website (URL)	
		Date when accreditation/validation may take place	
S4 <i>note S4</i>	LEVEL	Sub-degree (e.g. Cert. Dip.)	CertHe (4), Dip (5)
		Undergraduate	6
		Integrated Masters	
		Masters	
		Other postgraduate (please specify)	

S5 <i>note</i> S5a	a	DURATION (years or months)	3 years		
<i>note</i> S5b	b	MODE OF ATTENDANCE (full-time, part-time, distance, other)	Full-time		
S6 <i>note</i> S6		PLACEMENT(S)/WORK-BASED LEARNING REQUIRED	YES	YES (for overseas experience option only)	NO
			If YES, does this conform with the UEA's code of practice on placements?		
S7 <i>note</i> S7		RELEVANT SUBJECT BENCHMARK STATEMENT(S)	The course meets QAA expectations of high academic standards, with a programme of quality teaching providing first-class learning opportunities, knowledge transfer and graduate opportunities.		
S8 <i>note</i> S8		ENTRY REQUIREMENTS	ABB		
S9		JACS Subject Level Code(s) To be completed by the Planning Office following approval of the Business Case			
S10		UCAS ADMISSION CODE / COURSE CODE To be completed by the Planning Office following approval of the Business Case			
S11 <i>note</i> S11		FURTHER INFORMATION available via...	http://www.uea.ac.uk/study/undergraduate/degree/		
S12		COURSE HIGHLIGHTS (for publication in University Prospectus / Website / other publicity) NB Please include employability prospects/career possibilities			
<i>note</i> S12	<p>This degree programme allows you to study international development alongside anthropology. Students will receive both disciplinary and interdisciplinary teaching, gaining a thorough understanding of anthropology and international development and how they relate and affect one another.</p> <p>This course will allow students to combine anthropology with different disciplinary pathways, enabling them to define their own learning programme. They may either pursue specialist topics that reflect their own interests, or select a range of modules and discover new avenues of study.</p> <p>The Overseas Experience element of the course takes place in the third year, in which students will spend four months abroad in the autumn semester. They can either opt to work with a partner organisation in the development sector or opt to study at an overseas university.</p> <p>We aim to enable students to graduate fully equipped to pursue a career in the contemporary world, particularly in various areas such of international development (NGOs, government departments, private sector), where anthropological knowledge is in much demand. They will also obtain a strong portfolio of key transferable skills that will enhance their employability and apply to a wide variety of work sectors.</p>				

****Please copy and paste the above table for additional (related) courses****

S13	RATIONALE FOR PROPOSAL
<i>note S13</i>	Please explain why you are proposing this/these new course(s) or these course amendments, and why this proposal is being offered at this time. See guidance notes for further indication of what to include in this section.
	<p>These course amendments reflect a division of the current courses: BA International Development with Social Anthropology and Politics; and BA International Development with Social Anthropology and Politics with Overseas Experience into two disciplinary courses. This reflects student needs and the disciplinary differences that exist between anthropology and politics. The division will attract more students in search of disciplinary specialism at this critical time of growth for UEA.</p>

UEA LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL

Part 2 BUSINESS CASE

note BC

BC1	ACADEMIC AND RECRUITMENT STRATEGY	Consult with HOS, Faculty Dean, PLN, ARM (including Admissions)
	NOT REQUIRED	

BC2 <i>note BC2</i>	MARKET RESEARCH	Consult with Market Research team
	NOT REQUIRED	

BC3 <i>note BC3</i>	MARKET DEMAND AND RECRUITMENT	Consult with Careers and Employability team
	NOT REQUIRED	

BC4 <i>note BC4</i>	STUDENT NUMBERS AND TUITION FEES	Consult with HOS, PLN, Faculty Dean, FFM
	NOT REQUIRED	

BC5	IMPACT	
BC5.1 <i>note BC5.1</i>	EQUALITY AND DIVERSITY	Consult with Equality & Diversity Manager and Widening Participation team
a	Does the course and/or School cover a subject area(s) which traditionally attract(s) a very specific or narrow student profile?	NO
b	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, sexual orientation, religion and belief, and socio-economic group.)	
c	Will students undertake placements/ come into direct contact with vulnerable groups as part of their study? If so, will a CRB be required?	
	Students who select the "overseas experience" module may undertake placements and work in environments where they may come into contact with vulnerable groups.	

	<p>To ensure the safety and wellbeing of research participants and researchers, it is an essential requirement of all research, teaching and learning undertaken within the School that it must conform to DEV's policy on research involving human subjects. In this context, the International Development Ethics Committee plays a pivotal role in ensuring that the research undertaken meets generally accepted ethical principles and any legal requirements. DEV has also introduced a set of procedures to ensure that the University's guidelines in relation to the ethical conduct of research are followed (see http://www.uea.ac.uk/international-development/ethics).</p> <p>In most cases, a CRB/DBS is not required.</p>		
BC 5.2 <i>note</i> BC5.2	CURRENT STUDENTS AND/OR APPLICANTS		
a	Have School SSLCs been consulted regarding this proposal? If YES, what has been their input/response?	YES	
	<p>The overall response for the new degree proposal was positive, although two qualifications should be mentioned: First, the turnout for the SSLC in which the proposal to split the "BA International Development with Social Anthropology and Politics" was presented was fairly low, as only one student attended in person while three further students sent in their comments by email. We therefore will present the proposal again at another SSLC to receive more feedback from student representatives. Second, out of the 4 responses we received, the one by the 3rd year representative was very much in favour of splitting the current degree into two separate programmes, while two of the other three respondents (all of them 1st year undergraduate students) were more hesitant as they thought that Social Anthropology and Politics could complement each other very well. We take this fully on board and can assure students that it still will be possible to select both Social Anthropology and Politics modules if the current programme is split into two separate programmes (see also the programme specifications).</p> <p>Another comment from one of the 1st year students was that future applicants might be confused how to distinguish a "BA International Development with Politics" from a "BA International Relations with Politics". As these are two very distinct programmes of study, we will make sure to highlight their differences in all marketing-related material.</p>		
b	Will any current students or applicants be affected by this proposal?	NO (go to 5.3)	
c	Evidence of consultation of current students and written consent obtained 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)?		
d	Informing applicants 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.		

BC5.3 <i>note</i> BC5.3	ACADEMIC STAFF	Consult with HOS, Dean of Faculty
	What is the impact / what are the resource implications of the proposal on academic staff?	
a	Please give an indicative number of <u>additional</u> teaching hours required within the school to deliver the new course/changes to the course in any one year	none
b	Is a new discipline or specialism being introduced that requires a new appointment?	NO
c	Are new appointments required to meet any additional hours?	NO
d	If yes to either b or c above, how many of what type (eg Teaching and Scholarship, Teaching and Research) and at what level?	
e	What is the source of funding for new academic staff?	
f	Are there any implications outside the sponsoring School/s e.g. service teaching, by other Schools of Studies?	
	Currently available modules will be made available in ART.	
g	Are any other teaching adjustments required? For example, will new modules be introduced, other modules withdrawn or combined?	
	No	
BC5.4 <i>note</i> BC5.4	COURSE RATIONALISATION	Consult with HOS, Dean of relevant Faculties, PLN
a	DO ANY SIMILAR COURSES ALREADY EXIST AT UEA?	NO
	If YES, please specify Course name, UCAS Code(s) / Course codes	
b	IS/ARE ANY COURSE(S) TO BE CLOSED TO NEW APPLICANTS AS PART OF THIS PROPOSAL?	YES
	If YES, please specify Course name, UCAS Code(s) / Course codes and date from which course(s) is to be withdrawn?	
	BA International Development with Social Anthropology and Politics L2L6 U1L2L6303 2015/16 BA International Development with Social Anthropology and Politics with Overseas Experience L2LP	

	U1L2LP303 2015/16	
c	Please give an indicative number of teaching hours <u>released</u> within the school in any one year by the closure of the courses listed above	None

BC6	PHYSICAL RESOURCES
	NOT REQUIRED

BC7 <i>note</i> <i>BC7</i>	IMPACT / RESOURCE IMPLICATIONS FOR OTHER UNIVERSITY SERVICES
	NOT REQUIRED

BC8	ADDITIONAL COMMENTS
	NOT REQUIRED

BC9	PROPOSER'S RESPONSE TO COMMENTS IN BC7 & BC8 ABOVE
	NOT REQUIRED

UEA LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL

Part 3 ACADEMIC CASE (including Programme Specification)

AC1	COURSE MANAGEMENT INFORMATION				
AC1.1	REGULATORY FRAMEWORK (please tick all that apply)				
	Undergraduate Regulations (including Integrated Masters)			X	
	Postgraduate Taught Regulations				
	Graduate Diplomas				
	PGCE				
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES		NO	X
AC1.2b	Are any modules assessed on a pass/fail basis?	YES		NO	X
AC1.2c	If so, how many modules and what is the credit volume for each module?				

AC2 <i>note AC2.1</i>	YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS (For undergraduate or integrated masters courses only)				
Please select only from the permitted options - see UG/PGT regulations					
Stage <i>Note AC2.2</i>	Level	Year of course	Weightings	Progression requirement	Exit Award <i>Note AC2.3</i>
Stage 0	Level 3				
Stage 1	Level 4	1		In line with NAM	Cert HE
Stage 2	Level 5	2	40%	In line with NAM	DIP
Year Abroad / in Industry					
Stage 3	Level 6	3	60%	In line with NAM	HONOURS DEGREE
Stage M	Level 7				

AC3	BOARD OF EXAMINERS				
AC3.1	Is there an existing Board of Examiners?	YES	X	NO	
AC3.2a	If YES, which existing board will be responsible for the course?	DEV UG Board			
AC3.2b	If NO, please enter details for new board of examiners				
	Are any new external examiner(s) required?	YES		NO	x

AC3.3b	If yes, how many?	
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PS	PROGRAMME SPECIFICATION
<i>note</i> <i>PS</i>	This part of the form will serve a dual purpose. Please read the guidance note carefully before completing
PLEASE ATTACH AN UPDATED PROGRAMME SPECIFICATION WITH TRACKED CHANGES SHOWING AMENDMENTS TO THE COURSE TBA	

AC4	MODULE OUTLINES FOR EXISTING COMPULSORY MODULES
	NOT REQUIRED

AC5	MINOR CHANGES TO EXISTING MODULES
	NOT REQUIRED

AC6	NEW MODULES
	NOT REQUIRED

AC 7 <i>note</i> <i>AC7</i>	DEFINED CHOICE
	NOT REQUIRED

AC8 <i>note</i> <i>AC8</i>	JOINT COURSES	
	Is the proposed course is a joint course?	YES
		NO
	If YES, how will the student experience be managed?	

AC9	COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS/ BODIES	
		YES

	Is this course accredited or validated by a Professional, Statutory or Regulatory Body (PSRB)?	NO	x
	If NO, go to AC10		
<i>note AC9</i>	If YES, please provide a summary of Professional, Statutory or Regulatory Body (PSRB) approval, if appropriate. Append any relevant documents as Appendix 3		

AC10	COMMENTS ON ACADEMIC CASE AND PROGRAMME SPECIFICATION		
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR			
<i>note AC10</i>	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.		
	NB these comments should focus on the <i>ACADEMIC CONTENT</i> of the proposal		
Date of circulation:			
AC10.1	Careers Manager (CCEN)		
No response.			
AC10.2	Learning & Teaching Service (LTS) Manager (UG or PGT, as appropriate)		
<p>Apologies for the slight delay in responding to you. My only comments would echo Caroline's with respect to the proposals increasing the number of courses rather than decreasing them. However, the course team have set out their rationale for doing so. Michele Pavey (LTS) 1.4.15</p> <p><i>Dear Helen</i> <i>Here is another minor course change which will affect Admissions. I am not sure that this is 'on message' for reducing the number of courses. I have copied in Ratula, who had asked that these minor changes forms go to ARM for comment. Would it be David Giles who would comment on these, or Alix, in terms of strategic portfolios, rather than you, who I am assuming looks at the technical aspects?</i> <i>Thanks</i> <i>Caroline</i></p>			
AC10.2	Equality & Diversity Manager (PPE)		
No response.			

AC11	PROPOSER'S RESPONSE TO COMMENTS IN AC9 & AC10 ABOVE
<i>note</i> <i>AC11</i>	<p>Michele and Caroline are completely right that the proposed splitting of the BA International Development with Social Anthropology and Politics into two separate programmes would increase the number of courses on offer. However, as mentioned in the rationale statement for our proposal, we believe that this increase is well justified, as it would allow us to deepen the two subject areas and attract more students, in line with UEA's recent expansion plans. This potential benefit has been further highlighted during another SSLC meeting on 18th March and the Open Day on 21st March, as several students (current and prospective) were very enthusiastic about the idea to have two separate degrees.</p>

MINOR CHANGES COURSE PROPOSAL**Part 4 KEY INFORMATION SET (KIS) DATA**

KIS	KEY INFORMATION SET data (undergraduate courses only)					<i>Note KIS</i>
KIS1	Quantitative KIS data(*With OS exp)					<i>Note KIS1</i>
		Year 1	Year 2	Year 3	Year 4	Year 5
1.1	Percentage of assessment by written exams	39 *35	10 *10	25 *10		
1.2	Percentage of assessment by practical exams	0 *0	0 *0	0 *0		
1.3	Percentage of assessment by coursework	61 *65	90 *90	75 *90		
1.4	Percentage of time in scheduled learning and teaching activities	25 *21	27 *29	19 *11		
1.5	Percentage of time in guided independent study	75 *78	73 *71	81 *72		
1.6	Percentage of time on placements	0 *1	0 *0	0 *17		
KIS2	Professional Accreditation					<i>Note KIS2</i>
2.1	Name of accrediting body (if applicable)					
2.2	Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.					
2.3	Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.					

MINOR CHANGES COURSE PROPOSAL**Part 5 APPROVALS AND NOTIFICATION****APPROVALS***Note AP*

THIS SECTION WILL BE COORDINATED BY THE SECRETARY TO YOUR FACULTY TEACHING AND LEARNING QUALITY COMMITTEE (FLTQC)				
AP1	APPROVAL OF THE BUSINESS CASE			
	APPROVAL/SIGNATURES	Name	Signature/ evidence of approval	Date
AP1.1	School Director of Learning, Teaching and Quality	Ed Anderson	Ed Anderson	29.4.15
AP1.2	Head of School (on behalf of School Board)	John McDonagh	John McDonagh	29.4.15
AP1.3	Dean of Faculty (on behalf of Faculty Executive)	Jacqueline Collier	Jacqueline Collier	16.4.15
AP1.4	LTC (if relevant)	Reporting to May meeting		13.5.15
AP1.5	Council (if relevant)			
AP1.6	Reasons for approval being withheld (and by whom)			

AP2	APPROVAL OF THE ACADEMIC CASE			
AP2.1	Head of School	Name	Signature	Date
	Approved:	John McDonagh	John McDonagh	29.4.15
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

AP2.2	Faculty Associate Dean (for Faculty LTQC)	Name	Signature	Date
	Approved:	Ratula Chakraborty	Ratula Chakraborty	22.4.15
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
AP2.3	PVC Academic (for LTC)	Name	Signature	Date
	Approved:	Reporting to May Meeting		13.5.15
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
Where applicable:				
AP2.4	Secretary to Council	Name	Signature	Date
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

MINOR CHANGES COURSE PROPOSAL

Note N1					NOTIFICATION OF APPROVAL				
This section should be completed by Faculty FLTQC Secretary once a course proposal has been approved. Its purpose is to ensure that relevant Offices are informed of the approval of course proposals (new courses and course amendments), in accordance with the procedures for course approval.									
FACULTY			SSF		SCHOOL			DEV	
NEW COURSE?			Y	N	If NO, please enter existing course code			U1L2L6303 U1L2LP303	
DEGREE AWARD (e.g. BSc/MA)					BA				
TITLE OF PROGRAMME					BA International Development with Anthropology BA International Development with Anthropology with Overseas Experience				
START DATE		Sept 2016			LENGTH OF COURSE			3 years	
Course Approved by:				Name of Committee Chair			Date of approval		
Faculty Learning and Teaching Quality Committee (FLTQC)				Ratula Chakraborty			22.4.15		
Learning and Teaching Committee (LTC)				To be reported			13.5.15		
RELEVANT OFFICE INFORMED? *insert date									
Planning Office		Admissions and Marketing			Learning and Teaching Service		Union of UEA Students		
*29.4.15		29.4.15			29.4.15		29.4.15		
sis.records@uea.ac.uk		arm.operations@uea.ac.uk			Email the LTS coordinator responsible for the course		union.academic@uea.ac.uk		

Note N1		IMPLEMENTATION ACTIONS	
COURSE NAME		NEW ROUTE CODE	
ACTION		DATE	
COURSE INFORMATION LIVE IN ADMISSIONS			
PROGRAMME SPECIFICATION UPLOADED ONTO WEBSITE			
COURSE PROFILE UPLOADED ONTO SITS			
COURSE CLOSURES COMMENCED (where appropriate)			



LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL FORM

(taught programmes only)

for **NEW COURSES** and
MINOR AMENDMENTS
 with **NO RESOURCE IMPLICATIONS**

Please refer to the course proposal Procedure and Guidance CP-2013 to complete this or any other course proposal form: to ensure the correct form is being used; for information on early considerations and timescales; for general guidance on the course approval process; and for notes on completing the form.

Course Title(s)	new course? <i>note 1</i>		If no, please give existing course code
1. BA International Development with Politics 2. BA International Development with Politics with Overseas Experience	Y		
School(s) of study & Faculty			
DEV (SSF)			
Proposer & proposer's school			
Vasudha Chhotray, Yvan Guichaoua, Jonathan Pattenden, Ulrike Theuerkauf, all at DEV (SSF)			
Proposed start date (of new course or of changes)			<i>note 2</i>
September 2016			
I can confirm that this proposal meets the criteria for using the Minor Changes Course Proposal Form <i>note 3</i>			Y

This form is in 5 parts:

- | | |
|--------|---|
| Part 1 | Summary and Rationale |
| Part 2 | Impact Assessment |
| Part 3 | Academic Case including Programme Specification |
| Part 4 | Key Information Set (KIS) data |
| Part 5 | Approvals and Notification |

The initiator is responsible for completing parts 1-4

UEA LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL**Part 1 SUMMARY AND RATIONALE**

Course One				
S1	a	SCHOOL(S) OF STUDY	DEV	
<i>note S1c</i>	b	FACULTY or FACULTIES	SSF	
	c	JOINT COURSE? (ie owned/taught by more than one School)	YES	
			NO X	
	d	NAME OF COURSE DIRECTOR (Home School)	Dr Jonathan Pattenden	
	e	NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)	N/A	
S2 <i>note S2a</i>	a	COURSE TITLE	1. BA International Development with Politics 2. BA International Development with Politics with Overseas Experience	
<i>note S2b</i>	b	COURSE CODE	TBA	
<i>note S2c & S2d</i>	c	AWARD	BA	
	d	EXIT AWARD(S) AND TITLE(S)	CertHE, DipHE	
	e	FULL/PART-TIME (please specify)	FULL	
	f	LOCATION (UEA Norwich, UEA London, Distance Learning)	UEA Norwich	
	g	AVAILABLE FROM:	September 2016	
S3 <i>note S3a</i> <i>note S3b</i>	a	PROFESSIONAL AWARD (if any)	N/A	
	b	ACCREDITING/VALIDATING BODY (if relevant)	N/A	
		Website (URL)	N/A	
		Date when accreditation/validation may take place	N/A	
S4 <i>note S4</i>	LEVEL	Sub-degree (e.g. Cert. Dip.)		
		Undergraduate	X	
		Integrated Masters		
		Masters		
		Other postgraduate (please specify)		

S5 <i>note</i> S5a	a	DURATION (years or months)	3 years			
<i>note</i> S5b	b	MODE OF ATTENDANCE (full-time, part-time, distance, other)	Full-time			
S6 <i>note</i> S6	PLACEMENT(S)/WORK-BASED LEARNING REQUIRED		YES		NO	X
			If YES, does this conform with the UEA's code of practice on placements?			
S7 <i>note</i> S7	RELEVANT SUBJECT BENCHMARK STATEMENT(S)		Politics and international relations			
S8 <i>note</i> S8	ENTRY REQUIREMENTS		A-level, ABB tariff			
S9	JACS Subject Level Code(s) To be completed by the Planning Office following approval of the Business Case					
S10	UCAS ADMISSION CODE / COURSE CODE To be completed by the Planning Office following approval of the Business Case					
S11 <i>note</i> S11	FURTHER INFORMATION available via...		TBA			
S12	COURSE HIGHLIGHTS (for publication in University Prospectus / Website / other publicity) NB Please include employability prospects/career possibilities					
<i>note</i> S12	<p>The "BA International Development with Politics" allows students to understand key issues in international development from a political science perspective. The programme puts particular emphasis on teaching students the ability to identify and critically assess the motivations and behaviour of crucial actors in development; different dynamics of state-civil society relations and how they affect prospects for development; the relevance of structural and agency-based factors in explaining different aspects of development (such as a country's degree of democratisation or risk of civil war) across countries and over time; major schools of thought in the politics of development, including liberalism, Marxism, feminism and post-structuralism; and the strengths, weaknesses and potential policy implications of different research methods in the politics of development.</p> <p>This programme is particularly suitable for students who are interested in understanding possible causes of crucial development issues such as why the trajectory of political, social and economic development varies so much across countries, and what (if anything) domestic and international actors can do – and are willing to do – to influence these trajectories.</p> <p>Employability prospects</p> <p>All students at DEV have the opportunity to participate in an extensive skills and employability programme that runs alongside their degrees. There are also two optional work experience modules that are offered to all students in Year 3.</p> <p>The "BA International Development with Politics" further enhances students' employability prospects by teaching students different research methods, both qualitative and quantitative; by helping students gain a deeper understanding of actors involved in international development; and by teaching students how to write policy briefs in the final year of their studies.</p>					

****Please copy and paste the above table for additional (related) courses****

S13	RATIONALE FOR PROPOSAL
<i>note S13</i>	Please explain why you are proposing this/these new course(s) or these course amendments, and why this proposal is being offered at this time. See guidance notes for further indication of what to include in this section.
	<p>The idea to split the existing “BA International Development with Social Anthropology and Politics” into two separate degrees – a “BA International Development with Social Anthropology” and a “BA International Development with Politics” – had come up at DEV already several years ago, as it would allow to deepen both subject areas in two distinct programmes. At the same time, the popularity of the Political Science-based modules in the School has risen consistently over the last few years (as reflected in increasing student numbers in these modules) and students repeatedly expressed the desire to be able to attend more Politics of Development-based modules in one-to-one appointments with several of the proposers of this new degree. A few years ago, Dr Jonathan Pattenden therefore had requested some market research into the feasibility of a separate “BA International Development with Politics” from representatives of PLN and BIU. The results of this research together with data from the Political Studies Association on the persisting popularity of Political Science degrees across the UK indicate that a “BA International Development with Politics” has good chances of becoming a very successful programme [data from market research and the PSA can be sent upon request].</p> <p>We believe that the proposal for the new degree is particularly appropriate at this point in time, seeing that UEA is currently debating strategies to grow and expand anyway. The new “BA International Development with Politics” would fit very well into the university’s overarching growth plans, as it is likely to attract more students (based on the data from market research and the PSA as well as individual student feedback in DEV); there is no comparable degree at UEA right now (not least as research and teaching done at DEV and PPL-PSI may complement each other but is nonetheless quite distinct); and the “with overseas option” presents a competitive advantage vis-à-vis other universities in the UK that teach development studies (with or without a Politics option).</p>

UEA LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL

Part 2 BUSINESS CASE

note BC

BC1	ACADEMIC AND RECRUITMENT STRATEGY	Consult with HOS, Faculty Dean, PLN, ARM (including Admissions)
	NOT REQUIRED	

BC2 <i>note BC2</i>	MARKET RESEARCH	Consult with Market Research team
	NOT REQUIRED	

BC3 <i>note BC3</i>	MARKET DEMAND AND RECRUITMENT	Consult with Careers and Employability team
	NOT REQUIRED	

BC4 <i>note BC4</i>	STUDENT NUMBERS AND TUITION FEES	Consult with HOS, PLN, Faculty Dean, FFM
	NOT REQUIRED	

BC5	IMPACT		
BC5.1 <i>note BC5.1</i>	EQUALITY AND DIVERSITY	Consult with Equality & Diversity Manager and Widening Participation team	
a	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
b	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, sexual orientation, religion and belief, and socio-economic group.)		
	N/A		
	DEV already attracts a very diverse student body in terms of national, socio-economic and personal backgrounds. The School is also actively involved in national and international outreach programmes.		
	On top of this, a 2014 research paper by Dr Jacqui Briggs based on UCAS data illustrates that Political Science in the UK attracts an increasingly diverse student body,		

	too, especially among women and members of ethnic minorities (http://www.psa.ac.uk/sites/default/files/Politics%20Popularity%20Persists.pdf).		
c	Will students undertake placements/ come into direct contact with vulnerable groups as part of their study? If so, will a CRB be required?		
	<p>Students who select the “overseas experience” module may undertake placements and work in environments where they may come into contact with vulnerable groups.</p> <p>To ensure the safety and wellbeing of research participants and researchers, it is an essential requirement of all research, teaching and learning undertaken within the School that it must conform to DEV’s policy on research involving human subjects. In this context, the International Development Ethics Committee plays a pivotal role in ensuring that the research undertaken meets generally accepted ethical principles and any legal requirements. DEV has also introduced a set of procedures to ensure that the University’s guidelines in relation to the ethical conduct of research are followed (see http://www.uea.ac.uk/international-development/ethics).</p> <p>In most cases, a CRB/DBS is not required.</p>		
BC 5.2 <i>note BC5.2</i>	CURRENT STUDENTS AND/OR APPLICANTS		
a	Have School SSLCs been consulted regarding this proposal? If YES, what has been their input/response?	YES	X
		NO	
	<p>The overall response for the new degree proposal was positive, although two qualifications should be mentioned: First, the turnout for the SSLC in which the proposal to split the “BA International Development with Social Anthropology and Politics” was presented was fairly low, as only one student attended in person while three further students sent in their comments by email. We therefore will present the proposal again at another SSLC to receive more feedback from student representatives. Second, out of the 4 responses we received, the one by the 3rd year representative was very much in favour of splitting the current degree into two separate programmes, while two of the other three respondents (all of them 1st year undergraduate students) were more hesitant as they thought that Social Anthropology and Politics could complement each other very well. We take this fully on board and can assure students that it still will be possible to select both Social Anthropology and Politics modules if the current programme is split into two separate programmes (see also the programme specifications).</p> <p>Another comment from one of the 1st year students was that future applicants might be confused how to distinguish a “BA International Development with Politics” from a “BA International Relations with Politics”. As these are two very distinct programmes of study, we will make sure to highlight their differences in all marketing-related material.</p>		
b	Will any current students or applicants be affected by this proposal?	YES	
		NO (go to 5.3)	X

c	Evidence of consultation of current students and written consent obtained 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)?		
	N/A		
d	Informing applicants 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		
BC5.3 <i>note</i> <i>BC5.3</i>	ACADEMIC STAFF	Consult with HOS, Dean of Faculty	
	What is the impact / what are the resource implications of the proposal on academic staff?		
a	Please give an indicative number of <u>additional</u> teaching hours required within the school to deliver the new course/changes to the course in any one year		There will be 4 new teaching modules, however, two of these replace existing ones (that will be discontinued), so that the total amount of additional teaching hours comes to approximately 40 per year.
b	Is a new discipline or specialism being introduced that requires a new appointment?	YES	
		NO	X
c	Are new appointments required to meet any additional hours?	YES	
		NO	X
d	If yes to either b or c above, how many of what type (eg Teaching and Scholarship, Teaching and Research) and at what level?		
	N/A		
e	What is the source of funding for new academic staff?		
	N/A		
f	Are there any implications outside the sponsoring School/s e.g. service teaching, by other Schools of Studies?		
	Two of the programme proposers met with Dr Giulio Pagani and Dr Helen Warner from PPL-PSI on 4 th March 2015 to discuss the possibility of offering some courses from PPL-PSI as optional modules to students in the potential new BA International Development with Politics and vice versa. Based on these discussions, it seems that the implications for PPL-PSI would be modest, as the School will not introduce any new teaching but only accommodate an increased number of students on their existing		

	modules. Dr Pagani and Dr Warner were both happy for the programme proposal for the BA International Development with Politics to go ahead, and to allow students on the potential new degree to participate in some PPL-PSI modules.
g	Are any other teaching adjustments required? For example, will new modules be introduced, other modules withdrawn or combined?
	<p>Yes, the new programme would involve the setting up of four new teaching modules and the withdrawal of two existing ones (i.e. “Politics and International Development” and “Public Policy and Welfare”). The new modules include:</p> <p>Politics and International Development 1: Introduction to the Politics of Development (compulsory in 1st year Spring Term): This module introduces students to the Politics of Development. It provides an overarching understanding of major schools of thought in politics (liberalism, Marxism, feminism and post-structuralism), and shows how these theoretical frameworks are relevant for the analysis of contemporary development. It will also cover the main debates on the principal actors engaged in development: states and civil societies. Fusing a rich mix of theory and practice, the module’s ultimate purpose is to show how politics provides an indispensable set of analytical tools for development studies.</p> <p>Politics and International Development 2: Research Methods and Tools (compulsory in 2nd year Autumn Term): This module introduces students to key concepts and methodologies in political science research that help to understand political, social and economic challenges in the Global South. Particular emphasis is given to the distinction between qualitative and quantitative research methods and issues associated with their use, such as how to measure also complex concepts (including e.g. democracy and dictatorship) or how to deal with questions of endogeneity and multicausality. These more methodology-focused topics are complemented by sessions on crucial schools of thought in political science research, including both agency-based approaches and new institutionalism. To illustrate the relevance of these methodological considerations in political science research, the module applies them to central topics in contemporary comparative politics and international development, such as democratisation theories; governance, authoritarian rule and democracy; contentious politics, political violence and civil wars; and the resource curse.</p> <p>Politics and International Development 3: The Political Sociology and Political Economy of Development Practice (compulsory in 2nd year Spring Term): This module critically analyses development actors and the contexts of their interventions. It assesses public welfare programmes, international organisations, NGOs, social movements and the media, but it does so through a relational approach to development that draws upon political sociology and political economy to better understand gender, race and class relations, and the social contexts of development interventions and processes.</p> <p>Capstone (compulsory in 3rd year Spring Term): This module critically analyses contemporary interventions in the politics of development. Topics include international interventions in conflict; international interventions in state- and institution-building; international interventions in regime changes; forced labour and the International Labour Organisation; fair trade and corporate social responsibility; and trade unions and the working poor. The module builds upon material covered throughout the degree programme as well as the final year work experiences of many of the students. Students will be asked to contribute their own policy briefs while using academic research to engage critically with development practice.</p>

BC5.4 <i>note</i> BC5.4	COURSE RATIONALISATION	Consult with HOS, Dean of relevant Faculties, PLN	
a	DO ANY SIMILAR COURSES ALREADY EXIST AT UEA?	YES	
		NO	X
	If YES, please specify Course name, UCAS Code(s) / Course codes		
b	IS/ARE ANY COURSE(S) TO BE CLOSED TO NEW APPLICANTS AS PART OF THIS PROPOSAL?	YES	X
		NO	
	If YES, please specify Course name, UCAS Code(s) / Course codes and date from which course(s) is to be withdrawn?		
	Essentially, what we propose is the splitting of the currently existing “BA International Development with Social Anthropology and Politics with Overseas Experience” (UCAS Course Code L2LP) into two separate programmes from September 2016 onwards – the “BA International Development with Politics with Overseas Experience” (see this programme proposal form) and the “BA International Development with Social Anthropology with Overseas Experience” (see the programme proposal form from DEV’s Anthropology team that should have been submitted at the same time).		
c	Please give an indicative number of teaching hours <u>released</u> within the school in any one year by the closure of the courses listed above	Please see the answer to BC5.3a: as we propose to discontinue two existing modules, this means a release of approximately 40 teaching hours per year. However, as we simultaneously propose to put on 4 new teaching modules, this means that the programme overall will require 40 more teaching hours per academic year than before.	

BC6	PHYSICAL RESOURCES
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	NOT REQUIRED
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BC7 <i>note</i> <i>BC7</i>	IMPACT / RESOURCE IMPLICATIONS FOR OTHER UNIVERSITY SERVICES
	NOT REQUIRED

BC8	ADDITIONAL COMMENTS
	NOT REQUIRED

BC9	PROPOSER'S RESPONSE TO COMMENTS IN BC7 & BC8 ABOVE
	NOT REQUIRED

UEA LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL

Part 3 ACADEMIC CASE (including Programme Specification)

AC1	COURSE MANAGEMENT INFORMATION				
AC1.1	REGULATORY FRAMEWORK (please tick all that apply)				
	Undergraduate Regulations (including Integrated Masters)				X
	Postgraduate Taught Regulations				
	Graduate Diplomas				
	PGCE				
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES		NO	X
AC1.2b	Are any modules assessed on a pass/fail basis?	YES		NO	X
AC1.2c	If so, how many modules and what is the credit volume for each module?				
	N/A				

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

AC3	BOARD OF EXAMINERS				
AC3.1	Is there an existing Board of Examiners?	YES	X	NO	
AC3.2a	If YES, which existing board will be responsible for the course?	DEV UG BA Board			
AC3.2b	If NO, please enter details for new board of examiners				
	Are any new external examiner(s) required?	YES	X	NO	
AC3.3b	If yes, how many?	1			

PS	PROGRAMME SPECIFICATION
<i>note</i> <i>PS</i>	This part of the form will serve a dual purpose. Please read the guidance note carefully before completing
PLEASE ATTACH AN UPDATED PROGRAMME SPECIFICATION WITH TRACKED CHANGES SHOWING AMENDMENTS TO THE COURSE	

PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

Course name	Route code <i>note S2b</i>	Year
International Development with Politics (with Overseas Experience)	TBA	2016/17

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

PS1 COURSE PROFILE*note PS1*

YEAR 1 profile				Level	This column will be deleted prior to publication
				4	
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
DEV-4001A	Compulsory	40	IDS: Introduction to Development Studies	Sem 1	Existing
DEV-4002A	Compulsory	20	Evidence in Development and Geography	Sem 1	Existing
TBA	Compulsory	20	PAID 1: Introduction to the Politics of Development	Sem 2	New
<i>40 credits from</i>					
DEV-4007B	Option A: DEV option	20	Introduction to Human Geography	Sem 2	Existing
DEV-4005B	Option A: DEV option	20	SAID1: Social Anthropology and International Development 1	Sem 2	Existing
DEV-4003B	Option A: DEV option	20	Introduction to Economics of Development	Sem 2	Existing
DEV-4004B	Option A: DEV option	20	Introduction to Natural Resources and Development: Principles and Concepts	Sem 2	Existing
DEV-4008B	Option A: DEV option	20	Media and Development 1: Humanitarian Communication	Sem 2	Existing

PS1 COURSE PROFILE - *continued**note PS1*

YEAR 2 profile				Level	This column will be deleted prior to publication
				5	
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
TBA	Compulsory	20	PAID 2: Research Methods and Tools in the Politics of Development	Sem 1	New
TBA	Compulsory	20	PAID 3: The Political Sociology and Political Economy of Development Practice	Sem 2	New
<i>60-80 credits from</i>					
DEV-5005B	Option A: Dev. Option.	20	LAD: Latin American Development	Sem 2	Existing
DEV-5006B	Option A: Dev. Option	20	SSAD: Sub-Saharan African Development	Sem 2	Existing
DEV-5007B	Option A: Dev. Option	20	SAD: South Asian Development	Sem 2	Existing
DEV-5004A	Option A: Dev. Option	20	SAID2: Social Anthropology and International Development 2	Sem 1	Existing
DEV-5001A	Option A: Dev. Option	20	GEN: Gender and Development	Sem 1	Existing
DEV-5003A	Option A: Dev. Option	20	EDD: Education and International Development	Sem 1	Existing
DEV-5011B	Option A: Dev. Option	20	PaP: People and Place	Sem 2	Existing

DEV-5010A	Option A: Dev. Option	20	GOD: Geographies of Development	Sem 1	Existing
DEV-5015B	Option A: Dev. Option	20	Media and Development 2: Communication for Development	Sem 2	Existing
DEV-5013Y	Option A: Dev. Option	40	Natural Resources for Development	All year	Existing
DEV-5012Y	Option A: Dev. Option	40	Economics of Development	All Year	Existing
<i>0- 20 credits from</i>					
PPLX5159B	Option B: PPL-PSI option	20	Power and Society	Sem 2	Existing
PPLI5161B	Option B: PPL-PSI option	20	Global Political Economy	Sem 2	Existing
PPLX5051B	Option B: PPL-PSI option	20	Democracy	Sem 2	Existing
PPLM5002A	Option B: PPL-PSI option	20	Gender and Power	Sem 1	Existing

PS1 COURSE PROFILE - *continued**note PS1*

YEAR 3 profile				Level	This column will be deleted prior to publication
				6	
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing
DEV-3D2Y	Compulsory	40	DISS: Dissertation	Sem 1 and 2	Existing
TBA	Compulsory	20	Capstone International Development and Politics	Sem 2	New
<i>40-60 credits from</i>					
DEV-3C23	Option A: Dev. option	20	OSU: Overseas Study Unit	Sem 1	Existing
DEV-3C29	Option A: Dev. Option	20	WHC: Wars, Humanitarian Crises and Aid	Sem 1	Existing
DEV-3C35	Option A: Dev. Option	20	DWE: Development Work Experience	Sem 1	Existing
DEV-3D40	Option A: Dev. Option	20	DiP: Development in Practice	Sem 2	Existing
PPLX6083B	Option B: PPL-PSI Option	20	Capitalism and its Critics	Sem 2	Existing
PPLX6098B	Option B: PPL-PSI Option	20	Distributive Justice	Sem 2	Existing

<i>0-20 credits from</i>					
DEV2	Option A: Dev. Option	20	EDD, GEN, LAD, SSAD, SAD or MAD (see also options A, year 2)	Sem 1 or 2	Existing
PPLX5159B	Option B: PPL-PSI option	20	Power and Society	Sem 2	Existing
PPLI5161B	Option B: PPL-PSI option	20	Global Political Economy	Sem 2	Existing
PPLX5051B	Option B: PPL-PSI option	20	Democracy	Sem 2	Existing
PPLM5002A	Option B: PPL-PSI option	20	Gender and Power	Sem 1	Existing

PS2 MAPPING LEARNING OUTCOMES

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 1 learning outcomes* <i>*Please note that this table has been completed only on the basis of compulsory modules in the proposed new degree, as it depends on students' module choices how they will be assessed in their optional modules.</i>	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
Knowledge and understanding									
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, PAID 1			PAID 1		IDS, PAID 1			
Awareness of the complexity of contemporary development issues	IDS					IDS			
At introductory level, knowledge and understanding of major schools of thoughts in political science and their relevance for the analysis of contemporary development	PAID 1			PAID 1		PAID 1			
At introductory level, knowledge and understanding of dynamics in state-civil society interactions, and ability to apply this understanding to concrete case studies	PAID 1			PAID 1		PAID 1			
At introductory level, knowledge and understanding of key concepts in maths and statistics relevant to the study of international development	EID	EID							
Key/transferable skills									
Ability to produce well-structured pieces of written English using an appropriate academic style and vocabulary	All modules								

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)	All modules, but especially EID								
Ability to cite all sources of information using the Harvard system and to construct a well-formatted bibliography	All modules								
Ability to use computer software (e.g. Microsoft Word, Excel, PowerPoint) to prepare written coursework and presentations	All modules								
Ability to research, prepare and present an oral presentation, and to work well in a team	All modules								
Ability to manage time efficiently and meet deadlines	All modules								

PS2 MAPPING LEARNING OUTCOMES – continued

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 2 learning outcomes* <i>*Please note that this table has been completed only on the basis of compulsory modules in the proposed new degree, as it depends on students' module choices how they will be assessed in their optional modules.</i>	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Lit review	Portfolio
Knowledge and understanding									
Knowledge and understanding of key theories from political sociology and political economy on gender, race and class relations	PAID 3			PAID 3		PAID 3			
Understanding of crucial development actors and the contexts of their interventions, including the role of international organisations, NGOs, social movements and the media	PAID 3			PAID 3		PAID 3			
Understanding of characteristics, strengths and weaknesses of both qualitative and quantitative research in the social sciences			PAID 2 (2x = 1 take-home, 1 in class course test)						
Understanding of crucial methodological challenges in the study of political phenomena, including endogeneity and multicollinearity or how to measure complex concepts such as “democracy” and “dictatorship”			PAID 2 (2x)						
Key/transferable skills									
Ability to construct coherent, well explained and persuasive written arguments.	All modules								
Engagement with academic literature (i.e. books, journal articles), and introduction to critical appraisal of scholarship	All modules								
Development of ability to make a clear, well-explained, persuasive oral presentation on a contemporary development issue						PAID 3			

PS2 MAPPING LEARNING OUTCOMES - continued

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 3 learning outcomes* <i>*Please note that this table has been completed only on the basis of compulsory modules in the proposed new degree, as it depends on students’ module choices how they will be assessed in their optional modules.</i>	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Dissertation	Other
Knowledge and understanding									
The ability to identify a clear and original research question relevant to the study of international development and politics								DISS	
The ability to identify and put into practice a research methodology appropriate to the question posed (e.g. fieldwork, quantitative analysis, literature reviews)								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	
An advanced understanding of key issues, actors and contexts in the politics of development	Capstone					Capstone			
Cognitive and transferable skills									
Ability to identify and frame a problem, which effectively sets up a research investigation	Capstone					Capstone		DISS	

Ability to synthesise findings, analyse data, and formulate conclusions / recommendations for research or policy contexts	Capstone					Capstone		DISS	
Ability to assimilate and critically apply academic literature, and critically apply analytical frameworks	Capstone					Capstone			
The ability to give well-explained, persuasive oral presentation on a contemporary development issue						Capstone			
The ability to self-reflect on one's academic skill set and to synthesise knowledge gained over the course of the entire programme	Capstone					Capstone			

PS3 PROGRAMME COHERENCE AND FEEDBACK CYCLES		<i>note</i> PS3
PS3.1 learning progression		
How will progression in terms of skills, knowledge and understanding be reflected in the programme between modules in any one year and across the years as students progress through their course of study?		<i>note</i> PS3.1
<p>The aim of IDS and PAID 1 in Year 1 of the proposed programme is to provide students with a basic understanding of foundational theories and concepts in international development and political studies, such as liberalism, Marxism, feminism and post-structuralism. These slightly more theory-led modules are complemented by EID, which teaches students key skills of academic research in the social sciences more broadly and development studies more specifically.</p> <p>The modules in Year 2 are supposed to deepen students' understanding of the theories, concepts and academic skills taught in Year 1. PAID II builds on EID by teaching students research methods and tools that are crucial when studying international development from a political science angle, such as e.g. the strengths and limitations of both qualitative and quantitative research or how to measure also complex concepts such as "democracy" or "dictatorship". PAID III builds on topics covered in IDS and PAID 1 by using political economy and political sociology frameworks to better understand the social and political contexts of development interventions and processes. During their second year, students also can choose from a variety of module options in DEV and PPL-PSI to gain specialist knowledge either on specific world regions or topics that were briefly introduced already in IDS and PAID 1.</p> <p>Year 3 likewise gives students the option to deepen their knowledge of specific world regions, topics that were only briefly covered in previous modules and/or working in development (through two optional work experience modules). Most crucially, however, the dissertation in Year 3 provides students with the opportunity to apply the research skills they have acquired so far to an independent research project, while the capstone module "caps off" the entire programme by revising key topics from Years 1 and 2 and further improving students' employability (see also section PS6).</p>		
PS3.2 feedback cycle		
Please explain how assessments and feedback / feed forward support the coherence of the programme. Comment on number and types of assessment, both formative and summative; the types and format of feedback students will receive; and their sequencing. How will assessments and feedback impact on subsequent modules?		<i>note</i> PS3.2

All modules included as optional choices either from DEV or PPL-PSI will follow their regular feedback cycle and hence will not be discussed any further at this point. With regards to the compulsory modules in the proposed programme, their feedback cycles function as follows:

IDS (Year 1): Students receive oral/peer feedback on mock course tests (x6), oral feedback from seminar leaders on seminar presentations in weeks 1-6 and oral and written feedback in academic skills workshops. The feedback on mock tests helps students prepare for the final, summative essay. The feedback on seminar presentations helps students prepare for the seminar presentations in weeks 7-12. Summative feedback for this module consists of individual written feedback on final essays using standard form and group written feedback on seminar presentations in weeks 7-12. The individual/group feedback helps students improve essay writing and presentational skills, which will feed-forward to a range of Year 2 modules.

EID (Year 1): Students receive oral feedback by their teacher and peers on their individual workshop preparations in group discussions in weeks 2-11, and on their group project progress report in assigned workshops thereafter. This feedback is fundamental in helping students prepare for their two summative assignments in the course, i.e. a "state of the campus study" and an "IDS evidence report" (both due at the end of the term) that each count for 50% of the final grade. The course puts particular emphasis on teaching students basic academic research skills, which feed-forward to the remainder of their studies.

PAID 1 (Year 1): Students receive oral feedback by their teacher and peers on presentations that form an essential part of seminars throughout the academic year. Students are also required to submit a formative essay by the end of week 5, the written feedback on which helps students to prepare for the summative essay due at the end of the course and the exam that each make up 50% of the final course grade. The feedback provided in the course aims to improve students' presentation, exam- and essay-writing skills that will be relevant for the remainder of their studies.

PAID 2 (Year 2): Through weekly seminars that seek to deepen the understanding of key concepts introduced in the lecture, students will receive ongoing feedback by their teacher and peers on their understanding of the course material. Students are required to submit a take-home problem set (which asks them to interpret a regression result table) by the end of week 5, the mark on which will count for 25% of the final course grade. In preparation for this, the seminars in week 4 will be dedicated to tasks in which students have to interpret regression result tables on their own and in teams, followed by immediate feedback from the teacher. Students also have to submit a formative essay by the end of week 8. The written feedback on the problem set and on the formative essay are supposed to help students prepare for the course test that will be scheduled in one of the first weeks of the Spring Term. This module puts particular emphasis on teaching students research methods that are crucial when studying international development from a political science angle, and that will be key for the dissertation and capstone projects in Year 3.

PAID 3 (Year 2): Students receive oral feedback from their teacher and peers on presentations that form an essential part of seminars throughout the academic year. Students are also required to submit a formative essay by the end of week 5,

the feedback on which helps students to prepare for the summative essay due at the end of the course and the exam that each make up 50% of the final course grade. The feedback provided in the course aims to further improve students' presentation and essay-writing skills that will be relevant also for Year 3 of their studies.

DISS (Year 3): Students receive formative feedback on their dissertation progress in at least six one-to-one meetings with their dissertation supervisor, who provides them with both written and oral comments on the quality of their arguments, use of theoretical concepts and empirical evidence, and general academic writing skills. The final assessment of the dissertation is in written form and should build on the feedback students received throughout their studies.

Capstone (Year 3): Students will receive ongoing feedback from their teacher and peers in weekly seminars that seek to deepen the understanding of crucial concepts and theories in the politics of development. Students will be required to hold formative presentations in weeks 4 and 5, and summative presentations in weeks 8 and 9 that count for 40% of the overall course grade. Feedback on the formative presentations both in class and one-to-one meetings with the teacher are supposed to help students prepare for their summative presentations. The remaining 60% of the final course grade are based on a summative essay that is due by the end of week 12 (i.e. during the term break) and that should deal with the same topic as students' summative presentation. In this manner, the feedback on the formative presentation, summative presentation and summative essay directly build on each other, and draw on key skills learned in the assessment tasks in previous modules.

PS4	EXAMINATIONS*	<i>note PS4</i>	
<i>*NB: All information provided in this table refers only to the compulsory course modules.</i>		Written	Practical (e.g. OSCES and OSPES)
How many modules will include an exam element?		3 (this also includes the course test in PAID 2 besides the exams in PAID 1 and 3)	
How many hours of exams are there in Stage 0? (if applicable)		N/A	
How many hours of exams are there in Stage 1?		2	
How many hours of exams are there in Stage 2?		4 (this also includes the course test in PAID 2 besides the exam in PAID 3)	
How many hours of exams are there in Stage 3?		0	
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?		6	

PS5	EQUALITY & WIDENING PARTICIPATION	<i>note PS5</i>
PS5.1	How do the admissions criteria specifically for this course ensure equality of opportunity for all applicants?	
	Standard UEA admissions policies apply.	
PS5.2	What steps have been taken to ensure an inclusive curriculum?	
	The inclusivity of the curriculum is ensured by offering a significant degree of choice through the optional modules in terms of research methods, theoretical approaches and geographic areas of study.	
PS5.3	In what ways do learning and teaching and assessment methods ensure inclusivity, reasonable adjustment and equality of opportunity?	
	The course uses a variety of assessment methods, including non-formative and summative assessments of presentations, essays, a problem set (= interpretation of regression results as part of PAID 2), a course test, exams and a dissertation at the end of the degree. Students will be able to access learning materials through Blackboard, and receive guidance as well as individual support arrangements by an allocated advisor, the programme director and the Dean of Students, in line with UEA-wide policy.	

PS6	EMPLOYABILITY	<i>note PS6</i>
	<p data-bbox="320 304 1145 338">How is employability embedded into the delivery of the course?</p> <p data-bbox="320 394 1445 524">DEV runs an extensive skills and employability programme to which all students in the proposed new degree will have access. Furthermore, the Year 3 work experience modules DWE and DIP are offered as optional module choices for all students in the School.</p> <p data-bbox="320 562 1426 763">Specific to the proposed new degree, the compulsory modules PAID 2, PAID 3 and the Capstone put particular emphasis on increasing students' employability: PAID 2 by teaching students different research methods, both qualitative and quantitative; PAID 3 by helping students gain a deeper understanding of actors involved in international development; and the Capstone by not only revising key topics from the previous years of study but also teaching students how to write policy briefs.</p>	

AC4	MODULE OUTLINES FOR EXISTING COMPULSORY MODULES
	NOT REQUIRED

AC5	MINOR CHANGES TO EXISTING MODULES
	NOT REQUIRED

AC6	NEW MODULES
	NOT REQUIRED

AC 7 <i>note</i> AC7	DEFINED CHOICE
	NOT REQUIRED

AC8 <i>note</i> AC8	JOINT COURSES		
	Is the proposed course is a joint course?	YES	
		NO	X
	If YES, how will the student experience be managed?		
	N/A		

AC9	COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS/ BODIES		
	Is this course accredited or validated by a Professional, Statutory or Regulatory Body (PSRB)?	YES	
		NO	X
	If NO, go to AC10		
<i>note</i> AC9	If YES, please provide a summary of Professional, Statutory or Regulatory Body (PSRB) approval, if appropriate. Append any relevant documents as Appendix 3		
	N/A		

AC10	COMMENTS ON ACADEMIC CASE AND PROGRAMME SPECIFICATION
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR	
<i>note</i> AC10	<p>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.</p> <p>NB these comments should focus on the <i>ACADEMIC CONTENT</i> of the proposal</p>
Date of circulation:	
AC10.1	Careers Manager (CCEN)
No response.	
AC10.2	Learning & Teaching Service (LTS) Manager (UG or PGT, as appropriate)
<p>Apologies for the slight delay in responding to you. My only comments would echo Caroline's with respect to the proposals increasing the number of courses rather than decreasing them. However, the course team have set out their rationale for doing so. Michele Pavey 1.4.15</p> <p><i>Dear Helen</i></p> <p><i>Here is another minor course change which will affect Admissions. I am not sure that this is 'on message' for reducing the number of courses. I have copied in Ratula, who had asked that these minor changes forms go to ARM for comment. Would it be David Giles who would comment on these, or Alix, in terms of strategic portfolios, rather than you, who I am assuming looks at the technical aspects?</i></p> <p><i>Thanks</i></p> <p><i>Caroline</i></p>	
AC10.2	Equality & Diversity Manager (PPE)
No response.	

AC11	PROPOSER'S RESPONSE TO COMMENTS IN AC9 & AC10 ABOVE
<i>note</i> AC11	<p>Michele and Caroline are completely right that the proposed splitting of the BA International Development with Social Anthropology and Politics into two separate programmes would increase the number of courses on offer. However, as mentioned in the rationale statement for our proposal, we believe that this increase is well justified, as it would allow us to deepen the two subject areas and attract more students, in line with UEA's recent expansion plans. This potential benefit has been further highlighted during another SSLC meeting on 18th March and the Open Day on 21st March, as several students (current and prospective) were very enthusiastic about the idea to have two separate degrees.</p>

MINOR CHANGES COURSE PROPOSAL**Part 4 KEY INFORMATION SET (KIS) DATA**

KIS	KEY INFORMATION SET data (undergraduate courses only)				<i>Note KIS</i>
KIS1	Quantitative KIS data*				<i>Note KIS1</i>
	<i>*These data refer only to the compulsory modules of the programme.</i>	Year 1	Year 2	Year 3	
1.1	Percentage of assessment by written exams (<i>calculated based on the raw number of assessments, not on how much they count towards each module's final grade</i>)	20%	50%	0%	
1.2	Percentage of assessment by practical exams	0%	0%	0%	
1.3	Percentage of assessment by coursework (<i>calculated based on the raw number of assessments, not on how much they count towards each module's final grade</i>)	80%	50%	100%	
1.4	Percentage of time in scheduled learning and teaching activities	40%	40%	40%	
1.5	Percentage of time in guided independent study	60%	60%	60%	
1.6	Percentage of time on placements	0%	0%	0% (unless students opt for overseas experience)	
KIS2	Professional Accreditation				<i>Note KIS2</i>
2.1	Name of accrediting body (if applicable)				
	N/A				
2.2	Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.				
	N/A				
2.3	Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.				
	N/A				

MINOR CHANGES COURSE PROPOSAL**Part 5 APPROVALS AND NOTIFICATION****APPROVALS***Note AP*

THIS SECTION WILL BE COORDINATED BY THE SECRETARY TO YOUR FACULTY TEACHING AND LEARNING QUALITY COMMITTEE (FLTQC)				
AP1	APPROVAL OF THE BUSINESS CASE			
	APPROVAL/SIGNATURES	Name	Signature/ evidence of approval	Date
AP1.1	School Director of Learning, Teaching and Quality	Ed Anderson	Ed Anderson	29.4.15
AP1.2	Head of School (on behalf of School Board)	John McDonagh	John McDonagh	29.4.15
AP1.3	Dean of Faculty (on behalf of Faculty Executive)	Jacqueline Collier	Jacqueline Collier	16.4.15
AP1.4	LTC (if relevant)	Reporting to May Meeting		13.5.15
AP1.5	Council (if relevant)			
AP1.6	Reasons for approval being withheld (and by whom)			

AP2	APPROVAL OF THE ACADEMIC CASE			
AP2.1	Head of School	Name	Signature	Date
	Approved:	John McDonagh	John McDonagh	29.4.15
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

AP2.2	Faculty Associate Dean (for Faculty LTQC)	Name	Signature	Date
	Approved:	Ratula Chakraborty	Ratula Chakraborty	22.4.15
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
AP2.3	PVC Academic (for LTC)	Name	Signature	Date
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
Where applicable:				
AP2.4	Secretary to Council	Name	Signature	Date
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

MINOR CHANGES COURSE PROPOSAL

<i>Note</i> <i>N1</i>					NOTIFICATION OF APPROVAL				
This section should be completed by Faculty FLTQC Secretary once a course proposal has been approved. Its purpose is to ensure that relevant Offices are informed of the approval of course proposals (new courses and course amendments), in accordance with the procedures for course approval.									
FACULTY			SSF		SCHOOL			DEV	
NEW COURSE?			Y	N	If NO, please enter existing course code			U1L2L6303 U1L2LP303	
DEGREE AWARD (e.g. BSc/MA)					BA				
TITLE OF PROGRAMME					BA International Development with Politics BA International Development with Politics with Overseas Experience				
START DATE		Sept 2016			LENGTH OF COURSE			3 years	
Course Approved by:				Name of Committee Chair			Date of approval		
Faculty Learning and Teaching Quality Committee (FLTQC)				Ratula Chakraborty			22.4.15		
Learning and Teaching Committee (LTC)				Reporting to May Meeting			13.5.15		
RELEVANT OFFICE INFORMED? *insert date									
Planning Office		Admissions and Marketing			Learning and Teaching Service		Union of UEA Students		
*29.4.15		29.4.15			29.4.15		29.4.15		
sis.records@uea.ac.uk		arm.operations@uea.ac.uk			Email the LTS coordinator responsible for the course		union.academic@uea.ac.uk		

<i>Note</i> <i>N1</i>		IMPLEMENTATION ACTIONS	
COURSE NAME		NEW ROUTE CODE	
ACTION		DATE	
COURSE INFORMATION LIVE IN ADMISSIONS			
PROGRAMME SPECIFICATION UPLOADED ONTO WEBSITE			
COURSE PROFILE UPLOADED ONTO SITS			

COURSE CLOSURES COMMENCED (where appropriate)	
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LEARNING & TEACHING SERVICE

PROGRAMME PROPOSAL DOCUMENT (NEW ACADEMIC MODEL)

This document is for existing taught programmes (undergraduate and postgraduate) that have been reviewed and revised in accordance with the precepts and requirements of the 'New Academic Model'. As such, it is an abridged programme specification for 'fast-track' consideration by the Learning and Teaching Committee.

Timeframes:

October – December 2011	Schools & Faculty LTQCs & NAM Working Groups to develop revised NAM Programme Specifications
12 January 2012	Schools to submit NAM Programme Specifications to Julia Jones (NAM Project Coordinator)
February – March 2012	Faculty LTQCs to consider/approve NAM Programme Specifications
16 May 2012	University LTC will consider and approve NAM Programme Specifications 'en bloc'. Some may be referred back to Schools for additional work/revision
27 June 2012	Any outstanding NAM Programme Specifications to be considered/approved by last University LTC of 2011/12

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)	Emma Gilberthorpe
2	2a	COURSE TITLE/S	International Development with Anthropology International Development with Anthropology with Overseas Experience
	2b	COURSE CODE/S	
	2c	AWARD	BA (Hons)
	2d	EXIT AWARD(S) AND TITLE	
	2e	FULL/PART-TIME (please specify)	FULL

	2f AVAILABLE FROM:	2016-7
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3 MAPPING LEARNING OUTCOMES AGAINST MODULES						
Mapping learning outcomes – please list module code against assessment type (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.)	Assessment type (please complete)					
	Essay	Course test	Exam	Oral presentation	Data report	Fieldwork report
STAGE 1						
Knowledge and understanding						
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 discipline relevant to the study of development, and an ability to apply these principles and concepts to help understand contemporary development issues:						
Social anthropology: an understanding of key figures in anthropology as a discipline, and of how anthropologists have approached and understood humanity and social change	SAID1		SAID1			
2. Understanding of the basic principles and concepts of two disciplines relevant to the study of development (chosen from the three listed below), and an ability to apply these principles and concepts to help understand contemporary development issues:						

Mapping learning outcomes – please list module code against assessment type (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.) STAGE 1 (cont.)	Assessment type (please complete)					
	Essay	Course test	Exam	Oral presentation	Data report	Fieldwork report
Economics: 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	
Natural resources: an understanding of the interrelatedness of the Earth’s System, and the key linkages between anthropogenic and natural systems	NR1		NR1			
Human geography: 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			
Key/transferable skills						
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

Section 3 (continued) Mapping learning outcomes – please list module code against assessment type (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.) STAGE 2	Assessment type (please complete)								
	Essay	Course test	Exam	Oral presentation	Analytical report	Fieldwork report	Literature /article review	Portfolio	Other
Knowledge and understanding									
1. An understanding of intermediate-level theories and concepts of the following disciplines relevant to the study of development, and an ability to apply these theories and concepts to help understand contemporary development issues:									
Social anthropology: 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							
Understanding of the circumstances in which ethical approval is required before undertaking research, and the ability to complete a successful application for ethical approval									RMSA
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:									
Economics: 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)				

Section 3 (continued) Mapping learning outcomes – please list module code against assessment type (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.) STAGE 2	Assessment type (please complete)								
	Essay	Course test	Exam	Oral presentation	Analytical report	Fieldwork report	Literature /article review	Portfolio	Other
Natural resources: 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)				
Human geography: 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						
3. An understanding of the nature and scope of social anthropological methods 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 the range of quantitative research methods 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.) Understanding of the complex development challenges and issues facing a particular region 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								

Section 3 (continued) Mapping learning outcomes – please list module code against assessment type (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.) STAGE 2	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 gender and development, and the ability to apply gender analysis to contemporary development issues	GEN	GEN							
d.) Understanding of key concepts and theories regarding the relationship between education and development, and an ability to critically assess education policy in a range of different contexts	EDD								
e.) Basic or intermediate knowledge of a foreign language relevant to the study of development (e.g. French, Spanish, Chinese).									Check with LCS
Key/transferable skills									
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	
Ability to assimilate and make effective use of academic literature (i.e. books, journal articles), and to critically appraise the work of academic scholars	LAD, SAD, SSAD, GEN, EDD, SAID2, PAID, GOD, PaP	SAID2, GEN, GOD	EC2, NR2, PAID, PaP				QED	RMSA	
Ability to make a clear, well-explained, persuasive oral presentation on a contemporary development issue, using a wide range of sources and high-quality presentational techniques				SAD, SSAD					

Section 3 (continued) Mapping learning outcomes – please list module code against assessment type (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.) STAGE 3	Assessment type (please complete)									
	Essay	Course test	Exam	Oral presentation	Policy brief	Project/research proposal	Reflective report	Dissertation		
Knowledge and understanding										
The ability to identify a clear and original research question relevant to the study of international development									DISS	
The ability to identify and put into practice a research methodology appropriate to the question posed (e.g. fieldwork, quantitative analysis, literature reviews)									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	
The ability to critically evaluate current ideas in anthropology, especially concerning development issues	EAD									

Section 3 (continued) Mapping learning outcomes – please list module code against assessment type Year 3 (cont.)	Assessment type (please complete)								
	Essay	Course test	Exam	Oral presentation	Policy brief	Project/research proposal	Reflective report	Dissertation	
1. Students may acquire an advanced, inter-disciplinary understanding of one of the following development issues:									
Public policy and welfare , 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						
Wars, humanitarian crises and foreign aid , 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								
Globalisation and economic development , including the causes and consequences of the global integration of the markets for goods, technology, capital and labour for economic development, and the different theoretical perspectives behind the debates on globalisation	GED		GED						
Resource development and conservation , 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				
2. An advanced understanding of a development issue taught at a higher-education institution in a developing country	OSU								
Cognitive and transferable skills									
<i>Depending on their choices, students may also acquire:</i>									
The ability to summarise policy-relevant research information in a format that is accessible and easy to read, but does not oversimplify complex issues					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			
Section 3 (continued)	Assessment type (please complete)								
Mapping learning outcomes – please list module code against assessment type									
Year 3 (cont.)	Essay	Course test	Exam	Oral presentation	Policy brief	Project/research proposal	Reflective report	Dissertation	
The ability to give a high-quality, professional oral presentation of a funding proposal to a group of development experts from in and outside of academia				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								

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 <u>summative</u> 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	No other subsequent modules

					project proposal (1) and presentation (1)	
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
EAD	1	TBA	TBA	TBA	TBA	TBA

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

Section 5 (continued)				
STAGE 2 profile				
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long
2C77	Compulsory	20	SAID2: Social Anthropology and International Development 2	Sem 1
2D80	Compulsory	20	RMSA: Research Methods for Social Anthropology	Sem 2
<i>Up to 60 credits from</i>				
2C7Y	Option A	40	EC2: Economics of Development	Year
2C8Y	Option A	40	NR2: Natural Resources and Development	Year
2C83	Option A	20	GOD: Geographies of Development	Sem 1
2D82	Option A	20	PaP: People and Place	Sem 2
2C25	Option A	20	GEN: Gender and Development	Sem 1
2C35	Option A	20	EDD: Education and Development	Sem 1
2D42	Option A	20	LAD: Latin American Development	Sem 2
2D46	Option A	20	SSAD: Sub-Saharan African Development	Sem 2

2D48	Option A	20	SAD: South Asian Development	Sem 2
2C27	Option A	20	QED: Quantitative Evidence in Development	Sem 1
TBC	Option A	20	Defined Choice (see Section 9)	Sem 1 or 2

Section 5 (continued)				
STAGE 3 profile				
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long
3D2Y	Compulsory	40	DISS: Dissertation	Sem 1
3C23	Compulsory	20	OSU: Overseas Study Unit	Sem 1
			EAD: Engaging Anthropology in Development	Sem 2
<i>40 credits from</i>				
3C29	Option A	20	WHC: Wars, Humanitarian Crises and Aid	Sem 1
3C33	Option A	20	DWE: Development Work Experience	Sem 1
3C11	Option A	20	FC: Field Course	Sem 1
3D22	Option A	20	GED: Globalisation and Economic Development	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

6 EXAMINATIONS	Written	Practical (eg OSCES and OSPES)
How many modules will include an exam element?	11	?
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	?

7 RATIONALE FOR CHANGE - please summarise, setting out:
Changes in course profiles from the existing profile and the rationale
<p>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).</p> <p>The existing profiles 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 the new 40 credit modules being created from two 20 credit ones, and some adjustments to Options Ranges (see below).</p> <p>In addition, new course profiles have been created for two new degrees that are being launched from 2013/14 onwards, BA Geography and International Development, and BSc Economics and International Development (joint with ECO).</p>
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).
<p>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.</p> <p>Three new 20 credit modules are being created as part of the creation of a new undergraduate degree which will run from 2013/4 onwards, "BA Geography and International Development".</p> <p>A new 20-credit EEC module 'International Development' will also be created, allowing undergraduate students from across UEA with an interest in issues of global poverty, social justice and environment sustainability to learn more about contemporary issues in economic development. This will also be a compulsory module for students taking the new joint ECO-DEV degree which will run from 2013/14, "BSc Economics and International Development".</p>
Key changes in learning outcomes
<p>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.</p> <p>However, the learning outcomes listed in Section 3 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 :</p> <p>Anthropology Area studies Earth sciences, environmental sciences and environmental studies Economics Geography Politics and International Relations</p> <p>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.</p>
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.

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
PSI 1B03	<i>International Relations in the 21st Century</i>	<i>This credit weighting of this existing module will be changed from 10 to 20 credits. The sole summative piece of assessed coursework (essay) will be extended from 2,000 to 3,500 words. No other changes will be made.</i>
EC1	Introduction to Economics of Development	Course test will be made purely formative (previously summative), linked to the end of semester exam

NR1	Introduction to Natural Resource and Development	Analytical report will be made purely formative (previously summative), again linked to the end of semester exam
DWE	Development Work Experience	Reflective report will be made purely formative (previously summative), linked to the final essay
SAID2 GEN	Social Anthropology and International Development 2; Gender and Development	Mock course test will be added (formative), half way through semester
SAD LAD SSAD	South Asian Development; Latin American Development; Sub-Saharan African Development	These 20-credit modules will become coursework only

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		
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.		

<p>Aims</p>	<p>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.</p>
<p>Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)</p>	<p>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>

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	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 th edition) <i>Macroeconomics</i> . Worth Publishers. David, N., Weil, <i>Economic Growth</i> (2 nd 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"> To enable students to understand the different theoretical traditions within geographical thought and how these traditions are relevant to the study of specific issues. To be able to discuss the characteristic features of rural and urban livelihoods and summarise and critically appraise a range of associated theoretical models. 			

Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<ul style="list-style-type: none"> • Ellis, F. and S. Biggs. 2001. 'Evolving Themes in Rural Development 1950s-2000s', <i>Development Policy Review</i>, 19(4): 437-448. • Rawling, E. M. and Daugherty, R. A. (eds.) (1996) <i>Geography into the Twenty First Century</i>. John Wiley Chichester. • Rigg, J. (2007) <i>An Everyday Geography of the Global South</i>. Routledge. London.
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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.			
<i>Please consult the guidance notes to ascertain when a new module is required</i>			
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	By the end of this module students will be able to: <ul style="list-style-type: none"> critically review various spatially driven development paradigms including modernisation theory, dependency theory and post-development alternatives. understand how representations of development and the global South relate to the exercise of power. discuss the development, geographical variations and consequences of international capitalism
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<ul style="list-style-type: none"> Mackinnon, D. & Cumbers, A. (2007) An Introduction to Economic Geography: Globalization, Uneven Development and Place. Pearson Education Ltd. London Said, E. (1978) Orientalism. New York: Vintage

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.			
<i>Please consult the guidance notes to ascertain when a new module is required</i>			
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"> • 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 • understand the main historical, political-economic and sociological-anthropological theories of human movement and migration • 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
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<ul style="list-style-type: none"> • Davey, B. et al <i>Health and disease: a reader</i> Open University Press, Milton Keynes (2001). • Foresight: Migration and Global Environmental Change (2011) Final Project Report. The Government Office for Science, London • Piguet, E. Pecoud, A. and de Guchteneire, P. (eds). (2011) <i>Migration and Climate Change</i>. Cambridge: Cambridge University Press.

9	DEFINED CHOICE
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.	
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.	
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.	
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.	
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>BA International Development with Social Anthropology and Politics PSI-1A01 Social and political theory PSI-1A11 Global Politics I PSI-1A10 Global Politics II PSI 2A51 Global Political Economy PSI 2A46 Introduction to Middle East Politics</p> <p>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.)</p>	
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.

10 COMMENTS/FEEDBACK FROM EXTERNAL EXAMINERS (if any)

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).

11 IMPACT

11.1 EQUALITY AND DIVERSITY

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.

11.2 WHAT IS THE IMPACT OF ANY CHANGES ON ACADEMIC STAFF?

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 which appear to be overlooked by teaching office support and the NAM process in general.

Are new appointments required?	Yes	X
	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,

<p>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.</p>
<p>What is the source of funding for new academic staff?</p>
<p>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.</p>
<p>Are there any implications outside the sponsoring School/s eg service teaching, by other Schools of Studies?</p>
<p>No</p>
<p>11.3 WHAT IS THE IMPACT OF ANY CHANGES ON OTHER SERVICES?</p>
<p>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?</p>
<p>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 small.</p>

<p>12 ACCREDITATION/VALIDATION</p>			
<p>12.1 Is accreditation/validation by a Professional and/or Statutory Body required?</p>	<p>Yes</p>	<p>No</p>	
<p>12.2 If yes, please specify which PSB and when accreditation / validation may take place?</p>			

13	APPROVALS	NAME, SIGNATURE AND DATE	
13.1	Head of School		
	Approved:		
13.2	Faculty Associate Dean (following Faculty LTC)		
	Approved:		
13.3	Learning and Teaching Committee		

14	CIRCULATION (for office use only)	
A	School Director (LTQ)	
B	Planning Office	
C	Faculty Office	
D	Admissions and Outreach (Summary)	
E	Academic Office of the UUEAS / President of GSA (for taught postgraduate only)	