

Programme Title: BA Global Development



Programme Specification (UG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	BA Global Development
Name of interim award(s):	Not applicable
Duration of study / period of registration:	3 years
QMUL programme code / UCAS code(s):	UBAF-QMGEOG1
QAA Benchmark Group:	Not applicable
FHEQ Level of Award :	Level 6
Programme accredited by:	Not applicable
Date Programme Specification approved:	
Responsible School / Institute:	School of Geography

Schools / Institutes which will also be involved in teaching part of the programme:

School of Politics and International Relations

School of Languages, Linguistics & Film

School of History

School of Economics and Finance

Collaborative institution(s) / organisation(s) involved in delivering the programme:

Programme outline

The BA Global Development programme is a three-year, full-time degree course taught by the School of Geography together with the School of Politics and International Relations and School of the Arts and the School of History. It is an innovative, interdisciplinary programme which provides students with a number of different entry points into the most pressing development challenges of our time – from health pandemics to social inequalities and climate change. The programme equips students with a range of theoretical and methodological tools for understanding development challenges from a global, intersectional perspective that is attentive to the role of gender and race. Students will be encouraged to challenge the common use of Western historical experiences and categories as the universal templates against which the rest of the world is measured and understood. They will gain first-hand experience of debating development theory, conducting original fieldwork and

engaging global policy actors in order to develop evidence-based understandings of, and responses to, the key development challenges of the 21st century. The programme also provides students with the opportunity to undertake language training, equipping them with the skills required for further study and/or an international career in the global development arena.

Aims of the programme

Through the BA Global Development programme, the Schools of Geography, History, Politics and International Relations, and School of the Arts aim to:

- 1) Share our passion for global development research and scholarship with students;
- 2) Develop intellectual, discipline-specific and key skills, including field work skills and social science research skills;
- 3) Encourage students to develop reflexive learning practices, equipping them with a sense of independence and the confidence to use their own initiative and imagination;
- 4) Foster an engagement with Southern populations, politics and histories;
- 5) Develop critical thinking skills about the world and a continuing sense of enquiry;
- 6) Provide an open and inclusive intellectual space in which students are able to develop their own research interests and specialisms
- 7) Develop students' understanding of the value and relevance of global development to their future careers and wider life experiences;
- 8) Facilitate a range of personal attributes relevant to further achievement in the world beyond undergraduate and postgraduate education.
- 9) Teach students to the very highest academic standards, drawing on faculty research in creative and innovative ways.

What will you be expected to achieve?

The programme provides opportunities for students to develop and demonstrate knowledge and understanding of development issues from a global perspective, including through the design and completion of an independent research project. Students will be expected to study and pass a range of modules on issues related to global development and to contribute to the creation and maintenance of an open, inclusive and engaged learning environment.

Students who successfully complete the programme will be able to:

- synthesise and assess knowledge of key concepts and approaches in the study of development;
- understand development processes from a global perspective;
- compare and interpret different qualitative and quantitative datasets;
- design and complete independent research projects;
- recognise the value of operating in more than one language

Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

Academic Content:	
A 1	Knowledge and understanding of key theoretical concepts and approaches in the study of development
A 2	Knowledge and understanding of the key development processes that shape the social, economic and political world
A 3	Knowledge and understanding of the role of context within development processes, including differences and continuities within and between different spaces of the global North and South
A 4	Knowledge and understanding of the of the distinctiveness of particular cultures and places and their interdependence with other places at various spatial scales
A 5	Knowledge and understanding of the geographies of difference and inequality in the human world and the processes underpinning them
A 6	Knowledge and understanding of the diverse forms of representation that produce ideas about the human and non-human world
A 7	Knowledge and experience of a range of qualitative and quantitative methods and ability to evaluate different approaches to data collection and analysis
A 8	Knowledge and experience of applied research skills developed through independent fieldwork

Disciplinary Skills - able to:	
B 1	Describe and critically assess ideas in development theory and practice
B 2	Compare, combine and interpret different types of evidence pertaining to development processes
B 3	Plan, design and execute a piece of rigorous research or enquiry, including the production of a piece of original research
B 4	Employ a variety of social survey and interpretative methods for the collection, analysis and understanding of information on the human world
B 5	Undertake effective fieldwork (with due regard to safety and risk assessment)
B 6	Recognise and reflect upon the ethical issues raised by development research and practice

Attributes:	
C 1	Develop a global perspective
C 2	Engage critically with knowledge (acquire and apply knowledge in a rigorous way; connect information and ideas within their field of study; use writing for learning and reflection; adapt their understanding to new and unfamiliar settings)
C 3	Learn continuously in a changing world (acquire new learning in a range of ways, both individually and collaboratively; use quantitative data confidently and competently)
C 4	Rounded intellectual development (good judgement; curiosity and openness to change; initiative and resilience in meeting challenges; respect for the opinions of others and a readiness to act inclusively; the ability to reflect upon and assess their own progress; transferable key skills to help them with their career goals and their continuing education)

C 5	Clarity of Communication (develop effective spoken and written English; explain and argue clearly and concisely; apply different forms of communication in various social, professional and cultural settings; use communication technologies competently)
C 6	Research Capacity (grasp the principles and practices of their field of study; produce analyses which are grounded in evidence; apply their analytical skills to investigate unfamiliar problems; work individually and in collaboration with others; develop a strong sense of intellectual integrity; acquire substantial bodies of new knowledge)
C 7	Information Expertise (identify information needs appropriate to different situations; use technologies to access and interpret information effectively; critically evaluate the reliability of different sources of information; use information for evidence-based decision-making and creative thinking)
C 8	Recognise the value of operating in more than one language (develop inter-cultural communication skills; show an understanding of cultural difference)

How will you learn?

The programme will be taught in accordance with the Teaching and Learning Strategies of the Schools of Geography, Politics and International Relations, History and School of the Arts. Together, we are committed to developing, maintaining and supporting excellence in teaching and learning, to innovation in teaching practice, and to fostering independent learning and critical thinking in our students, whilst providing appropriate levels of support to students in their learning.

The delivery of teaching will take a number of forms:

- lectures both online and on campus
- small group tutorials
- seminars and webinars
- workshops
- computing practical classes
- guest speakers
- individual supervision of projects, dissertations and internships
- fieldwork

Learning will be supported by:

- coherently designed and effectively delivered modules
- detailed module handbooks for each module
- the provision of key materials in libraries and through electronic resources such as online reading lists, databases and journal portals
- individual summative and formative feedback on written work
- appropriate formative and /or summative assessments
- provision of supporting materials (e.g. Powerpoint slides, recorded lectures, handouts, reading lists) via QMplus (QM's dedicated and interactive on-line learning environment)
- encouraging active participation in seminars and debates engaging students in problem solving and collaborative group work
- research methods training
- guided independent study resources

How will you be assessed?

Assessment is varied and will take a number of forms within the programme. The nature of the assessment is closely connected to the desired learning outcomes and the mode of teaching within each module. Forms of assessment include:

- seen and unseen examinations
- in-class tests
- coursework essays
- research projects and dissertations
- project synopses
- oral presentations and role play exercises
- group projects and presentations
- writing exercises/written assessments that adopt different formats and styles and are aimed at a range of audiences, for example writing journals and newspaper articles

- literature reviews
- writing policy briefs, field work journals, reading exercises
- audio-visual productions (including podcasting on fieldtrips)

How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

The programme is structured around a set of compulsory modules and a range of elective modules, as identified in the table below. Students take modules up to the value of 120 credits in each of their 3 Developmental Years. In addition to a core theoretical and methodological training in development studies, they are able to choose between three clusters of modules as they progress through the programme:

Cluster 1: Geographies of development (elective modules in the School of Geography)

Cluster 2: Politics and histories of development (elective modules in the School of History and Politics and International Relations)

Cluster 3: Languages and cultures of development (elective modules in the School of the Arts)

Students in Developmental Year 1 are required to take level 4 modules. Students in Developmental Year 2 will select level 5 modules. Students in Developmental Year 3 will normally select level 6 modules. Exceptions may be made for language modules (for example, in cases where Level 5 students require an introductory course in level 4) subject to the approval of the programme convenor. Further information on College rules governing progression and award of degrees can be found at www.arcs.qmul.ac.uk.

In Developmental Year 1, students will take a core 75 compulsory credits. There are then two main routes. Students who decide to take a 30 credit language module will take Politics in Action as a compulsory module in SPIR. Students who do not opt for a language option in level 4 will take 30 credit Global Sociology and have a 15 credit option to fill. All students will take Global Encounters in History.

In Developmental Year 2, students take 45 credits of compulsory modules and 75 credits of elective modules. The 30 credit compulsory module Advanced Research Methods provides students with an applied introduction to research design and methodology in preparation for their Dissertation in Year 3. The 15 credit compulsory module Development Geographies: From International to Global Perspectives, exposes students to key debates in development geography, including the recent movement to decolonise development. Students can then specialise their programme by taking elective modules from one or more of the three clusters, including the option to continue their language training.

In Developmental Year 3, students take 30 credits of compulsory modules and 90 credits of elective modules. The 30 credit compulsory Dissertation module is based on original research. The dissertation module is seen as the culmination of students' training in research design, methods, analysis and presentation and demonstrates their ability to deploy accurately techniques of analysis and enquiry using primary and secondary sources. The remaining 90 credits enable students to specialise in one or more of the three clusters, including the option to complete their language training.

Academic advisors in the School of Geography will play a key role in guiding students through the selection of their modules each year, taking into account their interests and future career ambitions.

Note that not all of the elective modules listed in the following table will be offered every year. Some level 5 and level 6 modules can only be taken if certain pre-requisite level 4 or level 5 modules have already been completed; these requirements are detailed in handbooks and module descriptions on-line.

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Sustainable Transitions	GEG4015	15	4	Compulsory	1	Semester 1
Introduction to Research Methods	GEG4011	30	4	Compulsory	1	Semesters 1 & 2
Global Worlds	GEG4112	15	4	Compulsory	1	Semester 1 or 2
Controversies of Science and Technology in the Making of the Modern World	HSZ4434	15	4	Compulsory	1	Semester 1 or 2
Reformation to Revolution: Europe and the World, 1500-1800	HSZ4230	15	4	Elective	1	Semester 1 or 2
Critical Geography: Environment and Society	GEG4014	15	4	Elective	1	Semester 1 or 2
Europe in a Global Context since 1800	HSZ4331	15	4	Elective	1	Semester 1 or 2
Global Histories	POL109	15	4	Compulsory	1	Semester 1 or 2
Global Sociology	POL180	30	4	Compulsory	1	Semester 1 or 2
Planetary Emergencies: From Analysis to Action	GEG4013	15	4	Elective	1	Semester 1 or 2
Introductory Spanish	HSP4200	30	4	Compulsory	1	Semesters 1 & 2
Introductory Portuguese	POR4200	30	4	Compulsory	1	Semesters 1 & 2
French I	FRE4200	30	4	Compulsory	1	Semesters 1 & 2
Modern Arabic Language and Culture I	LAN4050	30	4	Elective	1	Semesters 1 & 2
Mandarin Chinese Language and Culture I	LAN4080	30	4	Elective	1	Semesters 1 & 2
Japanese Language and Culture I	LAN4040	30	4	Elective	1	Semesters 1 & 2
Postcolonial Francospheres	FRE4041	15	4	Elective	1	Semester 1 or 2
Understanding Culture: Exploring the big questions.	COM4210	15	4	Elective	1	Semester 1 or 2

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Academic Year of Study FT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Advanced Research Methods	GEG5156	30	5	Compulsory	2	Semesters 1 & 2
Development Geographies: From International to Global Perspectives	GEG5155	15	5	Compulsory	2	Semester 1 or 2
Economic Geographies	GEG5129	15	5	Elective	2	Semester 1 or 2
Health, Space and Justice	GEG5135	15	5	Elective	2	Semester 1 or 2
Colonial Lives and Afterlives	GEG5142	15	5	Elective	2	Semester 1 or 2
Level 5 POL elective modules (choose from 75 credits)	POL2xx	15	5	Elective	2	Semester 1 or 2
Level 5 HST elective modules	HST5xxx	30	5	Elective	2	Semester 1 or 2
Boston Reworked: The Making of a North American City	GEG5149	15	5	Elective	2	Semester 2
Belfast: Political Geography in the Post Conflict City	GEG5152	15	5	Elective	2	Semester 2
Level 5 STA elective modules (choose from 15 and 30 credits)	FRExxxx	30	5	Elective	2	Semesters 1 & 2
Science, Ethics and Environmental Policy	GEG5157	15	5	Elective	2	Semester 1 or 2

Academic Year of Study FT - Year 3

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Dissertation	GEG6099	30	6	Compulsory	3	Semesters 1 & 2
Urban African Economies	GEG6151	15	6	Elective	3	Semester 1 or 2
Epidemic Cities	GEG6157	15	6	Elective	3	Semester 1 or 2

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Global Historical Geographies	GEG6105	15	6	Elective	3	Semester 1 or 2
Level 6 POL elective modules	POL3xx	15	6	Elective	3	Semester 1 or 2
Level 6 HST elective modules	HST6xxx	15	6	Elective	3	Semester 1 or 2
Level 6 STA elective modules (15 and 30 credits)	COMxxx	15	6	Elective	3	Semester 1 or 2
Belfast:Political Geography in the Post Conflict City	GEG6152	15	6	Elective	3	Semester 2
Boston Reworked: The Making of a North American City	GEG6149	15	6	Elective	3	Semester 2
Geography Technology and Society	GEG6134	15	6	Elective	3	Semester 1 or 2
Public Life of Cities	GEG6148	15	6	Elective	3	Semester 1 or 2

What are the entry requirements?

The School considers each candidate individually and may conduct admissions interviews. Entry requirements are as follows:

A-levels

Tariff/Grades requirement: ABB. A reduced tariff (BBB) offer may be made to applicants who meet contextual criteria. Although Geography and/or Politics at A-level is preferred, it is not required. If you do not perform well in one subject and do better in others, that is acceptable providing you gain the minimum grades required for the degree programme. For students taking EPQs, an alternative offer of ABB or BBB plus an A in the EPQ can be made. Excluded subjects: General Studies.

Vocational or applied A-levels

The following Applied A-levels and Double Awards only are acceptable: Art and Design; Business; Information and Communication Technology; Leisure and Recreation; Media; Performing Arts; Science; Travel and Tourism.

International Baccalaureate

Acceptability: Acceptable on its own and combined with other qualifications. Subjects and grades required: 32 points overall with 6,5,5 in HL subjects.

Other Qualifications

Equivalent BTEC, AccessHE and Foundation degree qualifications are also accepted

English Language Requirements

All students must meet Queen Mary's English language requirements. Students from outside the United Kingdom must give evidence of their English language ability by producing an English language test score. Requirements are as follows: IELTS 7.0 (writing 6.5).

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

The School of Geography - the programme's home School - operates an Education Committee which works with the Director of

Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in the committee's work through the reporting of minutes from the Student Voice Committee and via the consideration of module evaluations and student surveys.

Like all schools/institutes at Queen Mary, the School of Geography operates an Annual Programme Review (APR) of its taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery. Students' views are considered in this process through analysis of the NSS and module evaluations and through the comments of Student Voice Committee.

The Student Voice Committee provides a formal means of communication and discussion between the School of Geography and its students. The committee is co-chaired by a student and the Director of Student Experience, and consists of student representatives from each year group together with appropriate representation from staff within the School. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. The Student Voice Committee meets regularly throughout the year. Global Development BA students are represented on the committee.

All modules provide end-of-module online experience survey to be completed by students, the results of which are considered annually by module convenors and teaching teams and may lead to modifications of module content and/or delivery in future years. The programme director will assess the student evaluations for all modules on the programme and use this feedback when considering any amendments to the curriculum.

What academic support is available?

The Schools of Geography, History, Politics and School of the Arts pride themselves on providing a welcoming and friendly environment and all academic and professional services staff play a role in ensuring that students are supported through their studies.

Programme Induction is provided for all incoming students during Welcome Week. This is used as an opportunity to acquaint new students with the format of the programme and expectations of them. Students also receive a library induction. All students meet with a designated Academic Advisor during this week to talk about the year ahead. Students with special educational needs have the opportunity to talk to their adviser about how the school can best support them, and to agree with the students how to communicate those needs to appropriate members of staff.

All first year students are allocated an Academic Advisor in the School of Geography with whom they will meet regularly during Semesters A and B. Second year students will also meet with their Academic Advisors on a regular basis. All staff have weekly office hours when they are available to see students on a one-to-one basis.

The Programme Directors in Geography are responsible for overseeing the delivery of undergraduate programmes, including monitoring attendance and engagement, and can be consulted about problems and academic issues. The Director of Student Support and Engagement has overall responsibility for matters concerning student support and welfare within the School of Geography and can be consulted in relation to more serious issues and problems. Finally, the School of Geography participates in Queen Mary's PASS scheme - a peer-mentoring system where new students can seek advice and support for students at later stages in their degree programme.

How inclusive is the programme for all students, including those with disabilities?

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)

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- Specialist one-to-one study skills tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Access to specialist mentoring support for students with mental health issues and Autistic Spectrum Disorders.

Programme-specific rules and facts

N/A

Links with employers, placement opportunities and transferable skills

The School of Geography -- the programme's home school -- has existing connections with the London International Development Centre (LIDC) and International Institute for Environment and Development (IIED), which provide internship opportunities for our postgraduate students. Representatives of LIDC and IIED will be invited to the advisory board, alongside other key employers in the global development arena including Oxfam, the Overseas Development Institute and the International Rescue Committee. Furthermore, students will be encouraged to develop their independent research projects in collaboration with potential employers and members of the advisory board as part of the GEG6099 Dissertation module.

In terms of transferable skills, students who successfully complete the BA Global Development programme will have:

- good knowledge and understanding of key the processes that shape the social, political and economic world
- the ability to employ a variety of social survey and interpretative methods for the collection, analysis and understanding of information from the human world
- good written and verbal communication skills
- good numeracy and analytical skills
- confidence in using ICTs
- competence in information management, storage and translation
- good interpersonal working skills
- the ability to work autonomously, showing initiative and demonstrating self-awareness and self-management
- flexibility, adaptability and creativity

Throughout their period of study, students are encouraged to reflect upon the acquisition of skills and their future employability. Tutorials in all three years provide support in CV planning, skills development and applying for internships and graduate positions. Working with Queen Mary's Careers Service, the School also hosts employability forums (or similar) with recent graduates who offer insights and advice and encourage students to apply for internships and other activities that provide relevant work experience.

Based on our experiences of the BA Human Geography and MA Global Development programmes, we expect students from BA Global Development to progress into a wide range of careers including: development consultancy; NGOs and development agencies; project management in the public and third sector, business and finance; marketing and promotion; human resources; media and communication; planning and regeneration; housing and welfare; community development; teaching and lecturing; and research.

Programme Specification Approval

Person completing Programme Specification:

Emma Shapott

Programme Title: BA Global Development

Person responsible for management of programme:

Niranjana Ramesh

**Date Programme Specification produced / amended by
School / Institute Learning and Teaching Committee:**

29 Nov 2024

**Date Programme Specification approved by Taught
Programmes Board:**