

PROGRAMME SPECIFICATION

Course Record Information	
Name and level of final & intermediate Awards	<ul style="list-style-type: none"> • MA International Development Management • Postgraduate Diploma in International Development Management • Postgraduate Certificate in International Development Management
Awarding Body	University of Westminster
Location of Delivery	Marylebone Campus
Mode of Study	Full time
UW Course Code	XXX
JACS Code	Not Applicable
QAA Subject Benchmarking Group	General
Professional Body Accreditation	Not Applicable
Date of initial course approval/last review	1998/2007
Date of Programme Specification	February 2013

Course Admissions Requirements

The entry requirement for admission onto the programme [MAIDM] is a first degree (2:2 or equivalent) and, for those applicants whose secondary education was not conducted in English, an IELTS score of 6.5 or a TOEFL score of 650. In exceptional circumstances, students without a first degree but with relevant work experience are accepted onto the course.

The University operates a system of awarding credit for prior learning either accredited (APL) or experiential (APEL). Applications can be considered on an individual basis following acceptance on to the course, and any credit awarded for prior certified or experiential learning will be notified to the Course Conferment Board.

The student's prior learning claim is mapped against the learning outcomes of the course. The decision on a claim rests with the Admissions Tutor or Course Leader, subject to confirmation by the Dean of School or a nominee and ratification by the APL Board. Students need to have enrolled on the course before a claim for APL can be considered.

Aims of the course

The course aims to prepare and equip graduates for a career in Development Management with an international organisation, a non-governmental body, a government or privately managed development agency.

Specifically, the course aims to equip participants with:

- An in-depth knowledge of relevant theory in an international context and practice, and an awareness of issues and factors affecting these,
- The skills necessary for the diagnosis of development issues and the ability to employ appropriate management techniques to resolve and therefore improve progress,
- A critical appreciation of national and international economic and other factors affecting development issues,
- A range of management skills in a development context,
- A specialist expertise in a particular aspect of development management based on theoretical and advanced analytical skills.

Course Philosophy and Rationale

The Masters degree in International Development Management (MAIDM) consists of nine modules studied over two semesters; eight of these are core

(essential) modules. The ninth module is an elective, which could be chosen from a variety of multidisciplinary modules on offer by the University.

Choosing an elective module from a variety of disciplines provides students with the much desired opportunity to specialise in an area that either reflects previous learning, work experience or future career pathway. Guidance provided by the project supervisor during project writing offers further assistance in this regard. This is in addition to career guidance provided by the career office.

The course was designed with global, as well as national practitioners in mind; as such it represents a crucial part of the increasing internationalisation of the Westminster Business School's postgraduate portfolio. The present student cohort comes from a diverse range of regions including Asia, Latin America, Europe, Africa, Middle East and Oceanic Islands. Upon successful completion of the course, many proceed to pursue careers in multinational companies, NGOs or become self employed as development management consultants. A number have taken up more challenging positions including ministerial jobs in their respective countries. The course programme is appropriately designed to enable students cope with a broad range of diverse and challenging responsibilities that might be required of them.

One distinctive feature of the course is the fact that it provides ample opportunities for students to work with real life case materials from leading NGOs and international organisations including the UNO, the IMF, the World Bank, the Asian Development Bank, and the African Development Bank amongst others. Acting the role of project consultants or managers, students work in group settings, where they offer innovative and creative solutions to various development issues of global importance.

Course Regulations

All students should make sure that they have and keep for reference a copy of the current edition of the Westminster Business School General Information & Regulation Handbook, the University handbook called 'Essential Westminster' and the Handbook of Academic Regulations. The following course specific requirements should be read in conjunction with the Modular Framework for Postgraduate Courses and Sections 11 to 19 of the Handbook of Academic Regulations.

The full texts of all academic regulations may be read on-line at the Academic Registrar's homepage at: www.wmin.ac.uk/academicregistrars

A glossary of the most commonly used regulatory terms is provided in the Westminster Business School's General Information and Regulation Handbook.

Course Learning Outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning. They are threshold statements of

achievement and are linked to the knowledge, understanding and skills that a student will have gained on successful completion of a programme of study.

Knowledge and Understanding

The special feature of the MAIDM programme is the unique blend of theoretical and practical knowledge and the skills base that it develops. Students completing the course will have acquired knowledge of key development theories and issues, strongly underpinned by a good knowledge base and skills in the management area.

The course therefore facilitates and enables students to develop problem identification skills and the ability to apply critical analysis to international business and economic processes within a development context. It also equips them with the theoretical and practical skills to put forward solutions to a range of relevant problems. The course also develops students' analytical and methodological skills and enables them to apply these in different policy contexts. In effect, the programme engenders critical thinking skills amongst the students, and challenges them to think laterally and creatively.

Specific Skills

On successful completion of the course, students will be able to:

- Critically review relevant development theory and practice, and conduct diagnostic and strategic analysis of development management issues in an international context.
- Apply relevant development management skills in the understanding, diagnosis and identification of solutions to particular problems.
- Critically analyse economic and other factors influencing development issues, and proffer solutions to enable deployment of financial and other resources in development.
- Deploy a range of project management skills necessary for a development specialist to operate within national and international contexts.
- Demonstrate, on the basis of empirical or conceptual research, a specialist expertise in various aspects of development management.

Key Transferable skills

These include the ability to:

- Solve complex problems in a systematic way, informed by a range of relevant knowledge, tools and techniques.
- Act autonomously in planning and implementing tasks in a professional setting.
- Reflect on personal performance and plan for personal development.
- Apply interpersonal, group working and leadership skills to enhance the performance of yourself and others.
- Engage in a range of academic communication processes, both oral and written.

Teaching, Learning and Assessment Methods

The programme will employ a variety of teaching methods including lectures, seminars and workshops. The students will be expected to focus on development of the knowledge, analytical and appraisal skills necessary for an international development manager. The emphasis will therefore be on acquiring and developing a range of theoretical and practical skills. The course will draw upon suitable, in-house, as well as business, government and non-government contacts to provide specialist guest speakers to add a practical flavour to the students' learning experience. As such, problem-based learning approaches features prominently in several modules on the programme.

The project module will enable the students to develop a specialist area within the International Development career pathway by requiring them to explore a development issue in any region of their choice. Each of the students will be allocated a project supervisor who will facilitate the development of the student's specialist skills.

The project will require the students to choose an appropriate research methodology and framework for the project and review relevant literature and research materials in their chosen area of investigation.

Students on the programme will have access to an on-line Blackboard VLE system. They will be able to access the material posted on the course site which will contain important course documents and information. In addition, the relevant sites will provide information on other modules being studied by the students. The Blackboard site therefore supplements lectures and seminars and provides relevant and regular information for the students.

In addition to the scheduled classes, the students will be expected to undertake further studies to broaden their knowledge base, complete other assessments and execute their research project. Students on MAIDM will be encouraged to read widely and keep abreast of relevant International Development issues. Membership of the Development Studies Association (DSA) and DEVEX are meant to facilitate this. The school intends to fund the subscription fee for the students to join these bodies.

Details of individual modules available on the MAIDM programme are provided within each module's syllabus, which includes the rationale for the module and its assessment criteria. The teaching methods and assessment criteria for each module is chosen on the basis of their appropriateness for the module. The assessments methods include essays, reports, presentations, individual assignments, group assignments and examinations.

The normal weighting of coursework and examination components within modules is 30% and 70% respectively. Some modules, however, assign a higher weighting to the coursework reflecting the module's particular Learning Outcomes.

Course Structure

The course consists of eight core modules and one elective module taught over two semesters. The programme of study is organised on a semester basis. Students also normally complete their project module after the second semester of study. Each taught module requires three hours of classroom contact for a total of ten weeks. In addition to the programme of studies, students are expected to spend time on Guided Independent Study, as well as allocating time for other private studies and completion of assignments.

Indicative Course Structure

Credit Level 7

Title	Status	Credit
Current Issues in International Development	Core	20
Managing Data	Core	20
Development Economics and Policy	Core	20
Research Methods	Core	10
International Development Finance	Core	20
Managing Development Interventions	Core	20
Project/Dissertation	Core	30
Human Resources Strategies for international Manager	Core	20
<i>One elective module</i>	Elective	20
Total credit value for the programme		180

NB: Not all optional modules will necessarily be offered in any one year, and all modules on offer must be passed to obtain a Masters degree.

All Postgraduate module syllabi can be found at
<http://www.wmin.ac.uk/wbs/page-455>

Elective module decisions have to be made before end of **September, 2014.**

Support for Students

On arrival at the university, an induction programme will be offered to introduce students to the staff responsible for the course, the campus facilities, including the Library, IT and the School Registry. Students will be provided with the Course Handbook. This provides detailed information about the course. Students are allocated a personal tutor, who can provide advice and guidance on academic matters.

Learning support for students includes the Library which holds print collections of 360,000 books, 1,600 journal subscriptions and substantial audio visual collections across its four sites. Access to all resources including over 6,500 electronic resources (databases, e-journals, e-books, exam papers and links to recommended websites) is facilitated through Library Search, a new online service.

There are over 3,500 computers available across the four University campuses, and available for students' use. The University uses a Virtual Learning Environment called Blackboard where students can access course materials and communicate with staff and their peers via message boards.

At the University level, the Student Advice Office provides guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers and multi-faith chaplaincy issues. The International Office provides specific support for international students. The University of Westminster Students' Union also provides a range of facilities to support all students during their time at the University.

The school has an **International Student Adviser (ISA)**, who is based in the Student Advice Service office at Cavendish House throughout the week. The ISA provides support on non-academic issues, including immigration, working in the UK, finance, culture shock and homesickness among others.

Employment and Further Study Opportunities

Today's organisations need graduates with both good degrees and employability skills relevant to the workplace. The University of Westminster is committed to producing employable graduates by ensuring that:

- Career development skills are embedded in all courses,
- Opportunities for part-time work, placements and work-related learning activities are widely available to students,
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision,
- Staff members are provided with up-to-date data on labour market trends and employers' requirements, which will inform the services delivered to students.

Students who have completed their MAIDM course would normally be seeking employment within a development context either within government or government-allied organisation or a non-government organisation.

Recent trends show that it is also becoming increasingly possible for graduates of

MAIDM programme to be self-employed as Development Consultants, working for multinational organisations in a variety of capacities. Students would be able to draw on their development management skills and link this with sound project management expertise developed on the programme.

Following registration to the MAIDM programme, students are able to register as members of the Development Studies Association (DSA), and Devex (the world's largest community of International Development Experts and Professionals). The membership fees to these organisations might be paid for by the department for the benefit of every student registered on our MAIDM programme until graduation. As such, graduates of our MAIDM programme would be able to network freely with their professional counterparts across the globe, and remain at the forefront of their profession even after graduation.

In addition to these opportunities, eligible students could develop their skills and knowledge further by embarking on a field-based work placement programme with an NGO during their holiday period. The Westminster Business schools' Business Experience and International Unit will facilitate this by regularly placing details of placement vacancies and contact links of appropriate organisations on the blackboard site.

The successful completion of the MAIDM will also equip our graduates to pursue a research degree (e.g. M-Phil or a PhD) in relevant area if they so desire.

Information about the course and news events:

Further information regarding the MAIDM Course can be found on the MAIDM Blackboard site. The contents of information provided on this site are updated regularly.

Reference Points for the course

Internally

In designing this course, references have been made to its previous delivery outcomes, supplemented by periodic review by the course team. The PG Director, Dean of School, Associate Dean and previous Course Leader have also been consulted, along with members of the Marketing Management team, the International Office, School Admissions Office, current students and the Registry. Student feedback from previous years and comments from external examiners have also been adequately studied and taken into consideration.

Other appropriate sections within the wider University community have also been consulted. These include: the Westminster Exchange and Academic Registrars. References have also been made to the latest editions of appropriate documents including: The University of Westminster Handbook of Academic Regulations, The University of Westminster Quality Assurance Handbook, The School and University Teaching, Learning and Assessment Strategy and The Essential Westminster. The Centre for English Language Teaching (CELT) has also been consulted and data inputs obtained from both SRS Web and the Central Planning Office have been considered.

Externally

Further to this, a number of external sources of inputs have also been considered. These include: The QAA, Subject Benchmarking Statement for Masters Awards in Business and Management and information from the HESA data base.

A wide range of notable practitioners, some of whom are alumni, in various sectors of business have, in addition, been duly consulted as reference points in designing and reviewing this course.

Quality Assurance and Enhancement

Course Management

The Course is managed by a Course Leader, who will usually be a Module Leader on the course, to serve for a period of four years. Various components of the course are delivered by a team of module leaders, with all working together as one and with a shared purpose and common objective. The Course Leader is appointed by the Director of Postgraduate Studies in collaboration with the appropriate Department Head(s) and the Associate Dean for Teaching, Learning and Quality. The delivery of this course cuts across a number of departments within the Westminster Business School.

Course approval, monitoring and review

The MA International Development Management (MA IDM) was initially approved by a panel in 1998, and was last revalidated in July 2008 for five years. The revalidation process takes place every 5 – 7 years and it is designed to ensure that every aspect of the course is relevant, contemporary and achieves the quality standards of an internationally recognised and accredited Masters level programme.

As part of the revalidation process, the school invites comments and holds open dialogues with key stake holders on the course, including students (past and present), teaching staff, administrators, external academics and industry practitioners. This is to ensure that the curriculum is rigorous, challenging and research informed. It is also designed to ensure that the programme remains relevant and geared for the future employment needs and challenges at national and international levels.

The Course Team uses this review period to further enhance the programme and introduce necessary changes to the course, and ensure that its relevance within international development discourse remains undisputed. For our potential students, this helps to maintain them at the fore of latest frontiers in their programme of study. It also serves to ensure that our students are well positioned to be major players in International Development matters worldwide.

Further to these, the course is monitored each year by the School to ensure that it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from each Course Committee, evidence of student progression and achievement and the reports from External Examiners, to evaluate the effectiveness of the course. The Annual Monitoring Sub-Committee considers the School action plans resulting from

this process and the outcomes are reported to the Academic Council, which has overall responsibility for the maintenance of quality and standards in the University.

Student involvement in Quality assurance and Enhancement

Student feedback is important to the University and student comment is taken seriously. Student feedback is gathered in a variety of ways. The most formal mechanism for gathering feedback on the course is the Course Committee. Student representatives will be elected to sit on the Committee to represent the views of their peer group in various discussions.

All students are asked to complete a Module Feedback questionnaire at the end of each module. The feedback from this will inform the Module Leader on the effectiveness of the module and highlight areas that could be enhanced. The University also has an annual Student Experience Survey which provides valuable feedback about a range of University services.

Students meet with course Review Panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course. Such feedbacks from Course Committees also form part of the School's quality assurance evidence base.

Very importantly:

Students must note that this programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate, if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Module Handbooks that provide more detailed information about individual modules on the programme.