Programme Specification

UNIVERSITY OF WESTMINSTER

Course record information

Name and level of final award	• Master of Science - International Development Management The award is Bologna FQ-EHEA second cycle degree or diploma compatible
Name and level of intermediate awards	• Postgraduate Diploma (Pg Dip) - International Development Management • Postgraduate Certificate (Pg Cert) - International Development Management
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Central London
Language of delivery and assessment	English
QAA subject benchmarking group(s)	N/A
Professional statutory or regulatory body	N/A
Westminster course title, mode of attendance and standard length	• MSc International Development Management FT, Full-time, September or January start - 1 year standard length
Valid for cohorts	From 2025/6

Admissions requirements

There are standard minimum entry requirements for all postgraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: https://www.westminster.ac.uk/courses/postgraduate/how-to-apply.

Aims of the programme

The MSc International Development Management course aims to prepare graduates for a career in Development Management with an international organisation, a nongovernmental body or a government development agency.

Specifically, the course aims to:

1. Develop students' in-depth knowledge of relevant development theory and practice, in an international context, and to facilitate an awareness of the context in which this body of knowledge has emerged.

2. Provide students with the opportunity to acquire the expertise necessary for the framing and diagnosis of complex development issues and problems and to employ appropriate management techniques to resolve these.

3. To enhance students' capacity to critically evaluate national and international economic, political and social factors affecting the development policy environment.

4. To develop students' management competences and the ability to apply a range of management techniques in a development context.

5. To provide the opportunity for students to develop a specialist expertise in a particular aspect of development management through in-depth theoretical or empirical research and analysis.

Distinctive Features

Students will learn in Marylebone Campus which is located in central London, one of the world's major cities and international business hubs. It will enable students to become business-ready through intensive practical experiences and practitioner input which has previously included the United Nations (UN), Tuberculosis Foundation and NGOs like the Red Cross. They will also be exposed to a wide range of topics pertinent to development management which will greatly enhance employment opportunities in the global job market. There will be social events and guest lectures which will provide an opportunity for networking and extending learning in new environments. This course will use a variety of engaging delivery methods, including action-based practical activities and challenges, which may be set by businesses and enterprises, a community or other appropriate partners.

Teaching team consists of experienced prolific researchers who have featured in the REF 2021. 75% of our business school impact case studies in the Business and Management Unit of Assessment scored 4* whilst 25% scored 3*.

Students will receive the opportunity to register as members of the Development Studies Association (DSA) and Devex, the world's largest community of international development experts and professionals. Although these organisations do not provide professional accreditation, they offer platforms for networking and the sharing of research, which will assist students' learning experiences and greatly benefit future career development.

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. employability skills. The University of Westminster is committed to developing 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 are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

The MSc IDM is very much aimed at interface between development theory and practice, combining rigorous academic study with the policy insights offered by development practitioners. As a result, students who have successfully completed the MSc IDM course will be equipped to work in a variety of professional roles in a development context either within international, national or local government, or other public sector organisations, or non-government development outfits or agencies.

Recent experience shows that it is also becoming increasingly possible for graduates of the MSc IDM programme to be self-employed as Development Consultants, working for multinational organisations in a variety of capacities. About a dozen of graduates on the programme have taken up full time employment positions with the United nations Organisation (UNO), African Union AU) and other multinational development organisations across the world. 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 on the MSc IDM programme, students are encouraged to register as members of the Development Studies Association (DSA), and Devex (the world's largest community of International Development Experts and Professionals). Although these organisations do not provide professional accreditation as such, they offer platforms for networking and the sharing of research materials which are invaluable for success on the course and for future career development after graduation.

As such, graduates of the MSc IDM 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 School will facilitate this by regularly placing details of placement vacancies and contact links of appropriate organisations on the Blackboard.

The successful completion of the MSc IDM will also enable graduates to pursue a research degree (e.g. M.Phil. or a PhD) in relevant area, if they so desire.

Course Learning Outcomes

For the MSc IDM programme, these threshold statements of achievement are linked to the knowledge, understanding and skills that a student will have gained on successful completion of the programme.

The special feature of the MSc IDM 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 good theoretical and practical 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 environments. In effect, the programme engenders critical thinking skills amongst the students, and challenges them to think laterally and creatively. These outcomes are classified into three categories namely: knowledge and understanding skills, specific skills, and key transferable skills each of which is pivotal to employability prospects of IDM graduates.

What will you be expected to achieve?

Course learning outcomes

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

These are threshold statements of achievement the learning outcomes broadly fall into four categories:

The overall knowledge and understanding you will gain from your course (KU)

Graduate attributes are characteristics that you will have developed during the duration of your course (GA)

Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)

Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

Level 7 course learning outcomes: upon completion of Level 7 you will be able to:

- 001 Critically evaluate global and regional development challenges, demonstrating a comprehensive understanding of their scope, underlying factors, and policy implications. (KU)

- 002 Identify and apply project management techniques and procedures for conducting diagnostic appraisals of development interventions. (KU)

- 003 Comprehensively articulate the role and influence of global development stakeholders in fostering sustainable development. (KU SS)

- 004 Systematically construct a specialist area of development management, including monitoring, evaluation, and critical impact analysis based on in-depth empirical or conceptual research. (KU SS)

- 005 Solve complex problems in the field of development, informed by a range of relevant knowledge, tools and techniques. (KTS)

- 006 Act autonomously in planning and implementing tasks in a professional setting and reflect on performance and planning for personal development. (PPP KTS)

- 007 Apply interpersonal, group working and leadership skills to enhance performance and productivity. (PPP KTS)

- 008 Critically evaluate contemporary issues in international development with reference to Sustainable Development Goals. (KTS SS)

- 009 Constructively engage with stakeholders at various stages and levels of development intervention and help build outcomes that are inclusive and deliverable. (KTS CS)

- 010 Critically review concepts and practices in the field of development and conduct diagnostic analysis with a view to identify causes of project failure and to recommend appropriate corrective measures. (KTS SS CS)

How will you learn?

Learning methods

The programme's learning strategy engenders a student-centered learning approach through active interaction amongst students, with tutors playing the role of facilitators. In line with this principle, students are encouraged to be self-motivated and independent learners, with the ability to reflect in an atmosphere in which intellectual freedom is engendered and nurtured.

The driving aim of the programme is to offer an appropriate blend of theory and practice. As such, students will be expected to focus on development of the knowledge, and analytical and appraisal skills necessary for an international development manager. The emphasis will therefore be on acquiring and developing a range of both theoretical and practical skills. As well as utilising in-house research and practical experience, the course will draw upon business, government and non- government experts, to provide specialist knowledge and insights where necessary. As such, problem-based learning approaches – using complex, 'real-life' development problems - feature prominently in several modules on the programme. For instance, in the core module Current Issues in International Development, in addition to guest lectures from international development practitioners, small teams of students will be required to investigate a contemporary development issue and to present their findings, using a range of media. In the Managing Development Interventions module, the emphasis is on the analysis of specific projects or development programs or initiatives, using policy documents from the IMF, World Bank and other international agencies and organisations.

In addition to expert-led learning and teaching, the students on the MSc IDM programme will be expected to undertake guided independent study to broaden their knowledge base, complete other formative learning activities and undertake independent research for their project. Students on the MSc IDM will be encouraged to read widely and keep abreast of contemporary International Development issues.

The project module will enable the students to develop a specialist area within the International Development Management field, by requiring them to explore a practical development issue focused on a region (or regions) of their choice. Each of the students will be allocated a project supervisor who will facilitate the development of the student's specialist skills and guide them through the research and writing process.

Teaching methods

The Course Team uses a variety of approaches to teaching, including technology- enhanced and blending learning methods, including the following:

- Lectures
- Tutorials
- Small group workshops
- In-class discussions
- Student-led presentations
- Case Studies

In each of the above approaches, specific steps are taken to stimulate collaborative learning and inclusive learning techniques by the students. Specialist guest speakers, including field practitioners, are invited to lead workshops and in-class discussions. This further enhances the teaching activities on the programme and offers useful practical perspectives. Students on the programme will, in addition, have access to an online Blackboard VLE system. There they will be able to access the material posted on the various module sites which will include module handbooks, lecture slides, seminar activities and a wide range of supporting information. The course site will provide information on activities and events available to students. The Blackboard site therefore supplements classroom delivery and offers relevant and regular sources of information for the students.

Equality Diversity and Inclusion

In line with the University policy of EDI this course will value diversity in teaching and learning styles. It is actively promoted in group work students undertake in their learning process in seminars and workshops. In addition to that, the course will endeavour to follow an individualised approach to teaching and assessment addressing diverse learning needs of each individual student. In respect to curriculum, this course has adopted latest literature from a wide spectrum of authors reflecting the ethnic and cultural composition of authors providing a wider perspective to literature. This is in line with the university policy on decolonisation of learning material.

Assessment methods

Assessment strategy for the course

The assessment strategy for the course is designed to be comprehensive and inclusive, employing a variety of formative and summative assessments including peer and group assessments, presentations, recorded videos, and the development of agendas for community meetings with stakeholders. These assessments aim to address the diverse learning needs and strengths of students, ensuring that each student has the opportunity to demonstrate their knowledge and skills in different contexts. The formative assessments will be integrated into seminars and workshops, providing continuous feedback and opportunities for improvement. Further individual contributions within group work are assessed to ensure fairness and accountability and to discourage 'free riding. The Course Team works collaboratively to ensure the clarity of marking criteria, consistency of the marking process and timeliness of assessment feedback. The Team also monitors the detail and clarity of assessment feedback as well as the evenness of the assessment workload.

We adopt an inclusive and individualised approach to learning and teaching. This is in line with the university's ethos on Diversity and Inclusion. Some modules in this course actively use AI aligned with the university policy to facilitate learning. Students are encouraged to use AI in research to enhance learning. However, to deter misuse of AI, appropriate measures are in place as a deterrent such as the active adoption of authentic learning, and group work in seminars where individuals are encouraged to articulate their contributions and engage in learning by doing. In seminars, we will be using methods such as presentations, group problem-solving solving and teamwork which enhance the learning process and provide opportunities to gain confidence for students with diverse learning styles.

Methods of assessment

- Development Economics & Policy [7ECON002W]: 1 authentic assessment and 1 essay
- Current Issues in International Development [7DVST001W]: 1 authentic assessment and 1 group presentation
- Managing Data [7ECON009W]: 1 report
- Research Methods [7ECON014W]: Project/Proposal
- International Development Finance [7DVST002W]: 1 authentic assessment and 1 essay
- Managing Development Interventions [7DVST004W]: 1 essay and 1 group presentation
- International Development Management Project [7DVST005W]: Project/Proposal
- Sustainable Energy Policy [7ECON013W]: 1 Report

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	001, 002, 003, 004, 005, 006, 007, 008, 009, 010
Literate and effective communicator	004
Entrepreneurial	002, 005
Global in outlook and engaged in communities	001, 003, 004, 005, 007, 008, 009, 010
Socially, ethically and environmentally aware	003, 008, 009

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year. Additional free text information on the choices may also be included, for example where students must choose one of two modules.. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules

Level 7

Elective listed below is one option module (a student may take any Level 7 module from across the university, subject to the approval of the course leader).

Module Code	Module Title	Status	UK credit	ECTS
7DVST001W	Current Issues in International Development	Core	20	10
7ECON002W	Development Economics and Policy	Core	20	10
7DVST002W	International Development Finance	Core	20	10
7DVST005W	International Development Management Project	Core	20	10
7ECON009W	Managing Data	Core	20	10
7DVST004W	Managing Development Interventions	Core	20	10
7ECON014W	Research Methods	Core	20	10
7ECON013W	Sustainable Energy Policy	Core	20	10
7ECON001W	Data Analysis	Option	20	10
7PJMN002W	Managing International Projects	Option	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

N/A

Course management

The Course is managed by the Course Leader. The course is delivered by a team of experienced module leaders, who constitute the Course Team and who work together to ensure that the course is delivered in a coherent and consistent manner. The Head of College holds overall responsibility for the course and for other courses run by Westminster Business School.

The Associate Head of Westminster Business School (Education and Students) holds responsibility for the overall quality and delivery of the educational process.

The Head of the School of Organisations, Economy and Society is responsible for monitoring academic quality and organising assessment procedures for those modules falling under the School's Subject Board and courses at Conferment Boards.

The Course Leader has responsibility for the academic integrity of the programme. This includes the everyday management of the course, development of the curriculum, and ensuring the delivery in terms of quality control and equivalence of experience for course participants.

For purposes of monitoring academic quality and organising assessment under an appropriate Conferment Board, each postgraduate course is hosted by one of the School's four academic departments. This course is assigned to the School of Organisations, Economy and Society.

Academic regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations.

Course specific regulations apply to some courses.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you

will be studying, the Library and IT facilities, additional support available and to your Campus Registry. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments. Further information on the Academic Learning Development Centre can be found at westminster.ac.uk/academic-learning-development.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students1 can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught in their College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student and Academic Services department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. Further information on the advice available to students can be found at https://www.westminster.ac.uk/student-advice

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at https://www.westminster.ac.uk/students-union

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university. a representative from industry and a Student Advisor.

The course is also monitored each year by the College to ensure 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 evidence of student surveys, student progression and achievement and reports from external examiners, in order to evaluate the effectiveness of the course and make changes where necessary.

A Course revalidation takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with revalidation panels to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through student engagement activities at Course/Module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;
- All students are invited to complete a questionnaire before 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.
- Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

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 they take full advantage of the learning opportunities that are provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students.   Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2022©