

Programme Title: MRes Global Development



Programme Specification

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| Awarding Body/Institution | Queen Mary University of London |
| Teaching Institution | Queen Mary University of London |
| Name of Final Award and Programme Title | MRes Global Development |
| Name of Interim Award(s) | |
| Duration of Study / Period of Registration | 12 months full time/ 24 months part time |
| QM Programme Code / UCAS Code(s) | L8QC / L8QD |
| QAA Benchmark Group | Geography |
| FHEQ Level of Award | Level 7 |
| Programme Accredited by | N/A |
| Date Programme Specification Approved | |
| Responsible School / Institute | School of Geography |

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

Institution(s) other than Queen Mary that will provide some teaching for the programme

Programme Outline

In the wake of the 'global' economic crisis, this innovative new MRes programme offers students the chance to explore alternative future possibilities for international development in theory and practice. Combining cutting-edge thinking on development, economic geography, political economy, labour studies and social change, this programme explores the multiple connections (and disconnections) between countries of the global North and global South. At the heart of this alternative development agenda, students are 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 found lacking. Instead, students will reconsider the diversity of populations, economies, urban centres, and governance practices in the Global South on their own terms - and in so doing, to step outside the conventional lenses of mainstream development theory and the international policies they inform.

The proposed MRes in Global Development Futures provides a research pathway for those wishing to pursue a PhD after their masters degree or as part of their ESRC-recognised 1+3 research training for their PhD in geography. It will provide students with advanced training in social science research approaches and methodologies (via the Queen Mary-Goldsmiths DTC),

combined with specialist study of the processes and politics of global development futures. As such the programme will enable the School of Geography to continue to attract high quality students eligible for graduate study.

Aims of the Programme

The programme aims to:

- To reconsider and challenge the common use of the historical experiences and categories of the West as the universal template from which the world can be known, measured and understood
- To explore the intricate webs of connection between the development trajectories of global North and global South
- To engage with Southern populations, economies, urban centres, and governance practices beyond the separate category of 'development theory'.
- To engage with Northern populations, economies, urban centres, and governance practices drawing on insights from historical and contemporary experiences and processes in the Global South;
- To provide students with advanced training in social science research methods designed to enable them to undertake independent and group fieldwork in the Global South and the Global North.
- To train and enrol a new generation of scholars in an emergent 'economic-development' geography intellectual trading zone.

What Will You Be Expected to Achieve?

Academic Content:

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| A 1 | • Detailed understanding of key theoretical concepts and approaches in studying global development futures |
| A 2 | • Situated knowledge of development practices, contrasts and continuities within and between different sites and spaces of the Global North and South. |
| A 3 | • Knowledge and experience of a range of qualitative and quantitative methods and ability to evaluate different approaches to data collection and analysis. |
| A 4 | • Opportunity to develop their research skills and experiences through independent fieldwork as part of their dissertation research. |
| A 5 | Detailed understanding of key theoretical concepts and approaches in studying global development futures |
| A 6 | Situated knowledge of development practices, contrasts and continuities within and between different sites and spaces of the Global North and South. |

Disciplinary Skills - able to:

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| B 1 | • Be able to evaluate the importance of geographical dimensions to development in the global North and the global South, in theory and in practice. |
| B 2 | • Be able to design and develop a research project with original/innovative research questions that respond to an identified knowledge gap in the extant research literature. |

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| B3 | • Be able to communicate research findings effectively to the wider intellectual and policy community. |
| B4 | • Be able to deploy an appropriate set of methods in the execution of a research project. |

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| Attributes: | |
| C1 | • Develop a global and hybrid geographical perspective around the challenges and realities of development in theory and in practice |
| C2 | Be able to critically synthesize and develop new productive conversations across a range of academic literatures from different disciplines. |
| C3 | • Be able to critically engage with debates concerning migration, democracy, citizenship, liberalization, labour and work with respect to development futures. |
| C4 | • Develop communication skills to engage a range of audiences; academic, policy and popular. |
| C5 | • Develop research project management skills and leadership. |

How Will You Learn?

This interdisciplinary programme is taught by members of academic staff in the School of Geography and will be taught in accordance with the School's Teaching and Learning Strategy. The School is 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 majority of teaching and learning will take place through small group, participatory seminars with a member of academic staff who has research expertise in the module's subject area. Sessions will normally be based around the discussion of pre-circulated readings, where students will have the opportunity to shape the direction and content of debate. Indeed, seminars will offer students an open, democratic, flexible and supportive learning environment. Seminars will be supplemented by a range of other teaching methods including site visits and student-led conference presentations. The programme will involve a substantial component of private study and reading.

Learning will be supported by:

- Coherently designed and effectively delivered modules
- Detailed module handbooks, providing learning outcomes and guided reading for each module, identifying the structure and pathway of each module and defining 'essential reading' and 'further reading'.
- The provision of key materials in libraries or through electronic resources
- Individual feedback on written work
- Appropriate assessment exercises within each module
- Use of electronic teaching materials including Powerpoint, QMPlus and online reading lists
- Encouraging active participation by students in small group discussions
- Research methods training
- Appropriate use of AV teaching technologies

Students have access to a wide range of learning resources within the College. These include: the College Library, the University of London Library at Senate House and the first rate resources of other libraries with London collections (e.g. the British Library, the Bishopsgate Institute); a range of IT resources including networked PCs (with full internet and email privileges), and electronic learning resources (e.g. electronic academic journals). In addition students have access to a dedicated masters student room in the School of Geography.

All students will be allocated a supervisor with whom they will meet on a regular, one-to-one basis throughout the programme. Supervisors will have expertise in the student's proposed area of dissertation research and may be drawn from any of the three collaborating Schools in the programme. Each student will receive individual supervisions, lasting at least 30 minutes, one time in

Semester A, four times in Semester B and four times in the summer term and vacation. While primarily supporting the student in his or her dissertation research, the supervisor will also provide more general academic help, guidance and feedback. A 'Supervision Record Sheet' will be completed after each meeting and the student and supervisor will jointly fill in a 'Progress Report' at the end of each semester, identifying key achievements as well as any problems that need resolving.

How Will You Be Assessed?

Varied forms of assessment will be used including:

- 15000 word dissertation
- dissertation proposal to be presented at a student conference day
- coursework essays (varying in length between 1500 and 3500 words). In the majority of cases students will be able to determine the exact focus of their essay in discussion with module convenors so as to develop their own module-related interests.
- presentations
- field reports

Formative feedback on drafts of assessed essays will be provided in certain modules via a student conference day.

There will be no examinations.

How is the Programme Structured?

Please specify the full time and part time programme diets (if appropriate).

The programme is made up of modules totalling 180 credits structured around the following core and compulsory modules.

Core: 'Dissertation' (60 credits, 15 000 words, GEG7107)

Compulsory: 'Geographical Thought and Practice' (30 credits, GEG7120)

Compulsory: 'Introduction to Social Science Research: Qualitative Methods' (30 credits, GEG7126)

Compulsory: 'Introduction to Social Science Research: Quantitative Methods' (30 credits, GEG7127)

Compulsory: 'Re-theorizing Global Development' (30 credits, GEG7132)

Teaching provision of some optional modules will include evening scheduling (5pm -7pm) and condensed intensive teaching delivery where feasible to encourage and enable increased applications from students currently in paid work.

Part time students will normally undertake Geographical Thought and Practice, Re-theorizing Development Futures and one of the advanced training modules (GEG7126 or GEG7127) option modules in their first year of study. In their second year they will register for the dissertation module and the remaining compulsory modules (although it is likely that they will commence work on their dissertation during the first year of study).

Academic Year of Study FT - Year 1

| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester |
|-----------------------------------|-------------|---------|-------|-------------------------|------------------------|-----------------|
| Dissertation | GEG7107 | 60 | 7 | Core | 1 | Semesters 1-3 |
| Geographical Thought and Practice | GEG7120 | 30 | 7 | Compulsory | 1 | Semesters 1 & 2 |
| Re-theorizing Global Development | GEG7132 | 30 | 7 | Compulsory | 1 | Semester 1 |

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|---------------------------------------------------------------|-------------|---------|-------|-------------------------|------------------------|------------|
| Introduction to Social Science Research: Qualitative Methods | GEG7126 | 30 | 7 | Compulsory | 1 | Semester 1 |
| Introduction to Social Science Research: Quantitative Methods | GEG7127 | 30 | 7 | Compulsory | 1 | Semester 2 |

What Are the Entry Requirements?

Graduates from across the social sciences and humanities will be eligible to apply. The entrance requirements are as per QMUL specifications which are a UK 2.1 or higher (equivalent international degree attainment) and IELTS 7.0 or above. This programme will be offered full time (12 months) and part time (24 months). Evening scheduling (5pm -7pm) and condensed intensive teaching delivery will be offered where feasible so as to widen access and facilitate PG study alongside paid work.

How Do We Listen and Act on Your Feedback?

The Staff-Student Liaison Committee provides a formal means of communication and discussion between schools/institutes and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school/institute operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute 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 in a number of ways, such as through student membership, or consideration of student surveys.

All schools/institutes operate an Annual Programme Review of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school/institute's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the NSS and module evaluations.

Academic Support

Students receive academic support via regular meetings with their advisor and via the programme director, module lecturers and attendance at research-related events in both Schools.

Programme-specific Rules and Facts

N/A

Specific Support for Disabled Students

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)
- Specialist one-to-one study skills tuition
- Ensuring access to programme 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.

Links With Employers, Placement Opportunities and Transferable Skills

With reference to the QMUL Teaching and Learning strategy, this programme aims to develop both knowledge and practical attributes for students whilst continuing to push high academic standards. The programme embeds employability and professional skills in 3 key ways: 1) the nature and choice of the assessments enables students to tailor their outputs best appropriate to future career directions. The presentation element helps develop public speaking and communication to different audiences; 2) The extended piece of fieldwork is designed to facilitate students in building professional networks and insight in development; 3) The substantive programme knowledge is appropriate for students pursuing academic or policy related careers in development. It is envisaged that the research training offered by the MRes programme would provide a suitable basis for undertaking PhD research and, therefore, as a stepping stone to an academic career.

Graduate skills and qualities

In terms of transferable knowledge and skills, an MRes Global Development Futures postgraduate will:

- have an advanced understanding of global and hybrid geographical perspectives around the challenges and realities of development in theory and in practice
- be able to critically synthesize and develop new productive conversations across a range of academic literatures from different disciplines.
- be able to critically engage with debates concerning migration, democracy, citizenship, liberalization, labour and work with respect to development futures.
- be a confident oral and written academic communicator and develop communication skills to engage a range of audiences - academic, policy and popular.
- have a range of advanced level research skills including: project design, project planning, project management, and analytical and interpretive skills
- be a confident independent learner, thinker and worker
- be able to work in a group situation, showing empathy and sensitivity for the views of others, but with the ability to interact confidently and persuasively

Programme Specification Approval

Person completing Programme Specification

Dr William Monteith

Programme Title: MRes Global Development

Person responsible for management of programme

Dr William Monteith

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

29 Nov 2018

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