

## PROGRAMME SPECIFICATION

### Course record information

Name and level of final award:	MSc International Development Management The MSc International Development Management is an MSc degree that is Bologna FQ-EHEA second cycle degree or diploma compatible.
Name and level of intermediate awards:	Postgraduate Diploma of HE in International Development Management Postgraduate Certificate of HE in International Development Management
Awarding body/institution:	University of Westminster
Teaching Institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Marylebone Campus
Language of delivery and assessment:	English
Mode, length of study and normal starting month:	Full time (one year); Part time (two years)
<a href="#">QAA subject benchmarking group(s)</a> :	Business and Management
Professional statutory or regulatory body:	Not applicable
Date of course validation/review:	1998/ 2007/ 2013
Date of programme specification approval:	February 2016
Course Leader:	Dr. Ola Sholarin
Course URL:	<a href="http://westminster.ac.uk/courses/postgraduate">westminster.ac.uk/courses/postgraduate</a>
Westminster Course Code:	IDMPIDM
JACS code:	N100
UKPASS code:	004405

## **Admissions Requirements:**

There are standard minimum [entry requirements](#) for all undergraduate courses. Students are advised to check the standard requirements for the most up-to-date information.

[westminster.ac.uk/courses/postgraduate/how-to-apply](http://westminster.ac.uk/courses/postgraduate/how-to-apply)

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: [westminster.ac.uk/courses/postgraduate/how-to-apply](http://westminster.ac.uk/courses/postgraduate/how-to-apply)

## **Aims of the Course:**

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

Specifically, the course aims to:

- 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,
- 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,
- To enhance students' capacity to critically evaluate national and international economic, political and social factors affecting the development policy environment,
- To develop students' management competences and the ability to apply a range of management techniques in a development context,
- 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.

## **Employment and Further Study Opportunities:**

In today's competitive and dynamic global economy, organisations need graduates with both good degrees and skills relevant to the workplace. The University of Westminster is committed to developing skilful and 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 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 organisations

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. 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. 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.

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**

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

### **Knowledge and Understanding**

On successful completion of the course, students will be able to demonstrate a good understanding and critical knowledge of:

- Global and regional development issues, including an appreciation of their scope and policy implications;
- Project management techniques and procedures for conducting diagnostic appraisal of development interventions and the technical capability to proffer workable and sustainable solutions;
- The role and influence of global development stakeholders in fostering sustainable development and demonstrate the ability to access and utilise their regional and global expertise.
- A specialist area of development management, based on in-depth empirical or conceptual research,

### **Specific Skills**

On successful completion of the course, students would have acquired the skills to:

- Critically review relevant development theory and practice, and conduct diagnostic and strategic analyses of development management issues in an international context.
- Apply relevant management techniques in the diagnosis of development problems and in the identification of solutions to these problems.
- Deploy a range of project management methods necessary to operate as a development specialist within national and international contexts.
- Conduct a lucid and substantive piece of research within the area of international development management, through the application of appropriate

research methodologies and data analysis, be able to communicate findings in a manner that is coherent and consistent.

- Appraise and apply various techniques of economic and financial analysis to validate initiation of a development intervention, as well as its sustainability.
- Constructively engage with stakeholders at various stages and levels of a development intervention, and to help build outcomes that are inclusive and deliverable.
- Critically evaluate developmental projects with a view to identifying causes of failure and recommending appropriate corrective measures.

### **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 planning for personal development;
- Apply interpersonal, group-working and leadership skills to enhance the performance of oneself and others.
- Engage in a range of academic communication processes, both oral and written.

### **Learning, Teaching and Assessment Methods**

#### **Learning**

The programme's learning strategy engenders a student-centred 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 finding

using a range of media. In the Managing Development Interventions module, the emphasis is on the analysis of specific projects or programmes, using policy documents from 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**

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 active participation 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 on-line 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.

## **Assessment**

The MSc IDM programme employs a wide variety of formative and summative assessment methods, including group presentations, in-class tests, essays, projects and final examinations, amongst others. In all cases, assessment methods are selected and combined to validate the achievement of the learning outcomes and the acquisition of knowledge and skills as specified within the individual modules and at course level. Where a group assessment method is considered appropriate, the

programme offers a mechanism for assessing individual contributions from group members, in order 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.

## **Course Structure**

The programme of study is organised on a semester basis and the course consists of eight core modules and one option module taught over two semesters. Students also normally complete their project module after the second semester of study. Each taught module requires three hours of classroom per week. In addition to the formal programme of study, which may include up to two weeks of structured independent tasks for each module, students are also expected to allocate time for other private study and completion of assignments. The course structure is summarised below:

### **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.

<b>Credit Level 7</b>				
<b>Module code</b>	<b>Module title</b>	<b>Status</b>	<b>UK credit</b>	<b>ECTS</b>
7ECON009W	Managing Data	Core	20	10
7ECON002W	Development Economics and Policy	Core	20	10
7DVST001W	Current Issues in International Development	Core	20	10
7DVST004W	Managing Development Interventions	Core	20	10
7ECON011W	Research Methods	Core	10	5
7DVST002W	International Development Finance	Core	20	10
7HURM007W	Human Resource Strategies for the International Manager	Core	20	10
7DVST003W	International Development Management Project	Core	30	15
	One option module (a student may take any Level 7 module from across the university, subject to the approval of the course leader)	Option	20	10
<b>Award of MSc available</b>				

Please note: Not all option modules will necessarily be offered in any one year.

## **Academic Regulations**

The current Handbook of Academic Regulations is available at [westminster.ac.uk/academic-regulations](http://westminster.ac.uk/academic-regulations)

## **How will you be supported in your studies?**

### **Course Management**

The Course is managed by Dr. Ola Sholarin, who is also a Module Leader on the course, to serve for a period of four years. 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 Course Leader is appointed by the Director of Postgraduate Studies in collaboration with the appropriate Head(s) of Department 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. As such, the Course Leader also liaises with other module leaders and course leaders from across WBS on matters of interest to MSc IDM students.

### **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 Faculty Registry Office. 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

#### Learning Support

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.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students<sup>1</sup> 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 at their Faculty. Students can also securely connect their own laptops and mobile devices to the University wireless network.

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<sup>1</sup> Students enrolled at Collaborative partners may have differing access due to licence agreements.



## **Support Services**

The University of Westminster Student Affairs 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. The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University.

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

The course was initially approved by a University Validation Panel in 1998. The panel included internal peers from the University, academic(s) from another university and a representative from industry. This helps to ensure the comparability of the course to those offered in other universities and the relevance to employers.

The course is also monitored each year by the Faculty 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 outcomes from Course Committees, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. Each Faculty puts in to place an action plan. This may for example include making changes on the way the module is taught, assessed or even how the course is structured in order to improve the course, in such cases an approval process is in place.

A Course review 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 review panels to provide feedback on their experiences. Student feedback from previous years e.g. from Course Committees 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 Course Committees students have the opportunity to express their voice in the running of their course. Student representatives are elected to Committee to expressly represent the views of their peer. The University and the Students' Union work together to provide a full induction to the role of the student representatives.
- Each Faculty also has its own Faculty Student Forum with student representatives; this enables wider discussions across the Faculty. Student representatives are also represented on key Faculty 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.
- The University also has an annual Student Experience Survey which seeks the opinions of students about their course and University experience. Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

For more information about this course, please contact the Course Leader:

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**Please note:** 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 Course Handbook provided to students and Module Handbooks, which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.

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