



UNIVERSITY
OF LONDON

Programme Regulations 2022–2023

Humanitarian Action
International Development

MSc

Important document – please read
This document contains important
information that governs your
registration, assessment and
programme of study



Contents

Important information regarding the Programme Regulations	2
Alternative Assessments during the Coronavirus (COVID-19) Outbreak.....	4
1 Structure of the programmes	5
2 Registration	6
3 Recognition of prior learning and Credit transfer	6
4 Module selection	7
5 Assessment for the programme	7
6 Number of attempts permitted at an assessment element	10
7 Progression within the programmes.....	11
8 Schemes of award.....	12
Appendix A – Structure of the programmes.....	15
MSc Humanitarian Action	15
MSc International development.....	17
Appendix B – Assessment criteria	19
Appendix C – Module Descriptions	24

Important information regarding the Programme Regulations

About this document

Last revised: 15 July 2022

As a student registered with the University of London you are governed by the current General Regulations and Programme Regulations associated with your programme of study.

These Programme Regulations are designed and developed by SOAS University of London which is responsible for the academic direction of the programme. The regulations take account of any associated arrangements at SOAS.

In addition to Programme Regulations, you will have to abide by the [General Regulations](#). These regulations apply to all students registered for a programme of study with the University of London and provide the rules governing registration and assessment on all programmes; they also indicate what you may expect on completion of your programme of study and how you may pursue a complaint, should that be necessary.

Programme Regulations should be read in conjunction with the General Regulations.

The relevant General Regulations and the Programme Regulations relating to your registration with us are for the current year and not in the year in which you initially registered.

On all matters where the regulations are to be interpreted, or are silent, our decision will be final.

Further information about your programme of study is outlined in the Programme Specification which is available on the University of London website. The Programme Specification gives a broad overview of the structure and content of the programme as well as the learning outcomes students will achieve as they progress.

Terminology

The following language is specific to the Department of Development Studies:

Module: Individual units of the programmes are called modules. Each module is a self-contained, formally structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria.

Elective modules: Pathway specific optional modules that are studied in succession after the core module(s).

Dissertation development stage: A learning stage that follows each module which develops the skills needed to write and submit a final dissertation.

Module convenor: Programme team member who ensures that design and delivery of high-quality learning opportunities are available for students on the module.

Associate tutor: Programme team member who delivers small group teaching, or may be used for their specialist expertise to lead online seminars.

E-tivity: Online assessment task or tasks specified by the Programme Director.

Throughout the Regulations, 'we' 'us' and 'our' mean the University of London; 'you' and 'your' mean the student, or where applicable, all students.

**Changes to Humanitarian Action and International Development Regulations
2022-2023**

Assessment for every module except the dissertation has been updated:

All e-tivities are now marked out of 100

Weightings have been changed to the following:

E-tivity	Weighting
E-tivity 1 – Access and Socialisation	5%
E-tivity 2 – Library Information Retrieval	0%
E-tivity 3 – Literature critique (directed)	5%
E-tivity 4 – Essay proposal	15%
E-tivity 5 – Literature critique (bespoke)	5%
E-tivity 6 - Essay	70%

Alternative Assessments during the Coronavirus (COVID-19) Outbreak

In line with our current General Regulations, the University may offer you alternative assessments where necessary. This includes holding online timed examinations in place of written examinations, which are usually held at examination centres. Please note that this statement replaces any published information relating to assessments or examinations in any of our materials including the website. Previously published materials relating to examinations should therefore be read in conjunction with this statement.

The University of London continues to work towards supporting the academic progression of all its students. The University also continues to be mindful of the health and wellbeing of its students during this pandemic, whilst protecting the academic standards of its awards.

1 Structure of the programmes

Qualifications

1.1

The following named qualifications are awarded under the Department of Development Studies:

- MSc Humanitarian Action
- MSc International Development

Postgraduate Diplomas (PGDip) and Postgraduate Certificates (PGCert) are awarded as Exit Qualifications only.

- Postgraduate Diploma in Humanitarian Action
- Postgraduate Certificate in Humanitarian Action
- Postgraduate Diploma in International development
- Postgraduate Certificate in International development

Qualification structure

1.2

Each Master of Science (MSc) consists of four modules and a dissertation as follows:

- One core module
- Three elective modules derived from the list of those available
- A dissertation

Exit awards

1.3

If you are registered on an MSc and are unable to complete your studies, you may be eligible for an exit award. A related Postgraduate Certificate or a Postgraduate Diploma may be awarded for the successful completion of either two modules and two dissertation development stages or four modules and four dissertation development stages respectively.

2 Registration

Effective date of registration

2.1

Your effective date of registration will be:

- **1 April** if you register in March/April, of the year in which you initially register
- **1 October** if you register in September/October, of the year in which you initially register.

2.2

If your effective date of registration is:

- **1 April** this allows you to be assessed in August of the same year
- **1 October** This allows you to be assessed in February / March of the following year

Period of registration

See the [Programme Specification](#) for the minimum and maximum periods of registration applicable to these programmes.

3 Recognition of prior learning and Credit transfer

To be read in conjunction with the [General Regulations](#), Section 3.

Recognition of prior learning

Recognition of Prior Learning (RPL) is a generic term for the process by which we recognise and, where appropriate, award credit for learning that has taken place at the University of London, or elsewhere, before entry onto a programme of study.

3.1

Within this programme there is no provision for recognition or accreditation of prior learning.

Credit transfer and blended learning

3.2

You may apply to transfer to another SOAS programme. Applications will be considered by the programme convenor for the programme you are applying to.

Credits of modules already passed may be transferred. We will consider applications to transfer on an individual basis.

3.3

Blended Learning study enables you to combine distance learning study with a period of full-time study at SOAS. If you are registered on an MSc degree and have been allowed to proceed to the elective modules, you may study up to **two** elective modules at SOAS on an equivalent part-time basis in place of online learning modules. There will be restrictions on the availability of elective modules available for Blended Learning study.

4 Module selection

[Appendix A](#) provides details of the programme structures and module titles.

If your preferred choice of elective module is not available, you will be asked to indicate an alternative choice.

For more information regarding SOAS module availability, please [visit the webpage](#).

4.1

Modules are normally run in two study sessions during the year, each comprising 16 weeks of study.

4.2

You may normally register for one module per study session, and up to two modules throughout the year.

4.3

Where you have not yet passed a module and you are registering for it again, this may be permitted in addition to the module for that study session. This will be at the discretion of the programme director.

4.4

You may apply to change your assigned module in consultation with the Programme Director up to two weeks before the start date for that module. If you have already begun studying the module your application will not be considered.

Modules from other SOAS departments

4.5

MSc and PGDip students, may select as an elective module, a maximum of one 30 credit module offered by another SOAS distance learning programme. This will be at the discretion of the Programme Director for the programme you are registered with.

4.6

If you study a module offered by another SOAS department, that module will be assessed and governed by that module's corresponding programme regulations.

5 Assessment for the programme

Assessment methods

You should refer to the VLE for submission deadlines.

5.1

Each module excluding the Dissertation module, will be assessed by the completion of six activities. Activity 6 will be a 4,500-5,000 word essay submitted through Turnitin.

5.2

The **Dissertation** module will be assessed by submission of a 1,500-word dissertation research proposal and the submission of a written dissertation, of approximately 15,000 words.

You are required to complete the four dissertation development stages and submit both elements of assessment to complete the dissertation module.

5.3

The overall mark for the dissertation module will be based on the combined marks for the dissertation, weighted at 85%, and the dissertation research proposal, weighted at 15%.

5.4

In order to pass any module, including the dissertation module, you must achieve an overall mark of at least 50%.

Submission of e-tivities and the dissertation

5.5

Your completed e-tivities and dissertation must be submitted via the Virtual Learning Environment (VLE) no later than the submission dates given on the module timetables.

5.6

Any submission made after the published deadline will be penalised: Marks will be deducted at a rate of one mark per day to a maximum of five marks for e-tivities submitted up to 5 days after the deadline. E-tivities will not be accepted if submitted later than 5 days after the deadline.

5.7

With each submission you must accept the 'No Plagiarism' declaration via the online submission procedure to confirm that the completed e-tivity is all your own work (except where the terms of the e-tivity require reference to collaborating with others) and that there has been no plagiarism.

5.8

Extensions to deadline dates will usually not be granted. Extensions are only permitted in cases of mitigating circumstances, and are at the discretion of the Programme Director.

For more detail see 5.13 [Mitigating Circumstances](#).

5.9

If an assignment exceeds the word limit by the amounts specified below, we will implement the following deductions.

For e-tivities 1, 3 and 5 for all modules, the following deductions will apply:

Excess length	Mark deduction
Up to and including 20%	1 mark
More than 20%	It will not be marked and will be assigned a mark of zero (0)

For e-tivity 4 and e-tivity 6, in each module, the dissertation research proposal and the final dissertation, the following schedule of deductions will apply:

Excess length	Mark deduction (deductions for dissertation given in parentheses)
More than 10% up to and including 20%	5 marks
More than 20%	10 marks

Word count is defined as the number of words contained within the main body of the text which include: titles, headings, abstracts, summaries, in-text citations, quotations, footnotes and text boxes and tables containing primarily text.

Items excluded from the word count are: acknowledgements, tables of contents, a list of acronyms, a glossary, a list of tables or figures, and minor text within tables and figures. Reference lists/ bibliographies are also not included in the word count.

Students must provide an accurate word count on their assignment for all coursework submitted for assessment.

5.10

It is your responsibility to retain a copy of your e-tivity in the event of any electronic difficulties in its submission to, or return from, us.

5.11

We will provide you with feedback on all of your e-tivities across all of your modules.

5.12

If you are submitting a dissertation you must submit an electronic copy of the completed dissertation via the VLE, to arrive no later than the relevant submission deadline.

You are strongly advised to work with your appointed supervisor in the preparation of your dissertation. Full details of the responsibility of the supervisor, including the responsibility to review draft chapters, will be provided as part of your learning materials following registration on the dissertation module.

Mitigating Circumstances

Mitigating circumstances are any serious circumstances beyond a student's control which may have adversely affected their academic performance. For more information about mitigating circumstances, see Section 11 of the [General Regulations](#) and the [Examinations section](#) of our website.

5.13

You must bring any mitigating circumstances to our attention as soon as you become aware that your performance may be adversely affected by serious circumstances beyond your control. You should do this before the coursework or dissertation deadline date.

For details on how to submit notifications and evidence of mitigating circumstances, see the assessment resources section of the [student portal](#) and the [BLE](#)

6 Number of attempts permitted at an assessment element

6.1

The maximum number of attempts permitted at e-tivity 4 and e-tivity 6 for each module is **two**.

6.2

For all other e-tivities, a third attempt may be permitted at the discretion of the Programme Director, and subject to mitigating circumstances.

6.3

You will not be permitted to resit any element of assessment which you have passed.

6.4

If you fail a module with a mark between 45-49%, you may be awarded a condoned fail and have credit awarded in the same way as for passed courses providing the mean average mark for your modules is 55% or above. Condonement may be applied if you are entering to complete the award and is granted at the discretion of the Board of Examiners.

This does not apply to the dissertation. A fail in the dissertation cannot be condoned.

6.5

If a condoned fail is awarded for one module, and on both attempts your marks are between 45-49%, the condoned fail will be awarded to the higher mark.

6.6

You may be granted a condoned fail for **one** module only in the final assessment of a degree.

6.7

If you resit e-tivity 6 for any module, your e-tivity mark will be capped at 50%.

6.8

If you resit e-tivity 4 for any module, your e-tivity mark will be capped at 50%.

6.9

If you submit a dissertation that is otherwise adequate but requires minor amendment, the Examiners may require you to make any amendments specified by them and to re-submit the dissertation within a period of **four** weeks, unless otherwise specified by them. This is still counted as your first attempt.

6.10

If the dissertation module is failed completely, you will be required to submit a new dissertation research proposal within a period of **four** weeks. Submission of the final dissertation will be required within a period determined by us, normally within six months of the submission of the new dissertation research proposal.

6.11

If you make a second attempt at the dissertation module, your dissertation mark will be capped at 50%.

7 Progression within the programmes

See [Section 5](#) for method of assessment.

7.1

You are required to study the core module in the first study session following your registration on a programme.

7.2

You will be expected to complete the elective modules during the subsequent study sessions. Elective modules may not all be offered at every study session and may be studied in any order.

All modules are worth 30 credits. Not all modules are offered in every session. Refer to the [SOAS website](#) for more information on module availability.

7.3

You must attempt and pass e-tivity 6 of a module before you progress to your next module. Where this is not the case, progression will only be permitted in exceptional circumstances, at the discretion of the Programme Director and Chair of the Board of Examiners.

7.4

You will not receive a module grade until all e-tivities have been submitted.

7.5

You will be expected to submit your dissertation research proposal before attempting your third elective module.

The dissertation module is presented in four development stages, which will follow each of your module sessions, and you must complete each stage to pass the dissertation. The fourth and final stage of the dissertation will include a dedicated writing-up period prior to submission of the dissertation.

7.6

If you wish to apply to suspend your study of a module we may carry forward the mark for any e-tivity already completed for that module. This will be at the discretion of the Programme Director.

8 Schemes of award

8.1

Modules are marked according to the following scales:

Mark range (E-tivity 4, E-tivity 6, Dissertation)	Classification
70+	Distinction
60-69	Merit
50-59	Pass
0-49	Fail

E-tivities 1, 2, 3 and 5 are not classified. More details on the assessment criteria can be found in [Appendix B](#).

8.2

Assessments for each module except the dissertation have the following weightings:

E-tivity	Weighting
E-tivity 1 – Access and Socialisation	5%
E-tivity 2 – Library Information Retrieval	0%
E-tivity 3 – Literature critique (directed)	5%
E-tivity 4 – Essay proposal	15%
E-tivity 5 – Literature critique (bespoke)	5%
E-tivity 6 - Essay	70%

8.3

If you attempted a module prior to October 2022 and require a resit, you will be assessed by the form of assessment:

E-tivity	Maximum marks
E-tivity 1 – Access and Socialisation	0
E-tivity 2 – Library Information Retrieval	5
E-tivity 3 – Literature critique (directed)	5
E-tivity 4 – Essay proposal	15
E-tivity 5 – Literature critique (bespoke)	5
E-tivity 6 - Essay	70

To calculate the mark for modules attempted under the previous weightings, excluding the dissertation, the combined marks for e-tivities 1, 3, 4 and 5, comprising 30% of the module mark, are added to the mark obtained for e-tivity 6 which is scaled to 70%.

8.4

For the dissertation module, the marks obtained for the dissertation research proposal and final written dissertation are combined to produce the overall mark for the module. The final dissertation is marked out of 100 and is scaled to account for 85% of the module grade. The dissertation research proposal is marked out of 15 and will account for the remaining 15% of the grade.

8.5

To be awarded an MSc, you must have attempted and passed all four modules **and** the dissertation, with a weighted average mark of at least 50%.

8.6

To calculate the final grade, all modules, with the exception of the dissertation module, are weighted equally. The dissertation is double weighted.

8.7

In order to be considered for the award of a Merit you must normally obtain a mark of 50% or more in each module, a mark of 60% or more for the dissertation and a weighted average mark of 60% across all modules.

8.8

If you obtain a mark of 50% or more in each module but your dissertation is <2% below the required mark of 60%, the Board of Examiners may choose to award a Merit where your weighted average across all modules is 65% or higher.

8.9

In order to be considered for the award of a Distinction you must normally obtain a mark of 60% or more in each module, a mark of 70% or more for the dissertation and a weighted average of at least 70% across all modules.

8.10

If you obtain a mark of 60% or more in each module but your dissertation is <2% below the required mark of 70%, the Board of Examiners may choose to award a Distinction where your weighted average across all modules is 75% or higher.

See [Appendix B](#) for information on how to achieve a particular mark.

Exit qualifications

8.11

At the discretion of the Board of Examiners and only in circumstances where you are unable to fulfil the criteria for an MSc, an exit qualification may be awarded as follows:

- **Postgraduate Diploma** for successful completion of four modules and four dissertation development stages.
- **Postgraduate Certificate** for successful completion of two modules (including the core module) and two dissertation development stages.

8.12

Postgraduate Certificates and Postgraduate Diplomas are provided as exit qualifications only. There is no provision for progression from a Postgraduate Certificate or Postgraduate Diploma to an MSc.

8.13

If you accept a Postgraduate Certificate or Postgraduate Diploma offered under these regulations we will not permit you to register or re-register for the related MSc at a later date.

Date of award

8.14

The date of award will correspond to the year that the requirements for the award are satisfied. This will be 1 May if your final assessment was in February or 1 October if your final assessment was in August.

Appendix A – Structure of the programmes

New modules that the Programme Director deems relevant and appropriate to develop for the programme, may be introduced throughout the course of year.

Outlines of the module syllabi are provided in [Appendix C](#) and further information can be found on the [Department of Development Studies](#) courses page.

MSc Humanitarian Action

One core module:

GDM405 Humanitarian Principles and Practice

+

One elective module chosen from:

GDM355 Human and Critical Security Studies

GDM275 Understanding Violence, Conflict and Development

GDM410 Critical Insights in Forced Migration

GDM415 Partnerships Beyond Borders: NGOs, Social Movements and Civil Society in Transnational Development

GDM420 The Politics of Gender and Feminism in Development

+

Two elective modules chosen from:

The modules listed below demonstrate the electives that are usually available each year.

For a complete list of current modules, please view the course information on [the SOAS website](#). If you would like to submit an enquiry regarding module options, please contact devsol-studentsupport@soas.ac.uk.

GDM355 Human and Critical Security Studies

GDM275 Understanding Violence, Conflict and Development

GDM410 Critical Insights in Forced Migration

GDM415 Partnerships Beyond Borders: NGOs, Social Movements and Civil Society in Transnational Development

GDM420 The Politics of Gender and Feminism in Development

The following modules are indicative of what is provided by other SOAS departments. These modules will be assessed and governed by that module's corresponding programme regulations.

GDM175 Global Media

GDM135 Global Public Policy

GDM285	Economics, Politics and Society in South Asia
GDM286	Economics, Politics and Society in the Middle East and North Africa
GDM385	Economy, Politics and Society in East Asia
GDM330	Gender Conflict and the Middle East
DPM500	Climate change and development
DPM201	Understanding Sustainable Development
DPM551	Food Security and Social Protection
DPM555	Understanding Poverty
DPM510	Climate Change Adaptation

+

One dissertation module:

GDM200	Dissertation
--------	--------------

MSc International development

One core module:

GDM395 The Political Economy and Sociology of Development

+

One elective module chosen from:

GDM355 Human and Critical Security Studies

GDM275 Understanding Violence, Conflict and Development

GDM410 Critical Insights in Forced Migration

GDM415 Partnerships Beyond Borders: NGOs, Social Movements and Civil Society in Transnational Development

GDM420 The Politics of Gender and Feminism in Development

+

Two elective modules chosen from:

d

The modules listed below demonstrate the electives that are usually available each year.

For a complete list of current modules, please view the course information on [the SOAS website](#). If you would like to submit an enquiry regarding module options, please contact devsol-studentsupport@soas.ac.uk.

GDM355 Human and Critical Security Studies

GDM275 Understanding Violence, Conflict and Development

GDM410 Critical Insights in Forced Migration

GDM415 Partnerships Beyond Borders: NGOs, Social Movements and Civil Society in Transnational Development

GDM420 The Politics of Gender and Feminism in Development

The following modules are indicate of what is provided by other SOAS departments. These modules will be assessed and governed by that module's corresponding programme regulations.

GDM175 Global Media

GDM135 Global Public Policy

GDM285 Economics, Politics and Society in South Asia

GDM286 Economics, Politics and Society in the Middle East and North Africa

GDM385 Economy, Politics and Society in East Asia

GDM330 Gender Conflict and the Middle East

DPM500 Climate change and development

**Programme Regulations 2022-2023 Department of Development Studies:
Humanitarian Action (MSc), International Development (MSc)**

DPM201 Understanding Sustainable Development

DPM551 Food Security and Social Protection

DPM555 Understanding Poverty

DPM510 Climate Change Adaptation

+

One dissertation module:

GDM200 Dissertation

Appendix B – Assessment criteria

These guidelines reflect the standards of work expected at postgraduate level.

The following criteria will be used in determining the marks awarded for e-tivity 4, e-tivity 6, the dissertation research proposal, and the final written dissertation.

Distinction 80+

A mark of 80+ will fulfil the following criteria:

- very significant ability to plan, organise and execute independently a research project or coursework assignment;
- very significant ability to evaluate literature and theory critically and make informed judgements;
- very high levels of creativity, originality and independence of thought;
- very significant ability to evaluate critically existing methodologies and suggest new approaches to current research or professional practice;
- very significant ability to analyse data critically;
- outstanding levels of accuracy, technical competence, organisation, expression.

Distinction 70-79

A mark in the range 70-79 will fulfil the following criteria:

- significant ability to plan, organise and execute independently a research project or coursework assignment;
- clear evidence of wide and relevant reading, referencing and an engagement with the conceptual issues;
- capacity to develop a sophisticated and intelligent argument;
- rigorous use and a sophisticated understanding of relevant source materials, balancing appropriately between factual detail and key theoretical issues. Materials are evaluated directly and their assumptions and arguments challenged and/or appraised;
- correct referencing;
- significant ability to analyse data critically;
- original thinking and a willingness to take risks.

Merit 60-69

A mark in the 60-69 range will fulfil the following criteria:

- ability to plan, organise and execute independently a research project or coursework assignment;
- strong evidence of critical insight and thinking;
- a detailed understanding of the major factual and/or theoretical issues and directly engages with the relevant literature on the topic;
- clear evidence of planning and appropriate choice of sources and methodology with correct referencing;

- ability to analyse data critically;
- capacity to develop a focussed and clear argument and articulate clearly and convincingly a sustained train of logical thought.

Pass 50-59

A mark in the range 50-59 will fulfil the following criteria:

- Ability to plan, organise and execute a research project or coursework assignment;
- a reasonable understanding of the major factual and/or theoretical issues involved;
- evidence of some knowledge of the literature with correct referencing;
- ability to analyse data;
- shows examples of a clear train of thought or argument;
- the text is introduced and concludes appropriately.

Fail 40-49

A Fail will be awarded in cases in which there is:

- limited ability to plan, organise and execute a research project or coursework assignment;
- some awareness and understanding of the literature and of factual or theoretical issues, but with little development;
- limited ability to analyse data;
- incomplete referencing;
- limited ability to present a clear and coherent argument.

Fail 20-39

A Fail will be awarded in cases in which there is:

- very limited ability to plan, organise and execute a research project or coursework assignment;
- fails to develop a coherent argument that relates to the research project or assignment;
- does not engage with the relevant literature or demonstrate a knowledge of the key issues;
- incomplete referencing;
- contains clear conceptual or factual errors or misunderstandings;
- only fragmentary evidence of critical thought or data analysis.

Fail 0-19

A Fail will be awarded in cases which there is:

- no demonstrable ability to plan, organise and execute a research project or coursework assignment;
- little or no knowledge or understanding related to the research project or assignment;
- little or no knowledge of the relevant literature;
- major errors in referencing;
- no evidence of critical thought or data analysis;
- incoherent argument.

The following criteria will be used in determining the marks awarded for activities 1, 3 and 5:

80+

- Thorough critical analysis of a range of arguments from a wide literature (e.g. considers criticisms and defences of positions discussed and provides a clear and convincing position of own view derived from this discussion)
- Concise and well-structured
- Provides original arguments (e.g. makes original connection to wider academic debates, formulates an innovative criticism/defence)
- Very clear expression

60-79

- Broad understanding of topic
- Refers to relevant wider literature
- Engagement with academic debate on topic
- Well written
- Appropriate structure
- Some critical analysis with arguments (is able to consider criticisms and defences of positions discussed)

40-59

- Relevant answer to topic
- Satisfactory understanding and broadly accurate understanding
- Proper referencing
- Clear expression

20-39

- Limited relevance to topic
- Partial/incomplete understanding
- Unclear expression
- Poor referencing

11-19

- Submitted according to instructions
- Shows basic academic skills such as locating relevant articles through appropriate search tools such Library catalogue
- Errors in understanding
- Absence of analysis

0-10

- Failure to submit in accordance with instructions
- Unable to illustrate basic academic skills in any meaningful capacity

- Absence of understanding

Appendix C – Module Descriptions

All modules are worth 30 credits. Not all modules are offered in every session. Refer to the [SOAS website](#) for more information on module availability.

GDM405 Humanitarian Principles and Practice

This is the core module for the MSc Humanitarian Action. It has three parts: humanitarian principles, architecture and practice. This structure enables you to build up a critical understanding of the ideological underpinnings, constraints and politics of humanitarian action, alongside an empirical grounding of humanitarian providers and relationships between them. Analytical and empirical depth will be provided through a series of case studies that examine the practicalities and institutional learning in natural disasters, complex emergencies and humanitarianism in Europe. The module will present humanitarianism, the critiques that have been made of it, institutional learning and the persistence of some challenges in approach and delivery.

GDM395 The Political Economy and Sociology of Development

This is the core module for the MSc International Development. It draws on the long-standing success of our on-campus MSc Development Studies degree. The Political Economy and Sociology of Development equips students with a thorough theoretical understanding of development studies, drawing on the key disciplines of sociology and economics. The module is founded on the history of thought on development studies, identifying and critiquing the intellectual journey, trends, the associated policies and the dominance of the neoliberal agenda in development policy and practice.

GDM355 Human and Critical Security Studies

The Human and Critical Security Studies elective examines the meanings, mechanisms and agents of security, acknowledging shifts from the traditional notion of national security to forms of Human Security and critiques of the state. This module investigates processes and phenomena that pose direct threats to groups of people and, in doing so, potentially destabilise or aggravate situations. Famine, the oil trade and AIDS undermine people physically, politically and psychologically, and on occasions result in further forms of insecurity as people resist, retaliate or take advantage of volatile situations. Your study will also incorporate analysis of contingent – and differentiating – social factors such as age, gender, class and identity and the way that these shape and are shaped by experiences of security.

Academic literature is derived predominantly from Development Studies, Political Science and International Relations. This provides varied analysis of the nature and function of security policy, including policies relating to human security. In addition, there is a rapidly expanding academic literature linking specific threats to processes of vulnerability, insecurity, terror and globalisation which is accompanied by literature by pressure groups working on the issues concerned with AIDS, famine, corporate responsibility, the environment and human rights. The UN, itself heavily involved in forging the meanings of security, has produced documents relating to health, climate change and other elements covered in the course.

GDM275 Understanding Violence, Conflict and Development

This elective provides a grounding in analytical approaches to understanding how violence, conflict and development are related. The course begins by discussing empirical trends, difficulties of data collection and the importance of categorisation and boundaries in contexts of violent conflict. It then moves onto some of the foundational theories on conflict and violence

including gender perspectives, debates about the origins of human violence (anthropological, historical, psychological sources of violence) and the role of violence in historical change.

Against this background, the course explores how development theory has treated violence and conflict at different times before focusing on competing contemporary theories and claims about the causes and dynamics of conflict. The focus then shifts to the structures and manifestations of violence including themes related to boundaries, war economies, inequality, land and the environment. We look at themes in common between the study of these dimensions or types of violence and of wars and move on to explore different facets of intervening in violent conflict including humanitarian aid, conflict resolution and reconstruction. The course ends on the links between war/violence, and knowledge production, discourses and ethics, with a focus on terrorism and the war on terror and then the ethical challenges of conducting research on violence.

GDM410 Critical Insights in Forced Migration

The course offers a critical introduction to forced migration in social, historical, political and legal perspective. Forced migrants are displaced by conflict, violence, political upheaval, processes of development, and environmental change, and may be displaced within or across the borders of their state of citizenship. While the majority remain in their region of origin, many are in protracted displacement situations. Drawing on interdisciplinary approaches from the social sciences, this course critically examines experiences of forced displacement, providing an understanding of its causes, meanings and consequences for a wide range of actors and situating it in the wider political economy.

The course questions what 'produces' refugees and other categories of forced migrant, and explores the implications of intersectional subjectivities including age, class, gender and socio-political status for them. It addresses the humanitarian and protection responses of governments, NGOs and UN agencies, asking to what extent these are compatible with the survival strategies of affected populations, and how they interact with wider developmental initiatives in areas affected by displacement. Finally, the course examines the rhetoric and realities of 'durable solutions' for refugees, and considers the relationship between regional responses to refugee problems, the securitization of migration and attempts to seek asylum in Europe.

GDM415 Partnerships Beyond Borders: NGOs, Social Movements and Civil Society in Transnational Development

This module examines how civil society organisations and social movements shape and influence the local and global governance of development. The module critically assesses the role played by the diverse array of organisations in civil society that exert power in the processes and outcomes of development and with special emphasis on the Global South.

Over the years, mainstream academic thinking has been channelled towards the way organisations, social movements and civil society in general have responded to the challenge of making development possible in nation-states. However, nation-states in the face of an ever-increasing globalisation landscapes have lost much of their former pre-eminence as the centre of political activism and development governance itself. This module unveils and studies how the trans-national and fluid social fabric of organisations, social movements and civil society across the world have helped pave the way development has evolved beyond the neat borders of nation-states.

The module draws on the latest empirical and interdisciplinary scholarship in the social sciences to illustrate the local/global nature of civil society organisations and social movements and their far-reaching impacts in development projects and processes within and beyond

nation-state borders. In so doing, it identifies the chain of key social actors, context, processes and effects that weave today's development practices, institutions, ideas and agendas. Finally, the module samples empirical research and case studies from around the world to exemplify how civil society organisation can become either engines for social change or instrumentalised to lock and maintain key status quo of uneven and unequal capitalist development outcomes.

GDM420 The Politics of Gender and Feminism in Development

This module centres gender within analyses of development in relation to broader processes of imperialism, globalisation, democracy, and neoliberalism. The module aims to provide students with a critical approach to gender and development which, while recognising the previous decades of moves to institutionalise gender policy frameworks, acknowledges the instrumentalisation of gender for broader ideological purposes and aims.

With a starting point that gender analysis on its own is not sufficient to achieve or promote gender equality, awareness or 'rights', the module approaches gender through a range of accompanying ideological and conceptual frameworks which encourage students to consider how gender analysis operates both as a method of evaluation but also as an ideological justification for other systems, forms and acts of intervention.

Competing theoretical and conceptual frameworks will be engaged with in order to highlight contested notions of gender and feminism in relation to local and global systems of social, political and economic organisation.

GDM286 Economics, Politics and Society in the Middle East and North Africa

This module provides students with an interdisciplinary social science foundation to the study of the Middle East North Africa (MENA). By engaging with a series of key debates related to economic, political and social change, they will gain an understanding of the underlying processes which are shaping societies, polities, and economies in the region. The module will provide students with an overview of the key topics that diplomats in MENA need to be acquainted with, for example security and diplomacy in the region, modern history and the effects of colonization, gender, religion and political economy among others. The module aims to introduce students to the complexities of the region and unpack at least some of the key issues to help them navigate their way as diplomats working in the region. The readings in the module include a mix of seminal articles/work by academics as well as more contemporary policy papers, media reports and academic articles.

GDM285 Economics, Politics and Society in South Asia

This module provides students with an interdisciplinary social science foundation to the study of the region of South Asia. By engaging with a series of key debates related to economic, political and social change, they will gain an understanding of the underlying processes which are shaping societies, polities, and economies in the region. The module will provide students with an overview of the key topics that diplomats in South Asia need to be acquainted with, for example security and diplomacy in the region, modern history and the effects of colonization, gender, religion, caste and political economy among others. The module will introduce students to the complexities of the region and unpack at least some of the key issues to help them navigate their way as diplomats working in the region. The readings in the module include a mix of seminal articles/work by academics as well as more contemporary policy papers, media reports and academic articles.

GDM175 Global Media

In Global Media we will turn our critical attention to the ways in which media and communication technologies, operating amidst the complex dynamics of globalisation, can have a profound impact on our understanding and analysis of diplomacy and international

relations. We will start by examining the early expansion of capitalism, and the shift from industrial to information economies, followed by the emergence of the 'cultural' as an expanding arena of production and consumption. The module will be punctuated with a series of important subcategories: What are the links between technology and international development, and how can we think about them? Why do the media matter to religion? Who owns the internet, and is access to information a human right? Throughout the course, we will develop analyses of the ways in which old political, cultural and social boundaries – particularly those of the nation/state – are challenged by the new networks of an emerging global civil society. By the end of the module, you will have explored various new forms of affiliation and solidarity, and developed the capacity to critique how these formations are supported by media and communication technologies. You will also have started to establish your own critique of how post-national cosmopolitan identifications coexist with local forms of social and cultural 'belonging'.

GDM135 Global Public Policy

This module provides students with an understanding of key themes and approaches in the study of Global Public Policy. The module will familiarise students with public policy making in a context of intensifying globalisation and transnational political contestation. Students will undertake rigorous and critical analysis of policy and the complex processes by which it is formulated, adopted and implemented.

GDM385 Economics, Politics and Society in East Asia

In this module students will critically examine the nature, evolution and challenges to the economy, politics and society in East Asia. You will begin by considering the key theoretical and analytical perspectives on regional order as well as the role of history in shaping East Asian regionalism and regional dynamics. You will then proceed to examine the key actors and processes in regional order-building, flashpoints and contemporary security challenges, and their implications for the maintenance of regional peace and stability. This module aims to provide you with the analytical tools to critically examine East Asia's increasingly complex security environment and the pathways to regional order. You will develop a keen awareness of competing theoretical visions of regional order, the historical evolution of order in East Asia, the key actors and processes in regional order-building and the implications of contemporary security challenges to regional order.

This module also enables students to build a layered and nuanced account of both historical and contemporary world politics by which to analyse concrete issues and policies as they impact East Asia. Specifically you will look at the principle patterns of conflict and cooperation in the region and to what extent East Asia can overcome its 'history problem'. Although we will spend considerable time thinking about concepts and theories, empirical case studies will inform all the questions we ask. In true comparative fashion our examples will stem from American hegemony in East Asia, the rise of China, the re-emergence of Japan as a 'normal' Asian power, ASEAN, North Korean nuclear challenge, and the crisis in the South China Sea. In the end you will also explore the future of the region, particularly how the regional order can be best conceptualised and achieved in East Asia, the greatest threats to regional peace and security in the coming decades, and more significantly, whether Asia is about to reoccupy the centre of the global stage.

GDM330 Gender Conflict and the Middle East

This interdisciplinary module has two main goals:

- 1) To introduce students to the relationship between prolonged conflict/routinised socio-economic and political instability, and the development of gender and sexual norms, as well as the existence of gender- and sexuality-based oppression, in the Middle East;

2) To encourage a recognition of the relevance of adopting a gendered approach and a queer lens when studying war, conflict and instability more generally.

This module challenges popular articulations of Middle Eastern exceptionalism when it comes to analyses of conflict in the region, and the tendency to link regional violence and strife to culture and/or religion. It introduces students to the historical, political and economic roots behind the routinisation of instability in the Middle East, with an emphasis on the importance of thinking geopolitically.

We will explore the role that colonialism, anti-colonial struggle, post-colonial state building, neo-imperialism, securitisation, and neoliberalisation have played in the introduction and reproduction of particular gender and sexual norms, and in enabling gender- and sexuality-based violence and oppression in the Middle East. We will also explore the ways in which women and queer people in the Middle East have navigated war/violence/conflict/instability and their impact on their lives.

DPM500 Climate change and development

This module provides a multidisciplinary understanding of climate change processes and their direct and indirect interactions with development. It describes the main climate change processes, scenarios and vulnerabilities, and international and national policy responses. Different sectors' contributions and sensitivities to climate change (and to mitigation and adaptation responses) are identified, with their implications for policies and outcomes for different economies, and for people's livelihoods within them.

The module aims to provide students with a foundational, multidisciplinary understanding of core issues and processes, and their interactions with development and with poverty and poverty reduction. Students will be best equipped to understand, interrogate and respond to the rapidly changing science, environmental and social/political/economic contexts of climate change by an education in integrative core processes. Learning about these core processes is contextualised with relevant applied explanations and illustrations/cases.

DPM201 Understanding Sustainable Development

'Sustainable development' has become the main guiding principle in international development – but where did it come from, and what does it really mean? The idea of sustainable development emerged during the late twentieth century in response to growing concerns about the apparent failure of conventional, state-led 'development' initiatives and about the extent and pace of environmental degradation, especially at the global scale. 'Sustainable development' has rapidly become a popular term – yet one that is also ambiguous and fiercely contested. As Jonathon Porritt, former Chairman of the UK Sustainable Development Commission acknowledged, sustainable development is a notoriously slippery term that can mean 'practically nothing to people, or practically everything'. Indeed, some versions of sustainable development demand radical social re-organisation – including new forms of government and governance – in order to promote more just relations between societies and environments, whilst other versions of sustainable development amount to little more than 'business as usual'. Therefore, it is important to understand the concept of sustainable development and the various ways in which it is used. In its most authoritative form, sustainable development is associated with some important, core principles that deserve critical examination.

In this module, the different ideas and definitions of sustainable development are explained and explored. The main principles of sustainable development are explained and critically analysed. We look at the emergence and evolution of the concept of sustainable development, in order to explain the historical context of current debates. 'Mainstream' notions of sustainable development are outlined together with some of the key strategies that are now used to

promote sustainable development. Various resistances to the concept, and some alternative approaches to sustainable development, are also examined critically. The module also considers whether the idea of sustainable development is serving us well, or whether it is time for a fresh approach. Overall, this module provides an overview of some of the most important areas of debate and controversy in relation to sustainable development, and it points towards some of the ways in which the concept may continue to evolve.

DPM551 Food Security and Social Protection

Despite ongoing progress, hundreds of millions of people still suffer from poverty, food insecurity and malnutrition, with major consequences for human wellbeing, health and development. Globalisation, combined with increasing incomes in many countries, has resulted in major changes to the structure of food markets, and new challenges for food production and consumption policies. In many countries, high and volatile food prices have heightened awareness of these issues, and a highly effective international advocacy campaign has seen nutrition rise rapidly up the policy agenda. The past two decades have also witnessed massive growth in the scope and scale of social protection programmes in low- and middle-income countries. These are now recognised as a key tool in fighting poverty and inequality (SDGs 1 and 10) and even in contributing to women's empowerment (SDG 5).

This module considers food security and social protection together, given that both are linked to concepts of poverty, vulnerability and resilience. The module introduces students to relevant concepts, theories and approaches to gathering evidence, then uses these to explore practical policy issues such as the following: What are the most effective interventions for tackling poverty, food insecurity and malnutrition? Should governments provide free or cheap food, or simply offer poor people cash? Is offering a job on a public works scheme a better option and, if so, for whom? Who should be eligible to receive help, on what conditions and for how long? Is there a trade-off between growth and investment in social protection or can well designed programmes promote growth? What are the potential trade-offs with other investments which could reduce food insecurity, such as direct investments in small-scale farming?

DPM555 Understanding Poverty

The first two targets within the Sustainable Development Goals (SDGs) are as follows:

- 1.1 “By 2030, eradicate extreme poverty for all people everywhere ...”, measured as people living below the so-called international (consumption) poverty line;
- 1.2 “By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions.”

This module is aimed at (current or future) development practitioners – from government departments, international development agencies, NGOs or private business – who are involved in the design of policy or interventions to combat poverty in low- or middle-income countries. It aims to provide a sound understanding of the nature of poverty, its causes and consequences, of trends in poverty reduction across low and middle income countries, and of debates as to the drivers of these trends.

The module encompasses economic, social and political perspectives and examines the interaction of diverse factors in producing and reproducing poverty. There is an emphasis within the module on assisting students to gain a rigorous and critical understanding of key concepts used in international poverty debates, and on showing how the definitions of poverty that we use affect our findings regarding both poverty incidence and poverty trends, and hence also the policies prescribed to tackle poverty.

The module requires a basic level of numeracy.

DPM510 Climate change adaptation

Alongside the question of how to mitigate the impacts of climate change at a time when greenhouse gas emissions are still rising, adapting to them is vital to the prospects of development, given the potential for climate impacts to reduce or reverse poverty reduction gains across the global South.

The module explores what adaptation means for development, what it means conceptually and what it is starting to look like in practice, in terms of the differing trajectories of low, middle and high income countries. It explores the governance and architecture of adaptation, considering both how we might foster the kinds of collective action necessary for global adaptation and the current institutions and mechanisms that have emerged to pursue this goal. The module also considers adaptation and development futures: in short, do we need to 'mainstream' adaptation thinking into development, or does robust adaptation require a more fundamental transformation of how we think of and do development? Answering this question requires us to attend to the underlying global political and economic forces which produce both climate change itself and the inequalities which ensure that some people are much more adversely affected by climate impacts than others.