Programme Specification

I. Programme Details

<table>
<thead>
<tr>
<th>Programme title</th>
<th>Research for International Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Final award</strong> (exit awards will be made as outlined in the Taught Degree Regulations)</td>
<td>BA ☐ MA ☐ BSc ☐ MSc ☒ Other ... ☐</td>
</tr>
<tr>
<td><strong>Mode of delivery</strong></td>
<td>Distance-learning ☐ On-campus ☒</td>
</tr>
<tr>
<td><strong>Professional body accreditation (if applicable)</strong></td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Academic year this specification was created</strong></td>
<td>2016/17</td>
</tr>
<tr>
<td><strong>Dates of any subsequent amendments</strong></td>
<td>2017/18 for 2018/19 intake. 13/08/20</td>
</tr>
</tbody>
</table>

II. Programme Aims: What will the programme allow you to achieve?

1. To provide students with interdisciplinary training in international development drawn from economics, development studies and other social sciences.
2. To train students in a variety of research methods appropriate for use in the analysis of international development issues.
3. To provide students with coverage of topics and themes in international development that is at the frontier of the discipline.

III. Programme Learning Outcomes: What will you learn on the programme?

There are four key areas in which you will develop:

**Learning Outcomes: Knowledge**

1. An understanding of a wide spectrum of research methods associated with the analysis of international development ranging from epistemological discussions to qualitative and quantitative statistical research methods;
2. An interdisciplinary understanding of international development issues and themes drawn from development studies, economics or a combination of the two.

**Typical Teaching Methods**

- Transferred via lectures, seminars and, for research methods, computer and software training tutorials.

**Typical Assessment Methods**

- Students are tested by a combination of final examinations and essay or project based coursework. For most courses this will be in the ratio of 60-40% of the final mark respectively.
- For Research Methods II, students are evaluated solely on the basis of an independent project which requires the direct application of the methods taught therein to a problem or question of the student’s choosing.
### Learning Outcomes: Intellectual (thinking) skills

1. The ability to critically appraise development paradigms and development policy from the perspective of economics, heterodox economics and development studies;
2. Capacity to approach development and development policy from an interdisciplinary perspective.

<table>
<thead>
<tr>
<th>Typical Teaching Methods</th>
<th>Typical Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Both lectures and seminars will be used to develop students’ intellectual and thinking skills on their chosen international development topics. The seminar format is particularly suited to this since students are expected to prepare, present, evaluate and debate questions on the current topics for a given option. This requires the synthesis of a range of material within each option.</td>
<td></td>
</tr>
</tbody>
</table>

### Learning Outcomes: Subject-based practical skills

From the research methods modules:
1. Training in discourse, content, statistical, network and other related analyses.
2. Ability to understand and critically appraise statistical evidence on aspects of international development drawn from either household surveys or aggregated data, and both qualitative and quantitative in nature.
3. Ability to collect data methodically and implement specific techniques for systematic analysis of those data using specialised software.

From the option modules:
1. Ability to critically appraise alternative theoretical treatments of international development issues.

<table>
<thead>
<tr>
<th>Typical Teaching Methods</th>
<th>Typical Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Within the research methods courses, students will be expected to prepare and present detailed answers to questions weekly, while undertaking exercises using statistical software. This requires the application of newly learned techniques and methods.</td>
<td></td>
</tr>
<tr>
<td>• Within other options, students are expected to present their work to the class and answer their questions. This develops presentational skills as well as the ability to describe and present different viewpoints and paradigms, whilst putting forward a considered view.</td>
<td></td>
</tr>
</tbody>
</table>

### Learning Outcomes: Transferrable skills

1. Knowledge of a broad range of research methods and their strengths and weaknesses;
2. Ability to appraise and implement a variety research methods;
3. Ability to evaluate and synthesise different theoretical and conceptual arguments;
4. Critical appraisal and critical thinking and writing skills.
## Typical Teaching Methods

- Transferable skills will be developed as a matter of course, as the course unfolds.

## Typical Assessment Methods

### General statement on contact hours – postgraduate programmes

Masters programmes (with the exception of two-year full-time MAs) consist of 180 credits, made up of taught modules of 30 or 15 credits, taught over 10 or 20 weeks, and a dissertation of 60 credits. The programme structure shows which modules are compulsory and which optional.

As a rough guide, 1 credit equals approximately 10 hours of work. Most of this will be independent study (see [https://www.soas.ac.uk/admissions/ug/teaching/](https://www.soas.ac.uk/admissions/ug/teaching/)) such as reading and research, preparing coursework, revising for examinations and so on. Also included is class time, for example lectures, seminars and other classes. Some subjects may have more class time than others – a typical example of this are language acquisition modules.

At SOAS, most postgraduate modules have a one-hour lecture and a one-hour seminar every week, but this does vary.

More information can be found on individual module pages.