



Programme Specification (PG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	MA
Name of interim award(s):	
Duration of study / period of registration:	12 months full time/ 24 months part time
Queen Mary programme code(s):	L8Q8/L8QB
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 / Institutes which will also be involved in teaching part of the programme:

School of Politics and International Relations

Collaborative institution(s) / organisation(s) involved in delivering the programme:

Programme outline

This innovative Masters programme offers students the chance to explore alternative possibilities for global development, considering both theory and practice. Combining cutting-edge thinking on development, economic geography, political economy, labour studies, social change, and ecological challenges, this programme investigates the complex connections and disconnections between the Global North and Global South. Central to this alternative global development agenda is an emphasis on challenging the common use of Western historical experiences and categories as universal templates against which the rest of the world is measured and often found lacking. Instead, students are encouraged to consider the diversity of experiences, economies and governance practices in the Global South on their own terms, while also exploring radical approaches to mainstream development, such as communing, degrowth and reparations.

Aims of the programme

The programme aims to:

To develop the ability critically evaluate development theories, questioning conventional frameworks, and understanding the limitations of using Western experiences as universal measures in global development studies.

To foster a nuanced understanding of the connections and dependencies between the Global North and Global South, equipping students to examine complex interdependencies within development trajectories.

To engage students with diverse global development practices, encouraging them to explore Global South and Global North populations, economies, urban centres, and governance systems from a comparative and interdisciplinary perspective.

To equip students with methodological tools for conducting research, enabling them to contribute to development debates and address pressing social, economic, and ecological challenges through a geographical lens.

To prepare a new generation of scholars with the intellectual, ethical, and communication skills required to contribute to academic and policy-oriented interventions in the development sector.

What will you be expected to achieve?

This programme is designed to equip students with the theoretical knowledge, practical skills, and critical perspectives necessary to navigate and engage with the development sector. Upon successful completion of the programme, students will have demonstrated the ability to critically engage with core concepts, conduct independent research, and apply their learning to real-world challenges. The following learning outcomes outline the key competencies and attributes that students will gain throughout their studies

Academic Content:

A 1	Attain knowledge of key theoretical approaches to global development futures and relate these to issues of policy and practice in diverse contexts.
A 2	Apply a situated understanding of development practices, including contrasts and connections across the Global North and Global South
A 3	Critically reflect on debates surrounding migration, citizenship, democracy, labour, and other development concerns, connecting them to contemporary and future needs.
A 4	Explore qualitative and quantitative research methodologies to assess and evaluate approaches to data collection and analysis.
A 5	Conduct independent research through fieldwork and desk-based study, contributing to the dissertation and coursework work on development-related topics.

Disciplinary Skills - able to:

B 1	Evaluate the geographical and contextual dimensions of development in both Global North and Global South, integrating theory with practice.
B 2	Design and execute an independent research project that contributes to academic and policy debates on development.
B 3	Communicate research findings effectively to an intellectual and policy audience, highlighting relevance to current development challenges.
B 4	Employ effective methods with an understanding of ethical considerations in conducting research on development.

Attributes:	
C 1	Communicate complex ideas clearly and persuasively for a range of audiences.
C 2	Work collaboratively and inclusively with a diverse team, showing leadership where appropriate and supporting the contributions of others to achieve common objectives.☒
C 3	Engage critically and reflectively with knowledge, applying problem-solving approaches that take into account cultural, social, and ethical considerations.
C 4	Exercise initiative, self-management, and adaptability through the setting and achievement of personal and academic goals.
C 5	Critically evaluate and ethically use digital tools and resources for research, data analysis, and presentation in a range of formats.
C 6	Appreciate a global perspective in professional practice, demonstrating an understanding of sustainable and socially responsible development practices that contribute to positive change.

How will you learn?

As a student at Queen Mary, you will actively engage in building your skills and knowledge through a structured blend of teaching, independent study, and personalised support. The programme's learning approach includes the following:

Teaching is delivered through formal lectures and small-group seminars. Seminars are designed to foster informed discussion on set topics, incorporating student presentations, group exercises, role-play, and open dialogue.

A Virtual Learning Environment (VLE) providing learning outcomes, the structure and pathway of each module, and curated digital resources.

You will be assigned an Academic Adviser who will guide you on both academic and pastoral matters throughout your time at Queen Mary.

Effective use of Audio-Visual teaching technologies.

For each hour of formal class time, you are expected to spend additional hours on independent study. This includes preparing for or following up on formal sessions, reading, writing assignments, and completing projects.

The direction of your individual study will be shaped by the formal sessions, reading lists, and assignments provided. However, you are encouraged to take an active role in your learning by reading widely, which will expand your understanding and critical thinking.

Field trips will also play a role in your learning experience, taking place in local contexts to leverage London's position as a global city. These trips will allow you to explore real-world issues and case studies, enhancing your ability to connect theoretical knowledge with practical applications

You will receive tailored research supervision and training, supporting your individual research interests and preparing you for advanced study or professional roles.

How will you be assessed?

Assignments across the programme are designed to assess whether you have demonstrated a grasp of the learning objectives and outcomes at both the module and programme level. A focus on authentic assessments ensures that students engage in meaningful tasks that reflect real-world research and professional practices. Each module will have specific assessment criteria, which will be provided at the beginning of the module. Assessment methods may include:

Coursework: Designed to assess your understanding of key concepts and analytical skills through written assignments. Tasks may also assess your problem-solving abilities and capacity to apply knowledge to real-world situations within development and business contexts.

Presentations: Provide opportunities to develop and demonstrate your communication skills by presenting complex ideas to an audience.

Dissertation: Involves conducting independent research under supervision, culminating in an output that contributes to academic and/or policy debates in the fields of international business and development.

Feedback will be provided on assessments to help you reflect on your progress and identify areas for development.

How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

The programme is made up of modules totalling 180 credits structured around a set of core, compulsory and optional modules. Students registering for MA Global Development must complete the CORE dissertation module 60 credits; TWO COMPULSORY modules: Geographical Thought and Practice (30 credits) and Re-theorizing Global Development (30 credits). They can then choose 60 credits from the following elective modules: Researching Development in Practice: Mumbai Unbound (30 credits); Migration and Mobilities (15 credits); Global Working Lives (15 credits); Global Health Geographies (15 credits); Advanced Readings (15 credits); Evaluation and Delivery in Public Policy (30 credits); Globalisation and the International Political Economy of Development (30 credits); International Security: War and Peace in a Global Context (30 credits); International Organisations (30 credits)

Students are permitted to select up to 30 credits from outside the School, subject to approval from the programme convener.

Part time students will normally undertake Re-theorizing Development Futures and two elective modules in their first year of study. They will then take Geographical Thought in Practice and the Dissertation module in their second year of study.

Part-time students may take up to 90 credits in the first year and a further 90 credits in the second year of their studies, however this may vary subject to approval from programme convenor.

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Dissertation 12,000	GEG7139	60	7	Core	1	Semesters 1-3
Geographical Thought and Practice	GEG7120	30	7	Compulsory	1	Semesters 1 & 2
Re-theorizing Global Development	GEG7137	30	7	Compulsory	1	Semester 1
Migration and Mobilities	GEG7129	15	7	Elective	1	Semester 1
Global Working Lives	GEG7131	15	7	Elective	1	Semester 2
Researching Development in Practice: Mumbai Unbound	GEG7128	30	7	Elective	1	Semester 2

Programme Title: MA Global Development

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Global Health Geographies	GEG7143	15	7	Elective	1	Semester 2
Advanced Readings	GEG7142	15	7	Elective	1	Semester 1 or 2
Evaluation and Delivery in Public Policy	POLM025	30	7	Elective	1	Semester 2
War and International Security	POLM054	30	7	Elective	1	Semester 2
Globalisation and the International Political Economy of Development	POLM026	30	7	Elective	1	Semester 2
International Organisations	POLM099	30	7	Elective	1	Semester 2
Researching Powerful Organisations	SOLM280	15	7	Elective	1	Semester 2

Academic Year of Study PT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Re-theorizing Global Development	GEG7137	30	7	Compulsory	1	Semester 1
Migration and Mobilities	GEG7129	15	7	Elective	1	Semester 2
Global Working Lives	GEG7131	15	7	Elective	1	Semester 1
Researching Development in Practice: Mumbai Unbound	GEG7128	30	7	Elective	1	Semester 1
Global Health Geographies	GEG7143	15	7	Elective	1	Semester 1
Advanced Readings	GEG7142	15	7	Elective	1	Semester 1 or 2
Evaluation and Delivery in Public Policy	POLM025	30	7	Elective	1	Semester 2
War and International Security	POLM054	30	7	Elective	1	Semester 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Globalisation and the International Political Economy of Development	POLM026	30	7	Elective	1	Semester 2
International Organisations	POLM099	30	7	Elective	1	Semester 2
Researching Powerful Organisations	SOLM280	15	7	Elective	1	Semester 2

Academic Year of Study PT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Dissertation 12,000	GEG7139	60	7	Core	2	Semesters 1-3
Geographical Thought and Practice	GEG7120	30	7	Compulsory	2	Semesters 1 & 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 will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

The Student Voice Committee serves as a formal means of communication and discussion between academic units and their students. The committee comprises student representatives from each year within the School, along with relevant staff representation. It is designed to address students' needs and act as a forum for discussing programme and module developments. The Student Voice Committee meets regularly throughout the year.

The School of Geography also operates an Education Committee, which advises Directors of Taught Programmes on all matters relating to the delivery of taught programmes at the School level. This includes monitoring the application of relevant QMUL policies and reviewing all proposals for module and programme approvals or amendments before submission to the Taught Programmes Board. Student perspectives and feedback are incorporated into the committee's work through various channels, such as student membership and consideration of student surveys.

The School conducts an Annual Programme Review (APR) of taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning managed by those responsible for programme delivery. The main document of reference for this process is the Taught Programmes Action Plan (TPAP), which summarizes the School's efforts throughout the year to uphold academic standards and enhance the student experience. Student feedback is integrated into this process through the analysis of the National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES), and module evaluations.

What academic support is available?

Students receive academic support through regular meetings with their advisor, as well as access to the programme director and module lecturers. Additional academic enrichment is available through attendance at research events hosted by the School of Geography. The Library Services also offer a range of resources, including access to research databases, academic skills workshops, and one-on-one consultations to further support students in their studies.

Programme-specific rules and facts

N/A

How inclusive is the programme for all students, including those with disabilities?

QMUL provides a central Disability and Dyslexia Service (DDS) that offers support to all students with disabilities, specific learning difficulties, mental health issues, and Autism Spectrum Disorders (ASD). The DDS is available to all QMUL students—full-time, part-time, undergraduate, postgraduate, UK, and international—across all campuses and sites.

Students can access advice, guidance, and support in the following areas:

- Identifying specific learning difficulties, such as dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Making special arrangements for examinations
- Accessing loaned equipment (e.g., digital voice recorders)
- Receiving specialist one-to-one study skills tuition
- Ensuring course materials are available in alternative formats (e.g., Braille)
- Providing educational support workers (e.g., note-takers, readers, library assistants)
- Accessing specialist mentoring support for students with mental health issues
- Accessing specialist mentoring support for students with Autism Spectrum Disorders (ASD)

Links with employers, placement opportunities and transferable skills

At QMUL, we are dedicated to helping students develop the transferable skills, experiences, and connections essential for thriving in today's competitive job market. Graduates of this programme will develop a versatile set of transferable skills highly valued in professional and academic contexts. They will communicate effectively across diverse formats and interdisciplinary material, adapting their approach to address complex issues at the intersection of business and development. Through collaborative and inclusive teamwork, students will demonstrate leadership, support peers, and achieve shared goals. They will cultivate critical and reflective thinking, applying intellectual initiative to solve real-world problems. Furthermore, students will hone their self-management, adaptability, and ethical use of digital tools for research and analysis, preparing them to work in diverse global contexts and to contribute to sustainable and socially responsible practices.

In addition, through both the programme's curriculum and the support of the Careers and Enterprise team, students are provided with a wide range of opportunities to gain practical employability skills, industry insights, and connections with potential employers.

In particular, students benefit from EAST, Queen Mary's student career journey, designed to support preparation for life after graduation—whether in work, further study, or entrepreneurial ventures. EAST consists of four key stages:

Explore career options
Acquire experience
Showcase your skills and experience
Transition towards your next steps

The Careers and Enterprise team help students to realise opportunities through the EAST approach by providing:

Career Guidance and Workshops: Students receive expert advice on career planning, CV writing, interview skills, and networking strategies through one-on-one career guidance and workshops.

Internships and Placements: Resources for securing internships and placements allow students to apply academic knowledge in real-world contexts, build professional networks, and gain hands-on industry experience.

Employer Events and Networking: The Careers and Enterprise team hosts employer panels, networking events, and career fairs, providing valuable opportunities for students to explore career paths, meet industry professionals, and learn about potential employers.

Programme Specification Approval

Person completing Programme Specification:	Prof James Esson
Person responsible for management of programme:	Dr Niranjana Ramesh
Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:	29 Nov 2024
Date Programme Specification approved by Taught Programmes Board:	