

BA (Hons) International Development and Education

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Awarding institution	Bath Spa University
Teaching institution	Bath Spa University
School	School of Education
Main campus	Newton Park
Other sites of delivery	n/a
Other Schools involved in delivery	n/a
Name of award(s)	International Development and Education
Qualification (final award)	BA (Hons)
Intermediate awards available	CertHE, DipHE, BA
Routes available	Single
Professional Placement Year	Optional
Duration of award	3 years full-time or 4 years with a professional placement year
Modes of delivery offered	Campus-based
Regulatory Scheme[1]	Undergraduate Academic Framework
Exemptions from regulations/framework[2]	No
Professional, Statutory and Regulatory Body accreditation	N/A
Date of most recent PSRB approval (month and year)	N/A

Renewal of PSRB approval due (month and year)	N/A
UCAS code	HH32
Route code (SITS)	EDSIN
Relevant QAA Subject Benchmark Statements (including date of publication)	Education Studies 2015 Geography 2014
Date of most recent approval	April 2020
Date specification last updated	June 2020

[1] This should also be read in conjunction with the University's Qualifications Framework

[2] See section on 'Exemptions'

Exemptions

There are no exemptions.

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Programme Overview

Education is a key sector that plays a central role in development as well as being a key indicator and target of development. The International Development and Education Honours degree aims to develop graduates with a nuanced understanding of International Development and Education's role in it, alongside a set of academic skills to analyse and critique the field.

The underlying assumption of the degree is that education, when done well, can contribute to development. The programme will explore what 'when done well' means, the extent of education's contribution and how education contributes in collaboration with other sectors – its intersectionality. It is important to note that education does not mean 'schooling', but that schooling is just one type of education. The programme will look at education more broadly to include informal and non-formal education which might include, for example, health education campaigns, vocational education projects, youth education interventions, museums and galleries and community education livelihood projects.

The degree is multi-disciplinary, drawing widely from Human Geography, Education, Sociology and International Relations. Using theoretical frameworks from these academic disciplines the programme will examine contemporary issues regarding development contexts, including armed conflict and sustainability, and their relationship to education. A command of different disciplinary approaches makes for a challenging but ultimately rewarding learning trajectory. Key to this degree course will be the application of social theory, where the complexities of issues around development and education are framed and analysed from different theoretical perspectives.

The degree also provides opportunities to explore issues covered through field placements. This field component in the degree is particularly strong and provides the opportunity for extended periods in the field every year, where the conceptual and academic come to life in the realpolitik. The field experiences and academic content should not be considered as separate elements but are designed to create a synergy where theoretical and experiential knowledge come together in order to deepen understanding.

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Programme Aims

1. To explore different theoretical perspectives on a range of development and education issues.
2. To examine key aspects of policy and practice in relation to education and international development
3. To examine the role, range and scope of education in relation to international development
4. To examine and develop arguments in relation to education and development
5. To foster skills and attributes associated with working and researching in developing contexts
6. To explore issues relating to the interconnected global society we reside within, social justice for its inhabitants and a critical cosmopolitan outlook.

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Programme Intended Learning Outcomes (ILOs)

A Subject-Specific Skills and Knowledge

	Programme Intended Learning Outcomes (ILOs) On Achieving Level 6	On Achieving Level 5	On Achieving Level 4
A1	Systematic knowledge of the wider social, cultural, historical, political and economic aspects of education in developing contexts.	Critical understanding of different perspectives on the wider social, cultural, historical, political and economic aspects of education in developing contexts.	Knowledge of wider social, cultural, historical, political and economic aspects of education in developing contexts.
A2	Detailed knowledge of the purposes of International Development policy, especially where relevant to education in the UK and internationally.	Critical understanding of the purposes of International Development policy, especially where relevant to education, in the UK and internationally.	Knowledge of the purposes of International Development policy, especially where relevant to education, in the UK and internationally.
A3	Systematic knowledge of a broad collection of educational practices in developing contexts and how these relate to national and regional development.	Critical understanding of a range of developing contexts including how these relate to national and regional development.	Knowledge of a range of developing contexts and how these relate to national and regional development.
A4	Systematic understanding of the different approaches to social research.	Critical understanding of the main methods of enquiry in social science research.	Knowledge of the main methods of enquiry in social science research.
A5	Systematically appraise the approaches to the generation of knowledge of education and development.	Critically evaluate a range of approaches to education and development.	Understanding of approaches to the generation of knowledge of education and development.
A6	Systematically appraise the interdependent and diverse levels of educational development in developing contexts.	Demonstrate critical comprehension of the diverse levels of development and educational provision.	Knowledge of the reasons for the diversity of levels of development and educational provision.
A7	Systematic understanding of the causes of educational change in international development.	Critical understanding of the nature of educational change in international development.	Knowledge of educational change in international development.
A8	Systematic understanding of the reciprocal relationships between physical and human environments in international development and education.	Critical understanding of the reciprocal relationships between physical and human environments in international development and education.	Knowledge of the reciprocal relationships between physical and human environments in international development and education.

B Cognitive and Intellectual Skills

	Programme Intended Learning Outcomes (ILOs) On Achieving Level 6	On Achieving Level 5	On Achieving Level 4
B1	Systematic understanding of relevant concepts that underpin the paradigms situated within the field of International Development and education.	Critical understanding of concepts relevant to International Development and education.	Knowledge of underlying concepts relevant to International Development and education.
B2	Ability to identify and evaluate trustworthy sources to extend knowledge and understanding of research.	Ability to identify and evaluate trustworthy sources to extend knowledge and understanding.	Ability to understand why some sources may be more trustworthy than others.
B3	Ability to systematically evaluate ethical issues when collecting and working with relevant data.	Ability to apply ethical frameworks when collecting and working with relevant data.	Ability to understand ethical issues around collecting and working with relevant data.
B4	Ability to create coherent and persuasive arguments that are grounded in recognisable paradigms and present these using academic conventions.	Ability to create coherent and persuasive arguments and present these using academic conventions.	Ability to use academic conventions to present arguments.
	The ability to systematically apply relevant principles of research design and application within the field of International Development and Education.	The ability to apply principles of research design and application within the field of International Development and Education.	Understanding of the issues involved in research design and application within the field of International Development and Education.

C Skills for Life and Work

	Programme Intended Learning Outcomes (ILOs) On Achieving Level 6	On Achieving Level 5	On Achieving Level 4
C1	Autonomous learning ² (including time management) that shows the exercise of initiative and personal responsibility and enables decision-making in complex and unpredictable contexts.	Autonomous learning ² (including time management) as would be necessary for employment requiring the exercise of personal responsibility and decision-making such that significant responsibility within organisations could be assumed.	Autonomous learning ² (including time management) as would be necessary for employment requiring the exercise of personal responsibility.

C2	Team working skills necessary to flourish in the global workplace, with an ability both to work in and lead teams effectively.	Teamwork as would be necessary for employment requiring the exercise of personal responsibility and decision-making for effective work with others such that significant responsibility within organisations could be assumed.	Teamwork as would be necessary for employment requiring the exercise of personal responsibility for effective work with others.
C3	Communication skills that ensure information, ideas, problems and solutions are communicated effectively and clearly to both specialist and non-specialist audiences.	Communication skills commensurate with the effective communication of information, arguments and analysis in a variety of forms to specialist and non-specialist audiences in which key techniques of the discipline are deployed effectively.	Communication skills that demonstrate an ability to communicate outcomes accurately and reliably, and with structured and coherent arguments.
C4	IT skills and digital literacy that demonstrate core competences and are commensurate with an ability to work at the interface of creativity and new technologies.	IT skills and digital Literacy that demonstrate the development of existing skills and the acquisition of new competences.	IT skills and digital literacy that provide a platform from which further training can be undertaken to enable development of new skills within a structured and managed environment.
C5	An awareness of their responsibility as a local, national and international citizen with a global perspective coupled with a well-developed sensitivity, flexibility and adaptability to work and live cross-culturally	An awareness of their responsibility as a local, national and international citizen with a global perspective coupled with a developing sensitivity, flexibility and adaptability to work and live cross-culturally	An developing awareness of their responsibility as a local, national and international citizen with a global perspective coupled with recognition of the need for sensitivity, flexibility and adaptability to work and live cross-culturally

2 ie the ability to review, direct and manage one's own workload

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Programme content

This programme comprises the following modules

Key:

Core = C

Compulsory = R (ie 'required')

Optional = O

Not available for this status = N/A

If a particular status is greyed out, it is not offered for this programme.

Subject offered as single award

BA (Hons) International Development and Education				Status			
Level	Code	Title	Credits	Single	Major	Joint	Minor
4	EDU4105-20	Social Theory and Development, with reference to Education	20	C			
4	EDU4106-20	Donor Logics and Actors in Development and Education	20	C			
4	EDU4107-20	Formal, Non-formal and Informal Education in Developing Contexts	20	C			
4	EDU4002-20	Introduction to International Education	20	C			
4	EDU4103-20	Case Study of Catalonia: Education, Space and Society	20	C			
4	GEO4000-20	Environment, People and Place	20	C			
5	EDU5004-20	Zambian Case Study: Donor Agendas and Private Interests in Education	20	C			
5	EDU5112-20	Zambia Fieldwork, with reference to education	20	R*			
5	EDU5113-20	Zambia: policy, power and ideology, with reference to education	20	R*			
5	EDU5114-20	Education, Social Inequalities and Social Justice	20	C			
5	EDU5115-20	Peace and conflict	20	C			
5	EDU5104-20	Sociology of Education	20	O			

5	GEO5103-20	Geomorphology and Environmental Hazards	20	O			
5	PPY5100-120	Professional Placement Year	20	O			
6	EDU6010-20	International Development and Education Dissertation 1 – research methodology, design and ethics	20	C			
6	EDU6011-20	International Development and Education Dissertation 2 – data collection, analysis and making it matter	20	C			
6	EDU6012-20	A case-study of Nepal: Rural Education and Community Development.	20	C			
6	EDU6115-20	Nepal Fieldwork, with reference to Education	20	R*			
6	EDU6114-20	Nepal: policy, power and ideology with reference to Education	20	R*			
6	EDU6002-20	Global and International Education	20	O			
6	EDU6103-20	Inequality, Education and Policy	20	O			
6	EDU6106-20	Young People, Identities and Subcultures	20	O			
6	ECS6100-20	International Perspectives of Early Childhood	20	O			
6	GEO6101-20	Disaster Risk Reduction	20	O			
6	SOC6101-20	Community Engagement	20	O			

Students are required to take a choice of one R* module at each level of study.

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Assessment methods

A range of summative assessment tasks will be used to test the Intended Learning Outcomes in each module. These are indicated in the attached assessment map which shows which tasks are used in which modules.

Students will be supported in their development towards summative assessment by appropriate formative exercises.

Please note: if you choose an optional module from outside this programme, you may be required to undertake a summative assessment task that does not appear in the assessment grid here in order to pass that module.

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Field work, Work experience and/or Placement opportunities

- At level 4, a placement in Catalonia is optional for *A Case Study of Catalonia: Education, Space and Society*: of up to three weeks
- At level 5, a five-week field trip is compulsory for the required* module EDU5112-20 *Zambia Fieldwork, with reference to education*. 5 weeks in the field
- At level 6, a five-week field trip is compulsory for the required* modules EDU6113-20 *Nepal Fieldwork, with reference to Education*. 5 weeks in the field

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Graduate Attributes

	Bath Spa Graduates...	In International Development and Education, we enable this...
1	Will be employable: equipped with the skills necessary to flourish in the global workplace, able to work in and lead teams	<p>We develop your skills to flourish in a range of international contexts. You will have opportunities to undertake at least three international field trips developing your familiarity with, sensitivity to and ease with international contexts. While abroad you will need to negotiate with host organisations and gate keepers to access developmental activities and fields of study, as well as relying on your colleagues to keep safe on your travels.</p> <p>Furthermore, in your campus based activities you will collaborate with colleagues through team work in a range of group based activities.</p> <p>These will provide you with a wealth of transferrable skills for negotiating, communicating and adapting in contemporary global workplaces.</p>
2	Will be able to understand and manage complexity, diversity and change	<p>Change and diversity are integral to international development. The underlying assumption of the degree is that education can make a positive change to international development, but in a way that respects the cultural diversity of different developing contexts. As well as learning about the complexities and challenges involved in change and about theories of change through module content we will also challenge you to change and develop your ideas, attitudes, skills and knowledge as part of this course.</p>
3	Will be creative: able to innovate and to solve problems by working across disciplines as professional or artistic practitioners	<p>We believe that education professions are creative ones – the Institute for Education strapline is, 'Be creative, educate'. You will have a range of options to explore your own creativity and the creativity of learners. Furthermore when working with developing contexts creative thinking is of the upmost importance in working out ways to tackle issues from different angles, in diversity, and often with little resource. You will also take modules that encourage problem solving and give you opportunities to work across academic disciplines.</p>
4	Will be digitally literate: able to work at the interface of creativity and technology	<p>We aim to build your existing skills as a 'digital learner' so that you can benefit from technology to its fullest extent. You become a confident user of digital technologies in your own learning by working extensively with Minerva (our virtual learning environment) on all of your modules. You will have the opportunity to choose modules that explore digital technologies and to develop creative work using technology as part of your assessments.</p>

5	Will be internationally networked: either by studying abroad for part of the their programme, or studying alongside students from overseas	International Development and Education equips you to understand and engage with education issues here in the UK and internationally. From the very beginning of the module you will be looking at multi-scalar issues and learning about the interdependency of places, exploring issues from local through regional and to global scales. International field work is central to the degree course and you will have the opportunity travel widely, but also to consolidate time in one place to learn more deeply about different contexts.
6	Will be creative thinkers, doers and makers	This course enables your knowledge and understanding of education and development, but it also gives you opportunities, through field work and creative assessments, to develop your practice and your professionalism.
7	Will be critical thinkers: able to express their ideas in written and oral form, and possessing information literacy	The development of critical thinking skills are embedded in our curriculum from the first weeks of your year one core modules, when you will be introduced to philosophical debates around the purposes of education and what development means. Social theory is a key character across all modules, and we will encourage you to consider issues from a range of perspectives and develop your skills in social theorising. You will develop your skills to express your ideas clearly in oral and written form. You will also develop skills to understand, critically assess and conduct social science research.
8	Will be ethically aware: prepared for citizenship in a local, national and global context	We believe that education is about change, and in developing contexts it holds some of the most powerful levers of positive economic and social change. We provide you with opportunities to develop your personal values and beliefs about this, encouraging your responsibility as a local, national and international citizen with a global perspective coupled with a well-developed sensitivity, flexibility and adaptability to work and live cross-culturally. You will rigorously examine and defend these values against a framework of ethical behaviours and will have the opportunity to consider the ethics of the International Development industry and social science research.

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Modifications

Module-level modifications

Code	Title	Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect
EDU 4108 -20	A Case Study of Catalonia: Education, Space and Society (Extended Field Work)	Change to module description	18/09/2019, approved by PVC Academic Planning	2019/20
EDU 4109 -20	A Case Study of Catalonia: Education, Space and Society (Extended Case Study)	Change to assessment	18/09/2019, approved by PVC Academic Planning	2019/20
EDU 6114 -20	Nepal: policy, power and ideology with reference to Education	Change to Learning Resources	18/09/2019, approved by PVC Academic Planning	2019/20
EDU 4108 -20	A Case Study of Catalonia: Education, Space and Society (extended fieldwork)	Minor change to module descriptor and assessment	Education SQMC Nov 2019	2020/21
EDU 4109 -20	A Case Study of Catalonia: Education, Space and Society (extended case study)	Minor change to module descriptor and assessment	Education SQMC Nov 2019	2020/21
EDU 4108 -20	A Case Study of Catalonia: Education, Space and Society (extended fieldwork)	Module Removed	Approved by Curriculum Committee (fixed Level 4 project) June 2020	2020/21
EDU 4109 -20	A Case Study of Catalonia: Education, Space and Society (extended case study)	Module Removed	Approved by Curriculum Committee (fixed Level 4 project) June 2020	2020/21
EDU 4002 -20	Introduction to International Education	Change to Module Status	Approved by Curriculum Committee (fixed Level 4 project) June 2020	2020/21
EDU 4103 -20	Case Study of Catalonia: Education, Space and Society	Module Added	Approved by Curriculum Committee (fixed Level 4 project) June 2020	2020/21
GEO -400 0-20	Environment, People and Place	Change to Module Status	Approved by Curriculum Committee (fixed Level 4 project) June 2020	2020/21
EDU 4102 -20	Philosophical Enquiry and Education	Module Removed	Approved by Curriculum Committee (fixed Level 4 project) June 2020	2020/21

Programme-level modifications

Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect

Attached as appendices:

1. Programme structure diagram
2. Map of module outcomes to level/programme outcomes
3. Assessment map
4. Module descriptors

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Appendix 1: Programme Structure Diagram

L4	Semester 1	Semester 2
Core	EDU4105-20 Social Theory and Development, with reference to Education	EDU4106-20 Donor Logics and Actors in Development and Education
	GEO4000-20 Environment, People and Place	EDU4107-20 Formal, Non-formal and Informal Education in Developing Countries
	EDU4002-20 Introduction to International Education	EDU4103-20 A Case Study of Catalonia, Education, Space and Society

L5	Semester 1	Semester 2
Core	ED5115-20. Peace and Conflict	EDU5114-20 Education, Social Inequalities and Social Justice
		EDU5004-20 Zambian Case Study: Donor Agendas and Private Interests in Education
Required* (must take one of)		Either: EDU5112-20 Zambian Fieldwork, with reference to Education
		Or: EDU5113-20 Zambia: policy, power and ideology, with reference to education
Optional	40 Optional credits	

L5	
Optional	PPY5100-120 Professional Placement Year

L6	Semester 1	Semester 2
Core	EDU6010-20 International Development and Education Dissertation 1 – research methodology, design and ethics	EDU66011-20 International Development and Education Dissertation 2 – data collection, analysis and making it matter
		EDU6012-20 A case-study of Nepal: rural education and community development

Required* (must take one of)		Either: EDU6115-20 Nepal Fieldwork, with reference to Education
		Or: Nepal: EDU6114-20 policy, power and ideology with reference to Education
Optional	40 credits	

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Appendix 2: Map of Intended Learning Outcomes

Level	Module Code	Module Title	Status (C,R,R*,O) [4]	Intended Learning Outcomes																
				Subject-specific Skills and Knowledge								Cognitive and Intellectual Skills				Skills for Life and Work				
				A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	C1	C2	C3	C4	C5
4	EDU4105-20	Social Theory and Development, with reference to Education	C	X	X	X		X	X	X		X			X				X	X
4	EDU4106-20	Donor Logics and actors in development and education	C	X	X	X		X			X	X			X				X	
4	EDU4103-20	A Case Study of Catalonia: Education, Space and Society	C	X			X					X		X		X	X			
4	EDU4107-20	Formal, non-formal and informal education in developing contexts	C	X	X	X		X	X	X		X			X			X		
4	EDU4002-20	Introduction to International Education	C	X	X								X					X	X	
4	GEO4000-20	Environment, People and Place	C	X	X			X				X								
5	PPY5100-120	Professional Placement Year	O																	
5	EDU5004-20	Zambian Case Study: Donor Agendas and Private interests in Education	C	X			X	X		X	X		X	X			X	X		X
5	EDU5112-20	Zambia Fieldwork, with reference to Education	R*	X			X					X		X		X	X		X	
5	EDU5113-20	Zambia: policy, power and ideology, with reference to education	R*	X			X					X		X		X	X		X	
5	EDU5114-20	Education, Social Inequalities and Social Justice	C	X	X	X			X	X		X			X				X	
5	EDU115-20	Peace and Conflict	C	X						X		X	X						X	X
5	EDU5104-20	Sociology of Education	O	X								X							X	
5	GEO5103-20	Geomorphology and Environmental Hazards	O						X	X	X				X	X		X	X	X

6	EDU6010-20	International Development and Education Dissertation 1- research methodology, design and ethics	C	X	X	X	X	X				X	X	X	X	X	X	X	X
6	EDU6011-20	International Development and Education Dissertation 2 – data collection, analysis and making it matter	C				X	X				X	X	X	X	X	X	X	
6	EDU6012-20	A case study of Nepal: Rural Education and Community Development	C	X			X	X	X	X		X	X	X	X	X	X	X	X
6	EDU6115-20	Nepal Fieldwork, with reference to Education	R*	X			X				X		X		X	X	X	X	
6	EDU6114-20	Nepal: policy, power and ideology with reference to Education	R*	X			X				X		X		X	X	X	X	
6	EDU6002-20	Global and International Education	O	X	X						X								X
6	EDU6103-20	Inequality, Education and Policy	O	X	X									X					
6	EDU6106-20	Young People, Identities and Subcultures	O	X									X					X	
6	ECS6100-20	International Perspectives of Early Childhood	O		X									X				X	
6	GEO6101-20	Disaster Risk Reduction	O					X	X	X	X		X	X	X	X	X	X	X
6	SOC6101-20	Community Engagement	O		X	X		X						X	X	X		X	X

C = Core; R = Required; R* = Required*; O = Optional

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Appendix 3: Map of Summative Assessment Tasks by Module

Level	Module Code	Module Title	Status (C, R, R*, O)[5]	Assessment method													
				Coursework					Practical				Written Examination				
				Composition	Dissemination	Essay	Journal	Portfolio	Report	Performance	Practical Project	Practical skills	Presentation	Set exercises	Written Examination	In-class test (seen)	In-class test (unseen)
4	EDU4 105-20	Social Theory and Development, with reference to Education	C			1x					1x						
4	EDU4 106-20	Donor Logics and actors in development and Education	C			1x							1x				
4	EDU4 103-20	A Case Study of Catalonia: Education, Space and Society	C							1x		1x					
4	EDU4 107-20	Formal, non-formal and informal education in developing contexts	C				1x	1x		1x							
4	EDU4 002-20	Introduction to International Education	C			1x							1x				
4	GEO4 000-20	Environment, People and Place	C					1x					1x				
5	PPY51 00-120	Professional Placement Year	O														
5	EDU5 004-20	Zambian Case Study: Donor Agendas and Private interests in Education	C			1x		1x			1x						
5	EDU5 112-20	Zambia Fieldwork, with reference to Education	R*				1x	1x			1x						
	EDU5 113-20	Zambia: policy, power and ideology, with reference to education	R*														
5	EDU5 114-20	Education, Social Inequalities and Social Justice	C			1x							1x				
5	EDU5 115-20	Peace and Conflict	C			1x		1x		1x							

5	EDU5 104-20	Sociology of Education	O			1x						1x				
5	GE510 3-20	Geomorphology and Environmental Hazards	O	1x								1x				
6	EDU6 010-20	International Development and Education Dissertation 1- research methodology, design and ethics	C		1x	1x		1x								
6	EDU6 011-20	International Development and Education Dissertation 2 – data collection, analysis and making it matter	C		1x	1x						1x				
6	EDU6 112-20	A case study of Nepal: Rural Education and Community Development	C			1x		1x				1x				
6	EDU6 115-20	Nepal Fieldwork, with reference to Education	R*				1x	1x			1x	1x				
6	EDU6 114-20	Nepal: policy, power and ideology with reference to Education	R*				1x	1x			1x	1x				
6	EDU6 002-20	Global and International Education	C			1x						1x				
6	EDU6 103-20	Inequality, Education and Policy	O			1x						1x				
6	EDU6 106-20	Young People, Identities and Subcultures	O								1x	1x				
6	ECS61 00-20	International Perspectives of Early Childhood	O			1x		1x								
6	GEO6 101-20	Disaster risk reduction	O					1x				1x				
6	SOC6 101-20	Community engagement	O					1x				1x				

[5] C = Core; R = Required; R* = Required*; O = Optional

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