

Programme Specification for Programme Leading to: MA Children, Youth and International Development

Applicable for all postgraduate students starting on or after **1st September 2020**

Version No.	Date	Notes – Brunel QA USE ONLY	QA
1	April 2020	Programme Specification for 2020/21 created. Removal of SA5609; SA5610 SA5612; SA5613 (optional blocks) from 2020/21	BJR

Postgraduate Taught Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home college/department/division	College of Business, Arts and Social Sciences, Dept. of Social and Political Sciences, Division of Social Science and Communication
4. Contributing college/department/division/associated institution	N/A
5. Programme accredited by	N/A
6. Final award(s) and FHEQ Level of Award	MA Children, Youth and International Development (FHEQ Level 7)
7. Programme title	Children, Youth and International Development
8. Programme type (Single honours/joint)	N/A
9. Normal length of programme (in months) for each mode of study	12 months (FT); 24 months or 30 months (PT)
10. Maximum period of registration for each mode of study	Standard duration plus 2 years
11. Variation(s) to September start	none
12. Modes of study	FT: PT
13. Modes of delivery	Standard
14. Intermediate awards and titles and FHEQ Level of Award	Postgraduate Diploma, Children, Youth and International Development (FHEQ Level 7) Postgraduate Certificate, Children and Youth (FHEQ Level 7)
15. UCAS Code	N/A
16. JACS Code	LL47 (L390 (30%); L420 (40%); L700 (30%))
17. Route Code	LL47CHYIND
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design	<p>QAA UK Quality Code for Higher Education which includes the English Framework for Higher Education Qualifications within Part A on Setting and Maintaining Academic Standards</p> <p>Most Recent QAA Subject Benchmark Statement: there are currently no relevant subject benchmark statements.</p> <p>Brunel 2030</p> <p>Brunel Placement Learning Policy, as published under the 'Placements' section of the Managing Higher Education Provision with Others page.</p>
19. Admission Requirements	<p>Details of entry requirements are provided on the University's and College website.</p> <p>Levels of English for non-native speakers are outlined on Brunel International's language requirements pages.</p>

20. Other relevant information (e.g. study abroad, additional information on placements)	An Erasmus exchange agreement is in place with the Norwegian University of Science and Technology, Trondheim, allowing up to 2 students to opt to spend their second term in Norway. Students on the MA or PGDip may opt for an 'Applied Learning' module, which involves a short placement.
21. Programme regulations not specified in Senate Regulation 3. Any departure from regulations specified in Senate Regulation 3 must be stated here and approved by Senate.	None
22. Further information about the programme is available from the College website.	http://www.brunel.ac.uk/courses/postgraduate/children-youth-international-development-ma

23. EDUCATIONAL AIMS OF THE PROGRAMME

To equip students with:

- The conceptual understanding and breadth of empirical knowledge that will enable them to critically evaluate research, policy and practice in the area of children, youth and international development
- An understanding of differing disciplinary perspectives on childhood and youth, their theoretical and empirical contributions, and value in relation to development theory, policy and practice
- The skills necessary to design and undertake research relating to children, youth and international development
- Methodological, cognitive and transferable skills and substantive knowledge that will prepare them for employment (in for instance UK-based or international development agencies), further study and civic engagement

24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

FHEQ Level	Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	Learning Outcome	Masters Award Only	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
7						
	K*	(i) Key concepts and theories underpinning both social studies of childhood and youth, and development studies, and how these are plural, dynamic and contested				SA5619 SA5623
	K*	(ii) Synergies between different disciplinary approaches to childhood and youth				SA5623, SA5618
	K*	(iii) The ways in which international development				SA5619

			theories and practices account for, impact on and involve children and youth				SA5621
	K*	(iv)	The productive value of focusing on the lives of children and youth in international development for enhancing conceptual and empirical understanding within both development studies and the social studies of childhood				SA5623 SA5619
	K*	(v)	Current problems at the forefront of studies of children, youth and international development				SA5619 SA5623
	K*	(vi)	Methodological approaches to, and research methods for the study of, children, childhood and youth; and methods for the analysis, monitoring and evaluation of policy and practice				SA5607, SA5616, SA5615, SA5614, SA5621
	K	(vii)	In-depth knowledge of a particular research field relating to the study of children, youth and international development	✓			SA5615
	C*	(viii)	Evaluate critically current research and advanced scholarship in the field of children, youth and international development				SA5619 SA5623 SA5621
	C*	(ix)	Evaluate methodologies for the study of children, childhood and youth and develop critiques of them				SA5607, SA5616, SA5615
	C*	(x)	Evaluate evidence and sources				SA5619 SA5623
	C*	(xi)	Deal with complex issues both systematically and creatively				SA5619 SA5623 SA5607

						SA5616,
	C*	(xii) Reflect on their own learning and intellectual development, making use of constructive feedback				SA5619 SA5623 SA5614 SA5607 SA5616
	C	(xiii) Make sound judgements in the absence of complete data	✓			SA5615
	S*	(xv) Communicate concepts and arguments clearly, in a range of formats (including written reports and oral presentations), to specialist and non-specialist audiences				SA5621 SA5619 SA5623 SA5607 SA5616
	S*	(xvi) Employ communication and information technology appropriately for the retrieval and presentation of information				SA5619 SA5623 SA5607 SA5616
	S	(xvii) Demonstrate self-direction and originality in solving problems	✓			SA5615
	S	(xviii) Act autonomously in planning and implementing complex tasks	✓			SA5615
	S	(xix) Exercise initiative and personal responsibility	✓			SA5615
	S	(xx) Learn independently, demonstrate initiative and develop new skills	✓			SA5615
	S	(xxi) Undertake a piece of research	✓			SA5615
		Note: The learning outcomes for the PG Certificate will be a subset of those for PG Diploma.				

Learning/teaching strategies and methods to enable learning outcomes to be achieved, including formative assessments

Core knowledge and understanding of **(i), (ii), (iii), (iv), (v) and (vi)** is acquired by means of lectures and other tutor-led activities, seminars, debates, group discussion and guided independent study. Systematic knowledge and understanding of **(vi)** is acquired by a 15,000 word dissertation.

Cognitive skills **(viii) - (xiii)** are generally developed concurrently with knowledge and understanding, through the learning and teaching strategies outlined above and in particular through the use of formative coursework. Seminars, tutorials and written feedback on coursework (for which tailored rubrics are used) – provide formal mechanisms for students to reflect on their own learning and intellectual development, and make use of constructive feedback. All cognitive skills are further developed through supervised work on the dissertation.

Practical, professional, personal and transferable skills are developed through all modules, particularly through the use of formative written and oral assessments. The course handbook will specify in some detail how students are expected to develop such skills, and this will be reinforced through regular tutorials. All of the skills, and in particular **(xvii) - (xxi)** will be put into practice and further developed through work on the dissertation.

Summative assessment strategies and methods to enable learning outcomes to be demonstrated.

Assessment methods are closely allied to desired learning outcomes: for example, learning takes place through a combination of group work and independent learning, and is assessed appropriately; for example, knowledge and understanding in **(i), (ii), (iii), (iv), (v)** and **(vi)** is assessed through a range of means including reports, essays, and student-led seminars. Successful attainment of **(vii)** is assessed by a dissertation.

The range of assessment methods used tests skills **(viii) - (xiii)**. These require clear, well-evidenced argumentation, and demand creative thought, imagination and independence of mind. All of these and also **(xiv)** is further assessed via the dissertation.

Written communication skills are directly assessed in all modules, through essay and report writing and/or written examinations. Other forms of communication will be assessed in a range of modules, but all students will be required to demonstrate some skills in oral presentation in a core module. Skills **(xvii) - (xx)** are required in order to succeed in all modules, but are assessed in particular through the dissertation. Skill **(xxi)** is assessed through the dissertation.

25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block:** one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left hand column;
- **Optional block:** one which students choose from an 'option range'. These will be listed in the right hand column;
- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade C- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

Where students are expected to pass the block at C- or better, but not necessarily all elements, then the block itself is core.

e.g. AB5500 Project (40)

Core: Block

Where only some elements of assessments are required to be passed at C- or better, these will be identified by listing each element that is core

e.g. ABXXX1 Title (XX credits)

Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:

e.g. ABXXXX Title (XX credits)

Core: All, Block

- A **non-core assessment** does not have to be passed at grade C- or better, but must D- or better in order to be eligible for the final award.

FHEQ Level 5	
Compulsory assessment block codes, titles and credit	Optional assessment block codes, titles and credits
Compulsory study block codes, titles and credit volume SA5703 Study Skills (3 credits)	Optional Study block codes, titles and credit volume
Compulsory modular block codes, titles and credits SA5619 Critical Perspectives on International Development (30 credits) SA5623 Understanding Childhood and Youth (30 credits) SA5607 Researching Children, Childhood and Youth (30 credits) SA5615 Dissertation (60 credits)	Optional modular block codes, titles and credits <u>Choose 30 credits from:</u> SA5618 Anthropology of Education and Learning (30 credits) SA5621 Anthropological Perspectives on War and Humanitarian Assistance (30 credits) SA5614 Applied Learning for Children, Youth and International Development (30 credits)
Students based at Brunel participating in Erasmus Exchange during Term 2 SA5619 Critical Perspectives on International Development (30 credits) SA5623 Understanding Childhood and Youth (30 credits) SA5615 Dissertation (60 credits)	

<p>Erasmus Exchange students from Norwegian University of Science and Technology, Trondheim, Term 2 only</p> <p>SA5607 Researching Children, Childhood and Youth (30 credits)</p>	<p>Choose 30 credits from:</p> <p>SA5618 Anthropology of Education and Learning (30 credits)</p> <p>SA5621 Anthropological Perspectives on War and Humanitarian Assistance (30 credits)</p> <p>SA5614 Applied Learning for Children, Youth and International Development (30 credits)</p>
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Full-time

Term 1	Term 2	Term 3
<p>SA5619 Critical Perspectives on International Development (30 credits)</p> <p>SA5623 Understanding Childhood and Youth (30 credits)</p>	<p>SA5607 Researching Children, Childhood and Youth (30cr)</p> <p>Option(s) (30cr)</p>	<p>SA5615 Dissertation (60cr)</p>
<p>SA5703 Study Skills (3 cr)</p>		

Part-time

	Term 1	Term 2	Term 3
Year 1	<p>SA5619 Critical Perspectives on International Development (30 credits)</p>	<p>Option(s) (30cr)</p>	
	<p>SA5703 Study Skills (3 cr)</p>		
Year 2	<p>SA5623 Understanding Childhood and Youth (30 credits)</p>	<p>SA5607 Researching Children, Childhood and Youth (30cr)</p>	<p>SA5615 Dissertation (60cr)</p>

FHEQ Level 7 Progression and Award Requirements

As per [Senate Regulation 3](#)

PGDip may be awarded with the substitution of the dissertation (SA5615) for either:

SA5607 Researching Children, Childhood and Youth (30 credits)

Or a maximum of 30 credits from the following modular blocks:

SA5618 Anthropology of Education and Learning (30 credits)

SA5621 Anthropological Perspectives on War and Humanitarian Assistance (30 credits)

SA5614 Applied Learning for Children, Youth and International Development (30 credits)

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the module outlines and other programme and module information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a major modification occurs, and may be checked by the Quality Assurance Agency for Higher Education.