MSc Development Policy, Practice and Process

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading
	Faculty of Life Sciences
Programme length:	6 month Postgraduate Certificate, 9 month PG Diploma, 12 month MSc
	(for students entering in 2004)
Date of specification:	May 2004
Programme Director:	Derek Shepherd, International and Rural Development Department
Board of Studies:	IRDD
Accreditation:	None
Web site:	http://www.rdg.ac.uk/irdd/ma2-DP.htm

Summary of programme aims

The aims of the programme in Development Policy, Practice and Process

- To provide an interdisciplinary perspective on the process of policy development and its translation into practice
- To analyse the role of policy, practice and process in determining the planning and implementation of planned development interventions.

Transferable skills

The programme requires a substantial amount of independent reading, research and study and students are expected to take personal responsibility and show initiative in developing their knowledge and understanding of the field of study. In following this programme students will also have the opportunity to enhance and develop their skills relating to communication (Oral and written), presentations, information handling, problem solving, teamwork, and the use of information technology. Students will learn to work independently, under time pressures, and will learn to set priorities and manage their time in order to meet strict deadlines. Career planning, via choice of modules, will be an integral part of the programme.

Programme content

Postgraduate Certificate:

Students take three specialist modules (30 credits) from a choice of five modules (IDM046, IDM051, IDM032, APME52, IDM024) and two core modules (IDM001 and IDM002) (30 credits) to total 60 credits

Postgraduate Diploma:

Students take three specialist modules (30 credits) from a choice of five modules (IDM046, IDM051, IDM032, APME52, IDM024) and two core modules (IDM001 and IDM002) (30 credits) and select a further 60 credits from a wide range of modules, subject to satisfying any module pre-requisites, to total 120 credits

MSc in Development Policy, Practice and Process

Students take three specialist modules (30 credits) from a choice of five modules (IDM046, IDM051, IDM032, APME52, IDM024) and two core modules (IDM001 and IDM002) (30 credits) and select a further 60 credits from a wide range of modules, subject to satisfying any

module pre-requisites, to total 120 credits from the taught component of the programme. The MSc then additionally involves a dissertation project worth 60 credits.

Module code	Module Title	Credits	Level
Core Modules			
IDM001	Perspectives on Development	20	M
IDM002	Development Policy, Practice and Process Tutorials	10	M
Specialist Modules			
IDM046	Governance, Accountability and Development	10	M
IDM051	Trade Policies for Developing Countries	10	M
IDM032	Macroeconomic Policy for Developing Countries	10	M
APME52	Agricultural policies for developing countries	10	M
IDM024	Social Policies for Development	10	M
Optional Modules			
APME61	Appraisal of agricultural and rural development projects	10	M
IDM018	Microenterprise finance	10	M
IDM019	Organisation, people and change	10	M
IDM027	Trends and Issues in Natural Resource Policy and Livelihoods	10	M
IDM006	Concepts and strategies of social development	10	M
APME21	Policy Analysis	10	M
IDM041	Developing countries in the world economy	10	M
IDM052	Private Sector Development in Low Income Countries	10	M
IDM011	Environmental problems and policies	10	M
IDM015	Learning, adult education and training	10	M
IDM021	Poverty, inequality and livelihoods	10	M
IDM020	Participatory learning and action (PLA) in development and extension	10	M
IDM005	Comparative Extension	10	M
IDM012	Gender and Development	10	M

APME55	Agricultural project planning and management in developing countries	10	M
IDM030	Dissertation	60	M

Part-time and Modular arrangements
All students have the modular flexibility described in the 'Programme content' section above. Part-time students may build up their modular credits towards a Certificate, Diploma or MSc over an extended period.

Degree Certification and Assessment
The University's taught postgraduate marks classification is as follows:

Mark	Interpretation
70 – 100%	Distinction
60 – 69%	Merit
50 – 59%	Good standard (Pass)

Failing categories:

40 – 49%	Work below threshold standard
0 – 39%	Unsatisfactory Work

For Masters Degrees
To pass the MSc students must normally gain an average mark of 50 or more overall including a mark of 50 or more for the dissertation *and have no mark below 40 in Specialist and Core modules (3 modules selected from* IDM046, IDM051, IDM032, APME52, IDM024 plus modules IDM001 and IDM002). In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must be less than 60 credits.*

Students who gain an average mark of 70 or more overall including a mark of 70 or more for the dissertation and have no mark below 40 will be eligible for a Distinction. Those gaining an average mark of 60 or more overall including a mark of 60 or more for the dissertation and have no mark below 40 will be eligible for a Merit.

For PG Diplomas
To pass the Postgraduate Diploma students must normally gain an average mark of 50 or more *and have no mark below 40 in Specialist and Core modules (3 modules selected from* IDM046, IDM051, IDM032, APME52, IDM024 plus modules IDM001 and IDM002). In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must be less than 60 credits.*

Students who gain an average mark of 70 or more and have no mark below 40 will be eligible for the award of a Distinction. Those gaining an average mark of 60 or more and have no mark below 40 will be eligible for a Merit.

For PG Certificate
To pass the Postgraduate Certificate students must normally gain an average mark of 50 or more. In addition the total credit value of all modules marked below 40 must not exceed 10 credits.*

*The provision to permit a candidate to be passed overall with a profile containing marks below 40 is made subject to the condition that there is evidence that the candidate applied his or herself to the work of those modules with reasonable diligence and has not been absent from the examination without reasonable cause.

Summary of teaching and assessment
Teaching is organised in modules. The delivery of materials takes a variety of forms including lectures, classes, seminars and group exercises.
Assessment is modular and involves coursework and for some modules unseen examinations. The nature of the assessment is determined by the aims of the module.

A dissertation supervisor is appointed for each student.

Admission requirements
Entrants to this programme are normally required to have obtained an honours degree or its equivalent in a relevant subject which includes some economics but applicants with other qualifications as may be approved by the Senate, and who have at least 2 years' professional experience in a relevant field of development work are also eligible to apply for admission to this programme. References are also taken into account.

Admissions Tutor: The programme director is responsible for admissions

Support for students and their learning
University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Programme Directors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union.

A Study Skills module is available to support learning throughout the taught component of the programme and to develop independent learning skills required for successful completion of the Dissertation

Career prospects
Students who have followed this programme are working in policy and decision-making roles; administration or management of public-private partnerships and capital investment projects; and research and evaluation of donor-led development approaches.
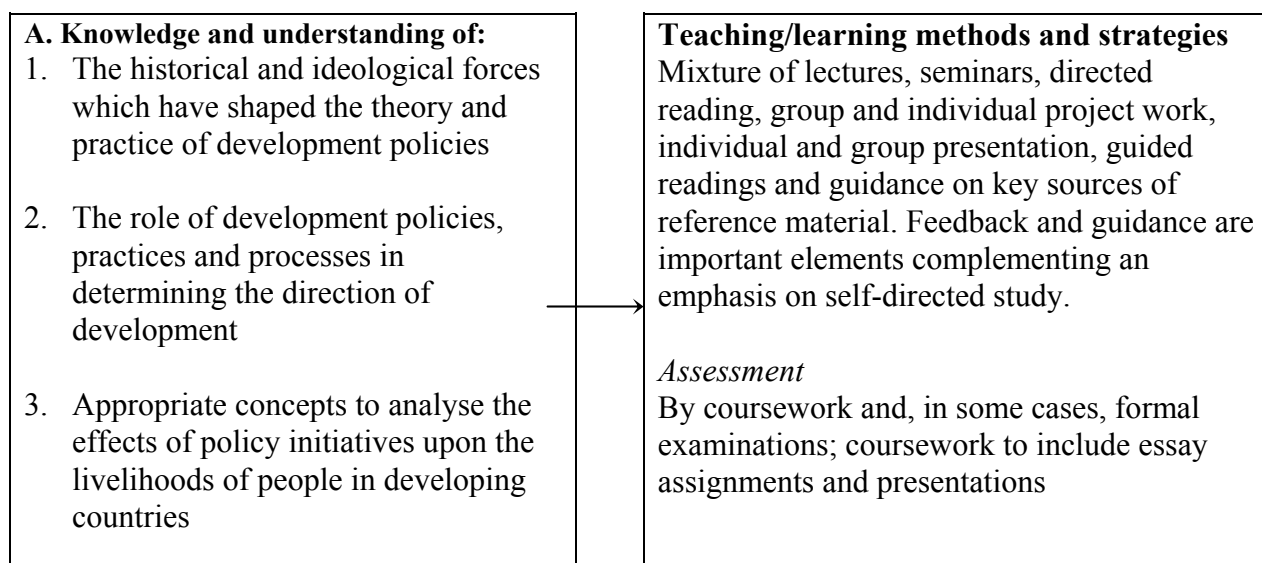
Opportunities for study abroad or for placements
With the agreement of the supervisor, students may be allowed to study abroad or take up placements during the Summer Term as part of their dissertation work.
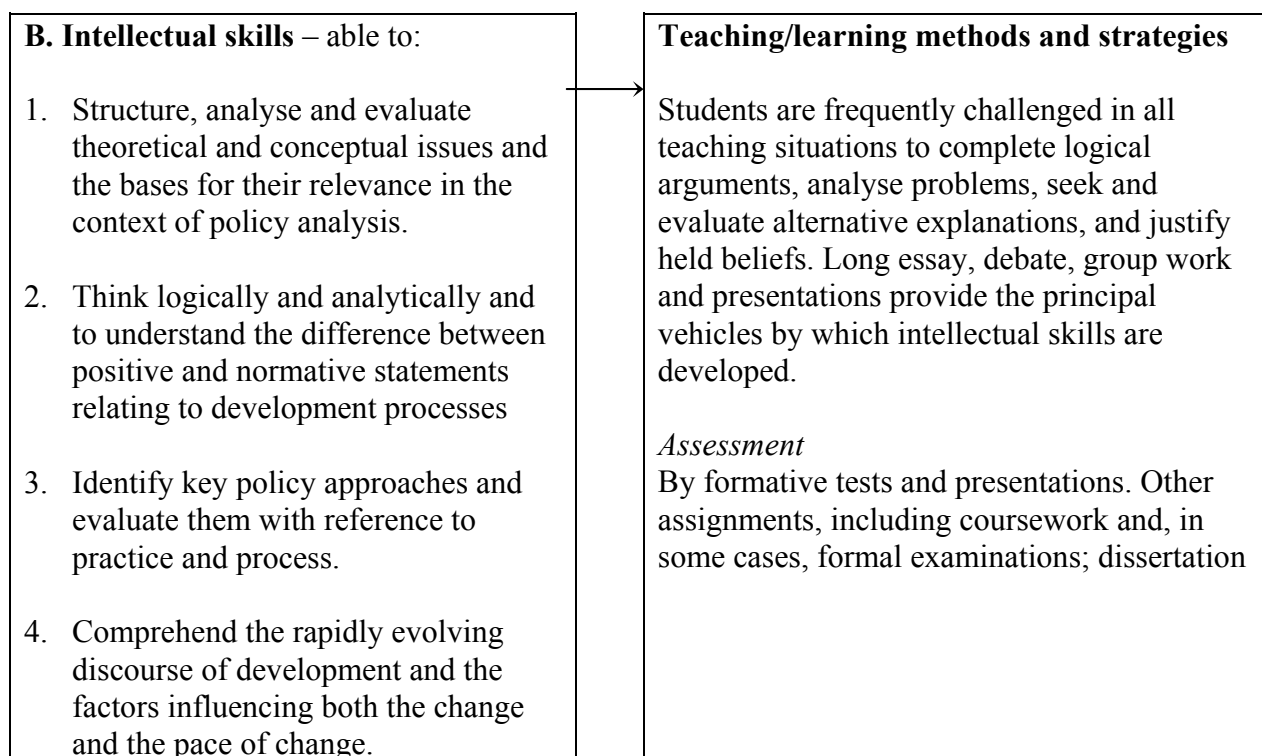
Educational aims of the programme
- To provide an interdisciplinary perspective on the process of policy development and its translation into practice
- To analyse the role of policy, practice and process in determining the planning and implementation of planned development interventions.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:	**Teaching/learning methods and strategies**
1. The historical and ideological forces which have shaped the theory and practice of development policies 2. The role of development policies, practices and processes in determining the direction of development 3. Appropriate concepts to analyse the effects of policy initiatives upon the livelihoods of people in developing countries	Mixture of lectures, seminars, directed reading, group and individual project work, individual and group presentation, guided readings and guidance on key sources of reference material. Feedback and guidance are important elements complementing an emphasis on self-directed study. *Assessment* By coursework and, in some cases, formal examinations; coursework to include essay assignments and presentations

Skills and other attributes

B. Intellectual skills – able to:	**Teaching/learning methods and strategies**
1. Structure, analyse and evaluate theoretical and conceptual issues and the bases for their relevance in the context of policy analysis. 2. Think logically and analytically and to understand the difference between positive and normative statements relating to development processes 3. Identify key policy approaches and evaluate them with reference to practice and process. 4. Comprehend the rapidly evolving discourse of development and the factors influencing both the change and the pace of change.	Students are frequently challenged in all teaching situations to complete logical arguments, analyse problems, seek and evaluate alternative explanations, and justify held beliefs. Long essay, debate, group work and presentations provide the principal vehicles by which intellectual skills are developed. *Assessment* By formative tests and presentations. Other assignments, including coursework and, in some cases, formal examinations; dissertation

C. Practical skills – able to:	**Teaching/learning methods and strategies**
1. Evaluate the bases of alternative development policy approaches. 2. Evaluate the bases of the multiple meanings of key concepts in the discourse of development policy practices and processes. 3. Evaluate the appropriateness and effectiveness of alternative development policy strategies. 4. Effectively apply a range of communication frameworks useful in the planning, implementation, monitoring and evaluation of development interventions and processes. 5. Identify, access, evaluate, synthesise, analyse, collate and represent data relevant to the critical evaluation of development policy and practice.	Students are required to undertake and understand a wide range of reading, from traditional published sources, web-based material and other grey literature relating to development policy and practice. This includes both directed reading and through researching their own sources of information. Discussion in lectures and seminars emphasises the use of empirical evidence, and the strengths and weaknesses of alternative theories, methodologies and practices. 1-5 are achieved through lectures, seminars, presentations, case studies, group work, and dissertation *Assessment* Long essays, presentations and unseen examinations
D. Transferable skills – able to:	**Teaching/learning methods and strategies**
1. Communicate knowledge and opinions effectively to a wide range of people 2. Work independently, responsibly and professionally 3. Reflect and evaluate his/her own academic progress and its implications for emerging/changing professional practice 4. Identify, access, evaluate, synthesise, analyse, collate and represent data relevant to the issue at hand. 5. Manage time and prioritise workloads in the context of changing demands	The presentation of well-researched written work is a fundamental element of the programme and requires the application of all the skills listed in 1-5. This is complemented and reinforced by enhanced oral skills, developed through lecture and seminar discussions, tutorials and group activities. *Assessment* By formative tests and presentations. Other assignments, including coursework and, in some cases, formal examinations; dissertation

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably expect 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 of each module can be found in module descriptions.