

**MSc Development Policy, Practice and Process  
For students entering in 2005**

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
Date of specification:	May 2005
Programme Director:	Derek Shepherd, International and Rural Development Department
Board of Studies:	IRDD
Accreditation:	None
Web site:	<a href="http://www.rdg.ac.uk/irdd/ma2-DP.htm">http://www.rdg.ac.uk/irdd/ma2-DP.htm</a>

**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 (60 credits):

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 (120 credits):

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 taught modules, subject to satisfying any module pre-requisites, to total 120 credits

MSc in Development Policy, Practice and Process (180 credits):

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.

<b>Module code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Level</b>
<b>Core Modules</b>			
IDM001	Perspectives on Development	20	M
IDM002	Development Policy, Practice and Process Tutorials	10	M
<b>Specialist Modules</b>			
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
<b>Optional Modules</b>			
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
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.

**Summary of Teaching and Assessment**

Teaching is organised in modules that typically involve a combination of lectures and seminars. Some lecture based modules are supported by workshops or computer lab sessions. Modules are assessed by a combination of course work and/or formal examination. Examinations will normally take place at the beginning of the Summer Term.

The University’s taught postgraduate marks classification is as follows:

<u>Mark</u>	<u>Interpretation</u>
70 – 100%	Distinction
60 – 69%	Merit
50 – 59%	Good standard (Pass)
<u>Failing categories:</u>	
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 at least 60 in 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 at least 50 in 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.

**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**

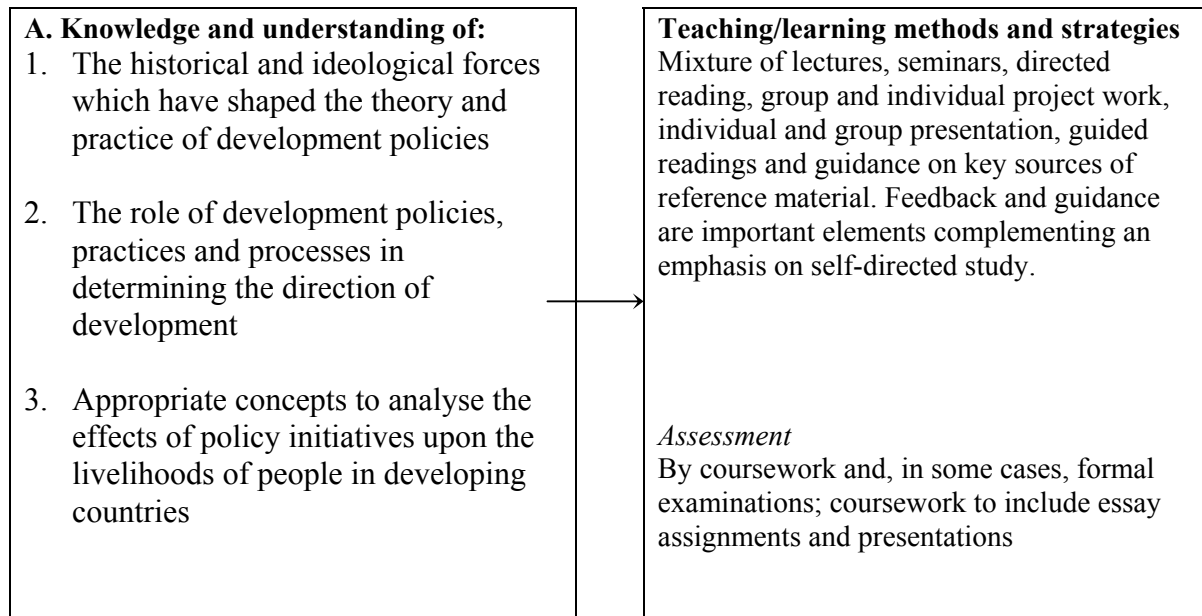
With the agreement of the supervisor, students may be allowed to study abroad or take up placements during the Summer Term as part of their dissertation work.

**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*



*Skills and other attributes*

<p><b>B. Intellectual skills – able to:</b></p> <ol style="list-style-type: none"> <li>1. Structure, analyse and evaluate theoretical and conceptual issues and the bases for their relevance in the context of policy analysis.</li> <li>2. Think logically and analytically and to understand the difference between positive and normative statements relating to development processes</li> <li>3. Identify key policy approaches and evaluate them with reference to practice and process.</li> <li>4. Comprehend the rapidly evolving discourse of development and the factors influencing both the change and the pace of change.</li> </ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>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.</p> <p><i>Assessment</i> By formative tests and presentations. Other assignments, including coursework and, in some cases, formal examinations; dissertation</p>
<p><b>C. Practical skills – able to:</b></p> <ol style="list-style-type: none"> <li>1. Evaluate the bases of alternative development policy approaches.</li> <li>2. Evaluate the bases of the multiple meanings of key concepts in the discourse of development policy practices and processes.</li> <li>3. Evaluate the appropriateness and effectiveness of alternative development policy strategies.</li> <li>4. Effectively apply a range of communication frameworks useful in the planning, implementation, monitoring and evaluation of development interventions and processes.</li> <li>5. Identify, access, evaluate, synthesise, analyse, collate and represent data relevant to the critical evaluation of development policy and practice.</li> </ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>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.</p> <p>1-5 are achieved through lectures, seminars, presentations, case studies, group work, and dissertation</p> <p><i>Assessment</i> Long essays, presentations and unseen examinations</p>

<p><b>D. Transferable skills – able to:</b></p> <ol style="list-style-type: none"><li>1. Communicate knowledge and opinions effectively to a wide range of people</li><li>2. Work independently, responsibly and professionally</li><li>3. Reflect and evaluate his/her own academic progress and its implications for emerging/changing professional practice</li><li>4. Identify, access, evaluate, synthesise, analyse, collate and represent data relevant to the issue at hand.</li><li>5. Manage time and prioritise workloads in the context of changing demands</li></ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>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.</p> <p><i>Assessment</i></p> <p>By formative tests and presentations. Other assignments, including coursework and, in some cases, formal examinations; dissertation</p>
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*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.