

MSc Environment and Development (with Developed and Developing Country Pathways) 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 Directors:	John Northridge/Julian Park
Board of Studies:	IRDD
Accreditation:	None
Web site:	www.rdg.ac.uk/irdd/ma4-E&D.htm .

Summary of programme aims

The aim of the programme in Environment and Development is to equip graduates with the understanding, skills and confidence to become competent professionals, capable of working across a wide range of contexts concerning the development of environmental interventions.

Specifically the programme aims to:

- Develop an analytically rigorous but broadly based understanding of the inter-relationships between environments and development at the global, national and local levels.
- Develop a critical awareness of the nature of interactions between people and environments and how economic issues can create both environmental problems and provide solutions.

Students select one of two pathways:

- The **Developed Country Pathway** provides an introduction to the essentials of environment management and policy with particular reference to developed countries (particularly UK and Europe).
- The **Developing Country Pathway** provides an introduction to the essentials of environment management and policy with particular reference to developing countries.

This programme, with its two pathways, is designed for participants from either industrialised or developing countries who wish to make a career in, or who are already involved in, environmental policy formulation and its planning and implementation, whether in government, NGOs, international organisations, scientific organisations, academia or the press. It aims to graft appropriate social-science skills on to the common core of applied science knowledge commonly represented in programmes of this type, and thus to offer a more complete and a more practical training than is typically offered by other environmental masters degrees. The compulsory modules are inter-disciplinary and provide integration between the different disciplinary viewpoints. Each of the main disciplines relevant to the resolution of environmental problems is covered by one or more options.

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, 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):

Developing Country pathway – 60 credits from Specialist modules (IDM011, IDM002, APMA50, IDM001, APME58)

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Postgraduate Diploma (120 credits):

Developing Country pathway – 60 credits from Specialist Modules (IDM011, IDM002, APMA50, IDM001, APME58) and 60 credits from Optional Modules

Developed Country pathway - 60 credits from Specialist Modules (IDM011, IDM002, APMA50, REMCPP, AGMEST, APME58) and 60 credits from Optional Modules

MSc in Environment and Development (180 credits):

Developing Country pathway – 60 credits from Specialist Modules (IDM011, IDM002, APMA50, IDM001, APME58), 60 credits from Optional Modules and 60 credits from the dissertation (IDM030)

Developed Country pathway - 60 credits from Specialist Modules (IDM011, IDM002, APMA50, REMCPP, AGMEST, APME58), 60 credits from Optional Modules and 60 credits from the dissertation (IDM030)

Module code	Module Title	Credits	Level
Specialist Modules – Developing Country pathway			
IDM011	Environmental Problems and Policies	10	M
IDM002	Environment and Development Tutorials	10	M
APMA50	Approaches to Sustainable Development	10	M
IDM001	Perspectives on Development	20	M
APME58	Resource and Environmental Economics	10	M
Specialist Modules – Developed Country pathway			
IDM011	Environmental Problems and Policies	10	M
IDM002	Environment and Development Tutorials	10	M

APMA50	Approaches to Sustainable Development	10	M
REMCPP	Countryside policy and planning	10	M
AGMEST	European Study Tour*	10	M
APME58	Resource and Environmental Economics	10	M
Optional Modules – all students select 60 credits			
REMRPP	Rural Policy and Planning	10	M
APME61	Appraisal of agricultural and rural development projects	10	M
CEMRC	Carbon Management	10	M
PSMB5B	Biodiversity assessment and the sustainable use of plant resources	10	M
AP3A40	GIS for Environmental Management	10	M
IDM021	Poverty, inequality and livelihoods	10	M
GGM040	Tourism in the third world	10	M
MTMA31	Vegetation and the atmosphere	10	M
CEMRE	Energy and the environment	10	M
IDM007	Research methods for development	10	M
APME59	Consumer behaviour	10	M
CEMRB	Biomass energy systems	10	M
CEMRW	Wind energy systems	10	M
APMAHRM	Human resource management and communication skills	10	M
PSMA1A	Tropical environments	10	M
APMA43	Crops and water	10	M
IDM021	Poverty, inequality and livelihoods	10	M
IDM046	Governance, accountability and development	10	M
IDM030	Dissertation	60	M

*An additional charge for this module is included in the tuition fee

Note: Students may select specialist modules from the other pathway as options

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:

<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*. 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 60 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 50 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*. 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.

Prior to selection of dissertation topics students take part in organised, small group presentations and informal discussions led by relevant members of staff. A dissertation supervisor is appointed for each student.

Admission requirements

Entrants to this programme should have a good first degree, or equivalent, in a relevant subject. In exceptional circumstances, where an applicant does not hold a degree or its equivalent, consideration will be given to the applicant's professional experience and evidence of a high level of academic performance at the Further Education level.

Some prior training in economics would be an advantage for the module in environmental economics but is not a prerequisite. Where necessary students will be given appropriate preparatory/ background reading and guidance in this subject area.

Admissions Tutor: The Programme Director for the chosen pathway 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 have found successful employment in the UK, Europe and in the developing world in a wide variety of environmental and development settings; these have included bi- and multi-lateral aid agencies, Non-Governmental Organisations (NGOs) and in governmental organisations – especially at local and regional levels. Within these organisations graduates of the MSc in Environment and Development are engaged in a wide range of tasks which include:

- Forest conservation management projects
- Rare bird and wetland conservation
- Waste management policy formulation
- Water catchment management
- Environmental protection and refugee management

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.

Programme Outcomes

Knowledge and Understanding

<p>A. Knowledge and understanding of:</p> <ol style="list-style-type: none">1. The theories and concepts in the analysis of the environment and processes of environmental change (social, economic, political and technical)2. The appropriate concepts and tools to analyse the interaction between the environment and development	<p>Teaching/learning methods and strategies 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 and emphasis on self-directed study.</p> <p><i>Assessment</i> By coursework and, in some cases, formal examinations; coursework to include essay assignments and presentations</p>
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Skills and other attributes

<p>B. Intellectual skills – able to:</p> <ol style="list-style-type: none">1. Structure, analyse and evaluate theoretical and conceptual issues and the bases for their relevance in the environment2. Think logically and analytically and to understand the difference between positive and normative statements relating to environmental issues3. Identify key environmental approaches and evaluate them with reference to practice and outcome.4. Comprehend the rapidly evolving discourse of the environment and development and the factors influencing both the change and the pace of change.	<p>Teaching/learning methods and strategies 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>
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<p>C. Practical skills – able to:</p> <ol style="list-style-type: none"> 1. Evaluate the bases of alternative environmental policy approaches 2. Evaluate the bases of the multiple meanings of key concepts in the discourse of the environment and development 3. Evaluate the appropriateness and effectiveness of alternative environmental strategies. 4. Effectively apply a range of frameworks useful in the planning, implementation, monitoring and evaluation of environmental interventions and processes. 5. Identify, access, evaluate, synthesise, analyse, collate and represent data relevant to the critical evaluation of environmental issues in a developing or developed economy context. 	<p>Teaching/learning methods and strategies</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 environmental 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></p> <p>Long essays, presentations and unseen examinations</p>
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<p>D. Transferable skills – able to:</p> <ol style="list-style-type: none"> 1. Communicate knowledge and opinions effectively to a wide range of people through choosing and using among a variety of means 2. Reflect and evaluate his/her own academic progress and its implications for emerging/changing professional practice 3. Identify, access, evaluate, synthesise, analyse, collate and represent data relevant to the issue at hand. 4. Manage time and prioritise workloads in the context of changing demands 	<p>Teaching/learning methods and strategies</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.