MA Social Development and Sustainable Livelihoods
For students entering in 2006

Awarding Institution: The University of Reading
Teaching Institution: The University of Reading
                               Faculty of Life Sciences
Programme length: 12 months
Date of specification: May 2006
Programme Director: Laura Hammond
Board of Studies: Graduate Institute of International Development and Applied
                               Economics
Accreditation: none
Web site: http://www.rdg.ac.uk/IRDD/ma6-SDSL.htm

Summary of programme aims
The aims of the programme in Social Development and Sustainable Livelihoods are to:

- Develop an understanding of the conceptual and theoretical frameworks for the analysis of social change brought about by planned development interventions

- Strengthen professional competence in the design, implementation and critical evaluation of planned social change

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, and also in groups, under time pressures, and will learn to set priorities and manage their time in order to meet strict deadlines. Career planning will be an integral part of the programme.

Programme content
Postgraduate Certificate (30 credits):
Students take three specialist modules (30 credits) (IDM024, IDM021, IDM006) and two core modules (IDM001 and IDM002) (30 credits) to total 60 credits

Postgraduate Diploma (60 credits):
Students take three specialist modules (30 credits) (IDM024, IDM021, IDM006) 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

MA in Social Development and Sustainable Livelihoods (120 credits):
Students take three specialist modules (30 credits) (IDM024, IDM021, IDM006) 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 MA then additionally involves a dissertation project worth 60 credits.

Module code	Module Title	Credits	Level
Core Modules			
IDM001	Perspectives on Development	20	M
IDM002	Social Development and Sustainable Livelihoods tutorials	10	M
Specialist Modules			
IDM024	Social policies for development	10	M
IDM021	Poverty, inequality and livelihoods	10	M
IDM006	Concepts and strategies of social development	10	M
Optional Modules			
APME52	Agricultural policies for developing countries	10	M
APME55	Agricultural project planning and management in developing countries	10	M
APME61	Appraisal of agricultural and rural development projects	10	M
IDM060	Forced migration, conflict and development	10	M
IDM008	Design of training programmes	10	M
IDM041	Developing countries in the world economy	10	M
IDM011	Environmental problems and policies	10	M
IDM061	Famine and food security	10	M
IDM012	Gender and development	10	M
IDM015	Learning, adult education and training	10	M
IDM018	Microenterprise finance	10	M
IDM019	Organisation, people and change	10	M
IDM007	Research methods for development	10	M
IDM046	Governance, accountability and development	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 Diploma or MA 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:

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 MA 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* (IDM024, IDM021, IDM006 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* (IDM024, IDM021, IDM006 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 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 admission

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
Graduates from the SDSL programme are currently employed as officers in governmental and non-governmental development agencies around the world, as well as in research, consultancy and publicity posts. Recent contacts include former students working in the World Food Programme, Rome; in FAO, Rome; in The Red Cross, Thailand; in research in Laos; with DEFRA, UK as self-employed consultants; as well as those who returned to their own countries to work in Ministries of Development, Agriculture, Education, Health, or in local NGOs. Social Development studies equip a person with many skills; some ex-students have taken up political roles in order to advance their country's development progress.

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
The aim of the programme in Social Development and Sustainable Livelihoods is to equip graduates with the understanding, skills and confidence to become competent reflexive professionals, capable of working across a wide range of contexts concerning planned development intervention.

- Develop an understanding of the conceptual and theoretical frameworks for the analysis of social change brought about by planned development interventions

- Strengthen professional competence in the design, implementation and critical evaluation of planned social change
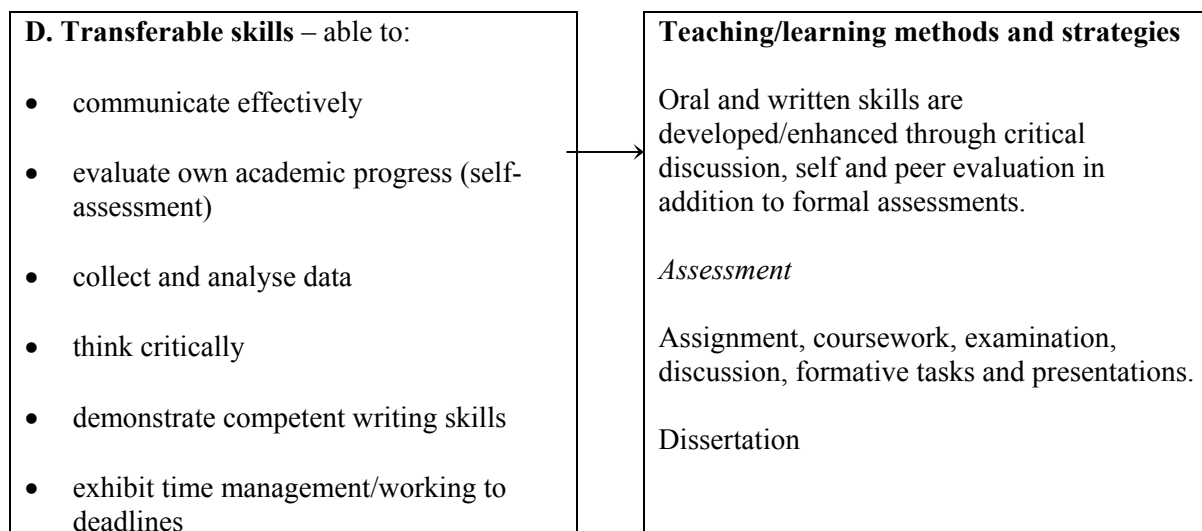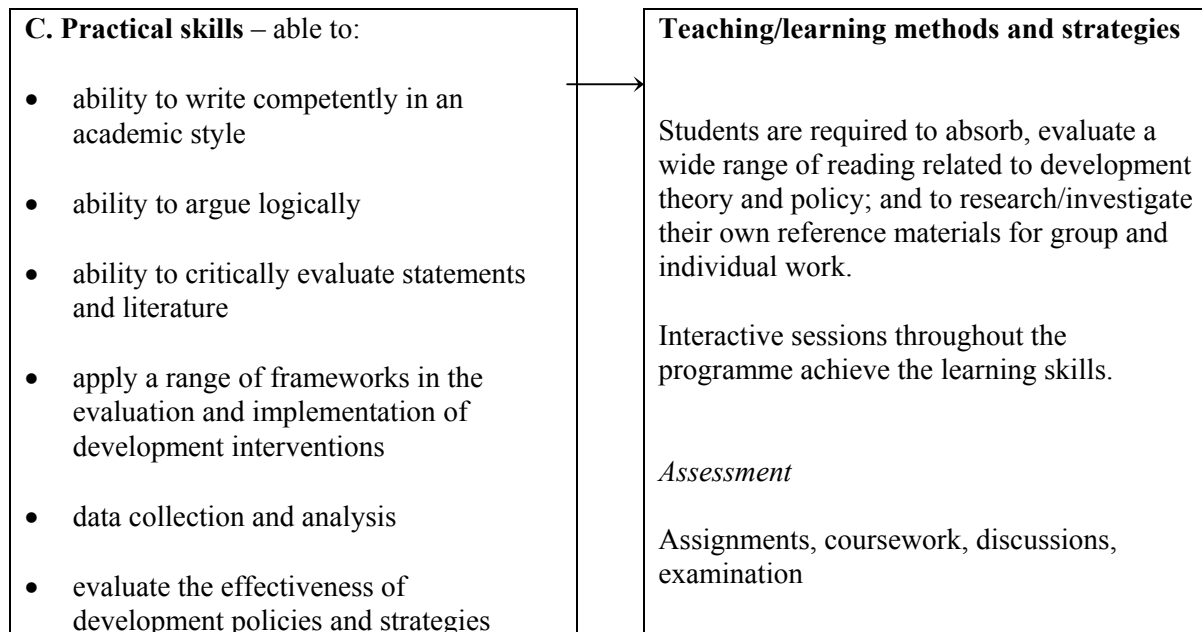
Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:	Teaching/learning methods and strategies
• the historical and ideological forces which have shaped the theory and practice of social development • the basic principles of social systems and their relevance to the planning, implementation and analysis of development initiatives • how to apply appropriate concepts to analyse the effects of planned development initiatives upon the livelihoods of poor and disadvantaged people	Mixture of lectures, seminars, directed reading, group and individual project work, individual and group presentations, guided reading. Discussions in small groups complement 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
• critically analyse written texts • assess current development strategies • identify development approaches and evaluate them in terms of practice and outcome • understand the complexity of development dialogues • place in a historical/comparative context current development choices • think logically and argue a case for/against a position	Students are required to discuss, analyse, and evaluate written and oral texts in small group discussions, in debates and in written assignments. Group work and presentations facilitate learning. *Assessment* Formative assignments and presentations: coursework: examinations

C. Practical skills – able to:	**Teaching/learning methods and strategies**
• ability to write competently in an academic style • ability to argue logically • ability to critically evaluate statements and literature • apply a range of frameworks in the evaluation and implementation of development interventions • data collection and analysis • evaluate the effectiveness of development policies and strategies	Students are required to absorb, evaluate a wide range of reading related to development theory and policy; and to research/investigate their own reference materials for group and individual work. Interactive sessions throughout the programme achieve the learning skills. *Assessment* Assignments, coursework, discussions, examination

D. Transferable skills – able to:	**Teaching/learning methods and strategies**
• communicate effectively • evaluate own academic progress (self-assessment) • collect and analyse data • think critically • demonstrate competent writing skills • exhibit time management/working to deadlines	Oral and written skills are developed/enhanced through critical discussion, self and peer evaluation in addition to formal assessments. *Assessment* Assignment, coursework, examination, discussion, formative tasks and presentations. 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 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 of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.