

**MSc Agricultural Development Economics**  
**For students entering in 2007**

<b>Awarding Institution:</b>	University of Reading
<b>Teaching Institution:</b>	University of Reading Faculty of Life Sciences
<b>Programme length:</b>	180 credits (12 months) for the full MSc programme, 120 credits for the Diploma, 60 credits for the Certificate.
<b>Date of specification:</b>	March 2007
<b>Programme Director:</b>	Dr Garth Holloway
<b>Board of Studies:</b>	Graduate Institute of International Development and Applied Economics
<b>Accreditation:</b>	NA
<b>Web page:</b>	<a href="http://www.reading.ac.uk/giidae">www.reading.ac.uk/giidae</a>

**Summary of programme aims:**

With international organisations making commitments to specific, time-bound poverty alleviation aims, and the development community increasingly integrating broader issues such as market access and environmental concerns into the analysis of development issues, the analytical skills of agricultural development economists are as relevant as ever. The programme is designed to provide a rigorous, stimulating and enjoyable training in applied development economics and quantitative and qualitative research techniques.

**Transferable skills:**

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills that all undergraduate students are expected to have developed by the end of their BA/BSc programme. In following this MSc programme, students will have had the opportunity to further enhance their skills relating to communication (both written and oral), information handling, problem-solving, team working and use of information technology.

**MSc Programme content:**

<i>Module Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>	<i>Term</i>
<b>Core Modules (80 credits):</b>				
IDM003	Study Skills for Independent Learning	–	–	1 and 2
APME20	Market and Trade Analysis	10	M	1
APME21	Policy Analysis	10	M	1
APME22	Consumer and Producer Theory	10	M	1
APME40	Qualitative Research Methods	10	M	1
APME41	Quantitative Methods	10	M	1
APME50	Dissertation Preparation	10	M	2
APME51	Econometrics	10	M	2

APME52	Agricultural Policies for Developing Countries	10	M	2
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**Option Modules (40 credits):**

*Select modules to the value of 40 credits from the following list (or as determined by the Board of Studies)*

<i>Module Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>	<i>Term</i>
APME53	Economics of International Food Markets	10	M	2
APME54	Marketing Research Methods	10	M	2
APME55	Agricultural Project Planning & Management in Developing Countries	10	M	2
APME58	Resource and Environmental Economics	10	M	1
APME60	International Regulation of Food & Farm Policies	10	M	2
APME61	Appraisal of Agricultural & Rural Development Projects	10	M	2
ECM62	Macroeconomics for Developing Countries	20	M	1
ECM67	Stabilisation and Structural Adjustment in Developing Countries	10	M	2
ECM64	Trade Policies in Developing Countries	10	M	1
ECM68	The WTO and developing countries	10	M	2
ECM69	Regional Integration and the Developing Countries	10	M	2
ECM71	The Political Economy of Development	10	M	2
ECM72	Microeconomic Analysis for Industrial Development	10	M	1
IDM046	Governance, Accountability & Development	10	M	2
IDM062	Famine and Food Security	10	M	1
Sub-total (taught modules):			120 credits	
APME90	Dissertation	60 credits		
Total			180 credits	

**Diploma Programme content**

The Diploma programme is a flexible programme comprising any 120 credits drawn from the MSc taught modules subject to agreement by the Programme Director.

**Certificate Programme content**

The Certificate programme is a flexible programme comprising any 60 credits drawn from the MSc taught modules subject to agreement by the Programme Director.

### Part-time/Modular arrangements

The MSc, Diploma and Certificate programmes may be taken on a part-time basis by accumulating modular credits over an extended period. Arrangements must be agreed on a case by case basis with the Programme Director.

### 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)

#### Failing categories:

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

#### *For the Masters Degree*

To pass the MSc students must gain an average mark of 50 or more overall including a mark of 50 or more for the dissertation. 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 the PG Diploma*

To pass the Postgraduate Diploma students must gain an average mark of 50 or more. 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 the PG Certificate*

To pass the Postgraduate Certificate students must 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.

### **Admission requirements**

Entrants to this programme are normally required to have an undergraduate honours degree at upper second or first class level (or equivalent from a University outside the UK) in Economics, Agricultural Economics or another subject with adequate training in economic principles and quantitative methods. Students whose first degree is not deemed suitable for direct entry may be allowed entry after an appropriate period of preparatory study as prescribed by the Admissions Tutor.

The University requires all overseas students whose first language is not English to take either a IELTS (International English Language Testing System) or TOEFL proficiency in English test. A minimum test score of 6.5 (with no significant weakness in any area) in IELTS, or 590 (243 computer based test) in TOEFL, is required.

Admissions Tutor: Dr Garth Holloway

### **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 Disabilities Officer, Study Advisors, Hall Wardens and the Students' Union.

All students are issued with a comprehensive 'Programme Handbook' at the beginning of the degree which includes a detailed outline of the programme, its constituent modules and assessment guidelines. Day to day queries regarding academic matters (e.g. time-tabling) should be addressed in the first instance to the Postgraduate Student Office in the School of Agriculture, Policy and Development or, where necessary, the Programme Director.

### **Career prospects**

The broad scope of the MSc programme provides a suitable basis to enter posts in industry, government and non-governmental organisations. After some years of work experience, graduates might be pursuing a wide range of careers from developing economic strategy in a government department, to working as a policy analyst in an NGO or as an economist in agribusiness.

**Opportunities for study abroad or for placements**

Not relevant during the taught component of the MSc, but with the explicit agreement of the Programme Director the Dissertation may be researched and written away from the University.

**Educational aims of the programme**

The programme enables students to:

- \* Acquire skills that will enable them to work as professional agricultural development economists in industry or government, or to proceed to a career in agricultural development economics research.
- \* Develop a capacity to undertake research in the economic and social sciences.
- \* Develop critical, presentational and inter-personal skills.

**Programme Outcomes**

*Knowledge and Understanding*

<p><b>A. Knowledge and understanding of:</b></p> <ol style="list-style-type: none"> <li>1. how economic forces impact upon agricultural production and the food chain, and on the rural economy; and how markets work (or sometimes do not work) to co-ordinate economic activity.</li> <li>2. The economic underpinnings of growth and development, and problems peculiar to countries in earlier stages of agrarian and economic development.</li> <li>3. the issues that arise when considering the likely economic impact of government intervention, and of the framework, and constraints, within which policy is formulated.</li> <li>4. quantitative and qualitative techniques, including econometrics</li> </ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>The compulsory modules in the programme provide the professional ‘tool kit’ of the applied economist. Various optional modules allow this ‘tool-kit’ to be expanded, reflecting the individual student’s background and interests.</p> <p>Knowledge and understanding is gained through a framework of lectures, seminars, and practical classes reinforced and extended by guided reading. A variety of course work gives further opportunities for building knowledge and the application of techniques. The dissertation is a significant opportunity for the student to use these skills.</p> <p><i>Assessment</i></p> <p>Combinations of coursework and formal examinations are used to assess basic knowledge. The dissertation is seen as a major test of the successful application of these skills.</p>
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*Skills and other attributes*

<p><b>B. Intellectual skills – able to:</b></p> <ol style="list-style-type: none"> <li>1. Assimilate, evaluate and synthesise knowledge from a variety of academic and other sources</li> <li>2. To discriminate between relevant and irrelevant information</li> <li>3. Think logically</li> <li>4. Develop and present coherent, structured and well balanced arguments</li> <li>5. Analyse problems and to apply appropriate problem solving techniques</li> <li>6. Plan, conduct and report on a research project</li> </ol>	<p><b>Teaching/learning methods and strategies</b> Critical evaluation of the literature and the application of economic and business method are developed through a variety of modules. Skills 5 and 6 are addressed explicitly by the dissertation.</p> <p><i>Assessment</i> Most parts of the programme assess these skills. through a combination of coursework and formal examination.</p>
<p><b>C. Practical skills – able to:</b></p> <ol style="list-style-type: none"> <li>1. Collect, analyse and interpret economic data</li> <li>2. Understand survey techniques, and statistical appraisals</li> <li>3. Assess the role and impact of government intervention</li> <li>4. Plan and execute a research project</li> <li>5. Draft written reports and, depending on the options chosen,</li> <li>6. Construct marketing and business plans</li> <li>7. Appraise investment projects</li> </ol>	<p><b>Teaching/learning methods and strategies</b> Development of these skills feature in the compulsory modules, and in preparing the dissertation. For example: skill 2 is addressed by ‘Qualitative Research Methods’ and ‘Quantitative Methods’; skill 3 is the focus of ‘Policy Analysis’; and skill 4 is addressed in ‘Dissertation Preparation’ and reflected in the execution of the dissertation.</p> <p><i>Assessment</i> These skills are assessed by a combination of course work and examination, and in the dissertation.</p>
<p><b>D. Transferable skills – able to:</b></p> <ol style="list-style-type: none"> <li>1. Use IT (word processing, spreadsheets, statistical packages and databases).</li> <li>2. Communicate ideas in a variety of written styles and lengths</li> <li>3. Give oral presentations to small and large groups</li> <li>4. Make effective contributions to group discussions and ask well considered questions</li> <li>5. Effectively use library and WWW resources to search and retrieve information</li> <li>6. Manage time effectively</li> </ol>	<p><b>Teaching/learning methods and strategies</b> Many of the transferable skills are embedded within a wide variety of modules within the degree. Use of IT data management and analysis occurs within individual modules, for example ‘Econometrics’.</p> <p><i>Assessment</i> Transferable skills are largely assessed through course work assignments; but skills 5 and 6 are particularly reflected in writing the dissertation.</p>

**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.**