MSc/PGDip/PGCert Development Finance

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading Faculty of Life Sciences
Programme length:	6 month Postgraduate Certificate, 9 month PG Diploma, 12 month MSc (for students entering in 2008)
Date of specification:	May 2008
Programme Director:	Dr Howard Jones
Board of Studies:	Graduate Institute of International Development and Applied Economics
Accreditation:	
Web site:	http://www.reading.ac.uk/apd/about/apd-aboutgiidae.asp

Summary of programme aims

The aims of the programme in Development Finance

- Develop an understanding of the theoretical frameworks for the analysis of financial markets in developing, transitional and market economies, and
- Strengthen professional competence in the design, implementation and critical evaluation of financial service provision reform programmes

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) (IDM009, IDM075 and, IDM063 ***or*** IDM048) and two core modules (IDM001 and IDM071) (30 credits) to total 60 credits

Postgraduate Diploma (120 credits):
Students take three specialist modules (30 credits) (IDM009, IDM075 and, IDM063 ***or*** IDM048) and two core modules (IDM001 and IDM071) (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 Finance (180 credits):
Students take three specialist modules (30 credits) (IDM009, IDM075 and, IDM063 ***or*** IDM048) and three core modules (IDM001 and IDM071) (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
IDM071	Research and Study Skills for Independent Learning	10	M
Specialist Modules			
IDM009	Development finance	10	M
IDM075	Microfinance	10	M
And <u>one</u> of the two following Modules:			
IDM063	Macroeconomics for developing countries; ***OR***	10	M
IDM048	Financial development in emerging economies	10	M
Optional Modules (students select 60 credits)*			
IDM034	Corporate finance	10	M
IDM021	Poverty, inequality and livelihoods	10	M
IDM067	Research methods for development and communication	10	M
IDM035	Financial markets and corporate governance	10	M
IDM038	Financial markets	10	M
IDM039	Financial regulation	10	M
ECM64	Trade policies for developing countries	10	M
IDM052	Private sector development in low income countries	10	M
IDM043	Banking in transition economies	10	M
ECM68	The WTO and the developing countries	10	M
IDM052	Private sector development in low income countries	10	M
IDM063	Macroeconomics for developing countries (**if not taken as a specialist module**)	10	M
IDM048	Financial development in emerging economies (if not taken as a specialist module)	10	M
Dissertation Module (for MSc)			
IDM072	Dissertation	60	M

*** the modules listed above are a sample of the modules available – students may select widely from the modules in the module guide.**

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.

Progression requirements
N/A

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 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* (IDM009, IDM063 *or* 48, IDM018 plus modules IDM001 and IDM071). 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* (IDM009, IDM063 *or* 48, IDM018 plus modules IDM001 and IDM071). 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 Certificates
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.

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 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 Research and Study Skills module (IDM071) 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
The intention is to provide a training which equips graduates of the course for successful careers in public finance, bank and non-bank financial organisations, international finance institutions, including aid agencies, NGOs and research organisations.

Opportunities for study abroad or for placements
With the agreement of their dissertation 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 Development Finance is to equip graduates with the understanding, skills and confidence to become competent reflexive professionals, capable of working across a wide range of finance related contexts concerning planned development interventions.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:	**Teaching/learning methods and strategies**
• Theories and concepts of development in relation to financial sector policies and reforms • The full range of financial service providers (both formal and informal) and how to critically assess their particular strengths and weaknesses • The gaps between clients' financial service needs and financial service provision (in both rural and urban environments), and financial policies and reforms to reduce such gaps • An understanding of the main issues associated with the finance of the public and private sectors in developing and transitional economies	Mixture of lectures, seminars, directed reading, group and individual project work *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 planned development intervention 2. Think logically and analytically and to understand the difference between positive and normative statements relating to development processes 3. Identify key development finance approaches and evaluate them with reference to practice and outcome. 4. Comprehend the rapidly evolving discourse of development finance 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 finance policy approaches 2. Evaluate the bases of the multiple meanings of key concepts in the discourse of planned development intervention 3. Evaluate the appropriateness and effectiveness of alternative development finance implementation strategies 4. Effectively apply a range of frameworks useful in the planning, implementation, monitoring and evaluation of development finance interventions and processes 5. Identify, access, evaluate, synthesise, analyse, collate and represent data relevant to the critical evaluation of development finance 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 finance 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 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	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 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.