MSc/Postgraduate Diploma/Postgraduate Certificate in Education and Training for Development
For students entering in 2008

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading
	Faculty of Social Sciences
Programme length:	6 month Postgraduate Certificate, 9 month PG Diploma, 12 month MSc
Date of specification:	September 2007
Programme Director:	Professor Naz Rassool
Board of Studies:	Modular Masters Programme, Institute of Education
Accreditation:	
Website:	http://www.reading.ac.uk

Summary of programme aims
The aims of the programme in Education and Training for Development

- Explain the role of formal, non-formal and informal education in human resource development with a particular focus on adult education and training

- Develop and strengthen professional competence in the analysis of policy frameworks and implementation strategies of national education and training systems

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 two core modules (40 credits) and 20 credits from within the optional modules to total 60 credits.

Postgraduate Diploma (120 credits):
Students take four core modules (IDM001, EDM043, EDM041, EDM086) (80 credits) and select a further 40 credits from a wide range of optional taught modules, subject to satisfying any module pre-requisites, to total 120 credits.

MSc in Education and Training for Development (180 credits):
Students take four core modules (IDM001, EDM043, EDM041, EDM086) (80 credits) and select a further 40 credits from a wide range of optional taught 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
EDM043	Education in Developing Countries	20	M
EDM041	Education policy in a Globalised world	20	M
EDM086	Non-Formal and Informal Education	20	M
Optional Modules			
EDM039	Comparative educational administration	20	M
EDM095	Design of training programmes	10	M
IDM015	Learning, adult education and training	10	M
IDM066	Communication and innovation in development	10	M
EDM044	Language and literacy for development	20	M
EDM040	Management, planning and finance of educational institutions	20	M
IDM012	Gender and development	10	M
IDM024	Social policies for development	10	M
IDM018	Microenterprise finance	10	M
IDM019	Organisation, people and change	10	M
IDM006	Concepts and strategies of social development	10	M
IDM021	Poverty, inequality and livelihoods	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 Certificate, Diploma or MSc over an extended period of two years

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.

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. Examinations will normally take place at the beginning of the Summer Term.

A dissertation supervisor is appointed for each student.

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 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 the 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 not exceed 55 credits.

Students who gain an average mark of 70 or more overall including a mark of 60 or more 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 50 or more 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 gain an average mark of 50 or more and have no mark below 40 in the 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 not exceed 55 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 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 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 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 as teachers, trainers and administrators in a wide variety of development organisations including bi- and multi-lateral aid agencies, Non-Governmental Organisations (NGOs) and within governmental institutions.

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 Education and Training for Development 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 which have a particular focus on education or training.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:	Teaching/learning methods and strategies
1. Social, economic and policy factors influencing the role of education and training for the renewable natural resources sector	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.
2. The main theoretical issues in the planning, management and practice of rural education and training	
3. The relationships between key sociological, psychological and communication theories and their application to the broad understanding of the process of learning, particularly among adults	
4. How to apply key concepts and theories in the analysis of different approaches and strategies in both formal and non-formal education and training situations with regard to different types of audiences	*Assessment* By coursework and, in some cases, formal examinations; coursework to include essay assignments and presentations
5. The appropriate systems for the improved policy setting, planning and curriculum development, training practices and management which reflect both national and local priorities and needs	

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 approaches and evaluate them with reference to practice and outcome. 4. Comprehend the rapidly evolving discourse of development 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 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 implementation strategies. 4. Effectively apply a range of frameworks useful in the planning, implementation, monitoring and evaluation of development interventions and processes. 5. Identify, access, evaluate, synthesise, analyse, collate and represent data relevant to the critical evaluation of development 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 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:

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

Teaching/learning methods and strategies

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.