MSc/Postgraduate Diploma/Postgraduate Certificate in Communication for Innovation and Development
For students entering in 2009

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
Date of specification:	June 2008
Programme Director:	Professor C J Garforth
Board of Studies:	Graduate Institute of International Development and Applied Economics
Accreditation:	None
Web site:	www.reading.ac.uk/apd/pg-taught/apd-pgtcourses.asp

Summary of programme aims
The aims of the programme in Communication for Innovation and Development are that participants will:
- Develop a critical understanding of innovation and communication theory in the particular context of international development
- Strengthen professional competence in the design, planning and management of information and knowledge interventions to support and promote innovation and 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, 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:
Students take a choice of compulsory modules (IDM066, IDM067, IDM045, IDM001, IDM006 and IDM071) to total 60 credits.

Postgraduate Diploma:
Students take six compulsory modules (IDM066, IDM067, IDM045, IDM001, IDM006 and IDM071) (70 credits) and select a further 50 credits from a wide range of modules, subject to satisfying any module pre-requisites, to total 120 credits.

MSc in Communication for Innovation and Development:
Students take six compulsory modules (IDM066, IDM067, IDM045, IDM006, IDM001 and IDM071) and select a further 50 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 (IDM072).

Module code	Module Title	Credits	Level
Compulsory Modules (70 credits)			
IDM001	Perspectives on Development	20	7
IDM071	Research and Study Skills for Independent Learning	10	7
IDM066	Communication and Innovation in Development	10	7
IDM067	Research Methods for Development and Communication	10	7
IDM045	Principles of Communication Design for Development	10	7
IDM006	Concepts and Strategies of Social Development	10	7
Optional Modules* (students select 50 credits)			
IDM013	Participatory Interventions in Development		
IDM019	Organisation, People and Change	10	7
IDM073	Environment and development: problems and policies	10	7
IDM024	Social policies for development	10	7
IDM021	Poverty, inequality and livelihoods	10	7
IDM046	Governance, accountability and development	10	7
IDM012	Gender and Development	10	7
IDM068	Extractive Industries, the Environment and Developing Societies	10	7
Dissertation module (for MSc)			
IDM072	Dissertation	60	7

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

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. 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.

Degree Certification and Assessment
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 Compulsory modules* (IDM066, IDM067, IDM045, IDM006, 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 not exceed 55 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 Compulsory modules* (IDM066, IDM067, IDM045, IDM006, 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 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 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. *

* The provision to permit a candidate to be passed overall with a profile containing marks below 40 is made subject to the condition that there is evidence that the candidate applied his or herself to the work of those modules with reasonable diligence and has not been absent from the examination without reasonable cause.

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 Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and the Student Services Centre. The Student Services Centre is housed in the Carrington Building and includes the Careers Advisory Service, the Disability Advisory Service, Accommodation Advisory Team, Student Financial Support, Counselling and Study Advisors. Student Services has a Helpdesk available for enquiries made in person or online (www.risisweb.reading.ac.uk), or by calling the central enquiry number on (0118) 378 5555. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions on everything from accommodation to finance. The Carrington Building is open between 8:30 and 17:30 Monday to Thursday (17:00 Friday and during vacation periods). Further information can be found in the Student Diary (given to students at enrolment) or on the Student website (www.reading.ac.uk/student).

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 MSc in Communication for Innovation and Development will prepare students for work in the communication and information departments of national and international development agencies, extension and advisory services in the public, commercial and not-for-profit sectors, and

independent careers in development communication in fields such as health, HIV/Aids, natural resource management and social development.

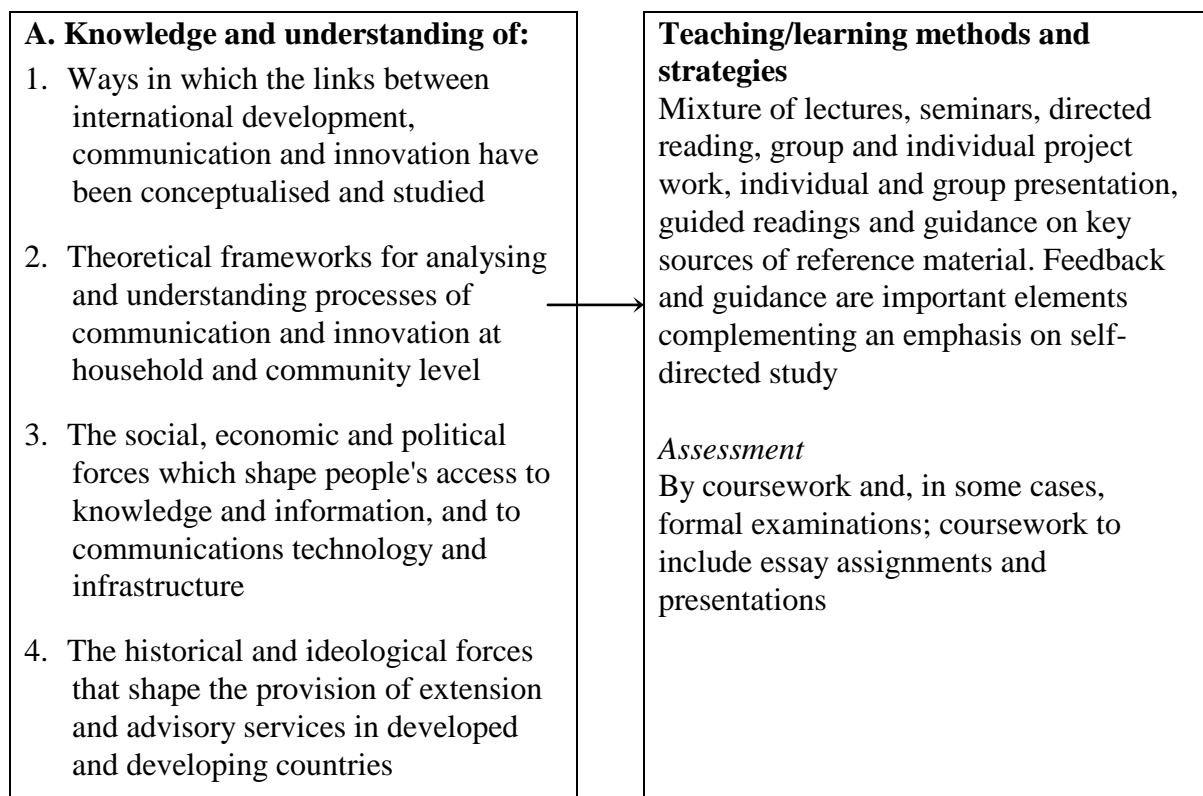**Opportunities for study abroad or for placements**
With the agreement of their dissertation supervisor, students may be allowed to study abroad or take up placements during the Summer Term as part of their dissertation work.

Educational aims of the programme
- Develop a critical understanding of innovation and communication theory in the particular context of international development
- Strengthen professional competence in the design, planning and management of information and knowledge interventions to support and promote innovation and change.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:	Teaching/learning methods and strategies
1. Ways in which the links between international development, communication and innovation have been conceptualised and studied 2. Theoretical frameworks for analysing and understanding processes of communication and innovation at household and community level 3. The social, economic and political forces which shape people's access to knowledge and information, and to communications technology and infrastructure 4. The historical and ideological forces that shape the provision of extension and advisory services in developed and developing countries	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 an emphasis on 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**
1. Structure, analyse and evaluate theoretical and conceptual issues and the bases for their relevance in the context of development at individual, local, national and international levels	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
2. Think logically and analytically and to understand the difference between positive and normative statements relating to 'knowledge transfer'	
3. Identify key approaches to supporting innovation in development contexts and evaluate them with reference to practice and outcome	
4. Critically analyse communication and innovation theory and the practical application of communication media and processes in a development context	*Assessment* By formative tests and presentations. Other assignments, including coursework and, in some cases, formal examinations; dissertation
5. Comprehend the rapidly evolving discourse of development and the factors influencing both the change and the pace of change	

C. Practical skills – able to:

1. Apply appropriate communication processes in the planning and implementation of development interventions

2. Evaluate the appropriateness and effectiveness of alternative development implementation strategies

3. Effectively apply a range of communication frameworks useful in the planning, implementation, monitoring and evaluation of development interventions and processes

4. Design and plan a communication intervention to support innovation in a development context

5. Identify, access, evaluate, synthesise, analyse, collate and represent data relevant to the critical evaluation of development policy and practice
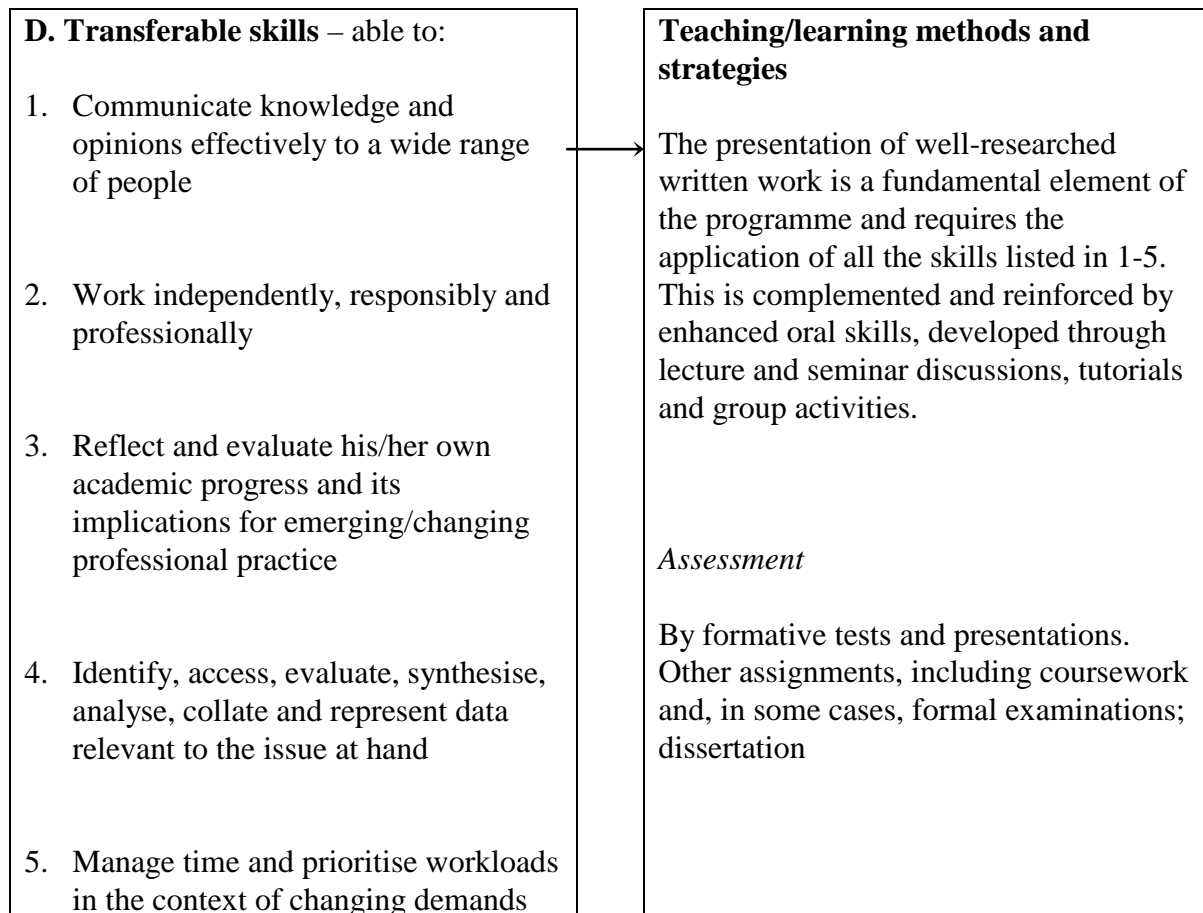
Teaching/learning methods and strategies

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.

The practical skills are achieved through lectures, seminars, presentations, case studies, group work, and dissertation, and in particular, 4. is achieved through a project and assignment on unit IDM045

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	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.
2. Work independently, responsibly and professionally	
3. Reflect and evaluate his/her own academic progress and its implications for emerging/changing professional practice	*Assessment*
4. Identify, access, evaluate, synthesise, analyse, collate and represent data relevant to the issue at hand	By formative tests and presentations. Other assignments, including coursework and, in some cases, formal examinations; dissertation
5. Manage time and prioritise workloads in the context of changing demands	

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.