

MSc/Postgraduate Diploma/Postgraduate Certificate in Food Economics and Marketing
For students entering in 2009

Awarding Institution: University of Reading
 Teaching Institution: University of Reading
 Faculty of Life Sciences
 Programme length: 180 credits (12 months) for the full MSc programme, 120 credits for the Diploma, 60 credits for the Certificate.
 Date of specification: March 2009
 Programme Director: Dr Francois Bouchetoux
 Board of Studies: Graduate Institute of International Development and Applied Economics
 Accreditation: NA
 Web site: www.reading.ac.uk/apd/pg-taught/apd-pgtcourses.asp

Summary of programme aims

The aim of the programme is to provide a detailed insight into economic aspects of food production, marketing and policy from agriculture through food processing and retailing to the consumer. The programme combines training in the skills of applied economics and marketing - including quantitative and qualitative research techniques - with an opportunity to apply them to a diverse range of contemporary food issues.

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

Module code	Module Title	Credits	Level
Compulsory Modules (100 credits)			
APME20	Market and Trade Analysis	10	7
APME29	Advanced Marketing	10	7
APME40	Qualitative Research Methods	10	7
APME51	Econometrics	10	7
APME53	Economics of International Food Markets	10	7
APME54	Marketing Research Methods	10	7

APME59	Consumer Behaviour and Food Marketing	10	7
IDM071	Research and Study Skills for Independent Learning	10	7
APME21	Policy Analysis	10	7
APME65	Advertising and Branding	10	7
Optional Modules (students select 20 credits)*			
APME22	Consumer and Producer Theory	10	7
APME41	Quantitative Methods	10	7
APME58	Resource and Environmental Economics	10	7
IDM077	Food Security and Development	10	7
APME67	Food Policy	10	7
APME66	Consumer Policy	10	7
ECM62	Macroeconomics for Developing Countries	20	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.

**Enrolling students will need proper background; will need to discuss with PD before selecting as pre-requisites might be required.

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.

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:

<u>Mark</u>	<u>Interpretation</u>
70 – 100%	Distinction
60 – 69%	Merit
50 – 59%	Good standard (Pass)
<u>Failing categories:</u>	
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 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 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 gain an average mark of 50 or more *and have no mark below 40 in 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 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.*

* 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 a good honours degree (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 following a 4-week pre-session course in economics.

The University requires all overseas students whose first language is not English to take either an IELTS (International English Language Testing System) or TOEFL (Teaching of English as a Foreign Language) 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: 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).

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 a buyer for a food retailer, involved in business strategy or marketing

for a food manufacturer, an economist in agribusiness, developing economic strategy in a government department or working as a policy analyst in an NGO.

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 food and marketing economists in industry or government, or to proceed to a career in 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>A. Knowledge and understanding of:</p> <ol style="list-style-type: none">1. How economic forces impact upon the food chain in an international context; and how markets work (or sometimes do not work) to co-ordinate economic activity.2. Consumer behaviour, marketing and marketing research methods of relevance to the food industry.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.4. Quantitative and qualitative techniques, including econometrics	<p>Teaching/learning methods and strategies</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. 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. Intellectual skills – able to:</p> <ol style="list-style-type: none">1. Assimilate, evaluate and synthesise knowledge from a variety of academic and other sources2. To discriminate between relevant and irrelevant information3. Think logically4. Develop and present coherent, structured and well balanced arguments5. Analyse problems and apply appropriate problem solving techniques6. Plan, conduct and report on a research project	<p>Teaching/learning methods and strategies</p> <p>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></p> <p>Most parts of the programme assess these skills through a combination of coursework and formal examination.</p>
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C. Practical skills – able to:

1. Collect, analyse and interpret economic and marketing data
2. Understand survey techniques, and statistical appraisals
3. Assess the role and impact of government intervention
4. Plan and execute a research project
5. Draft written reports and, depending on the options chosen,
6. Construct marketing and business plans

Teaching/learning methods and strategies

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.

Assessment

These skills are assessed by a combination of course work and examination, and in the dissertation.

D. Transferable skills – able to:

1. Use IT (word processing, spreadsheets, statistical packages and databases).
2. Communicate ideas in a variety of written styles and lengths
3. Give oral presentations to small groups
4. Make effective contributions to group discussions and ask well considered questions
5. Effectively use library and WWW resources to search and retrieve information
6. Manage time effectively

Teaching/learning methods and strategies

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’.

Assessment

Transferable skills are largely assessed through course work assignments; but skills 5 and 6 are particularly reflected in writing the 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.