MSc/Postgraduate Diploma/Postgraduate Certificate in Non-Formal Education and Training for Development
For students entering in 2009

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
	Faculty of Social Sciences
Programme length:	6 month Postgraduate Certificate, 9 month PG Diploma, 12 month MSc
Date of specification:	10/2/09
Programme Director:	Professor Naz Rassool
Board of Studies:	Advanced Taught Programme Board
Accreditation:	

Summary of programme aims
The aims of the programme in Non- Formal Education and Training for Development are to

- Examine 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

- Develop professional competence in working on educational development programmes in the non-formal sector

Transferable skills
The programme requires a substantial amount of independent reading, research and study. Students will develop the following transferable skills:

1. Students will develop the ability to take personal responsibility and show initiative in developing their knowledge and understanding of the field of study.
2. In following this programme students will have the opportunity to enhance and develop their skills relating to:
   a. communication (oral and written), presentations,
   b. information handling,
   c. problem solving,
   d. team work, and the use of information technology.
   e. working independently, under time pressures, and will learn to set priorities and manage their time in order to meet strict deadlines.

3. Career planning, via choice of modules, will be an integral part of the programme.

Programme content
All students will register for the MSc in Non-Formal Education and Training for Development. They must take the following core modules (80 credits) and then select optional modules to the value of 40 credits to make up a total of 120 credits. This will be followed by a 15,000 word dissertation (60 credits).

		Credits	*Level*
Mod Code	*Module Title*		

EDM100	Contemporary Debates in International Education and Training for Development	10	7
EDM104	Perspectives in Development	10	7
EDM007	Investigating Education	20	7
EDM041	Education policy in a globalised world	20	7
EDM106	Non-Formal and Informal Education and Training: adult teaching and learning, and working with NGOs and communities	20	7
			7
	Optional Modules (these optional modules are specific to this programme, however, students can select from the full menu of options available)		7
EDM102	Quality Assurance and Improvement in International Education: policies, systems, practices and processes	20	7
EDM101	Language, Communication and Adult literacy for Development	20	7
EDM099	Leading and Managing People in Education	20	7
EDM103	Leadership, Planning and Finance of Educational Institutions	20	7
	Dissertation		
EDM105	Dissertation: Non-formal Education and Training for Development	60	7

Part-time/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

Acceptance onto a module is conditional of students having attempted all assessments in previous modules. Students may exit after 60 credits with a Postgraduate Certificate or with a Postgraduate Diploma after 120 credits. Students must successfully complete all core modules above (EDM007, EDM104 and EDM041, EDM100 and EDM106) before submitting a dissertation in an appropriate area.

Summary of teaching and assessment

Teaching is organised in modules that typically involve a combination of lectures, seminars, group exercises and individual presentations. Modules are assessed by assignments which are marked by the course tutor and (blind) second marked for moderation purposes. A cross selection of assignments are sent to the external examiner. 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* (EDM041, EDM104, EDM106, EDM007 and EDM100). 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 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. *

* 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.

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 and education work, are also eligible to apply for admission to this programme. References are also taken into account. For applicants for whom English is not a first language, the University requires either a British Council IELTS score of 6.5 or above, a TOEFL score of 580/237 Alternatively it may be suggested that otherwise qualified applicants attend either a 4 or 8-week course on English for Academic Purposes before commencement of the degree scheme.

Admissions Tutor: Professor Naz Rassool (Programme Director)

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 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.

Further support for students taking the programme is provided through a personal tutor system. Each student is allocated a personal tutor who teaches on the programme and they are required to arrange a minimum of one meeting per term with their personal tutor. Personal tutors also meet their tutees in a group twice during the Autumn term. Frequent email contact between personal tutors and module co-ordinators also takes place. The programme has its own website maintained by the Course Director and much informal support for students is provided on a drop-in basis as well as in the termly staff-student meetings.

Induction programmes

Full and Part-time students are given a three-day induction and study skills programme in the Autumn Term. Students commencing in the Spring Term are given a similar induction and orientation programme

Handbooks and Guides

On arrival all students receive a comprehensive Handbook giving information about the programme.

Typical size of relevant lectures

The size of lectures is generally between 15-20 students but seminars are smaller, usually 8-10 students.

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.

Depending on demand, a study trip of four days duration to Paris takes place in the Easter vacation. Students attend presentations and collect data at organisations such as the OECD, the IIEP and the World Bank. These are then presented and discussed in a feedback seminar. Students are encouraged to attend conferences organized by relevant agencies such as the Department for International Development, UNESCO, the Commonwealth Secretariat, and the Biennial Oxford Conference organized by UKFIET to which the course is affiliated. Together these visits are included in their individual development portfolios. The course leader is also affiliated to the British Association for Comparative Education (BAICE) which provides an important network of information on conferences, publications and job opportunities.

Programme Outcomes

A. Knowledge and understanding of:	Teaching/learning methods and strategies
1. Social, economic and policy factors influencing the role of education and training for social and economic development 2. The main theoretical issues in the planning, management and practice of non-formal rural education and training 3. The relationships between key sociological, psychological and pedagogical theories and their application to the broad understanding of the process of learning, particularly among adults. Key aspects of participatory learning will be addressed 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 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 6. Students will able to demonstrate proficiency in analysing and interpreting different kinds of data; understanding of the various means of collecting and generating data; and knowledge of the range of sources and investigation techniques. 7. Students will be able to demonstrate knowledge and understanding of research practice including ethical considerations	Lectures are used by course tutors to introduce themes, approaches, and theories based on weekly reading assignments and often supplemented by printed handouts. The seminars and workshops are used in a variety of ways; they may be based around student led presentations; a student or tutor-led group discussion and textually based discussions. In the Autumn and Spring Terms students meet weekly with the Student Liaison Officer to discuss and have workshops on essay writing. In the Spring and Summer Terms this is extended to providing support on writing a research proposal and writing a dissertation. 1. EDM100, EDM104, EDM041 2. EDM106 3. EDM106 4. EDM106 5. EDM041 *Assessment:* Students' knowledge and understanding is assessed through set written essays, presentations and a dissertation. 1-5 Written assignments for modules EDM007, EDM106, EDM100,EDM041, EDM104) 1-7 Dissertation Module: EDM105

Skills and other attributes

B. Intellectual skills – able to:

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.

Comprehend the rapidly evolving discourse of development and the factors influencing both the change and the pace of change.

Teaching/learning methods and strategies

Students are challenged in all teaching situations to complete logical arguments, analyse problems, seek and evaluate alternative explanations, and justify held beliefs.

EDM106, EDM041, EDM100, EDM007

Assessment

Written assignment, debate, group work and presentations provide the principal vehicles by which intellectual skills are developed and assessed.

C. Practical skills – able to:

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.

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.

1-5 are achieved through lectures, seminars, presentations, case studies, group work, and dissertation, EDM104, EDM100, EDM105

Assessment

Written assignments, presentations and dissertation

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	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. Reflect and evaluate his/her own academic progress and its implications for emerging/changing professional practice	EDM106, EDM104, EDM100, EDM041, EDM007
3. Identify, access, evaluate, synthesise, analyse, collate and represent data relevant to the issue at hand.	*Assessment*
Manage time and prioritise workloads in the context of changing demands	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.