MSc/Postgraduate Diploma/Postgraduate Certificate in Development Policy, Practice and Process
For students entering in 2010

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:	May 2010
Programme Director:	Dr Sarah Cardey
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 Development Policy, Practice and Process
- To provide an interdisciplinary perspective on the process of policy development and its translation into practice
- To analyse the role of policy, practice and process in determining the planning and implementation of planned development interventions.

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 from a choice of six compulsory modules (IDM046, IDM063, APME21, IDM024, IDM001 and IDM071) to total 60 credits.

Postgraduate Diploma (120 credits):
Students take six compulsory modules (IDM046, IDM063, APME21, IDM024, IDM001 and IDM071) to total 70 credits and select a further 50 credits from a wide range of taught modules, subject to satisfying any module pre-requisites, to total 120 credits

MSc in Development Policy, Practice and Process (180 credits):
Students take six compulsory modules (IDM046, IDM063, APME21, IDM024, IDM001 and IDM071) to total 70 credits and select a further 50 credits from a wide range of 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
Compulsory Modules (70 credits)			
IDM001	Perspectives on Development	20	7
IDM071	Research and Study Skills for Independent Learning	10	7
IDM046	Governance, Accountability and Development	10	7
APME21	Policy Analysis	10	7
IDM063	Macroeconomics for Developing Countries	10	7
IDM024	Social Policies for Development	10	7
Optional Modules (students select 50 credits)*			
APME61	Appraisal of agricultural and rural development projects	10	7
IDM075	Microfinance	10	7
IDM079	Poverty and Development: concepts and interventions	10	7
ECM68	The WTO and Developing Countries	10	7
ECM64	Trade Policies for Developing Countries	10	7
IDM052	Private Sector Development in Low Income Countries	10	7
IDM073	Environment and Development: Problems and Policies	10	7
IDM021	Poverty, inequality and livelihoods	10	7
IDM066	Communication and Innovation for Development	10	7
IDM068	Extractive Industries, The Environment and Developing Societies	10	7
APME55	Agricultural project planning and management in developing countries	10	7
Dissertation (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 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.

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 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* (IDM046, IDM063, APME21, IDM024, 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 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 Compulsory modules* (IDM046, IDM063, APME21, IDM024, 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.

Admission requirements
Entrants to this programme are normally required to have obtained an honours degree or its equivalent in a relevant subject which includes some economics 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 Directorate. The Student Services Directorate 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 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
Students who have followed this programme are working in policy and decision-making roles; administration or management of public-private partnerships and capital investment projects; and research and evaluation of donor-led development approaches.

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
- To provide an interdisciplinary perspective on the process of policy development and its translation into practice

- To analyse the role of policy, practice and process in determining the planning and implementation of planned development interventions.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:	**Teaching/learning methods and strategies**
1. The historical and ideological forces which have shaped the theory and practice of development policies 2. The role of development policies, practices and processes in determining the direction of development 3. Appropriate concepts to analyse the effects of policy initiatives upon the livelihoods of people in 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 policy analysis. 2. Think logically and analytically and to understand the difference between positive and normative statements relating to development processes 3. Identify key policy approaches and evaluate them with reference to practice and process. 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.	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
2. Evaluate the bases of the multiple meanings of key concepts in the discourse of development policy practices and processes.	
3. Evaluate the appropriateness and effectiveness of alternative development policy strategies.	
4. Effectively apply a range of communication frameworks useful in the planning, implementation, monitoring and evaluation of development interventions and processes.	1-5 are achieved through lectures, seminars, presentations, case studies, group work, and dissertation
5. Identify, access, evaluate, synthesise, analyse, collate and represent data relevant to the critical evaluation of development policy and practice.	*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	
4. Identify, access, evaluate, synthesise, analyse, collate and represent data relevant to the issue at hand.	*Assessment* 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.