

MSc in Development Policy Practice and Process

For students entering Part 1 in 2011/2

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Faculty:	Life Sciences Faculty
Programme length:	1 years
Date of specification:	23/Aug/2011
Programme Director:	Dr Alex Arnall
Programme Advisor:	
Board of Studies:	Graduate Institute of International Development and
Applied Economics	
Accreditation:	

Summary of programme aims

The aims of the programme in Development Policy, Practice and Process are:

- 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.

Compulsory modules (for MSc)

<i>Code</i>	<i>Module title</i>	<i>Credits</i>	<i>Level</i>
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
IDM072	Dissertation	60	7

Optional modules(50 credits)

APME69	Climate Change Policy and Governance	10	7
APME73	Appraisal of Agricultural and Rural Development Projects	20	7
IDM075	Microfinance	10	7
ECM68	The WTO and Developing Countries	10	7
ECM163	Trade Policies for Developing 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
IDM080	Involuntary Resettlement in Developing Countries	10	7
APME72	Agricultural Project Planning and Management in Developing Countries	10	7
APMA92	Rethinking Agricultural Development	10	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 or 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

Assessment and classification

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. 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. 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 is provided by a wide array of services across the University, including: the University Library, the Student Employment, Experience and Careers Centre (SEEC), In-sessional English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and 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 advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing. 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 and runs workshops and seminars on a range of topics. For more information see 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.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

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

Teaching/learning methods and strategies

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

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 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.

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

D. Transferable skills - *able to:*

1. Communicate knowledge and opinions effectively to a wide range of people
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.
5. Manage time and prioritise workloads in the context of changing demands

Teaching/learning methods and strategies

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

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

Assessment

Long essays, presentations and unseen examinations

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 process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.