MA in Social Development & Sustainable Livelihoods
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 Henny Osbahr
Programme Advisor:
Board of Studies: Graduate Institute of International Development and
Applied Economics
Accreditation:

Summary of programme aims
The aims of the programme in Social Development and Sustainable Livelihoods are to:
• Develop an understanding of the conceptual and theoretical frameworks for the analysis of social change
   brought about by planned development interventions
• Strengthen professional competence in the design, implementation and critical evaluation of planned social
   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, analysis and
problem solving, teamwork, and the use of information technology. Students will learn to work both
independently and in groups, under time pressures, and will learn to set priorities and manage their time in order
to meet deadlines. Career planning will be an integral part of the programme.

Programme content
Compulsory modules:

Code	Module title	Credits	Level
IDM001	Perspectives on Development	20	7
IDM021	Poverty, Inequalities and Livelihoods	10	7
IDM024	Social Policies for Development	10	7
IDM046	Governance, Accountability and Development	10	7
IDM071	Research and Study Skills for Independent Learning	10	7
IDM077	Food Security and Development	10	7
IDM072	Dissertation	60	7

Optional modules (50 credits):*

IDM012	Gender and Development	10	7
IDM013	Participatory Interventions in Development	10	7
IDM066	Communication and Innovation in Development	10	7
IDM067	Research Methods for Development and Communication	10	7
IDM073	Environment and Development: Problems and Policies	10	7
IDM074	Environment and Development: Case Studies	10	7
IDM075	Microfinance	10	7
IDM080	Involuntary Development in Developing Countries	10	7
APME40	Qualitative Research Methods	10	7
APME72	Agricultural Project Planning and Management in Developing Countries	20	7

These modules are a guide to the options available - students maty select more widely from the module booklet in consultation with the Programme Director and subject to timetabling constraints.

Postgraduate Diploma programme content
Students take six compulsory modules (excluding the dissertation) and select a further 50 credits from a wide range of taught modules, subject to satisfying any module pre-requisites, to total 120 credits.

Postgraduate Certificate programme content
Students choose modules totalling 60 credits from the list of compulsory modules (excluding the dissertation).

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 Diploma or MA over an extended period.

Progression requirements
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 MA 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 Certificates
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.

Assessment and classification
- 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.

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 admission

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 (SEECC), 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 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.

Career prospects

Graduates from the SDSL programme are currently employed as officers in governmental and non-governmental development agencies around the world, as well as in research, consultancy and publicity posts. Recent contacts include former students working in the World Food Programme, Rome; in FAO, Rome; in the International Red Cross in Geneva, Thailand and Liberia; in agricultural research in Laos; with DEFRA, UK as self-employed consultants; as well as those who returned to their own countries to work in Ministries of Development, Agriculture, Education, Health, or in local NGOs for example in Malaysia, Japan, Ethiopia and Uganda. Others have set up their own NGOs. Social Development studies equip a person with many skills; some have gone on to do further research or doctoral study, while other ex-students have taken up political roles in order to advance their country's development progress.

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

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 social development 2. the basic principles of social systems and their relevance to the planning, implementation and analysis of development initiatives 3. how to apply appropriate concepts to analyse the effects of planned development initiatives upon the livelihoods of poor and disadvantaged people	Mixture of lectures, seminars, directed reading, group and individual project work, individual and group presentations, guided reading. Discussions in small groups complement self-directed study *Assessment* By coursework and, in some cases, formal examinations; coursework to include essay assignments and presentations

<div align="center">

Skills and other attributes

</div>

B. Intellectual skills - *able to:*

1. critically analyse written texts
2. assess current development strategies
3. identify development approaches and evaluate them in terms of practice and outcome
4. understand the complexity of development dialogues
5. place in a historical/comparative context current development choices
6. think logically and argue a case for/against a position

Teaching/learning methods and strategies

Students are required to discuss, analyse, and evaluate written and oral texts in small group discussions, in debates and in written assignments. Group work and presentations facilitate learning.

Assessment
Formative assignments and presentations: coursework: examinations

C. Practical skills - *able to:*

1. ability to write competently in an academic style
2. ability to argue logically
3. ability to critically evaluate statements and literature
4. apply a range of frameworks in the evaluation and implementation of development interventions
5. data collection and analysis
6. evaluate the effectiveness of development policies and strategies

Teaching/learning methods and strategies

Students are required to absorb, evaluate a wide range of reading related to development theory and policy; and to research/investigate their own reference materials for group and individual work. Interactive sessions throughout the programme achieve the learning skills.

Assessment
Assignments, coursework, discussions, examination

D. Transferable skills - *able to:*

1. communicate effectively
2. evaluate own academic progress (self-assessment)
3. collect and analyse data
4. think critically
5. demonstrate competent writing skills
6. exhibit time management/working to deadlines

Teaching/learning methods and strategies

Oral and written skills are developed/enhanced through critical discussion, self and peer evaluation in addition to formal assessments.

Assessment
Assignment, coursework, examination, discussion, formative tasks and presentations.
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.