MSc in Applied Development Studies (full-time)
For students entering in 2014/5

Awarding Institution: University of Reading
Teaching Institution: University of Reading
Relevant QAA subject Benchmarking group(s):
Faculty: Life Sciences Faculty
Programme length: 1 year
Date of specification: 19/Sep/2014
Programme Director: Dr Sarah Cardey
Programme Advisor:
Board of Studies: Graduate Institute of International Development and
Applied Economics
Accreditation:

Summary of programme aims
The aims of the programme in Applied Development Studies are to:
- Develop an interdisciplinary understanding of the complex factors which influence the effectiveness of planned development interventions; and
- Strengthen professional competence in the design, planning and management of 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 (both 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):
The Postgraduate Certificate programme is a flexible programme comprising any 60 credits drawn from the MSc taught modules (excluding the dissertation) subject to agreement by the Programme Director.
Postgraduate Diploma (120 credits): The Postgraduate Diploma programme is a flexible programme comprising any 120 credits drawn from the MSc taught modules (excluding the dissertation) subject to agreement by the Programme Director.
Compulsory modules (120 credits)

Code	Title	Credits	Level
IDM001	Perspectives on development	20	M
IDM071	Research and Study Skills for Independent Learning	10	M
IDM012	Gender and development	10	M
IDM093	Poverty, Wealth and Inequality	10	M
IDM024	Social Policies for Development	10	M
IDM072	Dissertation	60	M

Pathways
Students are encouraged to follow one pathway, but make take a selection of modules from the module guidebook with the approval of the Programme Director. The three thematic pathways are: agriculture and social development; social and economic development; policy and planning in development. Students must select 60 credits, be it through a pathway or a programme of their own design.
Agriculture and Social development (60 credits)

Code	Title	Credits	Level
IDM077	Food security and development	10	M
APMA103	Rethinking Agricultural Development	20	M
APME72	Agricultural Project Planning and Management in Developing Countries	20	M
IDM013	Participatory Interventions in Development	10	M
IDM066	Communication and Innovation in Development	10	M

Social and economic development (60 credits)

IDM009	Development Finance	10	M
IDM013	Participatory interventions in development	10	M
IDM075	Microfinance	10	M
IDM070	Microeconomics for Developing Countries	10	M
IDM066	Communication and Innovation in Development	10	M
IDM077	Food security and development	10	M

Development policy and planning (60 credits)*

IDM046	Governance, accountability and development	10	M
IDM066	Communication for innovation and development	10	M
APME21	Policy Analysis	10	M
APME69	Climate change policy and governance	10	M
IDM091	Global Environmental Change and Development	10	M
IDM013	Participatory Interventions in Development	10	M

Support Module (non-credit bearing)

Code	*Title*	*Credits*	*Level*
IDM089**	Personal and Professional Development for International Students	0	7

*The modules listed above as optional modules are a sample of the modules available. Students may select widely from the modules across the University, subject to timetabling constraints and subject to satisfying any module pre-requisites.

**The Personal and Professional Development module is for international students (although some events will be open to all masters students).

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 (usually two years).

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. Assessment is modular and involves coursework and, for some modules, unseen examinations. Examinations will normally take place at the beginning of the Summer Term. The nature of the assessment is determined by the aims of the module. A dissertation supervisor is appointed for each student.

Degree Certification and Assessment

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 Degree

To qualify for Distinction, students must gain an overall average of 70 or more over 180 credits and a mark of 60 or more for the dissertation, and must not have any mark below 40.

To qualify for Merit, students must gain an overall average of 60 or more over 180 credits and a mark of 50 or more for the dissertation, and must not have any mark below 40.

To qualify for Passed, students must gain an overall average of 50 or more over 180 credits and 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 of all modules marked below 50 must not exceed 55 credits

For PG Diploma

To qualify for Distinction, students must gain an overall average of 70 or more over 120 credits and must not have any mark below 40.

To qualify for Merit, students must gain an overall average of 60 or more over 120 credits and must not have any mark below 40.

To qualify for Passed, students must gain an overall average of 50 or more over 120 credits. In addition, the total credit value of all modules marked below 40 must not exceed 30 credits and of all modules marked below 50 must not exceed 55 credits.

For PG Certificate

To qualify for a Postgraduate Certificate, students must gain an overall average of 50 or more over 60 credits. 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 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 Careers, Placement and Experience Centre (CPEC), 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, academic issues (eg problems with module selection) and exam related queries. 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 comprehensive ‘Programme Handbook', which includes a detailed outline of the programme, its constituent modules and assessment guidelines, can be found on the Graduate Institute's Blackboard site. 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.

A Research and Study Skills (IDM071) 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

Students who have followed this programme are working in a wide variety of development sectors including bi and multi-lateral aid agencies, Non-Governmental Organisations (NGOs) and in development research in the UK and abroad.

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:** | **Teaching/learning methods and strategies** |

1. The historical and ideological forces which have shaped the theory and practice of planned development interventions
2. The influence of economic, physical, social and political environments in which planned development interventions take place
3. Appropriate concepts to analyse the effects of planned development initiatives upon the livelihoods of rural and urban people

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 and 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:*

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
4. 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 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:*

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
5. 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

Assessment
Long essays, presentations and unseen examinations

D. Transferable skills *- able to:*

1. Communicate knowledge and opinions effectively to a wide range of people through selection and use of a variety of means
2. Reflect and evaluate his/her own academic progress and its implications for emerging/changing professional practice
3. Identify, access, evaluate, synthesise, analyse, collate and represent data relevant to a specific

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

issue or issues	By formative tests and presentations. Other
4. Manage time and prioritise workloads in the context of changing demands	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.