

**MSc in Communication for Innovation and Development (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 Communication for Innovation and Development are that participants will:

- Develop a critical understanding of concepts, theories and frameworks for exploring interactions between communication, innovation and change in the context of international development
- Strengthen professional competence in the design, planning and management of information and knowledge interventions to support and promote innovation and 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, 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**

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Postgraduate Certificate: 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: 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.

MSc in Communication for Innovation and Development: Students take six compulsory modules (IDM090, IDM093, IDM001 and IDM071) and select a further 50 credits from a wide range of 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 (IDM072).

*Compulsory modules (130 credits):*

<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
IDM093	Poverty, Wealth and Inequality	10	7
IDM090	Concepts and Practices of Communication	30	7
Composed of:			
IDM086	Communication and Innovation in Development	0	7
IDM045	Principles of Communication Design for Development	0	7
IDM072	Dissertation	60	7

**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. 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.

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 Postgraduate 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 Postgraduate 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-session 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](http://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 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**

The MSc in Communication for Innovation and Development will prepare students for work in the communication and information departments of national and international development agencies, extension and advisory services in the public, commercial and not-for-profit sectors, and independent careers in development communication in fields such as health, HIV/Aids, natural resource management and social development.

### **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. Ways in which the links between international development, communication and innovation have been conceptualised and studied
2. Theoretical frameworks for analysing and understanding processes of communication and innovation at household and community level
3. The social, economic and political forces which shape people's access to knowledge and information, and to communications technology and infrastructure
4. The historical and ideological forces that shape the provision of extension and advisory services in developed and 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 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 development at individual, local, national and international levels

##### **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

2. Think logically and analytically and to understand the difference between positive and normative statements relating to 'knowledge transfer'
3. Identify key approaches to supporting innovation in development contexts and evaluate them with reference to practice and outcome
4. Critically analyse communication and innovation theory and the practical application of communication media and processes in a development context
5. Comprehend the rapidly evolving discourse of development and the factors influencing both the change and the pace of change

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. Apply appropriate communication processes in the planning and implementation of development interventions
2. Evaluate the appropriateness and effectiveness of alternative development implementation strategies
3. Effectively apply a range of communication frameworks useful in the planning, implementation, monitoring and evaluation of development interventions and processes
4. Design and plan a communication intervention to support innovation in a development context
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.

The practical skills are achieved through lectures, seminars, presentations, case studies, group work, and dissertation, and in particular, 4. is achieved through a project and assignment on unit IDM045

*Assessment*

Long essays, presentations and unseen examinations

**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**

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.**