

**BSc in International Development (full-time)  
For students entering Part 1 in 2014/5**

**UCAS code: L900**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Geography; economics; politics and international relations; and agriculture, horticulture, forestry, food and consumer sciences
Faculty:	Life Sciences Faculty
Programme length:	3 years
Date of specification:	06/Apr/2017
Programme Director:	Dr Eleanor Fisher
Programme Advisor:	
Board of Studies:	Agriculture, Policy and Development
Accreditation:	Not applicable

**Summary of programme aims**

The Programme aims to:

- develop an in-depth understanding of international development issues
- provide grounding in international development theory and practice
- permit pursuit of specialist learning pathways on: (i) environment; (ii) food systems and security; (iii) economics and business; and (iv) society
- develop skills in how to interpret, analyse and tackle international development issues
- facilitate overseas study as the basis for experiential learning on living and working in a developing country
- develop interdisciplinary aspects of knowledge
- promote students' ability to engage in lifelong learning.

The Programme also aims to produce graduates with both subject-specific skills and knowledge on international development and a range of cognitive, generic and transferable skills.

**Transferable skills**

During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills. In following this programme, students will have had the opportunity to develop such skills, in particular relating to developing abilities and analytical skills as self-motivated, autonomous learners, developing graduate skills adequate for professional and life situations, including career management, time management and communication (written and oral), developing competencies in information handling, numeracy, problem-solving, team working, use of Information Technology, use of information sources, and business awareness, developing life and employability skills, and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.

**Programme content**

A mixture of compulsory and optional modules must be taken. The compulsory modules will ensure that all students gain grounding in development theories and trends, and exposure to key policy and practice issues. Over three years these modules will form the basis of an in-depth understanding of international development. Optional modules provide a choice of subject pathways on environment, food systems and security, economics and business, or society for the student to tailor the programme towards their specialist interests and career aspirations. It is not essential that students choose modules from only one pathway.

**Part 1 (three terms)**

*Compulsory modules*

Code	Title	Credits	Level
AP1ID1	International Development: Global and Local Issues	20	4
AP1EE3	Economics 1	10	4
FB1FD1	Food Dilemmas: Production, Security and Health	20	4
EC107	Introduction to Economic Institutions and Policy	10	4
RE1SPGW	Sustainability and Prosperity in a Globalising World	20	4
GV1FHG	Foundation in Human Geography	20	4

**Optional (20 credits) [modules can be taken from across the four pathways]**

Code	Title	Credits	Level
PO1IRS	International Relations and Strategic Studies	20	4
PO1FRE	Freedom	20	4
GV1HPP	Human Geography, Philosophy and Research Methods	20	4

*Economics and Business*

Code	Title	Credits	Level
EC110	The Economics of Climate Change	10	4
EC111	Economic Policy and Social Problems	10	4
AP1EE1	Economics 2	10	4
AP1EM1	Introduction to Marketing	10	4
AP1SB1	Introduction to Management	10	4

*Environment*

Code	Title	Credits	Level
AP1AE15	Ecology and Environmental Management	10	4
GV1C	Climatology	10	4
GV1EI	Environmental Issues	10	4

*Food systems and security*

Code	Title	Credits	Level
AP1A02	Introduction to Agricultural and Food Systems	10	4
AP1A03	Introduction to Livestock Production Systems	10	4
AP1A12	Introduction to Crop Production	10	4
BI1EG1	Plant Diversity, Structure and Utilisation	10	4

**Part 2 (three terms)***Compulsory modules*

Mod Code	Module Title	Credits	Level
AP2ID2	Approaches to International Development	20	5
AP2ID1	Research Methods for BSc International Development	20	5
GV2H1	Geographies of Development	10	5
AP2SCP	Career Planning (APD students only)	0	5

**Optional (70 credits) [modules can be taken from across the four pathways]***Society and Planning*

Code	Title	Credits	Level
GV2GRO	Growth, Degrowth and Sustainability	10	5
GV2CIP	Culture, Identity and Place	10	5
PO2CGP	Comparative Government and Politics	20	5

*Economics and Business*

Code	Title	Credits	Level
AP2EM1	Marketing Management	10	5
AP2SB2	Financial Management	10	5
MM270**	Practice of Entrepreneurship	20	5

\*\*This module may have limited module enrolment numbers. Please also note that as the module runs over autumn and spring, you should check your spring timetable carefully, when selecting the module in October, to ensure that you do not have a spring term clash.

*Environment*

Code	Title	Credits	Level
GV2P3	Human Activity and Environmental Change	10	5
GV2M5	Quaternary Global Climate Change	10	5
AP2AE45	Methods in Ecology and Environmental Management	20	5

*Food Systems and Security*

Code	Title	Credits	Level
AP2A56	Grasslands and Management Ecology	10	5
AP2A59	Nature Conservation	10	5
FB2AG1	Farm to Fork: Primary production of food commodities	10	5

### Part 3 (three terms)

#### Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
AP3ID3	Dissertation (BSc International Development)	40	6

#### Optional (80 credits)

<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Level</i>
AP3ID1*	Overseas Study Experience	20	6
LA3XXX	Institution-wide Language Programme	20	5/6

#### *Society and Planning*

<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Level</i>
GV3RSD	Resilience for Sustainable Development	20	6
GV3CPS	Consumption, Politics and Space	20	6
GV3GLS	Globalisation, Labour and Social Justice	20	6
GV344	Culture and Development in Africa	20	6
RE3CIP	Comparative International Planning	10	6

#### *Economics and Business*

<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Level</i>
AP3EB1	Business Strategy	10	6
AP3EM1**	Marketing Strategy	10	6

#### *Environment and Climate Change*

<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Level</i>
GV317	Carbon and Global Change	10	6
GV362	Water Resources	20	6
GV3AP	Air Pollution, Effects and Control	20	6
GV3CJS	Climate Policy, Justice and Society	20	6
GV3EDL	Environment and Development in Latin America	20	6
AR315	People, Plants and Environmental Change	20	6
AP3AE70	Environmental Management in Practice	10	6
AP3A95***	Practical Wildlife Reserve Management	10	6
GV3CC	Climate Change	20	6

#### *Food Systems and Security*

<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Level</i>
AP3A45	Agricultural Systems in the Tropics	10	6
AP3A99	Plants, Green Space and Urban Sustainability	10	6
AP3A89	Water, Agriculture and Irrigation	10	6
AP3A90	Climate Change and Food Systems	10	6
FB3GIN	Global Issues in Nutrition and Health	10	6

\*This module is taken in the Summer vacation of Part 2 only.

\*\*Pre-requisites AP1EM1 & AP2EM1

\*\*\*Cannot be selected if already taken in Part 2 as AP2A52. Trip runs in the summer vacation at the end of Part 2 only. Please check with module convenor for availability as it runs in alternate years.

### Progression requirements

To gain a threshold performance at Part 1 a student shall normally be required to achieve an overall average of 40% over 120 credits taken in Part 1 and a mark of at least 30% in individual modules amounting to not less than 100 credits. In order to progress from Part 1 to Part 2 of this programme, a student shall normally be required to achieve a threshold performance at Part 1. If you gain a threshold performance at Part 1 and do not proceed to achieve a higher award, you are eligible to receive the award of Certificate of Higher Education. The Part 1 Examination does not contribute to the classification of your degree.

The Part 2 Examination is used to assess a student's suitability to proceed to Part 3 of their programme. It also determines eligibility for the Diploma of Higher Education. In addition, the marks achieved in the Part 2 Examination contribute to the classification of your degree.

To gain a threshold performance at Part 2, a student shall normally be required to achieve:

1. a weighted average of 40% over 120 credits taken at Part 2; and
2. marks of at least 40% in individual modules amounting to not less than 80 credits;
3. marks of at least 30% on individual modules amounting to not less than 120 credits.

In order to progress from Part 2 to Part 3, students must achieve a threshold performance at Part 2.

If you gain a threshold performance at Part 2 and do not proceed to achieve a higher award, you are eligible to receive the award of Diploma of Higher Education.

For a four year programme students undertake a 120 credit placement in a field approved by the Programme Director. This must be passed in order for a student to be eligible for the 4 year BSc International Development with Placement degree. A student that fails a placement year would be eligible for consideration for the BSc International Development degree award. The placement year does not count directly to classification of the 4 year degree.

### **Assessment and classification**

The University's classification system is:

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

Further information on the classification conventions, including borderline criteria, are available at <http://www.reading.ac.uk/web/FILES/exams/PGclassification-post-2008.pdf>

The weighting of the Parts/Years in the calculation of the degree classification is:

Three year programmes

Part 2 one-third

Part 3 two-thirds

### **Admission requirements**

Entrants to this programme are normally required to have obtained:

Grade C or better in Maths and English and achieved:

Grades ABB or AAC at A level.

International Baccalaureate: 32 points and achieve 6, 6, 6 in three higher level subjects.

We welcome deferred-entry applications from those wanting to take a gap year between school and university; from mature students and from students with special needs, for whom we may take a broader view of entry requirements. For those with special needs we are happy, when necessary, to take a flexible approach to field-work and practical work requirements, and to make appropriate arrangements for note-taking and examinations.

International applicants. Applications from international candidates are welcomed. If you are not offering A levels we advise you to contact the admissions tutor before applying in order to discuss the acceptability of your qualifications. IELTS Band 6.5 (or equivalent) is required for those whose education has not been undertaken in English.

**Admissions Tutor:** Dr Eleanor Fisher

### **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)

The Programme Director can offer advice on choice of modules within the Programme.

All students should ensure they access the online 'Programme Handbook' at the beginning of the degree which includes a detailed outline of the Programme, its constituent modules and assessment guidelines. Day-to-day queries regarding academic matters (e.g. timetabling) should be addressed in the first instance to the School Undergraduate Student Office or, where necessary, the Programme Director.

### **Career learning**

Career learning is facilitated by a Career Planning module that encourages students to take an early proactive approach to career choice and enhancing employability. It is also embedded in a range of other modules within the degree. The Career Planning module aims to improve self-awareness in the context of career decision making, knowledge of the career opportunities available to you and the skills required to make effective applications. All students prepare a Career Planning Portfolio which includes an action plan to gain relevant work experience and to manage the process towards applying for a specific career. During Part 1 the emphasis is on supporting you to apply for work experience placements while in Part 2 the focus shifts towards applications for graduate level positions. Before the conclusion of your degree it is intended that you will have a vision of your preferred career path, your 'career brand' and how to communicate this in the job application process - from CVs through to interviews and assessments centres.

### **Career prospects**

A University of Reading BSc in International Development is designed to assist graduate employment in three ways:

Firstly, it provides a basis for employment in fields directly or indirectly related to international development and the content of the degree course more generally. A post-graduate qualification and practical experience may also be required to access some career options. Examples are jobs in international organisations, government departments (for example, Department for International Development and the Foreign and Commonwealth Office), non-governmental organisations, and overseas teaching.

Secondly, because of the rigorous academic training and focus on development of transferable skills at Reading the degree will enhance employment prospects regardless of the subject matter. Examples include technical, advisory, teaching and research in both the UK and abroad.

Thirdly, emphasis is placed on enabling students to build their employability for a career in international development through facilitating and encouraging overseas experience (study/placements) and UK-based volunteering opportunities (e.g. student tutoring and the Reading Experience and Development [RED] Award).

### **Opportunities for study abroad**

As part of the three year Programme, students have the opportunity and are encouraged to spend 4 weeks (in the summer at the end of Year 2) based at a university in Uganda. During this period students are enrolled on a structured programme of field-based study jointly delivered by staff from Reading and the overseas university. If chosen this overseas placement will constitute 20 credits of your Part 3 programme.

In addition, as part of a four year degree programme students have the opportunity to study abroad at an institution with which the University has a valid agreement. The School of Agriculture, Policy and Development encourages students, provided they have passed Part 2, to consider the possibility of studying abroad. Overseas opportunities are strongly encouraged but not compulsory.

## Placement opportunities

This degree programme offers you the opportunity to undertake a one year Industrial Placement following the second year at Reading. This is an excellent opportunity to gain work experience in an area of employment directly or indirectly linked to your degree programme and your future career path. During the first 2 years of your degree programme you'll develop a thorough knowledge of your degree subject which can then be applied in an industry-specific setting in your 3rd year placement, before returning to University for your fourth and final year.

Though many placement opportunities are advertised, we also encourage you to network directly with other employers that you are interested in to approach them about offering you a placement.

Whether you're thinking about doing a placement or you've already decided, there is lots of help and support available to you. We have a Career Planning module running through Part 1 and Part 2 complemented by a range of career workshops and employer events organised by the Careers, Experience and Employment Centre including CV checking, mock interviews and assessment centres. A dedicated Placement Officer in the School will support you throughout all aspects of your placement search and application process and provide continued support whilst on your placement year. We also encourage and support all students to consider shorter work experience opportunities during vacation periods.

As you are currently enrolled on the 3 year degree you will need to change your status to the 4 year programme if you decide that a one year placement is for you. Your programme director will be able to help you with this.

## Programme Outcomes

### Knowledge and Understanding

#### A. Knowledge and understanding of:

1. The problems that face the developing world and their fundamental causes.
2. Historical and contemporary processes of development over space and time.
3. The inter-related character of social, economic, environmental and political processes in shaping international development.
4. Debates over key concepts in international development.
5. Process and practice in international development.

#### Teaching/learning methods and strategies

Students gain knowledge and understanding through a programme of lectures, seminars, projects, and fieldwork in core modules at Levels 1, 2, and 3 and through independent study. Some work is carried out in groups, others is by the students on their own.

In all parts these are supported by tutorials and practical classes through which students can obtain feedback on assessed and non-assessed work.

In later parts of the Programme, students are expected to work at additional problems on their own and in groups, seeking help when required, using the office hours of staff.

#### *Assessment*

Most knowledge is tested through a combination of coursework and unseen formal examinations to allow students to demonstrate their understanding of theory and practice and their ability to sustain a coherent and reasoned argument. Dissertations and oral presentations also contribute.

### Skills and other attributes

#### B. Intellectual skills - able to:

On completion of the Programme the successful student will be able to:

1. Describe and assess a range of established theories and concepts.
2. Review, synthesise and critically evaluate published materials from a range of sources.
3. Critically review and evaluate evidence and use this to construct reasoned, evidenced argument.

#### Teaching/learning methods and strategies

Students learn cognitive skills through lectures, seminars, directed reading, practical experience, and coursework.

#### *Assessment*

1-3 are assessed indirectly in most parts of the Programme.

4-6 contribute to many modules.

4. Apply conceptual and theoretical approaches to empirical material.
5. Apply knowledge to practical development problems.
6. Critically evaluate policy and policy implementation.
7. Plan, conduct and write reports on independent projects.

7 is assessed in the dissertation.

### **C. Practical skills - *able to:***

1. Construct responses to assignments using word-processing, databases, spread sheets and presentation software.
2. Make oral presentations.
3. Identify key issues and search for relevant information.
4. Plan and deliver an individual piece of research, typically based on fieldwork.

### **Teaching/learning methods and strategies**

Practical skills are learnt progressively over the duration of the Programme. Research methods are introduced in core modules at Level 5 and developed in Level 6 through application to a dissertation topic where ability to apply knowledge and undertake fieldwork is demonstrated.

#### *Assessment*

All 4 are assessed through a combination of coursework and examinations.

### **D. Transferable skills - *able to:***

1. Use IT (word processing, using standard and statistical software).
2. Communicate scientific and/or social scientific ideas.
3. Give oral presentations.
4. Work as part of a team.
5. Use library and other information resources.
6. Manage time.
7. Plan their career.

### **Teaching/learning methods and strategies**

The use of IT is embedded in many modules, as well as specialised modules offered in the Programme.

Effective communication of scientific and/or social scientific ideas, oral presentations and team work are embedded in modules from Part 1 onwards.

Time management is essential for effective submission of work and completion of the course.

Library resources are required for many modules, especially the completion of the dissertation, and contribute to the best performances throughout.

#### *Assessment*

1-4 are assessed through coursework. 5-7 are not directly assessed but their effective use enhances performance in modules.

**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.**