MSc in Environment and Development (full-time)
For students entering in 2015/6

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:	25/Aug/2015
Programme Director:	
Programme Advisor:	
Board of Studies:	Graduate Institute of International Development and Applied Economics
Accreditation:	

Summary of programme aims

- To provide both a global overview and nuanced, in-depth analyses of the drivers of change and complex inter-relationships between the environment and development at the global, regional, national and local levels.
- To develop a critical, interdisciplinary understanding of the complex nature of drivers, interactions and trade-offs between the well-being of people and the state of the environment broadly construed, and how, for example, institutions, economic and political structures, decision-making and actions can both create environmental problems and provide pathways to their resolution.
- To provide sophisticated and stimulating insights into the key elements of environmental management and policymaking in a converging - i.e. both developing and developed worlds - global context.

Students will develop evidence-based, critical understandings of how environmental challenges in the converging global context are framed, interpreted and addressed in multi-scalar policy-making and development arena . They will be assisted to develop the requisite conceptual and analytical skills to recognise, understand and interrogate the complex relationships between development, poverty and the environment. The programme is designed for students interested in pursuing careers in environmental policy, planning and development in multilateral/bilateral organisations, government and Non-Governmental Organisations (NGOs), academia and journalism. Students with backgrounds in either applied sciences or social sciences are encouraged to apply.

Transferable skills

The programme requires a substantial amount of independent reading, research and study. Students are expected to demonstrate excellent time management skills and to take personal responsibility for their learning. Students should show initiative in enhancing their knowledge and understanding of the interdisciplinary field of Environment and Development. This programme will help students develop and refine their problem solving, communication (oral and written), presentation, information retrieval and handling, and computer skills. Students will be required to work both independently and in groups, and manage their time in order to meet strict deadlines.
Where relevant, career planning, via guidance with a student's choice of modules, forms 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.

MSc in Environment and Development (180 credits):
Students take 80 credits from Compulsory modules and 40 credits from optional modules. A further 60 credits come from the dissertation (IDM072).

Compulsory modules (for MSc) (140 credits)

Code	*Module title*	*Credits*	*Level*

IDM092	Global Environmental Change and Development	20	7
APMA102	Ecosystem Services	10	7
IDM001	Perspectives on Development	20	7
IDM071	Research and Study Skills for Independent Learning	10	7
APME75	Energy, Climate Change and Development	20	7
IDM072	Dissertation	60	7

*Optional modules (40 credits)**

APME20	Markets and Trade Analysis	10	7
APME40	Qualitative Research Methods	10	7
APME58	Resource and Environmental Economics	10	7
REMP23	Urbanisation and Issues in Urban Governance	20	7
REMRPP	Rural Policy and Planning	10	7
APME61	Appraisal of Agricultural and Rural Development Projects	10	7
APMA89	Water, Agriculture and Irrigation	10	7
IDM009	Development Finance	10	7
IDM012	Gender and Development	10	7
IDM013	Participatory Interventions in Development	10	7
IDM063	Macroeconomics for Developing Countries	10	7
IDM066	Communication and Innovation in Development	10	7
APMA41	Agriculture in the Tropics	10	7
IDM046	Governance, Accountability and Development	10	7
IDM088	Food Security and Development	20	7
IDM094	Addressing Poverty and Inequality	20	7
APMA103	Rethinking Agricultural Development: Searching for Solutions (including horticulture)	20	7
APMA90	Climate Change and Food Systems	10	7
APMA96	Plants, Greenspace and Urban Sustainability	10	7
GVMRSD	Resilience for Sustainable Development	20	7

Support Module (non-credit bearing)**

IDM089	Personal and Professional Development for International Students	0	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.*
** the Personal and Professional Development programme is for international students (although employability events are open to all 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.

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. 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.

Prior to selection of dissertation topics students take part in organised, small group presentations and informal discussions led by relevant members of staff. 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 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 should have a good first degree, or equivalent, in a relevant subject. In exceptional circumstances, where an applicant does not hold a degree or its equivalent, consideration will be given to the applicant's professional experience and evidence of a high level of academic performance at the Further Education level.

Some prior training in economics would be an advantage for the module in environmental economics but is not a prerequisite. Where necessary students will be given appropriate preparatory/ background reading and guidance in this subject area.

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 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 have found successful employment in the UK, Europe and in the developing world in a wide variety of environmental and development settings; these have included bi- and multi-lateral aid agencies, development consultancies, Non-Governmental Organisations and in government departments - especially at local and regional levels. Within these organisations, graduates of the MSc in Environment and Development programme are engaged in a wide range of exciting and rewarding initiatives which include:
Forest conservation management projects
Rare bird and wetland conservation
Waste management policy formulation
Water catchment management
Environmental protection
Domestic energy efficiency in the Caribbean

Other students have gone on to pursue doctoral studies at Reading University and elsewhere, with the support of university scholarships and funding from the national research councils (NERC and the ESRC).

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 theories and concepts in the analysis of the environment and processes of environmental change (social, economic, ecological, political and technical) 2. The appropriate concepts and tools to analyse the interaction between the environment and development	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 the 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:*	**Teaching/learning methods and strategies**
1. Structure, analyse and evaluate theoretical and conceptual issues and the bases for their relevance in the environment 2. Think logically and analytically and to understand the difference between positive and normative statements relating to environmental issues 3. Identify key environmental approaches and evaluate them with reference to practice and outcomes. 4. Comprehend the rapidly evolving discourses on the environment and development and the factors influencing both these changes and the	Students are frequently challenged in all teaching situations to develop logical arguments, analyse problems, seek and evaluate alternative explanations, and justify the intellectual positions they hold. 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

pace of change.

C. Practical skills - *able to:*

1. Evaluate the bases of alternative environmental policy approaches
2. Evaluate the bases of the multiple meanings of key concepts in the discourse of the environment and development
3. Evaluate the appropriateness and effectiveness of alternative environmental strategies.
4. Effectively apply a range of frameworks useful in the planning, implementation, monitoring and evaluation of environmental interventions and processes.
5. Identify, access, evaluate, synthesise, analyse, collate and represent data relevant to the critical evaluation of environmental issues in a developing or developed economy context.

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 environmental 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 choosing and using among 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 the issue at hand.
4. 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.