

**MSc in Climate Change 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:	12 months
Date of specification:	25/Aug/2015
Programme Director:	
Programme Advisor:	
Board of Studies:	Graduate Institute of International Development and Applied Economics
Applied Economics	
Accreditation:	

Summary of programme aims

The programme examines the social scientific drivers, and consequences, of climate change and associated policy debates. It focuses in particular on the interface between climate change and development. In particular, the course provides participants with

- the ability to analyse the socio-economic drivers and effects of climate change, and policy responses
- a critical understanding of key social scientific frameworks applied in this field, including the emergent discipline of ecological economics
- a comparative understanding of the different contributions, and appropriate responses, to climate change by countries at different stages of development
- an appreciation of the ways in which climate change and development policies interface, and their interaction with different aspects of social and economic systems

Transferable skills

The programme demands extensive independent reading, research and critical thinking. Participants will need to exert self-discipline in the management of their time, and in developing their knowledge in the fields of both climate change and development. The programme will assist them in advancing their skills of oral and written communication, data analysis, problem solving and computer skills.

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. If students have received no previous training in the natural science of climate change, GV3CC must be 20 of the 60 credits.

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. If students have received no previous training in the natural science of climate change, GV3CC must be 20 of the 120 credits.

MSc in Climate Change and Comparative Development (180 credits)

Students take 70 credits of Compulsory Modules and 50 credits from Optional Modules. If students have received no previous training in the natural science of climate change, GV3CC must be 20 of the 120 credits. In addition, students take 60 credits from the dissertation (IDM072).

Compulsory modules (130 credits)

Code	Title	Credits	Level
APME75	Energy, Climate Change and Development	20	7
IDM001	Perspectives on Development	20	7
IDM092	Global Environmental Change and Development	20	7
IDM071	Research and Study Skills for Independent Learning	10	7
IDM072	Dissertation	60	7

Optional modules (students select 50 credits)*

<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Level</i>
-------------	--------------	----------------	--------------

GV3CC**	Climate Change	20	5
IDM077	Food Security and Development	10	7
APMA90	Climate Change and Food Systems	10	7
APME58	Resource and Environmental Economics	10	7
APMA103	Rethinking Agricultural Development: Searching for Solutions (including horticulture)	20	7
IDM013	Participatory Interventions in Development	10	7
IDM046	Governance, Accountability and Development	10	7
IDM094	Addressing Poverty and Inequality	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.*

***GV3CC will be compulsory for students with no prior training in the natural science of climate change.*

**** the Personal and Professional Development programme is for international students (although employability events are open to all students)*

Part-time or modular arrangements

Part-time/Modular arrangements

This programme may be taken on a part-time basis, normally over two years. Arrangements for part-time study are subject to the agreement of the Programme Director.

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.

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 MSc students must 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 60 or more for 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 50 or more for the dissertation and have no mark below 40 will be eligible for a Merit.

For PG Diplomas

To pass the Postgraduate Diploma students must 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 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.

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. Some prior training in economics would be an advantage but is not a prerequisite. Where necessary students will be given appropriate preparatory / background reading and guidance in this subject area. A pre-sessional economics course is also available if required.

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 follow this program are expected to have employment opportunities in a wide variety of environmental and developmental settings. These include aid agencies, environmental Non-Governmental-Organisations, and relevant government departments, especially those focussed on energy policy and climate change policy issues.

Opportunities for study abroad or for placements

With the agreement of their supervisor, students may be allowed to conduct research for their dissertation abroad or as part of a placement during the Summer Term.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

1. The social and economic causes and consequences of climate change, and how these

Teaching/learning methods and strategies

Mixture of lectures, seminars, directed reading, group and individual project work, individual and

differ across countries at different stages of economic development.

2. The theories and tools used to analyse the interaction between climate change and development.
3. The implications of climate change and development issues for related policy discourses, and vice versa, including food- and energy- security.

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. Construct arguments to support a conclusion logically, and detect gaps in arguments.
2. Collate and use evidence, across a range of sources, relevant to social science issues arising in climate change and development discourses.
3. Distinguish between positive and normative statements and to use criteria of assessment appropriate to each.
4. Think holistically, by analysing and synthesising arguments and information arising across a range of relevant disciplines and discourses.
5. Comprehend the rapidly evolving discourses concerning climate change and development, and factors influencing changes in these discourses

Teaching/learning methods and strategies

Students will be frequently challenged to justify their opinions, form defensible arguments, back up assertions with evidence or theory, and to seek and evaluate alternative views and explanations on an unbiased basis. Long essays, debates, group work and presentations provide the principal means through 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. Effectively apply a range of concepts and analytical frameworks used to understand the social science of climate change and climate change policy
2. Evaluate the effects of alternative climate change mitigation and adaptation policies, across countries at different stages of development
3. Evaluate the bases of the multiple meanings of key concepts in the discourse of the environment and development
4. Assess the strengths and weaknesses of competing analytical frameworks used at the interface between climate change and development, including neoclassical and ecological economics
5. Identify, access, evaluate, synthesise, analyse, collate and represent data relevant to the critical evaluation of climate change policy issues in a developing or developed country 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 development finance 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

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 1-4. 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

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.