

MSc (Research) in Agricultural and Food Economics (full-time)
For students entering in 2017/8

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Programme length:	1 year
Date of specification:	16/10/2017
Programme Director:	Dr Chittur Srinivasan
Board of Studies:	Graduate Institute of International Development,
Agriculture and Economics	

Summary of programme aims

The aim of the programme is to prepare students for doctoral studies in agricultural and food economics and marketing. The programme aims to provide rigorous training in research methods to prepare students for research careers in academia or in non-academic organisation. The programme combines training in the skills of applied economics and marketing - including quantitative and qualitative research techniques - with an opportunity to apply them to a diverse range of contemporary farm, food and rural issues in both developed and developing country contexts

Transferable skills

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills that all undergraduate students are expected to have developed by the end of their MA/MSc programme. In following this MSc programme, students will have had the opportunity to further enhance their skills relating to communication (both written and oral), information handling, problem-solving, team working and use of information technology.

Programme content

Compulsory modules (140 credits):

<i>Code</i>	<i>Module title</i>	<i>Credits Level</i>	
APME54	Marketing Research Methods	10	7
APME70	Quantitative Methods	20	7
APME40	Qualitative Research Methods	10	7
APME22	Consumer and Producer Theory	10	7
APME71	Econometrics	20	7
IDM071	Research and Study Skills for Independent Learning	10	7
IDM072	Dissertation	60	7

*Optional modules: Students select 40 credits from the following list (or as determined by the Board of Studies)**

APME21	Policy Analysis	10	7
APME20	Market and Trade Analysis	10	7
APME29	Advanced Marketing	10	7
APME58	Resource and Environmental Economics	10	7
APME59	Consumer Behaviour and Food Marketing	10	7
IDM077	Food Security and Development	10	7

Support module (non-credit bearing)

IDM089	Personal and Professional Development for International Students**	0	7
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*The modules listed above are a sample of the modules available; students may select up to 20 of their optional credits from the modules in the module guide subject to timetabling constraints.

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

Students take the compulsory modules listed above, and select a further 40 credits from an approved list of options (or as determined by the Board of Studies). The MRes additionally involves a dissertation project worth 60 credits.

Postgraduate Diploma

The PG Diploma is a flexible programme comprising 120 taught credits from the MRes programme (excluding the dissertation), subject to the agreement of the Programme Director.

Postgraduate Certificate

The PG Certificate programme is a flexible programme comprising any 60 credits drawn from the MRes taught modules (excluding the dissertation), subject to the agreement of the Programme Director.

Part-time or modular arrangements

The MRes, PG Diploma and PG Certificate programmes may be taken on a part-time basis by accumulating modular credits over an extended period. Arrangements must be agreed on a case by case basis with 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.

Degree Certification and Assessment

The University's taught postgraduate marks classification is as follows:

<i>Mark</i>	<i>Interpretation</i>
70-100%	Distinction
60-69%	Merit
50-59%	Good standard (Pass)
<i>Failing categories:</i>	
40-49%	Work below threshold standard
0-39%	Unsatisfactory work

For Masters degrees

To pass the MRes, students must normally gain an average mark of 50 or more 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 including a mark of 50 or more for the dissertation and have no mark below 40 will be eligible for a Merit.

For Postgraduate Diploma

To pass the Postgraduate Diploma, students must normally 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 who have no mark below 40 will be eligible for the award of a Distinction. Those gaining an average mark of 60 or more and who have no mark below 40 will be eligible for a Merit.

For Postgraduate Certificate

To pass the Postgraduate Certificate, students must normally 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 are normally required to have a good honours degree (or equivalent from a University outside the UK) in Economics, Agricultural Economics or another subject with adequate training in economic principles and quantitative methods. Students whose first degree is not deemed suitable for direct entry may be allowed entry after following a 4-week pre-session course in economics.

The University requires all overseas students whose first language is not English to take either an IELTS (International English Language Testing System) or TOEFL proficiency in English test. Further details on English tests and pass requirements can be found at www.reading.ac.uk/Study/international/study-english.aspx detailed requirements will be outlined in the applicant's offer of admission.

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, In-session English Support Programme, the Study Advice and Mathematics Support teams and IT Services. 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 the Support Centres. If a student has a general enquiry and is unsure where to seek help, they should visit their Support Centre. There are five Support Centres across the University, including one based at the London Road Campus. The Support Centre will be able to advise on matters such as extenuating circumstances, module selection, suspensions, withdrawals, timetable queries and transferring programme. The Support Centre will also be able to signpost students to Carrington building where other University services related to disability, financial support, counselling and wellbeing, accommodation and careers can be found. More information on what student services are available can be found here: <http://student.reading.ac.uk/essentials>.

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 Support Centre (GU06) in the Agriculture Building or, where necessary, to 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

In addition to providing skills for career in research, the broad scope of the MRes programme provides a suitable basis to enter posts in industry, government and non-governmental organisations. After some years of work experience, graduates might be a buyer for a food retailer, involved in business strategy or marketing for a food manufacturer, an economist in agribusiness, developing economic strategy in a government department or working as a policy analyst in an NGO.

Opportunities for study abroad or for placements

Not relevant during the taught component of the MRes, but with the explicit agreement of the Programme Director the Dissertation may be researched and written away from the University.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

- Research methods and skills in social sciences in general and in economic and management studies in particular
- Principles of research design and strategy including their ethical and legal implications
- The theoretical, political and legal implications of different research approaches

Teaching/learning methods and strategies

- Modules on general and transferable Research skills and research methods and skills provide general research methods training for the social sciences.
- The core modules on quantitative methods, qualitative methods, econometrics and marketing research methods provide subject specific research methods training. They also

- Agriculture, food and farm issues in the context of developed and developing countries
- Economic theory for undertaking applied economic work related to these issues
- Consumer behaviour, marketing and research methods of relevance to the food industry

provide the professional tool-kit of the applied economist.

- The module on consumer and producer theory provides the necessary theoretical foundations in microeconomics.
- Various optional modules allow the professional tool kit to be expanded, reflecting the individual student's background and research interests. They are also designed to build an awareness of sector specific issues. The areas covered are agricultural policy, agricultural development, consumer behaviour marketing and the international food industry.
- Knowledge and understanding is gained through a framework of lectures, seminars, and practical classes reinforced and extended by guided reading. A variety of course work gives further opportunities for building knowledge and the application of techniques. The dissertation is a significant opportunity for the student to use these skills.

Assessment

Combinations of coursework and formal examinations are used to assess basic knowledge. The dissertation is seen as a major test of the successful application of these skills

Skills and other attributes

B. Intellectual skills - *able to:*

- Assimilate, evaluate and synthesise knowledge from a variety of academic and other sources.
- Critically assess the social science literature on a particular topic.
- Present a coherent, structured and well balanced argument using research data.
- Present and / or verify qualitative and quantitative arguments.
- Identify interesting and feasible research questions.

Teaching/learning methods and strategies

Critical evaluation of the literature and presentation of arguments on the basis of research data are developed through a variety of modules. Skills 4 and 5 are explicitly addressed through the dissertation.

Assessment

Most parts of the programme assess these skills through a combination of coursework (including essays) and formal examination.

C. Practical skills - *able to:*

- Design a programme of research.
- Collect, analyse and interpret economic and marketing data.
- Understand survey techniques and statistical appraisals.
- Select and use research methods appropriate to different problems.
- Select and use appropriate methods for analysing data.
- Plan and execute a research report

Teaching/learning methods and strategies

Development of these skills feature in the general and transferable skills module, the research methods module, compulsory modules, and in preparing the dissertation. For example: skill 2 is addressed by 'Qualitative Research Methods' and 'Quantitative Methods' skill 3 is the focus of Marketing Research Methods; and all the skills are addressed in 'Dissertation Preparation' and reflected in the execution of the dissertation.

Assessment

These skills are assessed by a combination of course work and examination, and in the dissertation.

D. Transferable skills - *able to:*

- Use IT (word processing, spreadsheets, statistical packages and databases).
- Communicate ideas in a variety of written styles and lengths
- Give oral presentations to small groups
- Make effective contributions to group discussions and ask well considered questions
- Effectively use library and WWW resources to search and retrieve information
- Manage time effectively

Teaching/learning methods and strategies

Many of the transferable skills are embedded within a variety of modules within the degree. Use of IT data management and analysis occurs within individual modules, for example Econometrics.

Assessment

Transferable skills are largely assessed through course work assignments; but skills 5 and 6 are particularly reflected in writing the 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.