

MSc in Development Finance (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 aims of the programme in Development Finance are to:

- Develop an understanding of the theoretical frameworks for the analysis of financial markets in developing, transitional and market economies; and
- Strengthen professional competence in the design, implementation and critical evaluation of financial service provision reform programmes

The programme aims to equip graduates with the understanding, skills and confidence to become competent reflexive professionals, capable of working across a wide range of finance-related contexts concerning planned development interventions.

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

Compulsory modules (130 credits)

<i>Code</i>	<i>Module title</i>	<i>Credits Level</i>	
IDM095	Theories and Practices of Development	20	7
IDM071	Research and Study Skills for Independent Learning	10	7
IDM009	Development Finance	10	7
IDM075	Microfinance	10	7
IDM072	Dissertation	60	7
APME61	Appraisal of Agricultural and Rural Development Projects	10	7
IDM063	Macroeconomics for Developing Countries	10	7

Optional modules (50 credits)*

APME20	Market and Trade Analysis**	10	7
APME21	Policy Analysis**	10	7
APME71	Econometrics**	20	7
ECM123	Regulation	20	7
ECM132	The Economics of Financial Markets	20	7
ECM184	Economics of Public Policy	20	7
ECM185	Economics of Social Policy	20	7
IDM070	Microeconomics for Developing Countries	10	7
IDM077	Food Security and Development	10	7
IDM082	The Economics of Financial Markets	10	7
IDM084	Banking in Emerging Economies	10	7
IDM096	Addressing Poverty and Inequality through Social Policy	20	7
IDM097	Regulation	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.*

*** a background in economics is desirable*

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

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 Development Finance (180 credits): Students take six compulsory modules (70 credits) 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.

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 subject to the approval of the Programme Director.

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.

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 Degrees

To pass the MSc students must normally 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 at least 60 in 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 at least 50 in the dissertation and have no mark below 40 will be eligible for a Merit.

For PG Diplomas

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 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 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 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, In-sessional 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 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 intention is to provide a training which equips graduates of the course for successful careers in public finance, bank and non-bank financial organisations, international finance institutions, including aid agencies, NGOs and research organisations.

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:

Teaching/learning methods and strategies

1. Theories and concepts of development in relation to financial sector policies and reforms
2. The full range of financial service providers (both formal and informal) and how to critically assess their particular strengths and weaknesses
3. The gaps between clients' financial service needs and financial service provision (in both rural and urban environments), and financial policies and reforms to reduce such gaps
4. An understanding of the main issues associated with the finance of the public and private sectors in developing and transitional economies

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

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 planned development intervention
2. Think logically and analytically and to understand the difference between positive and normative statements relating to development processes
3. Identify key development finance approaches and evaluate them with reference to practice and outcome.
4. Comprehend the rapidly evolving discourse of development finance and the factors influencing both the change and the pace of change

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 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. Evaluate the bases of alternative development finance policy approaches
2. Evaluate the bases of the multiple meanings of key concepts in the discourse of planned development intervention
3. Evaluate the appropriateness and effectiveness of alternative development finance implementation strategies
4. Effectively apply a range of frameworks useful in the planning, implementation, monitoring and evaluation of development finance interventions and processes
5. Identify, access, evaluate, synthesise, analyse, collate and represent data relevant to the critical evaluation of development finance 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 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

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

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| <ol style="list-style-type: none"> 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 | <p>oral skills, developed through lecture and seminar discussions, tutorials and group activities</p> <p><i>Assessment</i></p> <p>By formative tests and presentations. Other assignments, including coursework and, in some cases, formal examinations; dissertation</p> |
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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.