

MSc Extension for Natural Resource Based Livelihoods

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading
Faculty of Life Sciences	Programme length: 6 month Postgraduate Certificate, 9 month PG Diploma, 12 month MSc
For students entering in 2003	Date of specification: May 2003
Programme Director:	Ms R. Percy, International and Rural Development Department
Board of Studies:	IRD
Accreditation:	None
Web site:	http://www.rdg.ac.uk/IRDD/ma7-ENRBL.htm

Summary of programme aims

The aims of the programme in Extension for Natural Resource Based Livelihoods (ENRBL)

- Develop an understanding of theoretical frameworks for the analysis of social and technological change in natural resource use and related aspects of rural life
- Strengthen professional competence in the design, planning and management of extension and consultancy support services.

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

Postgraduate Certificate:

Students take three specialist modules (30 credits) (IDM005, IDM013, IDM027) and two core modules (IDM001 and IDM002) (30 credits) to total 60 credits

Postgraduate Diploma:

Students take three specialist modules (30 credits) (IDM005, IDM013, IDM027) and two core modules (IDM001 and IDM002) (30 credits) and select a further 60 credits from a wide range of modules, subject to satisfying any module pre-requisites, to total 120 credits

MSc in Extension for Natural Resource Based Livelihoods

Students take three specialist modules (30 credits) (IDM005, IDM013, IDM027) and two core modules (IDM001 and IDM002) (30 credits) and select a further 60 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.

Module code	Module Title	Credits	Level
Core Modules			
IDM001	Perspectives on Development	20	M
IDM002	Extension for Natural Resource-Based Livelihoods tutorials	10	M
Specialist Modules			
IDM005	Comparative Extension	10	M
IDM013	Innovation and decision-making for natural resource based livelihoods	10	M
IDM027	Trends and issues in natural resource policy and livelihoods	10	M
Optional Modules			
IDM031	African government and politics	10	M
APME52	Agricultural policies for developing countries	10	M
APME55	Agricultural project planning and management in developing countries	10	M
APME61	Appraisal of agricultural and rural development projects	10	M
IDM005	Communication in development processes and interventions	10	M
IDM006	Concepts and strategies of social development	10	M
IDM008	Design of training programmes	10	M
IDM041	Developing countries in the world economy	10	M
IDM012	Gender and development	10	M
IDM015	Learning, adult education and training	10	M
IDM016	Management of field level extension	10	M
IDM018	Micro-enterprise finance	10	M
IDM019	Organisation, people and change	10	M
IDM020	Participatory learning and action (PLA) in development and extension	10	M
IDM021	Poverty, inequality and livelihoods	10	M
IDM046	Governance, accountability and development	10	M
IDM024	Social policies for development	10	M
IDM017	Sustainable development	10	M
IDM030	Dissertation	60	M

Part-time and 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.

Degree Certification and Assessment

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

<u>Mark</u>	<u>Interpretation</u>
70 – 100%	Distinction
60 – 69%	Merit
50 – 59%	Good standard (Pass)
<u>Failing categories:</u>	
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 *and have no mark below 40 in Specialist and Core modules* (IDM005, IDM013, IDM027 plus modules IDM001 and IDM002). 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 be less than 60 credits.*

Students who gain an average mark of 70 or more overall including a mark of 70 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 60 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 *and have no mark below 40 in Specialist and Core modules* (IDM005, IDM013, IDM027 plus modules IDM001 and IDM002). 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 be less than 60 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 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.*

*The provision to permit a candidate to be passed overall with a profile containing marks below 40 is made subject to the condition that there is evidence that the candidate applied his or herself to the work of those modules with reasonable diligence and has not been absent from the examination without reasonable cause.

Summary of teaching and assessment

Teaching is organised in modules. Student learning is facilitated through lectures, projects, seminars, tutorials, guided individual study and group exercises. Throughout the programme emphasis is placed on participatory approaches whereby the experiences of group members are recognised as an invaluable resource by those managing the modules.

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.

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.

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 includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses 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 Programme Directors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union.

A Study Skills 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

Students who have followed this programme are working in a wide variety of development sectors including bi and multi-lateral aid agencies, sectoral Ministries, Non-Governmental organisations (NGOs) and in development research.

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.

Educational aims of the programme

The aim of the programme in Extension for Natural Resource Based Livelihoods is to equip graduates with the understanding, skills and confidence to become competent reflexive professionals, capable of working across a wide range of contexts concerning planned development intervention.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

1. The historical and ideological forces that shape the provision of extension and advisory services in developed and developing countries
2. Theoretical frameworks for analysing and understanding the impacts of social, economic and technological changes on communities reliant on natural resources.
3. The principles of human communication and the importance of dialogue in the management of the human - natural resource interface and in the broader development context.

Teaching/learning methods and strategies

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

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. Think logically and analytically
2. Analyse and evaluate theoretical and conceptual issues and the bases for their relevance in the context of planned development interventions
3. Identify key natural resource based extension approaches and evaluate them with reference to practice and outcome
4. Engage in the discourse concerning sustainable livelihoods and the dynamics of the NR/livelihood interface within the changing political, social and economic climate.

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. Essays, group work and discussion, case studies and presentations provide the principle vehicles by which intellectual skills are developed.

Assessment

By formative and summative assessment including case study analysis, dissertation work, course work and in some cases unseen examination.

<p>Practical skills – able to:</p> <ol style="list-style-type: none"> 1. Demonstrate people-centred approaches to extension for, and management of, natural resource based livelihoods 2. Use appropriate theoretical frameworks, strategies and tools to analyse individual, household and collective decision making in changing livelihood contexts 3. Apply appropriate communication processes to the planning and implementation of extension interventions. 4. Understand and critically appraise natural resource conservation and management practices in the context of regional, national and international trends 5. Analyse local situations regarding past and present practices and make recommendations for new relevant conservation and development strategies 	<p>Teaching/learning methods and strategies</p> <p>Practical skills are learned through individual, group and class exercises, workshops, demonstrations, role plays and projects. These are backed up by student reading of literature from a wide range of sources including web-based material.</p> <p><i>Assessment</i></p> <p>Formative and summative assessment of individuals and groups based on essays, presentations, role plays and student portfolios.</p>
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<p>D. Transferable skills – able to:</p> <ol style="list-style-type: none"> 1. Work independently, responsibly and professionally. 2. Reflect on 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 5. Communicate knowledge and opinions effectively to a wide range of people 6. Use information technologies to enhance professional performance 	<p>Teaching/learning methods and strategies</p> <p>The presentation of well-researched written work is a fundamental element of the programme and requires the application of all the transferable skills listed. This is complemented and reinforced by enhanced 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 course work, 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 expect 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 module and programme handbooks.