MSc Environment and Development

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: John Northridge, International and Rural Development Department
Board of Studies: IRD
Accreditation: None
Web site: http://www.rdg.ac.uk/irdd/ma4-E&D.htm

Summary of programme aims
The aims of the programme in Environment and Development:

- Provide an introduction to the essentials of environment management and policy with particular reference to developing countries.

- Develop an analytically rigorous but broadly based understanding of the inter-relations between environment and development at the global, national and local levels.

- Provide an understanding of the nature of interactions between people and the environment and how economic issues can create both environmental problems and provide solutions.

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) including IDM011 and 20 credits selected from IDM017, IDM007 or CEMRE and two core modules (IDM001 and IDM002) (30 credits) to total 60 credits

Postgraduate Diploma:
Students take three specialist modules (30 credits) including IDM011 and 20 credits selected from IDM017, IDM007 or CEMRE 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 Environment and Development
Students take three specialist modules (30 credits) including IDM011 and 20 credits selected from IDM017, IDM007 or CEMRE 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	Environment and Development Tutorials	10	M
Specialist Modules			
IDM011	Environmental problems and policies	10	M
IDM007	Research Methods for Development	10	M
CEMRE	Energy and the environment	10	M
IDM017	Sustainable development	10	M
Optional Modules			
SSM20	Tropical Environments	10	M
APME52	Agricultural policies for developing countries	10	M
APME61	Appraisal of agricultural and rural development projects	10	M
APMA41	Agricultural production in the tropics	10	M
APMA43	Crops and water	10	M
X3ECSS	Environmental Economics	20	H
GGMG01	GIS for Environmental Management	10	M
IDM021	Poverty, inequality and livelihoods	10	M
APME58	Resource and Environmental Economics	10	M
X3GG24	Tourism in the Third World	10	H
MTMA31	Vegetation and the Atmosphere	10	M
AP3A59	Agriculture, Environment and Sustainability	10	H
X3ES5E	Environmental Issues	10	H
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:

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 *and have no mark below 40 in Specialist and Core modules (*IDM011 *and 2 modules selected from* IDM007, CEMRE and IDM017 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 (*IDM011 *and 2 modules selected from* IDM007, CEMRE and IDM017 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. 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.
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 environmental policy and planning related to developing countries in government, NGOs, international organisations, scientific organisations, academia or the press

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 Environment and Development 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 the development of environmental interventions.

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, political and technical) in relation to development. 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 and 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. 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 development processes

3. Identify key development approaches and evaluate them with reference to practice and outcome.

4. Comprehend the rapidly evolving discourse of the environment and development 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 principle 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 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 development 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 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.