



Faculty of Social Sciences

MIDM75, Development Studies: The Development Practitioner, 5 credits

Utvecklingsstudier: Utvecklingspraktiker, 5 högskolepoäng
Second Cycle / Avancerad nivå

Details of approval

The syllabus was approved by Steering committee for the Master of Science Programme in International Development and Management on 2023-05-16 (STYR 2023/1359) and was last revised on 2024-09-26. The revised syllabus comes into effect 2025-01-20 and is valid from the spring semester 2025.

General information

This course is offered during the second term of the Master of Science Programme in International Development and Management (LUMID).

Language of instruction: English

Main field of study *Specialisation*

Development A1F, Second cycle, has second-cycle course/s as entry
Studies requirements

Learning outcomes

On completion of the course, the student shall be able to:

Knowledge and understanding

- account for and discuss how leadership, teamwork and partnership are central for development practice in diverse organisational settings,
- understand and critically analyse the diverse relevant skills and competences that development practitioners should strive to develop, and
- critically analyse and understand one's own strengths and weaknesses in teamwork and collaboration.

Competence and skills

- formulate coherent strategies and interventions for developing competences for different roles in multicultural settings in the context of diverse development organisations,
- demonstrate competences and skills to work critically, independently, creatively, and collaboratively in teams, and
- communicate effectively in writing and speech to different audiences.

Judgement and approach

- review and critically reflect upon the roles and competences of professionals in international development cooperation and the ethical, moral, and intercultural aspects of leadership, teamwork, and partnership,
- identify and justify the needs for an ethics of care in development practice.

Course content

The course focuses on the personal and interpersonal skills, values, and attitudes relevant and needed in development planning and intervention (e.g., policies, programmes, projects, etc.) in diverse organizational settings (e.g., civil society organizations, state agencies, consultancies, social movements, etc.). The course is organized in two modules.

The first module covers discussions on the roles, competencies, and skills of the 'development practitioner' (e.g., facilitation, communication, relational, cognitive skills, and attitudes such as caring, etc.) working in multicultural environments with diverse and conflictive strategic goals, procedures, techniques, partners, and approaches to development governance, planning, and intervention.

The second module deals with reflective capacities and skills to critically understand students' own situated knowledge and positionality in the field of development (e.g., inner capacity development for collaboration, resilience, and agency).

Course design

The teaching consists of lectures, seminars, role plays, workshops, coaching sessions, and other pedagogical methods that course teachers might consider pertinent and appropriate for developing students' understanding, skills, and judgment in the field of development practice. Problem-solving, case study based-learning and group-learning will be used as pedagogical methods.

All teaching activities -except those categorized as lectures- will be considered compulsory (e.g., coaching sessions, seminars, workshops, role plays, etc.).

Compulsory components are course components for which the student's attendance is required for a pass grade on the course. Students who are not able to complete a compulsory component owing to circumstances beyond their control, e.g., accident, sudden illness, or similar situation, will be offered an alternative date or comparable assignment. This also applies to students who miss teaching sessions owing to activities in an elected position as student representative.

Assessment

Assessment will be based on:

- Written individual take-home assignment accompanied by an oral presentation (5 credits)

In connection with the course, three test opportunities are offered; ordinary exams, re-exams and cumulative exams. Within one year after the course has undergone a major change or ceased, at least two additional exam opportunities are offered for the same course content. After that, the student is offered additional test opportunities, but in accordance with the then-current syllabus.

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

Grades

Grading scale includes the grades: U=Fail, E=Sufficient, D=Satisfactory, C=Good, B=Very Good, A=Excellent

The applied grading scale in the course is: A-E + Fail

The student's performance is assessed with reference to the learning outcomes of the course. For the grade of E the student must show acceptable results. For the grade of D the student must show satisfactory results. For the grade of C the student must show good results. For the grade of B the student must show very good results. For the grade of A the student must show excellent results. For the grade of Fail the student must have shown unacceptable results.

At the start of the course, students are informed about the learning outcomes stated in the syllabus and about the grading scale and how it is applied on the course.

Entry requirements

Students are required to have passed the first four courses (MIDA80, 15 credits; MIDM81, 7.5credits; MIDM72, 7.5credits and MIDM73, 7.5credits) of the LUMID programme.

A high level of proficiency in the English language, equivalent to English 6/B in the Swedish secondary system is necessary. Equivalence assessment will be made according to national guidelines.