



Faculty of Social Sciences

MIDM81, Development Studies: Development Cooperation and Practice, 7.5 credits

Utvecklingsstudier: Utvecklingsamarbete och praktik, 7,5 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). The syllabus comes into effect 2023-05-17 and is valid from the autumn semester 2024.

General information

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

Language of instruction: English

Main field of study Specialisation

Development Studies A1N, Second cycle, has only first-cycle course/s as entry requirements

Learning outcomes

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

Knowledge and understanding

- identify diverse understandings and approaches to management in the field of development cooperation,
- account for and discuss the relevance of diverse contextual factors that shape development management within different development cooperation settings,
- understand and critically analyse the possibilities and limitations of processes, methods, and instruments commonly used in development practice (design, planning, implementation, monitoring and evaluation of development policies and interventions).

Competence and skills

- integrate knowledge critically and systematically from different disciplinary fields to the contextualisation, analysis, interpretation, and recommendations of development interventions,
- critically employ the instruments, methods, and procedures that are used in development practice,
- formulate a development project proposal including carrying out a problem analysis, context analysis, stakeholders' analysis, objective analysis, identifying outcomes, output, activities, indicators, and planning and designing associated monitoring and evaluation procedures,
- work independently, creatively, and collaboratively in teams, and communicate effectively in writing and speech to different audiences.

Judgement and approach

- make assessments in the field of development, taking into account relevant scientific aspects from diverse disciplinary fields (evidence-based assessments),
- identify and justify the need of further knowledge, skills, and approaches in the field of development cooperation and practice and to take responsibility for developing them.

Course content

The course focuses on development practice (e.g., development management) and puts it in context (e.g., forms of development cooperation, international to local policy frameworks, human rights principles, standards, law, etc.). The course is organized in two modules.

The first module (Development Cooperation) deals with the way development actors and policy approaches covered in the previous course are contextualising and embedded in development practice at different scales (from international policy making to local implementation). This includes the role of diverse forms of development cooperation (e.g., aid, trade, humanitarian assistance, bilateral, multilateral, etc.), development policy (e.g., Sustainable Development Goals, national sector strategies, etc.) and standards of good practices (e.g., participation, transparency, accountability, non-discrimination, or human rights-based approach)

The second module (Development in Practice) deals with diverse procedures, methods, and instruments used in development practice within organisations and/or public sector designing, planning, and executing interventions on the ground in diverse sensitive and non-sensitive contexts (e.g., programme and project cycle management including the logical framework analysis, theory of change, result-based management, gender budgeting, diverse forms of funding instruments, multiple monitoring and evaluation methods, etc.).

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 take-home essay in pairs (3 credits).
- Written group take-home assignment accompanied by an oral presentation (4.5 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

For the written individual and group exams 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 students 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 students 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 the equivalent of at least 180 higher education credits (representing three years of successful full-time studies) to be eligible for the course.

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

Further information

This course replaces MIDM26.