

Master of Science

TCD UCD Joint Masters in Development Practice



Course Handbook 2012/2013

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Welcome to the TCD UCD Masters in Development Practice

Welcome to the TCD UCD Joint Masters in Development Practice (MDP) programme, hosted at the School of Natural Sciences, Trinity College Dublin, and the School of Politics and International Relations, University College Dublin. The MDP is an interdisciplinary graduate degree programme that addresses the challenges of sustainable development. The TCD UCD MDP is part of a global association of universities and collaborating organizations. The Global MDP Programme has been developed according to recommendations outlined in the report of the International Commission on Education for Sustainable Development Practice.

The report of the International Commission on Education for Sustainable Development identified a lacuna in the training of development practitioners. It found that worldwide, many people working in the field of development are not sufficiently prepared to tackle the challenges they face. The creation of the global MDP association is an acknowledgment that addressing extreme poverty and sustainable development throughout the world requires expert knowledge and an interdisciplinary approach. The MDP programme consists of two years of coursework in four intersecting disciplines - health, natural, social, and management sciences - combined with field training and internships. The interdisciplinary nature of the Global MDP programme equips development practitioners to speak the different “languages” of specialists in, for example, health, agronomy, and economics, enabling them to better understand the root causes of extreme poverty, and to address the challenges of sustainable development.

The TCD UCD MDP programme is a joint degree course and award. Students have joint registration during their course, while the administration of the course will take place through a TCD-based course office. Students can expect to attend classes in both institutions.

Students will also be invited to attend additional seminars and events hosted by Trinity International Development Initiative (TIDI). TIDI events provide students with access to a wide range of leading international academics, researchers, practitioners, and policy makers.

Students are strongly encouraged to attend. Information on these events will be communicated to students throughout the academic year.

This booklet contains contact information on the module coordinators and other personnel associated with the programme; an outline of the course and module structure; details on the internship modules; key deliverables and milestones; and general information on requirements and expectations.

Both Trinity College Dublin and University College Dublin have general postgraduate orientation sessions at the beginning of the first semester. Students are encouraged to attend these events and avail of all of the support structures and opportunities open to MDP students across the two institutions.

Modules will be delivered in both TCD and UCD, according to the calendars in both institutions. Semester One classes will follow the UCD term dates beginning Monday 10th September 2012; Semester Two Classes will follow TCD term dates, beginning Monday 14th January 2013.

Term dates are available on the main websites of both institutions. Please note, term dates are set by the institutions rather than individual programmes.

Resources and Credits

Students are required to accumulate 120 ECTS (European Credit Transfer System). Over the two years, coursework will account for 80 ECTS; Fieldwork and dissertation will account for 40 ECTS.

Students will have access to library facilities in both TCD and UCD. Students will also have access to additional resources and materials through the website of the Global MDP Association - <http://globalmdp.org/mdp-program>. Students are encouraged to avail of all resources and materials locally and online.

Supervision

Students are required to secure an appropriate supervisor for their fieldwork and dissertation before undertaking fieldwork in June 2013. Supervisors will be drawn from both TCD and UCD.

Students should identify an appropriate supervisor on the basis of the topic they have selected, and their general research interests.

Contacts

Course Committee Chair: Professor Patrick Paul Walsh at ppwalsh@ucd.ie

MDP Director (TCD): Associate Professor Padraig Carmody at carmodyp@tcd.ie (Research Leave until January 2013)

MDP Director (UCD): Dr. Frank Walsh at frank.walsh@ucd.ie

MDP Programme Coordinator: Dr. Susan Murphy at susan.p.murphy@tcd.ie

Please note:

1. In the event of any conflict or inconsistency between the UCD Academic General Regulations and the General Regulations published in the TCD University Calendar, and information contained in this handbook, the provisions of the TCD UCD General Regulations will prevail.
2. As separate and independent universities, students will experience a number of small differences when engaging with TCD and UCD. For example, rule of nomenclature relating to academic teaching staff differ in both universities. For the purposes of the MDP programme, substantial efforts have been made to ensure that the teaching and learning experience is coherent and consistent across both institutions. However, differences will arise and students are required to respect the practices, protocols, and traditions of both institutions during their time with the MDP.

Governance Structure

Course Committee:

This committee has responsibility in conjunction with the Head of the School of Natural Sciences (TCD) and the Head of School of Politics and International Relations (UCD) for the day to day running of the programme and for its future development. The committee participates in the implementation of and compliance with both the TCD and UCD Quality Assurance procedures, and assists in the periodic reviews of the programme. The chairperson of the committee rotates between TCD and UCD every three years. The Chair of the Course Committee acts as Course Director. The TCD coordinator is assisted by the Lecturer in Development Practice to ensure an efficient communication channel between the staff and management of the schools involved, and to co-ordinates issues locally. This committee simultaneously reports into the Graduate School of Human Science in UCD and to the Graduate Studies committee in TCD.

Membership of the Course Committee:

Ex officio members:

Chair: Course Director (Prof. Paul Walsh, UCD)

TCD Course Coordinator (Prof. Pádraig Carmody, TCD)

Lecturer in Development Practice (Dr. Susan Murphy, TCD)

UCD Course Coordinator (Dr Frank Walsh, UCD)

School Director of Teaching and Learning (Postgraduate)

Course Administrator

All module coordinators

Two student representatives including one student representative from each year of the course

Two additional members may be co-opted on an annual basis

Module Coordinators

Professor Patrick Paul Walsh (MDP Director, UCD)

Patrick Paul Walsh took up the Chair in International Development Studies in the School of Politics and International Relations, UCD on July 1st 2007. He received a Ph.D. from the London School of Economics and Political Science in 1994. During 1992-2007 he worked in Trinity College Dublin. He left Trinity College Dublin an Associate Professor, College Fellow and Dean of Social and Human Sciences (Schools of Law, Business, Social Science, Education, Social Work and Policy and Psychology). He was a Visiting Professor at K.U. Leuven during 1997-1999 and a Research Scholar in the Department of Economics, Harvard University, during the academic year 2002-2003. He coordinates the UCD Ph.D. in Global Human Development; chairs the first ever joint degree between UCD and TCD, the TCD-UCD Masters in Development Practice. He is chair of the Academic Steering Committee of the Global Association. His professional activities include honorary secretary and editor of the Journal, the Statistical and Social Inquiry Society of Ireland. This runs a related IRCHSS funded "Our Polestar is Truth" project based in the Long Room Hub in TCD. He is currently a World Bank Consultant (EU Growth and Austerity Project). His current research is focused on Human Development, Elections, Conflict Resolution and HIV-AIDS in East Africa.

Professor Walsh coordinates the module GSHS40240 Economic & Policy Analysis I in collaboration with Dr. Frank Walsh; and the module Millennium Dev Goals.

Prof. Pdraig Carmody (MDP Coordinator, TCD)

Padraig Carmody is an Associate Professor in Geography at TCD, from which he holds both a B.A. in Geography and History and M.Sc in Geography. He completed his Ph.D in Geography from the University of Minnesota in 1998. Subsequently he taught at the University of Vermont, Dublin City University, and St. Patrick's College, Dromcondra. He also worked as a policy and research analyst for the Combat Poverty Agency in 2002-2003. His research centres on the political economy of globalization in Africa. His teaching interests are in development and

economic geography. He has taught both undergraduate and graduate classes on Africa, third world development and globalization, in addition to human environment relations and regional development.

Dr. Carmody coordinates the module GSHS40300 Globalisation & African Development, and is overall program coordinator for the TCD UCD MDP.

Dr. Susan Murphy (Assistant Professor in Development Practice, TCD)

Susan Murphy completed her BA in Politics and History (1992-1995), and an MA (1995-1996) in Political Theory at University College Dublin. From 1997-1998; 2008 - 2011 she worked as programme coordinator on the European Masters in Human Rights and Democratisation in collaboration with the European Inter-University Centre. Between 1999 and 2007 Susan worked as a manager with Accenture, leading large technology infrastructure projects across Europe, China, and India. Between 2008 and 2011 Susan completed her Doctoral training with the School of Politics and International Relations, UCD. Susan has lectured on undergraduate and postgraduate modules in Law, Politics, and Human Rights; Climate Justice; and Research Methods in the School of Politics and International Relations, and Development Ethics the School of Social Justice. Susan was also a senior tutor and coordinator of teaching assistants within the School. Susan's research interests are in international political philosophy, development ethics, human rights and climate change, gender and development, poverty and justice.

Dr. Susan Murphy coordinates the module GSHS40230 Climate Justice in collaboration with the Mary Robinson Climate Justice Foundation; GSHS40280 Gender & Development; GSHS40360 NGO Placement; Fieldwork Modules 1 & 2.

Dr. Graham Finlay, UCD

Graham Finlay (Ph.D. Johns Hopkins, 2002) has been a Lecturer in the School of Politics and International Relations, University College Dublin since 2004. Before that, he taught in the Department of Philosophy of Trinity College Dublin from 2002-2004. He has also taught,

in various capacities, at University College Cork, the University of Calgary, the University of Maryland, Baltimore County and the Johns Hopkins University. In 2009-2010, he was a Member of the School of Social Sciences of the Institute for Advanced Study, Princeton. His research interests include the history of political thought, especially John Stuart Mill, consequentialist thought, citizenship and development education, the theory and politics of human rights and various topics in international justice, including migration and development.

Dr. Graham Finlay lectures on GSHS40280 Gender & Development, in collaboration with Dr. Susan Murphy.

Dr. Samuel Brazys, UCD

Samuel Brazys is lecturer of International Relations at the University College Dublin. He completed his PhD at Indiana University (IN, USA). Prior to coming to UCD he worked as an Economic Adviser to the Federated States of Micronesia and most recently taught at the College of William and Mary (VA, USA).

Dr. Samuel Brazys is the module coordinator for GSHS40310 Governance, Politics & Development

Dr. Conor Galvin, UCD

Dr Conor Galvin teaches and researches at UCD, College of Human Sciences where he works on various education, development practice, ICT and research methodology programmes. These include research design within the MA in Education programme, the civil-military cooperation elements of the NOHA Masters in Humanitarian Action programme, and doctoral school modules on professionalism and professional action. He is Module Coordinator for GSHS40330 Foundation of Sustainable Development Practice; the MDP Global Classroom, and GSHS40370 Development & Societal Transition in complex, post-conflict situations: supporting transformative action.

Dr Galvin also contributes to the peace support education programmes at the UN School Ireland (UNTSI) where he teaches and directs field exercises for both humanitarian and military personnel preparing for PSO / Irish Aid RRC deployments.

Before coming to UCD, Dr Galvin worked at the University of Wales, Swansea and at the University of Cambridge, England

Dr. Conor Galvin is the module coordinator for GSHS40330 MDP Global Classroom and GSHS40370 Post-Conflict Situations.

Dr. Carol Newman, TCD

Carol Newman is an Assistant Professor at the [Department of Economics, Trinity College Dublin](#). Her research is in the microeconomics of development with a focus on both household and enterprise behaviour. Carol is currently involved in a number of major projects in South East Asia and Africa and is a consultant to the United Nations University – World Institute of Development Economics Research. She is theme champion of the International Development Research Theme within Trinity and serves on the Trinity International Development Initiative Steering Committee and the steering committee for the International Integration Research Theme. Carol completed her B.A. (Mod) at Trinity in 1998 and PhD in 2001. She joined the staff of the Department of Economics in 2002. Carol was a visiting scholar at the Graduate School of Business at the University of Chicago in 2007 and at the University of Copenhagen in 2006. She is currently the Director of the [MSc in Economics](#) at Trinity and is also Director of Research for the [School of Social Sciences and Philosophy](#).

Dr. Carol Newman is the main lecturer and module coordinator of GSHS40250 Economic & Policy Analysis II. Dr. Newman also lectures on GSHS40280 Gender & Development.

Professor Clionadh Raleigh, TCD

Prof. Clionadh Raleigh is an assistant professor in Geography at Trinity College. Her work is concentrated on conflict patterns across African states, sub-national and micro dynamics of

political violence, and the social and political consequences of climate change. She is a researcher at the International Peace Research Institute in the Centre for the Study of Civil War in Oslo, Norway and an associate of the University of Texas Climate Change and African Political Stability Project. She directs the Armed Conflict Location and Event Dataset (ACLED).

Prof. Raleigh lectures on GSHS40220 Climate Change & Development

Dr. Conor Buggy, UCD

Dr. Buggy is an Environmental Scientist currently working as the Program Coordinator for the Higher Diploma in Safety Health and Welfare at Work at the Centre for Safety and Health at Work. He holds a degree in Environmental Science from TCD (1997 to 2001) and a PhD in Environmental Engineering from DCU (2001 to 2006). Dr. Buggy has previously worked in the private sector developing sustainable strategic infrastructure projects, assessing their potential to impact the environment and public health and mitigate and control impacts to ensure projects are sustainable.

Dr. Buggy has always been very interested in the natural world and human interactions with it, ranging from global to micro scale. In particular he is interested in how the pollution humanity generates can interact with the public to our own detriment through various environmental pathways. In 1999 he travelled to Sulawesi in Indonesia as part of an expedition from TCD. While there Dr. Buggy studied the pollution impacts to coral reefs created by unsustainable fishing practices by the native bajau sea gypsy community.

Dr. Buggy lectures on GSHS40220 Climate Change & Development

Associate Professor Michael Bruen, UCD

Associate Professor Michael Bruen is a lecturer with the School of Civil, Structural & Environmental Engineering, UCD. Michael initially taught on the International Postgraduate Hydrology Program UCG and then worked at the University of Dar es Salaam, Tanzania as Coordinator of their International Water Resources Engineering Programme, funded by

Ireland's Bilateral Aid Programme. Returned to UCG after 5 years and then moved to UCD. Michael became Director of the M.Eng.Sc. (Water Engineering) Program and later Director of the Centre for Water Resources Research. Michael has undertaken a number of short term assignments for various International agencies, including UNESCO, WMO, CEFIGRE, IUCN. Michael is currently Dean of Engineering at UCD. Michael's research interests include the following - computer methods and modeling in water resources and environmental engineering; surface water and groundwater supply and protection from contamination; effects of climate change on water resources; catchment models and flow forecasting, both flood flows and low flows, in particular distributed catchment modeling, erosion and water quality; applications of Geographical Information Systems in water resources engineering; systems analysis and decision support in water resources engineering, In particular multi-criteria decision support systems.

Professor Michael Bruen is the module coordinator on GSHS 40390 Science Technology & Development which is delivered by a team of lecturers from UCD and TCD, each with a particular expertise and experience.

Dr. Paddy Mallon, UCD

Dr. Paddy Mallon is a Lecturer and Consultant on Infectious Diseases with the School of Medicine and Medical Science, UCD.

Dr. Paddy Mallon lectures on GSHS40290 Global Health

Ms. Caitriona Logue, UCD

Caitriona Logue is a PhD candidate at the School of Economics, University College Dublin. She worked as a Research Assistant in UCD's Geary Institute while completing her MA in Economics. Prior to this, she received a BA in Computer Science from Trinity College Dublin. Caitriona's research involves

measuring investment in human skill formation, with a major focus on the econometric methods used to evaluate the Preparing for Life early childhood programme.

Ms. Caitriona Logue lectures on GSHS40320 Impact Measurement.

Professor James Phelan, UCD

Professor Jim Phelan is professor of Extension & Rural Development with the School of Agriculture & Food Science, UCD. Jim has lectured at all levels from 1st year to master's level as well as lecturing on external certificate and diploma programmes. Jim's main teaching area is Socio-Economic Research Methods and Data Analysis. Jim is also interested in problem based Learning and in Distance/Blended Learning. Jim has served as Head of Department of Agribusiness and Rural Development from 1994 to 2003. Jim was appointed Dean of Agricultural Sciences 2007. He has a keen interest in development and has worked on a number of training projects in Eastern Europe and Russia. He has a long association with Tanzania and has been involved on several missions in that country. Jim's research interests include Quantitative and qualitative socio-economic research related to agriculture, food and sustainable livelihoods; Extension systems and models and methodologies associated with ELearning.

Professor James Phelan is the module coordinator on GSHS40380 Research Methods & Project Management and also contributes to GSHS4040 Tropical Agriculture and Sustainable Development.

Ms. Purity Mwendwa, TCD

Purity Mwendwa completed her BA in Politics and Linguistics (Swahili and German) (1994-1998) from the University of Nairobi, Kenya and an Msc (2009-2010) in Development Studies at the University College Dublin. She is currently in the final year of the Msc in Development Practice. From 1998-2006 she worked at Premier Academy in Nairobi teaching Swahili and German and

also taught at the German Cultural Centre -Goethe Institute, Nairobi from 2004-2006. Purity currently teaches Swahili at the Applied Language Centre, University College Dublin.

Purity Mwendwa is the module coordinator of the Swahili language course.

Dr. Frank Walsh, UCD

Dr. Frank Walsh is a labour economist and has been a lecturer in the School of Economics at U.C.D. since 1995. Prior to this Frank completed his Ph.D at the University of Iowa under the supervision of John Kennan. Frank works primarily on imperfectly competitive models of the labour market, labour market policy and labour markets in developing countries. His work on labour markets in developing countries has been on informal labour markets and the impact of minimum wage regulation. He has published in the Journal of Development Economics, Economic Development and Cultural Change and many other leading International Journals. He has acted as a consultant for the Worldbank and co-authored a review of sectoral wage setting mechanisms in Ireland for the Irish government with the chairman of the Labour Court. He is the UCD course coordinator for the MDP programme.

Dr. Frank Walsh is the module coordinator on GSHS40240 Economic & Policy Analysis I

Other Teaching Staff

The course is taught primarily by staff drawn from TCD and UCD, however, it also engages with a number of other partners to deliver key elements of the programme, in particular those engaged in Development Practice.

Requirements and expectations

Attendance:

Prompt attendance for all taught components, including fieldwork, is a requirement of this course. Prior permission for absence should be sought *in writing* from the module co-ordinator. *Failure to attend classes is regarded as a failure to comply with the fundamental course*

requirements. For modules and projects that field work, students are required to read the safety guidelines (available online at www.tcd.ie/Buildings/Safety/safetyhealthandwelfare.php). In addition to attending a safety briefing, students are required to complete health and safety forms and insurance forms.

The course aims to develop key transferable skills of both independent work, and working together as part of a group. For group work, it is essential that students participate fully with assigned groups; take the initiative and do not leave it to others. Group work will be subject to peer group assessment.

This is a post-graduate qualification and therefore contains a considerable component of independent study. It is vital that students effectively manage the time spent outside of classes. The course structure assumes a nominal 40 to 50 hour week, although there will inevitably be some variability of workload throughout the year. This is especially the case as enrolled students usually come from a wide range of backgrounds with diverse skills and knowledge. This diversity may mean that some students may be unfamiliar with some basic concepts during the course. This will require extra reading for familiarisation of subjects that have not been studied previously. Please note that certain components of the course (e.g. seminars or field trips) may occasionally involve evening or weekend work, so students are expected to consult timetables carefully.

IMPORTANT: non-attendance due to paid employment is not an acceptable excuse or mitigating circumstance.

Code of conduct

All students are expected to comply with the student codes of conduct in both institutions. Students are expected to be courteous and professional at all time, and in their dealings with all persons connected to the MDP. Failure to do so will result in disciplinary action. Inappropriate or unprofessional conduct will be brought to the attention of the course committee and appropriate penalties will be applied. Additional information from both institutions is available from college websites. It is the student's responsibility to familiarise themselves with this

information and ensure that all standards are maintained at all times throughout the programme.

Course Information

Programme Aims, Objectives, and Learning Outcomes

The objectives of the programme are as follows:

- Provide students with a systematic understanding of knowledge at the forefront of learning in Development Practice;
- Train students in the analysis, interpretation, critical evaluation, and presentation of scientific data, and to inculcate in the student an appreciation and awareness of the principles and practice of professional behaviour in academic, policy, and community settings;
- Provide students with detailed knowledge and understanding of specialised social, economic, health, and environmental sciences relevant to the field of development practice;
- Develop in-depth, integrated, theoretical, and practical knowledge of international development; and to develop the capacity to apply this knowledge for the prevention and elimination of poverty;
- Train students to conduct independent research projects and to provide experience in the description of scientific problems, formulation and implementation of solutions based on scientific evidence, and in the effective communication of the outcomes;
- Function as a member of a multi-disciplinary team;
- Produce masters graduates with sufficient theoretical insight and practical skills that will enable them to pursue and develop a career in a number of different areas of international development practice and thereby make a meaningful contribution to global poverty reduction;
- Produce graduates who are aware of their professional and ethical responsibilities

On successful completion of this programme students will:

- Demonstrate a detailed knowledge and understanding of a wide range of topics in the social, economic, health, management and environmental sciences;
- Integrate knowledge from across different disciplines to formulate and effectively implement anti-poverty policy;
- Integrate knowledge of key discourses and understanding of international development practice and the application of this knowledge for the prevention and elimination of poverty

Students will develop the following intellectual qualities

- Synthesize and summarize information from a wide range of sources and draw reasoned conclusions with particular reference to development practice;
- Use the principles of scientific enquiry to conduct and independently evaluate research within the area of development practice;
- Appreciate the importance of reflecting on actions taken and modify practice as appropriate, and understand the need for Continuous Professional Development;
- Recognize the moral and ethical issues associated with development practice and apply ethical standards and professional codes of conduct;

Professional/Practical Skills

- Demonstrate the ability to evaluate and integrate evidence and information from a range of sources as a prelude to effective anti-poverty formulation and implementation;
- Act in a consistently professional manner in order to deliver the highest standards of public and community service delivery in a wide variety of settings;
- Demonstrate the ability to work effectively as a member of a multidisciplinary team and to critically evaluate their own contribution to the work of the team;

Transferable Skills

- Demonstrate Information Technology and computing skills to search and access information from a wide range of sources to enable effective and evidence based practice;

- Communicate effectively with citizens and colleagues in a variety of settings using the most appropriate forms of communication and other interpersonal skills necessary for effective development practice by translating scientific research on nutrition, health, disease, and poverty into practical advice;
- Demonstrate initiative and independence and be able to manage time and resources effectively when undertaking tasks and problem-solving in professional practice;
- Reflect on their professional role, including self-assessment, and prioritise their work effectively to meet the needs of changing circumstances and work demands;
- Deliver evidence-based practice, problem solving and clinical reasoning within a multi-professional workforce;
- Demonstrate skills in conducting a wide range of project impact evaluations and assessments and in the recording, analysis and critical interpretation of data;
- Demonstrate the ability to carry out an individual scientific research project under supervision, including an appreciation of the significance of the research project results and the effective communication of the outcomes.

Description of the European Credit Transfer System

The European Credit Transfer and Accumulation System (ECTS) is an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable academic recognition for periods of study, to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area. The ECTS weighting for a module is a measure of the student input or workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty. The European norm for full-time study over one academic year is 60 credits.

1 ECTS credit represents 20-25 hours estimated student input, so a 5-credit module will be designed to require 100-125 hours of student input including class contact time and assessments. ECTS credits are awarded to a student only upon successful completion of the course year. Progression from one year to the next is determined by the course regulations. Students who fail a year of their course will not obtain credit for that year even if they have passed certain component courses.

Course Structure

All modules, apart from the “Intensive pre-MDP Boot Camp”, are obligatory as follows:

1. Tropical Agriculture and Sustainable Development (5 ECTS)
2. Climate Change and Development (5 ECTS)
3. Science, Technology and Sustainable Development (5 ECTS)
4. Climate Justice (5 ECTS)
5. Economic and Policy Analysis I (5 ECTS)
6. Advanced Economic and Policy Analysis II (5 ECTS)
7. Gender and Development (5 ECTS)
8. Achieving the Millennium Development Goals (5 ECTS)
9. Research Methods and Project Management (5 ECTS)
10. Global Health (5 ECTS)
11. Impact Measurement in Development Aid (5 ECTS)
12. Post-Conflict Situations (5 ECTS)
13. Governance, Politics, and Development (5 ECTS)
14. Globalisation and African Development (5 ECTS)
15. Global Classroom: Integrated Approaches to Sustainable Development Practice (5 ECTS)
16. NGO Placement (5 ECTS)
17. Fieldwork I (10 ECTS)
18. Fieldwork II (10 ECTS)
19. Intensive pre-MDP Boot Camp (not for credit).
20. Swahili Language Course (not for credit)
22. Dissertation (20 ECTS).

Course Modules

GSHS40400: Tropical Agriculture and Sustainable Development

Coordinator: Dr. Susan Murphy, TCD (Acting)

5 ECTS - 24 Teaching Hours; 100 hours reading, assignments

Description:

This module addresses the first Millennium Development Goal to reduce the number of people living in poverty by half by 2015. It will examine how hunger and malnutrition is measured, the role of agriculture in development, and the challenges of meeting global food demand while simultaneously conserving the natural resources on which agriculture and other economic activities depend. What interventions can help to promote pro-poor agricultural growth, and what impact developed country policies in the trade and agricultural areas have on developing countries' performance in this respect will also be explored in the course.

Learning Objectives & Outcomes:

At the end of the module students will be able to:

- Understand the importance of agricultural development for poverty reduction, and the appropriate roles for governments and markets in stimulating agricultural development in low-income countries
- Evaluate the contribution of agriculture to sustainable livelihoods, and understand the potential and constraints for agricultural development at the local level
- Analyse the sustainable livelihoods framework and the dynamic of rural livelihoods
- Critically examine household production systems
- Examine the nature land access and distribution constraints and the conflict between natural resource management and the provision of ecosystem services

- Develop a deeper understanding of the challenges faced by tropical agriculture and rural production systems
- Develop critical reflection skills in the analysis of agriculture production and agro-economies in the context of development planning.

Assessment:

Attendance is mandatory

100% Assignment based. Attendance is mandatory.

GSHS40220 Climate Change & Development

Coordinators: Dr. Clionadh Raleigh and Dr. Conor Buggy

5 ECTS - 24 Teaching Hours; 100 hours reading, assignments

Description: This module aims to provide students on the Masters in Development Practice with an overview of the argument for and against human induced climate change; what is climate change and how it is and will affect the natural dynamics of the planetary ecosystem; what are the potential physical changes to the planet which are and will occur; how concerns regarding the impacts of climate change in the developing world came to influence climate change agenda; the sustainable development implications of climate change; financing and mainstreaming adaptation in the developing world; examination of the explanations and evidence for predicting responses to climate changes- including food security, climate-conflict and climate migration. This course also provides an awareness of the strengths and weaknesses of computer-based modelling of climate change, and in particular climate change impacts on public health globally.

Sub-Saharan Africa is generally regarded as the most vulnerable region in the world to climate change impacts. The implications of climate change for development in sub-Saharan Africa – and the strengths and weaknesses of approaches that are used to anticipate future climate change impacts - are a particular focus of this module.

Students on the module are, without exception, expected to read widely, to think deeply, to discuss fully and to analyse critically – and to work to a high standard both individually and as part of a group. Information on readings relevant to particular classes/discussions will be circulated in advance.

Learning Objectives & Outcomes:

Having successfully completed this module a student should expect to:

- Be conversant with current relevant climate and development discourses and negotiations
- Be aware of the main organisations, mechanisms and legislative frameworks through which climate change is being mainstreamed within development strategies at international and national levels
- Be conscious of relevant global climate processes and climate dynamics
- Be aware of the potential role of climate in major areas of concern for development workers, including food security, health, water availability and security
- Understand the basics of computer-based modelling of climate change and of development-relevant climate change impacts, focusing on the dynamic and statistical modelling of malaria incidence
- Be able to communicate effectively the results of their research and project work to a wider audience.

Assessment:

Attendance is mandatory

Details of the assignment will be provided to students at the beginning of the module.

GSHS 40390 Science, Technology & Development

Coordinator: Dr. Michael Bruen, UCD

Description: The module aims to introduce the participants to a broad range of key resources, technologies and applications and to show how they influence development and its sustainability. The participants will appreciate the important considerations and issues relating to scientific and technological aspects of sustainable development under the headings below. Special emphasis will be placed on the linkages between the various sub-topics and the complexity that this produces. Technological implications for policy development and management will be introduced and the role of innovation developed.

Learning Objectives & Outcomes:

At the end of this module, the students will be able to:

- Describe the role played by water, energy, soil, food and minerals, and the various technologies associated with them, in development
- Appreciate the complex technological infrastructures and networks essential for the sustainability of communities and especially of cities
- Develop simple numerical models of the interactions between resources and their users that can be used to help decision makers form policy.

Assessment:

Attendance is mandatory

100% for 4 written Assignments

GSHS40230 Climate Justice

Coordinator: Dr. Susan Murphy, TCD

5 ECTS – 24-40 Teaching Hours; 80-100 hours reading, assignments

Contributing Lecturers: Chancellor Mary Robinson; Dr. Tara Shine; Prof. Yvonne Scannell;
Others TBC.

Description: This module examines the moral, political, legal, and socio-economic dimensions of climate justice, human rights and development. The module is structured into three sections- theoretical foundations; legal institutions and international practice; and focused case studies on justice-based issues to which climate change can give rise.

Beginning with a broad examination of core concepts, and leading theoretical conceptualizations, the module will examine theories of moral and legal foundations of human rights, justice, and development, through the lens of climate change. It will then examine the international institutional framework within which issues of climate change and climate justice are debated and framed, before examining case studies on specific justice-based issues to which climate change gives rise. More specifically, some of the questions the module will address are: What is the basis of climate justice and what are the barriers to putting this into practice? What types of conflicts of rights can arise, and how could such conflicts be addressed? What is the fairest way to distribute the burdens of anthropogenic climate change? Who ought to do what for whom in matters of adaptation, mitigation, and prevention of harm as a consequence of climactic events and changes in weather patterns?

Learning Objectives & Outcomes: On successful completion of this module students will be able to:

- Understand concepts and conceptions of justice, human rights, and climate change in the light of development policy and practice;
- Understand the international institutional framework, policies, principles, and protocols;
- Examine and critically assess justice-based issues to which climate change can give rise.

Assessment:

Attendance is mandatory

100% Individual essay

GSHS40240 Economic & Policy Analysis I

Coordinator: Prof Patrick Paul Walsh; Dr. Frank Walsh, UCD

5 ECTS – 24 Teaching Hours; 100 hours reading, assignments

Description: The aim of this course is to introduce the fundamental concepts of microeconomic theory and to show how this theory can be applied in a development context. In addition the tools and techniques of micro-econometrics are introduced, showing how empirical research relevant to developing countries can be performed and also how it can be analyzed. The first half of the course covers the ground work in concepts; the second half of the course applies this to relevant development issues.

Learning Objectives & Outcomes:

On successful completion of this module students will be able to:

- Apply microeconomic concepts and micro-econometrics
- Analyse the economic development of developing countries
- Analyze economic research and appraise policy in the area of microeconomics.

Assessment:

Attendance is mandatory

Details of assessment methods will be provided to students at the beginning of the module

GSHS40250 Economic & Policy Analysis II

Coordinator: Dr. Carol Newman, TCD

5 ECTS – 24-40 Teaching Hours; 80-100 hours reading, assignments

Description: The aim of this course is to introduce the fundamental concepts of statistics and microeconometrics focusing in particular on empirical research relevant to developing countries.

Learning Objectives & Outcomes: Having successfully completed this module, you will be able to:

- Confidently discuss core underlying statistical principals
- Estimate a linear regression model
- Recognise when the underlying assumptions of the linear regression model are violated and understand the consequences for the estimator
- Use STATA to estimate econometric models
- Understand and critique the technical aspects of empirical econometric research papers in the field of development economics.
- Write a research proposal for a funding agency for a piece of applied research in the field of development economics.

Assessment:

Attendance is mandatory.

Assessment for this course will involve two problem sets (30%), a written report on the laboratory sessions (30%) and a Grant Proposal Assignment (40%).

GSHS40280 Gender & Development

Coordinator: Dr. Susan Murphy, TCD

Contributors: Dr. Carol Newman, TCD; Dr. Graham Finlay, UCD

5 ECTS – 24 Teaching Hours; 100 hours reading, assignments

Description: The aim of this course is to examine gender roles and relations in development, with a particular focus on - equality; health and well-being; MDGs; human rights; climate change and migration; gender analysis in project planning and management.

Learning Objectives & Outcomes: On successful completion of this module students should be able to:

- Understand the dominant theoretical frameworks, key concepts, and basic assumptions;
- Examine development policy and practice from a gender-based perspective; including development economics, health, and human rights
- Assess gender analysis tools and frameworks, and how these might be applied in development policy and project planning and management

Assessment:

Attendance is mandatory.

100% essay based

GSHS 40350 Millennium Development Goals

Coordinator: Prof. Patrick Paul Walsh, UCD

5 ECTS – 24 Teaching Hours; 100 hours reading, assignments

Description: In this module we examine the worlds most topical and pressing development issues. We do this through an examination of the UN Millennium Development Goals. We start the course by asking what the MDGs are, whether they are being achieved and whether they conform to our notion of 'development' We then move on to consider key areas related to the eight different MDGs, covering the most relevant academic and policy debate.

The course examines the local, national and global institutions, or lack of, that mitigate the relationship between human and economic development. The main goal is to allow students to

analyze policy debates surrounding economic growth and human development from a broad and rigorous analytical base.

Topics covered include, macroeconomic development; economic inequality, social development (health, education and demography), carbon based industrialization; non-carbon transformations, and commodity (food and energy) markets

Learning Objectives & Outcomes: On successful completion of this module students should be able to:

- Critically analyze and assess both achievements and weaknesses in the delivery of the MDGs.
- Explain the theory of the MDGs.
- Outline the international aid architecture underlying the MDGs.
- Discuss the dimensions and challenges involved in eliminating absolute poverty and achieving the MDGs.
- Describe, synthesise and evaluate interventions to achieve the MDGs.
- Communicate effectively the results of your own reading and research on these issues in oral (presentation) and written modes.
- Through the use of simple statistics the student will understand how to measure Economic and Human Development.
- The student will understand the theories that explain poverty outcomes and motivate policy agendas.
- Finally, we will do case studies across the developing world and during the history of developed countries to try and discriminate between competing theories

Assessment:

Attendance is mandatory.

Further details will be provided to students at the beginning of the module.

GSHS40380 Research Methods & Project Mgt

Coordinator: Dr. Jim Phelan, TCD

5 ECTS – 24-40 Teaching Hours; 80-100 hours reading, assignments

Description: The ingredients selected for study include: research approaches; problem/topic identification; literature review; development of objectives; sampling; questionnaire design; questionnaire delivery; data coding and data entry; data analysis with SPSS using appropriate statistics and report preparation.

Learning Objectives & Outcomes:

On successful completion of this module students should be able to:

- Develop and present a research proposal
- Design, develop and deliver a quantitative study
- Design, develop and deliver a qualitative study
- Coordinate and manage a research project
- Code and enter data for analysis through SPSS
- Analyse data using appropriate SPSS techniques with supporting statistics
- Present the outcomes of data analysis in appropriate formats in a report.

Assessment:

Attendance is mandatory.

Four small projects (25% each) carried out during and in the week following the course.

GSHS40290 Global Health

Coordinator: Dr. Susan Murphy, TCD (Acting)

Contributors: Dr. Paddy Mallon, UCD; Prof. Helen Sheridan, TCD; Prof. Mac McLachlan, TCD; Prof. Neil Frankish, TCD; and Ms. Ogenna Uduma, TCD

5 ECTS – 24-40 Teaching Hours; 80-100 hours reading, assignments

Description: The module is jointly delivered by TCD and UCD. The first six weeks will be delivered by Dr. Paddy Mallon and will focus on clinical matters related to global health. The second six weeks will be delivered by TCD. The focus of this section is to provide non-health experts with a basic understanding of global public health issues and enable them to develop a minimum set of practical relevant skills in global public health. This the course will focus on the Millennium Development Goals 5 (maternal health) and 6 (HIV, TB, malaria, and other important diseases) alongside the interdependence of the MDGs and health outcomes. In addition, challenges to health systems and barriers to access are addressed, along with an introduction to traditional medicine and health practices in developing regions.

Learning objections and outcomes:

On successful completion of this module, students will be able to:

- Critically evaluate Global Health Systems and Traditional Health Systems.
- Outline the basic concepts of Epidemiology.
- Identify the main infectious diseases that occur in Developing Countries and factors that affect their transmission and control.
- Identify the non infectious diseases that occur in Developing Countries and factors that affect their transmission and control.
- Discuss factors affecting Child Health in Developing Countries.
- Summarise the impact of Nutrition on Global Health in Developing Countries.

Assessment

Attendance is mandatory.

Details will be provided to students at the beginning of the semester

GSHS40320 Impact Measurement

Coordinator: Caitriona Logue, UCD

5 ECTS – 24 Teaching Hours; 100 hours reading, assignments

Description: The aim of this module is to provide students with an advanced understanding of evaluation strategies to estimate the impact of aid interventions. The module begins with a discussion of the gold standard approach: randomised control trials (RCTs). The strengths of this approach will first be considered, followed by an in-depth examination of the associated pitfalls. Design strategies to avoid these issues will then be considered.

Part 2 of the module will focus on alternative strategies to measure effectiveness when RCTs are not feasible. Various nonexperimental methods will be examined including difference-in-difference estimators, the instrumental variable approach and regression discontinuity design.

References will be made throughout to journal articles that use the various methodologies to examine development initiatives and inform policy. This course will involve hands-on practical work via six hours of instructed lab work using Stata, an individual replication exercise to emulate the methods adopted by leading development economists, and a group exercise to examine the ongoing debate with respect to RCTs and their role in development aid.

Learning Objectives & Outcomes: On successful completion of this module, student should be able to:

- Formulate a balanced, critical assessment on alternative methods of measuring the impact of development aid projects.
- Use the Stata statistical software package to apply the tools of causal analysis to openly available development data sets.
- Develop integrated evaluation strategies for development aid projects.

Assessment

Attendance is mandatory.

Group Presentation (20%) - Date due: TBA

Students will work in groups to prepare a short presentation (10 minutes) which will be based on two essays from the following book: Banerjee, A. V. (2007). *Making Aid Work*. Cambridge: MIT Press.

Students will be given a handout of the essays they are required to read.

Replication Exercise (40%)- Date due: TBA

Students will be given a journal article and asked to summarise the article and replicate some of the results using Stata. The data for this exercise will be provided by the course instructor. The requirements will be explained further in class.

Exam (40%) - Exam date: TBA

Students will sit a one-hour exam testing their knowledge of the content taught during the two-week course.

GSHS40370 Post-Conflict Situations

Coordinator: Dr. Conor Galvin, UCD

5 ECTS – 24-40 Teaching Hours; 80-100 hours reading, assignments

Description: Dramatic and far-reaching changes have taken place over the two decades in how the international community views and responds to the incredibly complex development issues and challenges presented by societies emerging from conflict and related disaster. ‘Post-conflict’ societies as they are often termed require multi-sectoral, multi-agency action on a scale that is easily underestimated, misunderstandings can occur with disastrous consequences due to misjudgements of the temporal, spatial and systems dimensions of the transition to normalcy.

Those with a critical interest in development and reconstruction work need a deep understanding of *societies in transition* and, more specifically, of the roles, practices and value systems of a variety of key actors and institutions at the supranational, national and sub-

national levels within this transition process. This module provides an introduction to and extensive practice in the core understandings and capabilities necessary to engage successfully in *comprehensive-approach* transitional analysis, principled crisis response action, and effective post-intervention review and policy learning.

Learning Objectives & Outcomes:

- To foster informed and critical transition analysis through the study of research and literature which locates societies in transition within a theoretical, historical and comparative perspective.
- To develop understanding of the theoretical, methodological and empirical issues that underpin successful humanitarian intervention in complex situations.
- To seek convergences between the world of development action theory and ‘real-world’ /situated practice through engagement with practitioners from the field of post-conflict / fragile state intervention.
- To build understanding and practical skill-sets in relation to operating in the humanitarian space within a complex, early-stage, peace operation.
- To explore the tensions and possibilities involved in inter-organisational cooperation and coordination within a complex, early-stage, peace operation.
- To gain insight into procedures and protocols which increasingly characterise UN interventions and missions premised on a ‘comprehensive approach’ to peacekeeping and societal reconstruction.

Assessment:

Attendance is mandatory

- Annotated reading task – 20%
- Project Report – 80%

GSHS40300 Globalisation & African Dev

Coordinator: Prof. Padraig Carmody, TCD

5 ECTS – 24-40 Teaching Hours; 80-100 hours reading, assignments

Description: Globalisation is often defined as the increased interconnectedness of places. However the dimensions of interconnection vary through time and space. Consequently globalisation is constantly in the process of evolution. This advanced seminar seeks to understand the nature and evolution of globalization in Africa. While Africa's share of world trade and investment fell during the 1970s through the 1990s, the 2000s have been different as global resource scarcity increases and a new inter-regionalism is forged with the countries of Asia in particular. Some argue that there is now a new scramble for Africa with important political and human security implications. Africa is also thought to be the region of the world which will be most affected by climate change, with some estimates suggesting that the value of African crop output may fall by 90% by 2100. The destruction of the forestland of the Congo River Basin is already thought to have reduced rainfall in the American mid-West by approximately 35% each February. Consequently the impacts of globalisation on the continent have global environmental implications.

Learning Objectives & Outcomes: By the end of the course students should have:

- A good understanding of African political economy.
- Be conversant with the impacts of globalization, technological development and external social forces on the sub-continent.
- Have a good understanding of the importance and nature of the new inter-regionalism being constructed with Asia.
- Understand the importance of local context, resources and social struggles in the construction of regions on the sub-continent with distinctive characteristics.
- Understand the concept of human security and its application to issues such as HIV/AIDS.

- Understand the nature of the global aid regime and its potentialities and limitations to transform socio-economic development on the sub-continent.
- Be able to critically assess the future possibilities and directions for economic development on the sub-continent.

Assessment:

Attendance is mandatory.

The grading for this class will be composed of three elements - In class participation (15% of the grade); You will be required to write a one to two page typed response for four topics during the semester. In your paper you should highlight what you see as the most important elements of the readings, whether or not the arguments presented are convincing and how the different readings relate to each other (25% of your grade). You will also be required to briefly (strictly five minutes) present readings to the class once or twice during the course of the semester. (10% of your grade); Final research paper - This is an opportunity for you to explore a particular topic of interest to you in greater depth. In your paper you should seek to address a specific question. It is also generally helpful to delimit your topic regionally or to a country or two. Please email a paragraph to the instructor in advance for feedback on proposed topics. The final paper itself will make up 50% of your final grade. 3000 word maximum.

GSHS40330 Foundations of Sustainable Development: MDP Global Classroom

Coordinator: Dr. Conor Galvin, UCD

5 ECTS – 24-40 Teaching Hours; 80-100 hours reading, assignments

Description: This course aims to provide students with a general introduction to the basic core competencies and practical skills required of a “generalist” development practitioner and serves as the foundation course for the Masters in Development Practice (MDP) curriculum.

The course is offered at a number of universities around the world, and each week students have the opportunity to learn from an expert practitioner and engage in discussion with each

other. Course topics are grounded in a practical, multi-disciplinary approach that focuses on the inter-relationship of each of the four pillars of MDP study: Both conceptual and practical issues are stressed throughout each course topic.

The course leverages innovative web-based technologies to share lectures across the participating universities. The Columbia Centre for New Media Teaching and Learning (CNMTL) supports the interactive, web-based components of the course. Local coordinators add further depth to the materials by leading on activities and assignments relevant to the home-university setting and context in the case of MDP Dublin, this includes particular attention to Climate Justice and Human Rights.

Learning Objectives & Outcomes:

- To expose students to the core concepts and technical skills required to solve professional problems within the field of sustainable development.
- To develop practical problem-solving skills through the analysis and diagnosis of complex development challenges
- To provide students with a heightened awareness of the cross-cultural, multi-disciplinary, multinational dimensions of the field.
- To foster a spirit of collaboration both inside and outside the classroom among students from diverse backgrounds and distant regions through increased communication skills and social networking tools, in order to prepare them for such environments in the professional world of development practice.
- To encourage students to identify, create, and reflect upon the foundations of interventions that may lead to poverty alleviation and sustainable development.

Assessment:

Attendance is mandatory.

Module assessment is split into four components, three individual and one group assignments:.

- Group Project - Country File: 10%
- FDP Portfolio: 60%
- FDP Presentation: 20%
- Policy Analysis: 10%

GSHS40310 Governance, Politics & Development

Coordinator: Dr. Samuel Brazys

5 ECTS – 24 Teaching Hours; 100 hours reading, assignments

Description: Governance, Politics, and Development will examine how governmental, intergovernmental, and non-governmental organisations provide governance and structure to development efforts. The course will examine the governance and politics of development at the international, national, and sub-national levels. The course will focus on the relationship between the interests of the actors, the nature of the institutions, the quality of governance, and the effectiveness of development outcomes.

Learning Objectives & Outcomes: By the end of the course, students should have a strong understanding of the following topics:

- The role of stakeholders
- The role of the rule of law, culture, conflicting interests, and corruption in development
- The role of multi-level governance and decentralisation in development
- The role of democracy in development
- The role of conditionality, social capital, ownership, alignment, and harmonization in development.

Assessment:

Attendance is mandatory.

Details will be provided in the module outline delivered to students at the beginning of the module.

GSHS40360 NGO Placement

Coordinator: Dr. Susan Murphy, TCD

5 ECTS – 24 Teaching Hours; 100 hours reading, assignments

Description: During this module, students will work with local Non-Governmental Development Organisations (NGDOs) on specific research topics. During the placement, students will work on identified issues of research concern to the partner development organisations based in Ireland, following initial consultations with selected NGOs operating in Ireland in the summer of 2012.

Before engaging with the identified NDGO, students are required to attend lectures in preparation for this placement. The rationale for the NDGO placement research project is to enable MDP students to:

- Develop research skills in development policy and practice
- Develop team working skills and hands-on experience through direct placement in the offices and projects sites of partner organisations.

Learning Objectives & Outcomes: On successful completion of this module students will have a deeper understanding of the following key areas:

- Research skills in development policy and practice. In particular, specific skills required to engage as development practitioners in local NDGOs.
- The practices and approaches of leading NDGOs in Ireland.
- The main types of research design and methods employed in local NDGOs.
- Project management principles of NDGOs.
- Develop team working skills and hands-on experience.

Assessment:

Attendance is mandatory.

Results from the project would be presented in two forms: Electronic submission of full report – **80%** of total mark; Oral presentation (Power Point) – **20%** of total mark. Students would be required to do an oral (Power Point) presentation of their findings to an audience that would comprise MDP and NGO staff.

GSHS 40260 Fieldwork I

Coordinator: Dr. Susan Murphy, TCD

10 ECTS – 250 hours (20 hours classroom based; 230 hours fieldwork and project write up)

Description: Between June and August, the National University of Rwanda (NUR) will host the proposed field studies and clinical practice training programme for year one MDP students. The orientation events, laboratory and clinical activities agreed with NUR will be done in partnership with regional, national, and local academic as well as Non-Governmental Organizations, government, and multilateral donor partners. The NUR-based training programme includes opportunities to study, design, and implement real-world operational “sustainability” interventions that address critical environmental-climate change and livelihood threats in the high-profile global “Earth Park” - the biosphere reserves and biodiversity “hot-spot” in western Rwanda, and south western Uganda, Bwindi Impenetrable Forest (Uganda), Volcanoes National Park (Rwanda), and the Gishwati Forest (Rwanda).

Learning Objectives & Outcomes: The aim of this module is to provide students with the opportunity to research and analyse real life developmental problems and devise policy and practical solutions. The main objective for the fieldwork module is to enable MDP students to:

- Acquire research skills in development practice.
- Design, review, analyse and implement development projects as a practitioner.

- Conduct policy oriented case study research on development problems and challenges from theoretical, policy and practice perspectives.
- Develop dissertations, policy reports and synthesis papers from a practitioners perspective.

Assessment:

Results from the project will be presented in two forms - Oral presentation (Power Point);
Interim report on the field project

The content of this report forms the basis of the MDP dissertation completed by the student in Semester 3, Year Two.

GSHS 40270 Fieldwork II

Coordinator: Dr. Susan Murphy, TCD

10 ECTS – 250 hours (20 hours classroom preparation; 230 internship, research, report write-up)

Description:

Starting in spring 2013, students of the TCD-UCD MDP students will undertake their Second Year field programme with development organisations at the global/international/national levels. The placement is expected to be undertaken with creditable organisations currently working on issues related to international development and practice. The aim of this module is to provide students with the opportunity to:

- Undertake a short field placement programme with a development organisation working at the global, international/ national level.
- Allow student to work with development practitioners, programme/project officers and desk officers in a shadowing capacity to enable them to acquire direct organisational and programme management skills.

- Offer students the opportunity to develop their professional and career networks for potential employment in the future.

Learning Objectives & Outcomes

The main objective for the placement programme is to enable MDP students to:

- Acquire organisational/ project management skills in development practice
- Develop team working skills and professional experience in development management
- Develop skills in the operations, formulation and writing of policy oriented projects.

On successful completion of this module students will be able to:

- Understand how to design, review, analyse implement and monitor development programmes.
- Develop management and leadership skills in development practice.
- Develop networking, employability and negotiation skills within a professional environment.
- Develop capacity to conduct policy oriented case study on development problems and challenges from practice perspectives.
- Understand development management from a wider professional perspective.

Assessment:

Internship placement; Research; Project report

Intensive pre-MDP Bootcamp

Coordinator: Prof. Patrick Paul Walsh

The module is a voluntary module for those without development, economics, statistics and mathematics or climate modeling backgrounds. Not graded for credit.

The module aims to

- Provide students with the mathematical and statistical tools they will need to successfully complete the MDP
- Introduce students who do not have an economics background to the economic theories and concepts which will be required to successfully complete the MDP
- Introduce students to Geographic Information Systems, Global Health and Climate Modelling
- Examine local systems such as farms and hospitals which deliver social services and economic output to begin to understand how they operate from a systems and governance perspective.

GSH 40340 MDP Dissertation

Coordinator: Dr. Susan Murphy, TCD (multiple supervisors)

20 ECTS – 500 hours

Description: In year two, students will write up and submit a 10,000 word dissertation (maximum) based on the agreed thematic area. Dissertations will draw on research conducted during the Fieldwork Modules. Dissertation supervisors will be allocated from amongst the UCD and TCD staff teaching on the course to fit with the students' topics. Both their desk-based and field research will focus on this topic. Where appropriate a student may be jointly supervised by two supervisors, with the approval of the Course Director and coordinators.

Learning Objectives & Outcomes

The research project provides students with an opportunity to:

- Develop skills of independent research
- Pursue a topic in their chosen area
- To employ relevant skills (including research planning, literature review, project design, and statistical analysis)
- Apply and develop their knowledge of research methods and project planning

On successful completion of this module students should have developed and be able to demonstrate a capacity to:

- Develop a coherent and informed argument
- Conduct a literature review
- Develop a set of hypotheses or ideas to be tested
- Select and employ suitable methods and procedures for the collection, analysis and presentation of relevant data
- Discuss the results in terms of their implications for the hypotheses
- Produce well-reasoned conclusions and discuss their significance and implications

Assessment

20 ECTS – 500 hours of effort

Dissertations will be examined by supervisor and external examiner. Students will be expected to demonstrate a level of academic performance appropriate to a masters degree.

Swahili Language Training

Coordinator: Ms. Purity Mwendwa

Description: In year one, students will be required to complete language training to support fieldwork I. They are required to complete this training before embarking on clinical field training in Rwanda. This introductory course presents some of the basic grammatical, phonological, and sociological elements of the Swahili language. Students are exposed to

different facets of the cultures of eastern Africa (especially Tanzanian and Kenyan). The focus in the course is on vocabulary, which is developed through the use of pictures, dialogues, question and answer exercises, audio and/or video tapes.

Learning Objectives & Outcomes: On successful completion of this course students should be able to:

- Converse in Swahili at a basic level
- Analyze the culture, history and social aspects of Swahili speakers.
- Be able to read and understand Swahili at a basic level

Assessment: No grade attached to this module. However, it is expected that all students will engage in the module assignment and attend all classes

- Class test –Week 6: Written and Aural
- Final Exam-Week 11: Written and Aural
- Final Exam-Week 12: Oral exam
- Weekly assignments and attendance

Assessment and Examination Procedures

Submission & Deadlines

Assignments must be submitted by the time and date stipulated by the module coordinator in the timetable; submission will normally be to TCD Blackboard. *Each assessment must include a completed title page template.*

It is your responsibility to ensure work is submitted on time. It will be date stamped in Blackboard. You should keep copies of all work that you submit. Assessments submitted after the deadline will receive a 10% deduction in the final mark for each working day late.

Assessments will not be marked if more than two working days late unless by prior, written agreement with the module co-ordinator.

MDP Marking and Award of MSc

The Masters in Development Practice will be awarded Pass and Pass with Distinction (for the Dissertation).

Pass with distinction shall require at least 70% in dissertation and at least 70% in the final aggregated mark.

Assessment of individual assignments will be based on common grading criteria as follows:

Grade	Mark (%)
A+	>75
A	70-74
B+	65-69
B	60-64
C+	55-59
C	50-54
FAIL	<50

Table 1: Indicative grades and associated provisional mark range for formative feedback. Marks are finalised at the Court of Examiners.

Unless otherwise stated, indicative grades will be circulated within one month of submission. A date and time will also be circulated at which you can collect assessed work. All assessed work **MUST BE RETURNED** prior to the first Court of Examiners meeting. The deadline for return of work will be circulated during the semester.

Note: these grades are indicative. **All marks are provisional** until passed by the Court of Examiners meeting, which is held after the end of module teaching.

Plagiarism

Plagiarism is interpreted by the University as the act of presenting the work of others as one's own, without acknowledgement. Plagiarism is considered as academically fraudulent, and an

offence against University discipline. The University considers plagiarism to be a major offence, and subject to the disciplinary procedures of the University. Plagiarism can arise from deliberate actions, and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences. **It is your responsibility to familiarise yourself with the regulations regarding plagiarism. These are clearly outlined in Section 1.24, in Part 2 of the College Calendar. This can be downloaded from the College website.** In general, ensure that you fully reference all previously published work, and check with the module co-coordinator if you are not clear of the requirements relating to group assessment exercises. Do not copy information from internet sources. Any work submitted may be assessed through recognised plagiarism detection software in use in College.

Progression rules

Students are assessed for each taken module with a grade/numerical percentage mark (%) at the end of the semester/term during which delivery of a module is completed. All end-of-module marks are returned by module co-coordinators to the course office in TCD. The Pass mark for a module is 50% of the total marks available for the module. In each year of the course compensation is only permitted at the supplemental stage for a maximum of two failed modules, excluding Fieldwork Modules for which no compensation is permitted.

Students are entitled to one supplemental examination and/or can re-submit failed assignments in any failed module. Resubmission of failed assessments is normally due by August 31st along with dissertations, or as arranged with the module lecturer and course co-ordinator.

Fieldwork: The fieldwork modules can only be offered once during the academic year in the summer and may not be repeated within the same academic year. A failed fieldwork module may only be repeated once with permission to go off-books the following academic year unless recommended otherwise by the course committee which can also recommend an alternative programme of study where the student cannot undertake or complete a fieldwork Module for documented medical reasons or in the case of a documented family emergency.

Transfer meeting: A meeting will be held at the beginning of the second academic year with each individual student, the course director, and programme coordinator. The purpose of this meeting is firstly, to review academic progress and to ensure that all module requirements have been fulfilled; secondly, to review contributions to, and participation in, the programme more broadly, and to ensure that each individual is in good standing, and suitable to progress to the final year of the masters; and thirdly, to provide students with an opportunity to share their thoughts and experiences on the first year of the programme, and to discuss expectations and objectives for the forthcoming year.

An exit award of Postgraduate Diploma in Development Practice will be considered where a student has passed year one of the course accumulating 60 ECTS. The graduand who has been awarded the Postgraduate Diploma in Development Practice is not eligible to re-register on the course in the future for the award of the Masters degree.

Students must pass all modules on the course, including the dissertation, subject to the rules of compensation, in order to be considered for an award of Masters Degree.

Graduation (conferring)

TCD as the host institution will hold the graduation ceremony in line with its conventions.

Appeals, re-marking of assessments, and disciplinary redress process

Students will bring their appeal pertaining to any module taught on the course irrespective of its institutional anchorage (i.e. where the module coordinator is employed) to the Course Committee which will consider TCD regulations for TCD-linked modules and UCD regulations for UCD-linked modules. Appeals must be lodged within one week of receipt of module marks. An institutional affiliation of the module coordinator and/or the dissertation/research project supervisor indicates the institutional linkage of that module.

In a situation where the student is not happy with the ruling of the Course Committee s/he will follow an established appeal channel, respectively in TCD or UCD depending on the institutional anchorage of the module or modules under appeal. Individual module results will be appealed at the respective institution where the credits for that element were obtained.

In the case of an appeal whose nature goes beyond module-related issues, and unless otherwise recommended by the course committee, the appeal will follow the appeal procedure for taught postgraduate courses of the Lead Institution.

In TCD, the appeal procedure to be followed is that laid down in relevant paragraphs of the Appeals process for Graduate Students in the “University of Dublin, Trinity College Calendar Part 2, Graduate Studies and Higher Degrees” for a given academic year.

In UCD, the procedure to be followed is outlined at http://www.ucd.ie/appeals/exam_appeal.htm. In UCD, lodging an appeal costs €75 fee per module

**** N.B. Appeals must be lodged within 30 days of the result of the assessment being made available to you on the web or otherwise. Appeals cannot be made on the basis of provisional results****

In TCD, the regulations for re-checking/re-marking and retention of examination scripts and assignments to be followed are described in relevant paragraphs of the *Regulations for re-checking/re-marking and retention of examination scripts* in the “University of Dublin, Trinity College Calendar Part 2, Graduate Studies and Higher Degrees” for a given academic year.

In UCD, the regulations to be followed are outlined at http://www.ucd.ie/appeals/exam_check.htm

In the case of non-academic disciplinary offences (for example, destruction of property, inappropriate behaviour) students will be subject to the disciplinary regulations of the institution at which the offence occurred.

At all stages of the appeal and/or re-checking/re-marking processes the consultation with the Course Director and the local course coordinators about the implications of offence and penalty is necessary. The same applies to fitness to practice issues, where relevant, and performance at the fieldwork training.

Health, Safety, and Security

Health

Please inform either the Programme Director or TCD Safety Officer of medical conditions or other problems that may require special attention from staff. In case of illness, students may attend the TCD Student Health Centre (House 47).

Accidents

All accidents must be reported to the Safety Officer (Terence Dunne ext: 2263) as soon as possible after they occur. Victims should be escorted to the Student Health Centre for treatment if necessary. An ambulance should be called in the event of a serious accident (9-999 on phones with outside lines and inform the security office). Victims should not be taken to hospital in a private car or taxi.

Fire Safety

Fire extinguishers and copies of the College General Fire Notice are displayed at various locations in the campus. These are normally located in hallways. Fire extinguishers provided are water, powder, carbon dioxide or a fire blanket.

Help to prevent fires from starting or spreading by the following:

- Do not store flammable materials in corridors and other open-access areas.
- Exercise caution when using flammable materials and electrical equipment.
- Do not place smouldering items in bins
- Keep filing cabinets and presses closed when not in use
- Turn off and switch off at the socket (or unplug) electrical equipment that is not in use.

The college buildings are equipped with fire alarms. On hearing the alarm, leave the building quickly and in an orderly manner, and assemble at the designated meeting point for that building.

Bomb Alerts

Watch out for suspicious packages at all times and, if one is observed, alert a staff member immediately. If there is a bomb alert, follow the same procedures as for a fire alert.

Risk Assessment

A risk assessment must be carried out for research activities such as field work. Risk assessment forms are available from the Safety Officer. Detailed safety guidelines on fieldwork are available from the department's Safety Officer and should be consulted before fieldwork is undertaken.

A risk assessment should be completed **BEFORE** conducting fieldwork.

IMPORTANT NOTE: Failure to complete the relevant forms may prevent you from undertaking fieldwork or participating in field trips, and can result in you forfeiting marks for associated.

Useful Numbers:

Course Director (Paul Walsh)	716 8435
Programme Coordinator (Padraig Carmody)	896 1243
Assistant Professor in DP (Susan Murphy)	896 3540
TCD Front Gate Security	896 1999
TCD Graduate Studies	896 1713
TCD IS Services Helpdesk	896 2000
TCD Programme Administrator	896 2414
TCD Student Health Centre	896 1556

Teaching Timetable:

- Provided to students during orientation sessions.
- Updated and stored on Blackboard.