

Module Details	
Module Title:	Issues in Development Practice (AfDB)
Module Code:	DEV7038-B
Academic Year:	2020-21
Credit Rating:	20
School:	School of Social Sciences
Subject Area:	Development
FHEQ Level:	FHEQ Level 7 (Masters)
Pre-requisites:	
Co-requisites:	

Contact Hours	
Type	Hours
Lectures	22
Tutorials	6
Directed Study	172

Availability	
Occurrence	Location / Period
ADB	African Development Bank, Abidjan, Côte d'Ivoire / Semester 1 (Sep - Jan)

Module Aims
This module critically analyses development practice in different locales and contexts. You will gain knowledge of different policy paradigms and an understanding of the challenges involved in delivering development effectively. You will be exposed to different conceptions of development and the range of policy responses pursued by international development agencies, public and civil society institutions. The module applies a multidimensional understanding of poverty to the design and management of development interventions and critically analyses current practices, including the use of conflict sensitivity methods and principles

Outline Syllabus
International Development Policy Debates International Development strategy; State

Development policy; Poverty, Inequality and Development; Social Protection Policy: Conditional and Unconditional Cash Transfer for Health and Education; Rural and Urban Livelihoods - Agrarian Change and Development - Value Chain Partnerships; -NGO's and Development - Forced Migration - Displacement and Resettlement; Impact Assessment - Gender and Development - Conflict Sensitivity; Violence, Fragility, Resilience and Development Practice.

Learning Outcomes

1	Critically evaluate different approaches to development policy;
2	Develop a critical understanding of policies in international development which aim to reduce poverty;
3	Apply advanced conceptual thinking to a range of issues in development policy and assess the impact of current practice;
4	Formulate strategies to strengthen current practice by identifying gaps in knowledge and processes in reducing poverty;
5	Identify and reflect on the possibilities and limitations of current policy initiatives and methods of poverty reduction;
6	Communicate complex ideas and policy issues clearly and creatively and present informed arguments.

Learning, Teaching and Assessment Strategy

The module is principally delivered by lectures and seminars, which present the main syllabus of the module within a structured framework. Lectures are used to outline key concepts and to illustrate and critically analyse different approaches to development policy and practice. Additionally the lectures provide knowledge of how to evaluate development policy issues in terms of agenda setting and the relationships between policy decision and policy implementation. Seminars provide a forum for discussion and group work led by you but supported by academic staff.

Formative assessment will be provided through feedback during class work and at the conflict sensitivity workshop, and also on draft outlines of the essay where requested.

Summative assessment will be through two written assignments, which will be used to assess your abilities to critically analyse concepts and how they apply to practice. You will be required to complete:

(i) a research essay (2800-3000 words), to assess all LOs

(ii) Group work: A short assignment (1300-1500 words), to assess LOs 3,4 and 5.

.Supplementary will take the form of an individual piece of word agreed by the Module Leader.

Mode of Assessment

Type	Method	Description	Length	Weighting
Formative	Coursework	Feedback on seminar contributions and essay plans.		%
Summative	Coursework	Group work Report; SUPPLEMENTARY independent piece of	1300-1500 words	20%

		work		
Summative	Coursework	Research essay.	2600-2800 words	80%

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>.

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.