

## Curriculum for **International Development Studies**

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This curriculum is issued pursuant to the Ministerial Order of 6 May 2004 of the Ministry of Science, Technology and Innovation on bachelor and master's programmes at universities, and the General Rules of 1 December 2005 for bachelor's and master's programmes at Roskilde University, with amendments of 31 August 2006.

### **Part I**

#### **Objective and structure**

- § 1. The subject International Development Studies aims to enable the student to utilise scientific theories and methods, and to work in an independent and critical manner on an interdisciplinary basis. The subject aims to qualify graduates to undertake business functions on a methodical and analytical basis within the field of International Development Studies.

The field of International Development Studies is defined as the processes and problems of development in an international context.

- § 2. The subject's bachelor module forms part of the University's bachelor's programmes. The subject's master's modules form part of the University's combined master's programmes. Each module has a standard value of 30 ECTS credits.

### **Part II**

#### **Bachelor programmes with International Development Studies**

- § 3. The objective of the Bachelor programme with International Development Studies is to provide the student with insight into the societal conditions and relations that promote development in local, national, regional and international contexts. The student should acquire the ability to identify and analyse development problems, and skill in processing these with the help of selected methods and techniques.
- (2). A Bachelor programme with International Development Studies is also intended to qualify the student to commence a Master's programme.

- § 4. The bachelor's programme consists of basic studies, the bachelor module in X and the bachelor module in another of the subjects of the University's combined programmes (two-subject bachelor's programme).
- § 5. If the bachelor module in International Development Studies forms part of a bachelor's programme in Humanities, graduates shall be entitled to use the title BA (Bachelor of Arts).
- (2) If the bachelor module in International Development Studies forms part of a bachelor's programme in Natural Science, graduates shall be entitled to use the title BSc (Bachelor of Science).
- (3) If the bachelor module in International Development Studies forms part of a bachelor's programme in Social Science, graduates shall be entitled to use the title BSc (Bachelor of Science).

#### **Standard prerequisites for the subject**

- § 6. The standard prerequisites for the bachelor module in International Development studies are as follows:

Qualifications corresponding to course content for a social science course (7.5 ECTS) offered by the study board of the Faculty of Social Science for students of Basic Studies in Humanities or Science.

- (2) It is recommended that students who have not yet acquired the standard prerequisites stated in 6.1 should do so before commencing studies in International Development Studies. If the student has not acquired these prerequisites at the commencement of studies, an extended period of study must be expected.

#### **Academic content and competence**

- § 7. A description of the academic and vocational competence acquired by graduates of a bachelor's programme with International Development Studies is attached to this curriculum as Appendix 1.
- § 8. It is assumed that students will have passed the following courses in their basic studies:  
A special course focusing on economic, political and cultural relations in a global context (7.5 ECTS).  
Each year, the Study Board announces which of the courses offered by the Study

Board for Basic Studies in Social Science will have the status of special courses.  
The course is assessed by an internal examination.  
The grade awarded is: pass/fail.  
The examination has a standard value of 7.5 ECTS credits.

§ 9. The subject's academic and theoretical contents are expressed in four dimensions:

1st academic dimension: Socio-Economic Players, Structures and Processes

The central aspect of this dimension is analysis of the interplay between socio-economic players and structures; an interplay which is viewed as dynamic processes taking place in various societal and historic contexts. Emphasis is placed on analysis of the resource foundation of the national economy, and the manner in which both natural and man-made resources and processes contribute to socio-economic development. This dimension is concerned with the following areas:

- How economic players and structures have created and continue to create resource flows and trading patterns, and how this has given rise to dynamic processes of development and power relations between centres and peripheries at a local, national and international level in various historical periods.

- How the environment is influenced by the relationships between the exploitation of natural production resources, technology, consumption and the organisation of production.

- How companies and business sectors influence, and are influenced by, developmental processes in technology, organisation, education and production, including study of the consequences of the integration or de-integration of companies and business sectors in the international economy.

2nd academic dimension: Politics, Culture and Society

The central aspect of this dimension is the relationship between social, political, cultural and socio-economic forms of development. This dimension is concerned with the following areas:

- The cultural and political conditions of institutions and social movements, and how these influence political systems and forms of governance.

- How political power is exercised and legitimised and the kinds of conflicts that can arise in connection with the exercise of political power at a local, regional or international level.

- How international relations, including cultural flows, are culturally negotiated at local, national and international level, and how these negotiations in various countries, regions and societies affect international relations.

- How global conditions (exchanges of information, goods, people, etc.) interact with local and national living conditions.

- How the formation of identity interacts with local, national and international signifying systems.

### 3rd academic dimension: Institutions, the State and Development Strategies

The central aspect of this dimension focuses on developmental models and strategies, in both their institutional and broader social and politico-economic context. This dimension is concerned with the following areas:

- How the form and operating methods of organisations and institutions are shaped by local, national, regional and global development processes, and by the interests and actions of various players and social groups.

- How the regulation methods and development processes of the state and other national institutions influence players and structures. The influence of international institutions on these processes and methods of regulation is also studied.

- How the affected players and social groups react to state interventions.

- How aid co-operation between industrialised and developing countries is influenced by various national and international players, including how various forms of governance and techniques such as evaluation and quality assurance influence development strategies and processes at various levels.

### 4th academic dimension: History, Development and Theory

The central aspect of this dimension is the development of society as a historically and internationally founded process. Development problems are viewed as being rooted in historically-dependent conditions, and economic, political and cultural conditions of society are analysed in an interdisciplinary manner as context-dependent and dynamic historical processes. The theory production of development studies is viewed as being anchored in specific social conditions and periods. This dimension is concerned with the following areas:

- How colonialism, imperialism and anti-colonial liberation have influenced and continue to influence today's post-colonial societies, both politically, economically and culturally.

- The establishment of an international economic and political system, with the rise of a world market, an international division of labour and varying international forms of domination.

-The historical roots of development studies and the varying character of theory production in different regions and historical periods.

- (2) Through independent project work or course participation, the student acquires insight into one or more of the subject's four dimensions during the Bachelor module. The dimensions are not required to have equal weight.

#### § 10. Bachelor module (Module B1): Development processes

The objective of the module is to provide the student with insight into the societal conditions and relations that promote development at local, national, regional and international level. The student should acquire the ability to identify and analyse development problems, and skill in processing these with the help of selected methods and techniques.

- (2) The project work for the module must be carried out within one or more of the academic dimensions encompassed by the objective of the module. In the project, the student works in a theoretical and methodical manner to analyse a subject of the student's own choice.

The project work corresponds to 15 ECTS.

The objective of the project work in the bachelor module is for the student to:

- Acquire the knowledge and insight to be able to theoretically and methodically work with an analysis within the academic target area, and locate the issue within the four academic dimensions.
- Confidently justify and delimit the relevant issue in relation to the academic target area and the four academic dimensions.
- Explain and justify through discussion a choice of theory and method, critically evaluate the usefulness of these in relation to possible alternatives, and discuss other people's criticism and evaluation of these theories and methods.
- Acquire the skill to apply concepts precisely.
- Critically analyse and assess the relevance and reliability of the selected empirical research, including both primary and secondary sources.
- Draw well-argued conclusions and take a critical attitude to one's own results.
- Acquire skills in clearly organising analytical tasks of larger and smaller dimensions, and in verbal and written presentation.

- (3) The module includes the following courses:

Basic course in the subject's academic dimensions and methods. Workshops with written exercises are held in connection with the course. 15 ECTS.

The objective of the basic course is to give the student a broad introduction to the subject's academic dimensions, and to equip the student with the prerequisites to take a reflective attitude towards the methods, models and techniques used in analysis, communication, planning and administration in the area of International

Development Studies. A number of workshops with written exercises are held in connection with the course.

- (4) The Study Board will lay down further guidelines for the scope and content of the basic course.
- (5) The bachelor project may be completed in Modul B1, provided that the basic studies in Social Science form part of the bachelor's programme.
- (6) After consultation with the study boards, the Rector may however determine that certain other bachelor courses may be approved, where there is special academic justification for so doing. These (other) approved bachelor courses shall be published in a positive list.
- (7) The bachelor project has a standard value of 15 ECTS credits.
- (8) The Head of Studies shall approve the subject of the bachelor project and lay down a time limit for submitting the bachelor report.
- (9) The bachelor report shall be accompanied by a summary in English. The summary shall be taken into account in the assessment of the bachelor project.

### **PART III**

#### **Master's programmes with International Development Studies**

- § 11 The objective of the Master's programme with International Development Studies is to provide the student with an in-depth knowledge of the scientific theories and methods used in the field of International Development Studies, and an opportunity to study specific development problems in particular geographical areas, or across the boundaries of geographical areas. Students further develop their ability to identify and analyse development problems, and acquire further skills in processing these with the help of selected methods and techniques. The Master's programme is also intended to provide graduates with the academic skills to commence a PhD programme.
- § 12 The combined master's programme with International Development Studies consists of module K1, one of the modules K2, K2-S or K2-IS from International Development Studies, and two master's modules from another of the University's combined programmes.

- (2) The master's modules in International Development Studies may be taken concurrently, cf. however 14.1.

§ 13 Students who complete a combined master's programme in International development studies shall be awarded a master's degree in conformity with the rules in 12.2 – 12.7.

- (2) If the thesis is written in a subject within the main area of Humanities, the graduate shall be awarded the right to use the title cand.mag. (candidatus/candidata magisterii). The English title is Master of Arts.
- (3) If the thesis is written in a subject within the main area of Natural Science, the graduate shall be awarded the right to use the title cand. scient. (candidatus/candidata scientiarum). The English title is Master of Science.
- a. If the thesis is written in a subject within the main area of Social Science, the graduate shall be awarded the right to use the title cand. soc. (candidatus/candidata societatis). The English title is Master of Social Sciences. On application to the Rector, and with the approval of the Ministry of Science, Technology and Innovation, graduates may however obtain the right to use the title cand. scient. soc. (candidatus/candidata scientiarum socialium). The English title is Master of Science in Sociology.
  - b. If the thesis is written in one of the subjects Communication, Performance Design, or Journalism, the graduate shall be awarded the right to use the title cand. comm. (candidatus/candidata communicationis). The English title is Master of Arts in Communication Studies.  
If the thesis is written in the subject Journalism, the English title is however: Master of Arts in Communication Studies in Journalism.
  - c. If the student submits an integrated thesis covering two main subject areas at Roskilde University, the graduate title will be conferred in accord with the principal main subject in the entrance qualifications (i.e. the bachelor's programme).  
The Rector may however waive this provision in special cases, if the student can document that the principal academic weight in the master's programme has been placed in a main subject area other than that of the entrance qualifications.
  - d. If the student submits an integrated thesis in a subject at Roskilde University and a subject at another university, the graduate title will be conferred in accord with the main subject area taken at Roskilde University.

§ 14 The thesis shall conclude the master's programme.

### **Admission requirements for master's modules, special competence requirements, etc.**

- § 15 Students who complete a bachelor's programme at Roskilde University which includes International Development Studies can be admitted to the master's programme with International Development Studies. Graduates of another bachelor programme with the subject International Development Studies may be admitted after individual assessment. The Study Board may approve other study programmes as qualifying the student for admission to the master's programme, possibly after specified supplementary studies.

### **Academic content and competence**

- § 16 A description of the academic and vocational competence acquired by graduates of a master's programme with is attached to this curriculum as Appendix 2.
- § 17 The subject's academic and theoretical contents are expressed in four dimensions. These are:

1st academic dimension: Socio-Economic Players, Structures and Processes

The central aspect of this dimension is analysis of the interplay between socio-economic players and structures; an interplay which is viewed as dynamic processes taking place in various societal and historical contexts. Emphasis is placed on analysis of the resource foundation of the national economy, and the manner in which both natural and man-made resources and processes contribute to socio-economic development. This dimension is concerned with the following areas:

-How economic players and structures have created and continue to create resource flows and trading patterns, and how this has given rise to dynamic processes of development and power relations between centres and peripheries at a local, national and international level in various historical periods.

-How the environment is influenced by the relationships between the exploitation of natural production resources, technology, consumption and the organisation of production.

-How companies and business sectors influence, and are influenced by, developmental processes in technology, organisation, education and production, including study of the consequences of the integration or de-integration of companies and business sectors in the international economy.



## 2nd academic dimension: Politics, Culture and Society

The central aspect of this dimension is the relationship between social, political, cultural and socio-economic development. This dimension is concerned with the following areas:

- The cultural and political conditions of institutions and social movements, and how these influence political systems and forms of governance.
- How political power is exercised and legitimised, and the kinds of conflicts that can arise in connection with the exercise of political power at a local, regional or international level.
- How international relations, including cultural flows, are culturally negotiated at local, national and international level, and how these negotiations in various countries, regions and societies affect international relations.
- How global conditions (exchanges of information, goods, people, etc.) interact with local and national living conditions.
- How the formation of identity interacts with local, national and international signifying systems.

## 3rd academic dimension: Institutions, the State and Development Strategies

The central aspect of this dimension focuses on developmental models and strategies, in both their institutional and broader social and politico-economic context. This dimension is concerned with the following areas:

- How the form and operating methods of organisations and institutions are shaped by local, national, regional and global development processes, and by the interests and actions of various players and social groups.
- How the regulation methods and development processes of the state and other national institutions influence players and structures. The influence of international institutions on these processes and methods of regulation is also studied.
- How the affected players and social groups react to state interventions.
- How aid co-operation between industrialised and developing countries is influenced by various national and international players, including how various forms of governance and techniques such as evaluation and quality assurance influence development strategies and processes at various levels.

## 4th academic dimension: History, Development and Theory

The central aspect of this dimension is the development of society as a historically and internationally founded process. Development problems are viewed as being rooted in historically-dependent conditions, and economic, political and cultural conditions of society are analysed in an interdisciplinary manner as context-dependent, dynamic historical processes. The theory production of development studies is viewed as being anchored in specific social conditions and periods. This dimension is concerned with the following areas:

-How colonialism, imperialism and anti-colonial liberation have influenced and continue to influence today's post-colonial societies, both politically, economically and culturally.

-The establishment of an international economic and political system, with the rise of a world market, an international division of labour and varying international forms of domination.

-The historical roots of development studies and the varying character of theory production in different regions and historical periods.

§ 18 Through independent project work, course participation, seminars and possibly an internship module, the student acquires insight into one or more of the subject's four dimensions. The dimensions are not required to have equal weight.

(2) The student should acquire skills in academic techniques and methods. The course is intended to equip the student with the prerequisites to take an independent and critical approach to various methods, models and techniques used in analysis, communication, planning and administration in the area of International Development Studies. The Study Board will lay down further guidelines for the scope and content of the academic techniques and methods.

§ 19 1st Master's module (Module K1): Development problems

The objective of the module is to give the student an in-depth insight into specific development problems in particular geographical areas, or a specific problem field across the boundaries of geographical areas. Students further develop their ability to identify and analyse development problems, and acquire further skills in processing these with the help of selected methods and techniques.

(2) The module's project work is intended to provide the student with the possibility to study theoretical and empirical problem areas within one or more of the subject's academic dimensions.

The project work corresponds to 15 ECTS.

The objective of the project work in the 1st Master's module is for the student to:

- Acquire the knowledge and insight to be able to analyse theoretical and empirical

issues within the academic target area, and locate these issues within the four academic dimensions.

- Confidently justify the choice and delineation of an issue in relation to the academic target area and the four academic dimensions.
- Provide a well-founded justification for a choice of theory and method, critically evaluate the usefulness of the chosen theories, and discuss other people's criticism and evaluation of these theories and methods.
- Acquire the skill to apply concepts precisely.
- Critically justify the relevance and reliability of the selected empirical research, including both primary and secondary sources.
- Draw well-argued conclusions and take a critical attitude to one's own results.
- Acquire skills in clearly organising analytical tasks of larger and smaller dimensions, and in verbal and written presentation.

- (3) The module includes the following course activities:

Academic and project-supporting seminars    7.5 ECTS  
 Academic method seminar with exercises    7.5 ECTS

- (4) The academic and project-supporting seminars are based on the subject's four academic dimensions. The objective of the seminars is to link the teaching with ongoing research activities within the subject, and assist the project work. The student can choose which seminars to include in the module from among the seminars offered by the Study Board.

- (5) The objective of the academic method seminar is to equip the student with skills in academic techniques and methods. The seminar is intended to provide the student with the prerequisites to take an independent and critical approach to various scientific theoretical approaches, methods, models and techniques used in analysis, communication, planning and administration in the area of International Development Studies. Exercises will be held in association with the seminar. The Study Board will lay down further guidelines for the scope and content of the academic techniques and methods.

§20    2nd Master's module (Module K2): Theoretical and methodological problems in development studies

The objective of the module is to give the student an opportunity to make an in-depth study of theoretical and methodological problem areas within the subject's four academic dimensions, and to undertake reflections on academic methods.

- (2) The module's project work is intended to enable the student to make an in-depth study of theoretical and methodological problem areas within the subject's four academic dimensions, and to undertake reflections on academic methods.

The objective of the project work in the 2nd Master's module is for the student to:

- Acquire the knowledge and insight to be able to analyse theories, methods and

techniques in an independent and critical manner within a specific area of International Development Studies, and locate these within the four academic dimensions.

- Independently and critically justify the choice and delineation of an issue in relation to the academic target area and the four academic dimensions.
- Provide an independent justification for a choice of theory and method, critically evaluate the usefulness of the chosen theories, and discuss other people's criticism and evaluation of these theories and methods.
- Acquire the skill to apply concepts precisely.
- Independently and critically analyse and assess the relevance and reliability of the selected empirical research, including both primary and secondary sources.
- Draw well-founded conclusions and take a critical and independent attitude to one's own results.
- Acquire skills in clearly organising analytical tasks of larger and smaller dimensions, and in verbal and written presentation.

- (3) The project must not be identical in its choice of topic and contents with the project in the 1st Master's module.  
The Head of Studies must approve the topic of the project. The approval of the Head of Studies is based on an evaluation of whether the chosen topic, in combination with the student's other studies, covers the four academic dimensions of the subject. Within the framework laid down by the Study Board, the Head of Studies will define the further basis for the approval.
- (4) The Study Board offers one or more seminars which support the project work.
- (5) The project work corresponds to 30 ECTS.

§ 21 2nd Master's module (Module K2-S): Thesis module. Theoretical and methodological problems in development studies

The objective of the thesis module is to give the student an opportunity to conduct an in-depth study in the application of scientific theories, methods and techniques to a specific topic within the area of International Development Studies.

- (2) The Study Board offers one or more seminars which support the thesis study.
- (3) The thesis is intended to document the student's skills in the application of scientific theories, methods and techniques to a specific subject in the area of International Development Studies.  
The objective of the thesis is for the student to:
  - Acquire the knowledge and insight to be able to analyse theories, methods and techniques in an independent and critical manner within a specific area of International Development Studies, and locate these within the four academic dimensions.
  - Independently and critically justify the choice and delineation of an issue in relation

to the academic target area and the four academic dimensions.

- Provide an independent justification for a choice of theory and method, critically evaluate the usefulness of the chosen theories, and discuss other people's criticism and evaluation of these theories and methods.
- Acquire the skill to apply concepts precisely.
- Independently and critically analyse and assess the relevance and reliability of the selected empirical research, including both primary and secondary sources.
- Draw well-founded conclusions and take a critical and independent attitude to one's own results.
- Acquire skills in clearly organising analytical tasks of larger and smaller dimensions, and in verbal and written presentation.

- (4) The thesis must include a summary in English. The summary will be taken into account in the grading of the thesis.
- (5) The topic of the thesis must be approved by the Head of Studies. A time limit will at the same time be stipulated for the completion of the thesis.  
The approval of the Head of Studies is based on an evaluation of whether the chosen topic, in combination with the student's other studies, covers the four academic dimensions of the subject and satisfies the requirements towards academic technique and method. Within the framework laid down by the Study Board, the Head of Studies will define the further basis for the approval.
- (6) The thesis corresponds to 30 ECTS.

§22 2nd Master's module (Module K2-IS): Integrated thesis module. Theoretical and methodological problems in development studies.

The objective of the integrated thesis module is to give the student an opportunity to conduct an in-depth study in the application of scientific theories, methods and techniques to a specific topic within the area of International Development Studies, in integration with another subject.

- (2) The module consists of a integrated thesis project and, according to the student's choice:
  - a. Project work, or
  - b. Academic seminars.
- (3) The integrated thesis is intended to give the student an opportunity to conduct an in-depth study of theoretical and methodological problem areas within the subject's four academic dimensions, and to undertake reflections on academic methods.

The objective of the integrated thesis is for the student to:

- Acquire the knowledge and insight to be able to analyse theories, methods and techniques in an independent and critical manner within a specific area of

International Development Studies, and locate these within the four academic dimensions.

- Independently and critically justify the choice and delineation of an issue in relation to the academic target area and the four academic dimensions.
- Provide an independent justification for a choice of theory and method, critically evaluate the usefulness of the chosen theories, and discuss other people's criticism and evaluation of these theories and methods.
- Acquire the skill to apply concepts precisely.
- Independently and critically analyse and assess the relevance and reliability of the selected empirical research, including both primary and secondary sources.
- Take a perspectival and reflective view of the interplay between the methods, theories and techniques of the two subjects.
- Draw well-founded conclusions and take a critical and independent attitude to one's own results.
- Acquire skills in clearly organising analytical tasks of larger and smaller dimensions, and in verbal and written presentation.

The International Development Studies part of the integrated thesis corresponds to 15 ECTS.

- (4) The thesis must include a summary in English. The summary will be taken into account in the grading of the thesis.
- (5) The topic of the thesis must be approved by the Heads of Studies for the relevant subjects. A time limit will at the same time be stipulated for the completion of the thesis.  
The approval of the Head of Studies is based on an evaluation of whether the chosen topic, in combination with the student's other studies, covers the four academic dimensions of the subject and satisfies the requirements towards academic technique and method. Within the framework laid down by the Study Board, the Head of Studies will define the further basis for the approval.
- (6) The project work is intended to give the student an opportunity to undertake in-depth methodological reflections on the treatment of theoretical and empirical issues in the integrated thesis.  
The project work corresponds to 15 ECTS.
- (7) The objective of the academic seminars is to support the project and discuss theoretical and methodological issues.  
The student can choose which seminars to include in the module from among the seminars offered by the Study Board.  
In total, the academic seminars correspond to 15 ECTS.

- § 23 2nd Master's module (Module K2-ES): Integrated experimental thesis module.  
Theoretical and methodological problems in development studies

The objective of the integrated experimental thesis module is to give the student an

opportunity to conduct an in-depth study in the application of scientific theories, methods and techniques to a specific topic within the area of International Development Studies, in integration with another subject.

The objective of the thesis is for the student to:

- Acquire the knowledge and insight to be able to analyse theories, methods and techniques in an independent and critical manner within a specific area of International Development Studies, and locate these within the four academic dimensions.
- Independently and critically justify the choice and delineation of an issue in relation to the academic target area and the four academic dimensions.
- Provide an independent justification for a choice of theory and method, critically evaluate the usefulness of the chosen theories, and discuss other people's criticism and evaluation of these theories and methods.
- Acquire the skill to apply concepts precisely.
- Independently and critically analyse and assess the relevance and reliability of the selected empirical research, including both primary and secondary sources.
- Take a perspectival and reflective view of the interplay between the methods, theories and techniques of the two subjects.
- Draw well-founded conclusions and take a critical and independent attitude to one's own results.
- Acquire skills in clearly organising analytical tasks of larger and smaller dimensions, and in verbal and written presentation.

In the integrated experimental thesis, it is emphasised that students should carry out field work.

The Study Board will lay down detailed regulations governing the scope and requirements of the field work.

- (2) The thesis must include a summary in English. The summary will be taken into account in the grading of the thesis.
- (3) The topic of the thesis must be approved by the Heads of Studies for the relevant subjects. A time limit will at the same time be stipulated for the completion of the thesis.

The approval of the Head of Studies is based on an evaluation of whether the chosen topic, in combination with the student's other studies, covers the four academic dimensions of the subject and satisfies the requirements towards academic technique and method. Within the framework laid down by the Study Board, the Head of Studies will define the further basis for the approval.

- (4) The International Development Studies part of the integrated experimental thesis corresponds to 30 ECTS.

The 1st Master's module of International Development Studies must be passed before the student can take an internship module.

- (2) The internship module consists of a preparatory phase, a 3-5 month work placement, and a report and evaluation phase.
- (3) The placement location must be approved by the Head of Studies before the internship is commenced.
- (4) During their work placements, students apply their academic and theoretical knowledge in a practical context, carrying out the work functions for which the study programme in International Development Studies aims to qualify them. The placement could for example involve case processing, planning or communication, or minor analytical or reporting tasks for a company, organisation or institution concerned with development processes and development problems.
- (5) The internship module concludes with the writing of an internship report in one of the main languages, which reflects on the work placement's tasks and their connection with the theoretical prerequisites acquired through the study programme.

## **PART IV**

### **General provisions**

- § 25. Project work shall generally be group work, but students may work individually.
- (2) The Study Board shall lay down specific regulations governing the tuition and guidance of the students, including the relationship between the scope of the guidance provided and the group size.
- § 26. The Study Board shall stipulate the length and academic content/academic goals of the individual study activities in International Development Studies.
- (2) Each year, the Study Board shall determine the courses to be offered.
- § 27. The Study Board shall lay down specific regulations governing the form and scope of project reports, the bachelor report, and the thesis.
- § 28. The Study Board may approve that study activities undertaken at universities in Denmark or abroad, or activities undertaken in connection with studies at Roskilde University, may replace certain study activities required by this curriculum.



## **PART V**

### **Examinations and tests**

- § 29. The rules governing registration for examinations and tests, and the punctual withdrawal of registration from these, are stipulated in the University's examination regulations.
- § 30. Rules governing make-up examinations and re-examinations are stipulated in the University's examination regulations.
- § 31. The form of the examination shall take account of the objective of the programme element, and shall reflect the content of the tuition. Examinations shall be organised as individual examinations.
- (2) Examinations assessed according to the seven-point scale shall have a pass mark of two.
- (3) Examinations which have been passed cannot be re-taken.
- § 32. A student may register a maximum of three times for an examination or other form of assessment. The Study Board may however permit registration for a fourth or fifth time in exceptional cases.
- (2) By way of exception, the Rector may permit registration for more than five examination attempts, particularly if the student lacks only a single examination to complete the study programme.
- (3) On the third, fourth and fifth occasions that a student registers for an internal examination assessed solely by an internal examiner, the student shall be entitled to demand the participation of an external examiner appointed by the Ministry.
- § 33. A student whose attendance at classes is to be evaluated for the second time pursuant to applicable examination regulations may instead request to take an internal examination in the relevant programme element. On the third, fourth and fifth occasions, the student shall be entitled to demand the participation of a moderator.

- § 34. Students may register separately for the individual examinations or other forms of assessment, unless otherwise stipulated below.
- § 35. All examinations shall be held as individual examinations.
- (2) Individual grades may only be awarded for project reports, bachelor reports, theses and other written assignments undertaken jointly by several students to the extent that the contributions of the individual students are specified.
  - (3) In the event that the individual contributions of the students to a project report, bachelor report, thesis or written assignment are not specified, the assessment shall be made by means of an oral examination. The student shall be examined on the basis of the entire written assignment. The assessment awarded shall be a combined assessment of the written assignment and the oral examination.
  - (4) If an oral examination is based on a project report, bachelor report, thesis or written assignment undertaken jointly by several students in collaboration, these students may not be present in the examination room before or after they have been examined.
  - (5) No more than 5 students may participate in a group project or group thesis which forms the basis of an oral examination, or which is assessed on the basis of the written work.
- § 36. The student shall participate in a satisfactory manner in the compulsory study activities of the modules. The Study Board shall lay down specific regulations governing the assessment of satisfactory participation. Satisfactory participation is a condition for being able to take an examination. The Study Board may waive this provision in special cases. The Study Board shall register students who have completed their study activities in a satisfactory manner.
- (2) Active participation in a study activity shall be included in the assessment of satisfactory participation. If an activity requires attendance, attendance is a necessary but not in itself a sufficient criterion to achieve the assessment of satisfactory participation.
- § 37. Examinations shall be presented in Danish, unless the purpose of the examination is to document the student's skills in a foreign language.
- (2) If the tuition in a subject has been provided through the medium of a foreign language, the examination shall be presented in that language. The Study Board shall lay down detailed rules specifying the instances in which this rule may be waived.

- (3) Where circumstances permit, the Study Board may also allow students who so wish to present an examination in a foreign language. However, this shall not apply to examinations which require presentation in Danish.

§ 38 General rules for examinations, tests, etc. are available at the University website.

§ 39. General criteria for the grading of project examinations and theses are attached to this curriculum as Appendix 3.

- (2) The curriculum shall stipulate how the general criteria in Appendix 3 relate to the overall assessment of the subject's project examinations and thesis examinations.

- (3) In the curriculum, or in supplementary rules, the Study Board shall stipulate the criteria which are included in the overall assessment of the subject's other examinations and tests.

§40. Examinations in the bachelor module (Module B1) Development processes.

Project work shall be assessed at an oral examination with external moderation. The examination shall be based on the project report of the student or students. The examination shall take the form of a conversation between the student, the examiner(s) and the moderator(s). The student shall be examined on the basis of the entire project report. The assessment awarded shall be a combined assessment of the project report and the oral examination.

A single grade is awarded on the seven-point scale.

Criteria nos. 1,2,3,4,5,7 and 8 in Appendix 3 shall form part of the overall assessment in the determination of grades.

The examination has a standard value of 15 ECTS credits.

- (2) The basic course is assessed by an internal examination in each of the activities included in the course. The Study Board may decide that one examination can cover several activities. The grade awarded is: pass/fail.

In total, the examinations correspond to 15 ECTS.

- (3) If a student submits a bachelor project in International Development Studies, the assessment of this shall replace the examination mentioned in 40.1.

§ 41 The assessment of the bachelor project shall take the form of a combined assessment of the bachelor report and an oral examination with external moderation. The examination shall be based on the bachelor report of the student or students. The examination shall take the form of a conversation between the student, the examiner(s) and the moderator(s). The student shall be examined on the basis of the

entire bachelor report.

A single grade is awarded on the seven-point scale.

In the determination of grades, the general criteria in Appendix 3 shall be included in the overall assessment, taking account of the relevance of the individual criteria to the project in question.

The examination has a standard value of 15 ECTS credits.

- (2) In the assessment of the bachelor project, emphasis shall be placed on the student's writing and spelling skills as well as on the academic content. Writing and spelling skills shall be incorporated into the assessment at a weight of 10%.
- (3) The summary shall be incorporated into the assessment at a weight of 5%.
- (4) The Study Board may grant exemptions from the requirements of 40.2 in the case of students who can document a relevant and specific handicap.
- (5) The Study Board may lay down specific rules governing the proportion of the bachelor report for which each student shall be responsible.

#### § 42 Examinations in the first master's module (Module K1).Development problems.

The project work is assessed by an oral examination. The examination is subject to external moderation. The examination is based on the student's or group's project report and the set examination topics, and takes the form of a conversation between the student, the examiner(s) and the moderator(s). The student must be examined on the basis of the whole project report. The grade awarded is based on a combined assessment of both the project report and the oral examination.

A single grade is awarded from the seven-point scale.

Criteria nos. 1, 2, 3, 4, 5, 7 and 8 from Appendix 3 are taken into account in the overall assessment when awarding grades.

The examination corresponds to 15 ECTS.

- (2) Each project-supporting seminar is assessed by an internal examination. The grade awarded is: pass/fail.  
In total, the examinations correspond to 7.5 ECTS.
- (3) The academic method seminar is assessed by an internal examination. The grade awarded is: pass/fail.  
The examination corresponds to 7.5 ECTS.

#### § 43 Examinations in the second master's module (Module K2) :Theoretical and methodological problems in development studies

The project work is assessed by an oral examination. The examination is subject to external moderation. The examination is based on the student's or group's project report and the set examination topics, and takes the form of a conversation between

the student, the examiner(s) and the moderator(s). The student must be examined on the basis of the whole project report. The grade awarded is based on a combined assessment of both the project report and the oral examination.

A single grade is awarded from the seven-point scale.

Criteria nos. 1, 2, 3, 4, 5, 7 and 8 from Appendix 3 are taken into account in the overall assessment when awarding grades.

The examination corresponds to 30 ECTS.

- § 44. Examinations in the thesis module (Module K2-S) Theoretical and methodological problems in development studies
- Assessment of the thesis shall be undertaken in conformity with the General Rules for bachelor's and masters' programmes at Roskilde University, to which reference is made. The assessment shall be externally moderated.
- A single grade is awarded on the seven-point scale. Criteria nos. 1, 2, 3, 4, 5, 7 and 8 from Appendix 3 are taken into account in the overall assessment when awarding grades.
- The examination has a standart value of 30 ECTS credits.
- (2) In the assessment of the thesis, emphasis shall be placed on the student's writing and spelling skills as well as on the academic content. Writing and spelling skills shall be incorporated into the assessment at a weight of 10%.
  - (3) The summary shall be incorporated into the assessment at a weight of 5%.
  - (4) The Study Board may grant exemptions from the requirements of 44.2 in the case of students who can document a relevant and specific handicap.
  - (5) The Study Board may lay down specific rules governing the proportion of the thesis for which each student shall be responsible.

- § 45. Examinations in the integrated thesis module (module K2-IS): Theoretical and methodological problems in development studies

The integrated thesis shall be assessed in a single joint examination covering both subjects, in conformity with the General Rules for bachelor's and master's programmes at Roskilde University, to which reference is made. The examination shall be externally moderated.

A single joint grade is awarded on the seven-point scale.

Criteria nos. 1, 2, 3, 4, 5, 7 and 8 from Appendix 3 are taken into account in the overall assessment when awarding grades.

The part of the examination relating to International Development Studies Udviklingsstudie has standart value of 15 ECTS credits.

- (2) In the assessment of the thesis, emphasis shall be placed on the student's writing and spelling skills as well as on the academic content. Writing and spelling skills shall be incorporated into the assessment at a weight of 10%.
- (3) The summary shall be incorporated into the assessment at a weight of 5%.
- (4) The Study Board may grant exemptions from the requirements of 45.2 in the case of students who can document a relevant and specific handicap.
- (5) The Study Board may lay down specific rules governing the proportion of the thesis for which each student shall be responsible.
- (6) The project work is assessed by an oral examination. The examination is subject to internal moderation. The examination is based on the student's or group's project report and the set examination topics, and takes the form of a conversation between the student, the examiner(s) and the moderator(s). The student must be examined on the basis of the whole project report. The grade awarded is based on a combined assessment of both the project report and the oral examination.  
A single grade is awarded from the seven-point scale.  
Criteria nos. 1, 2, 3, 4, 5, 7 and 8 from Appendix 3 are taken into account in the overall assessment when awarding grades.  
The examination corresponds to 15 ECTS.
- (7) Each academic seminar is assessed by an internal examination.  
A single grade is awarded from the seven-point scale.  
In combination, the examinations correspond to 15 ECTS.

§ 46. Examinations for the integrated experimental thesis module (Module K2-ES).  
Theoretical and methodological problems in development studies

The integrated experimental thesis is assessed through a common examination for both subjects, in accordance with the Common Rules for Graduate and Postgraduate Programmes at Roskilde University, to which reference is made. The examination is subject to external moderation.

A single joint grade is awarded from the seven-point scale.

Criteria nos. 1, 2, 3, 4, 5, 7 and 8 from Appendix 3 are taken into account in the overall assessment when awarding grades.

The International Development Studies part of the examination corresponds to 30 ECTS.

- (2) In the assessment of the thesis, emphasis shall be placed on the student's writing and spelling skills as well as on the academic content. Writing and spelling skills shall be incorporated into the assessment at a weight of 10%.
- (3) The summary shall be incorporated into the assessment at a weight of 5%.

- (4) The Study Board may grant exemptions from the requirements of 46.2 in the case of students who can document a relevant and specific handicap.
- (5) The Study Board may lay down specific rules governing the proportion of the thesis for which each student shall be responsible.

§ 47 Examinations during the internship module.

The internship module is assessed by an oral examination with external moderation. The grade awarded is: pass/fail.

§ 48 The Study Board shall lay down detailed rules governing the examinations' content, length, preparation time, exam aids, etc.

§ 49 In the case of examinations in which the student's grade is not communicated to the student immediately following the examination, the Head of Studies shall stipulate the date on which the grade will be published.

## **PART VI**

### **Miscellaneous provisions**

§ 50 The Study Board may grant exemptions from the supplementary provisions of the curriculum where justified by special circumstances.

(2) The Study Board may provide special examination facilities for students with physical or psychological handicaps, students with a mother tongue other than Danish, or students with other equivalent difficulties, if the Study Board assesses that this is necessary in order to ensure equal opportunities for such students in the examination situation. The provision of such facilities shall not result in a lowering of the examination standard.

§ 51 The student's registration may be cancelled if the student has failed to participate actively in studies during a period defined by the University. The University shall lay down specific regulations stipulating when registration may be cancelled due to a lack of study activity.

- § 52 Complaints relating to the decisions of the Study Board or the Head of Studies pursuant to this curriculum may be submitted to the Rector. If the complaint relates to legal matters, the Rector's decision may be brought before the Ministry of Science, Technology and Innovation.
- (2) The time limit for the submission of complaints is two weeks from the day on which the decision is communicated.

## **PART VII**

### **Entry into force, transitional rules, etc.**

- § 53. With respect to the bachelor's programme, this curriculum shall come into force on 1 September 2006. With respect to the master's programme, this curriculum shall come into force on 1 September 2008.
- (2) The curriculum of 27 February 2004 for International Development Studies and the curriculum of 31 May 2005 for the bachelor module in International Development Studies shall be repealed at the same time as the new curriculum enters into force.
- § 54. The curriculum shall also apply to:

- 1) students who commenced a bachelor's programme during the period 1 September 2005 – 31 August 2006, and
- 2) students who commenced a bachelor's programme on or after 1 September 2006, and who, on the basis of credit, have been registered at a programme level corresponding to students who commenced their bachelor's programmes in the period 1 September 2005 – 31 August 2006, cf. article 65 of the General Rules.

In the case of these students, the following standard prerequisites laid down in article 5 of the former curriculum of 31 May 2005 for the bachelor module in International Development Studies shall apply to qualifications corresponding to course content for the first year of the Basic Studies programme of the Social Science faculty.

The standard prerequisites stated in 6.1 and the prerequisites stated in 8.1 of this curriculum shall not apply to these students.

- (2) Students who commenced a bachelor's programme before 1 September 2005 shall complete their study programmes in accordance with the curriculum of 27 February 2004 for International Development Studies.
- The same shall apply to students who commenced a bachelor's programme on or after 1 September 2005, and who, on the basis of credit, have been registered at a programme level corresponding to students who commenced their bachelor's programmes prior to 1 September 2005, cf. article 59 of the General Rules of 2 March 2005 (Interim).



- (3) Students who commenced a master's programme before 1 September 2008 shall complete their study programmes in accordance with the curriculum of 27 February 2004 for International Development Studies.

§ 55 Examinations under the curriculum of 27 February 2004 for International Development Studies will be held for the final time during the examination period: summer 2010.

Adopted by the Study Board, 16 May 2006.

Approved by the Rector and Vice-Rector, 31 August 2006.

With amendments adopted by the Study Board on 27 March 2007.

Approved by the Rector and Vice-Rector, 21 May 2007.

On behalf of the Rector and Vice-Rector.



Inger Jensen

## Appendix 1

### Competence description for a Bachelor study programme with International Development Studies

DATE/REFERENCE

2006-00-513-IU/0001

JOURNAL NO.

A Bachelor study programme at Roskilde University consists of a two-year course in Basic Studies followed by two courses of specialised studies, each of six months' duration. The Basic Studies programme provides a broad introduction to the chosen main subject area and the academic specialisation of the chosen specialised studies. Bachelor graduates from Roskilde University have thereby undertaken a gradual and qualified choice of subject, and are capable of viewing their academic specialisations in a broader context.

The specialised subject International Development Studies may form part of a Bachelor programme in Social Science, Humanities or Science, for which reason the competence description exists in three variants:

- A competence description in which International Development Studies is chosen in continuation of the Basic Studies programme of the Faculty of Social Science, and thereby forms part of a Bachelor programme in Social Science (BSc)
- A competence description in which International Development Studies is chosen in continuation of the Basic Studies programme of the Faculty of Humanities, and which thereby forms part of a Bachelor programme in Humanities (BA)
- A competence description in which International Development Studies is chosen in continuation of the Basic Studies programme of the Faculty of Science, and thereby forms part of a Bachelor programme in Science (BSc)

The study activities at Roskilde University are evenly divided between project work and courses. In the project work – which is usually undertaken in groups – students work on academically relevant issues in a problem-oriented and independent manner. Holders of Bachelor degrees from Roskilde University are thereby characterised by experience in the practical application of their skills, acquired through tackling concrete issues.

**A common characteristic of all holders of Bachelor degrees from Roskilde University is that they have acquired skills enabling them to:**

- Undertake analyses through the critically balanced and well-argued application of scientific theory and method
- Describe and formulate issues, and communicate results, in a manner which meets the academic standards and norms
- Take an interdisciplinary approach to issues and indicate solutions, not just on the terms of the individual subject itself, but also by involving relevant theories, methods and areas of knowledge from associated subjects
- Take part in constructive teamwork with other people, including those of a different discipline to their own, and thereby ensure that common resources are applied in the best possible manner
- Organise and manage a project, including prioritising within one's own or externally imposed frameworks, and organise a common task timetable to ensure that a result can be delivered at a pre-arranged time
- Communicate precisely, both orally and in writing.

**When International Development Studies forms part of a Bachelor programme in Social Science (BSc), students acquire, via the Basic Studies programme in Social Science, competences enabling them to:**

- Analyse the economic, political scientific and social scientific dimensions of social issues on the basis of a fundamental insight into these disciplines
- Analyse the spatial and material organisation of society, both regionally and globally, and its planning-related dimensions
- Apply social scientific theories and methods in a critical manner and an interdisciplinary context
- Identify, formulate and communicate issues in a social scientific context
- Understand and explain the perspective of selected social scientific theories towards knowledge and society

Holders of a Bachelor degree who have taken the international version of the Basic Studies programme moreover acquire skills which enable them to:

- Communicate and work in multi-cultural teams
- Work with academic issues in English, German or French

Through their choice of projects and specialised courses in the Basic Studies programme of the Social Science faculty, the individual students also acquire the specific skills required to complete their Bachelor study programmes in the chosen specialised subjects. It is possible to supplement the Basic Studies programme in Social Science with study elements from Roskilde University's other Basic Studies programmes, and thereby acquire the skills to complete a two-subject Bachelor study programme in which one of the subjects lies outside the main field of Social Science.

**When International Development Studies forms part of a Bachelor programme in Humanities (BA), students acquire, via the Basic Studies programme in Humanities, skills which enable them to:**

- Identify and analyse issues on the basis of a fundamental insight into the theories, methods and concepts of the humanistic disciplines
- Utilise elements of the methods, theories and concepts of the social sciences, to the extent this is necessary in order to work with humanistic issues
- Identify and analyse the historical, cultural, social and material conditions which shape human beings and human life, but also the ways in which such conditions are themselves shaped by human beings and human life
- Identify and analyse questions relating to how people experience, interpret, act and learn in interplay with their specific environments
- Identify and analyse the use of texts, signs and sign systems in human relations
- Identify and analyse questions of a philosophical nature
- Reflect in a theoretical and analytical manner upon humanistic issues and disciplines, and utilise these reflections in academic work
- Identify and analyse cultural and social issues in Danish society and other societies
- Utilise humanistic academic literature written in English, German and/or French

Holders of a Bachelor degree who have taken the international version of the Basic Studies programme moreover acquire skills which enable them to:

- Communicate and work in multi-cultural teams
- Work with academic issues in English, German or French

Through their choice of projects and specialised courses in the Basic Studies programme of the Faculty of Humanities, students also acquire the specific skills required to complete their

Bachelor study programmes in the chosen specialised subjects. It is possible to supplement the Basic Studies programme in Humanities with study elements from Roskilde University's other Basic Studies programmes, and thereby acquire the skills to complete a two-subject Bachelor study programme in which one of the subjects lies outside the academic Humanities.

**When International Development Studies forms part of a Bachelor programme in Science (BSc), students acquire, via the Basic Studies programme in Science, skills which enable them to:**

- Describe and analyse phenomena and issues in nature and technology
- Apply experimental and empirical working methods in a systematic manner in order to analyse problems
- Utilise mathematical and formal abstract symbolic thinking for purposes of problem-solving and modelling
- Distinguish theoretical and empirical scientific problems and the links between these
- Reflect upon science as a cultural and social phenomenon

Holders of a Bachelor degree who have taken the international version of the Basic Studies programme acquire skills which enable them to:

- Communicate and work in multi-cultural teams
- Work with academic issues in English, German or French

Through their choice of projects and specialised courses in the Basic Studies programme of the Faculty of Science, the individual students moreover acquire the specific skills required to complete their Bachelor study programmes in the chosen specialised subjects. It is possible to supplement the Basic Studies programme in Science with study elements from Roskilde University's other basic studies programmes, and thereby acquire the skills to complete a two-subject Bachelor study programme in which one of the subjects lies outside the main field of Science.

**Via their overall study programmes, including Basic Studies and specialised subjects, all holders of a Bachelor degree with International Development Studies acquire specific skills enabling them to:**

- Understand classical and modern theories of development, and utilise these to analyse development-related issues.

- Understand politics and the state as theoretical concepts and action-oriented categories on the basis of various tendencies and forms of practice.
- Understand and assess how political and state strategies influence and are influenced by concrete development processes.
- Understand and assess how global, regional, national and local socio-economic players and structures influence and are influenced by the globalisation process and the roles of international players in this process.
- Understand and assess how social and cultural factors shape and influence development processes, e.g. in the form of culturally-based categories such as gender, ethnicity or religion.
- Compile precise and well-formulated synopses on development-related issues for oral presentation and discussion – and in this connection, give and receive constructive and well-argued criticism.
- Continue their studies in the Master's programme in International Development Studies, or other related Master's programmes.

In addition, holders of a Bachelor degree with International Development Studies acquire a number of specific skills from the other specialised subject.

Adopted by the Study Board, 24 May 2007

Approved by the Rector and Pro-Rector, 4 June 2007.

On behalf of the Rector and Pro-Rector



Inger Jensen

## **Appendix 2**

### **Competence description for Masters' programmes with the subject**

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To be compiled autumn 2007

## Appendix 3

### General criteria for the assessment of project work and theses

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The formulation of the project goal in the curriculum means that an examination performance which fully satisfies this goal shall be awarded the grade of 12. The specification of the project's goals in the curriculum shall state the academic area in relation to which the project's relevance is to be assessed.

In the assessment of projects and theses, the following criteria for the determination of grades shall be utilised. Taking account of the progression of the study programme, the curriculum shall state which of the criteria are to be included in the overall assessment of the work, and whether special emphasis is to be given to one or more criteria. The curriculum shall furthermore state whether additional criteria are to be taken into account. In the case of each of the individual criteria, an upper level, a medium level and a minimum acceptable level are described. These descriptions of performance level are advisory for the overall assessment, and are not intended to determine the grade for the individual criterion.

**1. Knowledge of the academic target area:**

- confident knowledge, insight and clarity
- knowledge and insight
- sufficient but limited knowledge

**2. Relevance of the problem statement to the academic target area**

- confidently formulated, justified and delineated; conscious choices and rejected options
- clearly formulated, justified and delineated
- sufficiently, but uncertainly formulated and justified

**3. Relevance of theories and methods to the problem statement**

- confidently justified; conscious choices and rejected options
- clearly justified choices
- sufficiently justified

**4. Mastery and application of theories and methods**

- confident explanation, independent use and critical reflection
- clear explanation and relatively consistent use
- sufficient explanation and use

**5. Presentation and treatment of the empirical foundation**

- confident reflection on the relevance and reliability of the empirical foundation
- understanding of the relevance and reliability of the empirical foundation



- limited, but sufficient understanding of the relevance and reliability of the empirical foundation

**6. Requirements relating to construction and production**

- met in a convincing manner
- met in a reasonable manner
- met, but in an uncertain manner

**7. Contextualisation of the project work**

- confident account of the results of the project work, independent reflection on limitations and potential continuation
- clear account of the results of the project work and an understanding of the limitations
- sufficient account of the results of the project work

**8. Structure and presentation**

- confident presentation, precise use of concepts, independent and clear organisation
  - clear presentation and organisation
  - sufficient, but uncertain presentation.
-