



## COURSE OUTLINE

# DEV701 Development Practice and Evaluation

School: School of Law and Society

2022 Semester 1

USC Sunshine Coast

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

*Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

This course will introduce you to advanced issues related to development practice and evaluation in an international context, providing a critical reflection of practices and techniques used by development professionals and community workers in international settings. By emphasising agency, participation, capacity development, gender analysis, and cross-cultural values, you will develop an inclusive process for international community development planning and action. You will gain in-depth knowledge and skills about a range of development models and techniques.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Tutorial/Workshop 1</b> – Weekly workshops face to face	2hrs	Week 2	9 times
<b>Learning materials</b> – Weekly online learning materials	1hr	Week 2	9 times
<b>Seminar</b> – All of cohort seminars	2hrs	Week 1	2 times

### 1.3. Course Topics

Key principles in Community Development

Strengths based Approaches to Community Development (Appreciative Inquiry)

Participatory Action Research

Culture and Development

Gender and Development

Children, Young People and Development

Monitoring and Evaluation

Aid Effectiveness

## 2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Understand the conceptual and practice principles, values and frameworks for international community development, including the institutions involved, their discourses and practices.	Knowledgeable
2 Comprehend the diversity of perspective and values in international community development, and learn to recognize and appreciate the complexity of scenarios and challenges that development practitioners may face.	Knowledgeable Engaged
3 Be familiar with community development tools as well as knowledge and skills necessary to be more effective when working on a community development project.	Empowered Ethical
4 Possess skills and techniques of international community development such as cross-cultural communication, gender analysis, participatory approaches, capacity development and monitoring and evaluation.	Ethical
5 Be aware of how to conduct oneself effectively and/or appropriately as a development practitioner	Ethical
6 Adopt flexible and adaptive work practices to suit local and national contexts in a variety of settings as well as in key program areas.	Empowered

## 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

Enrolled in any PGRD Program

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

Timely and detailed feedback is provided for each assessment. Feedback is provided both within text and general comments to build scholarly skills. Students are able to seek feedback through face-to-face discussion with the course coordinator. Tutorials will include extended discussion and review of the assessment task requirements and scope.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	25%	2000 words	Week 6	Online Test (Quiz)
All	2	Oral	Individual	35%	15 Minutes	Week 10	In Class
All	3	Case Study	Individual	40%	3500 words	Week 13	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Online Test

<b>GOAL:</b>	To critically apply your knowledge of key concepts and theories within current development practice																			
<b>PRODUCT:</b>	Quiz/zes																			
<b>FORMAT:</b>	You will be required to write short responses to questions that will be posted on Canvas on the Monday of Week 5 and will be available for a week until Monday week 6. You will be required to answer ten questions with a maximum of 200 words for each question																			
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Degree of knowledge and understanding of the key concepts and principles in development studies</td> <td>1</td> </tr> <tr> <td>2</td> <td>Demonstrates an understanding of the evolution of development theories</td> <td>1</td> </tr> <tr> <td>3</td> <td>Extent to which key concepts are linked with examples and illustrate the answer</td> <td>2 3</td> </tr> <tr> <td>4</td> <td>Evidence of understanding of ideas raised from course content</td> <td>4</td> </tr> <tr> <td>5</td> <td>Quality of grammar and spelling</td> <td>5</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Degree of knowledge and understanding of the key concepts and principles in development studies	1	2	Demonstrates an understanding of the evolution of development theories	1	3	Extent to which key concepts are linked with examples and illustrate the answer	2 3	4	Evidence of understanding of ideas raised from course content	4	5	Quality of grammar and spelling	5	
No.		Learning Outcome assessed																		
1	Degree of knowledge and understanding of the key concepts and principles in development studies	1																		
2	Demonstrates an understanding of the evolution of development theories	1																		
3	Extent to which key concepts are linked with examples and illustrate the answer	2 3																		
4	Evidence of understanding of ideas raised from course content	4																		
5	Quality of grammar and spelling	5																		

#### All - Assessment Task 2: Seminar Presentation

<b>GOAL:</b>	You will present an individual seminar which will empower you to critically engage with a development scenario in a location of your interest.
<b>PRODUCT:</b>	Oral
<b>FORMAT:</b>	Submit: Week 6-10. You will choose one week between Week 6 - Week 10 to present an individual seminar on a chosen topic. Choose a development practice issue in a 'developing' region or country in the world that interests you. Prepare a seminar on this issue as it relates to the course materials and readings. In particular you will be expected to focus on community development principles and values. Your scenario is expected to highlight key issues covered in the course, such as cross-cultural communication issues, gender analysis, children and development and participatory approaches to development.

CRITERIA:	No.	Learning Outcome assessed
	1	Quality of presentation (verbal and PowerPoint) 5
	2	Degree of knowledge and understanding of the principles, values and skills for good and sustainable development practice 1
	3	Quality of additional research undertaken 3
	4	Degree of links between additional research and required readings analysis 3
	5	Quality of analysis between course material and chosen subject/ geographical area 4
	6	Extent to which key concepts for the chosen topic are linked with examples 1
	7	Adequate referencing to course readings and reference list in Harvard style. 4 5

### All - Assessment Task 3: Case Study Review

<b>GOAL:</b>	Critical Review of a Development Project Case Study. An analytical review of 3,500 words which will require you to demonstrate a critical awareness of community development values, ethics and principles within the context of a specific development project. You will be expected to discuss the implications of the critique for an understanding of effective and appropriate community development practice.												
<b>PRODUCT:</b>	Case Study												
<b>FORMAT:</b>	This final assignment will be in the form of a take home paper that will require a response to a real-life development scenario with specific questions. The emphasis will be to reflect on the community development practice frameworks which will have been discussed during the course, including problem analysis (together with a demonstration of gender and cross-cultural awareness), project design, and monitoring and evaluation. The answer will be approximately 4,000 words. The scenario (and supporting material) will be given out in week 9 and will be posted on Canvas the following day. For this essay, you will be required to provide a critical summary of the community development processes, principles and values which were applied, including relevant contextual factors and discussion of the relevant literature. The purpose of this assignment is to give participants in the course an opportunity to ground their theoretical and practical understanding of sustainable development practice in a particular case study. By linking theory to the issues, questions and dilemmas associated with community development, participants can gain an enhanced understanding of the analytical and practice frameworks presented in the course.												
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Review clearly demonstrates near-comprehensive knowledge of community development principles and values discussed 1</td> </tr> <tr> <td>2</td> <td>High levels of critical analysis and reflection of case study/project and its approach 2</td> </tr> <tr> <td>3</td> <td>Demonstrated ability to conceptualise and address the practice dimensions of the community development task. 3 6</td> </tr> <tr> <td>4</td> <td>Quality of structure, grammar and spelling of submitted paper 5</td> </tr> <tr> <td>5</td> <td>Adequate referencing to course readings and reference list in Harvard style 5</td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1	Review clearly demonstrates near-comprehensive knowledge of community development principles and values discussed 1	2	High levels of critical analysis and reflection of case study/project and its approach 2	3	Demonstrated ability to conceptualise and address the practice dimensions of the community development task. 3 6	4	Quality of structure, grammar and spelling of submitted paper 5	5	Adequate referencing to course readings and reference list in Harvard style 5
No.	Learning Outcome assessed												
1	Review clearly demonstrates near-comprehensive knowledge of community development principles and values discussed 1												
2	High levels of critical analysis and reflection of case study/project and its approach 2												
3	Demonstrated ability to conceptualise and address the practice dimensions of the community development task. 3 6												
4	Quality of structure, grammar and spelling of submitted paper 5												
5	Adequate referencing to course readings and reference list in Harvard style 5												

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

## 8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Recommended	Vandana Desai, Robert B. Potter	0	The Companion to Development Studies	3rd	n/a

## 8.2. Specific requirements

Nil

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

### 10.4. SafeUSC

USC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

### 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

## 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

USC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10. General Enquiries

### In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)