

Course work

During each module, you will be expected to do some background reading and other work for the taught sessions. You will be expected to undertake one or more written assignments and, where appropriate, other assignments amounting in total to 3500-4000 words. Further details will be given on enrolment, and you can expect a wide range of enjoyable tasks that will fit in well with your learning. You will also be expected to attend at least two-thirds of the course.

For further information and enrolments please contact:

Courses administrator, The Humanitarian Centre,
Fenners, Gresham Road, Cambridge CB1 2ES.

Tel: 01223 760885

Email: courses@humanitariancentre.org

In line with University policy, all credit-bearing programmes beginning in the academic year 2009-10 are offered subject to Faculty Board endorsement and General Board approval. The University of Cambridge reserves the right to amend, postpone or withdraw courses or programmes should circumstances demand. For up-to-date course and programme information, go to: www.cont-ed.cam.ac.uk

In the event of insufficient enrolments, notice of cancellation of a programme or course will normally be given a week before the scheduled start of teaching.

Whilst every effort is made to avoid changes to this programme, published details may be altered, without notice at any time. The Institute reserves the right to withdraw or amend any part of this programme without prior notice.



Certificate programme in international development

The Humanitarian Centre, Fenners, Cambridge

Institute of Continuing Education

thehumanitariancentre
Cambridge initiatives for international relief and development



UNIVERSITY OF
CAMBRIDGE

800 YEARS
1209 ~ 2009

Certificate programme in international development

Both Cambridge and the eastern region have a rich variety of small organisations engaged in international development, focused on making a meaningful difference in people's lives in other countries. These organisations operate both from inside and from outside the University. Many have built on the public interest in international development issues created by the 'Make Poverty History' campaign, in particular among young people. This exciting - and above all - practical course has been developed to meet a need for further learning in international development, both for people engaged with development NGOs and those with more general interests.

This course is for you if you are

- A volunteer or professional engaged with a non-governmental organisation that operates overseas
- A university student or staff member considering placements, careers in this field and/or further study
- Someone with a general interest in international development.

The course aims to

- develop an understanding of the practice of international development, its targets and subjects;
- introduce participants to the broad range of strategies and techniques required by those working in international development;
- introduce participants to the skills and understanding required to plan and evaluate small, assisted or mentored projects in international development;
- introduce the inter- and multi-disciplinary conceptual base underpinning international development.

Course structure

The Certificate of Higher Education is equivalent to the first year of an undergraduate degree (120 credits within the Higher Education Credit Accumulation and Transfer Scheme). It is made up of six modules, each module carrying 20 credits. Each module is free-standing and can be taken on its own, in any order or as part of a continuous programme of study. A selection of course modules will be taught each academic year and the whole certificate can be completed in a minimum of two years and a maximum of six.

Course tutors

Deepti Chopra has worked in international development in a variety of contexts for a number of years, including project development and management and training. She holds an MPhil in International Development from the University of Sussex. She is currently completing her PhD in Human Geography at the University of Cambridge, with a focus on social policy and everyday state - society interactions.

Kevin Thompson worked as a further education lecturer in Sociology, Economics and Business Studies before becoming a manager in the voluntary sector. Having initially obtained a degree in Sociology and qualifying as a teacher he recently gained an MSc in Applied Development Studies. He has extensive experience of working with excluded groups on education, employment and regeneration projects and has been a senior manager in several ethnic minority organisations.

Alexis Glazer is the current Research Programme Manager for Engineers Without Borders UK. She holds an MPhil in Development Studies from the University of Cambridge and an honours degree in International Development from York University, Toronto. Her field work, both academic and professional, has ranged in scope and discipline with a geographical emphasis on Latin America.

Modules to be taught in 2009/2010

Module four: contemporary issues in development: challenges and pathways

This module will examine specific sectors of international development, including health, education, microfinance, environment, livelihoods, migration and conflict. Case studies from across the world will address main issues and debates in each sector.

Thursdays 6.00pm – 8.30pm for 10 weeks from 1 October 2009, and one Saturday school on 5 December 2009, 9.00am – 6.00pm.

Module six: sustainable development in theory and practice

Sustainable development in the Global South is seen both as a solution to poverty and a way of dealing with environmental problems. This course will critically examine the different approaches to sustainable development and assess its impact through country based case studies and the work of local NGOs. There will be an opportunity to have some experience of practical sustainable technologies and solutions.

Wednesdays 6.30 – 9.00pm for 10 weeks from 30 September 2009, and one Saturday school on 28 November 2009, 10.00am – 5.00pm.

Module five: 'Making poverty history': Issues of debt and trade

Global trade patterns, the debts associated with aid, ineffective or insufficient aid, and the economic and international development policies of national government all contribute to continuing economic inequalities between nations. This course examines the major issues and policies underpinning such inequalities and evaluates strategies for dealing with them.

Wednesdays 6.30 – 9.00pm for 10 weeks from 13 January 2010, and one Saturday school on 6 March 2010, 10.00am – 5.00pm.

Module one: 'the making of International Development: concepts, theories and ideas'

(formally known as 'An Introduction to International Development'). This module will provide an introduction to the concepts and terminology of international development, with a view to investigating who the subjects of international development are.

Thursdays 6.30-9.00pm for 10 weeks from 14 January 2010, and one Saturday school on 13 March 2010, 10.00am – 5.00pm.

Module two: a multi-disciplinary approach to International Development (formally known as 'Strategies and skills in International Development')

The skills and strategies required in international development are embedded in development economics, the sociology of development and the politics of development. This introductory module, based on an overview drawn from these disciplines, will present for discussion the outline skills and strategies employed by workers in international development in the interdisciplinary context of these three streams.

Thursdays 6.30 – 9.00pm for 10 weeks from 15 April 2010, and one Saturday school on 12 June 2010, 10.00am – 5.00pm.

Course fees

The fee for each module will be £125 (full fee payers) or £115 (concessionary fee, available to University of Cambridge and ARU students, individual members of the HC and anyone on state benefits).

Entry qualifications

No formal entry qualifications are required, although you will need enthusiasm, commitment, and a lot of motivation to enjoy and complete the course. All teaching and assessment for the Institute's courses is in English. Students for whom English is not their first language are asked to satisfy themselves that they have a near-native command of English to get the maximum benefit from study with the Institute. Students whose first language is not English should be able to achieve a TOEFL score of 600, an IELTS score of 6.5 or equivalent.