



MSc Social Development Practice

A critical approach to 'people-centred' development, addressing the challenges for promoting well-being and equitable citizenship in the context of social diversity and globalisation.



Overview

The central focus of the programme is the relationship between active citizenship and development, with the recognition that diverse identities and aspirations are critical components of social change. This programme responds to the increasing focus on well-being and 'people-centred' approaches, evidenced both by the revised policy priorities of many development agencies as well as the discourses of grass-roots organisations, which question market led processes of development. At the same time, there is a need to problematise such approaches, given the power relations operating at various scales, from the global to the local, and the social dynamics of rapidly urbanising societies. These concerns highlight the challenge of recognising and valuing difference in a way that strengthens, rather than fragments, collective action, and ensures universal principles of equity. This programme offers the opportunity to engage with the theoretical and practical implications of promoting well-being and citizenship in the context of social diversity, exploring the traditional realm of the social sector as an entry point to influence wider contestations of rights and citizenship as manifested in development initiatives.

Programme Leaders

Dr Andrea Rigon
Julian Walker

Graduate Teaching Assistant

Rawya Khodor

Other Members of Staff

Dr Jordana Ramalho
Dr Susannah Fisher
Dr Ignacia Ossul
Etienne Von Bertrab
Nicola Dillon

Core Modules

Social Policy and Citizenship
Social Diversity, Inequality and Poverty
Social Development in Practice

Structure

The programme consists of lectures, seminars, workshops, case study analyses, group work, debates, practical exercises, and field engagement. Students are expected to take an active part in their own learning through reading, essay writing, and individual as well as group project work. Student performance is assessed through programme work, examinations, and a dissertation report. The programme consists of the three core modules that are compulsory for all SDP students (90 credits), an optional module (30 credits), and a dissertation report (60 credits). The core programme modules provide the theoretical and methodological components of the programme. Participants are required to study a core group of subjects, which focus on social development practice and on the theoretical debates underpinning social policy, generally, and poverty reduction, in particular.

A field engagement assignment is undertaken in term three. The optional module allows students to select 30 credits of study from another MSc programme in accordance with their own particular interests.

Careers

The programme attracts participants from a wide variety of disciplines including sociology, economics, anthropology, international studies, history, communication studies, geography, and psychology. The programme focuses on linking an analysis of social development theory with the application of practical development methodologies. The emphasis on field engagement gives students a level of practical experience, which is not offered by comparable social development Master's courses. This puts participants in a good position to pursue careers in international development, by applying acquired skills on the ground to support relationships between community groups and development actors. Graduates of the programme have moved into a range of professions, including work in: international NGOs, in both specialised social NGOs (for example NGOs concerned with gender equality, youth, or disability) as well as social roles in mainstream development NGOs; bilateral development agencies as social development specialists; national and local governments in positions related to social policy, and private sector companies engaged in social appraisal, social research and consultancy. The programme has also provided many graduates with the basis to continue into PhD research.