

COURSE SYLLABUS

Project Planning and Sustainability Strategies, 7.5 credits

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Course Code:	LPMR22	Education Cycle:	Second-cycle level
Confirmed:	May 22, 2025	Disciplinary domain:	Social sciences
Valid From:	Sep 01, 2025	Subject group:	Other Subjects within Social Science
		Specialised in:	A1N Second cycle, has only first-cycle course/s as entry requirements
		Main field of study:	Global Studies

Intended Learning Outcomes (ILO)

On completion of the course, the student should be able to:

Knowledge and understanding

- demonstrate knowledge of central concepts, theories, and methods used in project planning, including strategies for sustainability and social change
- identify relevant theories and methods for project planning in specific settings

Skills and abilities

- compare different models for project planning and their applicability for sustainability in different situations
- apply theories, methods and strategies for sustainability and social change in project planning

Judgement and approach

- discuss ethical considerations in project planning and the development of sustainability strategies

Content

- Project planning
- Sustainability strategies
- Research ethics

Type of instruction

The teaching consists of lectures, seminars and exercises performed individually and in groups.

A learning management system is used.

Students who have been admitted to and registered for a course have the right to receive instruction/supervision for the duration of the time period specified for the particular course instance to which they were accepted. After that, the right to receive instruction/supervision expires.

Language of instruction is in English.

Entry requirements

A bachelor's degree (i.e., the equivalent of 180 ECTS credits at an accredited university) with at least 90 credits in global studies or social science including independent work, i.e., a thesis or the equivalent. English proficiency is required.

Examination and grades

The course is graded A, B, C, D, E, FX or F.

The grades A, B, C, D and E are all passing grades. For courses with more than one element of examination, students are given a final grade based on an overall assessment of all the elements included in the course.

The examination is based on the intended learning outcomes.

The course is examined through an individual written assignment and a seminar. The individual written assignment is graded with A/B/C/D/E/FX or F. The seminar is only graded with U/G (Fail/Pass).

The examination must allow for students to be assessed on an individual basis. Further information concerning assessment of specific intended learning outcomes and grading criteria is provided at the beginning of the course.

To receive the final grade of the course, the individual written assignment and the seminar assignment must have been passed. The final grade of the course is determined by the grade given to the individual written assignment.

Registration of examination:

Name of the Test	Value	Grading
Seminar	2 credits	G/U
Individual written assignment	5.5 credits	A/B/C/D/E/FX/F

Course evaluation

The instruction is followed up throughout the course. A course evaluation is conducted at the end of the course. A summary and comments are published in the learning management system. The evaluation constitutes a basis for future improvements to the course.

Other information

Students are guaranteed a minimum of three attempts to pass an examination, including the regular attempt.

If a student has failed the same examination three times, the student can request that the next attempt be graded by a new examiner. The decision to accept or reject such a request is made by the associate dean of education. A student may not make a second attempt at any examination already passed in order to receive a higher grade.

In case a course is terminated or significantly altered, examination according to the earlier syllabus shall be offered on at least two occasions in the course of one year after the termination/alteration.

The examiner has the right to give an adapted examination or let the student carry out the examination in an alternative way provided that the intended learning outcomes can be secured and that there are exceptional reasons for this, including the student's right to targeted study support.

Course literature

Please note that changes may be made to the reading list up until eight weeks before the start of the course.

Diakonia Environmental Mainstreaming Introduction + Toolbox 1-3

Diakonia Gender Mainstreaming Toolbox 1-5

Diakonia Global Gender Justice Policy 2021

Heath, Mary (2012). On Critical Thinking. *The International Journal of Narrative Therapy and Community Work* . No.4.

Kirkemann, Jakob & Tomas Martin (2007). *Applying A Rights-Based Approach. An Inspirational Guide for Civil Society* . The Danish Institute for Human Rights. 47 p.

Mezirow, J. (1997). Transformative learning: Theory to practice. In P. Cranton (Ed.), *Transformative learning in action: Insights from practice – New directions for adult and continuing education* , No. 74 . San Francisco: Jossey-Bass. 8 p.

NORAD (Norwegian Agency for Development cooperation) (2008). *Results Management in Norwegian Development Cooperation, A Practical Guide* , Oslo.36p.

Shutt, Cathy (2016). *Towards and alternative development management paradigm?* Expertgruppen för biståndsanalys. Rapport 2016:07, Stockholm. 83 p.

Van Es, Marjan, Irene Guijt & Isabel Vogel (2015). *Hivos ToC Guidelines. Theory of Change Thinking in Practice. A Stepwise Approach* . The Hague: Hivos. 120 p.

Vähämäki, Janet, Schmidt, Martin & Molander, Joakim (2011). *Review: Result-based management in development cooperation* . Riksbankens jubileumsfond, Stockholm. 53 p.

Additional articles may be added.

Citing Sources – How to Create Literature References

<http://ju.se/library/search--write/citing-sources---how-to-create-literature-references.html>

Sourcewise: A Student's Guide to Avoiding Plagiarism

Information about plagiarism at higher education institutions

Available in the learning management system