School of Economics and Management

EAIGH, Master's Programme (Two years) in Innovation and Global Sustainable Development, 120 credits

Masterprogram i innovation och global hållbar utveckling, 120 högskolepoäng

Second cycle degree programme requiring previous university study / *Program med akademiska förkunskapskrav och med slutlig examen på avancerad nivå*

Decision

The programme syllabus is established by Deputy Dean of Education at the School of Economics and Management 18-05-2020 and most recently amended by Vice Dean of Education at the School of Economics and Management 24-09-2021 (U2021/716). The amended syllabus is valid from 24-09-2021, autumn semester 2020.

Programme description

Innovation, and sustainable development and its dynamics in time and space are areas of intense research in several countries around the world. A combination between the areas in a master programme meets a need in analytical and planning work for ability to combine knowledge about economic modelling, and the role of innovation with empirical evidence about *economic, social and environmentally sustainable development* across time and space.

The programme builds on modern, well-defined concepts of innovation and development that are relevant in both analytical and policy-oriented contexts. The focus is on the development of countries and regions around the world with strong emphasis in their historical evolution and specific spatial context. Sustainable development refers not only to environmental sustainability, but also to economic sustainability and social inclusiveness.

Innovation is a main driver of development. Sustainable development cannot be understood or affected if learning and innovation are not taken on board and innovation cannot be grasped and correctly evaluated if its role in economic growth,

development and structural change is not analyzed. Innovation is here defined as creation, introduction and utilization of new knowledge in society. It is seen in a systems *perspective* in which the innovation performance of the economy depends not only on the innovation capability of the individual firms and organizations but also on how they interact with each other, with the financial sector and with the public sector including universities and other research organizations. As a part of such a system perspective *interactive learning* of private as well as public individuals, firms and organizations is regarded as a central factor in successful innovation and a key to understanding the development process and to affect it by policies.

Development in the North as well as in the South is regarded as a process of structural *change* driven by repeated introductions into the economy of new elements of knowledge, i.e. new technologies, new organizations and new institutions as well as repeated elimination of obsolete knowledge. Furthermore, it is a process in which interactive learning and innovation is going on between as well as within countries. This global perspective – considering both the Global North and the Global South and its interactions – is at the core of the programme.

Thinking about economic development in a learning and innovation perspective implies that *technical change* is at the core of development. Another central aspect of this approach is that *institutions and institutional change* matter for both innovation and development. Even if, for example, technical change, improvements in the quality of labor, capital accumulation and international trade, are crucial drivers of economic growth and development they are only proximate causes. The deeper question is why some countries or regions are better than others at supporting these development factors. Institutions are an important part of the answer to this question in the sense that they form the vital rules of behavior, which enable or disable other development factors. Such a double emphasis on technical and institutional change implies that the *interdependence* between technical and institutional change becomes the basic driver of development. This makes the approach cross disciplinary, evolutionary, systemic and institutional.

The overall purpose of the Master's in Innovation and Global Sustainable Development is the understanding of how learning, knowledge creation and innovation on the one hand and economic growth and development on the other hand *interact* with each other and how this interaction affects the opportunities and restrictions in the processes of both innovation and development.

The programme has a special focus on long-term dynamics of change, which are the basis of long-term development, economic catching up and sustainability transitions. At the same time, the geography of innovation and the importance of both the local environment of innovation and its increasingly global character are emphasized.

Career opportunities

Master's of Innovation and Global Sustainable Development will qualify for any profession that requires capability of intellectual judgement, evaluation and analysis of economic facts and ideas, and good communication skills. Graduates of this programme are particularly equipped for analytical and planning work in government and international organizations as well as non-government organizations and consultancy.

Connection to further studies

Successful completion of the programme will enable students to apply to doctoral programmes in economic history.

Goals

Goals for Master's degree (120 credits)

The programme builds on previous studies at the undergraduate level in social sciences. In accordance with the Higher Education Ordinance, a Master of Science (120 credits) is awarded to students who at the completion of the programme accomplish the following goals.

Mission driven learning outcomes

Graduates of the programme will be trained as reflective practitioners in taking an active part in developing a sustainable society building on innovative thinking.

Knowledge and understanding

For a Master's degree (120 credits) students must:

- demonstrate knowledge and understanding in the field of Innovation and Global Sustainable Development, including both broad knowledge in the field and substantially deeper knowledge of certain parts of the field, together with deeper insight into current research and development work
- demonstrate deeper methodological knowledge in the field of Innovation and Global Sustainable Development
- demonstrate a comprehensive knowledge of theories of innovation, growth and sustainable development
- be trained to understand the process of economic growth and sustainable development and the underlying structures. In particular, this concerns the role of innovations and how different social, economic and institutional contexts influence processes of innovation and technical change

Competence and skills

For a Master's degree (120 credits) students must:

- demonstrate an ability to critically and systematically integrate knowledge and to analyse, assess and deal with complex phenomena, issues and situations, even when limited information is available
- demonstrate an ability to critically, independently and creatively identify and formulate issues and to plan and, using appropriate methods, carry out advanced tasks within specified time limits, so as to contribute to the development of knowledge and to evaluate this work
- demonstrate an ability to clearly present and discuss their conclusions and the knowledge and arguments behind them, in dialogue with different groups, orally and in writing, in national and international contexts
- demonstrate the skills required to participate in research and development work or to work independently in other advanced contexts
- demonstrate an ability to work individually as well as in groups with students

from different cultures in order to solve practical problems as well as to manage a more extensive project
- be trained to communicate their own and others results, both in writing and orally. Emphasis will be put on the ability to present results clearly, both to specialists and non-specialists in the field.

Judgement and approach

For a Master's degree (120 credits) students must:

- demonstrate an ability to make assessments in the field of Innovation and Global Sustainable Development, taking into account relevant scientific, social and ethical aspects, and demonstrate an awareness of ethical aspects of research and development work
- demonstrate insight into the potential and limitations of science, its role in society and people's responsibility for how it is used
- demonstrate an ability to identify their need of further knowledge and to take responsibility for developing their knowledge
- be able to independently read, interpret and assess current research in growth and innovation as well as advanced professional reports and analyses

Independent project (degree project)

For a Master of Science (120 credits) students must have completed an independent project (degree project) worth at least 30 credits in the field of Innovation and Global Sustainable Development, within the framework of the course requirements. The independent project normally comprises two projects of 15 credits each. In exceptional circumstances, a student can be granted the possibility to write one degree project consisting of 30 credits if a two-year master is pursued.

Goals for a Master's degree (60 credits)

Students have the possibility to leave the programme after one year and in accordance with the Higher Education Ordinance obtain a Master of Science (60 credits).

In accordance with the Higher Education Ordinance, a Master of Science (60 credits) is awarded to students who at the completion of the programme accomplish the following goals.

Mission driven learning outcomes

Graduates of the programme will be trained as reflective practitioners in taking an active part in developing a sustainable society building on innovative thinking.

Knowledge and understanding

For a Master's degree (60 credits) students must:

- demonstrate knowledge and understanding within the field of Innovation and Global Sustainable Development, including both a broad command of the field and deeper knowledge of certain parts of the field, together with insight into current research and development work

- demonstrate deeper methodological knowledge in the field of Innovation and Global Sustainable Development
- be trained to understand the process of economic growth and sustainable development and the underlying structures. In particular, this concerns the role of innovations and how different social, economic and institutional contexts influence processes of innovation and technical change.

Competence and skills

For a Master's degree (60 credits) students must:

- demonstrate an ability to integrate knowledge and to analyse, assess and deal with complex phenomena, issues and situations, even when limited information is available
- demonstrate an ability to independently identify and formulate issues and to plan and, using appropriate methods, carry out advanced tasks within specified time limits
- demonstrate an ability to clearly present and discuss their conclusions and the knowledge and arguments behind them, in dialogue with different groups, orally and in writing
- demonstrate the skills required to participate in research and development work or to work in other advanced contexts
- demonstrate an ability to work individually as well as in groups with students from different cultures in order to solve practical problems as well as to manage a more extensive project
- be trained to communicate their own and others results, both in writing and orally. Emphasis will be put on the ability to present results clearly, both to specialists and non-specialists in the field.

Judgement and approach

For a Master's degree (60 credits) students must:

- demonstrate an ability to make assessments in the field of Innovation and Global Sustainable Development, taking into account relevant scientific, social and ethical aspects, and demonstrate an awareness of ethical aspects of research and development work
- demonstrate insight into the potential and limitations of science, its role in society and people's responsibility for how it is used
- demonstrate an ability to identify their need of further knowledge and to take responsibility for developing their knowledge

Independent project (degree project)

For a Master of Science (60 credits) students must have completed an independent project (degree project) worth at least 15 credits in Innovation and Global Sustainable Development, within the framework of the course requirements.

Course information

The preceding paragraphs outline the main themes of the programme. The themes are clearly of primary relevance for the 21st century and a master in Innovation and Global Sustainable Development will be well prepared for pursuing analytical work

and investigations in private as well as public governance and publishing. Properly completing two years study at the programme will give the student a master's degree. However, the student can also choose to complete only the first year of the programme and receive a one-year master's degree.

The programme is coordinated by the Department of Economic History in collaboration with Human Geography. Besides coursework including both mandatory and elective courses, students carry out independent research through thesis work. The student chooses topic and formulates one or more research questions that are relevant within the broad range of the programme. The cooperating departments pursue high quality research in areas closely related to the programme and are well equipped for the supervision of students' thesis work.

In addition to the programme, the core courses and thesis writing, the student also takes elective courses. Electives can be taken at the School of Economics and Management, at other faculties of Lund University or at another university. However, the elective courses should be of advanced level and of relevance for the programme and the student has to meet the prerequisites for each such course. Guidance for the choice of electives are provided in consultation with the programme director.

All courses encompass 7.5 credits, and are taught at part-time during half a semester. Normally the student thus studies two courses in parallel.

Mandatory courses

Econometrics I, 7.5 credits

The course is mandatory for students who have not previously studied econometrics at the corresponding level. The course is divided up into two parts. The first part consists of basic theory and methods relating to multivariate linear regression, limited dependent variable regression and time series analysis. It also considers how to apply these methods through examples of how such methods are used in economic history. This part also introduces computer software (e.g. Stata) for quantitative analysis. In the second part of the course, students analyse a quantitative problem using actual data from economic history, and report results in individual papers.

Econometrics II, 7.5 credits

The course is mandatory for students who have previously studied econometrics at a level corresponding to Econometrics I. The course is divided up into two parts. The first part consists of basic theory and methods relating to multivariate linear regression, limited dependent variable regression and time series analysis. It also considers how to apply these methods through examples of how such methods are used in economic history. This part also introduces computer software (e.g. Stata) for quantitative analysis. In the second part of the course, students analyse a quantitative problem using actual data from economic history, and report results in individual papers.

Research design, 7.5 credits

The course presents students with examples of how researchers engage in influential academic debates, within the social sciences in general and economic history specifically. The students are trained in identifying research aims, testable hypotheses,

and research questions that are relevant in relation to existing research.

Economics of innovation, 7.5 credits

This course covers several areas of innovation economics, such as their characteristics, their driving forces of innovation and how innovation affects economic growth. A number of themes related to innovation are covered in the course including the national and levels of geography, institutions, sectors and diffusion.

Innovation for sustainable development, 7.5 credits

This is a highly multidisciplinary course based on economics of innovation, sustainability studies, economic geography and development studies. This is an advanced course which builds on notions introduced in the "Economics of Innovation" and the "Energy transitions, Innovation and Trade" courses. The students will be introduced to the hard and soft notions of sustainability and discuss how economic growth relates to socially inclusive and environmentally sustainable development and the role of innovations in achieving sustainable development.

Energy transitions, innovation and trade, 7.5 credits

Climate change has, more than anything else, imposed innovative challenges for present human energy systems. This course begins with an overview of global energy systems based on oil, carbon, nuclear and hydro power as well as supplementary systems. The overview includes resources/reserves of non-renewable energy sources, carbon capture and storage, climate and energy politics. Basic concepts, such as primary energy, conversion, emission factors, final use, energy carriers, energy, and power units are presented and problemised. Three areas are given particular emphasis: firstly, energy end use efficiency, its historical development and future prospects; secondly, renewable energy and the ongoing change at its technological frontier; thirdly, transports, their different systems, use of energy and impact on the environment as well as ongoing technological change.

Elective courses

Below are listed those elective courses that primarily can be included in the degree from this programme. The timing of the electives differs somewhat from year to year and the details are laid out at the introductory week of the programme. Some of the courses may, due to timing, be less compatible with the programme schedule. However, solutions can be found and the student is therefore recommended to discuss the choice of electives with the programme coordinator. There are also other courses that can be accepted as elective courses on request by the student.

Elective courses provided by the Department of Economic History

Programme specific electives

Globalization of innovation, 7.5 credits

This is a seminar-based course offered only to a limited number of second year

students enrolled in the Master program in Innovation and Global Sustainable Development. The course provides a basic understanding of how different innovation strategies are formed for firms to compete globally. It will concentrate primarily on outlining the changing patterns of global organisation of innovation, global resourcing for innovation, and global creation and dissemination of knowledge. It will introduce theories and tools for students to acquire understanding of globalisation of innovation and to develop firm's global innovation strategy.

Innovative Practice in a Developing Country, 15 credits

The course aims at giving the students experience in the practice of developing innovative solutions to address global sustainable development challenges, and to form competencies and skills for working in a development context. It may also serve for gathering material for the forthcoming Master thesis. This course will take place in collaboration with a partner university of a developing country with a similar program, in order to provide a twinning structure where students of both universities collaborate to help to solve practical, real-life innovation challenges. The universities that collaborate is not fixed and depend on current ongoing collaborations involving the department of economic history.

Internship, 15 credits

The course provides students with the opportunity of an internship that is relevant to the study programme, and the opportunity to gather material for the upcoming Master's degree project. With the support of on-site supervision at the internship facility, the student will gain experience through sophisticated work assignments with continuous collaboration.

Fieldwork, 15 credits

The course is an opportunity for students who are interested in conducting fieldwork for gathering material for their upcoming Master's degree project. It is intended for fieldwork in developing countries, which requires more time for preparation and execution. However, other destinations for fieldwork may be considered if duly justified.

Introduction to the Circular Economy, 7.5 credits

In this course, students will learn about the principles of the circular economy and its practical application in the analysis of different industries and products; what the main challenges for a transition to a circular economy are, and what policymakers and regulators can do to ease the transition to a circular economy. The course is strongly based on readings and discussions.

Other electives provided by the Department of Economic History

Development of Emerging Economies, 7.5 credits

Over the last decades, global growth dynamics have shifted towards the economies of the non-Western world. The world is no longer divided between the West and the

Rest. Nor is the Rest to the same extent marked by stagnation. In the course, growth dynamics of the developing world during the last decades are explored in a comparative and historical perspective. The question of why some developing economies have been able to set in motion catching-up processes, while others remain stagnant, will be discussed aided by historical-theoretical perspectives with the main focus on countries in Pacific Asia, Africa South of the Sahara and Latin America. It will be theoretically and empirically assessed to what extent the growth of the socalled global South might be sustained.

Economic Growth over Time and Space, 7.5 credits

Innovation and technical change is central to long term economic growth but it is treated very differently in economic theories. In a comparative manner this course presents technical change within major theoretical approaches: neoclassical growth models, endogenous growth models and evolutionary structural models. Particular attention is given to an economic historical model combined with a spatial theoretical framework of regional trajectories of growth.

Institutions, economic growth, and equity, 7.5 credits

This course studies the relations between institutions, modern economic growth, and equality. Problems in the world of today are taken as a point of departure for an historical analysis that covers countries and regions in different parts of the world.

China and Asia Pacific, 7.5 credits

This course explores and explains the processes of rapid industrialisation and socioeconomic modernisation in China and the Asia Pacific drawing on a historically –comparative institutional approach. Fundamental factors and forces behind the economic transformation are analysed against the background of leading theories of economic development and social change.

The global economy and long-term economic growth, 7.5 credits

This course studies historical processes of growth, convergence and divergence in the global economy over the last millennium, that is, from about AD 1000 up to the present. From a regional perspective, trends in economic growth over the period are presented and analysed using different theories of economic growth. Determinants as well as effects of international trade, migration, movements of capital and technological change are studied.

Population and living standards, 7.5 credits

The course consists of two parts. The first part is an overview of the population debate over the past 50 years and its intellectual roots. This part includes theories explaining both the influence of population growth on economic, social, and environmental development and vice-versa. Examples are given, showing how the theories have been used to explain the historical development of population and living standards since the Middle Ages up to modern times. The concept of living standard is extended also to include how short-term economic changes influence population

behaviour. Divergence in living standards between different socio-economic groups and institutional arrangements for transfers are studied. The second part introduces ways to model the complex interrelationship between population and living standards which are appropriate for empirical testing. The students then make use of their knowledge in theory and econometrics to analyze data for a specific country or region using information available at various data bases.

Econometrics II, 7.5 credits

The course consists of two parts. The first part consists of more advanced theory and methods relating to causal approaches surpassing the multivariate linear regression, limited dependent variable regression and time series analysis covered by Econometrics I. It also considers how to apply these methods through examples of how such methods are used in economic history.

Advanced Analysis of Economic Change, 7.5 credits

This course analyses the major debates in development economics from a long-term perspective. Economists and economic historians are increasingly aware that the process of economic growth is complex and often characterized by path dependency. There is also increasing attention for variation in institutional settings and their consequences, like differences in economic behaviour and economic outcomes. This course reflects these developments by focusing on economic evolution in the long run and on variations between societies.

Consequences of Demographic Change, 7.5 credits

The course examines the impact of demographic change on the social and economic fabric of society, with a focus on issues of importance to today's policymakers. The impact of population aging will be examined in detail, as will the possible benefits / pitfalls of migration as a potential solution to population aging. The course will also examine the impacts of demographic change on individuals, through a discussion of the effects of cohort size on economic outcomes. The changing prospects for women in today's economy will also be analysed within the framework of changing family structures. Governmental transfers dependent upon age structure, such as pension systems, will be studied, as will other aspects of intergenerational transfers.

Elective courses provided by the Department of Human Geography

Geographies of Economies: Transforming Places, People and Production, 7.5 credits

This advanced level course in economic geography focuses on some of the most important socio-economic challenges that today’s cities, regions and nations face. How does globalisation affect lives and livelihoods in particular places? Why do some regions continue to grow and prosper, whereas other regions struggle with industrial restructuring? What are the drivers of such changes and how can firms and regions cope with them? These themes are analysed from different theoretical perspectives to examine the underlying forces that shape the trajectories and transformations of economic spaces. This course is available to second year students.

Geographical Information Systems for the Social Sciences, 7.5 credits

The course provides an introduction to the rapidly growing field of GIS for students interested in applying GIS in their research or work. The course is interdisciplinary in scope and appropriate for students from a diversity of backgrounds. This would include students from the social sciences, the humanities, economics, sustainability and development studies as well as students from a range of other disciplinary and professional backgrounds. The course introduces students to some key conceptual debates and developments in GIS, and it provides an introduction to the most important theories and practises of GIS. During the course, the students will learn about the potential applications of GIS within various fields of study. This course is available to second year students.

Geographies of Economies: Urban and Regional Planning, 7.5 credits

This course focuses on some of the most important socio-economic challenges that urban and regional planning has to meet, and how these are addressed and dealt with in different planning contexts. With the background in contemporary economic geography theory, these challenges are analysed, aiming at a deeper understanding of the underlying economic forces that impact the scope and directions in urban and regional planning. Meetings with practitioners in the field of planning, through visits, guest seminars and excursions, are important elements to relate theory and practices. This course is available to second year students.

Additional information in appendix EAIGH Programme structure.

Degree

Degree titles

Degree of Master of Science (60 credits)
Major: Innovation and Global Sustainable Development
Filosofie magisterexamen
Huvudområde: Innovation och global hållbar utveckling

Degree of Master of Science (120 credits)
Major: Innovation and Global Sustainable Development
Filosofie masterexamen
Huvudområde: Innovation och global hållbar utveckling

Upon completion of the programme a degree of Master of Science (120 credits) will be awarded in compliance with the National Higher Education Ordinance (SFS 2006:1053). Students can also decide to finish after the first year with a degree of Master of Science (60 credits).

Degree requirements

Degree of Master of Science (120 credits)

The degree requirements for a *Degree of Master of Science (120 credits), major in Innovation and Global Sustainable Development* consists of 120 credits at advanced

level. The following must be included in the degree: the courses that comprises the current programme structure (see appendix) including the courses *EKHS34 Master Course (One Year) – Independent Research* (15 cr) and *EKHS35 Master Course (Two Year) – Independent Research* (15 cr) or *EKHS36 Economic History: Combined Independent Research* (30 cr).

Degree of Master of Science (60 credits)

The degree requirements for a *Degree of Master of Science (60 credits), major in Innovation and Global Sustainable Development* consists of 60 credits at advanced level. The following must be included in the degree: the courses that comprises the current programme structure (see appendix) including the course *EKHS34 Master Course (One Year) – Independent Research* (15 cr).

Requirements and Selection method

Requirements

An undergraduate degree (BA/BSc) with at least 60 credits in business administration, economics, economic history, history, social and economic geography or statistics or the equivalent. English 6/English course B.

Selection method

Selection will be based on academic merits from previous university studies and a Statement of Purpose in which applicants state their reasons for applying to the programme.

Other information

Programme management

The programme director, who is appointed by the Board of LUSEM, is responsible for the quality development and quality assurance of the programme. The Board of the School also assigns each programme to a host department at LUSEM. The host department is responsible for providing professional services to the students and faculty of the programme.

Each programme also organizes a programme management group, in which student representatives and faculty representatives of the programme, together with the programme director, coordinator and other professional services meet regularly.

All programmes at LUSEM are evaluated yearly and the outcome of a programme scorecard is presented to the Board of the School as part of LUSEM's Quality Development and Assurance system.

Grading scale

At the School of Economics and Management grades are awarded in accordance with a criterion-based grading scale A-U(F):

A (Excellent) 85-100 points/percent. A distinguished result that is excellent with regard to theoretical depth, practical relevance, analytical ability and independent

thought.

B (Very good) 75-84 points/percent. A very good result with regard to theoretical depth, practical relevance, analytical ability and independent thought.

C (Good) 65-74 points/percent. The result is of a good standard with regard to theoretical depth, practical relevance, analytical ability and independent thought and lives up to expectations.

D (Satisfactory) 55-64 points/percent. The result is of a satisfactory standard with regard to theoretical depth, practical relevance, analytical ability and independent thought.

E (Sufficient) 50-54 points/percent. The result satisfies the minimum requirements with regard to theoretical depth, practical relevance, analytical ability and independent thought, but not more.

U/F (Fail) 0-49 points/percent. The result does not meet the minimum requirements with regard to theoretical depth, practical relevance, analytical ability and independent thought.

To pass the course, the students must have been awarded the grade of E or higher.

It is up to the teaching professor to decide whether the credits of a course should be converted into a total of 100 points for each course, or if the scale above should be used as percentage points of any chosen scale instead.

Academic integrity

The University views plagiarism very seriously, and will take disciplinary actions against students for any kind of attempted malpractice in examinations and assessments. The penalty that may be imposed for this, and other unfair practice in examinations or assessments, includes suspension from the University.

Programme structure for Master's Programme in Innovation and Global Sustainable Development

The programme of 120 credits has the following structure:

Year 1:

<table>
<tr><th colspan="2">Semester 1, autumn (30 cr)</th><th colspan="2">Semester 2, spring (30 cr)</th></tr>
<tr><th>Period 1, Sep-Oct</th><th>Period 2, Nov-Dec</th><th>Period 3, Jan-Mar</th><th>Period 4, Apr-Jun</th></tr>
<tr><td>EKHM71
Economics of innovation
(7.5 cr)</td><td>EKHM75
Innovation for sustainable development
(7.5 cr)</td><td>EKHM86
Energy transitions, innovation and trade
(7.5 cr)</td><td rowspan="2">EKHS34
Master course (one year) – independent research
(degree project)
(15 cr)</td></tr>
<tr><td>EKHM65
Econometrics I
(7.5 cr)

or

EKHM66
Econometrics II
(7.5 cr)</td><td>EKHM73
Research design
(7.5 cr)</td><td>Elective course
(7.5 cr)</td></tr>
</table>

Year 2:

<table>
<tr><th colspan="2">Semester 3, autumn (30 cr)</th><th colspan="2">Semester 4, spring (30 cr)</th></tr>
<tr><th>Period 1, Sep-Oct</th><th>Period 2, Nov-Dec</th><th>Period 3, Jan-Mar</th><th>Period 4, Apr-Jun</th></tr>
<tr><td>Elective course
(7.5 cr)</td><td>Elective course
(7.5 cr)</td><td rowspan="2">EKHT55
Fieldwork (15 cr) or

EKHT90
Internship (15 cr) or

EKHT56
Innovative practice in a developing country
(15 cr) or

Two elective courses
(15 cr in total)</td><td rowspan="2">EKHS35
Master course (two year) – independent research
(degree project)
(15 cr)</td></tr>
<tr><td>Elective course
(7.5 cr)</td><td>Elective course
(7.5 cr)</td></tr>
</table>

The School’s programme portfolio is continuously developed and sometimes changes to courses may occur after you have accepted your study seat. These changes are usually a result of student feedback, or research development. Changes can take the form of altered course content, teaching formats or assessment styles. Any such changes are intended to enhance the student learning experience. If the programme includes elective courses, students will in most cases be placed in the elective(s) of their choice, but there are no guaranteed places. If there are no available tutorial courses in a particular period, students are allowed to take an elective course instead.

1 credit (cr) = 1 ECTS credit