

Sciences Programme Specification

Programme title: Postgraduate Certificate in Development Strategy and Governance

Academic Year:	2018-19
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	The African Development Bank
Final and interim award(s):	[Framework for Higher Education Qualifications (FHEQ) level 7] Postgraduate Certificate in Development Strategy and Governance
Programme accredited by (if appropriate):	
Programme duration:	15-24 Months
QAA Subject benchmark statement(s):	n/a
Date last confirmed and/or minor modification approved by Faculty Board	April 2019

Please note: This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

Introduction

The School of Social Sciences within the Faculty of Management, Law and Social Sciences at the University of Bradford in the UK is a multidisciplinary unit spanning social work, sociology, psychology, peace studies and international development. The Division of Peace Studies and International Development within the School delivers postgraduate programmes in international development, economics and finance for development, sustainable development, project planning and management, peace, conflict and development, and international relations as well as short training programmes for development professionals, international policy consultancy, training and research. Academics in the department are conducting research at the forefront of some of these fields and also have real world experience of working closely with international organisations on policy reports. They also share some common areas of interest, including development theory and practice,

public policy and governance, gender analysis, development finance, civil society and NGOs, globalisation, community development and organisational change. The Division is one of the six Rotary Peace Centres and hosts ten Rotary Peace Fellows. All programmes in PSID have strong vocational and skill-based elements, in line with the University's mission of 'Making Knowledge Work', and are designed to be relevant to contemporary issues and professions. In particular, the programmes in the Division are directly contributing to the University of Bradford's strategic theme of sustainable societies.

The African Development Bank (AfDB) is a multilateral development finance institution whose ultimate aim is to alleviate poverty in Africa. To achieve its mission, the AfDB undertakes both public and private sector operations in regional member countries. Staff of the African Development Bank must be able to apply advanced investment appraisal techniques to successfully design and deliver projects that are both commercially viable and provide strong development outcomes.

To support this need, the Bank has organized, in conjunction with the University of Bradford, a 'certificated' programme of training for new Young Professionals (YPs) leading to the award of a *Postgraduate Certificate in Development Strategy and Governance*.

The programme has been developed jointly by the University of Bradford and the AfDB to address the specific needs of Young Professional staff entering the Bank each year. The programme builds on the experience of the Division in delivering such a programme to the African Development Bank over the last eight years though the previous programmes due to historical reasons tended to focus narrowly on project appraisal skills. Based on discussions with the Bank staff and the feedback from previous cohorts the programme has been significantly re-designed and broadened in its scope to focus on the real crux of delivering development in African context.

The programme is aimed at the YPs as the future leaders of the African Development Bank who need a wide range of skills to navigate the complex contexts to deliver development finance in a rigorous and accountable manner helping to build local institutions with a thorough understanding of governance challenges. Our interactions with YPs of previous years indicate that YPs are driven professionals. They come from a wide range of disciplines including accountancy and finance, engineering, health, law, management, medicine, natural sciences, and social sciences. While they may have practical experience of working in African context, a programme to enhance and deepen their understanding of the complex nature of development and governance in African context will enable them with necessary deep analytical skills for successful negotiation and leadership.

This programme is designed based on several decades of research and experience of the Division and the academic staff in delivering postgraduate programmes.

The material in the programme will be derived from theory and research based case studies from a number of different African countries and sectors. Classroom sessions will be participatory in nature, adopting a pro-active learning experience. The programme will also involve extensive use of group work. The outcome to be achieved is that the student will have enhanced investment appraisal and project management skills.

Each of the core modules will involve eight days of residential training followed by four to six weeks of home-based study leading to the submission of a written assignment. The Certificate is intended to equip participants with the skills and knowledge required to function as effective officials of the Bank.

Programme Aims

The programme is intended to:

- Enable the student to evaluate and apply theoretical concepts relevant to Development Policy and Governance with particular reference to the African development context;
- Develop autonomous learning skills for lifelong learning;
- Develop personal and transferable skills in communication, research and planning.

Programme Learning Outcomes

On successful completion of all the components of the programme the student will be able to:

- LO1 Critically evaluate different approaches to development policy and develop a critical understanding of policies in international development which aim to reduce poverty.
- LO2 Demonstrate an advanced understanding of institutions, policy analysis skills, theories of governance and state and examine the implications of different approaches to governance and the state for policy process (such as for promoting transparency and accountability).
- LO3 Evaluate complex information on a range of issues related to development and governance and communicate these ideas through analytical writing and oral presentation.

The students will achieve these learning outcomes with specific reference to the complex realities of the African context including the resurgence, dynamism and opportunities that the changing contexts in the continent present. Through this programme, students will develop critical and analytical skills that will enable them to perform better in their roles as staff members of the Bank.

Curriculum

The taught component of the programme consists of the four 20 credit modules listed below. Two modules, DEV70NEW-B Issues in Development Practice and DEV7037-B Policy Analysis for Governance and Development will be core modules and the student will be required to choose between two optional modules; PES7048-B Security and Development in Fragile and Conflict-Affected Areas and DEV7033-B Project Planning and Design to make up the 60 credits required for the Postgraduate Certificate.

Postgraduate Certificate

Module Code	Module Title	Type (Core/Option)	Credits	Study Period	FHEQ Level
DEV7038-B	Issues in Development Practice	Core	20	1	7
DEV7037-B	Policy Analysis for Governance and Development	Core	20	2	7
PES-7048-B	Security and Development in Fragile and Conflict-Affected Areas	Option	20	3	7
DEV7033-B	Project Planning and Design	Option	20	4	7

The programme logic is that the first three modules provide a solid, thorough and advanced understanding of the macro-level strategic and policy context of designing and delivering development in current African context while the fourth module develops the micro-level project planning and design skills within that broader context.

The programme will provide the student with the basis to reflect on their own experience and to analyse their own practice in relation to the new knowledge and skills the student will acquire. It will also offer the student the opportunity to formalize the learning they have acquired so far in their professional career and to integrate it with new learning.

Students will be eligible to exit with the award of Postgraduate Certificate if they have successfully completed 60 credits and achieved the award learning outcomes.

Learning and Teaching Strategy

The taught component of each module will be delivered by a series of four two-week modules taught in Abidjan, Ivory Coast where the AfDB is currently located, supported by the University of Bradford's virtual learning environment (Canvas) which will give students access to the University's library and other learning resources.

The eight-day teaching period involves a series of lectures, seminars, workshops and directed study using appropriate case study material supported by the virtual learning environment. Lectures will develop key concepts, theories and identify issues in policy and practice. Seminars and workshops based on small group work will focus on applying concepts developed in the lectures to identified case studies. Seminar and workshop presentations by students provide an opportunity for formative and oral feedback as well as peer review and discussion. Case study work and directed study provide students with opportunities to research, develop, demonstrate and critique knowledge on specific topics of the programme.

Assessment Strategy

The mode of assessment for each module will consist of two components. The first part of the assessment will be an assessed group work case study exercise leading to a presentation of the main findings and the submission of a report. This component will be based on case studies, and analysis of real world issues based on relevant policy reports and data. The second assessment component for these modules will be the submission of a written piece of work in the form of an academic essay or a critical and analytical assessment of particular country context or policy issue which will be completed in the five to six-week period after the intensive block teaching period has been delivered. Students will be supported during this period of distance assessment by the programme team using the University's virtual learning environment.

Assessment Regulations

This Programme conforms to the standard University Regulations which are available at the following link:

<http://www.bradford.ac.uk/agpo/ordinances-and-regulations/>

Admission Requirements

Applications to the PGC will come from suitably qualified staff, recruited annually to join the Bank's Young Professional (YP) programme. The minimum entry requirement would normally be a good Honours degree (a minimum 2:2) with an English Language IELTS score of 6.0. Typically, students will already possess a Master's degree as well as have relevant work experience and will have been recruited through an extremely competitive global recruitment process. Only Bank employees recommended and selected by the Bank will be eligible to be enrolled on this programme. Even though students will have been accepted by the Bank onto the YP programme they will still need to be formally accepted onto the PGC programme by the University of Bradford using the formal entry criteria specified above.

If students have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate this learning in order to provide them with exemptions from specified modules contained within the curriculum. Students should talk to us if they do not fit the standard pattern of entry qualifications.

We are continually reviewing and developing our practices and policies to make the University more inclusive, but if students are disabled we may need to make some adjustments to make sure that they are not disadvantaged. We would advise them to contact the programme leader before they apply to discuss this.

Applications are welcome from students with non-standard qualifications or mature students (those over 21 years of age on entry) with significant relevant experience.

Recognition of Prior Learning

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme.

During your term of study, should your employment cease with the African Development bank, you may be required to withdraw from the programme.

Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
1		