

Development Strategy & Governance PGC Programme Specification

Academic Year:	2022/23
Degree Awarding Body:	The University of Bradford
Delivery Partner:	The African Development Bank
Target Award:	Postgraduate Certificate in Development Strategy and Governance [UK Framework for Higher Education Qualifications (FHEQ) Level 7]
Mode of Study:	15-24 months
Admissions:	Closed programme

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.

Minor Modifications Schedule

1. October 2022: Specification renewed
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Introduction

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 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 Department 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 Department 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 and vision of being inclusive and making a difference and are designed to be relevant to contemporary issues and professions. In particular, the programmes in the Department reflect the four values of the university namely, promoting trust, being inclusive and innovative and achieving excellence.

The Development Strategy and Governance programme builds on the recently and successfully concluded programmes jointly developed by the University of Bradford and the AfDB to address the specific needs of Young Professional staff entering the Bank each year. It builds on the experience of the Department in delivering such a programme to the African Development Bank over the last twelve years though the previous programmes due to historical reasons tended to focus narrowly on project appraisal skills. The recently completed programme was significantly re-designed and broadened in its scope to focus on the real crux of delivering development in African context. The evaluation and feedback from previous cohorts of YPs indicated that the programme provided much needed theoretical as well as practical understanding of development challenges and complexities of the African context.

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.

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 Department 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.

Typically, each module is delivered over a period of eight to ten working days followed by four to six weeks of home-based study leading to the submission of a written assignment. The Programme is intended to equip participants with the skills and knowledge required to function as effective officials of the Bank.

Programme Learning Outcomes

To be eligible for the FHEQ Level 7 Postgraduate Certificate award, students will be able to:

1. Critically evaluate different approaches to development policy and develop a critical understanding of policies in international development which aim to reduce poverty.
2. 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).
3. 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 modular units, comprising 2 core modules:

- Issues in Development Practice
- Policy Analysis for Governance and Development

and 2 optional modules:

- Security and Development in Fragile and Conflict-Affected Areas
- Project Planning and Design.

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. Your employer may require you to take all the optional modules.

The award of Postgraduate Certificate will be based on the two core modules and one of the option modules to make up the 60 credits required for the Postgraduate Certificate (the module with the highest mark will be used for the award).

The programme following any route 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.

Modules are delivered to students around the UK Academic Year of October-June, with academics dedicating time to this programme in person. This is not a distance learning programme but one in which the first module needs to be delivered online while others will be delivered face-to-face.

Figure 1: Postgraduate Certificate Programme Modules

Study Period	Code	Title	UK Credit	UK Level
Semester 1	DEV7037-B	Policy Analysis for Governance and Development	20	FHEQ 7
S1 Option	PES7048-B	Security and Development in Fragile and Conflict-Affected Areas	20	FHEQ 7
Semester 2	DEV7038-B	Issues in Development Practice	20	FHEQ 7
S3 Option	DEV7033-B	Project Planning and Design	20	FHEQ 7

Students will be eligible for the award of Postgraduate Certificate if they have successfully completed at least 60 credits and achieved the award learning outcomes.

Please note: the curriculum may change, subject to the Bank's requirements and the University's programme approval, monitoring and review processes.

Learning and Teaching Strategy

The taught component of each module will be delivered by a series of four two-week modules taught in English by intensive module delivery either online or face-to-face in the African Development Bank facilities in Abidjan, Côte d'Ivoire. Learning will be 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 intensive module delivery will consist of eight- to ten days of teaching period involving a series of lectures, small group activities, seminars, workshops and directed study using appropriate case study material. 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.

Based on our experience of online and blended learning, we will adapt the teaching approach to online delivery through the following approaches:

- A. Having a comprehensive study guide
- B. Enabling the recording of sessions
- C. Designing learning sessions with a variety of activities and interaction
- D. Regular use of break out rooms for discussion and report back
- E. Having regular breaks
- F. Providing several opportunities for feedback and time for one-to-one discussions.

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 Postgraduate Assessment Regulations which are available online: <https://www.bradford.ac.uk/regulations/>

The award of Postgraduate Certificate will be based on the two core modules and one of the option modules to make up the 60 credits required for the Postgraduate Certificate (the option module with the highest mark will be used for the award).

Admission Requirements

Applications to the PGC will come from suitably qualified staff, recruited to join the Bank's Young Professional (YP) programme. The minimum entry requirement would normally be a good undergraduate degree with Honours (at minimum 'lower second-class' or 2:2 or equivalent) with an English Language score as measured by IELTS of at least 6.0.

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

Admissions are welcome from students with non-standard qualifications, backgrounds or mature students (those over 25 years of age on entry) with significant relevant experience. Students should talk to us if they do not fit the standard pattern of entry qualifications. 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.

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 University at ExecEd-Admin@bradford.ac.uk before they begin to discuss this.
