UNIVERSITY OF YORK

POSTGRADUATE PROGRAMME REGULATIONS
(for PGT programmes that will run under the new modular scheme)

This document applies to students who commence the programme(s) in:	September 2017
Awarding institution	**Teaching institution**
University of York	University of York
Department(s)	
Politics	
Award(s) and programme title(s)	**Level of qualification**
MA in Conflict, Governance and Development	Level 7 (Masters)

Award(s) available *only* as interim awards
PG Diploma in Conflict, Governance and Development
PG Certificate in Conflict, Governance and Development

Admissions criteria
▪ Language requirements: IELTS 6.5 (with a minimum of 6.0 in each component); PTE: 61, with no less than 55 in each component; CAE and CPE (from January 2015): 176, with no less than 169 in each component; CAE (before January 2015): 65, with 'Good' in writing; CPE (before January 2015): C; TOEFL: 87, with a minimum of 21 in each component; Trinity ISE: level 3, with Merit in all requirements
▪ BA degree or foreign equivalent in the upper second class or higher. Applications from students with lower qualifications will be considered, particularly when the student has high marks in relevant modules and/or appropriate professional experience.

Length and status of the programme(s) and mode(s) of study

Programme	Length (years) and status (full-time/part-time)	Start dates/months (if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year)	Mode		
			Face-to-face, campus-based	**Distance learning**	**Other**
MA in Conflict, Governance and Development	1 year full-time; 2 years part-time	Not applicable: does not differ from usual academic year.	X		

Language of study	English

Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)
Not applicable

Educational aims of the programme(s)
For the Masters: The programme aims to equip students with knowledge of historically informed theoretical debates about national and international development and conflict resolution. This includes an understanding of the inter-disciplinary aspects of development problems and the theoretical and applied policy debates that follow. The programme aims to develop students' capacity for critical engagement with different meanings of development

and the connection between development paradigms and development policy. Students are expected also to develop capacities to engage independently with different conceptions and measurements of development (including, economic, political, human and social), and the applied implications of these. Students should leave the programme with an overall understanding both of the development process and its inter-disciplinary dimensions, and of the connection, both practical and theoretical, between different aspects of development policy. Students are expected to have attained a good and critical grasp of the public policy environment and of the contested nature of the role of the state and other actors in development, including herewith competing perspectives on the meaning of the public good and the institutions that supply it. In addition, students should be able to have attained a critical grasp of the role of the state and domestic political actors in shaping development in the context of globalisation. Students learn to engage with development problems both in the form of debate, oral presentation and critical essay writing.
To develop and evince the capacity for engaging in original research in the production of a dissertation.

For the Diploma and Certificate:
The programme aims to equip students with knowledge of historically informed theoretical debates about national and international development and conflict resolution. This includes an understanding of the inter-disciplinary aspects of development problems and the theoretical and applied policy debates that follow. The programme aims to develop students' capacity for critical engagement with different meanings of development and the connection between development paradigms and development policy. Students are expected also to develop capacities to engage independently with different conceptions and measurements of development (including, economic, political, human and social), and the applied implications of these. Students should leave the programme with an overall understanding both of the development process and its inter-disciplinary dimensions, and of the connection, both practical and theoretical, between different aspects of development policy. Students are expected to have attained a good and critical grasp of the public policy environment and of the contested nature of the role of the state and other actors in development, including herewith competing perspectives on the meaning of the public good and the institutions that supply it. In addition, students should be able to have attained a critical grasp of the role of the state and domestic political actors in shaping development in the context of globalisation. Students learn to engage with development problems both in the form of debate, oral presentation and critical essay writing.

Intended learning outcomes for the programme – and how the programme enables students to achieve and demonstrate the intended learning outcomes	
This programme provides opportunities for students to develop and demonstrate knowledge and understanding qualities, skills and other attributes in the following areas:	*The following teaching, learning and assessment methods enable students to achieve and to demonstrate the programme learning outcomes:*
A: Knowledge and understanding	
Knowledge and understanding of: *For all awards,* 1. Knowledge of historical and contemporary political issues in development and conflict studies. Understanding of different perspectives in the field and the methodological and theoretical assumptions that inform them. 2. An understanding of the key political institutions and processes, including national, transnational and international, that inform political problems in development and conflict resolution. 3. A grasp of the public policy environment and of the contested nature of the role of the state and other actors in development, including herewith competing perspectives on the meaning of the public good and the institutions that supply it. 4. Knowledge about paradigmatic approaches to development and of different ways to understand their historical origins and contemporary replication. 5. An understanding of different dimensions of citizenship and rights, including of debates as to their inter-relationships over time and their institutional and political foundations.	Learning/teaching methods and strategies (relating to numbered outcomes): ▪ Seminars (1-7) ▪ Student presentations (1-7) ▪ Private study (1-7) ▪ Feedback on written work and seminar performance (1-7)

6. How to formulate an independent problem for essay writing based on the body of literature within the broad field of the Politics of Development *For the Masters*: 7. Ways of conceptualising an independent problem for research within the Politics of Development and to devise appropriate methodologies and strategies to carry out the research and write it up in a scholarly form.	Types/methods of assessment (relating to numbered outcomes) ▪ Essays for core and option modules (1-3) ▪ Dissertation (1-7)

B: (i) Skills – discipline related	
Able to: *For all awards:* 1. Engage with theoretical and applied approaches in the Politics of Development and Conflict and Humanitarian analysis; 2. Analyze and evaluate evidence in the assessment and critical scrutiny of different approaches and themes in the field; 3. Command of the apparatus of scholarship in the field, including referencing, adequate definition and use of terms. 4. Ability to present concise, reasoned and empirically supported written essays on topical issues in the field. 5. Understanding of how to devise independent problems for essay planning based on knowledge of theoretical and applied debates in the field of the Politics of Development. Development of essay planning skills. *For the Masters:*	Learning/teaching methods and strategies (relating to numbered outcomes): ▪ Seminars (1-4) ▪ Student presentations (1-4) ▪ Private study (1-4) ▪ Feedback on written work and seminar performance (1-4) ▪ Research training (1-4)
6. Understanding of how to plan and do independent research with a view to making empirical and theoretical contribution to the field of the Politics of Development. Development of independent research skills appropriate to the development field.	Types/methods of assessment (relating to numbered outcomes) ▪ Dissertation (1-6)

B: (ii) Skills - transferable	
Able to: *For all awards:* 1. Think and write clearly and critically. 2. Demonstrate ability to work independently, set goals, and complete tasks within deadlines. 3. Continue to advance their knowledge and understanding in order to continue professional development and to engage in decision-making in complex environments. *For the Masters:* 4. Apply independent analytical problem formulation in relation to Dissertation 5. Conduct original research.	Learning/teaching methods and strategies (relating to numbered outcomes): ▪ Seminars (1-3) ▪ Student presentations (1-3) ▪ Private study (1-3) ▪ Feedback on written work and seminar performance (1-3) ▪ Research training (3) Types/methods of assessment (relating to numbered outcomes) ▪ Dissertation (1-5)

C: Experience and other attributes	
Able to: *For all awards:* 1. Work independently 2. Work in groups 3. Present independently derived essay/research problems to class in written form and in class. *For the Masters:* 4. Present more in-depth methodology and empirical and/or theoretical contribution of dissertation in written form and in class	Learning/teaching methods and strategies (relating to numbered outcomes): ▪ Seminars (1-2) ▪ Student presentations (1-2) ▪ Private study (1-2) ▪ Feedback on written work and seminar performance (1-2) Types/methods of assessment (relating to numbered outcomes) ▪ Dissertation (1-4)

Relevant Quality Assurance Agency benchmark statement(s) and other relevant external reference points (e.g. National Occupational Standards, or the requirements of Professional, Statutory or Regulatory Bodies)

QAA: http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx

University award regulations

To be eligible for an award of the University of York a student must undertake an approved programme of study, obtain a specified number of credits (at a specified level(s)), and meet any other requirements of the award as specified in the award requirements and programme regulations, and other University regulations (e.g. payment of fees). Credit will be awarded upon passing a module's assessment(s) but some credit may be awarded where failure has been compensated by achievement in other modules. The University's award and assessment regulations specify the University's marking scheme, and rules governing progression (including rules for compensation), reassessment and award requirements. The award and assessment regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.

Departmental policies on assessment and feedback

Detailed information on assessment (including grade descriptors, marking procedures, word counts etc.) is available in the student handbooks and on the VLE.

Information on formative and summative feedback to students on their work is available in the student handbooks and through the VLE.

Diagrammatic representation of the programme structure, showing the distribution and credit value of core and option modules

Masters

Autumn term	Spring term	Summer term	Summer vacation
Core module Theories and Policies of Development Governance (C,20)	3 option modules from list (see module table below) (C,20 each)	10-12,000 word dissertation supported by a research workshop (C, 60)	10-12,000 word dissertation (C, 60) continued
Core module Conflict and Development (C,20)			
1 optional module from the list below (C,20)			

Diploma and Certificate

Autumn term	Spring term	Summer term	Summer vacation
Core module Theories and Policies of Development Governance (C,20)	3 option modules from list (see module table below) (C,20 each)		
Core module Conflict and Development (C,20)			
1 optional module from the list below (C,20)			

Candidates who exit with a Diploma must pass all **120 credits** of taught modules.
Candidates who exit with a Certificate must pass **60 credits** of taught modules.

Diagrammatic representation of the timing of module assessments and reassessments, and the timing of departmental examination/progression boards

Autumn term	Spring term	Summer term,	Summer vacation	Date of final award board
	Autumn term essay submissions (week 1)	Spring term essay submissions (week 1)	Dissertation submission (first Monday in September)	Examination Board November
		Progression Board (week 6); Re-assessment submissions (week 9)		Resubmitted marginal fail dissertations November

Core module table

Module title	Module code	Credit level[1]	Credit value[2]	Prerequisites	Assessment rules[3]	Timing (term and week) and format of main assessment[4]	Independent Study Module?[5]
Theories and Policies of Development Governance	POL00021M	7	20	n/a		Essay, SpT, week 1	no
Conflict and Development	POL00018M	7	20	n/a		Essay, SpT, week 1	no
Dissertation (MA)	POL00041M	7	60		NC	SuVac	yes

Option modules

Africa and International Politics	POL000084M	7	20	n/a		Essay, SuT, week 1	no
Challenges to Policy-making in Democratising Countries	POL00085M	7	20	n/a		Essay, SpT, week 1	no
Comparative Institutions and Public Policy	POL00077M	7	20	n/a		Essay, SpT, week 1	no

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[1] The **credit level** is an indication of the module's relative intellectual demand, complexity and depth of learning and of learner autonomy. Most modules in postgraduate programmes will be at Level 7/Masters. Some modules are permitted to be at Level 6/Honours but must be marked on a pass/fail basis. See University Teaching Committee guidance for the limits on Level 6/Honours credit.

[2] The **credit value** gives the notional workload for the module, where 1 credit corresponds to a notional workload of 10 hours (including contact hours, private study and assessment)

[3] **Special assessment rules** (requiring University Teaching Committee approval)

P/F – the module is marked on a pass/fail basis (NB pass/fail modules cannot be compensated)

NC – the module cannot be compensated

NR – there is no reassessment opportunity for this module. It must be passed at the first attempt

[4] AuT – Autumn Term, SpT – Spring Term, SuT – Summer Term, SuVac – Summer vacation

[5] **Independent Study Modules** (ISMs) are assessed by a dissertation or substantial project report. They cannot be compensated (NC) and are subject to reassessment rules which differ from 'taught modules'. Masters programmes should include an ISM(s) of between 60 and 100 credits. This is usually one module but may be more.

Contemporary Issues in International Political Economy	POL00008M	7	20	n/a		Essay, SpT, week 1	no
Critical Theories of International Political Economy	POL00006M	7	20	n/a		Essay, SuT, week 1	no
Ethics and World Politics	POL00032M	7	20	n/a		Essay, SuT, week 1	no
Global Governance	POL00059M	7	20	n/a		Essay, SuT, week 1	no
Governing for the Environment	POL00067M	7	20	n/a		Essay, SuT, week 1	no
New Security Challenges	POL00046M	7	20	n/a		Essay, SuT, week 1	no
The Making of the Contemporary World: History, Politics and Ideas since 1945	HIS00053M	7	20	n/a		Essay, SpT, timing tbc by Department of History	no
Politics of International Trade and Development	POL00057M	7	20	n/a		Essay, SpT, week 1	no
Politics of Migration	POL00087M	7	20	n/a		Essay, SpT, week 1	no
Politics of the Poor	POL00088M	7	20	n/a		Essay, SuT, week 1	no
Themes and Theories in International Relations	POL00031M	7	20	n/a		Essay, SpT, week 1	no
Theories of the Policy Process	POL00012M	7	20	n/a		Essay, SpT, week 1	no
Twentieth Century China	HIS00063M	7	20	n/a		Essay, SpT, timing tbc by Department of History	no
Women, Citizenship and Conflict	WOM00010M	7	20	n/a		Presentation (50%), SpT Essay (50%), SuT, week 1	no

Transfers out of or into the programme

Exceptions to University Award Regulations approved by University Teaching Committee	
Exception	**Date approved**

Quality and Standards

The University has a framework in place to ensure that the standards of its programmes are maintained, and the quality of the learning experience is enhanced.

Quality assurance and enhancement processes include:

5. The academic oversight of programmes within departments by a Board of Studies, which includes student representation
6. The oversight of programmes by external examiners, who ensure that standards at the University of York are comparable with those elsewhere in the sector
7. Annual monitoring and periodic review of programmes
8. The acquisition of feedback from students by departments.

More information can be obtained from the Academic Support Office:
http://www.york.ac.uk/admin/aso/

Date on which this programme information was updated:	14 June 2017
Departmental web page:	https://www.york.ac.uk/study/postgraduate/courses/ma-conflict-governance-development/

Please note

The information above provides a concise summary of the main features of the programme and learning outcomes that a typical students might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the leaning opportunities that are provided.

Detailed information on learning outcomes, content, delivery and assessment of modules can be found in module descriptions.

The University reserves the right to modify this overview in unforeseen circumstances, or where processes of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.