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, Management, Social Policy and Social Work	
Award(s) and programme title(s)	**Level of qualification**
Masters of Public Administration – International Development (MPA-ID)	Level 7 (Masters)

Award(s) available *only* as interim awards
PG Diploma in Public Administration – International Development
PG Certificate in Public Administration- International 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
MPA-ID	I year full time/ 2 years part-time		Yes		

Language of study	English

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

Educational aims of the programme(s)
For all awards: All programmes in Public Administration in International Development are designed to support managers or potential managers of public organisations in developing countries and its educational aims are largely concerned with academic and professional development:

- To link theory and practice in relation to the delivery of public services, and thus to provide a conceptual framework in which practical experience in international development can be placed. The programme will focus on the way in which planning, programming, monitoring and evaluation tools can be used to support the development process.
- To explore and understand the international context of public administration, through awareness of both the role of global trends and institutions and the scope for learning internationally and for the transfer of ideas.
- To develop an understanding of the modern public service agenda, and to develop the skills that underpin this agenda, including the skills of analysis, evaluation, use of evidence, problem solving, communication and the management of change.
- To explore the social, economic and political dimensions of development and to consider how institutional capacity can be built.
- To explore the concept of development and understand how these concepts are defined, applied and prioritised.
- To link theory and practice through a problem-solving centred approach to learning that aids professional development.
- To promote shared learning across sectors (public, private, non-profit) and internationally

While the content of the MPA and the MPA in International Development overlap in several skill areas (e.g. principles of public administration, policy analysis, policy learning, strategic planning and public finance), they differ with respect to considerations of the environmental factors (political, cultural, economic) that impact on the work of public managers and the ways in which those factors shape the character of governance and the management and delivery of public policy in these different state forms. Hence to understand governance in developing countries it is crucial to understand the meaning of development from an administrative perspective; while understanding governance in the developed context requires an understanding of the multi-level character of governance.

Additionally, for the Masters:
To develop a synthetic understanding of the relationship between theory and practice, evidenced in the production of a policy report.

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:* • The structures and processes of governance and administration, including relationships between citizens, consumers, users and the	Learning/teaching methods and strategies (relating to numbered outcomes): • Lectures • Problem-based learning via exercises and role-play in seminars • Private study

state • the theoretical, and, methodological concerns of high quality research in public administration; and, • the capacity to engage in high quality independent and ethical research in public administration. • global trends in the modernisation of these processes • tools relevant to the planning, management, organisation and delivery of public services • How the social, political and economic context in which policy is made impacts on the delivery of those policies through the implementation of services • the implications of the modernisation of public management for relationships between citizens and the state • how the frameworks tools and techniques identified above can be used to analyse and manage the challenges of public administration, including working across organisational boundaries and within organisational networks • the issues involved in comparing with and learning from approaches to public administration and the delivery of public services between organisations and countries • the impact of global trends and institutions on public administration	Types/methods of assessment (relating to numbered outcomes) • Formative assessment through procedural essays/ essay plans • Summative assessment through end of module assignments

B: (i) Skills – discipline related

Able to: *For all awards:* • Reflect on professional practice using the frameworks and concepts provided by the programmes	Learning/teaching methods and strategies (relating to numbered outcomes): • Problem-based learning via exercises and role-play in seminars • Private study
• Show understanding of different models of public administration and their limitations • Show understanding of the relationship between theory and practice	Types/methods of assessment (relating to numbered outcomes) • Essay plans • Essays • Policy Report

B: (ii) Skills – transferable	
Able to: *For all awards:* - Analyse and evaluate complex information - Practice effective decision-making and the management of change - Communicate effectively orally and in writing	Learning/teaching methods and strategies (relating to numbered outcomes): - Lectures - Problem-based learning via exercises and role-play in seminars - Private study
	Types/methods of assessment (relating to numbered outcomes) - Essay plans - Essays - Policy Report

C: Experience and other attributes	
Able to: - Work independently - Work in groups	Learning/teaching methods and strategies (relating to numbered outcomes): - Seminars - Private study
	Types/methods of assessment (relating to numbered outcomes) - Essay plans - Essays - Policy Report

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 through the VLE.

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

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
Theories of the Policy Process (C,20)	Strategic Planning (C,20)	10,000-12,000 word policy report supported by a research workshop (C,60)	10,000-12,000 word policy report continued (C, 60)
Theories and Policies of Development Governance (C,20)	Managing Public Finances (C,20)		
Leading and Managing Change (C, 20)	One option module from the list below (C,20)		

For the Diploma and Certificate

Autumn term	Spring term	Summer term	Summer vacation
Theories of the Policy Process (C,20)	Strategic Planning (C,20)		
Theories and Policies of Development Governance (C,20)	Managing Public Finances (C,20)		
Leading and Managing Change(C, 20)	One option 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)	Policy report submission (first Monday in September)	Examination Board November
		Progression Board (week 6); Re-assessment submissions (week 9)		Resubmitted marginal fail Policy reports November

Overview of modules

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 of the Policy Process	POL00012M	7	20	none		Essay, SpT, week 1	no
Theories and Policies of Development Governance	POL00021M	7	20	none		Essay, SpT, week 1	no
Leading and Managing Change	SPY00057M	7	20	none		Essay, SpT, time tbc by Department of Social Policy and Social Work	no
Managing Public Finances	MAN00059M	7	20	none		Essay, SuT, time tbc by York Management School	
Strategic Planning	MAN00038M	7	20	none		Essay, SuT, Timing tbc by York Management School	no
Policy Report	POL00042M	7	60	none	NC	SuVac	yes

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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.

Option modules

Module title	Module code	Credit level	Credit value	Prerequisites	Assessment rules	Timing and format of main assessment	Independent Study Module?
Africa and International Politics	POL00084M	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
Politics of the Poor	POL00088M	7	20	n/a		Essay, SuT, week 1	no
Principles of Policy Advice	POL00081M	7	20	n/a		Essay, SuT, week 1	no
Public Management and Delivery	POL00011M	7	20	n/a		Essay, 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: • The academic oversight of programmes within departments by a Board of Studies, which includes student representation • The oversight of programmes by external examiners, who ensure that standards at the University of York are comparable with those elsewhere in the sector • Annual monitoring and periodic review of programmes • 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:	15 June 2017
Departmental web page:	http://www.york.ac.uk/politics/ma-pgt/taught-courses/mpa-id/

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.