

UNIVERSITY OF YORK
POSTGRADUATE PROGRAMME SPECIFICATION

This document applies to students who commence the programme(s) in:	September 2016 and onwards
Awarding institution	Teaching institution
University of York	University of York
Department(s)	Board of Studies
Social Policy and Social Work	
Award(s) and programme title(s)	Level of qualification
Masters of Public Administration – International Development (MPA)	Level 7 (Masters)
Award(s) available <i>only</i> as interim awards (i.e. not available for direct entry)	
Both of these awards are available as exit awards only.	
Postgraduate Certificate of Public Administration – International Development	
Postgraduate Diploma of Public Administration – International Development	

Admissions criteria

The MPA ID is a post-experience programme. To be accepted on the programme students must (1) have either an undergraduate degree or 'sufficient professional background' and (2) have professional experience in international development or a related field in the social or public sector. This ensures that students are able to bring their own experiences to the programme and to draw on them (for example through reflection) when studying.

The majority of students on the MPA ID programme work in development – whether this is in an international organisation, national government, multilateral or bilateral donor agency, non-governmental organisation (NGO, or 'charity') or private organisation (foundation or business); in any one of a variety of roles (programme, policy, advocacy, research, admin/support); with a view to meeting future career goals (whether promotion within their role or area of work, to broaden their scope or change direction). A smaller proportion work in a related field (usually in the social sector) and aspire to work in international development, so see the programme as a means to work towards that goal while continuing to accumulate experience in a relevant professional field.

Academic background

A good second class (undergraduate) degree or equivalent qualification. Applicants without undergraduate experience may also be considered if they have sufficient professional background.

Professional experience

Experience is required in the field of international development. Students with experience in a related field in the social or public sector may also be considered.

English Language

Students that are not from a majority English speaking country (as defined by the UK Home Office) will need to show evidence that they meet the university English language requirements in accordance with the information on the university website for distance learners.

Time to study

Students require at least 15 study hours each week to successfully manage the programme. This includes reading and participation in group discussions, as well as time for any written exercises and private study.

Applicants must accept a commitment to participate in the mandatory programme of weekly asynchronous module discussions/ group activities.

Technical

In order to participate in the programme, students will require reliable access to the internet with a minimum speed of 0.5mbps to enable access to the VLE (Moodle), the university library facilities, email (Gmail), and various web sites used as resources. An office software suite compatible with Word and Excel formats is also essential.

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
Masters of Public Administration - International Development (MPA)	24 months Part-time Distance Learning	September each year		Distance learning	
Language of study		English			
Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)					
N/A					
Educational aims of the programme(s)					
<p>For the Masters, Diploma and Certificate:</p> <p>The programme is primarily designed to appeal to students who aspire to develop their future career prospects within the international development sector. It is oriented to the needs of the practitioner, rather than as an entry point for students wishing to pursue more advanced academic study and research.</p> <p>To meet these needs the MPA ID provides a framework for the development of <i>intellectual</i> capacity for critical enquiry and analysis of the complex problems students tackle in their work, as well the ability to locate these problems (and their solutions) within a broader social, political and historical context; and of <i>professional</i> capacity as a manager, advisor or leader in their field. In the MPA ID these two strands of intellectual and professional development converge in the concept of the <i>reflective practitioner</i>.</p> <p>As a result of studying the MPA ID students will be able to:</p> <ul style="list-style-type: none"> - <u>Locate their professional role and experience within a broader understanding of the social, political and historical context of international development as a field of theory, policy and practice.</u> This includes exploration of development as an evolving and contested field; and critical engagement with alternative, as well as dominant approaches. - <u>Analyse and engage in policy processes that span multiple layers of governance,</u> at transnational, national and sub-national levels, and involve a range of actors - inter alia international organisations, donor agencies, national and local governments, nongovernmental organisations (NGOs), civil society groups and private sector organisations - in multiple countries. The aim is to equip students with the relevant knowledge and conceptual tools and skills to analyse, influence and implement development policies. - <u>Lead and manage projects and programmes in contexts characterised by complexity, uncertainty and ambiguity.</u> This requires a foundation in classic and contemporary organisational theory to enable students to 'read' organisations; an understanding of the increasingly networked modes of policymaking and implementation in international development; and the ability to formulate strategies to act in these situations. 					

- Continue to develop as a reflective practitioner and to foster learning and development among colleagues and 'communities of practice' throughout their subsequent career. This is therefore a cross cutting theme throughout the programme, emphasised in particular in the first year though a combination of theoretical input and reflective exercises that anchor the learning process in the workplace.
- Be able to assess the complex social, political, and economic factors shaping the development of new ICTs and their diffusion, and analyse their impact in their own organisational and personal context.

Additionally for the Diploma (if applicable):

For the diploma, the programme offers additional subjects topics enabling students to gain an understanding of public service reform or project management over and above the certificate subjects, thereby being able to think critically and reflective from a wider subject base and range of academic perspectives.

It also enables students to practice reflective learning, particularly in the context of personal, organisational and digital-age learning.

Additionally for the Masters:

The masters enables students to demonstrate greater synthesis of understanding across a range of subject areas through the exploration of a real life work related case study of their own choosing.

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

Students will have knowledge and understanding of:
For the Masters, Diploma and Certificate:

1. Different approaches to development and their

Learning/teaching methods and strategies (relating to numbered outcomes):

-

<p>theoretical underpinnings, and critiques thereof</p> <ol style="list-style-type: none"> 2. the structures and processes of development governance and public administration 3. the frameworks, concepts and techniques relevant to analysing these structures and processes 4. global trends shaping these structures and processes 5. how the frameworks, tools and techniques identified above can be used to analyse and manage the challenges of development practice, including working across organisational boundaries and within organisational networks 6. the issues involved in comparing with and learning from approaches to development policy and practice between organisations and countries 7. literature review-based application of theory and evidence to a relevant organisational problem, analysis and evaluation of options, and capacity to draw conclusions 	<p>Types/methods of assessment (relating to numbered outcomes)</p> <p>Outcomes 1-6</p> <ol style="list-style-type: none"> 1. private reading of set materials (authored module texts, journal articles, book chapters and case studies) facilitating exploration of the outlined topics, enabling students to engage critically and to develop their understanding of how the issues apply to their own experience and to wider case study examples 2. private study exercises to provide prompts to check the assimilation of knowledge 3. private study discussion for the optional sharing of points for clarification, supported by the tutor 4. self-administered questionnaires 5. weekly group discussions and exercises (compulsory) to develop understanding through a process of critical debate, supported by the tutor, and to practice application of understanding to specific cases 6. peer assessment of short written exercises 7. role plays <p>Outcome 7</p> <ol style="list-style-type: none"> 8. individual feedback by tutors on specific exercises and discussion input
B: (i) Skills – discipline related	
<p>Students will be able to:</p> <p><i>For the Masters, Diploma and Certificate:</i></p> <ol style="list-style-type: none"> 1. Demonstrate use of practical tools and techniques relevant to 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p>

<p>international development policy and management</p> <ol style="list-style-type: none"> 2. analyse and evaluate complex information (through interpretation and extrapolation) 3. demonstrate decision-making in, for example, managing change. 4. Write effectively through means of narrative and IT mediated fora. 5. reflect on professional practice using the frameworks and concepts provided by the programme 6. demonstrate personal and collective leadership 7. select and apply concepts and tools relevant to social and political issues in development, governance and public administration, and policy analysis. <p><i>Additionally for the Diploma</i></p> <ol style="list-style-type: none"> 8. select and apply concepts and tools relevant to change management; and to globalisation and social policy, public service reform or project management. 9. practice reflective learning in relation to own, organisational and digital contexts <p><i>Additionally for the Masters</i></p> <ol style="list-style-type: none"> 10. demonstrate an ability to synthesise learning from across subject areas and thereby to demonstrate deep understanding of complex problems and to recommend effective solutions. 	<p>Types/methods of assessment (relating to numbered outcomes)</p> <p>Outcomes 1-9</p> <ul style="list-style-type: none"> • private reading of set materials (authored module texts, journal articles, book chapters and case studies) facilitating exploration of the outlined topics, enabling students to engage critically and to develop their understanding of how the issues apply to their own experience and to wider case study examples • private study exercises to provide prompts to check the assimilation of knowledge • private study discussion for the optional sharing of points for clarification, supported by the tutor • self-administered questionnaires • weekly group discussions and exercises (compulsory) to develop understanding through a process of critical debate, supported by the tutor, and to practice application of understanding to specific cases • peer assessment of short written exercises • role plays • individual feedback by tutors on specific exercises and discussion input <p>Outcome 10</p> <ul style="list-style-type: none"> • Supervision of independent study relating to a subject of the student's own choice.
---	--

B: (ii) Skills - transferable	
<p>Students will be able to: <i>For the Masters, Diploma and Certificate:</i></p> <ol style="list-style-type: none"> 1. Use tools relevant to the planning and management of complex organisations 2. Analyse and evaluate complex information 3. Make decisions and act upon them 4. Communicate effectively in writing, through narrative and IT mediated fora 5. Practice effective leadership 6. Manage own and others time effectively <p><i>Additionally for the Diploma:</i></p> <ol style="list-style-type: none"> 1. Ability to apply above skills in a wider range of contexts 2. Reflect on personal and organisational practice <p><i>Additionally for the Masters:</i></p> <ol style="list-style-type: none"> 3. Ability to apply the above skills to relevant problems, analyse those problems, evaluate options and draw conclusions 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ol style="list-style-type: none"> 1. Group discussions and individual exercises to develop skills of critical analysis, evaluation, decision-making and communication 2. Role plays, debates and quizzes as appropriate to specific themes 3. Practical application of tools and techniques during assessment 4. Responsibility for a weekly rapporteur summary of the group discussion <p>Types/methods of assessment (relating to numbered outcomes)</p> <ol style="list-style-type: none"> 1. Formative assessment via submission to tutor of short written exercises to check understanding 2. Formative assessment via feedback from tutor during the weekly group discussions 3. Formative assessment through telephone and private email discussions with tutor 4. Summative assessment through end of module assignments combined with formative assessment via feedback on assignment plans and on assignment feedback pro-forma 5. Summative assessment through the end of programme independent study project
C: Experience and other attributes	
<p>Students will be able to: <i>For the Masters, Diploma and Certificate:</i></p> <ol style="list-style-type: none"> 1. Critique ideas and experiences shared amongst fellow practitioners from a diverse range of organisations within the sector (demonstrating awareness of diversity of people, culture and management contexts; listening persuading and negotiating) 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ol style="list-style-type: none"> 1. personal supervision 2. group discussions, role plays, debates and quizzes (as appropriate to specific themes) are designed to facilitate team working and collaboration.

<ol style="list-style-type: none"> 2. Identify good practice and assess its relevance to their own context ensuring appropriate research and understanding of management issues 3. Network with others to develop professional links between individuals and organisations 4. Collaborate with others across a distance (demonstrating reflective, adaptive and collaborative learning) 5. Lead discussions (influencing others and managing group projects) 6. Think critically (identify assumptions, false logic and implicit values; evaluate statements and generalisations) 7. Plan (time management, e.g. taking responsibility for personal behaviours, motivations and initiative) 8. Problem solve (investigate; create; evaluate and assess options, reach reasoned conclusions and act upon them) 9. Exercise judgement 10. Develop further their capacity to compare and contrast their experience and to build their knowledge and understanding through this process 	<p>Types/methods of assessment (relating to numbered outcomes)</p> <ol style="list-style-type: none"> 1. Formative assessment via feedback from tutor during weekly group discussions 2. Formative assessment through telephone and private email discussions with tutor
--	--

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)

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 written statement of assessment, which applies to this programme and the relevant module descriptions. These are available in the student handbook and on the Department's website: <http://www.york.ac.uk/spsw/onlinestudy/>

Information on formative and summative feedback to students on their work is available in the written statement on feedback to students which applies to this programmes and the relevant module descriptions. These are available in the student handbook and on the Department's website: <http://www.york.ac.uk/spsw/onlinestudy/>

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

If the programme includes part-time routes please provide a representation of the part-time programme structure, showing the distribution and credit value of core and option modules

Masters

Autumn term	Spring term	Summer term	Summer vacation
Year 1 Social and Political Issues in Development (20 credits)	Year 1 Governance and Public Administration (20 credits)	Year 1 Policy Analysis and Process (20 credits)	
	Reflective Practice for Professional Development part 1 (10 credit workshop)		
Year 2 Leading and Managing Organisational Change (20 credits)	Year 2 1 x 20 credit Options module from: Globalisation and Social Policy (20), Project Management (20) or Public Sector Reform (20)	Year 2 Dissertation (40 credits)	
	Reflective Practice for Professional Development part 2 (10 credit workshop)		

Postgraduate Diploma (if applicable)

Autumn term	Spring term	Summer term	Summer vacation
Year 1 Social and Political Issues in Development (20 credits)	Year 1 Governance and Public Administration (20 credits)	Year 1 Policy Analysis and Process (20 credits)	
	Reflective Practice for Professional Development part 1 (10 credit workshop)		

Year 2 Leading and Managing Organisational Change (20 credits)	Year 2 1 x 20 credit Options module from: Globalisation and Social Policy (20), Project Management (20) or Public Sector Reform (20)	
--	--	--

Postgraduate Certificate

Autumn term	Spring term	Summer term
Social and Political Issues in Development (20 credits)	Governance and Public Administration (20 credits)	Policy Analysis and Process (20 credits)

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

If the programme includes part-time routes please provide a representation of the part-time programme structure, showing the distribution and credit value of core and option modules

Autumn term	Spring term	Summer term	Summer vacation	Date of final award board
Year 1 Social and Political Issues in Development (20) assessed by assignment submitted four weeks from last day of term.	Year 1 Governance and Public Administration (20) assessed by assignment submitted four weeks from last day of term.	Year 1 Policy Analysis and Process (20) assessed by assignment submitted four weeks from last day of term.		
	Reflective Practice for Professional Development part 1 (10 credit workshop) assessed by submission of learning/reflective journal prior to start of summer	Digital Government: Policy and Practice (10 credit workshop) assessed by submission of learning/reflective journal at the end of the summer vacation.		

	term.		
<p>Year 2 Leading and Managing Organisational Change (20) assessed by assignment submitted four weeks from last day of term.</p>	<p>Year 2 Globalisation and Social Policy (Option 20), Project Management (Option 20) <i>or</i> Public Sector Reform (option 20) assessed by assignment submitted four weeks from last day of term.</p>	<p>Year 2 Dissertation (40 credits) assessed by submission during the summer vacation.</p>	<p>Year 2 Progression Board in the summer term on completion of taught modules.</p> <p>Reassessments undertaken following progression Board.</p> <p>Final Exams Board in autumn term.</p>
<p>Reflective Practice for Professional Development part 2 (10 credit workshop) assessed by submission of learning/reflective journal prior to start of spring term.</p>	<p>Dissertation workshop (10 credit) assessed by submission of dissertation proposal prior to last day of spring term.</p>		

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
Social & Political Issues in Development	SPY00087M	7	20	None	NC	AuT (year 1) assessed by assignment in week 13	
Governance & Public Administration	SPY00082M	7	20	None		SpT (year 1) assessed by assignment in week 13	
Policy Analysis & Process	SPY00020M	7	20	None		SuT Year 1) assessed by assignment in week 13	
Leading & Managing Organisational Change	SPY00018M		20	None		AuT (year 2) assessed by assignment in week 13	
Reflective Practice for Professional Development – part 1	TBC	7	10	None		SpT (year 1) assessed by reflective learning journal in week 18.	
Reflective Practice for Professional Development – part 2	TBC	7	10	None		AuT (year 2) assessed by reflective learning journal in week 15	
Digital Government: Policy and Practice		7	10	None		SuT (year 1) and summer vacation, assessed by	

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.

Dissertation - proposal	TBC	7	10	None	P/F	assignment in week 17 SpT (year 2) assessed by submission of dissertation proposal in week 10	
Dissertation	TBC	7	40	None		SuT and SuVac (year 2) assessed by submission of dissertation in summer vacation.	Yes

Option modules

Module title (choose 1 of these 3)	Module code	Credit level	Credit value	Prerequisites	Assessment rules	Timing and format of main assessment	Independent Study Module?
Globalisation & Social Policy	SPY00036M	7	20	None		SpT (year 2) assessed by assignment in week 13	
Public Sector Reform	SPY00006M	7	20	None		SpT (year 2) assessed by assignment in week 13	
Project Management	SPY00021M	7	20	None		SpT (year 2) assessed by assignment in week 13	

Transfers out of or into the programme	
Exceptions to University Award Regulations approved by University Teaching Committee	
Exception	Date approved
Quality and Standards	
<p>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.</p> <p>Quality assurance and enhancement processes include:</p> <ul style="list-style-type: none"> • 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. <p>More information can be obtained from the Academic Support Office: http://www.york.ac.uk/about/departments/support-and-admin/academic-support/</p>	
Date on which this programme information was updated:	16 th February 2016
Departmental web page:	http://www.york.ac.uk/spsw/
Please note	
<p>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.</p> <p>Detailed information on learning outcomes, content, delivery and assessment of modules can be found in module descriptions.</p> <p>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.</p>	