

Faculty of Management, Law and Social Sciences

Programme Specification

Programme title: Postgraduate Certificate in Investment Appraisal and Development Project Planning

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 Investment Appraisal and Development Project Planning
Programme accredited by (if appropriate):	
Programme duration:	12-18 Months
QAA Subject benchmark statement(s):	
Date of Senate Approval:	
Date last confirmed and/or minor modification approved by Faculty Board	April 2018

Introduction

The School of 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 project planning, international development and management as well as short training programmes for development professionals, overseas-based consultancy, training and research. Teaching staff have academic backgrounds in project management and investment appraisal as well as branches of economics and other social sciences. They also share some common areas of interest, including investment planning, project and programme management, regeneration, civil society and NGOs, globalisation, community development and organisational change.

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. For more information see <http://www.bradford.ac.uk>

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 Investment Appraisal and Development Project Planning*.

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 aims to provide an advanced level of study in investment appraisal and project management. It will focus on developing strong theoretical and technical and analytical skills through a combination of lectures and detailed case study work which incorporates all the material in the programme. The material in the programme will be derived from theory and actual Bank 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 two weeks of residential training followed by ten 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 investment officers.

Programme Aims

The programme is intended to:

- Enable the student to evaluate and apply theoretical concepts relevant to Investment Appraisal and Development Project Planning 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

To be eligible for the award of Postgraduate Certificate at FHEQ level 7, the student will be able to:

LO1 Critically evaluate advanced theoretical concepts in Investment Appraisal and Development Project and Planning.

LO2 Demonstrate an advanced level of understanding of the principles and practice of investment appraisal and risk analysis, as well as project planning and appraisal, financial and economic analysis and project management.

LO3 Evaluate complex information on a range of issues related to investment appraisal, project design, planning and management.

LO4 Transfer skills learned to their particular context in the practice of investment appraisal; develop complex spreadsheet modelling skills and be effective in the written and oral communication of these concepts.

Curriculum

The programme consists of the four 20 credit modules listed below. Two modules, DEV7030-B and DEV7028-B will be core modules and the student will be required to choose between two optional modules; DEV7022-B Economic Analysis and Risk Assessment and DEV7029-B Issues in Development Policy to make up the 60 credits required for the Postgraduate Certificate.

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.

Postgraduate Certificate

Module Code	Module Title	Type (Core/Option/Elective)	Credits	Study Period	FHEQ Level
DEV7028-B	Project Design and Implementation Planning	Core	20	2	7
DEV7030-B	Project finance and Appraisal	Core	20	1	7
DEV7022-B	Economic Analysis and Risk Assessment	Option	20	3	7
DEV7029-B	Issues in Development Policy	Option	20	4	7

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.

Each two-week 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. In modules DEV7028-B, DEV7030-B and DEV7027-B this will account for 30% of the overall module mark. The groupwork for these three modules will include a 1,500 word report and spreadsheet modelling quantitative analysis relating to the project appraisal and planning of case studies based on actual Bank projects. The second assessment component for these three modules, accounting for 70% of the overall mark, will be the submission of a 2,500 word individual assignment which will be completed in the ten-week period after the in-country component of the programme is completed. For Module DEV7029-B, the course work assessment is divided into a 3,000 word assignment worth 80% of the final module mark and a 1,500 word review of a document worth 20%. 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/aqpo/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 Masters 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.

Minor Modification Schedule

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