

MSc Sustainable Development Programme Specification

<https://www.bradford.ac.uk/courses/pg/sustainable-development/>

Academic Year: **2022/23**

Degree Awarding Body: **The University of Bradford**

Final and interim awards: **Master of Science [Framework for Higher Education Qualifications (FHEQ) level 7]; Postgraduate Diploma [FHEQ Level 7]; Postgraduate Certificate [FHEQ Level 7]**

Programme Admissions: **September and January**

Programme duration: **12 months full-time or 15 months full-time with internship/placement; 24 months part-time or 27 months part-time with internship/placement**

Date last approved by Faculty Board: June 2022. **December 2020**

Please note: This programme specification has been published in advance of the academic year to which it applies. The curriculum may change, subject to the University's programme monitoring and review processes. 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 Modification Schedule

1. June 2019: Module and curriculum changes
2. June 2020: January Intake included
3. January 2021: Specification reformatted and made accessible. Aligned structure and content with other division PG programmes. Added standard PG study abroad section.
4. April 2021: Further accessibility improvements
5. 2022:

Introduction

Sustainability has once again become an important national and international priority and policy issue. There are serious challenges which need to be overcome before any society, country or city can claim to be on a path to sustainability. This programme develops knowledge and understanding at advanced level by focusing on a range of issues at different levels - global, national, regional and local community and critically examining how sustainable development shapes policy and strategy in these different spatial scales.

The traditional concept of sustainable development has the three pillars of economic, social and environmental dimensions. This programme aims to take a multi-disciplinary approach to sustainability and encourage enquiry into these and other dimensions including historical, cultural, political, institutional and gender dimensions to understand the issues and challenges of vulnerability, powerlessness, agency, responsibility and resilience.

Why Bradford?

The MSc Sustainable Development is offered by the internationally recognised Division of Peace Studies and International Development, drawing on over 45 years of experience as a leading centre of peace and development research. Indeed, the Division made major contributions to international understanding and policy development concerning sustainable development. Students on this programme will be studying a highly topical and advanced postgraduate degree programme in a Division that has an outstanding international profile and gaining expertise in a university that is strongly committed to sustainability principles and goals.

Academic staff of the Division have strong academic and applied research track records in aspects of:

- the growth of sustainable development as an international concept and objective.
- the negotiation of the UN Sustainable Development Goals and development of mechanisms and indicators to promote their implementation.
- economic inequality, poverty alleviation, natural resource governance and sustainability.
- resilience, peacebuilding, gender and conflict sensitivity analysis.
- project and strategic planning and capacity building.

They are often involved in advocacy and policy analysis work for international, governmental and non-governmental organisations and agencies on these issues. We currently collaborate with:

- **national and local government agencies in the UK** and several other developed and developing countries
- **UN agencies, EU institutions and European governments**
- the **African Development Bank**, and the **Caribbean Development Bank**
- bilateral lenders and donors such as **AusAid, FCDO and the China Development Bank**
- international NGOs such as the **Aga Khan Foundation, Oxfam and Saferworld**
- the **City of Bradford Metropolitan District Council**

- **a developing global network of inclusive, sustainable smart cities.**

Staff members have current research and knowledge transfer projects in many countries including:

- **East Asia:** Japan, China, Korean peninsula
- **Southeast Asia:** India, Indonesia, Cambodia, Vietnam, Laos and Myanmar
- **East Africa:** Kenya, Ethiopia, Tanzania
- **West Africa:** Nigeria, Ghana, Côte d'Ivoire, Sierra Leone
- **Latin America:** Brazil and Colombia.

Students further benefit from studying at a major international centre for research and engagement with policy and practitioner communities working in the areas of sustainable development, providing many opportunities for interested students to participate or observe regular workshops, international conferences, research seminars, and engagements in or near Bradford with relevant NGOs, community organisations, governmental and international agencies, and with UK and other foreign and development agencies and police, military or justice services.

Peace Studies and International Development is a dynamic learning community within a diverse and active Faculty and wider University. We typically arrange numerous events and opportunities beyond the taught modules, fostering engagement with academic, policy

and practitioner communities. These include invited speakers, seminars, workshops, activities and conferences, both off and on-campus.

Please note that off-campus learning activities may involve an extra cost, and that during the Covid pandemic some of our usual opportunities may not be available.

Programme Overview

This MSc programme in Sustainable Development is intended to enable students to develop an advanced knowledge and understanding of sustainable development issues, policies and processes, and to become to develop an international cadre of informed and skilful analysts, practitioners and potential leaders with a deep understanding of sustainable development ideas, institutions, policies and networks and the necessary critical thinking skills to inform policy and contribute to long term impacts. The programme will equip students with advanced understanding and skills for work for example in national and local government; global governance institutions; research institutes; international, national and local development agencies; environmental advocacy and policy work; private sector strategy and governance for sustainability; and NGOs.

The MSc programme will enable students to develop an advanced knowledge and understanding of social, political, economic and development issues relating to the sustainable development goals, including inequality, poverty, conflict and social justice, as well as the environmental and ecological aspects of sustainability. Modules will offer opportunities to investigate development issues such as water supply governance and the politics of public health which combine the strategic priorities in ways that encourage students to develop proposals for innovative solutions to real world problems.

This programme runs both full-time and part-time with intakes in the Autumn (September, Semester 1) and Spring (January, Semester 2):

September Full-time Intake	January Full-time Intake
Semester 1 Modules	Pre-enrolment
Winter Holiday Period	
Semester 2 Modules & Dissertation Preparation	Semester 2 Modules
Summer Holiday Period & Dissertation	Summer Holiday Period
Dissertation Submission (September)	Semester 1 Modules & Dissertation Preparation
Graduation (Winter)	Dissertation
Studies completed	Dissertation Submission (March)
	Graduation (Summer)

A part time route for this Programme, both with or without internship, is available on application. The Division has an excellent track record of integrating part-time students into this and its other programmes. Part-time students are able to join with programme activities of interest to them, and to discuss their learning trajectory with the academic programme team at key points, and when requested.

The academic modules for this programme include a range of innovative approaches to teaching, learning and assessment, to enable students to actively engage with the key concepts and syllabus and to develop not only their academic knowledge and

understanding but also their skills and experience for the worlds of policy, practice and employment. Every student will participate in at least two intensive laboratory workshops/webinars or 'immersion days' on key cross-cutting thematic issues including on: the roles and significance of gender; the skills of using conflict analysis methods and conflict sensitivity guidelines for assessing and ensuring conflict sensitivity in fragile and conflict affected areas. These are incorporated into the core modules for the programme.

After completing the taught modules, students then undertake a substantial Dissertation project on a subject of their choice (relating to the Programme's aims and learning objectives). This involves research and analysis, and preparation of a Dissertation of up to 15,000 words. This is a major opportunity not only to research and prepare a substantial scholarly analysis of a specialist area in which the student is particularly interested, but also to demonstrate an advanced understanding of relevant policy and practitioner agendas and debates to increase the value of the Masters degree to pursue relevant careers.

There are opportunities to take specialist pathways, including thematic specialisms such as those indicated above, and also specialising in selected regions (e.g. Africa, Middle East), with opportunities for selected study visits (where these are feasible). This includes the high-profile Africa Study Visit to an African country recovering from conflict (which can be taken as an assessed element of the programme) or other further voluntary study visits, which have recently included visits to Northern Ireland, Hiroshima or to major locations of International Organisations, such as The Hague or Brussels as well as London. Students have opportunities to participate in an extended 'crisis response game' or similar international simulation games.

There is also the possibility to conduct detailed and collaborative enquiries through the dissertation project working closely with specific organisations and gaining access to their data or conducting interviews (in compliance with the University Research Ethics policies). See the Placement and Study Abroad section for more information about our partners and the Study Abroad Semester. While a student exchange visit may not be feasible for all students within a 12- month postgraduate programme, it is possible to conceive a well-designed research project for dissertation with a fieldwork period based in one of those institutions.

Note that any visits are subject to travel and quarantine restrictions and risk assessments and there may be an extra charge to students participating in some of these activities, but there may also be scholarship funding available on a competitive basis by application to help with the costs.

Work Placement Opportunity

There is an option to select an internship or placement opportunity which extends your programme duration by 3 months. Students may transfer to the placement route any time up to the middle of Semester 2 (specific deadline dates are provided in the Programme Handbook each year). The 15-month option (full-time) or 27-month option (part-time) provides students with further opportunities for developing professional experience and practical skills during their Masters programme by undertaking a voluntary placement or internship in a relevant organisation for a period of up to three months. This internship or placement normally starts shortly after the end of Semester 2.

After an internship is completed, students return to the University to proceed with researching and preparing their Masters dissertation, with the same requirements and academic supervision as for students on the shorter programme, except that the dissertation submission date is extended by approximately three months (actual submission dates are specified annually in the Programme Handbook) as appropriate for a longer programme.

All of the Masters programme routes provide excellent opportunities for engaging with the spheres of policy and practice as well as with academic studies. However, the 3-month placement options provide further enhanced opportunities for integrating practitioner community engagement (such as internship experience) with their academic studies. This element of the programme is student-centred and student-led, and thus the initiative for identifying and applying for internships is driven by the students. The academic staff in the programme team can facilitate and support such searches for suitable placements with leads and suggestions, help with the writing of applications, and provide supporting letters of reference. They provide customised preparatory training before students who choose the placement route, and mentoring support as useful during the period of the placement or internship.

Students who transfer to the 15-month/27-month programme may be charged an additional tuition fee, reflecting this additional support. Please see the Placement and Study Abroad section for more details.

Programme Aims

The programme aims to develop comprehensive and systematic understanding of students to various dimensions of sustainable development and the complexities of shaping, influencing and informing policy analysis and achieving impact in the world.

The programme is intended to:

- Enable students to develop advanced knowledge and understanding of concepts, theories and frameworks of sustainable development and their application in policy and practice.
- Develop students' skills to analyse, synthesise and critique current and emerging research and practice and critically appraise evidence using insights at the forefront of the discipline and practice.
- Advance students' knowledge and understanding of skills and techniques to develop innovative ideas and originality in the application of knowledge in relation to sustainable development policy and practice for their own research and advanced scholarship.
- Develop students' skills to formulate and independently investigate a complex issue related to sustainable development by developing appropriate research questions and critically evaluating evidence to answer such questions and communicating their findings at an advanced level.
- Develop autonomous learning skills for lifelong learning to become even better at being an independent learner and critical and creative thinker.

- Further develop skills in communicating complex ideas and issues to different groups of stakeholders.
- Equip students with the knowledge and skills to become a reflective and critical practitioner and work as an effective team member in culturally diverse groups and teams.

Programme Learning Outcomes

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

1. Critically evaluate advanced theoretical concepts in sustainable development and its framing in order to create original critiques of the existing literature and policy discourse.
2. Develop an advanced understanding of policy analysis skills and a systematic understanding of institutions and quality of government.
3. Synthesise complex information from a range of sources and on a range of issues related to sustainable development in order to develop new theoretical approaches and practical solutions.
4. Use initiative in self-directed learning and construct better arguments that challenge existing knowledge paradigms.

Additionally, to be eligible for the award of **Postgraduate Diploma** at FHEQ level 7, students will be able to:

5. Develop advanced knowledge and understanding of contemporary transnational and global problems of environment and development.
6. Show an advanced understanding of concepts and theories of sustainable cities; critically examine ideological, ethical and institutional perspectives on sustainable cities, the contradictions, possibilities and challenges of applying these concepts for urban policy and a number of issues related to sustainable smart cities; and critically examine the link between sustainability and well-being and existing and new indicators and their relevance to Sustainable Development Goals agenda.
7. Develop a critical, ethical and reflective approach to implementing practice or policy-based interventions and understanding and assessing their applications in diverse cultural, geographic and socio-economic contexts.
8. Apply originality and creative problem-solving in dealing with complex development problems in order to generate new approaches and insights with practical applications in the real world.

Additionally, to be eligible for the award of **Degree of Master** at FHEQ level 7, students will be able to:

9. Demonstrate a detailed, rigorous and original critique of current research and scholarship at the forefront of the discipline in a specialist area of sustainable development – focusing on the complex real-world context of either a developed

country or region or a developing country or region or fragile and conflict affected countries or regions.

10. Identify, design and apply appropriate research methods and strategies for specific purposes and applications demonstrating a comprehensive, critical and reflective understanding of relevant techniques in the field.

Learning and Teaching Strategy

As an advanced postgraduate programme, learning and teaching is based on developing critical reflection and active learning. Research-led teaching means that the staff members delivering the teaching will be themselves engaged in research at the cutting edge of the field. This is the case in all our modules.

The blended learning and teaching strategy for this programme emphasises the acquisition of academic skills, familiarity with contemporary policy and professional competencies related to peace and development work. The strategy provides a wide range of teaching and learning methods including by online (and subject to health and safety by face to face) approaches and opportunities in and across modules for student presentations. A range of innovative approaches to blended teaching and learning are incorporated throughout the programme, enabling active study and analyses of important contemporary issues relating to sustainable development, so that learning about theories develops closely with understandings about the application to real problems.

In addition to student learning within modules, personal academic tutors will support individual students' academic development, helping them to analyse their learning needs, develop appropriate learning strategies and reflect on their progress. Employability and professionalism capabilities and attributes are developed through group and pair work, in and out of class, and experience with oral, written and other audio-visual presentations. In some modules, these skills are given a sharp focus, and self-reflection on skill development is an explicit learning outcome for the modules.

Extensive optionality is provided within some modules, where students are supported to select their own projects, case-studies and topics within the overall syllabus. The dissertation project is also chosen (within the overall scope of issues relating to Sustainable Development), designed and undertaken by each student, under academic supervision. Furthermore, during the first and second semesters of the programme, students will have the opportunity to participate in intensive blended laboratory workshops or 'immersion days' on key cross-cutting thematic issues including on: the roles and significance of gender; and various challenges for sustainable development. These are incorporated into the core modules for the programme.

Assessment Strategy

The assessment strategy is based on principles of rigour, constructive alignment, diversity and inclusion. It employs a well-developed range of formative and summative assessments tasks which are designed to help students to develop and demonstrate their understandings and skills as set out in the learning outcomes for each module and for the Programme overall. The formative assessment strategy includes monitoring learning throughout each semester using a range of class activities, tutorials and coursework, including reports, essays, reflective notes, literature reviews, oral or audio-visual

presentations, and group and individual tasks; for which formative feedback is given. During the process of selection, refinement, research and drafting of the dissertation project, formative feedback and guidance will be provided by a personal supervisor, as well as by other members of academic staff on request. The dissertation module has been designed with a view to maximising students' engagement in a structured process of research, with formative feedback built in from the start.

Summative assessment is similarly through a variety of tasks, including essays, reports, policy briefs, case study analyses, oral and audio-visual presentations, and reflective notes. Each module is assessed by specified modes of assessment, as described in the relevant module descriptor. Some of the modules may be assessed through submission of a portfolio of work. A Portfolio is a specific set of assignments of varying types and lengths, including reports, essays, and written or oral project presentations.

While all of our assessment tasks will be designed with the aim of promoting an inclusive and accessible curriculum for all, we will, in co-ordination with the Disability Service, work with any individual students who might have additional access requirements to find solutions appropriate to their needs.

Curriculum

The curriculum has been carefully designed to ensure coherence and progression through the programme of study. This programme also provides the opportunity for granular personalised learning and specialism where students can take one option in semester 1 and two options in semester two. The curriculum may change, subject to availability and the University's programme approval, monitoring and review processes.

Semester 1 (September)

The first semester provides an advanced understanding in two core areas: the development, implementation and debates concerning sustainable development concepts, norms, policies and programmes; and issues of governance and sustainable development. Optional modules allow further specialisation in relation to a number of key areas, including options on security and development in fragile or conflict affected areas; development theory; development practices; project planning and design; project appraisal; economic growth and development; dynamics of politics and security in Africa; contemporary security challenges; international relations; and designing and assessing conflict intervention processes.

Students will take the following core taught modules:

Module Code	Module Title	Module Type	Credit	FHEQ Level	Study Period
DEV7026-B	Critical Perspectives on Sustainable Development	Core	20	7	Sem 1
DEV7037-B	Policy Analysis for Governance and Development	Core	20	7	Sem 1

and select a further 20-credit optional module from the following choices:

Module Code	Module Title	Module Type	Credit	FHEQ Level	Study Period
PES7035-B	African Politics and Security Dynamics	Option	20	7	Sem 1
DEV7007-B	Economic Growth and Development	Option	20	7	Sem 1
PES7048-B	Security and Development in Fragile and Conflict Affected Areas	Option	20	7	Sem 1
PES7064-B	Theories and Practices in Conflict Resolution	Option	20	7	Sem 1
DEV7003-B	Issues in Development Theory	Option	20	7	Sem 1
Any	University Semester 1 Elective	Elective	20	6/7	Sem 1
PES7065-B	Social-Ecological Systems and Crises	Option	20	7	Sem1

Students may elect to study no more than 20 credits from outside of this list in the programme as a whole (a University Elective in either Semester 1 or Semester 2, but not in both).

Semester 2 (January)

Semester 2 offers opportunities to deepen knowledge of particular contexts, themes or policies relating to peace, conflict and development and their inter-relationships, building directly on the previous core modules. One core focus is on contemporary urban challenges and the development of sustainable cities.

In addition, students can then develop their knowledge by choosing an option from a range of modules. For example, specialist regional understanding can be developed through engagement with either the module on Middle East Politics and Security Dynamics or the Africa Study Visit (subject to risk assessment). Your knowledge and skills with assessing progress towards sustainable development goals can be developed through the module Assessing Development Practices, Needs and Outcomes.

Thematic knowledge relevant to sustainable development may be developed through study of natural resource governance; gender, conflict and development; transnational problems and international governance relating to environment, trafficking and crime, including the development, implementation and effectiveness of regional and international environmental regimes and their inter-relationships with global mechanisms for sustainable development and resilience; finance for development; or movements for social and ecological justice while familiarity with skills and competencies associated with contemporary policy paradigms may be gained through participation in the Peacekeeping and Peacebuilding.

Students will take the following compulsory taught module:

Module Code	Module Title	Module Type	Credit	FHEQ Level	Study Period
PES7052-B	Sustainable Cities	Core	20	7	Sem 2

and select two 20-credit optional modules from the following choices:

Module Code	Module Title	Module Type	Credit	FHEQ Level	Study Period
PES7045-B	Natural Resource Governance	Option	20	7	Sem 2
PES7041-B	Gender, Conflict and Development	Option	20	7	Sem 2
PES7046-B	Peacekeeping and Peacebuilding	Option	20	7	Sem 2
PES7034-B	Africa Study Visit	Option	20	7	Sem 2
DEV7039-B	Assessing Development Practices Needs and Outcomes	Option	20	7	Sem 2
PES7062-B	Environment, trafficking and crime: transnational issues and International Governance	Option	20	7	Sem 2
DEV7001-B	Finance for Development	Option	20	7	Sem 2
Any	University Semester 2 Elective	Elective	20	6/7	Sem 2

Students may elect to study no more than 20 credits from outside of this list in the programme as a whole (a University Elective in either Semester 1 or Semester 2, but not in both).

Dissertation

The preparation and submission period will vary depending on the student's route (academic or internship) and mode of study (full-time or part-time).

Full-time students will prepare begin to prepare their dissertation in semester 3 and submit in the autumn/winter. Students who undertake the part-time route will commence the dissertation process and submit their dissertation in the second year of study. All students will be supported in their dissertation work by an academic supervisor.

FHEQ Level	Module Title	Type	Credits	Study Period	Module Code
7	Dissertation	Core	60	Full Year, Academic Year or Non-Standard Academic Year	PES7040-E

Placement and Study Abroad

The Professional Experience is a work experience element of the programme. This normally takes the form of an internship in another organisation and can be either undertaken in the UK or abroad. Students normally use their placement period and experience to inform and shape their dissertation.

Planning for the placement/internship starts several months in advance usually in the first semester itself. The Division will provide information sessions. The process may involve several steps including:

- Identifying and searching for voluntary placement/internship opportunities
- Preparing applications, covering letters, supporting letters of reference

- Contacting relevant organisations, arranging for and agreeing specifics such as location, domain of work, start and end dates, focal point, terms of reference of placement and what the student is expected to do and the days and hours
- Sorting out financial planning issues, visas, travel risk assessments and permissions
- Discussing with the relevant contact person in the host organisation about aims and reviewing arrangement.

Students are required to complete a form detailing their proposed activities and obtain permission from the Division before they are able to go on placement/internship. Many organisations also offer virtual placements or virtual internships and in the context of Covid19 and such health risks, these may be a more feasible option.

Upon completing the period of placement/internship, students should come back on the programme and submit a completion report summarising key learning points before they can formally continue work on their dissertation. For those choosing the 15-month Full Time option or a Part Time route (on application) including voluntary placement/internship, the degree of master will be awarded on successful completion of a voluntary placement or internship of up to three months. Those on the 15-month Full Time route are expected to start the placement/internship shortly after the end of Semester 2, that is to undertake it during the summer period (semester 3). Those on the Part Time route are able to do this (on application) after they complete the 120 credits of taught programme.

Placement, Students on the Rotary route

Module Code	Module Title	Module Type	Credit	FHEQ Level	Study Period
PES7023-Z	Professional Experience (Rotary Peace Fellows Applied Field Experience)	Core	0	7	Sem 3

Placement, All other students

Module Code	Module Title	Module Type	Credits	FHEQ Level	Study Period
PES7056-Z	Voluntary placement/ internship	Core	0	7	Sem 3

Other Study Abroad

Students are welcome to explore available opportunities for a Study Abroad Semester that may be viable for them via our International Opportunities team.

A Study Abroad Semester can be available **ONLY** if the modules offered by the host institution allow the student to meet the learning outcomes of the Bradford Programme during Semester 1 **OR** Semester 2.

Any student wishing to study abroad for a semester should first contact the International Opportunities Team to explore the opportunities and funding in place and, secondly, the Faculty Exchange Coordinator to check if the available options and relevant modules are in line with the University requirements. Following these checks, the International

Opportunities Team and the Faculty Exchange Coordinator will liaise with the relevant Programme Leader to validate the modules and the semester exchange.

The semester exchange requires students to study only modules suitable to the Bradford programme when abroad. Therefore, all modules selected for the exchange will have to be mapped to the Bradford programme learning outcomes and be approved by the Programme Leader and the Director of Studies in Bradford in advance of the exchange. During the exchange, if the student needs to change the modules, this can only be done after approval of the Programme Leader and Director of Programmes.

If the student fails a module abroad, the student must:

- a) Immediately inform the International Opportunities Team and the Faculty Exchange Coordinator
- b) explore the possibility of re-taking any exams at the host institution.

During the exchange, students will have support from the relevant University services. All credit successfully obtained whilst on study abroad semester will count towards the student's final degree. Our International Opportunities team can advise students about the available funding to support their study or work experience abroad.

The list of exchange partners and network of Universities available for Study Abroad Semester, as well as further information about international opportunities can be found online at www.bradford.ac.uk/exchanges/current-students.

Please note: Some exchange institutions are only available to undergraduate or postgraduate students. Any potential overseas exchange is dependent on student eligibility, student finance, and the appropriate modules required to fulfil the requirements of the programme being available at either institution.

Assessment Regulations

This Programme conforms to the standard University Undergraduate Assessment Regulations which are available at the link www.bradford.ac.uk/regulations.

Achievable Awards

Students will be eligible to exit with the award of **Postgraduate Certificate in Sustainable Development** if they have successfully completed 60 credits and achieved the award learning outcomes.

Students will be eligible to exit with the award of **Postgraduate Diploma in Sustainable Development** if they have successfully completed at least 120 credits and achieved the award learning outcomes.

Students will be eligible for the degree award of **Master of Science in Sustainable Development** if they have successfully completed at least 180 credits and achieved the award learning outcomes.

Admission Requirements

We take into consideration a number of factors when assessing your application. It's not just about your grades; we take the time to understand your personal circumstances and make decisions based on your potential to thrive at university and beyond.

Academic Admission Requirements

The standard entry requirements for this postgraduate programme are that all applicants have at least a Bachelor's degree with honours classified as lower second-class (2:2, or equivalent). Relevant professional or voluntary activities would be desirable as the course will draw on your experience and the experiences of your fellow students.

Language Competency

As the programme is taught in English, all applicants are required to have GCSE Grade 4 (national grade C) or above in English Language. Alternative RQF Level 2 qualifications such as Key Skills are also acceptable if equivalent. For international students, the standard English language requirements for the University apply and these are listed at <https://www.bradford.ac.uk/international/entry-requirements/> .

Access and Recognition of Prior Learning

Applications are welcome from students with non-traditional qualifications, or with significant personal and professional experience.

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.

The University of Bradford has always welcomed applications from disabled students. To discuss adjustments or to find out more about support and access, you may wish to contact the Disability Service before you apply at www.bradford.ac.uk/disability/before .