

Programme Title: Postgraduate Certificate in Public Administration



Programme Specification

Awarding Body/Institution	Queen Mary University of London
Teaching Institution	Queen Mary University of London
Name of Final Award and Programme Title	Postgraduate Certificate in Public Administration
Name of Interim Award(s)	n/a
Duration of Study / Period of Registration	12 Months (Full-time)
QM Programme Code / UCAS Code(s)	M3PA
QAA Benchmark Group	
FHEQ Level of Award	Level 7
Programme Accredited by	N/a
Date Programme Specification Approved	
Responsible School / Institute	School of Business & Management

Schools which will also be involved in teaching part of the programme

N/a

Institution(s) other than Queen Mary that will provide some teaching for the programme

N/a

Programme Outline

The Queen Mary University of London MPA programme is designed to meet the learning and leadership development needs of those involved in developing, commissioning and running public services around the world. The programme emphasises ways in which academic learning is linked and applied in practice. Modules are taught using real-world cases from many countries and simulations. The programme draws on the experience of an advisory group of former and current senior public managers and elected representatives.

QM's programme is distinctive from other MPAs in that it

- is international in content, and makes intensive use of cross-nationally comparative frameworks across the curriculum;
- is oriented as much to frontline public services as to work in central government policy settings;
- is interdisciplinary;
- emphasises the political context for public management;
- emphasises equality and diversity issues;
- recognises of the importance of ethical issues in public management;
- is based in a business school and therefore is strongly management-centred and has close links to practice;
- draws on guest contributions from serving and former senior public managers and officials;
- stresses skills as well as knowledge, and therefore offers Continuous Professional Development.

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The university's close connections with public authorities both in British central government and in the disadvantaged areas of east London provide students with opportunities for contact with practitioners in public management both in guest contributions and in student group project work done for public authorities as clients.

The MPA is available in both full-time and part-time modes. It is taught within the School of Business and Management.

In addition, a programme of continuing professional education in skills and practices of public management develops students' management and organisational skills. Staff contributing to this programme bring a wide range of experience, including from their work as consultants to government agencies, work in think tanks and in public services. These are not assessed or made compulsory, but students are expected to participate. These activities will be a scheme in which students work in teams to develop ideas for innovations or reforms in public management that could be adopted by public authorities, which they present on a competitive basis to a "Dragons' Den" of senior serving and former public managers, policymakers reformers and advisers.

Summative assessment uses various methods, ranging from conventional academic coursework through to shorter specific exercises and analyses of data. Formative assessment takes place using class presentations and debates, short written exercises and groupwork.

Aims of the Programme

The programme prepares students, most of whom already have three years' working experience, for positions of significant responsibility and leadership in public services whether provided by government, private or non-profit agencies. The programme aims to provide students with a deep understanding of the dynamics of change in the public services and the analytical tools to plan and manage those services. Learning outcomes therefore emphasise strong analytical and problem-solving skills but also "softer" skills in human resource management, partnership working, communication and negotiation.

The MPA programme enhances QMUL's role as a major centre for postgraduate public management education, and advances QM's place as a source of ideas and debate about the future of public services internationally as well as in the UK. It provides QM with significant strategic research and consultancy capacity for work on public services. The programme builds on existing successful initiatives at QM such as the Mile End Public Policy Institute, and the strengths of the School of Business and Management in the fields of equality and diversity, development and international management. In 2012 the School created the post of professor and senior lecturer in public management to strengthen its capacity to deliver the MPA as well as QM's research base in the field.

What Will You Be Expected to Achieve?

You will be expected to achieve an advanced level of knowledge and evidence-based understanding of public management, which will be demonstrated in the completion of assessed coursework

Academic Content:

A1	Knowledge and understanding of the context for and the distinctive features of public management, and of key analytical tools used to analyse, explain, interpret public management problems, opportunities, risks, policy implementation challenges and context.
A2	Knowledge and understanding of the main intellectual frameworks in use in the field of public management and of key methodological issues involved in researching public management.
A3	Knowledge and understanding of the principal drivers of change and reform in public management internationally

Disciplinary Skills - able to:	
B1	develop analytical and inferential skills and skills in using, applying critically exploring theory using empirical evidence, and in working with multiple theoretical frameworks
B2	to present analysis verbally and in writing which is persuasive and shows intellectual integrity
B3	The ability to think critically and creatively: organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately

Attributes:	
C1	effective public manager, able to implement legitimate political and administrative expectations
C2	effective public manager, with enriched skills in both teamwork and leadership, in practical analysis and execution
C3	effective public manager, with developed ethical and political and organisational appreciation of context, responsive both to imperatives from elected representations, service users, staff and wider standards

How Will You Learn?

Lectures, seminars and independent study constitute the principal learning processes for most modules. Students also work together throughout the course. Seminars take the form of individual and group presentations, structured debates and joint study of current and recent case studies from a wide variety of countries. Senior serving and former figures from public management make guest contributions. A range of continuing professional development activities (CPD) is also provided.

How Will You Be Assessed?

Summative assessment will use various methods, ranging from conventional academic coursework through to shorter specific exercises and analyses of data: examinations are not appropriate for a programme of this nature. Formative assessment will take place using class presentations and debates, short written exercises and groupwork

How is the Programme Structured?

Please specify the full time and part time programme diets (if appropriate).

The programme will consist in four compulsory modules each of 15 credits at level 7.

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Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Economics of the Public Sector	BUSM074	15	7	Compulsory	1	Semester 1
Public Financial Management and Accounting	BUSM076	15	7	Compulsory	1	Semester 1
Organisation Behaviour in the Public Services	BUSM078	15	7	Compulsory	1	Semester 1
Public Policy and Governance	BUSM080	15	7	Compulsory	1	Semester 1
Continued Professional Development workshops for MPA	BUSMXXX	0	7	Compulsory	1	Semester 1

What Are the Entry Requirements?

A degree of least a 2:1 level for UK applicants and equivalent for overseas students, in any discipline, or an equivalent professional qualification, PLUS normally a minimum of three years' work experience, preferably but not necessarily in the public services or public management. The requirement for three years work experience may be waived for exceptionally well-qualified candidates.

For students whose first language is not English, we shall require an IELTS score of 7.

How Do We Listen and Act on Your Feedback?

There are both formal and informal channels of feedback within the School.

Each PGT programme has a dedicated Programme Director who also acts in most instances as the Academic Advisor for students in that programme. Students are introduced to their Programme Director during the induction week and are encouraged to approach them for academic advice or to discuss issues and/or concerns during their time of study.

Students may also speak with or write to the Director of Postgraduate Taught Programmes about their issues and concerns or to provide feedback.

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The Staff-Student Liaison Committee (SSLC) provides a formal means of communication and discussion between schools/institutes and its students. The Committee consists of student representatives from each programme in the School together with appropriate representation from staff within the school. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. The School's Staff-Student Liaison Committee meets formally once each semester. The minutes of the meetings are published to the School and the action points for these are noted and responded to accordingly.

Feedback from SSLC meetings, module evaluations and the PTES results are also considered by the School's Teaching and Learning Committee which has oversight on matters relating to the delivery and quality of taught programmes at School level.

The School operates a structure to address complaints raised by students and students can directly approach the Head of School if they deem every other channel as not having served their purpose. This information is available to students via the Student handbook, the Virtual Learning Environment and the School's website.

All schools/institutes operate an Annual Programme Review (APR) of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school/institute's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the PTES and module evaluations.

Academic Support

The School of Business and Management aims to provide a high quality teaching and learning environment. Teaching will be by research-oriented staff complemented where appropriate by Teaching Fellows, who will combine specialist knowledge of their subject with a critical attitude to its delivery. Students will, accordingly, be working in a challenging, supportive environment

The induction week prior to the start of Semester A provides introductory talks on all of the services and support mechanisms available within the School and College.

Students on this programme will be supported by the individual staff members running modules on this program in terms of immediate advice on a specific module: course content, assignments and exam structure. Students are also assigned an academic advisor whom they are encouraged to consult for academic related support. Beyond this, the administrative staff also provide support services for non-academic matters.

The School uses various channels of communication to provide updates on teaching timetables, module information, events and support services (e.g. Plasma Screens, notice boards, Virtual Learning Environment).

Programme-specific Rules and Facts

Attendance at non-credit bearing CPD workshops throughout each semester is compulsory.

Specific Support for Disabled Students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia

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- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations and guidance for examiners
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one study skills tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Access to specialist mentoring support for students with mental health issues and Autistic Spectrum Disorders.

Links With Employers, Placement Opportunities and Transferable Skills

The programme's Advisory Group will consist in leading serving and former public managers and public officials, who will provide links with potential employers. We shall also use leading serving and former public managers and public officials in our "Dragons' Den" exercise, to ensure that students are in contact with potential British employers.

Most students on the programme are expected to be international students from a very wide range of countries across Latin America, Asia and Africa, and we cannot feasibly develop contacts with employers in all of these countries. However, we are developing plans to include personal career planning sessions in our associated series of continuous professional development activities for the MPA students.

Programme Specification Approval

Person completing Programme Specification

Lorna Ireland (PG Programmes Manager)

Person responsible for management of programme

Professor Perri 6

Date Programme Specification produced/amended by School Learning and Teaching Committee

13 Jan 2016

Date Programme Specification approved by Taught Programmes Board