

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 Diploma in Public Administration
Name of Interim Award(s)	
Duration of Study / Period of Registration	12 months, full time; 24 months, part time
QM Programme Code / UCAS Code(s)	
QAA Benchmark Group	Masters' degrees in business and management, 2007
FHEQ Level of Award	Level 7
Programme Accredited by	
Date Programme Specification Approved	27 Nov 2013
Responsible School / Institute	School of Business & Management

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

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

Programme Outline

The Queen Mary University of London Postgraduate Diploma in Public Administration is designed to sit alongside the Masters in Public Administration, and indeed will draw upon modules from the MPA. Like the MPA, it 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 to and applied in practice. Modules are taught using real-world cases from many countries and simulations. Continuing professional development workshops and activities on the practice of public management develop students' management and social skills. Staff involved in these sessions bring a wide range of experience, from their work as consultants to government agencies, work in think tanks and in public services. 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 and PGCert and PGDip programmes in public management in that it

- offers flexible learning; full-time and part-time routes as well as, now, the Postgraduate Certificate and Diploma;
- 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, involving contributions from the schools of politics and health;

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- emphasises the political context for public management;
- emphasises equality and diversity issues;
- recognises the importance of ethical issues in public management;
- is based in a management school rather than a Department of Politics or Public Policy and therefore is more 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.

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 programme will prepare students 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.

Associated with the programme is a body of Continuing Professional Development activities developed specifically for the MPA and PGDip students. These are assessed nor are they compulsory, but PGDip students in particular will be strongly encouraged to participate. As well as skills workshops, these activities will include a scheme in which students will work in teams to develop ideas for innovations or reforms in public management that could be adopted by public authorities, which they will present on a competitive basis to a "Dragon's Den" of senior serving and former public managers, policymakers reformers and advisers drawn from our distinguished advisory group.

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

Aims of the Programme

The programme will prepare students, who will 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.

As Part of the Masters in Public Administration, the Diploma will enhance QMUL's role as a major centre for postgraduate public management education, and advance QM's place as a source of ideas and debate about the future of public services internationally as well as in the UK. It will provide 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 Group, and the strengths of the School of Business and Management in the fields of development and international management.

The MPA is the flagship programme associated with the new Centre for Government and Leadership, in the development of which the public management group in the School of Business and Management has taken the lead. The centre is now holding seminars and running a blog on public management issues. These activities are designed to attract the interest of staff in the public services and to show them that QM is a centre of thoughtful and topical debate informed by research and scholarship about the public management issues with which they are wrestling in their work.

What Will You Be Expected to Achieve?

Academic Content:

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A 1	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.
A 2	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.
A 3	Knowledge and understanding of the principal drivers of change and reform in public management internationally

Disciplinary Skills - able to:	
B 1	develop analytical and inferential skills and skills in using, applying critically exploring theory using empirical evidence, and in working with multiple theoretical frameworks
B 2	to present analysis verbally and in writing which is persuasive and shows intellectual integrity
B 3	develop judgement about public management problems and implementation challenges in complex situations of political pressure and conflicting imperatives

Attributes:	
C 1	effective public manager, able to implement legitimate political and administrative expectations
C 2	effective public manager, with enriched skills in both teamwork and leadership, in practical analysis and execution
C 3	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 in learning sets throughout the course. Seminars take the form of 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) are run with the new organisational and management learning group in the School.

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?

The programme will consist of five compulsory modules each of 15 credits at level 7 and three elective modules each of 15 credits at level 7, making 120 credits in total.

The compulsory modules will be

1. Public policy and governance BUSM080 (semester 1)
2. Economics of Public Policy BUSM074 (semester 1)
3. Public financial management and accounting BUSM076 (semester 1)
4. Organisation behaviour in the public services BUSM078 (semester 1)
5. Policy evaluation and research methods BUSM079 (semester 2)

The elective modules will be

6. Leadership and Strategy in Public Service Delivery BUSM075 (semester 2)
7. Human resource management in the public services BUSM077 (semester 2)
8. Global governance and international organisations BUSM068 (semester 2)
9. Economics of development BUSM073 (semester 2)
10. Managing diversity BUSM017 (semester 2)

Part time students will take 2 compulsory modules and 2 elective modules in the first year, followed by 3 compulsory modules, 1 elective module in the second year. In their first year, part-time students will take "Public policy and governance" but may choose which additional compulsory module they wish to take in their first year. In addition, part time students will take "Policy evaluation and research methods" in their second year.

Full time students will, therefore, take the four compulsory modules numbered 1 through 4 above in semester 1 and they will take three elective modules and the compulsory "Policy evaluation and research methods" in semester 2.

The PGCert and PGDip will support the MPA directly. Students will be allowed to transfer from the PGDip onto the MPA should they wish to continue their studies. Likewise those awarded the PGDip qualification will be able to apply to QM again for a place on the MPA (subject to availability) a minimum of 12 months after they have completed their Diploma. The 120 credits achieved during the PGDip will be accredited to reduce the number of modules required to be taken for the MPA, the student will be required to pass the dissertation, worth 60 credits, to be awarded the MPA.

Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Public policy and governance	BUSM080	15	7	Compulsory	1	Semester 1
Leadership and Strategy in Public Service Delivery	BUSM075	15	7	Elective	1	Semester 2
Organisational behaviour in the public services	BUSM078	15	7	Compulsory	1	Semester 1

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Economics of Public Policy	BUSM074	15	7	Compulsory	1	Semester 1
Research Methods for Business and Management	BUSM027	15	7	Compulsory	1	Semester 2
Public financial management and accounting	BUSM076	15	7	Compulsory	1	Semester 1
Human resource management in the public services	BUSM077	15	7	Elective	1	Semester 2
Global governance and international organisations	BUSM068	15	7	Elective	1	Semester 2
Economics of development	BUSM073	15	7	Elective	1	Semester 2
Managing diversity	BUSM017	15	7	Elective	1	Semester 2

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 year's 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 a TOEFL score of 100 or 7 IELTS.

How Do We Listen and Act on Your Feedback?

The Staff-Student Liaison Committee provides a formal means of communication and discussion between Schools and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for the completion of the school's Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the relevant Undergraduate or Postgraduate Annual Programme Review pro-forma. Students' views are considered in this process through analysis of the NSS and module evaluations.

Academic Support

All students will attend an initial programme induction day in September. The programme director will act as the student's personal tutor and will be available on a weekly basis of "office hours" for Diploma students.

Programme-specific Rules and Facts

n/a

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
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- 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)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

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.

We are developing plans to include personal career planning sessions in our associated series of continuous professional development activities for the MPA students.

Students taking the postgraduate diploma programme will be encouraged to take part in a series of (non-assessed) Continuing Professional Development (CPD) workshops which take bodies of theory or conceptual frameworks and use them to develop practical skills. This will be especially attractive to mid-career public managers seeking to rise to more senior positions which require the highest level combined analytical and practical abilities in, for example, public sector bargaining and negotiation, inter-agency working, and support for policymakers at the highest level including elected politicians.

Programme Specification Approval

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Person completing Programme Specification

Naomi Britton, Executive Education Administrator

Person responsible for management of programme

Perri 6, Professor in Public Management

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

4 Nov 2013

**Date Programme Specification approved by
Taught Programmes Board**

27 Nov 2013