

Programme Specification

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| Awarding Body/Institution | University of London |
| Teaching Institution | Queen Mary, University of London |
| Name of Final Award and Programme Title | Masters of Research (MRes) in Public Policy |
| Name of Interim Award(s) | |
| Duration of Study / Period of Registration | 24 months (PT); |
| QM Programme Code / UCAS Code(s) | L2R6 |
| QAA Benchmark Group | |
| FHEQ Level of Award | Level 7 |
| Programme Accredited by | |
| Date Programme Specification Approved | 22 Aug 2013 |
| Responsible School / Institute | School of Politics and International Relations |

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

This programme combines a comprehensive introduction to theories of policy making with a rigorous appreciation of both qualitative and quantitative research methods in the social sciences. We believe that the study of public decision-making should go hand in hand with an appreciation of the rival conceptions of rationality and the alternative research methodologies which inform both the collection of data and its interpretation in the policy world. By combining comprehensive theoretical training with a strong research based element we aim to equip our students with the skills required to pursue higher level work, initially in order to complete their independent dissertations, but also for the pursuit of future PhD level work in public policy and political science, preferably here at Queen Mary.

Aims of the Programme

The module aims to equip students with the capacity to think critically about the theory and practice of policy-making in the modern state. To this end, students will be introduced to rival conceptions of rationality and decision-making, including instrumental, strategic and communicative rationality approaches to public administration. The course further aims to provide students with a comprehensive training in the core research methods of the social sciences, including both qualitative and quantitative research techniques. Students will be encouraged to relate their understanding of the nature of rationality and

decision-making to issues of appropriate research design and data interpretation in the policy world.

What Will You Be Expected to Achieve?

On successful completion of the programme, students should be able to:

Academic Content:

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| A 1 | Demonstrate knowledge of the competing conceptions of rationality and decision-making that inform work in public policy and public administration |
| A 2 | Understand the political and organisational world within which efforts are made to influence and control public policy |

Disciplinary Skills - able to:

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|-----|---|
| B 1 | Display competence in the use of both qualitative and quantitative research techniques in the social sciences |
| B 2 | Relate debates concerning the nature of rationality to the interpretation of social science data. |
| B 3 | Construct and implement a research proposal within the discipline of political science |

Attributes:

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| C 1 | Able to do independent research. |
| C 2 | Able to apply theory and methods to concrete issues and cases. |

How Will You Learn?

The programme will be delivered through a combination of lectures, seminars, interactive workshops.

How Will You Be Assessed?

Assessment will be by essay, examination, oral presentation and literature review.

There may be some variation in the assessment for particular options offered across the Department and Faculty.

How is the Programme Structured?

Students enrolling on this MRes programme will take the following modules:

In the first year, students take the following core/compulsory modules:

POLM001 Theories of the Policy Making process - 30 credits (Sem 1)

POLM003 Implementation and Evaluation - 30 Credits (Sem 2)

In the second year, they take the following core/compulsory modules:

POLM036 Qualitative and Quantitative Research Methods - 60 credits (Sem 1 & 2)

POLM017 Dissertation - 60 credits (Sem 3)

Students will also have the option of taking the non credit bearing module POLM058 Political Analysis.

Academic Year of Study 1

| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester |
|---|-------------|---------|-------|-------------------------|------------------------|-----------------|
| Implementation and Evaluation | POLM003 | 30 | 7 | Compulsory | 1 | Semester 2 |
| Dissertation | POLM017 | 60 | 7 | Core | 2 | Semester 3 |
| Theories of the Policy Making Process | POLM001 | 30 | 7 | Compulsory | 1 | Semester 1 |
| Qualitative and Quantitative Research Methods | POLM036 | 60 | 7 | Compulsory | 2 | Semesters 1 & 2 |
| Political Analysis | POLM058 | 0 | 7 | Study only | 1 | Semesters 1 & 2 |

What Are the Entry Requirements?

Upper-second class honours degree in Politics, International Relations, Critical Theory or a related discipline.
Proficiency in English equivalent to IELTS 7.5

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 module evaluations.

Academic Support

Students take part in a School wide induction programme. They will have a designated personal tutor as well as a designated dissertation supervisor, both of whom will meet with the students on a regular basis. The School has a Senior Tutor for MA students who will also be available to see students.

Students are also kept informed about support and help available either within the school, such as dedicated personal adviser weeks, or support workshops organised by Advice and Counselling at QM or the Language and Learning Unit, via the postgraduate administrator and school office.

Programme-specific Rules and Facts

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

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- 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

N/A

Programme Specification Approval

Person completing Programme Specification

Robbie Shilliam

Person responsible for management of programme

Robbie Shilliam

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

8 Aug 2013

Date Programme Specification approved by Taught Programmes Board

22 Aug 2013