UNIVERSITY OF YORK

POSTGRADUATE PROGRAMME SPECIFICATION

This document applies to students who commence the programme(s) in:	September 2017
Awarding institution	**Teaching institution**
University of York	University of York
Department(s)	**Board of Studies**
Social Policy and Social Work	Social Policy and Social Work
Award(s) and programme title(s)	**Level of qualification**
Masters in Public Policy and Management (MA)	Level 7 (Masters)

Award(s) available *only* as interim awards (i.e. not available for direct entry)
PG Certificate in Public Policy and Management (exit award only)
PG Diploma in Public Policy and Management (exit award only)

Admissions criteria

Academic background

A good second class (undergraduate) degree or equivalent qualification. Applicants without undergraduate qualification may also be considered if they have sufficient professional experience.

Professional experience

Experience is required in the public service field. This includes roles in government at national and local level, non-governmental and inter-governmental organisations, the voluntary and charitable sector, and private sector roles which support or deliver public services.

English Language

Applicants who are not from a majority English speaking country (as defined by the UK Home Office) will need to show evidence of meeting the University's English language requirements in accordance with the information on the University website for distance learners:

- IELTS score of 6.5 with no less than 6.0 in any element; or
- PTE: 61 with no less than 55 in each component; or
- Cambridge Certificate of Proficiency in English A and B, or Certificate in Advanced English A

Time to study

Students require an average of 15 study hours each week to successfully manage the programme. This includes reading and participation in group discussions, as well as time for any written exercises and private study.

Applicants must accept a commitment to participate in the mandatory programme of weekly asynchronous module discussions/group activities.

Technical

In order to participate in the programme, students require reliable access to the internet with a minimum speed of 0.5mbps to enable access to the VLE (Moodle), the university library facilities, email (Googlemail), and various web sites used as resources. An office software suite compatible with Word and Excel formats is also essential, as is basic IT literacy (the capacity to use email and word processing and to access the Internet).

Length and status of the programme(s) and mode(s) of study

Programme	Length (years) and status (full-time/part-time)	Start dates/months (if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year)	Mode		
			Face-to-face, campus-based	Distance learning	Other
Masters in Public Policy and Management (MA)	24 months; part-time	September each year		X	

Language of study	English

Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)

N/A

Educational aims of the programme(s)

For the Masters, Diploma and Certificate:

The Masters in Public Policy and Management (PPM) is a postgraduate programme for people with a professional background in the public service field. This ensures that students bring their own experiences to the programme and draw on them when studying, supported by the programme design that fosters strong links between theory and practice. Depending on the extent of these experiences, the requirement of holding an undergraduate degree may be waived.

The majority of students who undertake the PPM are early/mid-career professionals who combine study with their work, which is predominantly in the area of public service delivery in its broadest sense, whether within the public sector, NGO, charitable or other non-profit context. Students may work in local, national or international organisations and layers of government, and will share an interest in learning from others in the public service field at all these levels. A minority work in the for-profit sector in support of public service outcomes and wish to deepen their understanding of the constraints and opportunities with which their non-profit sector partners contend. Roles span a wide range including programme and policy advisers and analysts, business development managers, monitoring and evaluation officers and those in advocacy, research and administrative functions.

The programme is primarily designed to appeal to students who aspire to advance their future career prospects within the public or non-profit sphere, who are seeking to deepen their understanding of how public policy and management intersect, and who are seeking to prepare themselves for more strategic roles.

The programme learning outcomes (PLOs) stipulate that graduates of the programme are able to:

- identify, analyse and respond to current challenges in public management, drawing on an understanding of continuities, change and reform in the public and non-profit sector regarding the

delivery of public services
- analyse and influence policy options and processes by applying the tools of policy analysis to real world examples and case studies to understand how political, economic and social factors shape policy-making and implementation
- unpack, assess and explain to lay audiences the complex layers of organisations, stakeholders and agents that form multi-level governance networks, in order to contribute to effective policy-making and public management
- design, plan, implement and evaluate robust and multi-sectoral projects, programmes and policies, drawing on an understanding of how to lead and influence change within and across organisations, and of the drivers and barriers affecting organisational change and learning
- develop and exercise the skills of reflective practice, in order to foster learning and development personally, among colleagues and in 'communities of practice' throughout his/her subsequent career. This is therefore a cross cutting theme throughout the programme, emphasised in particular in the first year through a combination of theoretical input and reflective exercises that anchor the learning process in the workplace
- assess the complex social, political, and economic factors shaping the development of new Information and Communication Technologies (ICTs) and their diffusion, and analyse their impact in the organisational or personal context

Additionally for the Diploma:

On the Diploma stage there is a choice of two option modules which enable students to further enhance their understanding of public policy and management, through the study of specialist policy areas or particular aspects of public service management and delivery. These option modules are mapped onto the core modules of the Certificate stage and enable students to focus on those programme learning outcomes they find the most relevant.

Additionally for the Masters:

On the Masters stage students focus primarily on their end-of-programme dissertation that requires students to draw on content from across the programme in addressing a real issue of relevance to the public sector in form of an independent research project. This enables students to contextualise their learning, to relate it directly to their work and to apply the knowledge as well as analytical skills acquired throughout the programme to a project of their own choosing.

Intended learning outcomes for the programme – and how the programme enables students to achieve and demonstrate the intended learning outcomes	
This programme provides opportunities for students to develop and demonstrate knowledge and understanding qualities, skills and other attributes in the following areas:	*The following teaching, learning and assessment methods enable students to achieve and to demonstrate the programme learning outcomes:*
A: Knowledge and understanding	
Students will have knowledge and understanding of: *For the Masters, Diploma and Certificate:*	Learning/teaching methods and strategies (relating to numbered outcomes): *For outcomes 1-6:*

1. the public policy process and of the issues that affect agenda-setting, decision-making, implementation and evaluation, particularly in the sphere of social policy
2. the social, economic, political and global factors that shape policy-making
3. the issues and trends that affect the delivery of public services, including accountability, governance, citizen-state relationships, markets and performance measurement
4. the public and non-profit organisation, their management and their changing external context
5. the impact of these issues for students, their organisations and the broader sectors within which they work

Additionally for the Diploma:

6. topics selected from the range of option modules that are provided at the Diploma stage and that enable students to build their knowledge and understanding in areas relevant to their context and their professional development needs

Additionally for the Masters:

7. a topic selected for their dissertation, which enables integration of knowledge and understanding acquired during their studies

- private reading of set materials (authored module texts, journal articles, book chapters and case studies) facilitating exploration of the ideas opposite, enabling students to engage critically and to develop their understanding of how the issues apply to their own experience and to wider case study examples
- private study exercises to provide prompts to check the assimilation of knowledge
- private study discussion for the optional sharing of points for clarification, supported by the tutor
- as appropriate to particular modules, self-administered questionnaires or quizzes
- weekly group discussions and exercises (compulsory) to develop understanding through a process of critical debate, supported by the tutor, and to practice application of understanding to specific cases
- as appropriate to specific modules and themes, peer assessment of short written exercises
- role plays, as appropriate to specific themes
- individual feedback by tutors on specific exercises and discussion input

For outcome 7:

- supervision of independent research for the dissertation relating to a subject of the student's own choice

Types/methods of assessment (relating to numbered outcomes)

For outcomes 1-6:

- formative assessment via submission to tutor of short exercises to check understanding
- formative assessment via feedback from tutor during the weekly group discussions
- formative assessment through telephone/Skype and private email discussions with tutor
- summative assessment through end of module assignments combined with formative assessment via feedback on assignment plans and on assignment feedback pro-forma

For outcome 7:

- summative assessment through the end of programme dissertation

B: (i) Skills – discipline related	
Students will be able to: *For the Masters, Diploma and Certificate:* 1. use tools relevant to the development, delivery and management of public policy and services 2. analyse and evaluate complex information (interpretation and extrapolation) 3. guide decision-making and the management of change 4. excel in written communication 5. have the capacity to reflect on professional practice using the frameworks and concepts provided by the programme 6. provide leadership *Additionally for the Diploma:* 7. depending on the option modules selected, to select and apply tools relevant to specific aspects of their work, such as strategic planning, the management of change and project management, and within specific specialist policy contexts such as employment and welfare services *Additionally for the Masters:* 8. research a topic independently including identifying relevant literature, synthesising concepts and theories and applying this material to the analyse of a problem or case study	Learning/teaching methods and strategies (relating to numbered outcomes): • group discussions • individual exercises to develop skills of critical analysis, evaluation, decision-making and communication • role plays, debates and quizzes as appropriate to specific themes • practical application of tools and techniques during assessment Types/methods of assessment (relating to numbered outcomes) *For outcomes 1-7:* • formative assessment via submission to tutor of short exercises to check understanding • formative assessment via feedback from tutor during the weekly group discussions • formative assessment through telephone and private email discussions with tutor • summative assessment through end of module assignments combined with formative assessment via feedback on assignment plans and on assignment feedback pro-forma *For outcome 8:* • summative assessment through the end of programme independent study project

B: (ii) Skills - transferable	
Students will be able to: *For the Masters, Diploma and Certificate:* 1. use tools relevant to the planning, management, organisation and delivery of public policy and services 2. analyse and evaluate of complex information 3. guide decision-making and the management of change 4. excel in written communication 5. have the capacity to reflect on practice using the frameworks and concepts provided by the programme 6. provide leadership 7. engage in effective time management *Additionally for the Diploma:* 8. apply above skills in a wider range of contexts *Additionally for the Masters:* 9. apply above skills to a relevant organisational problem, to analyse that problem, evaluate options and draw conclusions	Learning/teaching methods and strategies (relating to numbered outcomes): • group discussions • individual exercises to develop skills of critical analysis, evaluation, decision-making and communication • role plays, debates and quizzes as appropriate to specific themes • practical application of tools and techniques during assessment
	Types/methods of assessment (relating to numbered outcomes) *For outcomes 1-8:* • formative assessment via submission to tutor of short exercises to check understanding • formative assessment via feedback from tutor during the weekly group discussions • formative assessment through telephone and private email discussions with tutor • summative assessment through end of module assignments combined with formative assessment via feedback on assignment plans and on assignment feedback pro-forma *For outcome 9:* • summative assessment through the end of programme independent study project
C: Experience and other attributes	
Students will be able to: *For the Masters, Diploma and Certificate:* 1. share ideas and experience with fellow practitioners from a diverse range of organisations within the sector (demonstrating awareness of diversity	Learning/teaching methods and strategies (relating to numbered outcomes): • group discussions, role plays, debates and quizzes (as appropriate to specific themes) are designed to facilitate team working and collaboration

	Types/methods of assessment (relating to numbered outcomes)
of people, culture and management contexts; listening, persuading and negotiating) 2. identify good practice and assess its relevance to their own context, (ensuring appropriate research and understanding of management issues) 3. network with others to develop professional links between individuals and organisations 4. collaborate with others across a distance (reflective, adaptive and collaborative learning) 5. provide leadership (influencing others and managing personal projects) 6. engage in critical thinking (identification of assumptions, false logic and implicit values; evaluation of statements and appropriate generalisation) 7. plan effectively 8. ensure good time management (taking responsibility for personal behaviours, motivations and initiative) 9. solve problems (investigate; create, evaluate and assess options, reach reasoned conclusions and act upon them) 10. exercise judgment 11. develop further their capacity to compare and contrast their experience and to build their knowledge and understanding through this process 12. develop networking arrangements as students become more familiar with each other and their job roles, etc. (particularly learning from the international context of others *Additionally for the Diploma:* 13. develop further their capacity to compare and contrast their experience and to build their knowledge and understanding through this process 14. develop networking arrangements as students become more familiar with each other and their job roles etc. 15. prepare project plans 16. simulate problem solving *Additionally for the Masters:* 17. review the knowledge and understanding they have developed through this process via an integrative project 18. identify issues, propose and plan courses of action, execute investigations and arrive at conclusions	• formative assessment via feedback from tutor during the weekly group discussions • formative assessment through telephone/Skype and private email discussions with tutor

Relevant Quality Assurance Agency benchmark statement(s) and other relevant external reference points (e.g. National Occupational Standards, or the requirements of Professional, Statutory or Regulatory Bodies)

QAA Business and Management benchmark statement

National Occupational Standards for Policy and Operational Delivery

University award regulations

To be eligible for an award of the University of York a student must undertake an approved programme of study, obtain a specified number of credits (at a specified level(s)), and meet any other requirements of the award as specified in the award requirements and programme regulations, and other University regulations (e.g. payment of fees). Credit will be awarded upon passing a module's assessment(s) but some credit may be awarded where failure has been compensated by achievement in other modules.

The University's award and assessment regulations specify the University's marking scheme, and rules governing progression (including rules for compensation), reassessment and award requirements. The award and assessment regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.

Departmental policies on assessment and feedback

Detailed information on assessment (including grade descriptors, marking procedures, word counts etc.) is available in the written statement of assessment which applies to this programme and the relevant module descriptions. These are available in the student handbook and on the Department's website.

Information on formative and summative feedback to students on their work is available in the written statement on feedback to students which applies to this programmes and the relevant module descriptions. These are available in the student handbook and on the Department's website.

Diagrammatic representation of the programme structure, showing the distribution and credit value of core and option modules

If the programme includes part-time routes please provide a representation of the part-time programme structure, showing the distribution and credit value of core and option modules

Masters

Autumn term	Spring term	Summer term	Summer vacation
Year 1 Public Management and Delivery (20 credits)	**Year 1** Governance and Public Administration (20 credits)	**Year 1** Policy Analysis and Process (20 credits)	
	Reflective Practice for Professional Development part 1 (10 credits)	Digital Government: Policy and Practice (10 credits)	
Year 2 1 x 20 credits optional module from: Comparative Social Policy; Housing and Social Justice; Leading and Managing Organisational Change; Social Policy: Evidence, Ideas and Institutions; or Work, Welfare and Citizenship	**Year 2** 1 x 20 credits optional module from: Globalisation and Social Policy; Project Management; Public Finance; or Public Service Reform	**Year 2** Dissertation (40 credits)	
Reflective Practice for Professional Development part 2 (10 credits)	Dissertation Workshop (10 credits)		

Postgraduate Diploma (if applicable)

Autumn term	Spring term	Summer term	Summer vacation
Year 1 Public Management and Delivery (20 credits)	**Year 1** Governance and Public Administration (20 credits)	**Year 1** Policy Analysis and Process (20 credits)	
	Reflective Practice for Professional Development part 1 (10 credits)	Digital Government: Policy and Practice (10 credits)	
Year 2 1 x 20 credit Options module from: Comparative Social Policy; Housing and Social Justice; Leading and Managing Organisational Change; Social Policy: Evidence, Ideas and Institutions; or	**Year 2** 1 x 20 credit Options module from: Globalisation and Social Policy; Project Management; Public Finance; or Public Service Reform		

Work, Welfare and Citizenship			

Postgraduate Certificate

Autumn term	Spring term	Summer term
Public Management and Delivery (20 credits)	Governance and Public Administration (20 credits)	Policy Analysis and Process (20 credits)

Diagrammatic representation of the timing of module assessments and reassessments, and the timing of departmental examination/progression boards

If the programme includes part-time routes please provide a representation of the part-time programme structure, showing the distribution and credit value of core and option modules

Autumn term	Spring term	Summer term	Summer vacation	Date of final award board
Year 1 Public Management and Delivery (20 credits) assessed by assignment submitted four weeks from last day of term.	**Year 1** Governance and Public Administration (20 credits) assessed by assignment submitted four weeks from last day of term.	**Year 1** Policy Analysis and Process (20 credits) assessed by assignment submitted four weeks from last day of term.		
	Reflective Practice for Professional Development part 1 (10 credits) assessed by submission of learning/reflective journal prior to start of summer term.	Digital Government: Policy and Practice (10 credits) assessed by submission of learning/reflective journal at the end of the summer vacation.		
Year 2 Optional module 1 (20 credits) assessed by assignment submitted four weeks from last day of term.	**Year 2** Optional module 2 (20 credits) assessed by assignment submitted four weeks from last day of term.	**Year 2** Dissertation (40 credits) assessed by submission during the summer vacation.		**Year 2** Progression Board in the summer term on completion of taught modules. Reassessments undertaken following Progression Board. Final Exam Board in autumn term.
Reflective Practice for Professional Development part 2 (10 credits) assessed by submission of learning/reflective journal prior to start of spring term.	Dissertation Workshop (10 credits) assessed by submission of proposal prior to last day of spring term.			

Overview of modules

Core module table

Module title	Module code	Credit level[1]	Credit value[2]	Prerequisites	Assessment rules[3]	Timing (term and week) and format of main assessment[4]	Independent Study Module?[5]
Public Management and Delivery		7	20	None	NC	AuT (year 1) assessed by assignment in week 13	
Governance and Public Administration		7	20	None		SpT (year 1) assessed by assignment in week 13	
Policy Analysis and Process		7	20	None		SuT Year 1) assessed by assignment in week 13	
Reflective Practice for Professional Development part 1		7	10	None		SpT (year 1) assessed by reflective learning journal in week 18.	
Digital Government: Policy and Practice		7	10	None		SuT (year 1) and summer vacation, assessed by assignment in week 17	
Reflective Practice for Professional Development part 2		7	10	None		AuT (year 2) assessed by reflective learning journal in week 15	
Dissertation Workshop		7	10	None	P/F	SpT (year 2) assessed by	

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[1] The **credit level** is an indication of the module's relative intellectual demand, complexity and depth of learning and of learner autonomy. Most modules in postgraduate programmes will be at Level 7/Masters. Some modules are permitted to be at Level 6/Honours but must be marked on a pass/fail basis. See University Teaching Committee guidance for the limits on Level 6/Honours credit.

[2] The **credit value** gives the notional workload for the module, where 1 credit corresponds to a notional workload of 10 hours (including contact hours, private study and assessment)

[3] **Special assessment rules** (requiring University Teaching Committee approval)

P/F – the module is marked on a pass/fail basis (NB pass/fail modules cannot be compensated)

NC – the module cannot be compensated

NR – there is no reassessment opportunity for this module. It must be passed at the first attempt

[4] AuT – Autumn Term, SpT – Spring Term, SuT – Summer Term, SuVac – Summer vacation

[5] **Independent Study Modules** (ISMs) are assessed by a dissertation or substantial project report. They cannot be compensated (NC) and are subject to reassessment rules which differ from 'taught modules'. Masters programmes should include an ISM(s) of between 60 and 100 credits. This is usually one module but may be more.

						submission of dissertation proposal in week 10	
Dissertation		7	40	None		SuT and SuVac (year 2) assessed by submission of dissertation in summer vacation	Yes

Option modules

Module title	Module code	Credit level	Credit value	Prerequisites	Assessment rules	Timing and format of main assessment	Independent Study Module?
Comparative Social Policy	SPY00003M	7	20	None		AuT (year 2) assessed by assignment in week 13	N
Globalisation & Social Policy	SPY00036M	7	20	None		SpT (year 2) assessed by assignment in week 13	N
Housing and Social Justice	SPY00110M	7	20	None		AuT (year 2) assessed by assignment in week 13	N
Leading and Managing Organisational Change	SPY00018M	7	20	None		AuT (year 2) assessed by assignment in week 13	N
Project Management	SPY00021M	7	20	None		SpT (year 2) assessed by assignment in week 13	N
Public Finance	SPY00022M	7	20	None		SpT (year 2) assessed by assignment in week 13	N
Public Service Reform: Economic & Political Perspectives	SPY00006M	7	20	None		SpT (year 2) assessed by assignment in week 13	N
Social Policy: Evidence, Ideas and Institutions	SPY00029M	7	20	None		AuT (year 2) assessed by assignment in week 13	N
Work, Welfare and Citizenship	SPY00017M	7	20	None		AuT (year 2) assessed by assignment in week 13	N

Transfers out of or into the programme
In accordance with university policy, accreditation of prior learning is available in respect of a maximum of 50% of the credit rating of the award, i.e. 30 credits of the 60 credit Certificate if the student steps out at this stage, 60 credits of the 120 credit Diploma and 90 credits of the 180 credit Masters. The dissertation cannot be accredited through APL.

Exceptions to University Award Regulations approved by University Teaching Committee	
Exception	**Date approved**
The programme offers an independent study module (dissertation) route which constitutes less than the norm of 60 credits (at 40 credits) as the availability of this route is appropriate for the aims of this programme.	15 April 2009

Quality and Standards
The University has a framework in place to ensure that the standards of its programmes are maintained, and the quality of the learning experience is enhanced. Quality assurance and enhancement processes include: • The academic oversight of programmes within departments by a Board of Studies, which includes student representation • The oversight of programmes by external examiners, who ensure that standards at the University of York are comparable with those elsewhere in the sector • Annual monitoring and periodic review of programmes • The acquisition of feedback from students by departments. More information can be obtained from the Academic Support Office: http://www.york.ac.uk/about/departments/support-and-admin/academic-support/

Date on which this programme information was updated:	23 November 2017
Departmental web page:	http://www.york.ac.uk/spsw/

Please note

The information above provides a concise summary of the main features of the programme and learning outcomes that a typical students might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the leaning opportunities that are provided.

Detailed information on learning outcomes, content, delivery and assessment of modules can be found in module descriptions.

The University reserves the right to modify this overview in unforeseen circumstances, or where processes of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.