

Programme Title: MRes Public Services



Programme Specification

Awarding Body/Institution	Queen Mary University of London
Teaching Institution	Queen Mary University of London
Name of Final Award and Programme Title	MRes Public Services
Name of Interim Award(s)	N/a
Duration of Study / Period of Registration	12 Months (Full-time)
QM Programme Code / UCAS Code(s)	N2Q1
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

KCL/Imperial/Queen Mary ESRC (LISS) Doctoral Training Centre

Programme Outline

QMUL has joined with KCL and Imperial for a new Doctoral Training Partnership (DTP) which, will take its first cohort of students in September 2017.

The School of Business and Management is a member of the KCL/Imperial/Queen Mary ESRC Doctoral Training Partnership which offers high quality training to doctoral students as well as +3 and 1+3 studentships. This 12-month MRes is based on core taught research methods modules in Semesters 1 and 2, optional subject-based modules in Semesters 1 and 2 and submission of a thesis at the beginning of September.. The programme will centre on in-depth study in one specific area,

The 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. 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.

Particularly successful graduates will be able to use the qualification as an entry into PhD research

Aims of the Programme

The MRes programme is aimed at students wanting to:

- Undertake doctoral research in business and management broadly defined
- Equip themselves for an academic or commercial career in business and management research
- Undertake, evaluate, commission or manage research in the commercial, public, or voluntary sectors

The programme prepares 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.

What Will You Be Expected to Achieve?

Students will develop skills in research methodologies and techniques that are specifically appropriate for undertaking, analysing and writing up academic research, or applied/practitioner and consultancy research, in the business and management area. They will also develop knowledge of advanced theory within a chosen sub-discipline of business and management; its application to contemporary issues, and personal and professional skills that are transferable to other areas.

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 and of a dissertation based on your own original research to answer a significant question in public management.

Academic Content:

A 1	Acquired depth of knowledge and understanding of key theories, approaches and issues in the fields of business and management research
A 2	Provide a programme of contemporary relevance to students seeking a research-related career
A 3	Provide a range of cognitive and transferable skills both generic and specific to the field of business and management
A 4	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 5	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 6	Knowledge and understanding of the principal drivers of change and reform in public management internationally

Disciplinary Skills - able to:

B 1	Provide a critical programme of study which provides an in-depth knowledge in the fields of business and management
B 2	Provide a programme of contemporary relevance to students seeking a research-related career

B 3	Provide a range of cognitive and transferable skills both generic and specific to the field of business and management
B 4	Develop analytical and inferential skills and skills in using, applying critically exploring theory using empirical evidence, and in working with multiple theoretical frameworks
B 5	To present analysis verbally and in writing which is persuasive and shows intellectual integrity
B 6	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:	
C 1	Develop a range of personal skills including presentation skills, argumentation, evaluation, problem solving, interactive and group skills, self-appraisal, and autonomy in planning and management of learning.
C 2	Enhanced his/her career prospects by an understanding of the complexity of policies and practices in Business and Management and their similarities and differences in different jurisdictions, together with the development of cognitive and personal transferable skills
C 3	Effective public manager, able to implement legitimate political and administrative expectations
C 4	Effective public manager, with enriched skills in both teamwork and leadership, in practical analysis and execution
C 5	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?

<p>Learning: The School promotes active learning within a context of clear learning objectives, and students are encouraged to take responsibility for their own learning. Modules have regular coursework elements and in some this will require collaborative group work. The creation of informal work is generally encouraged. Clear guidance on basic supplementary reading is given. We consider it important to develop the ability of students to undertake basic research through both practical and theoretical means, culminated in a dissertation which develops the ability to write sustained coherent narratives.</p> <p>Teaching is by research-oriented staff (complemented where appropriate by visiting lecturers with professional expertise), who will combine professional knowledge of their subject with a critical attitude to its delivery. Students therefore work in a challenging, supportive environment.</p> <p>Teaching: Each module has an outline description, giving the aims, expected learning outcomes, assessment methods, outline syllabus and indication of primary reading. Students typically have 3 contact hours per week in each module. Within these three hours, each module has its own pattern of lectures, seminars/classes and other activities. Lectures emphasise dissemination of information, explaining the key ideas and determining the sequence and pace of learning. Seminars/classes make for a more active learning experience by facilitating student interaction in discussion, exercises, problem sets, case studies and presentations (as appropriate).</p>
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How Will You Be Assessed?

<p>Assessment: Modules are typically assessed by a combination of coursework and final (two hour) examinations. But there is considerable variation across modules, and some are wholly examined by coursework. Clear guidance on coursework requirements is given emphasising approaches to coursework of various types and the avoidance of plagiarism. Standard College procedures are followed in the setting and marking of examinations and in the determination of overall results.</p>

How is the Programme Structured?

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

Students will take Six modules spread between semester A and B, 1 Core 30 credit module and two 15 credit electives in each semester ; followed by a dissertation of 10,000-15,000 words to be completed by the beginning of September following entry. Core modules are: the Dissertation modules and Introduction to Social Sciences Research Methods module

Options can be chosen from the range of modules available on all PGT programmes within the School of Business and Management. The range of modules on offer in any year will depend upon staff interests and availability.

Students will be expected to attend and participate in the School's PhD Research Seminar Series and the School's annual Symposium.

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Global Governance and International Organisations	BUSM068	15	7	Elective	1	Semester 2
Economics of Development	BUSM073	15	7	Elective	1	Semester 2
Economics of the Public Sector	BUSM074	15	7	Elective	1	Semester 1
Public Financial Management and Accounting	BUSM076	15	7	Elective	1	Semester 1
HRM in the Public Services	BUSM077	15	7	Elective	1	Semester 2
MRes dissertation	BUSM093	60	7	Core	1	Semester 3
Continued Professional Development and academic skills workshops: Public Management in Practice	BUSM120	0	7	Compulsory	1	Semesters 1 & 2
Introduction to Social Science 1 - epistemology, research design, and qualitative methods I	POLM082	30	7	Core	1	Semester 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Introduction to Social Science 2 - quantitative methods and data	POLM083	30	7	Core	1	Semester 2
Technologies, Work and Organisation	BUSM148	15	7	Elective	1	Semester 2
Public Management and Governance	BUSM142	15	7	Elective	1	Semester 1

What Are the Entry Requirements?

A first class (1:1) class honours degree or equivalent in any subject
 IELTS 7.0 (with 6.5 in writing) or equivalent is required
 A satisfactory research proposal that fits with research interests of staff in the School of Business and Management

How Do We Listen and Act on Your Feedback?

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

All programmes have 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 Taught Programmes about their issues and concerns or to provide feedback.

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.

The School operates a Teaching and Learning Committee which advises the School 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, undertaking periodic programme reviews and considering all proposals for module and programme approval and amendment before submission to the Taught Programmes Board. Student views are incorporated in the committee's work in a number of ways, such as through student membership, via the SSLC or consideration of student surveys.

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 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 and a dedicated supervisor for their core dissertation module. 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

Students will be expected to attend and participate in the School's PhD Research Seminar Series and the School's annual Symposium.

Specific Support for Disabled Students

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 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)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links With Employers, Placement Opportunities and Transferable Skills

The School works closely with the Careers Service to locate possible work placements/ internships and to prepare students for the recruitment process (e.g. assistance in creating effective CVs to reach potential employers, interview skills).

The qualities and skills a graduate from this programme might be expected to have include a range of cognitive and intellectual skills together with techniques specific to business and management, and relevant personal and interpersonal skills. These include:

- 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
- The ability to conduct research into management issues either individually or as a part of a team through research design, data collection, analysis, synthesis and reporting
- Effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management

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• Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.

Programme Specification Approval

Person completing Programme Specification

Jenny Murphy, PG Programmes Manager

Person responsible for management of programme

Professor Ahu Tatli

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

1 Mar 2016

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