



Queen Margaret University College  
EDINBURGH

# Programme Specification

Where appropriate outcome statements have be referenced to the appropriate Benchmarking Statement **(BS)**

<b>1</b>	<b>Awarding Institution</b>	Queen Margaret University
<b>2</b>	<b>Teaching Institution</b>	City of Edinburgh Council
<b>3</b>	<b>Work-based learning</b>	No
<b>4</b>	<b>Programme accredited by</b>	
<b>5</b>	<b>Final Award</b>	MSc
<b>6</b>	<b>Programme</b>	MSc in Public Services Leadership
<b>7</b>	<b>UCAS code (or other coding system if relevant)</b>	
<b>8</b>	<b>SCQF Level</b>	Level 11
	<b>Date of validation</b>	30 October 2013

<b>9</b>	<b>Educational Aims of the programme</b>
	The programme aims to enable learners to: Build on their professional experience by engaging critically with, and reflecting on, themes and issues in public services leadership in order to better deliver public service outcomes.

<b>10</b>	<b>Benchmark statements/professional and statutory body requirements covered by the programme</b>
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<b>11</b>	<b>Learning Outcomes of the Programme</b>
	Programme learning outcomes have been developed in line with the requirements and standards of SCQF Level 11 Descriptors and the QMU Taught Postgraduate Framework. Upon successful completion of the programme, graduates will be able to:

<b>A</b>	<b>Knowledge and understanding</b>
	Demonstrate knowledge and understanding of established and emerging concepts, principles, theories, and philosophies underpinning the broad area of public services leadership at an individual, team and organisational level. Critically analyse the main themes and issues underlying public services leadership and assess their implications within changing political and policy contexts.  Formal lectures, seminars, debates and independent study. In addition, a virtual learning environment will be an important element of the teaching and learning strategy in order to facilitate discussion, debate, exchange of ideas and the development of independent learning.  <b>Assessment</b> Essay Reflective Journal Group Report Portfolio Dissertation

<b>B</b>	<b>Intellectual Skills</b>
	Demonstrate the ability to analyse, critique and reason organisational recommendations in the light of competing theories and current developments. Analyse factors influencing success within the context of professional leadership practice and the context of evolving public services. Critically analyse, evaluate and synthesise contemporary themes and issues in public services leadership.

Deal creatively with complex, challenging and often ill-defined organisational leadership problems and issues, applying appropriate tools and techniques.  
Reflect critically on learning on a continuing basis, integrating academic study and leadership experience, in the light of the public sector context.

**Teaching/learning methods and strategies**

Lectures.  
Workshops.  
Seminar presentations.  
Reports.

**Assessment**

Essay  
Reflective Journal  
Group Report  
Portfolio  
Dissertation

**C Practice Skills**

Apply theories and concepts of public services governance to work-based problems in order to deliver outcomes.  
Synthesise and present arguments and communicate effectively (using both verbal and written mediums) with subject experts, academics and practising leaders.  
Develop research and presentation skills appropriate for both academic and leadership experts through in-organisation assessments.

**Teaching/learning methods and strategies**

Lectures.  
Tutorials.  
Independent Learning.  
Workshops.

**Assessment**

Essay  
Reflective Journal  
Group Report  
Portfolio  
Dissertation

**D Transferable Skills**

Communicate complex information, using appropriate methods, to a range of audiences with different levels of knowledge and expertise.  
Deal with complex ethical and professional issues and make informed judgements on a variety of public services governance issues.  
Exercise substantial autonomy and initiative in professional activities.  
Critically reflect on own and others' roles and responsibilities.

**Teaching/learning methods and strategies**

Lectures.  
Workshops.  
Seminar presentations.  
Reports.  
Role play and analysis.

**Assessment**

Essay  
Reflective Journal  
Group Report  
Portfolio  
Dissertation

4 x 15 Credit Modules – Postgraduate Certificate.  
8 x 14 Credit Modules – Postgraduate Diploma  
1 x 60 Credit Dissertation – Master of Science

**Specific Professional Specifications**

None.

**13 Support for students and their learning**

Academic Consultant  
Module tutors.  
Dissertation supervisor.  
Programme Leader.  
QMU Hub

**14 Criteria for admission**

Applicants will normally possess an honours degree or equivalent and at least 2 years relevant management experience. Applicants without a degree will also be considered (subject to interview) if they can demonstrate that they have the necessary work background, skills and aptitude to achieve the award.

For students who first language is not English IELTS 6.5 is required. Students may be subject to an admission interview (face to face or mediated) to judge their qualifications and/or experience, motivation and ability to learn independently.

**15 Methods for evaluating and improving the quality and standards of teaching and learning  
Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards**

Student/Staff committee.  
Student evaluation forms for each module.  
External Examiner comments.

**Committees with responsibility for monitoring and evaluating quality and standards**

Taught Postgraduate

**Mechanisms for gaining student feedback on the quality of teaching and their learning experience**

Module evaluation forms.  
Evaluation forms evaluated and responded to.  
Evaluation forms returned with every piece of marked work.

**Staff development priorities include**

Working with virtual learning environments; supporting staff attendance at academic and professional public services conferences. Two programme staff to complete the Centre for Academic Practice short course in teaching and learning.

**16 Material used in designing the programme**

Current research and evolving public policy practice drives the module coverage.

**17 Key sources of information about the programme can be found in**

Validation Document.  
Student Handbook