## Programme Specification

**Programme award and title:** MBA in Public Service Management

| SCQF Level: | 11 | SCQF Credit Value: | 180 |

### Educational aims of the programme:
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

- To give participants an understanding of the role of public services and the political and economic environment in which public services operate.
- To help participants to develop a range of practical managerial skills to use in their own organisation.
- To help participants develop a strategic and corporate perspective.
- To encourage participants in the programme to learn from each other's managerial experience.

### Intended programme learning outcomes:
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed in the categories below. Please consider the contribution made to the student's personal development planning (PDP) and future employability.

#### Knowledge and understanding
- On completion of the programme students will have developed their knowledge and understanding of public service management and will be able to understand and explain:
  - The contexts influencing and shaping the delivery and management of public services;
  - The complex relationship between politics, policy-making and the design, delivery and management of public services;
  - The evolution of practices associated with the administration and management of public services;
  - The core managerial activities of the public service manager;
  - Current debates in public service management, particularly in issues relevant to contemporary public policy and management reform;
  - The economics of public service provision, including the economic rationale for public services and the economic implications of current public service practices;
  - How public services are financed and audited;
  - How public services manage key resources, including people and information;
  - Decision-making processes in policy, strategy and service implementation;
  - The management of processes that involve multiple stakeholders and the engagement of citizens and service users;
  - How public service managers can lead and influence the change process;
  - How public services measure and manage performance and ensure high quality public services;
  - Theories and principles of marketing and public relations in public services;
  - Theories and principle of strategic and risk management in public service contexts;
  - How to critically interpret and analyse information and research for the provision of public services and policy;
  - Research methods that can be utilised to gather information about service provision and which can be utilised in the redesign of services and policy;
  - Ethical issues in research and the management of services.
- A range of public management contexts other than their own.
- Their prior experience and thus be able to integrate new knowledge with past experience and apply it to new situations.

#### Subject-specific skills and other attributes
- Competencies to engage critically with management frameworks, theories and tools and to select and adapt these to public service contexts and priorities for change;
- Skills in managing and facilitating change projects and processes in public service settings;
- Analytic and communication skills in the critical evaluation of research and other forms of evidence.

*ARO 29b : August 06  PG*
for policy, strategy and practice planning, implementation and evaluation;

- Understanding the importance of political, economic and societal contexts in shaping public management practices;
- Devising, developing and delivering creative responses to public service and policy challenges and problems;
- Using planning and evaluation tools for implementation, monitoring and evaluation of large scale change;
- Mapping and analysing national public service reform and policy processes, their impacts on communities, territories and publics, and options for progress and improvement;
- Understanding the unique institutional challenges faced by public services, and which may impact upon the effectiveness of managing public services, and leading and managing the change process in public service settings;
- In-depth understanding of the theories and concepts of responsible and ethical service delivery and the role of business and not-for profit organisations in shaping the delivery of public services;
- Situational analysis and evidence-based strategy development and critique;
- Effective collaborative working practices including techniques to motivate, and engage people and to nurture and sustain collaborative working relationships;
- The ability to appreciate the role of leaders and facilitators in contemporary public service settings;
- Project and organisational management skills, including the application of functional management skills in finance, human resources, operations and planning, project management and time management;
- The ability to carry out an independent applied and/or empirical research project in support of the development of a public service;
- The ability to work individually as well as in groups and networks.

**Generic skills (e.g. information skills, communication skills, critical, analytical and problem solving abilities) and other attributes**

- The ability to process information based on reason and analysis and to present perspectives and conclusions to a range of audiences;
- Critical analysis of the evidence utilised to inform the development of public services and the capacity to scope and identify planning options and their effects;
- Strategic analysis, planning and evaluation based on mixed methods approaches;
- Critical analysis of political and policy process which contribute to the development, reform and management of public services;
- The capacity to generate and develop creative solutions to problems faced by public service managers;
- Specific skills at a Masters level in research design, data collection and analysis;
- Presentation and communication skills;
- The capacity to adapt and transfer normative and critical thinking and methods to a variety of working environments;
- Intellectual capacity and grounding for lifelong learning and professional development.

**Learning, teaching and assessment strategies:**

Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features

- Teaching and Learning Methods - There is considerable emphasis on active and participative learning, with extensive use of workshops, seminars, case studies, small group work and class discussion. The programme also utilises formal lectures and guest speakers.
- Assessment will aim to examine links between the teaching/learning experience, including academic theory and research, and students own professional perspective and experience. Students will be encouraged to use secondary and primary research in problem identification, analysis, planning, evaluation and as evidence to support theoretical and analytical development. Faculty support and feedback will structure and advance progression within the programme. The modules will be assessed using coursework methods which are equivalent to those that are currently adopted by the full-time modules. These will include essays and reports. Overall, assessment will consider: knowledge and understanding of the core issues and topic areas in the programme; use of reason, analysis and evidence; awareness of current policy and service developments; the ability to synthesise and integrate the various disciplinary bases and paradigms and critically assess theory, evidence, policy and practice; and communication, engagement and collaborative working skills. Typically there will be two pieces of coursework per module. Assignments will ask students to reflect upon academic theory in relation to workplace activities and to critically assess theory, practice,
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<td>Programme structure: <a href="http://www.calendar.stir.ac.uk/">http://www.calendar.stir.ac.uk/</a></td>
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<td>Relevant Subject Benchmark statement (if applicable): <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/BusinessManagementMasters.pdf">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/BusinessManagementMasters.pdf</a></td>
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| Introduction/revision date: September 2012 |