

OFFICE USE ONLY	
Date of validation event:	27 May 2020
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PROGRAMME SPECIFICATION

When printed this becomes an uncontrolled document. Please check the Programme Directory for the most up to date version by clicking [here](#).

Enter Programme Title(s)

Master of Public Administration
 Master of Public Administration (Finance)
 Master of Public Administration (Project Management)

Internal Programme Title(s) (if different to the title on the certificate)

MPA
 MPA (Finance)
 MPA (Project Management)

1 Awarding body

Glyndwr University

2 Programme delivered by

Glyndwr University

3 Location of delivery

Plas Coch Campus (Online)

4 Faculty/Department

Faculty of Social and Life Sciences

5 Exit awards available

Master of Public Administration
 Master of Public Administration (Finance)
 Master of Public Administration (Project Management)
 PG Diploma Public Administration
 PG Diploma Public Administration (Finance)
 PG Diploma Public Administration (Project Management)
 PG Cert in Public Administration

6 Professional, Statutory or Regulatory Body (PSRB) accreditation

N/A

7

Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)

N/A

8

JACS3 / HECoS codes

MPA

HECoS	CAH3	JACS
(100090) Public administration	(CAH15-03-01) Politics	(L231) Public administration
(100088) Leadership	(CAH17-01-04) Management studies	-
(100089) Management studies	(CAH17-01-04) Management studies	(N200) Management studies; (N290) Management studies not elsewhere classified
(100091) Public services	(CAH15-03-01) Politics	-
(100647) Public policy	(CAH15-01-03) Social policy	(L430) Public policy

MPA (Finance)

HECoS	CAH3	JACS
(100090) Public administration	(CAH15-03-01) Politics	(L231) Public administration
(100107) Finance	(CAH17-01-07) Finance	(N300) Finance; (N390) Finance not elsewhere classified
(100089) Management studies	(CAH17-01-04) Management studies	(N200) Management studies; (N290) Management studies not elsewhere classified
(100091) Public services	(CAH15-03-01) Politics	-
(100647) Public policy	(CAH15-01-03) Social policy	(L430) Public policy

MPA (Project Management)

HECoS	CAH3	JACS
(100090) Public administration	(CAH15-03-01) Politics	(L231) Public administration
(100812) Project management	(CAH17-01-04) Management studies	(N213) Project management
(100089) Management studies	(CAH17-01-04) Management studies	(N200) Management studies; (N290) Management studies not elsewhere classified
(100091) Public services	(CAH15-03-01) Politics	-
(100647) Public policy	(CAH15-01-03) Social policy	(L430) Public policy

9

UCAS code

N/A

10

Relevant QAA subject benchmark statement/s

Master's Degrees in Business and Management - Subject Benchmark Statement (published June 2015):

https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-business-and-management-15.pdf?sfvrsn=1997f681_16

11	<p>Mode of study</p> <p>Online/distance learning part time</p>
12	<p>Normal length of study for each mode of study <i>Note that students are not eligible for funding for a postgraduate qualification if the duration of the part time route is more than double the duration of the full time route.</i></p> <p>2 years minimum duration P/T 4 years maximum duration</p>
13	<p>Language of study</p> <p>English</p>
14	<p>The following University Award Regulations apply to this programme</p> <ul style="list-style-type: none"> <input type="checkbox"/> General Regulations and Definitions <input type="checkbox"/> Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees <input type="checkbox"/> Regulations for Taught Masters Degrees <input checked="" type="checkbox"/> Regulations for Taught Masters Degrees taught entirely by online distance learning <input type="checkbox"/> Regulations for Integrated Masters Degrees <input type="checkbox"/> Regulations for Masters of Research <input type="checkbox"/> Regulations for Professional Graduate Certificate in Education <input type="checkbox"/> Regulations for Postgraduate Certificate in Education <input type="checkbox"/> Regulations for Certificate in Education <input type="checkbox"/> Regulations for Graduate Diploma Graduate Certificate <input type="checkbox"/> Regulations for BTEC Higher National Qualifications <input type="checkbox"/> Regulations for Glyndŵr University Certificate of Attendance, Glyndŵr University Certificate of Continuing Education, Glyndŵr University Professional Certificate <input type="checkbox"/> Regulations Glyndŵr University English Language Test

17 Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the current University regulations.

Normally, a good first honours degree (2:2 or above) plus two years' postgraduate experience, plus relevant English Language policy criteria.

Exceptionally, applicants without a first degree who can evidence extensive relevant experience of more than two years in a relevant professional role(s) may be considered. Such applicants may be subject to additional selection criteria at the University's discretion.

Following the applicants first initial interest they will be contacted by the Enrolment Advisor (EA), this will be via both email and phone. The EA coaches the student to identify that a fully online distance MPA is the suitable programme for them and establishes whether they have a profile which will be likely to succeed in applying for the programme. The EA then compiles a complete file on the applicant helping

them to provide all necessary documentation, such as proof of identification, transcripts, certificates, IELTS certificates, etc. This file is then used to complete the enrolment process for the next available (or the applicant's preferred) intake. Where applicants may be borderline, their file will be passed to the person(s) responsible for enrolment decisions within the Business School. The EA supports the applicant and is available to deal with any queries up until the point when the applicant pays for their first module, at which point they are introduced to the Student Success Coordinator (see the *Student Support section*).

International entry qualifications are outlined on the [National Academic Recognition and Information Centre \(NARIC\)](#) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see <http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/> for details), including IELTS.

International students require a UKVI Approved Secure English Language Test (SELT) (please see <http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details).

DBS Requirements

N/A

Suitability for Practice Procedure

N/A

Non-standard entry criteria and programme specific requirements

N/A

18 Recognition of Prior (Experiential) Learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the [University General Regulations](#). Any programme specific restrictions are outlined below.

Programme specific restrictions

Applicants may RPL a maximum of 60 credits onto the MPA, MPA (Finance) and MPA (Project Management) online programmes. RPL is not permitted in relation to the three modules for Research Methods, Research Proposal or Dissertation.

19 Aims of the programme

Throughout the programme of study, the emphasis is founded on the application of theoretical knowledge to context specific scenarios and problems where an operational (and politically acceptable) solution is sought. In order to achieve this outcome, the aims of the programmes are:

1. MPA: To enable students to study a programme which focuses on key aspects of public administration in which they have some prior knowledge and experience through previous study or employment and understand how the boundaries of new knowledge are expanded through public administration research.

MPA (Finance): To enable students to study a programme which focuses on key aspects of public administration and finance in which they have some prior knowledge and experience through previous study or employment and understand how the boundaries of new knowledge are expanded through research into public sector finance.

MPA (Project Management): To enable students to study a programme which focuses on key aspects of public administration and project management in which they have some prior knowledge and experience through previous study or employment and understand how the boundaries of new knowledge are expanded through research into project management in the public sector.

2. To enable students to develop an in depth knowledge of public administration and acquire a critical awareness of current issues and developments in the subject.
3. To train students in a range of techniques and systematic procedures that are required when conducting academic research linked to the subject area of public administration.
4. To encourage critical skills, a knowledge of professional responsibility, integrity and ethics together with the ability to reflect on personal progress as a learner and undertake independent study.
5. To enable students to undertake an extended piece of research on a topic of individual interest in an area of employment or practice related to their particular profession.
6. To equip students with a range of techniques and methods applicable to professional activities and skill possession as a means of enhancing future employment prospects through the demonstration of originality and creativity in making sound judgements in the absence of complete data.
7. To support effective communication, the exercise of initiative, self-direction and autonomy.

20 Distinctive features of the programme

1. The MPA programmes are to be delivered fully online in collaboration with Higher Ed Partners (HEP) and have a modular delivery pattern, which include modules at 15 credits. The delivery pattern follows the Carousel Model, which encompasses a framework of eight 15 credit modules depending on the students specialism route before moving on to the three core research and dissertation modules. This distance learning programme offers high levels of support and flexibility through a modular delivery pattern enabling students to work at a pace that suits their individual preferences.
2. The programmes develop the individual profile of the student and incorporate several instances where the student is able to analyse contemporary problems or situations to provide judgements and solutions which reflect organisational procedures.
3. The programmes have been designed to draw upon the [Atlas of Public Management](#) core competencies which are aligned to relevant international competencies standards. The Atlas of Public Management is a benchmark for international master's programmes and identifies a common curricular core, comprising learning outcomes and core competencies, subjects and topics.
4. There is a mix of traditional academic public administration master's modules consisting of policy, strategy, ethics and Human Resource Management (HRM) which continue to be the foundation for this type of programme. The programme specialism routes offer other modules, drawing on a wide range of bodies of knowledge, which reflect the context within which an organisation is required to function. The outcome is a rounded outlook with insights into environmental concerns and communication within a framework of effective and critical reflective practice. As the programme is intended for online delivery, e-learning is central with the flexibility which is embedded into the programmes utilising technology throughout the delivery. This enables material to be available for students to access at convenient times and to re-visit material independently as part of their self-directed study and for revision purposes.
5. The MPA is principally intended for public management professionals in middle and higher management roles. However, the programme has been designed to also engage students with roles in the third sector. It will support students who are aiming to develop their understanding and application of management and leadership. Students will be able to identify and analyse how policies are designed and implemented and how governance and systems can be evaluated and compared. Consequently, this MPA programme will help emerging leaders in the public and third sector to develop their expertise and capability in leadership and management.
6. The MPA (Finance) is aimed at professionals building a career within public sector finance roles. This contemporary programme is also for highly motivated graduates with the relevant experience looking to become financial leaders in their field. Students will gain understanding of key financial concepts and learn to identify and adopt the necessary skills and tools to approach complex problems. This programme prepares students for senior public sector finance roles and can enhance both their analytical and management skills.
7. The MPA (Project Management) is aimed at graduates who wish to pursue a career in project management or enhance their skills. The programme is

designed to equip the student with a set of analytical skills for planning and managing projects and programmes (portfolios of related projects). An MPA in Project Management is a particularly attractive asset to public sector employers in the context of continuous change programmes. The programme educates students in planning for and achieving the most sustainable applications for an organisation. Public sector organisations need people who understand on-the-ground issues and can demonstrate the communication skills required to manage productively.

8. Adopting this differentiation strategy throughout the duration of the programme provides flexibility for individual student aspirations and a clear distinction between the programme routes.

The most important values which inform this programme are:

- Self-awareness
- Independence
- Performance orientation
- Professional behaviours
- Ethical considerations

The ways in which a student will learn are:

- Online learning
- Facilitated discussion
- Contributing a point of view and sustaining an argument
- Challenging
- Preparing material and presenting a topic to peers
- Independent self-directed study - reading and research
- Interpretation
- Completion of assessments
- Assignment feedback

21 Credit accumulation and exit awards

Exit Awards

Students must have studied (not necessarily passed at point of registration) all 120 credits before they can register for the research and dissertation modules. This final element interaction with tutors is via group online induction and a series of individual supervision meetings to provide guidance and feedback.

For all routes, the following applies in relation to exit awards:

- i. The PG Certificate in Public Administration is an exit award available for a student who has completed 60 credits at level 7 and who is unable, or chooses not to continue on the programme.

Note that to exit with the PG Certificate Public Administration the 60 credits must include at least two of the following modules: Policy in Context; Public Sector Leadership; Public Finance and Economic Analysis; Project and Programme Management in the Public Sector; Ethics, Rights and Accountability; Governance and Institutions in Global Context; Public Finance and Public Sector Analytics; Evaluation and Performance Measurement in the Public Sector.

- ii. The PG Diploma Public Administration;
PG Diploma Public Administration (Finance); and
PG Diploma Public Administration (Project Management)
are exit awards available for students who have completed 120 credits at level 7, and who are unable, or choose not to continue on the programme.

Note that to exit with the PG Diploma Public Administration the 120 credits must include at least four of the following modules: Policy in Context; Public Sector Leadership; Public Finance and Economic Analysis; Project and Programme Management in the Public Sector; Ethics, Rights and Accountability; Governance and Institutions in Global Context; Public Finance and Public Sector Analytics; Evaluation and Performance Measurement in the Public Sector.

To exit with the PG Diploma Public Administration (Finance) the 120 credits must include the following modules: Policy in Context; Public Finance and Economic Analysis; Ethics, Rights and Accountability; and Public Finance and Public Sector Analytics.

To exit with the PG Diploma Public Administration (Project Management) the 120 credits must include the following modules: Policy in Context; Project and Programme Management in the Public Sector; Ethics, Rights and Accountability; and Evaluation and Performance Measurement in the Public Sector.

22 Programme structure diagram

MPA: Six core modules plus two further MPA specific modules.

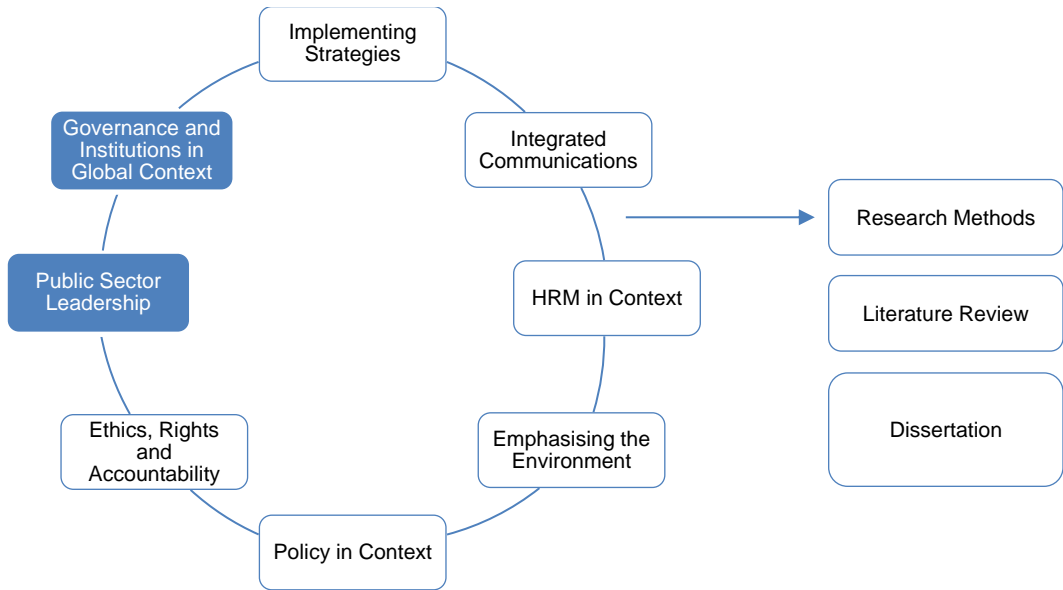
MPA (Finance): Six core modules plus two Finance subject specific modules.

MPA (Project Management): Six core modules plus two Project Management subject specific modules.

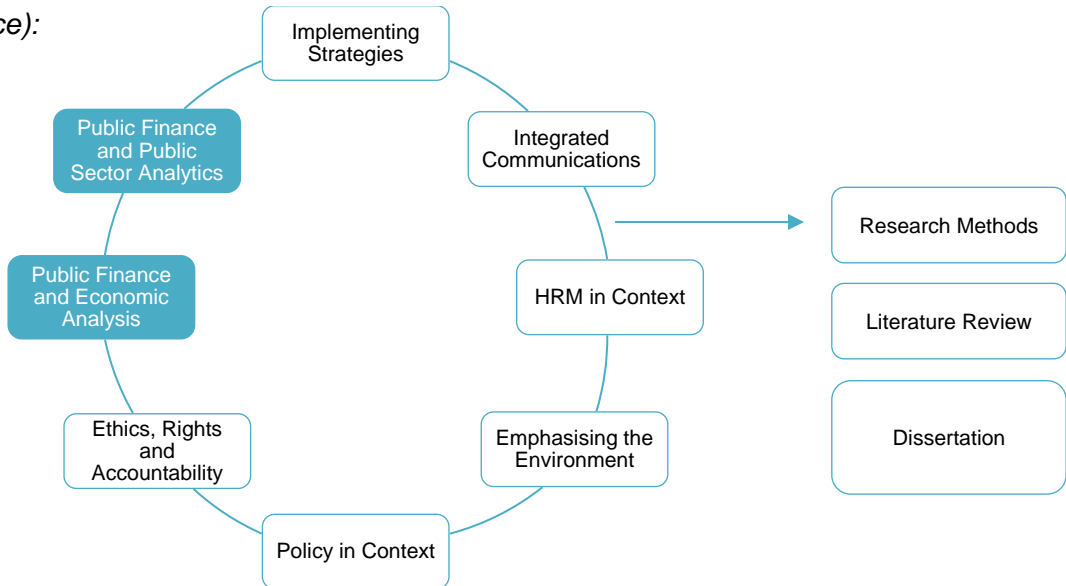
The eight module framework for each MPA route is then followed by a final 60 credits, comprised of two 15 and one 30 credit research and dissertation modules. Any one module will therefore have students enrolled from a number of different cohorts.

LEVEL 7 Carousel Delivery Model MPA, MPA (Finance) and MPA (Project Management)							
Mod Code	ONL702	Mod Title	Implementing Strategies	Credit value	15	Core	Delivery - online via Canvas
Mod Code	ONL704	Mod Title	Integrated Communications	Credit value	15	Core	Delivery - online via Canvas
Mod Code	ONL706	Mod Title	HRM in Context	Credit value	15	Core	Delivery - online via Canvas
Mod Code	ONL701	Mod Title	Emphasising the Environment	Credit value	15	Core	Delivery - online via Canvas
Mod Code	ONL728	Mod Title	Policy in Context	Credit value	15	Core	Delivery - online via Canvas
Mod Code	ONL725	Mod Title	Ethics, Rights and Accountability	Credit value	15	Core	Delivery - online via Canvas
Mod Code	ONL732	Mod Title	Public Sector Leadership	Credit value	15	Option	Delivery - online via Canvas
Mod Code	ONL727	Mod Title	Governance and Institutions in Global Context	Credit value	15	Option	Delivery - online via Canvas
Mod Code	ONL730	Mod title	Public Finance and Economic Analysis	Credit value	15	Option	Delivery - online via Canvas
Mod Code	ONL731	Mod title	Public Finance and Public Sector Analytics	Credit value	15	Option	Delivery - online via Canvas
Mod Code	ONL729	Mod title	Project and Programme Management in the Public Sector	Credit value	15	Option	Delivery - online via Canvas
Mod Code	ONL726	Mod title	Evaluation and Performance Measurement in the Public Sector	Credit value	15	Option	Delivery - online via Canvas
Mod Code	ONL722	Mod title	Research Methods	Credit value	15	Core	Delivery - online via Canvas
Mod Code	ONL723	Mod title	Literature Review	Credit value	15	Core	Delivery - online via Canvas
Mod Code	ONL724	Mod title	Dissertation	Credit value	30	Core	Delivery - online via Canvas

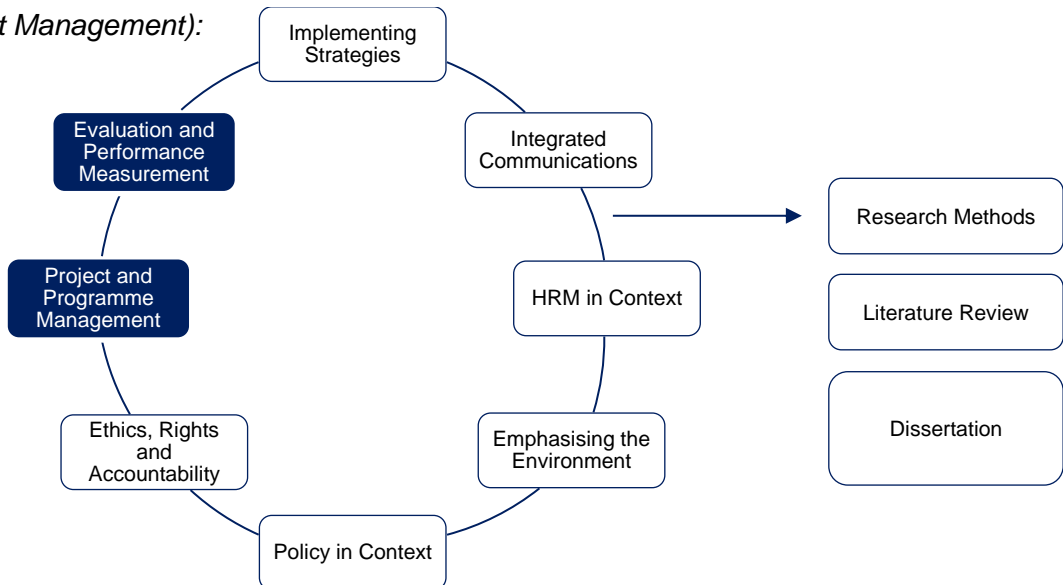
MPA:



MPA (Finance):



MPA (Project Management):



23 Intended learning outcomes of the programme

Knowledge and Understanding

	Level 7 – All programme specialism routes
A1	Demonstrate a critical appreciation of concepts, principles and theories related to strategies and a range of applications
A2	Evaluate the contribution to which roles and interactions contribute to a successful, contemporary organisation
A3	Demonstrate insight related to the effectiveness and nature of the stakeholder communications and influence
A4	Appreciate the principles of management decision making and the ways in which they contribute to organisational efficiency, growth and development
A5	Prepare a critical insight into the development and progression of environmental issues and concerns within the context of business/organisations and management
A6	Demonstrate a critical understanding of the socioeconomic and political context in which policy and management is conducted
A7	Demonstrate a contextualised understanding of the principles and implications of ethics, rights and accountability
	Level 7 – MPA
A8	Demonstrate an understanding of the leadership discourse including models, theory and their application to and utility in the public/third sector
A9	Demonstrate a critical understanding of the international and intergovernmental context in which policy and management is conducted
A10	Demonstrate a contextualised understanding of the political institutions in democratic societies
A11	Present reasoned insights into governance in organisations taking into account the literature
	Level 7 – MPA (Finance)
A12	Demonstrate a critical understanding of why market failure occurs and how it may be addressed
A13	Demonstrate a critical understanding of the macroeconomic implications of public policy decisions
A14	Demonstrate a critical understanding of the key concepts and knowledge relevant to financial management in the public sector
A15	Demonstrate knowledge and understanding of analytic methods and their use in the public sector
	Level 7 – MPA (Project Management)
A16	Demonstrate a contextualised understanding of project/programme management concepts and reflect on the project/programmes at various stages of the project life cycle
A17	Demonstrate knowledge and understanding of performance measurement and the ability to communicate effectively via visual methods accessible to wider audiences

Intellectual skills

	Level 7 – All programme specialism routes
B1	Undertake critical thinking to provide a judgement
B2	Work autonomously to identify and interpret relevant principles and procedures to present analytical resolution
B3	Bring together theoretical facts and ideas to present synthesis in support of a proposal or argument or solve an organisational problem
B4	Demonstrate an awareness of emotional intelligence in self and others as a means of influencing behaviour from a management perspective
B5	Critically evaluate how organisational and HR strategies are shaped and developed in response to internal and external environmental (STEEPLED/global and competitive) factors.
B6	Assess the range of stakeholders and partners involved in decision-making, their interests and positions, and manage their interaction in the decision-making process
B7	Evaluate critically policy implementation outcomes in relation to policy intent, taking into account the perspectives presented in the literature
B8	Critically analyse the role of stakeholders and partners in decision-making and policy development
B9	Explore contemporary ethics, rights and accountability issues in the literature and consider how this relates to practice
	Level 7 – MPA
B10	Critically evaluate organisational governance processes from a theoretical and practical perspective
	Level 7 – MPA (Finance)
B11	Appropriately utilise and interpret results of the application of microeconomic concepts to the analysis of public policy and management
B12	Appropriately utilise and interpret results of the application of macroeconomic policy concepts to the analysis of public policy and management
B13	Appropriately utilise and interpret results of the application of financial management tools and concepts
B14	Evaluate critically the use of budgets for planning and control, taking into account the perspectives presented in the literature
	Level 7 – MPA (Project Management)
B15	Critically evaluate the project/programme management methodology/framework employed by an organisation
B16	Critically analyse the importance of effective project management along with the practical and theoretical factors that contribute to project success/failure
B17	Present critical insights into the key constraints and environment/context within which projects are conceived and managed
B18	Appropriately utilise and interpret results of the application of analytic methods and evaluation concepts
B19	Analyse the concepts of performance measurement and evaluation and critically evaluate the distinction drawing upon the literature

Subject Skills

	Level 7 – All programme specialism routes
C1	Use relevant communication channels and tools for applications throughout business/organisation and management situations
C2	Interpret information systems for managerial applications
C3	Implement appropriate strategies to support development and change
C4	Demonstrate an ethical approach to underpin practice
C5	Design an appropriate research methodology proposing a suitable sampling strategy; data collection approach; valid analytical method(s); associated philosophical stance; and any ethical issues related to the research question

Practical, professional and employability skills

	Level 7 – All programme specialism routes
D1	Communicate effectively both orally and in writing by drawing on relevant information, summarising and interpreting
D2	Master numeracy skills, data analysis and statistical interpretations
D3	Work independently to manage personal development and exercise time-management and prioritisation
D4	Contribute in an effective manner to evidence based decision making in order to influence people and outcomes
D5	Identify appropriate techniques and resources to build cross functional relationships
D6	Critically reflect on the literature and deliberate, agree on and prepare a balanced report on a complex ethical issue as part of a group
D7	Critically assess a complex issue as part of a group and identify and present practical approaches to a real world ethical dilemma
	Level 7 – MPA
D8	MPA: Appropriately utilise leadership tools and concepts in public/third sector leadership settings
D9	MPA: Critically evaluate their leadership skills in the context of leadership models and appropriate specialist approaches
D10	MPA: Identify practical actions for the improvement and development of their leadership skills

24 Curriculum matrix

To demonstrate how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

MPA (all programmes)																						
<i>Module Title</i>	<i>Core or option?</i>	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	
Level 7	<i>Implementing Strategies</i>	Core	■	■	■	■	□	■	■	■	■	□	■	■	■	■	□	■	■	■	■	□
	<i>Integrated Communications</i>	Core	■	■	■	■	□	■	■	■	■	□	■	■	■	■	□	■	■	■	■	■
	<i>HRM in Context</i>	Core	■	■	■	■	□	■	■	■	■	■	■	■	■	■	□	■	■	■	■	□
	<i>Emphasising the Environment</i>	Core	■	■	■	■	■	■	■	■	■	□	■	■	■	■	□	■	□	■	■	□
	<i>Research Methods</i>	Core	■	■	■	■	□	■	■	■	■	□	■	■	■	■	■	■	■	■	■	□
	<i>Literature Review</i>	Core	■	■	■	■	□	■	■	■	■	□	■	■	■	■	□	■	■	■	■	□
	<i>Dissertation</i>	Core	■	■	■	■	□	■	■	■	■	□	■	■	■	■	□	■	■	■	■	■

MPA (all programmes)										
<i>Module Title</i>	<i>Core or option?</i>	A6	A7	B6	B7	B8	B9	D6	D7	
Level 7	<i>Policy in Context</i>	Core	■	□	■	■	■	□	□	□
	<i>Ethics, Rights and Accountability</i>	Core	□	■	□	□	□	■	■	■

MPA

	<i>Module Title</i>	<i>Core or option?</i>	A8	A9	A10	A11	B10	D8	D9	D10
Level 7	<i>Public Sector Leadership</i>	Option	■	□	□	□	□	■	■	■
	<i>Governance and Institutions in Global Context</i>	Option	□	■	■	■	■	□	□	□

MPA (Finance)										
	<i>Module Title</i>	<i>Core or option?</i>	A12	A13	A14	A15	B11	B12	B13	B14
Level 7	<i>Public Finance and Economic Analysis</i>	Option	■	■	□	□	■	■	□	□
	<i>Public Finance and Public Sector Analytics</i>	Option	□	□	■	■	□	□	■	■

MPA (Project Management)									
	<i>Module Title</i>	<i>Core or option?</i>	A16	A17	B15	B16	B17	B18	B19
Level 7	<i>Project and Programme Management in the Public Sector</i>	Option	■	□	■	■	■	□	□
	<i>Evaluation and Performance Measurement in the Public Sector</i>	Option	□	■	□	□	□	■	■

25 Learning and teaching strategy

As this programme is being delivered online via a virtual learning environment (VLE) to students who will always be working at a distance, it is important to provide a learning experience that suits the students' study context. In addition, it will also have to be taken into consideration that online distance learning students in part time study are typically professionals in full-time employment who have busy work and home lives, hence are time-poor and tend to be strategic in approaching their studies. In view of these expectations, the learning and teaching approach has the following characteristics:

Each 15 credit module is broken into seven study weeks, with a further week for completion of the final assessment. Each week is treated as a distinct learning unit, with separate content presentation and deadlines for the completion of learning activities. The structured integration of knowledge, presentation, content and practice activities is provided in order for students to have the opportunity to investigate and apply the learning content as well as demonstrate their level of progress through the use of the VLE tools, such as discussion boards and quizzes. Sections of content, with associated activities, are used in order to make the modules accessible and digestible, and to enable students to demonstrate their progress and acquisition of knowledge and skills. Similarly, this provides opportunities for the module leader and tutors to provide feedback, support and intervention where required.

Knowledge and understanding are developed through the use of a variety of content presentation methods, such as online videos, narrated presentation (mini-lectures), text content written by the module leader, hyperlinked web content, digital reading resources and the students' own research and collaboration. The aim is to use a variety of these methods in order to assist students in remaining engaged.

Skills development is facilitated through the use of a variety of learning activities, presented through and usually recorded in the VLE. Online forums will be used for discursive and collaborative tasks and students will be asked to work together in whole-class or small group activities. Students will carry out research, reflect on their own professional practice, collaborate on the development of reports and presentations, and carry out practice activities appropriate to the module topic. The use of online tools for students to discuss or record their results, allows for the module leader and online tutors to see the progress students are making and to provide constructive feedback. Training in and support for the use of any required digital tools will be provided.

All of these activities will be planned in collaboration with a HEP-UK Instructional Designer, so that they constructively align with the module and weekly learning outcomes, as well as the formative and summative assessment tasks, to ensure their efficacy in enabling students to achieve the intended learning outcomes. This alignment and focus on active learning tasks will be initiated through the use of the ABC Learning Design process (developed by University College London and promoted by Jisc (formerly the Joint Information Systems Committee)) at the beginning of the development of each module.

For the MPA programmes, students' own application of the learning and theories presented in the modules is crucial for their successful completion of the programme. The collaborative tasks planned into the weekly structure, provide plenty of opportunity for students to do so and compare their own professional context and experience to that of their classmates. This collaboration also provides

an excellent opportunity for internationalisation of the content and discussion, as it is anticipated that the programme will recruit globally.

Learning and teaching undergoes a change in style at the dissertation stage. Individual specialist supervision is provided to support the student through the individual chapters which make up the submission and work within the confines of the research design and question.

In accordance with sound educational research and current best practice, the programme will be delivered and assessed through a broad range of methods, reflecting the distinctive features of the programme, providing learning opportunities in a supportive environment to ensure knowledge transfer is effective.

Regular communication will be scheduled in the form of programme meetings to share best practice and engage in reflective practice from an individual perspective and to contribute views.

26 The Glyndŵr University Graduate

Module title	CORE ATTRIBUTES				KEY ATTITUDES					PRACTICAL SKILLSETS					
	Engaged	Creative	Enterprising	Ethical	Commitment	Curiosity	Resilient	Confidence	Adaptability	Digital fluency	Organisation	Leadership and team working	Critical thinking	Emotional intelligence	Communication
<i>Emphasising the Environment</i>	■	■	■	■	□	■	□	□	■	■	□	□	■	□	■
<i>Implementing Strategies</i>	■	□	□	■	■	■	■	□	■	■	□	■	■	□	■
<i>Integrated Communications</i>	■	□	■	■	□	■	■	■	■	■	■	■	■	■	■
<i>HRM in Context</i>	■	□	□	■	■	■	■	■	■	■	■	□	■	■	■
<i>Research Methods</i>	■	□	■	■	□	■	□	■	■	■	■	□	■	□	■
<i>Dissertation</i>	■	■	■	■	■	■	■	■	■	■	■	□	■	□	■
<i>Literature Review</i>	■	□	■	■	□	□	■	■	■	■	■	□	■	□	■
<i>Policy in Context</i>	■	□	□	□	□	■	□	□	■	■	■	□	■	□	■
<i>Public Sector Leadership</i>	■	□	□	■	■	□	■	■	■	■	□	■	■	■	■
<i>Public Finance and Economic Analysis</i>	■	□	□	■	■	■	□	□	■	■	□	■	■	□	■
<i>Project and Programme Management in the Public Sector</i>	■	■	□	□	□	□	■	■	■	■	■	■	■	□	■
<i>Ethics, Rights and Accountability</i>	■	■	□	■	■	■	■	■	■	■	■	■	■	■	■
<i>Governance and Institutions in Global Context</i>	■	□	□	□	□	■	□	□	■	■	□	□	■	□	■
<i>Public Finance and Public Sector Analytics</i>	■	□	□	■	■	■	□	■	■	■	■	□	■	□	■
<i>Evaluation and Performance Measurement in the Public Sector</i>	■	■	□	□	■	□	□	■	■	■	■	■	■	□	■

27 Work based/placement learning statement

N/A

28 Welsh medium provision

The programmes will be delivered through the medium of English. However, students are entitled and encouraged (where this fits their learning preferences) to submit assessments in the medium of Welsh.

29 Assessment strategy

In light of the programme format mentioned against the Learning and Teaching Strategy (*Section 25* above - online distance learning delivery, time poor strategic learners) the goal is to make best use of assessment practices that similarly meet the needs of students in this context.

The nature of the assessment tasks will be derived through a process of constructive alignment with the learning outcomes and learning activities for the module and will be designed to ensure coverage. Typical characteristics of the online distance learning delivery approach of this programme include the following:

When students are working at a distance, it is critical to ensure that they are demonstrating progress through the submission of work in the VLE. Also, for professional learners, smaller submissions are more achievable in the working week. Therefore, we aim to use multiple points of assessment in each module unless the nature of the module topic dictates otherwise. For example, there may be three points of submission with a 25/25/50 split. A major final piece will often, though not always, be retained as the students have their final eighth week free from study for the completion of this assessment. These submissions may be discrete. However, it will be helpful to make the assessment components progressive or accumulative, where appropriate. Methods that will facilitate this include accumulative report writing or case studies, portfolios of work, or assessments that build directly on the previous submission and its feedback. However, this has the implication that grading and feedback on minor pieces will need to be turned around relatively quickly.

Assessment methods will be varied to include formats such as online quizzes, reports and essays, case studies, projects, portfolios of work, reflective portfolios, plans, presentations (both written and recorded) and journals. There will be a mixture of individual and group-work activities.

Formative assessment tasks will be provided early in the modules to further allow students to demonstrate their progression and gain feedback on their work.

In addition, the assessment schedule of the programme considers the dual needs of assessment for learning and assessment of learning. The strategy is to provide a sequence and variety of assessment tasks to reflect the modular learning outcomes which contribute towards the achievement of the award. Assessments are written in a manner which incorporates subject specific theory and content together with consideration of professional practice and educational scholarship based on current scenarios, where applicable. Each assessment pack includes the standard Masters level marking criteria as a foundation for consistency and provides clarity with regard to the subsequent academic judgements.

The Assessment Strategy is based on commentary provided with the UK Quality Code for Higher education (Indicator 5, Chapter B6) that: Assessment and feedback practices are informed by reflection, consideration of professional practice, and subject specific and educational scholarship to develop assessment activities which are closely connected with real-world situations or tasks. Criteria for assessment marking are included with each assessment document to clearly articulate and promote consistency at each level and a shared understanding of the basis on which academic judgements are made.

Feedback provision will be in accordance with current policies and practices in place throughout Glyndŵr University to support ongoing progression and development, this will be in electronic format. Up to date details are provided in the annual Programme Handbook.

All assessments are subject to inclusion in current quality practices which include second marking of a satisfactory sample and external examiner scrutiny.

The following table contains details of indicative assessment types, which will be a varied mix of assessment types. More specific detail can be found in the module specifications.

MPA		
Module code & title	Assessment type and weighting	Indicative submission date
ONL702 Implementing Strategies	<ul style="list-style-type: none"> ▪ Poster Presentation - 20% ▪ Learning/Log Journals - 35% ▪ Reflective Practice - 45% 	Week 3, 6 and 8
ONL704 Integrated Communications	<ul style="list-style-type: none"> ▪ Report - 25% ▪ Report - 25% ▪ Report - 50% 	Week 3, 6 and 8
ONL706 HRM in Context	<ul style="list-style-type: none"> ▪ Background to Business/Organisation Project - 25% ▪ Business/Organisation Analysis - 25% ▪ Business Case - 50% 	Week 3, 6 and 8
ONL701 Emphasising the Environment	<ul style="list-style-type: none"> ▪ Report - 30% ▪ Poster Presentation - 45% ▪ Reflective Practice - 25% 	Week 3, 6 and 8
ONL728 Policy in Context	<ul style="list-style-type: none"> ▪ Case Study - 50% ▪ Essay - 50% 	Week 6 and 8
ONL725 Ethics, Rights and Accountability	<ul style="list-style-type: none"> ▪ Group Project - 40% ▪ Essay - 60% 	Week 6 and 8
ONL732 Public Sector Leadership	<ul style="list-style-type: none"> ▪ Reflective Practice - 35% ▪ Essay - 65% 	Week 6 and 8
ONL727 Governance and Institutions in Global Context	<ul style="list-style-type: none"> ▪ Report - 40% ▪ Essay - 60% 	Week 6 and 8
ONL722 Research Methods	<ul style="list-style-type: none"> ▪ Research Proposal - 30% ▪ Portfolio - 70% 	Week 6 and 8
ONL723 Literature Review	<ul style="list-style-type: none"> ▪ Literature Review - 100% 	Week 8
ONL724 Dissertation	<ul style="list-style-type: none"> ▪ Dissertation - 100% 	Final submission

MPA (Finance)		
Module code & title	Assessment type and weighting	Indicative submission date
ONL702 Implementing Strategies	<ul style="list-style-type: none"> ▪ Poster Presentation - 20% ▪ Learning/Log Journals - 35% ▪ Reflective Practice - 45% 	Week 3, 6 and 8
ONL704 Integrated Communications	<ul style="list-style-type: none"> ▪ Report - 25% ▪ Report - 25% ▪ Report - 50% 	Week 3, 6 and 8
ONL706 HRM in Context	<ul style="list-style-type: none"> ▪ Background to Business/Organisation Project - 25% ▪ Business/Organisation Analysis - 25% ▪ Business Case - 50% 	Week 3, 6 and 8
ONL701 Emphasising the Environment	<ul style="list-style-type: none"> ▪ Report - 30% ▪ Poster Presentation - 45% ▪ Reflective Practice - 25% 	Week 3, 6 and 8
ONL728 Policy in Context	<ul style="list-style-type: none"> ▪ Case Study - 50% ▪ Essay - 50% 	Week 6 and 8
ONL725 Ethics, Rights and Accountability	<ul style="list-style-type: none"> ▪ Group Project - 40% ▪ Essay - 60% 	Week 6 and 8
ONL730 Public Finance and Economic Analysis	<ul style="list-style-type: none"> ▪ Essay - 40% ▪ Case Study - 60% 	Week 6 and 8
ONL731 Public Finance and Public Sector Analytics	<ul style="list-style-type: none"> ▪ Essay - 50% ▪ Report - 50% 	Week 6 and 8
ONL722 Research Methods	<ul style="list-style-type: none"> ▪ Research Proposal - 30% ▪ Portfolio - 70% 	Week 6 and 8
ONL723 Literature Review	<ul style="list-style-type: none"> ▪ Literature Review - 100% 	Week 8
ONL724 Dissertation	<ul style="list-style-type: none"> ▪ Dissertation - 100% 	Final submission

MPA (Project Management)		
Module code & title	Assessment type and weighting	Indicative submission date
ONL702 Implementing Strategies	<ul style="list-style-type: none"> ▪ Poster Presentation - 20% ▪ Learning/Log Journals - 35% ▪ Reflective Practice - 45% 	Week 3, 6 and 8
ONL704 Integrated Communications	<ul style="list-style-type: none"> ▪ Report - 25% ▪ Report - 25% ▪ Report - 50% 	Week 3, 6 and 8
ONL706 HRM in Context	<ul style="list-style-type: none"> ▪ Background to Business/Organisation Project - 25% ▪ Business/Organisation Analysis - 25% ▪ Business Case - 50% 	Week 3, 6 and 8
ONL701 Emphasising the Environment	<ul style="list-style-type: none"> ▪ Report - 30% ▪ Poster Presentation - 45% ▪ Reflective Practice - 25% 	Week 3, 6 and 8
ONL728 Policy in Context	<ul style="list-style-type: none"> ▪ Case Study - 50% ▪ Essay - 50% 	Week 6 and 8
ONL725 Ethics, Rights and Accountability	<ul style="list-style-type: none"> ▪ Group Project - 40% ▪ Essay - 60% 	Week 6 and 8
ONL729 Project and Programme Management in the Public Sector	<ul style="list-style-type: none"> ▪ Report - 40% ▪ Essay - 60% 	Week 6 and 8
ONL726 Evaluation and Performance Measurement in the Public Sector	<ul style="list-style-type: none"> ▪ Poster Presentation - 25% ▪ Report - 35% ▪ Essay - 40% 	Week 3, 6 and 8
ONL722 Research Methods	<ul style="list-style-type: none"> ▪ Research Proposal - 30% ▪ Portfolio - 70% 	Week 6 and 8
ONL723 Literature Review	<ul style="list-style-type: none"> ▪ Literature Review - 100% 	Week 8
ONL724 Dissertation	<ul style="list-style-type: none"> ▪ Dissertation - 100% 	Final submission

30 Assessment and award regulations

Derogations

N/A

Non-credit bearing assessment

N/A

Borderline classifications (for undergraduate programmes only)

N/A

Ordinary Degree (for undergraduate programmes only)

N/A

Restrictions for trailing modules (for taught masters programmes only)

Students must have studied (not necessarily passed) the eight required modules before starting the three Research and Dissertation modules.

Prerequisites for proceeding to the research component (for MRes programmes only)

N/A

31 Quality Management

All provision is expected to comply with the University processes for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programmes delivery:

- Student Evaluation of Module forms
- Student Voice Forum
- Individual student feedback
- Student representatives
- Annual Monitoring reports
- Periodic review and re-validation process
- External Examiner reports
- PSRB requirements and accreditation activities
- National Student Survey (NSS)

32 Learning support

Institutional level support for students

The University has a range of departments that offer support for students such as:

- Library & IT Resources
- Inclusion Services
- Careers Service
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration

- Glyndŵr Students' Union

Support for students and their learning in collaboration with HEP (Higher Ed Partners)

All students at Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact and to provide academic support throughout their studies at the University. It is a vital role to support student engagement and to help every student to succeed to the best of their ability. For online students an additional layer of support is offered through our partnership with HEP:

Student Success Team

The HEP Student Success Team is there to provide proactive encouragement and support to all students throughout their online journey. They are responsible for ensuring that each student is given the right level of support and to identify when students need encouragement or guidance in order to succeed. The team will reach out to every student by phone and follow up with email communications whilst recording activities, participation and attendance for each key element of their programme.

Support for New Students

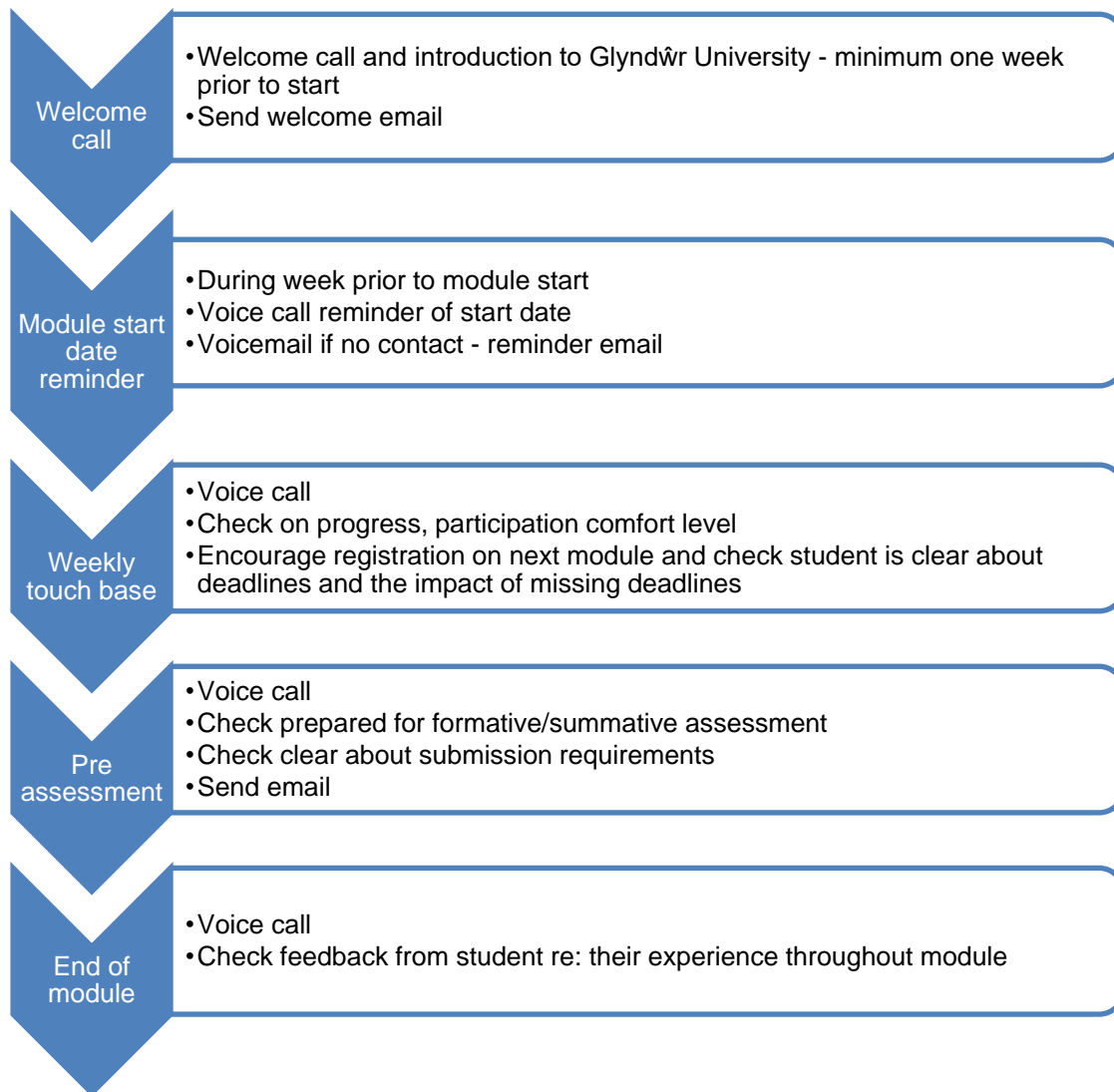
All students are allocated a HEP Student Success Coordinator (SSC) who will stay with the student for the duration of their study. The student will be handed over from the HEP Enrolment Services team at the point at which they pay for the first module and thereby commit to study. The SSC will email the student within 48 hours and ask them to confirm their availability to receive a welcome call.

This initial welcome call is a 'virtual walk to class' designed to assuage any concerns the student has at the start of their journey and assure them that support will always be close at hand. During this call the SSC will explain their role and the roles of other team members with whom the student may have contact. They would revisit any concerns the student might have, agree the frequency and mode of communication (telephone, Zoom, WhatsApp, Google Hangouts, etc.) and explain the next steps in the student journey. All support from Glyndŵr University (personal tutor, etc.) will be provided online, via video conferencing software and email, and all contact will keep to UK business hours.

During the initial welcome call the HEP SSC will:

- Advise the student who to contact and what for (with initial point of contact almost always being the SSC)
- Review their programme plan with the student
- Explain the importance of undertaking the Orientation module and any other ancillary modules
- Direct the student to the Student Handbook and Programme Handbook
- Ensure the student can access the VLE
- Explain how to access other University support and resources
- Check the student is clear about how and when to register for their next module
- Ensure the student understands how the option to take a study break operates
- Agree next steps - from HEP-UK SSC communications

The HEP SSC will operate a weekly outreach to students prior to, and during, the first two modules and will then provide regular contact points from the third module onwards. The team will monitor attendance of all students daily and weekly to ensure all students feel supported. The SSC will identify 'at risk' students where there is any lack of engagement and proactively contact them to discuss and address. A summary of the outreach approach is below:



It is important to identify 'at risk' students from an early point so that appropriate plans and interventions can be put in place to ensure students are afforded the best possible chance of succeeding in their studies. To assist the SSC in tailoring communication, HEP-UK uses a risk rate system in the CRM which results in the categorisation of risks into finance, academic or engagement. The SSC would also proactively call students who have not engaged in sessions or have not informed of any absence.

HEP aim to ensure that the SCC is allocated to a student for the duration of the programme, so that mutual rapport and trust is built. HEP-UK will work closely with the University to monitor module-to-module engagement, to survey students, to identify retention themes and to agree responses to any issues.

Programme specific support

As referred to previously, the Programme Handbook provides extensive detail regarding sources of support and is available on the VLE to all students registered on the programme and includes signposts to regulations and policies.

An online induction for the MPA students will be provided in the VLE. This will be made available to students when they have paid for their first module, and no later than two weeks prior to starting their first module. The orientation has several sections including:

- Welcome to the University (from the Vice-Chancellor)
- Overview of the programme
- Rules and regulations
- Support services
- Academic skills
- How to use the Canvas VLE

Students will be encouraged to participate in the induction and will fill in an online completion statement which will be checked by the HEP SSC.

33 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy

<https://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity/>

ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.