Module Descriptor

Title	Comparative Public Administration & Management		
Session	2026/27	**Status**	Core
Code	MPAL 11001	**SCQF Level**	11
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	School of Education & Social Sciences		
Module Co-ordinator	H Ilhan		

Summary of Module

All over the world government employees do things that affect the lives of their fellow citizens. They run government business by sometimes performing public services, identifying wicked problems, and supporting politicians to craft solutions that translate into public policy. Public administration and management are what government does. This module equips you with the core theoretical underpinnings of Public Administration and Management as a field and a comparative view of how various events and contexts have shaped public administration and management in national and regional settings. You will gain an understanding of bureaucracy, policymaking processes, public services, reforms, regulations, accountability and ethics and the impact of contemporary technologies such as AI and e-government in a comparative fashion. Upon completion of this module, you will be able to identify good governance practices and connect theory to practice through the comparative analysis of contemporary case studies.

Public administration as a discipline plays a 'prominent role' for the United Nations Sustainable Development Goals. Firstly, because a robust system of governance and public administration is a development goal. Secondly, UN SDGs are attained through policy instruments designed and implemented in public administration organizations and lastly, most UNSDGs are 'embedded and framed' in public governance. This module aligns with UN SDGs 10, 16 and 17.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☐	☐

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Campuses for Module Delivery	☐ Ayr ☐ Dumfries		☐ Lanarkshire ☒ London ☐ Paisley		☐ Online / Distance Learning ☐ Other (specify)	
Terms for Module Delivery	Term 1	☒	Term 2	☒	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate critical and sophisticated knowledge of theories of public administration and management
L2	Demonstrate critical understanding of good governance principles with particular emphasis on ethics and accountability in public administration and management
L3	Apply sophisticated theoretical models to real-world settings
L4	Display critical understanding of how different environment affect governance structures
L5	Compare and contrast governance reforms from various countries

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	A critical understanding of a range of theories and antecedents of public administration and management. Deep understanding of relational Public Administration
Practice: Applied Knowledge and Understanding	Applying a range of evaluative tools to understand the dynamics comparison among administrative systems
Generic Cognitive skills	Demonstrate the ability to conduct critical analysis, evaluation and synthesis.
Communication, ICT and Numeracy Skills	Demonstrate the ability to communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise.
Autonomy, Accountability and Working with Others	Exercise substantial autonomy and initiative in carrying out learning activities. Take responsibility for own work and contribute to the collective learning activities of the group in ways which support and develop critical reflection Manage complex ethical and professional issues and make informed judgements

Prerequisites	**Module Code**	**Module Title**

	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 30-credit module includes 300 learning hours, normally including a minimum of 54 contact hours and a maximum of 72 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content	36
Tutorial/Synchronous Support Activity	18
Asynchronous Class Activity	10
Independent Study	236
TOTAL	300

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Books

Önder, M., Nyaburi N.I. and Islam, Md.N. (2022) The Palgrave Handbook of Comparative Public Administration Concepts and Cases. Singapore: Plagrave Macmillan

Pollitt, C. and Bouckaert, G. (2017) Public Management Reform. A Comparative Analysis - Into the Age of Austerity. 4th edn. Oxford: Oxford University Press

Shafritz, J., Russell, E., Borick, C. and Hyde, A. (2022) Introducing Public Administration. 10th edn. Abingdon: Taylor & Francis.

Journal articles

Atay, E., Ilhan, H. and Bayraktaroglu, S. (2019) 'The Turkish Soma Coal Mining Disaster: Antecedents, Consequences, and Ethics', Journal of Business Ethics Education, 16, pp.231-246. https://doi.org/10.5840/jbee20191613

Eiró, F. and Lotta, G. (2024) 'On the Frontline of Global Inequalities: A Decolonial Approach to the Study of Street-Level Bureaucracies', Journal of Public Administration Research and Theory, 34(1), pp. 67–79. https://doi.org/10.1093/jopart/muad019

Eppler, M.J. (2006) 'A comparison between concept maps, mind maps, conceptual diagrams, and visual metaphors as complementary tools for knowledge construction

and sharing', Information visualization, 5(3), pp.202-210.

Moloney, K. and Stone, D.L. (2019) 'Beyond the state: global policy and transnational administration', International Review of Public Policy, 1, pp.104-118.

https://doi.org/10.4000/irpp.344

Rizwan, A., Moazzam, A., Naveed, S. (2024) 'E-Governance in Pakistan: A Tool for Sustainable Development or Myth', in Haque, A., Salman, Y. (eds) Perspectives and Practices of Public Administration in South Asia. Cham: Springer, pp.19-38.

https://doi.org/10.1007/978-3-031-49841-1

Indicative journals

Administrative Science Quarterly

Asia Pacific Journal of Public Administration

International Journal of Public Administration

International Review of Administrative Sciences

International Review of Public Policy

Journal of Public Administration Research and Theory

Perspectives on Public Management and Governance

Public Administration

Public Administration and Development Public Administration Review Public Management Journal Public Management Review Public Policy and Administration

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

This module requires attendance and active student engagement. In-class activities are formative assignments geared towards accomplishing the learning outcomes. As per UKVI regulations students must attend all classes (see UWS Student Attendance and Engagement Procedure - 2026). If a student will not be able to attend a class, the student must contact the module lecturer and coordinator beforehand.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

The module also abides to the MPA programme EDI policy mapping inclusivity in four areas:
a) Designing course material

b) Inclusive Teaching in class

c) Assessment and d) Providing extra support to the students. Additionally, this module embeds advancing and promoting equality and diversity in all aspects of the learning activities and by doing so aims to establish an inclusive culture, free from discrimination and based upon the values of fairness, dignity and respect. Ethics, compassion, social justice, and respect are some of the core values of the public service profession, and constitute alongside equality, diversity and inclusiveness the ethos of this module. The module places particular focus on decolonisation in its narrative, theories, accounts, and perspectives engaged. Furthermore, the module actively aspires to the creation of plural, de-hierarchised learning space(s), treating everyone with dignity and presupposing the intellectual equality of everyone
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Social Science**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Pg Social Sciences
Moderator	F Jahan
External Examiner	K Bottom
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment 1 Portfolio (60%)
Assessment 2
Assessment 2 Written assignment (40%)
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Portfolio	☒	☒	☒	☐	☐	60	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Written Assessment	☐	☐	☐	☒	☒	40	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who
New template, no changes for 25/26	Mar 25	
Approved descriptor moved to new template format.	April 1	Habibe Ilhan
Amended for ILQR	29 June	A Gouglas