Module Descriptor

Title	Public Administration In Non-Western Countries		
Session	2026/27	**Status**	
Code	MPAL11007	**SCQF Level**	11
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**School of Education & Social Sciences**		
Module Co-ordinator	P Muñoz Ramírez		

Summary of Module

You will understand the circumstances that surround public administrations in some countries that do not fit the concept of "Western country". We will consider as non-Western any country that is not Russia, the US, Australia, New Zealand, or Europe. In other words, the course focuses on what Wallerstein would call countries of the periphery.

Students will gain a deeper understanding of the wider world realities that surround public administration, as an alternative to the popular approach used in public administration training. This is with the intention to prepare you about what kind of difficulties and specific circumstances are to be expected in non-Western public administrations, and how to address them. The module is directly linked to the UNSDG 1 (No poverty), by studying the genesis of unequal relations between colonised and coloniser economies and potential solutions; and SDG 16 (peace, justice, and strong institutions) studying how different socio-economic, cultural, and historical backgrounds shaped public administration in countries of the Global South. Throughout the module, the contents are a bold departure from colonised thinking and academia by including the stories, histories, and backgrounds of the subaltern (current and former colonies).

We will study different cases of public administration. Each of the countries/regions under study will be addressed with a brief historical perspective, and later moving on to the public administration peculiarities of each one. Then, we will address an example from a non-Western country that managed to develop a successful public administration system, along with discussions about its current challenges.

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
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 and understanding of the wider world realities that surround public administration, and the conventions surrounding it in the Global South
L2	Apply advanced explanatory and communication skills to communicate the complexities of public administrations from a non-US and European perspective
L3	Deploy advanced analytical skills to deliver region-specific assessments for decision-making in non-Western public administrations
L4	Interpret and apply numerical and graphical data to inform sophisticated analysis of matters related to public administration
L5	Work effectively with others in specialist settings, demonstrating sensitivity to deadlines

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 awareness of current issues in public administration in non-Western countries. Along with understanding generalities of conventional public administration approaches such as Anglo-American, Napoleonic, Germanic, and others. Through this critical awareness the intention is to encourage the development of diplomacy and empathy to deliver more well-rounded public servants who are not just intellectually savvy but also interpersonally wise.

[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

Practice: Applied Knowledge and Understanding	Application of a range of standard research instruments such as literature review, critical analysis, and specialist report making in the context of non-Western public administration and its nuances.
Generic Cognitive skills	Deal with complex issues and make informed judgements and tendency forecasts regarding public administration in non-industrialized countries. Also, to define new problems and potential solutions in the field with the help of scholarly material to be reviewed in class.
Communication, ICT and Numeracy Skills	Develop critical evaluations with the aid of numerical and graphical data, addressing the public administration situation of a given geographic area that fits the parameters of the module.
Autonomy, Accountability and Working with Others	Work with classmates in the development of the oral presentation , facilitating practice of teamwork situations, leadership skills, and individual accountability, in addition to stimulating ethical behaviour and a humble disposition, both prized values in modern day public administration, where workers usually are exposed to ethical dilemmas related to discretionary powers and required to be humble enough to recognise errors and adopt corrective measures.

Prerequisites	**Module Code** N/A	**Module Title** N/A
	Other N/A	
Co-requisites	**Module Code** N/A	**Module Title** N/A

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
Independent Study	246
TOTAL	300

Indicative Resources

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

Agata, K., Inatsugu, H., Shiroyama, H. (2024). Public Administration in Japan. Palgrave Macmillan. (Publication expected for August 2024).

Broudy, D., Morgan Edwards, L., Muñoz Ramírez, P. (2020) 'The war on womanhood: Today's struggle for the means of (re)production', in Lewandowski, T. (ed.), Sex in the States: Manners, Morals, and Morés. Opole, Poland: University of Opole Press, pp. 1-13.

Dadze-Arthur, A. (2022). Democracy, Governance, and Participation: epistemic colonialism in public administration and management courses. Edward Elgar Publishing.

Drechsler, W. (2015). Paradigms of non-Western public administration and governance. Edward Elgar Publishing.

Holden, R.H. ed., 2022. The Oxford Handbook of Central American History. Oxford University Press.

Nolasco, L.I., 2011. Exploring into the Prehistory and Early History of Philippine Public Administration: Three Models of Weberian Administrative State in Focus. Philippine Journal of Public Administration, 55(1-2), pp.21-46.

Muñoz Ramírez, P., 2019. Dependency Theory and the Philippines BOP performance". International Review of Ryukyuan and Okinawan Studies, 8, pp. 87-98.

Painter, M. and Peters, B.G., 2010. Administrative traditions in comparative perspective: Families, groups and hybrids. Tradition and public administration, pp.19-30.

Vellema, S., Borras Jr, S.M. and Lara Jr, F., 2011. The agrarian roots of contemporary violent conflict in Mindanao, Southern Philippines. Journal of Agrarian Change, 11(3), pp.298-320.

(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 have to 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.

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The module also abides to the MPA programme EDI policy meaning that it has included inclusivity in four areas: a) Designing course material b) Inclusive Teaching in class c) Assessment and d) Providing extra support to the students. Additionally, the module adheres to the principles denoted by Equality Act 2010, ensuring that the students or the personnel associated with the module will not be discriminated in any of the nine grounds detailed by the Act, namely: direct discrimination, associative discrimination, discrimination by perception, indirect discrimination, harassment, nor victimisation. Furthermore, the contents of the module pose the chance for openly discussing how the forms of discrimination displayed above have shaped current socioeconomic realities and what can be done to mitigate their effects. Another important tenet regarding equality and diversity is the importance given to inclusivity by teaching to the widest possible range of students. Part of this effort is to provide students with voice recordings of the lectures upon request. Also making available in the module's VLS (Virtual Learning Space) all the materials used in class, all this with the intention of having them fully engaged and discussing and not worrying about taking notes. Students with any other sort of condition that could hinder the quality of their education will be helped on an individual, customised basis, within the restraints of reasonability and feasibility. This by default a module on decolonized public administration as this is illustrated in its aims, literature and approach. The module actively aspires to the creation of plural, dehierarchised 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	H Ilhan
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
Written assessment (individual, 3000 words, 60% of the mark for the module).
Assessment 2
Group presentation (2 students, 30 minutes, 40% of the mark for the module).
Assessment 3

(N/A)
(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**
Written assessment	☒	☐	☒	☒	☐	60	31

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Oral group presentation	☐	☒	☐	☐	☒	40	23

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
(N/A)	☐	☐	☐	☐	☐		
Combined total for all components						100%	54 hours

Change Control

What	**When**	**Who**
New template, no changes for 25/26	Mar 25	Pedro Munoz-Ramirez
Amended for ILQR	29 June 2026	A Gouglas