Module Descriptor

Title	Gender, Representative Bureaucracy and Social Policy		
Session	2025/26	**Status**	
Code	**MPAL11010**	**SCQF Level**	**SCQF 11**
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Education and Social Sciences**		
Module Co-ordinator	F. Jahan		

Summary of Module

The module aims to equip students with a critical understanding of gender representation within public sector organisations across the globe. It will use gender as an analytical tool to think critically why public administration needs a gendered lens, why and where disparities persist between men and women in bureaucracy and policy and how does the representation of women in public institutions affect development. It will provide an overview of men and women's participation in leadership and decision-making role within executive government, national parliament, and local government. It will also help students to develop an intersectional perspective with an understanding of other social inequalities, such as race and ethnicity. The module will be divided into three parts. The first part will provide student with a theoretical understanding of the concepts of gender. It will cover topics on gender issues related to gender segregation of occupation, gender-based discrimination in public organisation, and challenges and obstacles for women working in public organisations. The second part will explore research data and empirical examples on women's participation in public bureaucracies with a focus on three regions: South Asia, Middle East and North Africa, and Europe including UK. The last part will focus on social policy. It will help student to analyse social policy from a gender perspective with an aim to attain Sustainable Development Goals No 5 and 11 of achieving gender equality in public administration and policy making and promoting peace, justice, and strong institutions.

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 a critical understanding of the concepts related to gender and gender representation in public bureaucracy.
L2	Apply advanced theoretical concepts related to gender and intersectionality to real-life contexts.
L3	Deploy critical analysis and evaluation skills in policy contexts.
L4	Communicate complex ideas around gender representation in public organisations to informed peers.
L5	Demonstrate leadership and initiative to develop new thinking to promote gender equality in public administration and policy making.

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)	**SCQF 11** Demonstrate theoretical knowledge on concepts related to social policy, bureaucracy and public service that promotes gender equality
Practice: Applied Knowledge and Understanding	**SCQF 11** Develop practical knowledge on gendered disparities between men and women in leadership role across the globe.
Generic Cognitive skills	**SCQF 11** Apply intersectional lens of gender, race, and ethnicity to analyse public administration and policy issues critically.

[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

Communication, ICT and Numeracy Skills	**SCQF 11** Develop communication skills to share ideas in seminar presentation.
Autonomy, Accountability and Working with Others	**SCQF 11** Demonstrate leadership and develop innovative ideas to solve complex problems.

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

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 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 Delivery	46
Tutorial / Synchronous Support Activity	8
Asynchronous Class Activity	10
Independent Study	236
Please select	
Please select	
TOTAL	300 hours total

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Conley, H. (ed) (2023) *Handbook on Gender and Public Sector Employment*, Cheltenham: Edward Elgar. Fernandez, S. and Lee, H. (2016) 'The transformation of the South African Public Service: exploring the impact of racial and gender representation on organisational effectiveness', *The Journal of Modern African Studies*, 54(1), pp. 91–116. doi:10.1017/S0022278X15000816. Kennedy, A. R., Bishu, S. G., & Heckler, N. (2020). Feminism, Masculinity, and Active Representation: A Gender Analysis of Representative Bureaucracy. Administration & Society, 52(7), 1101-1130. https://doi.org/10.1177/0095399719888470

Shaver, S. (ed) (2020) *Handbook on Gender and Social Policy*, Cheltenham: Edward Elgar.

Shields, P. and Elias, N. (Eds.) (2022) Handbook on Gender and Public Administration, Northampton: Edward Elgar Publishing.

(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 - academic-engagement-and-attendance-procedure.pdf (uws.ac.uk). 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 is aligned with the core values of UWS and ethos of MPA which aims to promote the values of inclusivity, equality, diversity, human rights, respect and dignity for all staffs and students. In line with the decolonisation focus of the programme, the course curriculum is designed to incorporate diverse and non-western pedagogies. It includes case studies and empirical data from three regions namely South Asia, Middle East and North Africa, and Europe including UK with an aim to understand the different participation rate of women in public bureaucracies across both western and non-western democracies. We understand that gender is a sensitive topic and majority of our international students come from diverse cultural background who has different assumptions on gender. Therefore, the classroom teaching aims to create a supportive learning environment and ensure the psychological safety for the students so that they feel safe to discuss openly about the different gender roles and prejudices that they have seen in their country without any fear of judgement. The seminar is designed to include different activities which are inclusive and celebrate differences. For example, there will be ample opportunities for the students to participate and engage in group discussion in the seminar where they can discuss freely on their own ideas and gendered experiences related to the topic. The oral and written assessments are also designed in a way that encourage individual students incorporating examples from their own lives related to the topic. There will be additional support available to help individual students to help them thrive in their academic lives.

(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 Sciences
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)
The module has two summative assessments that contribute 30% and 70% towards the total grade.
Assessment 1 : 10-minute individual presentation and 5-minute individual viva (30%).
Assessment 2 : Written assessment (3500 words) (70%)
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
Presentation & Viva	☒	☐	☐	☒	☒	30%	

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	☐	☒	☒	☐	☐	70%	

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
Transferred to new module template	28 Mar 25	F. Jahan