University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Comparative Governance & Public Administration			
Code: SSPG11011	**SCQF Level: 11 (Scottish Credit and Qualifications Framework)**	**Credit Points:20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Education & Social Sciences		
Module Co-ordinator:	M Arnott		

Summary of Module

This module provides students with an understanding of the models, theories, structures and processes of governance and public administration in a comparative context. Students will gain an understanding of the structures and functions of public administration at national, regional and local levels. It explores dimensions such as culture, executive and non-executive power, accountability and governance. The module draws on contemporary case studies to illuminate the issues and dimensions of organisational theory and how these are relevant to the study of the internal and external organisation of public administration. Although the case studies are contemporary, they are considered within a historical context in order for students to understand the patterns of administrative reform at multiple levels of governance. Students will consider, amongst other debates, the extent to which we are now living in an era of 'post-New Public Management' and how such debates are relevant within different state contexts.

The syllabus includes:

- Undertaking comparative analysis in governance and public administration
- Politics and the bureaucracy
- Administrative reform in a global context: New Public Management and beyond
- Public administration in developed and developing countries
- Patterns of governance and authority
- Aspects of accountability and control
- Public administration and multi-levels of governance
- Regulation, deregulation and regulatory reform

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☐	☒	☐	☐	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☒	☐	☐	☐	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☒	Term 2	☐	Term 3	☐

Learning Outcomes: (maximum of 5 statements) **These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.** At the end of this module the student will be able to:	
L1	Demonstrate originality or creativity the analysis and evaluation of comparative governance and public administration
L2	Demonstrate critical understanding of the comparative analysis of public policy
L3	Synthesise information from a variety of sources, including academic research publications, to offer sound and distinct insights on chosen research topic
L4	Critical analysis of models, theories, structures and processes of governance and public administration
L5	Click or tap here to enter text.

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 Level **11** A critical understanding of a range of theories and techniques of comparative governance and public administration.
Practice: Applied Knowledge and Understanding	SCQF Level **11** Applying a range of evaluative tools to understand the dynamics and impacts of multiple policy actors at local, national and global levels.
Generic Cognitive skills	SCQF Level **11** Demonstrate the ability to conduct analysis, evaluation and synthesis
Communication, ICT and Numeracy Skills	SCQF Level **11**

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	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	SCQF Level **11** 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

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	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** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Personal Development Plan	12
Independent Study	154
Asynchronous Class Activity	10
	Hours Total 200
**Indicative Resources: (eg. Core text, journals, internet access)	

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

Bevir, Mark (ed) (2011) *The Sage Handbook of Governance* (London: Sage)
Burnham, June and Horton, Sylvia (2013) *Public Management in the United Kingdom* (Houndmills: Basingstoke)
Christensen, Tom and Laegreid, Per (eds) (2016) *The Ashgate Companion to New Public Management* (Farnham: Ashgate)
Cairney, P. (2019). Understanding public policy: theories and issues. Bloomsbury Publishing.
Knill, C and Tosun, J. (2012), Public Policy: A New Introduction, Palgrave Macmillan
Andrew Massey (ed.) (2011) *International Handbook of Civil Service Systems, (Aldershot:* Edward Elgar).
Rhodes,R.A.W. (1997) *Understanding Governance: Policy Networks, Governance, Reflexivity and Accountability* (Buckingham: Open University Press)
Click or tap here to enter text.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**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:

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:
All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: <u>UWS Equality, Diversity and Human Rights Code.</u> Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..	
(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
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	PG Social Sciences
Moderator	A. Van der Zwet
External Examiner	M Ketola
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 – Short essay - 1500 words (Employment-focused mock recruitment exercise)(40% weighted
Assessment 2 – Case study project - 2500 words (60% weighted)
(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Short essay	✓	✓	✓	✓	✓	40	0

Component 2							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Case Study Project	✓	✓	✓	✓	✓	60	0

Component 3		
Combined Total for All Components	**100%**	**0 hours**

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)