# PROGRAMME SPECIFICATION: Executive Master of Public Administration (EMPA)

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| **1.** | **Awarding Body** | LSE |
| **2.** | **Details of accreditation by a professional/statutory body,  e.g. ESRC; BPS etc** | N/A |
| **3.** | **Name of final award** | Executive Master |
| **4.** | **Programme Title** | Public Administration |
| **5.** | **Duration of the course** | 20 months (modular blocks) |
| **6.** | **Based in the Department/Institute:** | Institute of Public Affairs (IPA) |
| **7.** | **Relevant QAA subject benchmark statements** | N/A |
| **8.** | **UCAS Code** | L2UM |
| **9.** | **First written/last amended** | June 2012 |

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| **10.** | **The programme aims to:** |
| The EMPA aims to:   * Provide a high quality multi-disciplinary education in public administration for working professionals from a wide range of backgrounds; * Provide students with a high level of knowledge and range of application skills, which will empower them to master new challenges and expand their choice of careers. * Provide a professionally-geared, yet academic post-graduate programme which enables students to effectively apply political analysis and economic theory to public policy. * Provide students with the opportunity to select areas of specialism in the subjects they wish to study. * Provide networking opportunities with peers as well as figurehead practitioners in both the private and public sector. * Provide a flexible means of delivering MPA teaching to individuals in full-time employment, without compromising on the quality of the student body or on the quality of the student experience. * Contribute to the School’s aims of fully utilising our teaching spaces and resources outside of standard teaching hours. * Provide students with an environment which actively facilitates learning both from academic teachers, practitioners and their peers. | |

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| **11.** | **Programme outcomes: knowledge and understanding; skills and other attributes** |
| Students completing the programme will be able to demonstrate:  An advanced understanding of public administration and economic theory and how it is applied in practice.  An advanced substantive understanding of their selected optional areas of study.  An ability to work effectively in teams.  Strong communications skills, both written and oral. | |

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| **12.** | **Teaching, learning and assessment strategies to enable outcomes to be achieved and demonstrated** |
| **Teaching and learning strategies:**   * The teaching methods for the EMPA consist of lectures, seminars, case studies, teamwork exercises and presentations. The seminar classes for each of the modules will encourage student participation through problem solving. * The majority of modules provided will be based on existing MPA modules. However, the teaching and delivery is expected to be more challenging for the academics, as the students will be older, more confident and significantly more experienced. * The teaching of the modules will be in modular blocks of 25 hours. This is more than the current standard of 20 hours for MPA half units. * If an optional module fails to attract more than 8 students the Directors of the Programme will retain the right to cancel the delivery of that module. The students will be informed of this in the marketing materials, prior to applying to the programme. Student optional module preference will be established and modules to be run will be confirmed at least six months in advance. * The EMPA will provide students with support from an allocated supervisor for the duration of their studies, with whom they will be able to discuss progress and receive guidance on academic and personal concerns. * The Programme Directors will meet with each teacher of a module prior to the delivery to agree teaching strategy. They will also meet with each teacher following the completion of a module to discuss class feedback. * All of the EMPA modules will be on Moodle and the Centre for Learning Technology have been consulted regarding the range of other distance learning tools that are available. The costs associated with using these technologies have been factored into the final budget for the programme.   **Assessment strategies:**   * The assessment for each module is outlined in section 3.4 and in the course guides attached at  Annex D. The assessment methods include assessed essays, assessed data exercises and group presentations. Student feedback for assessed work will be provided in the same way as for the standard MPA Programme. | |

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| **13.** | **Programme structures and requirements, levels, modules and awards** |
| [Executive Master of Public Administration](http://www.lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/2014_ExecutiveMasterOfPublicAdministration.htm) | |

**Additional information**

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| **14.** | **Criteria for admission to the programme** |
| * Minimum 2.1 undergraduate degree (or its equivalent) in any discipline * Minimum 5 years work experience with indication of support from employer to take time out of the office to attend the modules * Two academic references (supplemented by an optional professional reference) * Personal statement explaining the candidate’s interest and suitability for the programme, including career achievements and ambitions * Resume or Curriculum Vitae * Higher English Language Requirement (7.0 in IELTS (at least 5.5 in each section) or 107 in the internet-based TOEFL test (at least 17 in listening and writing, 18 in reading and 20 in speaking)) | |

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| **15.** | **Indicators of quality** |
| Indicators of quality on the current MPA programme streams include:   * Robust levels of demand for the programmes, e.g. the International Development stream has typically received 200+ first choice applications for an intake target of 20 places: [www2.lse.ac.uk/intranet/LSEServices/planningUnit/internal/staff/RollingPlans/AnnexB.pdf](https://www2.lse.ac.uk/intranet/LSEServices/planningUnit/internal/staff/RollingPlans/AnnexB.pdf) * High qualifications required for admission. * The high fees paid by students taking the programme. * Consistently good examination results and very favourable remarks by external examiners. * Student questionnaires and feedback via staff-student liaison committees. * The [LSE Careers Centre website](http://www.lse.ac.uk/collections/graduateDestinations/), which provides detailed data on career destinations of LSE graduates. | |

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| **16.** | **Methods for evaluating and improving the quality and standard of teaching and learning** |
| * Regular staff-student meetings * Regular presentations at MPA Teaching Committee meetings (at least once per term) * TQARO student surveys * Annual review of academic staff * Submissions to relevant departmental TLAC review(s) once every five years, where required.   School level quality assurance processes include:   1. a system of initial programme approval, with input from the providers of resource-based services (including the Library, IT Services and the Academic Planning and Resources Committee) and including an external assessor's report, to be conducted by the School's central academic bodies; 2. a system of initial course approval, with input from the providers of resource-based services and conducted by the School's central academic bodies; 3. a system of approval of major modifications to programmes and courses, conducted by the School's central academic bodies; 4. a system of central review of departmental taught provision every five years or so, informed by available evidence, including student views, the main purposes being to promote development, identify and disseminate good practice, and to flag any concerns over standards to departments, without adjudicating on them; 5. a system of gaining student feedback on their teaching and learning experience in the School; 6. periodic review by the School's academic bodies of its internal Codes of Practice; 7. due and appropriate consideration of national quality assurance requirements through the School's committee structure; and 8. departments have the following arrangements in place for assuring their quality and standards: 8.1.  Staff-Student Liaison Committees for all students that meet regularly, with minutes of meetings produced and circulated to staff and students; 8.2.  Departmental Staff meetings that involve all staff, meet at least three times per academic year, and consider information from any other extant departmental committees. Minutes should be produced and circulated to staff; 8.3.  A Teaching Committee that involves appropriate departmental staff, meets regularly each academic session and considers all aspects of departmental learning and teaching, including new programme and course proposals. Minutes should be produced and circulated to members; 8.4.  A system for ensuring the effective participation in the School's annual programme monitoring exercise; 8.5.  A system for considering course and programme results annually, and revising taught provision as appropriate; 8.6.  A system for considering student survey course results annually, and revising taught provision as appropriate; 8.7.  A system for considering external examiners' reports, and acting on them, on an annual basis, with the School having an associated responsibility (a) to ensure that the system functions and (b) for any School-wide lessons on both good practice and areas of concern from the reports collectively. | |