



OTHM LEVEL 7 DIPLOMA IN PUBLIC ADMINISTRATION

Qualification Number: 603/5735/6
Specification | MAY 2025

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QUALIFICATION OBJECTIVES

The OTHM Level 7 Diploma in Public Administration is a postgraduate level recognised qualification suitable for learners to gain skills in public service administration.

Public service managers face an increasing pace of change, combined with pressures to deliver more with less, navigate a complex policy context and enhance performance while sustaining public service values. Designed for professionals in public and non-profit organisations who provide strong and comprehensive support, this OTHM Level 7 Diploma qualification will equip you to meet these challenges.

You will study three aspects of public administration:

- The policy process, within which public services are developed.
- The organisational and human context through which public services are delivered.
- The wider social, economic and political environment that shapes public service demands and constraints.

You will learn how to analyse complex public management problems, lead change effectively, and develop your ability to manage through networks and partnerships. You will be able to shape and deliver the public services of the future and move into more strategic roles in a wide range of organisations.

Over the course of the programme you will grow as a competent and reflective practitioner, both in your current role, and in preparation for more demanding roles in the future.

REGULATORY INFORMATION

The Qualification Number (QN) should be used by centres when they wish to register their learners. Each unit within a qualification will also have a unique reference number (Unit code). The qualification and unit reference numbers will appear on learners' final certification documentation. The QN for the qualifications in this publication are:

Qualification Title	OTHM Level 7 Diploma in Public Administration
Qualification Number (QN)	603/5735/6
Regulation Start Date	03/04/2020
Operational Start Date	03/04/2020
Duration	1 Year
Total Credit Value	120 Credits
Total Qualification Time (TQT)	1200
Guided Learning Hours (GLH)	600
Sector Subject Area (SSA)	01.4 Public Services
Overall Grading Type	Pass / Fail
Assessment Methods	Essay / coursework
Language of Assessment	English

EQUIVALENCES

The OTHM Level 7 diplomas on the Regulated Qualifications Framework (RQF) are at the same level as master's degrees. However, they are shorter (120 credits) and learners will have to proceed to the dissertation stage (60 credits) with university to achieve a full masters programme.

QUALIFICATION STRUCTURE

The OTHM Level 7 Diploma in Public Administration consists of 6 mandatory units for a combined total of 120 credits, 1200 hours Total Qualification Time (TQT) and 600 Guided Learning Hours (GLH) for the completed qualification.

Unit Ref. No.	Unit title	Credit	GLH	TQT
Y/618/0700	Managing and Leading in the Public Sector	20	100	200
D/618/0701	Public Service Reform and Innovation	20	100	200
H/618/0702	Policy and Politics – Theory and Analysis	20	100	200
K/618/0703	Managing Public Finance	20	100	200
M/618/0704	Managing Public Sector Projects	20	100	200
T/618/0705	Advanced Research Methods	20	100	200

DEFINITIONS

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time is comprised of the following two elements –

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and*
- an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

(Ofqual 15/5775 September 2015)

Guided Learning Hours (GLH) is defined as the hours that a teacher, lecturer or other member of staff is available to provide immediate teaching support or supervision to a student working towards a qualification.

Credit value is defined as being the number of credits that may be awarded to a Learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.

ENTRY REQUIREMENTS

For entry onto the OTHM Level 7 Diploma in Public Administration qualification, learners must possess:

- An honours degree in related subject or UK level 6 diploma or an equivalent overseas qualification
- Mature learners with management experience (learners must check with the delivery centre regarding this experience prior to registering for the programme)
- Learners must be 21 years old or older at the beginning of the course

The degree can be in any subject, although we may give preference to learners with knowledge of relevant areas include – Management or Business Studies, Economics, Finance or Accounting and any social science.

Alternative professional qualifications with at least three years' relevant work experience in the public service field will also be considered. This could be in roles in local or national government, or in non-governmental and inter-governmental organisations, the voluntary and charitable sector, and private sector roles which support or deliver public services.

English requirements: If a learner is not from a majority English-speaking country, they must provide evidence of English language competency. For more information visit [English Language Expectations](#) page.

PROGRESSION

Successful completion of OTHM Level 7 Diploma in Public Administration qualification enables learners to progress into or within employment and/or continue their further study. As this qualification is approved and regulated by Ofqual (Office of the Qualifications and Examinations Regulation), learners are eligible to progress to a master top-up with advanced standing. For more information visit [University Progressions](#) page.

DELIVERY OF OTHM QUALIFICATIONS

OTHM do not specify the mode of delivery for its qualifications, therefore OTHM Centres are free to deliver this qualification using any mode of delivery that meets the needs of their Learners. However, OTHM Centres should consider the Learners' complete learning experience when designing the delivery of programmes.

OTHM Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether directly or indirectly, and that equality of opportunity is promoted. Where it is reasonable and practicable to do so, it will take steps to address identified inequalities or barriers that may arise.

Guided Learning Hours (GLH) which are listed in each unit gives the Centres the number of hours of teacher-supervised or direct study time likely to be required to teach that unit.

ASSESSMENT AND VERIFICATION

The units in this qualification are internally assessed by the centre and externally verified by OTHM. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' for a unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. Judgement that the learners have successfully fulfilled the assessment criteria is made by the Assessor.

The Assessor should provide an audit trail showing how the judgement of the learners' overall achievement has been arrived at.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document. These are made available to centres immediately after registration of one or more learners.

OPPORTUNITIES FOR LEARNERS TO PASS

Centres are responsible for managing learners who have not achieved a Pass for the qualification having completed the assessment. However, OTHM expects at a minimum that centres must have in place a clear feedback mechanism to learners by which they can effectively retrain the learner in all the areas required before re-assessing the learner.

RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT

Recognition of Prior Learning (RPL) is a method of assessment that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

RPL policies and procedures have been developed over time, which has led to the use of a number of terms to describe the process. Among the most common are:

- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA).

All evidence must be evaluated with reference to the stipulated learning outcomes and assessment criteria against the respective unit(s). The assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria at that particular level.

Most often RPL will be used for units. It is not acceptable to claim for an entire qualification through RPL. Where evidence is assessed to be only sufficient to cover one or more learning outcomes, or to partly meet the need of a learning outcome, then additional assessment methods should be used to generate sufficient evidence to be able to award the learning outcome(s) for the whole unit. This may include a combination of units where applicable.

EQUALITY AND DIVERSITY

OTHM provides equality and diversity training to staff and consultants. This makes clear that staff and consultants must comply with the requirements of the Equality Act 2010, and all other related equality and diversity legislation, in relation to our qualifications.

We develop and revise our qualifications to avoid, where possible, any feature that might disadvantage learners because of their age, disability, gender, pregnancy or maternity, race, religion or belief, and sexual orientation.

If a specific qualification requires a feature that might disadvantage a particular group (e.g. a legal requirement regarding health and safety in the workplace), we will clarify this explicitly in the qualification specification.

UNIT SPECIFICATIONS

Managing and Leading in the Public Sector

Unit Reference Number	Y/618/0700
Unit Title	Managing and Leading in the Public Sector
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	01.4 Public Services
Unit Grading type	Pass / Fail

Unit aims

The aim of this unit is to equip learners with key concepts, issues and challenges that a public sector organisation might face in the 21st Century. Exploring how managers develop their management and leadership skills to manage stakeholders, organisational change and complex decision making. Learners will develop skills and knowledge to enhance their leadership competencies, analyse leadership theories and enhance their decision-making abilities to enable them to work more effectively in the public sector organisation.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1. Be able to understand key issues and challenges for public service organisations	1.1. Identify key challenges and trends for public service organisations to meet the needs of its stakeholders 1.2. Describe how to manage innovation to bring reforms in the public sector institution. 1.3. Evaluate how to meet the current and future challenges of good governance in public organisations	• Different challenges and trends – technological developments, population, people empowerment, change management, stakeholder involvement and expectation, external environment, industry structure and globalisation. • Corporate Governance, Use of Governance Codes. The International Federation of Accountants (IFAC) and the Chartered Institute of Public Finance and Accountancy (CIPFA) Framework of Good Governance in the Public Sector.

2. Be able to understand theories and concepts of leadership and management and their applications in the public service organisations	2.1. Explain concepts of managerial, traditional, transactional, transformational, horizontal and ethical leadership theories and their impact on public service delivery. 2.2. Analyse theories of management control and their application to improve professionalism in public service organisations	• Leadership Definition, Leadership and Management (Buchanan and Huczynski, 2004 and Kotter, 1990), Leadership role and Competence requirement, Leadership Traits (Stogdill, 1974), Situational, Transactional, Transformational, and Charismatic Leadership, Servant and team leadership.
3. Be able to examine the role of leadership in the public service organisation	3.1. Identify key skills for managers and leaders in the public service organisation 3.2. Evaluate the role of leadership to lead and manage organisation culture and performance 3.3. Examine the comparative and historical trends in managerial practice to improve organisational performance.	• Innovation Management, Strategic direction within public service organisations, Service delivery, particularly e-services & health services, Cultural change; public service reform, Human resource challenges, Social partnership, Public private partnership, globalisation and technology. • Four important trends in 21st Century management: crisis management, outside directors, the growing use of information technology, and the increasing need for global management skills.

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and met the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 3	All under LO 1 to LO 3	Report	4000

Indicative reading list

Joyce, P. (2017). *Strategic leadership in the public sector*. London New York Routledge.

Morse, R.S., Buss, T.F. and C Morgan Kinghorn (2007). *Transforming public leadership for the 21st century*. Armonk, N.Y.: M.E. Sharpe, Inc.

Ocse (2001). *Public sector leadership for the 21st century*. Paris: Organisation for Economic Co-Operation and Development.

Raffel, J.A., Leisink, P. and Middlebrooks, A.E. (2009). *Public sector leadership: International challenges and perspectives*. Cheltenham: Edward Elgar.

Ward, J.D. (2017). *Leadership and change in public sector organizations: beyond reform*. New York; London Routledge.

Useful links

<https://www.cipfa.org/policy-and-guidance/standards/international-framework-good-governance-in-the-public-sector>

<https://www.leadershipacademy.nhs.uk/wp-content/uploads/2012/11/NHSLeadership-Framework-LeadershipFramework-Summary.pdf>

Public Service Reform and Innovation

Unit Reference Number	D/618/0701
Unit Title	Public Service Reform and Innovation
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	01.4 Public Services
Unit Grading type	Pass / Fail

Unit Aims

This unit will support learners develop their innovative managing and leadership skills to develop innovation for public service reform. Learner will develop skills and critically analyse strategies to manage change, innovation, issues and challenges for the public sector reform.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1. Be able to examine trends of innovation in the public sector.	1.1. Assess patterns of public sector reforms. 1.2. Identify how collaboration and networking bring innovation in the public sector. 1.3. Describe the common features of innovation in the public sector. 1.4. Examine how to implement innovation in the public sector.	- Public Sector Reform: Modernisation, Paradigms and Patterns - Core themes: The influence of Weberian bureaucracy, Employment and pay reforms, Decentralization, Top-down performance monitoring, Bottom-up Monitoring and reforms, - Public and Private features of innovation including accelerated technology adoption, support to SMEs, improved market stimulus and improved performance against the wider procurement objectives. - A service-influenced approach to public service innovation.

2. Be able to understand the concept of e-government in the public sector.	2.1. Explain how information technology reshapes the socio - political culture and context of the public organisation. 2.2. Analyse key policies for government innovation in practice.	• Innovation as a practice of change in the public sector. • Innovation in public services - engaging with risk. E-governing and innovation: the socio-political shaping of ICT as a source of enterprise and innovation. • Evidence-based policy making for innovation.
3. Be able to understand the impact of innovation for public service reform.	3.1. Assess key issues and challenges to manage innovation for public service reform. 3.2. Evaluate how public policy seeks innovation to solve societal problems. 3.3. Explain the concept of New Public Management. 3.4. Examine the link between reform and administrative innovation in the context of the public sector. 3.5. Analyse how economic growth can be promoted by addressing innovation in the social and environment to reform public services.	• Managing the change process and stakeholders influence in the public sector change for innovation. • Innovation and information in the public sector partnership. • Celebrative innovation in the public sector. • New Public Sector Models including rebuilding the state. • Public sector reform across the world. Examples can be drawn from United Kingdom, New Zealand, Australia, Scandinavia, North America, and Latin America. • Innovation in complex public sector systems and the inter-organisational context. • NHS Direct - a UK Health and public sector innovation study.

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1	All under LO 1	Presentation with speaker notes	500
All 2 to 3	All under LO 2 and 3	Report	3500

Indicative reading list

Flynn, N. and Asquer, A. (2017). *Public sector management*. Los Angeles London New Delhi Singapore Washington, Dc Melbourne Sage.

Lane, J.-E. (1997). *Public sector reform: rationale, trends and problems*. London; Thousand Oaks, Calif.: Sage Publications.

Organisation for Economic Co-Operation and Development (2017). *Fostering innovation in the public sector*. Paris: Oecd Publishing.

Wallis, J., Dollery, B. and Mcloughlin, L. (2007). *Reform and leadership in the public sector: a political economy approach*. Cheltenham, UK: Elgar, Northampton, MA, USA.

Useful links

http://ieg.worldbank.org/sites/default/files/Data/reports/psr_eval.pdf

https://thecommonwealth.org/sites/default/files/news-items/documents/P14763_PSG_PGSU.pdf

<https://ecpr.eu/Events/PanelDetails.aspx?PanelID=256&EventID=4>

Policy and Politics – Theory and Analysis

Unit Reference Number	H/618/0702
Unit Title	Policy and Politics – Theory and Analysis
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	01.4 Public Services
Unit Grading type	Pass / Fail

Unit Aims

This unit will support learners to evaluate key theories and examine the local, national and global impact of public policies to society including addressing political issues. You will learn how to make decisions, analyse political debates, identify issues and manage arguments, structure, and agency within an ethical code of conduct as a public administrator.

Learning Outcomes, Assessment criteria and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1. Be able to understand the historical perspective and key theories of public policy	1.1. Identify how to promote public policy including its orientation and historical perspectives. 1.2. Evaluate key theories of the policy cycle in public administration. 1.3. Justify the implications of public policy in the socio-political context.	• The policy cycle and promoting the policy orientation- Laswell Model of policy process. • Policy analysis, argumentation, rhetoric and narrative analysis • Comparative public policy and politics. • The challenge of the European Union and public policy impact
2. Be able to understand the cycle of public policy from formulation to implementation.	2.1. Assess stages in the models of the policy cycle. 2.2. Explain the process of policy formulation and decision making.	• The stages of the policy cycle - Agenda setting, policy formulation, design, tools and decision making.

	2.3. Explain how to execute, enforce and implement policy in the public service organisation.	• Policy politics, public policy analysis, advocacy and expertise. • Possible steps may include: - Step 1: Consultation - Step 2: Tailoring the policy - Step 3: Define obligations clearly - Step 4: Make the policy realistic - Step 5: Publicise the policies and procedures - Step 6: Provide training on the policies and procedures - Step 7: Be consistent in policy implementation - Step 8: Review all policies and procedures regularly - Step 9: Enforce the policies and procedures
3. Be able to understand public policy analysis and decision making	3.1. Explain theories of policy learning including agency, structure and managing change. 3.2. Evaluate empirical and normative arguments in policy analysis for decision making. 3.3. Identify key stages in policy making process. 3.4. Examine the importance of ethics in public policy evaluation.	• Applied cultural theory, ethics and issues. Agency Theories, public service organisational structure and managing change. • Key stages: agenda building, formulation, adoption, implementation, evaluation, and termination. • Public sector ethics: Integrity, accountability. • Social experiments and public policy evaluation.

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 3	All under LO 1 to LO 3	Report	4000

Indicative reading list

Balla, S.J., Lodge, M. and Page, E. (2015). *The Oxford handbook of classics in public policy and administration*. Oxford, United Kingdom: Oxford University Press.

Dietmar Braun and Busch, A. (2000). *Public policy and political ideas*. Cheltenham Elgar.

Kingdon, J.W. (2009). *Agendas, alternatives, and public policies*. New York; Munich: Longman.

Useful links

<https://www.instituteforgovernment.org.uk/sites/default/files/publications/Making%20Policy%20Better.pdf>

<https://www.oecd.org/education/cei/The%20Nature%20of%20Policy%20Change%20and%20Implementation.pdf>

Managing Public Finance

Unit Reference Number	K/618/0703
Unit Title	Managing Public Finance
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	01.4 Public Services
Unit Grading type	Pass / Fail

Unit Aims

The aim of this unit to equip learners with the knowledge and skills of how public finance management rules, laws and regulations help leaders to evaluate and assess expenditure, income and budget for public sector organisations. Learners will be able to gain understanding of different theories, conduct comparative analysis across different economics around the world, understand governance issues and evaluate key financial concepts to develop their conceptual framework to work effectively in managing public finance.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1. Be able to understand public sector expenditures, taxation and financing.	1.1. Explain the impact of public financial expenditure necessary to improve social welfare. 1.2. Explain how taxation raises funds for government to spend on public projects. 1.3. Evaluate government financing options to manage external debt. 1.4. Evaluate the impact of tax evasion on public service financing.	• Capital Budgeting and Planning • Financial Management of Economic Development • Public finance - tax (uses and trends from past, present and future) • Promoting Economic Development with Tax incentives • Financing options - trade off and pecking order theory for public administrators • Working capital management in Government - concepts and policy choices.

		• Financial statement analysis - income and expenditure balance sheet - a comparative analysis of fund balance and net assets. • Public financial management requirements for effective implementation of fiscal rules. • Tax evasion including: - Underreporting income. - Falsifying income records. - Purposely underpaying taxes. - Claiming illegitimate or fake business expenses. - Claiming illegitimate dependents on a tax return.
2. Be able to understand the concept of public financial management to support economic stability, growth and long-term sustainability	2.1. Explain how government uses laws, policies, rules and processes to manage funds for fiscal sustainability. 2.2. Critically evaluate public service organisation financial statements to support financial budgeting and decision making. 2.3. Critically analyse how good governance impacts on the transparency of government spending for the welfare of society. 2.4. Evaluate the roles of civil society and audit institutions in keeping government accountable for economic sustainability. 2.5. Critically evaluate a range of contemporary challenges faced by public finance managers. 2.6. Propose solutions to the contemporary challenges faced by public finance managers.	• The legal framework for public finance and budget systems - applicable laws relating to the budget systems, cross-country difference in legal context, differing political arrangement, budget authority for legislation and responsibilities of executives and independent authorities to oversight public organisations. • The legal framework for public finance and budget systems - applicable laws relating to the budget systems, cross-country difference in a legal context, differing political arrangements, budget authority for legislation and responsibilities of executives and independent authorities to oversee public organisations. • The Macroeconomics framework for managing public finance - fiscal policy, debt sustainability, fiscal targeting and adjustment, and approaches to promoting fiscal discipline • Audit, financial reporting, legislation, policies, procedures, equality issues, role of the electorate in accountability, value for money and measures and indicators used to assess effective use of finance

		Public finance management challenges: the global economic crisis; globalization, exacerbating the effects of the crisis; terrorism; disease; public opinion, rapidly emerging in social networks; new technologies; uncertainty and other factors.
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 2	All under LO 1 to LO 2	Report	4000

Indicative reading list

Allen, R., Hemming, R. and Potter, B.H. (2016). *The international handbook of public financial management*. New York: Palgrave Macmillan

Bandy, G. (2019). *International public financial management essentials of public sector accounting*. London New York Routledge

Guthrie, J. (2005). *International public financial management reform: progress, contradictions, and challenges*. Greenwich, Conn.: Information Age Publ., lap.

Useful links

<https://www.odi.org/public-finance-management>

<http://www1.worldbank.org/publicsector/pe/StrengthenedApproach/>

<https://www.icaew.com/-/media/corporate/files/about-icaew/what-we-do/policy/public-policy/public-financial-management-system-guide.ashx>

Managing Public Sector Projects

Unit Reference Number	M/618/0704
Unit Title	Managing Public Sector Projects
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	01.4 Public Services
Unit Grading type	Pass / Fail

Unit Aims

Public sector projects have a great impact on the society and the economy. It is a challenging part of the public administrators and managers job to administer, manage and lead high value projects and optimise project outcomes. In this unit, learners will learn how to evaluate the effectiveness of the project to create public value. Learners will explore how to conduct feasibility studies of the project; plan, initiate, control, monitor and review by acquiring both practical and theoretical skills to manage a successful public project.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1. Be able to understand the effectiveness of project management techniques to create public value.	1.1 Critically evaluate project management tools, techniques and theories. 1.2 Explain the types of managers to manage public sector projects and their financing. 1.3 Evaluate elements of successful public sector project management including planning methods and process framework. 1.4 Critically evaluate how risk is managed in public sector projects to make them effective.	• The value of project management to a public sector organisation. • The challenges of public sector project management. • Project management: principles; role of the project manager e.g. management of change, understanding of project management system elements and their integration, management of multiple projects; project environment and the impact of external influences on projects; identification of the major project phases (initiate,

		plan, execute, monitor/control, evaluate/close) and why they are required, understanding of the work in each phase; the nature of work in the lifecycles of projects in various industries. • Successful management of project: - Collect Project Requirements - Define the Scope - Create a Work Breakdown Structure - Verify the Scope and Get Feedback - Monitor and Control the project • Managers skills and competence requirements in the new economy for managers in the public projects. • Types of public sector project managers. • Continuity and change in public sector project management. • Risk and Issue Register, Risk Probability Framework, Scoring Impact, Scoring Probability, Sources of Risk, Risk Control • Procurement Cycle Risks, Measuring risk against expenditure type risk and cost, Procurement Risk Register, Prioritisation of Risk Matrix.
2. Be able to understand the project planning, initiation, controlling, closure and review stages of public sector projects.	2.1 Critically review how to conduct the feasibility of a public sector project. 2.2 Critically assess the role of the project management team to initiate and run the project. 2.3 Evaluate the role of project manager to lead and manage the team, resources, cost, risk and the outcome the project. 2.4 Evaluate how to review a public sector project. 2.5 Critically assess the use of project management software to manage the effectiveness of the project.	• Project planning - identify the right problem, project context and stakeholder's analysis (Medelow's), legal requirements, project cost estimates, the project accountability structure. • The product breakdown structure (PBS) and the work breakdown structure (WBS), project execution strategy and the organisation breakdown structure (OBS) e.g. preparation of organisational charts, task responsibility matrix, statement of work (SOW) for project tasks. • Relationship between schedules, OBS and WBS, network techniques, resourcing techniques, computer-based scheduling and resourcing packages, project progress measurement and

		reporting techniques, staff-hours earned value and progress 'S' curves, critical path analysis and reporting, milestone trending. Cost control: cost breakdown structure e.g. types of project estimate, resources needed, estimating techniques, estimating accuracy, contingency and estimation, bid estimates, whole-life cost estimates, sources of information, cost information sensitivity, computer-based estimating • Roles and responsibilities of project manager: • Managing team and stakeholders, change management, project environment, understanding life cycle of projects, setting schedule, budget and timing, developing the project plan, managing project risks, interfaces with other projects, conflict resolution including role of project manager and sponsor, constructive vs. destructive conflicts, compromise, skill complementarities, goal congruence. • Preventing fraud in public projects; Developing clear project specification; developing the project schedule and refining the project cost and risk estimates • The downside of project management and critical success factors for public sector projects • The framework for managing public sector projects - starting with the right plan, selecting the right agents, entering into the right agreement, monitoring and controlling the project, maintaining active involvement in the operation and maintenance of the asset and assets created by the project. • Applying project functions and processes for public sector projects
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		• Managing project time, cost, benefits, quality and the outcome of the public project • Managing Human resources including team development, assign functions and review progress • Risk Management in the project - identify, review and mitigate risk • Models in the public sector to manage projects: Agile, and the Triple constraint Model • The use of software for project management • Critical path method, PERT/CPA modelling, quality control and analysis, Total Quality Management (TQM), quality chain, milestone charting.
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 2	All under LO 1 to LO 2	Report	4000

Indicative reading list

Chapman, C. and Ward, S.C. (2002). *Managing project risk and uncertainty: a constructively simple approach to decision making*. Chichester (UK); New York: Wiley, Cop.

Moore, M. (2003). *Creating public value: strategic management in government*. Beijing: Qing Hua Da Xue Chu Ban She.

Wernham, B. (2012). *Agile project management for government*. London: Maitland & Strong.

Wirick, D.W. and Project Management Institute (2009). *Public-sector project management: meeting the challenges and achieving results*. Hoboken, N.J.; Newtown Square, Pa: John Wiley & Sons, Inc.

Useful links

<https://www.gov.uk/government/news/government-completes-26-major-projects-that-deliver-policy-priorities-and-improve-public-services>

https://www.researchgate.net/publication/275537715_Key_Competences_of_Public_Sector_Project_Managers

<https://onlinelibrary.wiley.com/doi/pdf/10.1002/9780470549131.fmatter>

Advanced Research Methods

Unit Reference Number	T/618/0705
Unit Title	Advanced Research Methods
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	01.4 Public Services
Unit Grading type	Pass / Fail

Unit Aims

The unit aims to equip learners with the practical, technical, and methodological skills required to conduct independent research for their research project in the domain of public administration and management broadly defined. It recognises that conducting research requires the development of specific and generic research skills, including understanding the research design process, understanding different techniques for conducting research in business and management studies, and appreciating the ethical and social implications of undertaking high value research. This unit will enable learners to develop critical awareness of key research skills as researchers and/or independent practitioners.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1 Be able to develop research approaches in a public administration context.	1.1 Assess the challenges faced by public administration department. 1.2 Evaluate various challenges faced by the public administration department to determine a suitable area of research. 1.3 Develop a research topic. 1.4 Create appropriate research aims and objectives with justification.	- Qualitative and quantitative approaches to public sector research (e.g. interviewing, archival research, 'at a distance' methods, content analysis, surveys, case studies, etc.) - The strengths and weaknesses of different approaches to public sector research. - SMART objectives; terms of reference; rationale for selection, public sector confidence.

	1.5	Produce a SMART research plan using a suitable software.	• GANTT chart, Key milestones, project goals, schedule.
2 Be able to critically review literature on a relevant public administration topic.	2.1 2.2	2.1 Evaluate different literature sources to find most appropriate literature for the chosen research topic. 2.2 Critically analyse different theoretical approaches to the research problem.	• Conceptualisation of the research problem or hypothesis. The importance of positioning a research project in context of existing knowledge. Significance and means of providing benchmarks by which data can be judged. • Key theoretical frameworks for research. Advantages and limitations of qualitative and quantitative research approaches and methods
3 Be able to design research methodologies for a public administration topic.	3.1 3.2 3.3 3.4	3.1 Critically evaluate relevant research methodologies that can be applied to your chosen research topic. 3.2 Select an appropriate methodology in terms of the research objectives for a defined population. 3.3 Justify the methodology selected in terms of the research objectives within agreed ethical guidelines. 3.4 Propose suitable techniques to use with quantitative and qualitative data collection and analysis.	• Research methods e.g. survey, questionnaire, observations; ways to test sufficiency, reliability and validity; definitions of data e.g. primary and secondary sources, qualitative and quantitative; literature search and review – its credibility, use and acceptance; ways to reference sources • Size and sufficiency of data, reliability and validity of information gathered
4 Be able to develop and critically evaluate a research proposal.	4.1 4.2	4.1 Develop a coherent research proposal stipulating possible outcomes from your research. 4.2 Critically evaluate your research proposal.	• Report format e.g. title, acknowledgements, contents page, introduction, summary of • literature review, research methods used, findings, recommendations, references, bibliography, appendices e.g. questionnaires, surveys • Referencing e.g. Harvard system

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 4	All under LO 1 to LO 4	Research Proposal	4000

Indicative reading list

Bryman, Alan and Emma Bell (2015). *Business Research Methods* (4th ed.). Oxford: Oxford University Press

Chilsa, B. (2012) *Indigenous Research Methodologies*. London: Sage

Denzin, N.K., Lincoln Y.S., and Tuhiwai Smith, L. (2008, Eds.) *Handbook of Critical and Indigenous Methodologies* London: Sage

Hantrais, Linda (2009). *International Comparative Research: Theory, Methods and Practice*. Basingstoke and New York: Palgrave

Piekkari, R. and Welch, C. (2011, Eds.): *Rethinking the Case Study in International Business and Management Research*, Cheltenham, UK: Edward Elgar

Marschan-Piekkari, R. and Welch, C. (2004, Eds.): *Handbook of Qualitative Research Methods for International Business*, Cheltenham, UK and Northampton, MA: Edward Elgar

Neuman, W.L. (2011) *Social research methods: qualitative and quantitative approaches*. Boston and London: Pearson Education.

IMPORTANT NOTE

Whilst we make every effort to keep the information contained in programme specification up to date, some changes to procedures, regulations, fees matter, timetables, etc may occur during the course of your studies. You should, therefore, recognise that this booklet serves only as a useful guide to your learning experience. For updated information please visit our website www.othm.org.uk.