Queen Mary
University of London

Programme Specification

Awarding Body/Institution	Queen Mary University of London
Teaching Institution	Queen Mary University of London
Name of Final Award and Programme Title	MSc European Public Policy
Name of Interim Award(s)	PG Dip
Duration of Study / Period of Registration	2 years (part time)
QM Programme Code / UCAS Code(s)	M1UQ
QAA Benchmark Group	Politics and International Relations
FHEQ Level of Award	Level 7
Programme Accredited by	
Date Programme Specification Approved	26 Feb 2014
Responsible School / Institute	School of Politics and International Relations

Schools which will also be involved in teaching part of the programme

Institution(s) other than Queen Mary that will provide some teaching for the programme

Programme Outline

The programme will provide students with a critical analysis of the formation and implementation of public policy within the EU. Students will study the theories of how policy is made, the implementation and evaluation of policy, case studies within EU policy-making, and the EU as an international actor. Students will also conduct their own independent 12,000 word research project on an area of EU public policy of their choice and have the option of taking a vocational placement module as part of their studies. By the end of the programme students will have a thorough and in-depth understanding of how policy is made and implemented within the EU, as well as the key political and theoretical debates within the field.

Aims of the Programme

The programme is ideal for individuals aiming for employment in the EU, business, public service, research and teaching.

The programme aims to:
1) Deepen knowledge of the politics and policies of the EU.
2) Provide students with a thorough understanding of the main theoretical debates surrounding the process of European

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integration and EU public policy.

3) Enable students to relate and evaluate the various theoretical approaches to current and historic events and issues within EU politics.

4) Judge and constructively criticize the reasons behind the current 'crisis' within the EU, as well as the alternatives offered to the present form of European integration.

What Will You Be Expected to Achieve?

On successful completion of the programme, students will be able to:

Academic Content:	
A1	The ability to comprehend key theoretical paradigms surrounding the analysis of European integration and EU public policy.
A2	Demonstrate an ability to critically apply such paradigms to current and historic events and issues in European integration and EU public policy.
A3	The ability to articulate, both orally and in writing, the differentiated process of European integration, the nature of EU policy making, and the impact of the EU on its Member States.
A4	To demonstrate an understanding of appropriate theoretical approaches and methodologies and apply them to an extended independent piece of research and analysis

Disciplinary Skills - able to:	
B1	The ability to think critically and analytically, and to read a wide range of texts in a critical manner, assessing the strengths and weaknesses of different arguments.
B2	The ability to comprehend key theoretical debates surrounding the analysis of the EU.
B3	Recognise the range of approaches to study the EU, and to appropriately and critically select from these when undertaking their own analysis of issues.

Attributes:	
C1	Work autonomously and demonstrate initiative, self organisation, and time management, to plan and evaluate their learning and performance.
C2	Communicate knowledge, ideas and analysis clearly and concisely in both written and oral form.
C3	Gain practitioner relevant understandings of EU policy making through rigorous academic training.

How Will You Learn?

The programme will be delivered entirely online and students are not expected to be present at QMUL. However, an annual two-day Summer School will be offered as an option to all students.

Students will develop their knowledge and understanding of the EU, as well as their critical and analytical skills, by completing the required weekly readings and engaging with the online seminars. Students will also receive supervision for their own directed independent research.

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How Will You Be Assessed?

Assessments will be research essays, policy reports and student portfolios.

How is the Programme Structured?

In their first year part time students will be required to take two compulsory modules:
POLM069: Theories of the Policy-Making Process (30 credits)
POLM068: Implementation and Evaluation (30 credits)

In their second year part time students will take two of the following options:
POLM066: Case studies in EU policy (30 credits)
POLM067: The EU as an international actor (30 credits)
POLM078: Placement module (30 credits)

Students will also undertake a dissertation (core) module (60 credits)

Academic Year of Study   1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Theories of the Policy-Making Process	POLM069	30	7	Compulsory	1	Semester 1
Implementation and Evaluation	POLM068	30	7	Compulsory	1	Semester 2

Academic Year of Study   2

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Case studies in EU policy	POLM066	30	7	Elective	2	Semester 1
The EU as an international actor	POLM067	30	7	Elective	2	Semester 2
Placement module	POLM078	30	7	Elective	2	Semester 2
Dissertation	POLM077	60	7	Core	2	Semester 2 & 3

What Are the Entry Requirements?

Upper second class honours or equivalent in a social science degree. IELTS 7.0

How Do We Listen and Act on Your Feedback?

The Staff-Student Liaison Committee provides a formal means of communication and discussion between schools/institutes and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school/institute operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in the committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All schools/institutes operate an Annual Programme Review of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school/institute's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the NSS and module evaluations.

Academic Support

Students will be designated a personal tutor as well as a designated dissertation supervisor, both of whom will be available to talk with students at a designated time on a weekly basis.
Students are also kept informed about support and help available within the School via the postgraduate adminstrator and the School Office.

Programme-specific Rules and Facts

Specific Support for Disabled Students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:
• Finding out if you have a specific learning difficulty like dyslexia
• Applying for funding through the Disabled Students' Allowance (DSA)
• Arranging DSA assessments of need
• Special arrangements in examinations
• Accessing loaned equipment (e.g. digital recorders)
• Specialist one-to-one "study skills" tuition
• Ensuring access to course materials in alternative formats (e.g. Braille)
• Providing educational support workers (e.g. note-takers, readers, library assistants)
• Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links With Employers, Placement Opportunities and Transferable Skills

The programme includes the option of completing a placement module (30 credits) and will be for students who are already working in a recognized institution, or can arrange a placement themselves. This module will require students to complete a number of assignments for their assessment based on their placement. In accordance with best practice in the field, students who conduct a placement within their existing job will be required to complete an assignment which is above and beyond their normal day-to-day work activities. This module will be designed in accordance with the guidelines for placement learning established by the Quality Assurance Agency.

Programme Specification Approval

Person completing Programme Specification	Dr Paul Copeland
Person responsible for management of programme	Professor Adam Fagan
Date Programme Specification produced/amended by School Learning and Teaching Committee	

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Date Programme Specification approved by Taught Programmes Board

26 Feb 2014