

Programme Specification 2018-19

Postgraduate Certificate in Public Policy

Awarding body	University of Cambridge
Teaching institution	University of Cambridge Institute of Continuing Education *
Accreditation details	None
Name of final award	Postgraduate Certificate
Programme title	Postgraduate Certificate in Public Policy
UCAS code	n/a
HECoS code(s)	100409 (international relations)
Relevant QAA benchmark statement(s)	Politics and International Relations
Qualifications framework level	Level 7
Date specification produced	October 2018

* Cognate Faculty endorsement provided by: Faculty of Human, Social and Political Science (HSPS)

The Postgraduate Certificate in Public Policy is part of the Institute of Continuing Education's (ICE) award-bearing programme at FHEQ level 7 offered to part-time adult students.

ICE is a General Board, non-School institution whose purpose can be defined in two complementary ways. It is a conduit both for transmission of the University's knowledge and research on the one hand and for enabling members of the public to access higher education courses, whether for personal interest or professional development, on the other. In these ways it contributes significantly to the University's public engagement and widening participation commitments.

Educational Aims

This Certificate aims to:

- explore the close connections between science, evidence, research and innovation in public policy;
- enable students to understand the challenges associated with each of these issues;
- engender and assess an invaluable set of analytical and interpretative skills.

Learning outcomes

By the end of the Postgraduate Certificate in Public Policy, within the constraints of the course, students should be able to demonstrate the following learning outcomes:

Knowledge and Understanding

A broader knowledge of public policy as both an academic field and a set of practices, and of debates about questions associated with evidence, expertise and implementation in the public policy field.

Intellectual Skills:

Analysis: Develop the ability to break down and evaluate complex problems and to assess the strengths and weaknesses of relevant theories and interpretations of policy processes;

Evaluation: Weigh different solutions to complex problems, evaluate reports and other key policy texts, including data sets;

Problem Solving: Examine the merits of solutions to complex policy-challenges and learn how to weigh different kinds of evidence in relation to policy decisions.

Other Transferrable Skills:

Communication skills: Both written (through assessed essays) and verbal (through group and individual presentations).

Programme structure

The programme is made up of a single pathway made up of three units, studied part-time over three terms, and leads to the award of a named Postgraduate Certificate, a nationally recognised qualification which is equivalent to 60 credits at FHEQ level 7.

Programme Overview

The Certificate in Public Policy provides a broad overview of the connections between interpretation, science, evidence and innovation in the public policy field. There is a dual focus in the programme, upon understanding scientific principles and methods, and issues of evidence and expertise, on the one hand, and the integral character of politics and political processes to the policy-making arena, on the other.

The course will provide students with a range of opportunities to develop their understanding of public policy through modules that combine extensive independent study and intensive study-visits, seminars and lectures in Cambridge, as well as the completion of an independent research project based upon a work placement. The overarching pedagogic aim of the programme is to accelerate and deepen students' grasp of the processes and dynamics affecting policy-making, the challenges of implementation facing all policy-makers, and the questions of evidence and expertise that have become increasingly salient in politics and policy discourse. Its concrete ambition is to help participants make a greater impact in their professional role.

The Certificate comprises three modules, each of a weekend's duration, and is assessed by a single essay of 3,000 words for each of the three Modules, drawing on the material covered for each weekend, as well as a research project (8,000 words) based upon the work placement.

Programme Details

The three Modules are each delivered over one residential weekend per academic term; each weekend comprising eight sessions which are a combination of lectures, small group discussion and other activities. For each weekend a core and optional reading list is available via the VLE. Each weekend course will last for approximately 15 hrs.

Term 1 (Michaelmas) – Introduction to Policy Analysis

This course gives students a strong intellectual grounding in the policy process, introduces them to some of the key tools used in policy analysis, and provides insights into how policymakers think about their roles in the policy process. It covers a range of theoretical approaches, including regression, multi-criteria decision analysis, and cost-benefit analysis, and also considers various key issues and problems relating to implementation and policy-formation.

We anticipate setting a deadline of 7th January for the submission of the assessed work for this module.

Term 2 (Lent) – Politics and Policy-Making

Politics provides the language which enables the expression of policy priorities and options, and also shapes the institutional arenas in which the evidence and ideas associated with policies are framed and contested. This module examines the various ways in which politics affects stages of the policy process. It explores its integral character to policy-making, asks if politics is best understood as an unwelcome distraction from the achievement of rational policy-making, and considers whether the assumptions and foundations of policy-making need rethinking in the current era.

We anticipate setting a deadline of 6th April for the submission of the assessed work for this module.

Term 3 (Easter) – Science, Evidence and Policy

Policy design and decisions should incorporate our knowledge about the best evidence available. This module introduces students to the complex inter-relations of science, technology, innovation and public policy. And it asks whether and how policy-makers can become astute consumers of scientific evidence. It considers various kinds of data and evidence, and explores relevant methods and models for analysing these. It gives particular emphasis to the pervasive uncertainties that affect the scientific endeavor.

We anticipate setting a deadline of 6th June for the submission of the assessed work for this module.

The work placement (June-August)

The final component of the programme is the production of a report on an issue of policy significance which can either be derived from the student's current role or from a placement secured at another organization. It is the student's responsibility to agree the focus and parameters of the project with their host organization. The project focus also requires approval from their supervisor, who will be assigned by POLIS and will provide advice and

methodological guidance. Students are entitled to a minimum of three meetings (either in person or via skype/phone) with supervisors. This piece of independent research will enable students to integrate and apply the core analytical skills gained on the other courses, and to design a project in relation to a problem which they research in some depth. The project will be no longer than 8,000 words, and will be submitted at the end of August.

There will be a fourth residential weekend, focused primarily on the skills and methods associated with the work placement, as well as on broader questions of career progression and development, which will be held in late June. This will last for approximately 15 hours.

Teaching methods

Teaching on the course is provided through a combination of: formal presentations by the tutors; interactive and participative methods of teaching and learning; and reading and assignments undertaken individually by students outside the course sessions. Such interactive and participative methods of teaching and learning may include small- and whole-group exercises, case studies, structured seminar discussion, and oral presentations.

Assessment methods

Students are awarded a course grade on the basis of essays submitted for each module, and for the work placement report.

Each module is assessed by an essay of 3,000 words

The workplace assessment is assessed by an 8,000 word report

Students who encounter difficulties affecting their performance in may submit a claim of mitigating circumstances to be considered at the end of the course.

Progression

The course would serve as good preparation for students who wish to progress (subject to meeting the admissions criteria) to the full-time MPhil in Public Policy.

Graduate employability and career destinations

This Certificate engenders a range of analytical skills and a deeper understanding that should help students progress in their current occupation or pursue a career path in public policy. The skills it engenders are important in government (including multilateral institutions), the public services, the corporate and public affairs sectors, and in the voluntary and NGO sectors.

Management of teaching quality and standards

The teaching quality and standards of the programme are monitored throughout by the appropriate member of academic staff, who will report annually to the Subject Moderation Panel, consisting of the internal assessor, internal examiner, external moderator and other Faculty and ICE members as agreed by the Education Committee. The report of the moderating External Examiner is made available to all students on the course via the Institute's virtual learning environment.

Quality indicators

The programme will be measured against quality indicators as identified in QAA benchmarks for Politics and International Relations 2015.

Every effort has been made to ensure the accuracy of the information in this programme specification. At the time of publication, the programme specification has been approved by the relevant Faculty Board (or equivalent). Programme specifications are reviewed annually, however, during the course of the academic year, any approved changes to the programme will be communicated to enrolled students through email notification or publication in the Reporter. The relevant faculty or department will endeavour to update the programme specification accordingly, and prior to the start of the next academic year.

Further information about specifications and an archive of programme specifications for all awards of the University is available online at: <https://www.camdata.admin.cam.ac.uk/>

**University of Cambridge
Institute of Continuing Education**

Supporting Case for New Courses and Programmes

SECTION A: OVERVIEW

1. The award

Subject and title of award	Postgraduate Certificate in Public Policy
Awarding institution	Institute of Continuing Education
Level of award within QAA FHEQ	Level 7
Credit value and credit system	60 credits (CATS)
QAA Benchmarks	QAA 2015 Benchmark Statement Politics and International Relations
Duration of course	1 year
Proposed dates of commencement	October 2018
Academic Director	Prof Michael Kenny
Course Directors	Prof Michael Kenny
Academic Programme Manager	Linda Fisher
Mode of delivery: Face to face, blended, distance/online	Face to Face taught as linked weekends
Teaching venue(s)	Madingley Hall
Study basis: full time/part time	Part-time
Student status: matriculated or non-member award	Non-member
Links to other awards	None

2. Cognate Faculty and partnerships

Cognate Faculty Board (The General Board expects all University awards to be endorsed by an appropriate Faculty Board)	Faculty of HSPS Department POLIS
Key contact at administering body	Mrs Linda Fisher
Key contact at cognate Faculty	Prof Michael Kenny
Details of any other organisation	None

outside the University that the course involves a partnership with, or accreditation for or by (MOU will be required)	
External funding (if applicable)	n/a
Internal (University) Examiner	Dr Dennis Grube
Moderating External Examiner	Prof Nick Pearce, Univ of Bath

3. Proposed student intake and fees

Expected initial student numbers	20 expected in first year
Initial student fee (HEU and overseas)	£6,000 HEU and overseas
Expected steady-state student numbers	25
Maximum cohort size	30
Number of cohorts per year	1
Minimum number of students per year	15

SECTION B: THE PROGRAMME

Please cross-refer as necessary to the associated Programme Specification

1. What are the main features of the proposed syllabus and curriculum?

The programme is a named Postgraduate Certificate, a nationally recognised qualification which is equivalent to 60 credits at FHEQ level 7 within the CAT Scheme. It is aimed particularly at those interested in deepening their understanding of the formation and implementation of public policy, and is tailored for policy professionals as well as those whose professional roles and interests bring them into contact with public policy.

The syllabus ensures that students focus upon the relationships between science, evidence, research and innovation in the public policy field, and equips them to understand the challenges associated with each of these issue-areas. It will engender an invaluable set of analytical and interpretative skills. There is a dual focus in the programme, therefore, upon the understanding of scientific principles and methods, on the one hand, and the integral character of politics and political processes to the policy-making arena, on the other.

The course will provide students with a range of opportunities to develop their understanding of public policy through modules that combine extensive independent study and intensive study-visits, seminars and lectures in Cambridge, as well as the completion of an independent research project derived from a work placement.

2. State the academic purpose of the programme, together with the objectives it seeks to achieve

The course aims to provide a solid foundation in the study of public policy. It engenders a range of analytical skills, ensuring the deeper understanding of policy questions, and of the nexus of issues associated with debates about evidence and expertise. It also enables students to understand the integral political dimensions of public policy-making in democratic societies.

3. What is the profile and geographical spread of the target student population?

We anticipate that students on this programme will come from a diverse range of professional backgrounds and will be taking this course either to enhance their own career paths or out of general interest.

The proposed weekend model is designed to enable students to attend from across the UK and abroad.

4. Identify any generic elements of the programme that might have wider use, e.g. for other programmes or student support

This programme already borrows some structural elements from the full-time MPhil in Public Policy. It is conceivable that work placements undertaken as part of this programme may open up opportunities for full-time students on the MPhil.

5. Identify any elements of the programme that might be used for public engagement, e.g. as open-access resources and/or tasters, and/or for other types of course, e.g.

in-company courses, short courses, day and weekend courses and weekly classes

A number of aspects of the course will also be usable on day or weekend courses and could be offered as taster sessions at Open Days etc. Potentially any sessions offered by high profile speakers could be opened to a wider audience.

6. Describe the consideration given to the use of learning technologies, e.g. multimedia, digital and video resources

Courses will be provided as linked residential weekends and will be supported by our Virtual Learning Environment (VLE). The VLE will be used to host materials to support the learning process and will also provide a forum for discussions to continue between residential blocks. Recordings of the weekend sessions will be made available to students on the programme, using the VLE. Reading lists for the modules will include electronically available books and journals where possible.

7. Describe the consideration given to online or distance provision/learning support that might relate to the target student population

In order to attract students from across the UK, and potentially from further afield, we will organize the course as a series of linked weekends such that students living a distance from Cambridge should feel able to attend.

8. Describe the consideration given to the programme structure and delivery to ensure that it is as accessible as possible to:

a. international students

The organisation of the course as linked weekends, supported by the VLE, means that students who can afford the time, travel and accommodation will be able to participate even if they are coming from outside the UK.

b. students with disabilities or special requirements

The Institute welcomes applications from disabled students, including those with unseen disabilities and specific learning difficulties such as dyslexia, and makes every effort both to anticipate and to make reasonable adjustments to meet the requirements of disabled participants.

9. If it is expected that the students are to be recruited and admitted from a profession that is likely to be demanding, stressful or erratic, what steps have been taken to ensure that employers have agreed to support students from the outset of their studies?

We do not anticipate students with demanding, stressful or erratic professions will attend, but we will stress the study commitments clearly on the course recruitment page and within the Course Specification and examine at interview.

10. What arrangements are there for quality assurance and governance of the course?

The proposed course is to be overseen by Professor Kenny. Both the Programme Specification and Course Specification have been reviewed and approved by POLIS and the School of Humanities and Social Sciences and will be submitted to the General Board's Education Committee for University approval.

The teaching quality and standards of the course will be monitored by Professor Kenny. He will report annually to the Subject Moderation Panel, consisting of the Internal Assessor, Internal Examiner, Moderating External Examiner and other Faculty and ICE members as agreed by the Education Committee. The report of the Moderating External Examiner is made available to all students on the course via the VLE.

11. How will the views of the student body on the course be identified and taken into account in course planning and development?

Student feedback mechanisms are built into the course by the administrative team and results are delivered to the course team on a termly basis for immediate review and implementation if necessary. Annual review of termly feedback and results of the ICE student survey takes place at the Subject Moderation Panel meeting to guide course development.

12. If the proposed course is to replace a similar course which will then be discontinued, are there vested interests, and how is it proposed to address them?

N/A

13. How will the proposed course be distinguished from similar courses to avoid affecting recruitment to established courses?

The most similar course at the present time is the M.Phil in Public Policy, but this will be delivered separately from the Postgraduate Certificate and is aimed at a rather different audience (primarily early career policy-makers).

14. What is the expected 'useful life' of the course and what review points might be put in place?

We anticipate this course could run for a considerable length of time. However, by the very nature of the subject, content will need to be reviewed and updated for each iteration.

The Department is in the early stages of developing a further Masters-level course with ICE, the MSt in Public Policy, which would provide a part-time pathway to a Master's degree.

SECTION C: RATIONALE

- 1. Describe how the programme fits in with the Institute's vision and mission, existing subject provision within the Institute and more generally within the University, including consideration of the 'Cambridgeness' of the course**

This course will contribute to the development of an increased focus on social awareness topics within ICE. Teaching staff will be recruited from POLIS and the Institute for Public Policy which is currently expanding the number of staff in the broad area of public policy. The content of the course reflects the research specialisms and interests of academics based there.

- 2. What is the expected demand for the programme, and on what evidence is this based?**

The M.Phil in Public Policy elicits a large number of applications (410 for 23 places in 2017-18), which suggests a significant potential market for courses in this area. There has also been a notable growth in advanced level policy programmes in Russell Group Universities, including Oxford, KCL and UCL.

- 3. Describe the consideration given to the competitive environment and benchmarking to similar courses offered elsewhere**

While there has been a marked increase in postgraduate public policy programmes, there are very few one-year part-time courses available in this area, and very few that are tailored to those in professional positions.

- 4. Is the proposed new course supported by University Faculty/School/Departments?**

The Certificate is enthusiastically supported by POLIS, and has also been discussed more generally with the School as part of a wider series of developments in the field of public policy. It is designed to develop in conjunction with the emerging Cambridge Institute for Public Policy.

- 5. What are the views on the case for the proposed course and its suggested format from:**

- a. University Faculty/School/Departments?**

The proposal has been discussed within POLIS and has figured in discussions of the Department's strategic development with the school and has subsequently been approved by the HSPS Degree Committee at their meeting on 30 November 2017.

- b. academic peers outside the University?**

The course is considered to be an excellent introduction to the subject area which will meet the needs of an audience seeking to study at this level part-time. An endorsement is attached from the current external examiner for M.Phil in Public Policy, Professor Nick Pearce.

- c. potential collaborative partners, relevant employers, professional or statutory bodies, any other external advisors?**

We may invite guest lecturers from external bodies, including senior policy practitioners.
