

DEPARTURES AND VARIATIONS FROM THE UNIVERSITY'S REGULATORY FRAMEWORK

MSc PUBLIC SERVICE LEADERSHIP AND INNOVATION

At the recent revalidation of the MSc Public Service Leadership and Innovation, it was proposed that candidates who had not previously studied on the programme would not be permitted to join the programme with advanced standing. This is contrary to the University regulation governing exemption from part of a programme on the basis of previous study and qualifications or through the accreditation of prior learning.

The University regulation states:

Studies pursued and examinations passed in respect of other qualifications awarded by the University or by another university or other educational institution, or evidence from the accreditation of prior experiential learning, may be accepted as exempting candidates from part of the programme provided that they shall register as students of the University for modules amounting to at least the final third of the credit value of the award at the highest level.

The Course Committee would wish to apply to vary the regulation to *retain* the position where no exemptions would be granted for exemption from part of the programme unless having previously studied on the programme for the following reasons.

The programme uses small group Action Learning Sets extensively from the outset. These sets are made up of 5 to 6 students who study together, build up a powerful peer support group and address the challenges that each might face in their work environment.

Building trust through developing confidentiality takes several ALS meetings. The strong bond is a determining factor in the very low drop out figures for this programme.

An applicant who had not previously studied on the programme and who applied for exemption from part of the programme would not have covered the ALS component and would therefore be at a distinct disadvantage. Moreover, imposing such a student into an established ALS group would upset the established dynamic of the group and would be counterproductive.

The application to vary the regulation is supported by the Associate Dean (Education), Professor Farley.

Ms Tonya Cullen  
Course Director  
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