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**Identified Competency Focus Areas and Core Courses for National Exit Examination:**

**Program: Bachelor of Arts Degree in Public Administration and Development Management**

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# Introduction

Public Administration and Development Management (PADM) is a training program that combines theories and practices in management of the public sector, profitable, non-profitable and non-governmental organizations as well as management of development programs and projects.

Indeed, education is a foundation for all societies and to all sectors. The experiences of economically advanced nations signify that because these countries pursue the best education system that focused on training programs along with the market needs of competent professional in kind. Furthermore, the expansion of public sector activities, public demand for quality service delivery system, the need for effective leadership, advance in technology and fostering innovation necessitates the graduates in Public Administration and management fields.

While Ethiopia's higher education sector is growing, there is still a demand for highly skilled personnel, particularly in the areas of Public Administration and Development management. The role of the market, government, and non-profit sectors in developing countries like Ethiopia has been expanding over time, demanding the development of workers with the necessary knowledge and skills in the workplace. The proposed program will support the country’s development endeavor by producing competent professionals with the public policy and public management skills needed to promote sustainable development. The primary rationale of the program is to support the country's continuing economic, social and political transformations

It is both a field of inquiry and a profession in service to the society. As an academic field of study, it is multidisciplinary in character. Public administration as an activity reflects the cultural norms, beliefs and power realities of the society. As such, public administrators do things that affect the daily lives of citizens. They involve, among other things, in administering public entities, setting objectives, developing budgets, hiring personnel, interacting with other organizations and with their clients, evaluating the success or failure of the public programs accordingly, strives to promote conflicting values of equality, justice, equity, efficiency, effectiveness, economy, responsiveness, representativeness, and accountability.

Therefore, in order to ensure availability of skilled and competent manpower that can fulfill the above and major areas of PADM and the demand of labor market, to provide up-to-date feedback that helps to develop the program and the courses, to ensure the graduation profile achieved standards of knowledge and practical competence and to decrease the time constraints of the facility to perform ongoing global assessment.

The program is useful to the public and private sectors and non-profit organizations practitioners, who are involved in policy and program designs, implementation and evaluation as well as governance. It will also benefit those in the public and non-profit sectors who want to improve their managerial, leadership, policy analysis, program assessment, and other organizational tasks. The trainees are also expected to spark policy debates and criticisms in the public decision-making context. As a result, this program equips prospective applicants with theoretical, conceptual, and analytical skills, in public administration and Development Management discipline.

Also it is very important in implementing exit exam in all fields study can generally help to enhance the quality and standards of education in Ethiopian higher education institutions. Implementing exit exam in Public Administration and Development Management is very important for number of reason. Therefore, all programs better think and prepare themselves and their students to implement exit exams as major criteria to certify their degree so that they will get employment in order to ensure individuals competence on the Identified areas of PADM

## Objectives of the Exit Examination

The national public administration exit exam shall have the following objectives

* To produce skilled and competent manpower to national and international market
* Assessing students’ educational achievement in major areas of public administration and development management (PADM)
* Ensuring whether the graduation profile of PADM curriculum have achieved at least common standards of knowledge and practical skills
* Improving public trust and confidence in public administration activities of professionals
* Facilitating the efforts of students to revise the core learning outcomes of the courses covered by the exit examination
* Ensuring all graduates from HEIs satisfy the requirements of the labor market and employability through the national wide implementation of competency-based exit exam
* Creating competitive sprit among PADM departments in Ethiopia with the vies to encouraging them to give due attention to the national standards

It is important to set competency areas of the subject matter (program) in order to measure the how much graduates are acquired with skills, knowledge and attitudes. The following shows us the significance or setting competencies and identifying core courses of the program;

* To set competencies that helps to assess the basic skills, knowledge and attitude of graduating students;
* To systematically identify the core courses which will be included the exit exam;

# Graduates Profiles

Profile of Graduates Upon completion of the Bachelor of Arts Degree in Public Administration and Development Management, graduates shall be expected to possess the following professional and technical competencies:

## Conceptual and Theoretical Knowledge

Holders of a Bachelor of Arts degree in Public Administration and Development demonstrate general knowledge of critical concepts and theories in the subfields of public administration:

* Understand the theoretical concepts of public administration
* Understand the contemporary issues and approaches and techniques of public sector management,
* Understand the various theories and approaches in policy science and critically analyze development policy issues;
* Conceptualize the analytical approaches to governance and leadership at organization and community level and involve actively in negotiation, mediation, and conflict resolution;
* Understand the basic concepts of civil service ethics, neutrality and other principles:
* Develop understanding of the different modalities of rural and local economic development strategies and establishments of public-private partnerships;
* Understand the approaches to project and program development as well as the techniques related to project identification, appraisal, selection, monitoring and evaluation;
* understand the conceptual foundations and practice of governance and democracy and their impact on development
* Understand the concepts, theories and practices of urban management; and
* Prepare, develop, implement and evaluate programs and projects in different sectors of the economy.

## Skills

Holders of a Bachelor of Arts Degree in Public Administration and Development Management have the following technical skills:

* Plan, organize, direct and control activities in government and non-governmental organizations;
* Engage actively in policy formulation, analysis, implementation and evaluation in the public and voluntary organizations;
* Promote efficient and effective management of human resources
* Manage the financial resource
* Communicate effectively through public speeches, letters, memoranda, etc.;
* Effectively participate in resolving conflict, negotiating, coaching, guiding and building consensus among different actors;
* plan, implement, monitor and evaluate projects and programs and analyze their effects on sustainable development;
* Solve problems logically and systematically;
* Participate in multi-disciplinary research projects and conduct independent research;

# Competencies and Learning Outcomes

The program of public administration and development management aimed to help the graduates to acquire the desired knowledge, skills and attitudes in the area of fundamentals of public administration; administrative policy formulation and legal framework; public service operations administration; and behavioral management skills. Competencies are qualities of graduates that they are expected to perform aligned with the labor market demand. Hence, the BA degree program in public administration and development management is designed to help learner to achieve the following competencies:

**3.1 Competencies**

## Table 1:- Thematized Courses and expected Competencies to be assessed

| **Thematized Courses** | **Competencies to be assessed** | |
| --- | --- | --- |
| **Knowledge** | **Skill** |
| **Fundamentals of Public Administration** | * Understand the theoretical concepts of public administration and principles * Understand patterns of governance and political diversity * Identify the fundamental components of development and development administration | * Enable the student to interpret the rules, procedures, programs, projects and any type of development work in the world. |
| **Administrative Policy Formulation and Legal Framework** | * understanding of the concepts and major debates on process of democratization * understanding of the theories of ethics, compromise, and integrity and their importance to the field of public administration * Understand the nature of different quasi –judicial bodies and the rules and procedures in handling administrative cases * Understand the basic concepts of civil service ethics, neutrality and other principles. | * Effectively participate in resolving conflict, negotiating, coaching, guiding and building consensus among different actors; * Demonstrate critical reasoning, problem solving abilities, communications skills and ethical considerations relating to public responsibility |
| **Public Service Operations Administration** | * Understand the contemporary issues and approaches and techniques of public sector management, * Understand the various theories and approaches in analyzing development policy issues * Understand techniques related to project identification, appraisal, selection, monitoring and evaluation; * understand the rationale for service transformation; * Understand the fundamental roles of public finance and economic role of government * Understand various phases of project planning and management from project initiation to completion; * Understand concepts associated with public budget and control, | * the ability to analyze a public budget * Engage actively in policy formulation, analysis, implementation and evaluation in the public and voluntary organizations; * Promote efficient and effective management of human resources * Manage the financial resource of any organization * Assess the environment of an organization and develop strategic visions and plans for an organization * Develop organizational plans and programs and execution of the same; * Solve problems logically and systematically; |
| **Behavioral Management Skill** | * Define the most important aspects and principles of organizations * Explain the dimensions of organization structure and elements of organization design | * Predict and control of human behavior and the factors, which influence the performance of people as members of an organization. |

## 3.2 Learning Outcomes

There are four key areas in which graduating students will develop themselves:

| **Learning Outcomes** | **Expected understanding and desired skills to be achieved by students** |
| --- | --- |
| LO:1 **Acquired Knowledge** | * Have detailed knowledge of public Administration and management theories and doctrines their application in administrative practices * A solid understanding of public management and detailed techniques and tools used in the management of public and non-public sector organizations. * Have detailed knowledge about theories of the policy and of the role of institutional conditions in shaping the trajectory of the policy process * Understand the formulation and implementation of strategies for development programs and projects * Have a solid knowledge about budgeting, its allocation and utilization to achieve the desired targets. * Understand the basic concepts of civil service ethics, neutrality and other principles * Understand the principles and tools for managing organizational change in public sector organization |
| LO:2 **Intellectual (Thinking) Skill** | * Explain and interpret concepts in these subject areas * Understand theoretical models and their relevance in different organizational structures and institutional contexts * Identify how far techniques, conventions and practice differ across public sector domains and institutional contexts, and to show why * Appraise and assess empirical analyses and evidence * Critically assess , Analysis and Interpret development policies in institutional contexts |
| LO:3 **Subject Based Practical Skills** | * Construct and apply administration/management models, systems, and techniques * Interpret policy statements and programmatic documents that inform the conduct of public sector organizations * Recognize and apply macroeconomic variables; economic problems and macroeconomic policies * Manage the financial resource of an organization by applying the techniques in public sector budgeting, financial planning, analyzing financial statements, and basic non-profit accounting techniques; * To have practical skills of research methodologies and techniques to carry out independent researches. |
| LO:4 **Transferable Skills** | * Actively Participate in labor market to fill industry gap * Think from first principles to conceptualize and analyze administrative issues and public management problems * Constructing arguments about policy initiatives and managerial interventions firmly supported by sound rationales * Have an understanding of how public and other sector organizations function of the managerial aspect * Estimate the extent to which the skills learned can be transferred between |

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## Courses to be Included in the Exam

According to the graduate profile of the program, identified competencies are designed and assessed by exit examination to be provided for the Bachelor of Arts Degree in public administration and development management. The competencies are developed in such a way that the exit exam assessment ensure whether the graduate of PADM students possess the desired knowledge, skills and attitude.

Accordingly, courses that are offered to students’ of public administration and development management throughout their stay at university are identified under four major thematic areas based on the required learning outcomes and competencies. The identification of major themes was done by considering the desired core competencies in which graduates are expected to achieve.

The major thematic areas categorized for the purpose of assessing graduates competencies and learning outcomes are listed below:

1. Fundamentals of Public Administration
2. Administrative policy formulation and legal framework
3. Public service operations administration
4. Behavioral management skill

The content of the exams are determined based on the competencies and learning outcomes that graduates are expected to achieve. Therefore, this document provides with the expected profile of the graduate, the detail core competency areas and learning outcomes, the thematic areas and the list of major courses to be included in the exit exam under each thematic area.

**Table 2:-** List of courses selected to be included in the exam

| **No** | **Courses** | **Course Code** | **Cr. Hrs.** | **ECTS** |
| --- | --- | --- | --- | --- |
|  | **Fundamentals of Public Administration** |  |  |  |
| 1 | Introduction to Public Administration | PADM 2011 | 3 | 5 |
| 2 | Introduction to Comparative Government and Politics | PADM 2081 | 2 | 3 |
| 3 | Introduction to Development Management | PADM 2054 | 3 | 5 |
|  | **Administrative Policy Formulation and Legal Framework** |  |  |  |
| 1 | Ethics in Public Administration | PADM 2055 | 2 | 3 |
| 2 | Administrative Law | PADM 4085 | 3 | 5 |
|  | **Public Service Operations Administration** |  |  |  |
| 1 | public Finance and Taxation | PADM 3073 | 3 | 5 |
| 2 | Public Service Delivery and E-Governance | PADM 3084 | 2 | 3 |
| 3 | Public Policy Analysis and Implementation | PADM 4131 | 3 | 5 |
| 4 | Project Monitoring and Evaluation | PADM 4134 | 2 | 3 |
| 5 | Public Financial Administration and Budgeting | PADM 4074 | 3 | 5 |
| 6 | Public Personnel Administration | PADM 4102 | 3 | 5 |
| 7 | Governance and Management of NGO | PADM 4124 | 3 | 5 |
| 8 | Strategic Planning and Management | PADM 4132 | 3 | 5 |
| 9 | Local Government and Administration | PADM 3082 | 3 | 5 |
|  | **Behavioral Management Skill** |  |  |  |
| 1 | Organization Theory and Behavior | PADM 3111 | 3 | 5 |

# Conclusion

This Guideline is compiled to give a direction on focus area for Exit Exam in Public Administration and Development Management discipline for all Higher education institution of Ethiopia in which the program is active currently.

Ensuring quality and relevant education in Higher Education institution has become increasingly challenging issue. Educational achievement is still consider a major determinant attribute of individual success in labor market and for overall economic growth, one way to improve student learning in a way it links with labor market and economic growth is the introduction of exit exam throughout higher education. Exit exams loom large in most educational system across the world. They play a significant role in many countries, providing the basis for certifying a student as having completed a formal course of studies in an educational system for employment.it is a practical important consideration in countries with scarce employment opportunity and non-exist unemployment support.

Implementing Exit exams can be vital to the improvement of academic programs quality and effectiveness. These benefits can help to improve the quality of programs across colleges other institutions. Moreover, this creates a good area for cooperation between academic departments since they can compare results and work jointly to improve the quality of higher education as a whole. Coaching or preparing students for the test is a problem and should be avoided. It is worthy to add that in any program development cycle, evaluation is ongoing and one should not wait for the completion of the program or the course to introduce changes. Other elements such as the teaching skills of faculty members may need to be considered as part of the success of the test. The personal worries and anxieties that students may have at the end of the course are also factors that should be taken into account. Providing students with beneficial testing practice, many school and state leaders assert that exit exams are being instated in order to hold all students equally accountable for the information that they were required to learn throughout their course and career.

Finally all the Higher Education Institution that running this Program has to give Due attention to prepare their students as per Identified Exit exam focus area in Public Administration and Development Management and prepare themselves to implement exit exams as major criteria to certify their degree so that they will get employment