

Programme-specific appendix to the EER 2022-2023

For the Master of Science programme

Public Administration (PA)

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1. Structure and content of the programme

a. Composition of the programme

The programme consists of two components:

1. A set of obligatory courses, depending on the profile: 6 courses
2. A final (Master's) assignment of 25 EC and an accompanying methodology course of 5 EC.

Study load

The PA Master's programme represents a study load of 60 EC.

The exam formats

The curriculum overview for the Master program includes the following categories:

Quarter / Subject code / Subject name / Study load in ECs / Way of testing

The assessment components are sorted by category according to subject code. The overview of assessment components is not presented in chronological order.

Key to exam formats:

S	= written exam
M	= oral exam
PGI	= group practical exercise, including a written group report and (in so far as possible) Individual assessment of the manner in which the student participated in the group exercise
PS	= practical exercise(s), including a written report
PSS	= practical exercise(s), including a written and/or oral report, and a written exam; the student may sit the written exam only after satisfactorily completing the practical exercises and the written and/or oral report
PSM	= similar to PSS, however, an oral exam will be sat
BAHL	= reviewed in a manner to be determined by the graduate professor
BAM	= reviewed in accordance with the procedures laid down in the regulations applicable to the Master's assignment.

The student's work must be eligible for review. More specific details are available via OSIRIS and/or made known in a timely manner by the examiner on Canvas.

Final exam: the Master's assignment

The programme concludes with the Master's assignment (or Master's project of Master's thesis), as part of which the student demonstrates his ability in the integrated application of the knowledge and skills gained from the curriculum of the programme. The Master's assignment represents 25 EC.

The Examination Board of the program establishes the rules governing:

- a. the procedures used to determine a student's eligibility for the Master's project
- b. the manner in which the student's Master's curriculum (Master's assignment and subjects) is developed and approved
- c. the manner in which the student acquires the Master's assignment
- d. the members of the Master's committee
- e. the manner in which the Master's assignment will be completed, monitored and evaluate

An appeal against a decision taken in accordance with these regulations may be lodged to the Examination Board of the program.

Study programme

The programme combines five core courses (25 EC) with two elective specialization courses, which can be chosen from a broad array of domain-specific courses (10 EC). In combination, the two elective specialization courses and the master thesis work (25 EC) define a 35 EC domain-specific profile in the master programme. See the following tables.

Table 1: MSc in Public Administration 2022-2023

CORE COURSES				
Q	Code	Course	Teacher	EC
1	202100089	Crisis management in technological domains	Torenvlied	5
1	202200090	Policy-making for complex systems	Long	5
2&4	201500145	Academic research	Junjan/Klok	5
3	194111240	Policy networks	Klok	5
3	194101070	Public governance and legitimacy	Rosema	5

Profile: Digital Media

Q	Code	Course	Teacher	EC
1	201800097	Work and Technology	Janssen	5
4	201400191	Social implications of the internet	Van Deursen	5

Profile: Corporate Communication

Q	Code	Course	Teacher	EC
2	200900001	Public affairs	Jansma	5
4	192403650	Reputation management	Gosselt	5

Profile: Safety and security

Q	Code	Course	Teacher	EC
1	201100079	Public and private policing	Meershoek	5
3	201100081	Public safety	Meershoek	5

Profile: Sustainability

Q	Code	Course	Teacher	EC
1	201100073	Economic methods of sustainability assessment	Votsis	5
3	194106100	Environmental policy	Bressers	5

Profile: Health Care

Q	Code	Course	Teacher	EC
2	201600033	Public Health Innovations	Klok	5
2	201600034	PH: Dynamics in policy, law and regulation	Daskalova	5

Profile: Science and technology

Q	Code	Course	Teacher	EC
1	201100077	Policy analysis in public and technological domains	Stegmaier	5
3	201100076	Deliberative governance of knowledge and innovation	Stegmaier	5

Course: Regulation and innovation

Q	Code	Course	Teacher	EC
<i>Combine with a profile course of choice</i>				
3	201200039	Smart rules and regimes	Heldeweg	5

Course: Evidence-based policy

Q	Code	Course	Teacher	EC
1	xxx	The art of evidence-based policy making	Van der Meulen	5
<i>Combine with a profile course of choice</i>				

Profile: Water management

Q	Code	Course	Teacher	EC
1	201800017	Water footprint assessment	Schyns/Hogeboom	5
3	201900034	Urban resilience in a changing climate	Vinke-de Kruijf	5

Profile: Lokaal en regionaal bestuur

Q	Code	Course	Teacher	EC
1	201700204	Lokale en regionale samenlevingskracht: macht in maatschappelijke coalities	Boogers	5
3	201700205	Institutionele kaders: ontwerpprincipes van lokaal en regionaal bestuur	Junjan et al	5

Depending on the profile choices made and the moment of starting (Q3 or Q1), **the 25 EC thesis** has a different spread throughout the study. It is important that the student plans the thesis work in collaboration with the choices made for profiles!

1c. Other programme-specific characteristics**Coherence and didactical concept**

The one-year master programme in Public Administration builds on the competences students have acquired in Bsc. programmes that provide entry to the master programme (e.g. Management, Society and Technology).

During the master's programme students follow core courses that offer advanced knowledge in the fields of policy, governance, management, and societal challenges. In addition, they follow elective specialization courses in a chosen domain. Students work individually, and largely independently, on a public administration master thesis in a particular domain (such as health, communication / ICT, science and technology, education, safety and security, sustainability, city innovation). In the master thesis they apply their advanced knowledge and understanding of public administration, in combination with their problem-solving and design competences. They analyze a societal challenge in a particular domain and design a (partial) solution.

To analyze and solve societal challenges, students use an interdisciplinary approach. They integrate systematic knowledge from various disciplines, taking into account local and global perspectives to the challenge, as well as the use and impact of technology. Where applicable, students incorporate technological innovations into their solutions. As a result, students have a demonstrated ability to contribute to the development of scientific theory and to design research-based solutions for current and future societal challenges.

Thus, the programme prepares students for a broad career as a scholar in public administration, with professional, managerial and leadership positions in (inter)national and local organizations—for example as a researcher, policy officer, consultant, or public manager. Students become acquainted with the professional field during the master. They develop a professional attitude best described by “willing to lose to be able to win.”

Content of practical exercises

A practical exercise is an academic unit or a component of an academic unit in which the emphasis is on the activity of the student, such as:

- preparing a literature review, paper or design project, thesis, article, or position paper, or delivering a public presentation;
- a design or research assignment, tests and experiments, practical exercises, skills practice;
- work placement, fieldwork or excursions;
- participation in other required learning activities aimed at achieving the desired skills.

Practical exercises are generally part of an academic unit for which there is a responsible examiner. The structure of the practical exercise(s) is described in general terms in OSIRIS, and in more detail on Canvas at the start of the programme.

Master's Thesis

The Master's thesis is 25 EC and has to be finished (green light for colloquium) within the nominal study time.

The Master's project is evaluated on an individual basis. The Master's project tests the student's competence in the integrated application of the knowledge, comprehension and skills covered in the study units. The Examination Board prescribes an evaluation checklist to help ensure the quality of the evaluation. More practical information on the Master's assignment is found in the Master's Thesis Syllabus.

1d. Honours programmes

For excellent students the University of Twente offers three different extra-curricular Master's honours programmes of 15 EC. Each of these programs has a distinctive profile, which allows the student to develop himself in one of three roles: as an organizer, designer or researcher. These programmes are:

- MSc Change Leaders
- MSc Design Honours
- MSc Research Honours.

More information about these programs and the corresponding selection procedure can be found at the UT honours programmes website.

2. Aims and final attainment targets

2a Aims of the programme

In our technologically advanced world, grand societal challenges emerge at different scales. For example, young people raised in local communities in Western cities may radicalize and travel through Europe to fight a globalized, terrorist war. Sustainable energy production is increasingly realized in local neighborhoods, reducing problems of global warming. Cities have become vibrant replacements of nation states in producing well-being through innovative, creative technologies. Public sectors have become increasingly interdependent across the globe, resulting in shocks and crises at different scales.

Grand societal challenges emerging at different scales have two fundamental aspects. They have, in the first place, an interdisciplinary nature. In the second place these challenges are strongly tied to technological development. Thus, researchers and professionals who address societal challenges from the perspective of public administration must be able to take into account the interdisciplinary nature of societal challenges and the impact /use of technology.

The fundamental aspects of societal challenges require that future researchers and professionals in the field of public administration have specific advanced competences at the Msc. level. The public administration master at Twente University has a specific profile, because its graduates use 21st century skills¹ to integrate interdisciplinary knowledge from specific domains and technologies into their public administration research and designs. The programme brings in the wide range of domain-specific expertise by the best researchers of University of Twente.

Thus, the programme provides its graduates with a strong preparation for a career in (inter)national and local organizations as public leaders, policy-makers, consultants, or public managers.

Intended learning outcomes

¹ These include learning skills (creativity and innovation, critical thinking and problem-solving, communication, collaboration); information, media and technology skills, and life and career skills (flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, leadership and responsibility).

1. Knowledge-base of the field of Public Administration

Graduates have mastered interdisciplinary knowledge and skills at an advanced level in the field of public administration. Graduates:

- 1.1 are able to identify, discuss, and review state of the art theories, models, and results of research in the fields of policy, governance, management, and societal challenges.
- 1.2 are able to identify, discuss, and review applications of research in a relevant domain, such as health, communication / ICT, education, science and technology, safety and security, sustainability, city innovation.

2. Social scientific research and design competences in public administration

Graduates have research and design competences at an advanced level in the field of public administration. Graduates are largely independently able to...

- 2.1 identify, (re)define, and analyse a complex, ill-structured societal problem from a theoretical framework in terms of a (combination of) a policy, governance and/or management problem.
- 2.2 incorporate knowledge from relevant other domains, including technology.
- 2.3 Carry out all aspects of an advanced-level social scientific study in the field of public administration. They are able to:
 - (a) formulate a scientific research question and consistent sub-questions.
 - (b) formulate testable hypotheses that are logically derived from an appropriate theoretical framework.
 - (c) develop a feasible research design and carry out a research, using appropriate methods and techniques of the social sciences for data collection and -analysis.
 - (d) interpret and evaluate the results of their analysis. They reflect on the results of their completed research, including a well-reasoned opinion in the case of missing or incomplete data.
 - (e) indicate and (ex-ante) evaluate the theoretical, practical, and ethical implications of the research for the field of public administration and provide recommendations for further research.
- 2.4 Using scientific knowledge and models, graduates are able to design a solution to, or develop an advice about, a societal challenge in terms of (either) policy, governance, and management.
 - (a) they use a systematic design approach, creative skills, and—if applicable—technology.
 - (b) they take into account (the organization of) the implementation of their design.
 - (c) they reflect on the ethical, political, and societal implications of the solution.

3. Academic and professional skills

Graduates have general academic and professional skills at an advanced level they can employ for the benefit of their future career. Graduates:

- 3.1 have academic reasoning skills, they are able to apply modes of reasoning (including deduction, induction, and analogy) and exchange and justify arguments in a critical, open, and constructive way.
- 3.2 are able to critically reflect on, and form an opinion on, the work and professional actions of themselves and others. Students are able to give constructive feedback (advice) and receive and make use of feedback (advice) from others to improve their actions, work (processes) and products.
- 3.3 are able to effectively communicate in the English language about the research and designs of themselves and others, both verbally (speaking in public, debates, discussions) and in writing (papers, reports, posters) in an academic and professional environment—taking into account the appropriate norms and conventions, as well as characteristics of the target group or audience.
- 3.4 are able to effectively and efficiently collaborate with others, both in an academic and professional environment.
- 3.5 are able to use the results of their work to advise a commissioning party in a convincing and goal-oriented way.
- 3.6 are able to spot gaps in their knowledge and know the ways to revise and extend their knowledge in a goal-oriented way. They are able to use their information-, media-, and ICT-skills.

3. Examination and exams

3a. Examination

The programme has one examination, the Master's examination at the end of the year. The Master's examination is deemed to have been successfully completed if the exams of the units of study, including the Master's thesis, have been taken successfully.

3b. Exam formats and the number and sequence of exams and practical exercises

A unit of study is completed with an exam. An exam can comprise one of the following formats:

- a written exam
- an oral exam
- a series of tests
- the assessment of practical exercises as meant in art. 1 (Glossary)
- a combination of the above

For the thesis the end grade as given in consent by both supervisors, will follow the rules of rounded grades as stated for study units. This means a sufficient grade for the thesis is a 6.0; 6.5; 7.0; 7.5; 8.0; 8.5; 9.0; 9.5 or a 10.0.

3c. Required sequence of exams / Prerequisites

There are no prior knowledge prerequisites in the MSc other than being admitted to the programme.

4. General information

4a Admission to the programme

The admission request for the programme is assessed by an admission committee that consists of the program directors.

In addition to the general criteria, Public Administration distinguishes two types of (inter)national education;

1. Research Universities (primarily responsible for research-oriented programs)
2. Universities (college) for professional education (prepares students particular for more practical professions)

The admission committee has specific requirements depending on the degree.

1. Dutch Degrees of Research Universities

a. *A Bachelor's degree in Public Administration or related awarded by a Dutch university*
Applicants with a Bachelor's degree in (European) Public Administration awarded by a Dutch university will be admitted to the program.

b. *Another Bachelor's degree awarded by the University of Twente*
Applicants with a Bachelor's degree in a related field awarded by a Dutch research university will be admitted after completion of a 15 or 30 EC pre-Master's programme, to be decided by the admissions committee. The admissions committee determines whether or not a pre-Master is awarded and determines the content of the pre-Master's programme. The applicant must have successfully completed the entire pre-Master's programme within 12 months before being admitted to the Master's degree programme.

2. Degree by a Dutch college for higher professional education (HBO)

a. *A Bachelor's degree in a related field awarded by a Dutch University (college) for higher professional education*

Students with a Bachelor's degree in a related field awarded by a Dutch University (college) for higher professional education will be admitted if they have successfully completed the 30 EC pre-Master's

programme within a period of twelve months. The admissions committee determines the content of the pre-Master's programme. All applicant will be judged on an individual basis. The content of the pre-master programme is described on the Utwente website.

Students who have had a higher professional education (HBO) are assumed to be sufficiently proficient in the English language at the start of the Master's phase . It is the responsibility of the student to attain this level of English.

The following degrees are currently considered degrees in a related field:

- Bestuurskunde
- Commerciële economie
- Fiscale economie
- Rechten
- Hogere juridische opleiding
- Integrale veiligheidskunde
- International Business & Languages
- International Business Management
- Management, Economie en Recht
- Ruimtelijke ordening en planologie

b. Another Bachelor's degree awarded by a Dutch University (college) for higher professional education

Applicants with a degree in a non-related field are judged on an individual basis. The applicant must have successfully completed the entire pre-Master's programme within 12 months before being admitted to the Master's degree program.

3. Bachelor's degrees from a non-Dutch university

The admissions committee assesses international applicants with a Bachelor's degree awarded by a non-Dutch Research University or University (college) for higher professional education on an individual basis. The assessment of the applicant's skills is based on:

- a NUFFIC credential evaluation;
- A Bachelor's degree in a related field
- a letter of motivation;
- an academic IELTS overall band score of at least 6.5 (see also www.ielts.org) or a TOEFL internet-based (TOEFL-iBT) score of at least 90
- mathematics proficiency is at VWO level
- any additional information required by the admissions committee.

The assessment of all applicants' skills is based on academic background and the possibility for students to finish the Master programme within a year.

For more information we refer to our website <http://www.utwente.nl/pa/pre-master/>

4b Language of teaching and exams

The programme is offered in English, and the exams are taken in English. The report of the Master's project will be written and defended in English. Students are free to make a translation or summary in Dutch once this is necessary for the dissemination of the research results, but the final grade will be based on the original version in English. An exception is made for the profile Lokaal en regionaal bestuur. The two profile courses are given in the Dutch language, and a thesis in English or Dutch is accepted.

4c International cooperation

The research that is the basis of the master's programme is (almost) always international. Students are invited to write their Master's Thesis on these internationally relevant subjects. This includes the possibility to do the research abroad.

4d Elective options and requirements related to electives and student's individual choices

The structure of having four specializations and the opportunity of choosing a Master's Thesis subject yourself, means there are plenty of opportunities to make choices within the programme. Should students wish to defer from the programme as stated in table 1, the programme management will take a decision on the changes.

4e Programme Committee (OLC)

The members of the educational programme committee (OLC) are appointed by the Dean of the faculty. The members are recruited from students and teaching staff members of both the Bachelor's programme in European Public Administration and the Master's programmes in Public Administration and European Studies, on an equal basis (50% students and 50% staff members). The most up-to-date composition of the committee can be found at the webpage of the [programme committees](#).

The tasks of the programme committee are:

Right of consent on (WHW art. 9.18; September 1st 2017):

- aims and final attainment targets of the programme in terms of knowledge, insight and skills that a student should have acquired at the end of the programme;
- where necessary the layout of practical exercises;
- the studyload of the programme and its Educational Units,

Giving advice (to programme director) on (WHW art. 9.18; September 1st 2017):

- stimulating and ensuring the quality of the degree programme.

Giving advice on the Education and Examination Regulations (EER):

- Assessing, on a yearly basis, the manner in which the Education and Examination Regulations (EER) are carried out;

Giving advice - invited or not invited - to the programme management and the Dean on all matters relating to the teaching in the programme PA.

4f Examination Board

The Examination Board is the body that determines in an objective and expert manner whether a student meets the conditions set under the Teaching and Examination Regulations (TER) concerning the knowledge, comprehension and skills required to obtain a degree. Members of the Examination Board are appointed by the Dean of the faculty.

The Board's main tasks are described in paragraph 5.1 of the common elements of this EER. More information, including the most up-to-date composition of the Board can be found at the [webpage of the Examination Boards](#).

Pa students can reach the Board using examinationboard-bms@utwente.nl.

5. Additional subjects

5a. Graduation with Distinction

If upon sitting the Master's examination, the student has given evidence of exceptional capability, 'cum laude' ('with distinction') will be recorded on the degree certificate. A student is considered to have exceptional capability if the following three conditions are met.

The student:

1. fulfils all requirements for the study within two years;
2. has a weighted average grade of at least 8.0 over all numerical graded courses (without the thesis) and no courses with a grade of '6.0'
3. has a Master thesis grade of '9.0' or higher.

The first requirement may be extended to 'within three years' if the student successfully took part in the Double Diploma programme with Philosophy of Science, Technology and Society.

5b. Regulations for repairs and retakes

Each course will have either resits or repair possibilities for tests

In general for each **written test** a re-sit is planned.

- A resit is a second opportunity for the written test;
- Re-sits within a course are open to all participating students.
- For students who did not participate in the test itself, the re-sit is the only option to pass the related test in this academic year.

In general for each **graded assignment or paper** that has a big impact on the end grade of the course a repair or delayed deadline is planned.

Repairs for assignments or papers are only open to students:

- that did not succeed; highest grade possible for the repair is 7.0
- or did not participate in the first possibility
- For students who did not participate in the first possibility the repair session is the only option to pass the related test in this academic year.

The maximum grade is there to make sure students do not gain an advantage compared to other students that delivered their work in time. Personal circumstances recognized by the teacher and/or study adviser can give reasons to not apply the maximum repair grade rule.

5c. Collaboration with other Master Programmes

Students can follow the double-degree programme Philosophy of Science, Technology and Society, a two year master's programme leading to a double diploma (PA and PSTS). Find more info at www.utwente.nl/go/psts

5d. Transitional arrangements

In 2022-2023:

- the course *Social problems* is replaced with the course *Policy-making for complex systems*. This is a one-on-one replacement.

In 2021-2022:

- The course Public Management: Research and applications (201400089) has been replaced with the course Crisis management in technological domains (202100089)
- We stated explicitly that the thesis will be graded according to the new rounded grading scheme, including half grades (see 3b).

- The Cum laude rule is now more explicit about the grades, as a result of the introduction of half grades (see 5a).
- A chapter 5b. Regulations for repairs and retakes is added that was already present in the bachelor programme, as a granted wish of the programme committee.

In 2020-2021:

- In the profile Digital communication the course 201900084 Deception & Persuasion in a Digital Society is replaced by the course 201800097 Work and Technology
- The Course Higher Education Policy is replaced by the course Evidence-based Policy

In 2019-2020:

- The profile Communication Media is renamed in Digital communication
- Within this profile the course *201900084 Deception & Persuasion in a Digital Society* is introduced as a replacement of the no longer existing course *201400188 Innovative digital public services*. Please be aware that the replacement course is programmed in Q4.
- In the profile Water management the course *201800021 Water management and Governance* is substituted for the course *201900067 Strategies for Water Security*.

There are no other changes made.