

Motivation for the name change of the Bsc. programme “European Public Administration”

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Subject: Advice on the proposal for name change of the Bsc. Programme EPA

1. Proposal

1.1 Name change

The programme management of the Bsc. Programme in European Public Administration at University of Twente proposes to change the name of the Bsc. programme “European Public Administration” (EPA) into “Management, Society & Technology.” The name change is the logical consequence of a repositioning of the Twente Bsc. programme in the cluster of public administration programmes in The Netherlands. In the present document we motivate our proposal.

1.2 Process

This document is prepared for discussion in the Education Council of EPA. After the advice of the Education Council, the dean of faculty BMS and programme management will consult the Faculty Council about the proposal. After the advice of the Faculty Council, the Central Board (CvB) of University of Twente consults University Council about the proposal for name change. Parallel, the proposal for name change is incorporated in the documentation for the accreditation process of the European Public Administration programme, due fall 2017.

2. Background

2.1 Development of the Bsc. programme

Forty years ago, University of Twente was the first university in the Netherlands starting a programme in “Bestuurskunde”. The programme addressed a demand in the labour market for academic scholars and professionals who specialize in the public sector (openbaar bestuur). The public administration programme at University of Twente adopted an “engineering” and multidisciplinary approach, making it stand out against other programmes in the cluster of public administration studies in the early years of the discipline. After an initial start with large numbers of students, there was a gradual decline in intake. An English-language track “European Studies” was developed to respond to an interest of students.

In 2013 the Dutch language programme “Bestuurskunde” and its English-language track “European Studies” were merged. The Twente Educational Model was introduced. The programme transformed into a full English-language programme with a new CROHO name: “European Public Administration” (EPA).

2.2 A changing environment

Current, we observe two important developments in the environment of the Bsc. programme in public administration at University of Twente. Both developments provide excellent opportunities for renewal, or even revival, of the programme. In the first place, we witness a fundamental transformation of society in the wake of the “fourth industrial revolution”—urging for a

redevelopment of the programme towards a “future-proof public administration” that integrates technology in its core. Our society currently witnesses a fundamental transformation towards integrating and embedding all kinds of technologies deeply and pervasively in our lives and societies. Technology, globalization and the shifting of boundaries – geopolitical, ethnic, economic, moral – are powerful forces reshaping communities, countries and even continents. We enjoy new opportunities but also face challenges mankind has not seen before: environmental pressure and climate change, demographic shifts and migration, food security issues, international (cyber)crime, capricious financial systems and social, economic and digital divides. While a new generation of students will be fascinated (rather than frightened or bored) by this kind of complexity, a future-proof programme in public administration should incorporate such developments in the very heart of the programme.

In the second place, University of Twente developed a mission statement (Vision 2020) and faculty BMS developed a vision document (BMS under Steam). These missions / visions embed the renewal of the public administration programme in the heart of the “High-Tech Human-Touch” profile of University of Twente. The mission and vision of University of Twente offer a distinct profile that is closely aligned with a future-proof, “tech-based” public administration programme. Moreover, the high-tech human-touch profile of University of Twente—in combination with its dense and networked campus—also provides a high and credible potential to realize such a programme. Thus, in 2016 a start was made with the re-development of the current EPA programme, departing from the four core values of “Vision 2020” of University of Twente: (a) orientation on societal challenges and real-life problems, (b) innovation through combinations, (c) entrepreneurial attitude, and (d) international orientation towards tomorrow’s global citizen. The redevelopment also closely relates to the vision of Faculty BMS, which envisages that the relations between science, technology, and society form the basis of all work done in a Social Science Faculty at a University of Technology, resulting in the BMS strategic choice to profile its programmes as technology-oriented.

3. Towards a tech-based public administration programme at University of Twente

3.1 New mission and vision

A new mission statement and vision of the re-developed programme were formulated in 2016. While previous industrial revolutions impacted what people did and how they did it – think steam engines, electricity and computers – the fourth industrial revolution crystallizing now is changing what we are. As man and machine, society and high-tech systems become increasingly enmeshed and interdependent, we believe that managing public responsibilities and organizing society will call for completely different skills sets – a different kind of people, in fact – than were needed in the old world. Hence, technological developments and globalization provide great opportunities—but also new challenges. At present our society is insufficiently able to properly deal with these opportunities and challenges. A re-developed programme in public administration aims to train students to redesign society in a creative way—by making the connection between technology and governance, policy, and public management.

3.2 Two fundamental shifts

The redevelopment of the programme design of European Public Administration comprises two shifts from the old programme. The first shift is from the traditional public administration focus on institutions towards a new focus on societal challenges and technology—emphasizing the first core value of University of Twente’s Vision 2020. Important in this respect is that prospective students are more intrinsically motivated by a study of real-life problems than by a study of institutions for governance. Bringing societal challenges at the heart of the programme requires that new

combinations are made with groups in Faculty BMS and other faculties—thus emphasizing the second core value of UT’s Vision 2020 on innovation.

The second shift in the re-development of the European Public Administration programme is from the α/γ -orientation of the programme towards a β (technology and design) orientation. Thus, the programme will much better link to the “high-tech human-touch” profile of University of Twente and the strategic choices for education made by Faculty BMS.¹ Technology and design are integrated in three different elements of the re-developed programme: (1) the societal challenges under study; (2) the cores of the discipline: policy design, design of governance institutions, organization design and management; (3) innovative methods for data collection, -analysis and -representation.

3.3 Close link with the domain-specific reference framework

For two reasons, the current re-development of the programme does not require a fundamental change in the final competences of the programme. The first reason is that the final competences are defined at an abstract level of academic orientation, in full correspondence with the standards set for Dutch universities of technology (“Meijers criteria”). These competences are detailed in Appendix 1 and comprise: (1) knowledge-base of the field of study; (2) social scientific research skills; (3) analysis of societal problems and design; (4) academic and professional skills. Hence, following the logic of educational design, the two shifts are built into the design of the programme rather than the final competences.

The second reason why the current re-development does not require a fundamental change in final competences is that these competences are still strongly linked to the domain-specific reference framework (DSRF) of the cluster of public administration, governance, and organization (PAGO) studies in the Netherlands (see Appendix 2). The reference framework mentions that “[t]he societal impact of processes like globalization, individualization and ICT has altered the nature of public problems.” With regard to the changing context in the field, the reference framework mentions that public sector activities “call for public action; (new) facts, events and problems, fuelled by new technologies, pose new challenges.” Hence, the re-developed programme takes full advantage of the DSRF to address these important aspects for the future of public administration programmes—par excellence at a university of technology.

3.4 Fundamentals of the re-developed programme

The re-developed programme will depart from the strengths of the current European Public Administration programme: (a) English language programme, (b) based on the Twente Education Model. The following learning paths are defined:

- (1) *institutions*, indicating the structure of modern, complex governance systems;
- (2) *political-administrative processes*, indicating the mechanisms that drive political-administrative behaviour and outcomes;
- (3) *societal challenges*, indicating the real-life problems addressed in the programme;
- (4) *technology*, integrated in the other learning paths;
- (5) *research design and methods*, indicating the academic, social science orientation of the programme;
- (6) *problem-solving and design*, indicating heuristics and skills for complex problem-solving and design in policy, governance, and management;
- (7) academic skills.

¹ With a foundation in the social sciences (γ -foundation), the redeveloped programme will be distinct from the Delft University programme in public administration, which has a foundation in the technical sciences (β -foundation) and is within the cluster of engineering management studies.

Technology (learning path 4) is integrated in the new study programme in the other learning paths. In the first place, the societal challenge that is central in each project of the module connects to the integration of technology and society (learning path 3). In the second place, technology is integrated in the research part of the programme (learning path 5), by using state-of-the-art research methods and techniques for data collection, -analysis, and -representation. In the third place, technology is integrated in problem-solving and design (learning path 6), by focusing on re-design of policy interventions, governance institutions, and management / organization (learning paths 1 and 2).

The core programme is, according to the Twente Education Model, divided in six 15 ECTS modules, integrating a project with supportive learning elements. Each project addresses a specific societal challenge, integrated with relevant understanding of the role of technology. The integrated design of the six modules is derived from the systems model of the political-administrative process with—for didactical purposes—analytically distinguishable subsystems:

- M1 *Society as a Complex System* (challenge: data security) learns students to describe and understand the complex structure of institutions, at various levels, in modern society;
- M2 *Societal Challenges* (challenge: mass migration) focuses on agenda-setting and problem formulation / description;
- M3 *Smart Interventions* (challenge: health promotion) addresses how a smart and evidence-based design of policy interventions may promote the public interest
- M4 *Good Governance* (challenge: water resilience) learns students how governance institutions can be designed to authoritatively address societal problems by markets, government hierarchies, and networks of organizations.
- M5 *Responsible implementation and management* (challenge: t.b.d.) learns students how policy designs and authoritative decisions are implemented in organizations to provide high-quality service delivery;
- M6 *Future of Tech-based Society* (challenge t.b.d.) feeds back to module M1 by reflecting on different paths of (social and technological) transformation of past and future societies in the world, explaining the consequences of such paths in terms of welfare and well-being.

4. Market potential and programme name

4.1 Market potential

The new study concept for public administration at University of Twente was tested in a market study by Newcom among Dutch and German students in secondary education—who are orienting for their academic study. They were presented with a brief description of the new study concept: (a) You learn about the causes of complex challenges and opportunities in modern society; (b) You learn how these challenges can be addressed not only in neighborhoods and cities, but also at a global scale; (c) You learn how public leaders and managers have to collaborate with each other and with many other parties to address these challenges; (d) You learn how technology plays a key role in all these challenges.

The Newcom market study showed that the new study profile is *relevant*, *attractive*, and *distinct* for a large group of prospective students in the Netherlands and in Germany. Newcom shows that there is a real potential for nine percent of the total Dutch study market for a study with the profile, decreasing to six percent when offered in Twente. The market potential for Germany is even slightly larger. Even when these results are too optimistic, the Newcom study clearly shows that there is substantial market potential for the new study concept. Dutch prospective students have a VWO profile “Natuur & Techniek”, “Natuur & Gezondheid”, and “Economie & Maatschappij”.

4.2 Consequence for the programme name

The current name of the programme, European Public Administration (EPA), was developed for a study profile that lumps together the fields of public administration and European studies. The market study by Newcom shows that the combination of “European” and “Public Administration” or the two combined do not fit the new programme profile, according to respondents (students in Dutch and German secondary education). Alternative names for the new profile that, according to the respondents, provide a better fit are: “Management of Societal Challenges” (26 percent), “Society and Technology” (26 percent), or “Challenges of Society and Technology” (24 percent). The key words that reoccurred were: “Society,” “Challenges,” “Technology.” Students were also asked to spontaneously report potential names; this exercise yielded no serious candidates.

The results of the Newcom study were discussed in the Education Committee (OLC) and with teaching staff in the programme and with Marketic and Communication (M&C) of UT. An external bureau interviewed academic staff about the programme redevelopment and the potential of a new name. Many different suggestions were put forward. On the basis of this input, it was concluded that the name should include the words “Society” and “Technology”. *Society* is the context of a public administration study programme (see also the domain-specific reference framework of the PAGO cluster) and emphasizes the focus on challenges rather than institutions. *Technology* is emphasized by the strategic choice to integrate technology in the programme—aligning with the HTHT profile of University of Twente. *Society & Technology combined* refers to a future of our society in which new technologies blur the boundaries between the biological, physical, psychological, and social environments of individuals.

In additional, the name should make clear that the programme is within the cluster of public administration studies. Hence, a Dutch variant would be: “Bestuur, Maatschappij & Technologie.” However, the programme is taught in English. A number of variants was tested in a second Newcom study, adding additional labels that would refer to public administration. Newcom identified, again, the group of promising students for the study concept (again roughly 6 percent of the student population in The Netherlands and Germany). For this group of students, the most fitting name combinations were asked. The combinations consulted were:

- Governance, Society & Technology
- Policy, Society & Technology
- Management, Society & Technology
- Society & Technology

Dutch students find the names “Management, Society & Technology” and “Society & Technology” best fitting. “Society & Technology” is preferred by students with an N&T and an N&G profile. Inclusion of the label “management” increases the scope of students who are attracted by the study concept with students with an “Economie & Maatschappij” profile, but who are not interested in business administration. The name is, therefore, distinctly different from business administration. The programme name is also distinct from Twente University College ATLAS, which emphasizes science, mathematics, and engineering in its study programme. Hence, we chose the following name: “Management, Society & Technology” for the new study programme.

Appendix 2. Comprehensive final competences “Management, Society & Technology”

1. Knowledge-base of the field of Management, Society & Technology

- 1.1 A student has knowledge and comprehension of: (a) the interdisciplinary foundations of public administration: policy, governance, and public management; (b) the multi-scale nature of society and societal challenges—integrating the local scale with the regional, national scale, European, and the global scale.
- 1.2 A student has knowledge and comprehension of the different ways technologies affect society, societal challenges, as well as policy, governance, and public management.
- 1.3 A student has knowledge and comprehension of the development of ideas in the field of public administration and philosophy of science.

2. Social scientific research in public administration

- 2.1 A student is able to perform, under supervision, all aspects of a social scientific study in the field of public administration: (a) formulate a scientific research question and consistent sub-questions that produces new knowledge in the field of Management, Society & Technology; (b) formulate testable hypotheses that are logically derived from an appropriate theoretical framework; (c) develop a feasible research design; (d) carry out a simple research, using appropriate methods and techniques of the social sciences for data collection and –analysis; (e) reflect on the results of a study—including their own—in terms of the research design, hypotheses, theory, and the research problem.
- 2.2 A student is able to, under supervision, interpret and evaluate the results of social science research, and form a well-reasoned opinion in the case of missing or incomplete data.
- 2.3 A student has insight into scientific practice, including the publication system, the importance of integrity, and the use of conclusions and recommendations of the research by politics and society.

3. Model-guided analysis of societal challenges and design

- 3.1 A student is able to employ a model-guided approach to theorizing and problem solving. A student is able to use that approach to identify and reformulate ill-structured societal challenges as a (combination of) a policy, a governance, and a public management problem.
- 3.2 A student can analyze a societal challenge, combining the knowledge base of public administration with knowledge from relevant disciplines, and including technology.
- 3.3 A student has the creative skills to design a (technological) solution to the reformulated societal problem in terms of policy, governance, and public management—taking into account (the organization of) the implementation and evaluation of the design.
- 3.4 A student is able to reflect on (changes in) the ethical, political, and societal implications of the designed policy-, governance-, or public management-solution.

4. Academic and professional skills

- 4.1 A student has basic analytical skills: (a) A student is able to recognize modes of reasoning, including deduction, induction, and analogy; (b) A student is able to logically reason, exchange, and justify arguments in a critical, open, and constructive way—both with specialists in the field of public administration and non-specialists.
- 4.2 A student is able, with supervision, to critically self-reflect on his/her own thinking, decision-making, and acting—and to adjust these on the basis of this reflection. A student is able, with supervision, to spot gaps in his/her own knowledge, and to revise and extend it through study, using information skills and literature study. A student is able to understand the important debates and new developments in the field.
- 4.3 A student is able to effectively communicate in the English language about his/her work and the work of others (specialist and non-specialist audiences), including the provision and reception of constructive feedback: (a) verbally (speaking in public, debates, discussions); (b) in writing (papers, reports, posters).
- 4.4 A student is able to:
 - (a) perform project-based work in (interdisciplinary and intercultural) teams.
 - (b) understand team roles and team dynamics.
- 4.5 A student is able to reflect on future career perspectives in the field of public administration.
- 4.6 A student is able to comprehend the socio-economic, ethical/normative, and cultural consequences of changes in the knowledge base of NAME for society at large—including issues of reflexivity, legitimacy, and moral leadership.

APPENDIX 1

Domain Specific Frame of Reference for Public Administration, Public Governance, and Governance and Organisation (PAGO) Programmes **January 2010**

Introduction

The study of public administration has developed and expanded into a broad interdisciplinary body of knowledge, which tackles a variety of themes and practices on public administration, governance and organization (PAGO). The academic community in the Netherlands acknowledges that throughout the years this field has widened and now includes not only public administration but also governance and organisation. This entails a diversity of approaches on the one hand, but on the other, the conviction that these approaches are connected and interrelated and worthwhile to keep together. Programmes may share basic components, but also may differ to express their specialisation in this broadened field. This parallels developments in the profession. Alumni are increasingly challenged in a wide variety of fields that put varying demands regarding professional knowledge, skills and attitudes. In this frame of reference we will address this field as the PAGO-field: including public administration, public governance, and governance and organisation.

In this Domain Specific Frame of Reference we start with a brief summary regarding the development of the PAGO-field and argue that the broadening of the field is due to various exogenous and endogenous changes. Accordingly we will outline the programme principles of PAGO-studies as well as related learning outcomes.

Developments

The societal impact of processes like globalization, individualization and ICT has altered the nature of public problems. Issues like risk and security, environment and ecology, economics and welfare, and nationality and culture are high on the societal and political agenda. The impact of such problems has consequences for the abilities of (national) governments. It challenges them to reach beyond traditional approaches. This has led to manifold changes in political and administrative landscapes. New expectations and demands are expressed towards politics and administration, including moral standards. New criteria for performance have emerged that aim at *'value for money'*, new businesslike concepts of management, and reformed public service delivery. There have been new interpretations of democracy and accountability, and of relations between state, civil society and the market.

Government and public administration not only changed its own practices, it also changed its relationship with society. Public administration thus moved towards *governance*, i.e. dealing with public problems through dispersed networks of organizations and actors, including social institutions, non-governmental organizations (NGO's), and private companies. Government and public policy are still relevant, but new outlooks and mechanisms are designed and used to make things work.

These developments have also changed the field of study of PA. Scholars started to use new concepts to understand developments, broadening categories such as *'government-governance'*, and crossing boundaries between the public and private world. These concepts include focused attention to issues like interdependence, ambiguity, networks, contextuality, governance, and the role of institutions, trust and integrity. These developments invited researchers to cross disciplinary borders and take aboard theories, concepts, methods and ideas, from organization studies (structure, culture, management, strategy, networks, et cetera) as well as other bodies of knowledge (new fields within economics, political science and sociology, communication theory, ethics and philosophy, geography, international relations and law, et cetera).

Another issue that needs to be highlighted is that the study of Public Administration in the Netherlands includes several fields that elsewhere are situated in political science. The PAGO-studies not only focus on classical PA issues, but also on public organisation and management issues, as well as on subfields like *'public policy'*, *'policy making'*, *'public governance'*, *'public culture and ethics'*. Scholars of these issues are part of the broad *'PA'* community, in research as well as in educational programmes.

Resulting Fields of Study

This PAGO-community consists of three fields of study. The first embodies the classical features of the discipline, concentrating on politics, administration and the public sector. Public administration often started within the context of (departments of) politics and/or law, with an emphasis on the study of government and

bureaucracy as well as public policy-making and -implementation.

The second emerged through the fact that public interests and public problems are increasingly tackled by a multitude of public and private actors. It broadened the scope of study to include non- governmental actors, as part of the often-complex public-private, multi-actor networks that deal with collective and public interests.

The third field focuses on questions of governance and organisation that surpass the traditional public-private boundaries. It includes the study of private actors in social contexts. This orientation links the worlds of business administration and public administration and pays attention to what we know about management, strategy and behaviour in corporations. This approach can be labelled as 'governance and organization'.

PAGO today is a broad multi- and interdisciplinary field of science. The classical core disciplines of political science, law, sociology and economics are important, and there is an increasing involvement of disciplines that focus on organization, culture, and communication. Also, challenging new interchanges with bodies of knowledge in (for example) social and organizational psychology, planning studies and geography, philosophy and ethics and history have demonstrated added value.

The PAGO-community acknowledges that there are different views regarding object and focus of the field of study. For instance: is PAGO about knowledge by description, explanation and prediction, or is evaluation and improvement the prime goal? Or, how do we relate to and communicate with practitioners in public (and private) administration, governance and organization? Rather than excluding certain views, the PAGO-community welcomes a variety in approaches, ideas and outlook. This variety is also visible in the PAGO-programmes.

Defining programme principles

PAGO-programmes are academic programmes aiming at the development of academic knowledge, skills and attitude in students that are relevant for understanding public administration, governance and organization. They pay particular attention to social and political contexts and developments, relevant (interdisciplinary) bodies of knowledge, aim at developing research capacities, and contribute to working professionally in public and private domains. In this frame of reference we have listed elements that are to be seen as building blocks for academic programmes. As far as *knowledge* is concerned, contemporary programmes encompass various disciplinary views supporting the PAGO- domain, and various sorts of domain-specific knowledge. As far as *skills* are concerned, they encompass skills for applying and reflecting on scientific methods and approaches, integrating knowledge and skills for working in public domains/organizations. As far as *attitude* is concerned, it encompasses critical stances and moral stature. Each of these subfields is briefly elaborated in order to circumscribe specific learning-outcomes at Bachelor and Master levels (see next paragraph).

Knowledge

- ***Knowledge of society and changing contexts***

Activities in public domains influence, are influenced by, and interact with social systems and developments. On the one hand, they constrain public sectors, as they reproduce values, traditions and culture(s). On the other hand, they call for public action; (new) facts, events and problems, fuelled by new technologies, pose new challenges.

PAGO-programmes enhance understandings of social structures and behaviours, societal trends and changes. This calls for an awareness of political, sociological, cultural, historical, philosophical, ethical, economic and judicial contexts.

- ***Knowledge of political and administrative systems***

The organisation, processes and activities in public domains are shaped by and within political systems. PAGO-programmes should devote attention to the institutions, structure,

organisation and activities of such political systems, at different levels (local, regional, national, transnational).

PAGO-programmes encompass political and social theories, including those regarding legitimacy and the democratic design and functioning of organisations in public domains. They also pay attention to the application of these theories in everyday practice.

- **Knowledge of (public) policy, decision making and implementation**
Governance for societal problems includes many insights derived from various bodies of knowledge, ranging from high-level decision-making to everyday service delivery.
PAGO programmes address both classic and contemporary theories, methods and techniques of policy-making, management, decision-making, and their implementation in everyday practice.
- **Knowledge of organisations and organizing principles**
Public domains entail a variety of organizations, some organised as classical government bodies, some as between the public and private sectors, while others have been influenced by and/or have taken on the characteristics of private organizations. There is a growing awareness that policies and service delivery must be organized and require well-trained and motivated professionals. This leads to a more explicit emphasis on organizational studies.
PAGO programmes entail knowledge of organizational concepts/perspectives on organizing, domains of managerial activities, insights in organizational change and management tools.
- **Knowledge of governance and networks**
The powers and authorities to intervene have become less governmental and more distributed. Due to organizational fragmentation, the rise of network relations, and the spread of (normative) governance models – e.g., ‘joined up government’, ‘public-private partnerships’, and ‘corporate social responsibility’ (CSR) – multiple parties have become active in dealing with public problems and representing public interests.
PAGO-programmes pay attention to new relations and new governance regimes, having both theoretical and empirical consequences.

Skills

- **Research skills**
The role of knowledge in (public) policies and organisations is crucial for its effectiveness, especially for understanding the complexity of contexts, structures, outcomes and behaviours.
PAGO-programmes include methods of quantitative and qualitative social-scientific research to analyse and also emphasise a clear understanding of contextual aspects.
- **Integrative skills**
Public domains can be analysed from different angles; theories are grounded in various disciplines. The quality of research and capacities of civil servants and other functionaries in public domains depend on integrative skills, i.e. abilities to combine, integrate and apply different bodies of knowledge.
PAGO-programmes devote attention to and provide opportunities to practice integrative skills.
- **Co-operation and communication skills**
The functioning of the public domain largely depends on the skills of actors to exchange ideas, to negotiate when necessary, and to cooperate in constructive ways. Civil servants and other functionaries use a repertoire of skills and attitudes to communicate ideas to audiences of experts as well as laymen. Cooperation is at the heart of PAGO and includes a sense of responsibility and leadership.
PAGO-programmes devote attention to and provide opportunities to practice co-operative and communicative skills.

Attitude

o **Critical stances**

PAGO programmes are academic programmes that not only facilitate cognitive learning and skill development, they also develop critical powers. Students are taught how to critically analyze arguments used by others, how to relate ‘fashionable’ statements, e.g. by politicians, to more traditional as well as to scientific insights, and how to reflect upon political and normative implications of policy choices and organizational design.

PAGO-programmes devote attention to the development of a constructive, critical attitude.

o **Moral stature and professionalism**

The eloquence and credibility of PAGO has two features. First is its ability to approach societal problems in effective ways, but second is the degree to which government and governance principles serves as a moral compass.

PAGO-programmes train students in this respect for occupying positions in governance regimes (public and private), they also train students in developing appropriate or ‘professional’ conduct. This is a matter of guarding values, such as accountability and integrity, and of practicing values, such as entrepreneurship and innovation.

Academic learning-outcomes for PAGO-studies

The broad fields identified and circumscribed in the above are to be seen as programme criteria and, thus, as the building blocks of a programme. Each programme will emphasize a specific selection of these building blocks to impose specific learning-outcomes on students. In the table below we list such learning outcomes. This is a generic list, both applicable for bachelor and master programmes. The difference between both studies is in the degree of complexity; in the level of analysis; and in the independence of the student. Here we follow the distinctions made in the so-called Dublin- descriptors. In this system a distinction is made between first cycle learning for bachelors and second cycle learning for masters. First cycle learning involves an introduction to the field of study. It aims at the acquisition and understanding of knowledge, ideas, methods and theories, elementary research activities, and basic skills regarding communication and learning competences. At second cycle learning we find a deeper understanding of knowledge; problem solving skills are developed for new and unexpected environments and broader contexts. Here students can apply knowledge in various environments. At the master level we also expect a well-developed level of autonomy regarding the direction and choices in a study.

In generic bachelor PAGO-programmes most of the learning-outcomes will apply that are listed below.

Master programmes, however, usually have a much stronger thematic focus and may especially focus on a particular set of these learning-outcomes that are best-suited for that specialisation, but not covering all the learning-outcomes listed below. We propose that the learning- outcomes for the bachelor level, apply for the master level in the sense that students demonstrate that they are capable of:

- o dealing with increased situational, theoretical and methodological complexity;
- o demonstrating increased levels of autonomy and self-management;
- o applying ideas, methods, theories in research and problem solving;
- o mastering the complexity that is inherent to the field of specialisation.

In the table below we have organised the learning outcomes according to the Dublin descriptors. We present the main components of the Dublin descriptors in italics, and accordingly the proposed learning outcomes.

Knowledge and understanding:

1 (Bachelor)	<i>[Is] supported by advanced text books [with] some aspects informed by knowledge at the forefront of their field of study</i>
2 (Master)	<i>provides a basis or opportunity for originality in developing or applying ideas often in a research context</i>

- o (Basic) knowledge of (changing) societal contexts
- o (Basic) knowledge and understanding of the distinctive nature of organisation, policy-making, management, service delivery and governance in PAGO domains
- o (Basic) awareness of political traditions and politics

- (Basic) knowledge and understanding of the discipline, PAGO-paradigms, intellectual tradition, theories and approaches
- (Basic) knowledge and understanding of multi-actor and multi-level concepts
- A general (basic) understanding regarding the dynamics and processes of actors in public domains, how these processes influence society and vice versa

Applying knowledge and understanding:

- 1 (Bachelor) *[through] devising and sustaining arguments*
 2 (Master) *[through] problem solving abilities [applied] in new or unfamiliar environments within broader (or multidisciplinary) contexts*

- (Basic) capacity to work at different levels of abstraction
- (Basic) skills in problem definition and problem solving in the PAGO domain
- (Basic) ability to distinguish normative preferences and empirical evidence
- (Basic) skills in combining, integrating and applying knowledge
- (Basic) insight into the scientific practice
- (Basic) capacity to select a suitable theoretical framework for a given empirical problem
- (Basic) skills in combining normative and empirical aspects
- (Basic) capacity to build arguments and reflect upon the arguments of others
- (Basic) awareness of relevant social, ethical, academic and practical issues

Making judgments:

- 1 (Bachelor) *[involves] gathering and interpreting relevant data*
 2 (Master) *[demonstrates] the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete data*

- (Basic) ability to formulate research questions on problems in the PAGO domain
- (Basic) knowledge regarding research on social-scientific positions and thinking
- (Basic) training in and application of quantitative, qualitative and mixed methods social science research
- (Basic) abilities to collect data and to derive judgments thereof

Communication

- 1 (Bachelor) *[of] information, ideas, problems and solutions*
 2 (Master) *[of] their conclusions and the underpinning knowledge and rationale (restricted scope) to specialist and non-specialist audiences (monologue)*

- (Basic) capacity to use argumentative skills effectively
- (Basic) capacity to function in multi- and inter-disciplinary teams in several roles
- (Basic) capacity to function effectively in governance-, organisation, management, policy and advocacy settings
- (Basic) capacity to use communicative skills effectively in oral and written presentation

Learning skills ..

- 1 (Bachelor) *have developed those skills needed to study further with a high level of autonomy*
 2 (Master) *study in a manner that may be largely self-directed or autonomous*

- Learning attitude
- (Basic) capacity to reflect upon one's own conceptual and professional capacities and conduct