STUDY GUIDE

International Public Management
Full time Programme

The Hague University of Applied Sciences
2021-2022

Introduction

Welcome to the International Public Management (IPM) Study Guide for the 2021-2022 academic year! This guide contains information about IPM, the courses offered, prescribed literature, as well as important dates to help you in your planning for the year ahead.

Chapter one outlines the general information about the IPM programme – including information on ongoing Covid19 arrangemnets and changes.

Chapter two includes contact details of our employees and lecturers. In chapter three, the Programme Examination Regulations (PER) and the role of the Examination Board are briefly described. Should you wish to know more about the PER, you can refer to the full version which is available via the IPM Blackboard page. ICT systems (Blackboard, Osiris and the Scheduling System) utilized by our programme are covered in Chapter 4. Chapter 5 contains an overview of key dates in the academic year, while Chapter 6 introduces all courses and modules from Year 1 to Year 4.

We hope this guide is useful to you and we wish you a very successful year ahead!

The IPM Team

Chapter 1. The programme in a nutshell

IPM training leads to a politically sensitive public manager who can working effectively and efficiently to solve social problems. The below competences of a public manager cover various aspects of what graduates are able to accomplish. In addition to policy expertise, graduates are also equipped with administrative, legal, financial, economic and organizational knowledge and skills.

During the course of the IPM programme, the students develop the following core competences:

1. *The graduate knows his or her way around the public sector.*
2. *The graduate is able to scrutinise politically strategic choices for the purpose of solving social challenges.*
3. *The graduate can develop, implement and evaluate policy.*
4. *The graduate can engage with organisations and take part in collaborative working methods.*
5. *The graduate can carry out practical research.*
6. *The graduate has social communication skills.*
7. *The graduate is self-motivated.*

These seven competences have been agreed in consultation with other Dutch Universities of Applied Sciences (in what is known as the "LOBO" platform) and constitute the basic framework for our degree programme. They are explained in more detail in the Appendix. You can see the application of this framework inasmuch as every IPM course manual will identify one or several target competencies and a progression from a more basic level in Year 1 to an advanced level in Year 4. If you're interested in more details of the educational strategy, please get in touch with the programme management.

In line with the new Educational Framework of The Hague University of Applied Sciences, IPM works with a semester structure of two times twenty weeks. One main advantage of this set-up is that exams and assignments are not accumulated in "test weeks" but spread out more evenly across the semester. Please note that this applies to first opportunity exams – the second (resit) opportunities are all clustered at the end of each semester and thus highly **un**attractive! We therefore strongly encourage every student to always try and pass every exam or assessment at the first opportunity. In the annual planning you can see how the year has been built up and which dates are important to note in your agenda, or as a save-the-date. For questions about the overall year planning you can contact your mentor and/or year coordinator.

Special circumstances relating to Covid 19 and online-offline schedule
Due to safety measures associated with the COVID-19 pandemic, the IPM programme will offer students in the first semester of 2021-2022 a mixture of online and offline educational activities. In other words, some lessons are taught on the THUAS campus in The Hague, and others via the internet. For the latter purpose, it's essential that every student has a reliable **device** (ideally, a **laptop** for work at home as well as at

THUAS) and **internet connection**. Via www.getoffice.hhs.nl, every student can install the entire suite of Microsoft office programmes on their own computer for free.

Information on exactly what kind of on-site and online activities are planned for a particular course can be found in the Course Manual of each course (published 1-2 weeks prior to its start) and the THUAS schedule (available for the entire semester 1 at the end of August 2021).

Arrangements for mandatory attendance (on campus as well as in online teaching sessions!) will be explained in each Course Manual and indicated in the schedule.

For all activities offered on the campus, THUAS adheres to the Dutch government's current **safety regulations** which are currently based around the concept of social / 1.5 meter distancing and a strict hygiene and cleaning protocol[1]. All teaching facilities have been adapted for this purpose, with strict limits on the number of students per classroom, separate tables, etc. For some courses (as indicated in Course Manuals) you may need to sign up via Blackboard to reserve a place. Occasionally, this may also lead to courses taking place in a different room than the one indicated in your schedule (www.roosters.hhs.nl) – watch Blackboard for latest announcements!

Out of consideration for our own safety and that of others it's stricly necessary that we all collectively play by these rules – let's always remember that the risk of a viral infection does not only concern those members of the IPM community (i.e. all students and teaching staff) that see each other on campus but also people who we meet elsewhere, e.g. our families, grandparents, etc. We have full trust in everybody's cooperation but will also enforce rules – any student wilfully not complying with Covid19 related measures and safety instructions, will be asked to leave the class and campus.

Online code of conduct and 'netiquette'

Regarding the online educational activities, we have designed some rules for participation to ensure they can be as useful, attractive, informative, interesting and interactive as possible. We therefore ask all students:

- To make sure their devices and internet connection are working and stable (including camera and microphone);
- To join online sessions on time and for the full duration (just as you would attending a 'normal' class);
- To mute your microphone if you are not talking;
- To turn on your camera for the full duration of the online session;
- To prepare well if there are assignments or homework to be discussed in the online sessions;
- To participate actively.

Curriculum Redesign

During this academic year, IPM and its Dutch-language sister programme Bestuurskunde are working on a revision of the year 1 curriculum. The revised, yet more practice-oriented curriculum consisting of a choice of two specialisation tracks

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[1] More information on the exact rules and regulations for the on-site activities can be found on intranet.hhs.nl .

is planned to be introduced for the current year 3 group of 2021/2022 in semester 2, with the revised year 4 and Year 2 programmes following later. Obviously we'll make sure that there are sound and smooth transfer arrangements in place for all groups. In other words, irrespective of the year you are in, we'll make sure to provide you with a quality educational programme.

Chapter 2. The lecturers and faculty

2.1   Who are we?

Please find the names of all staff members and their email addresses below:

Name	Email address
Mr. Akin (Enes)	e.akin@hhs.nl
Ms. Atangana Bekono (Shana)	s.a.bekono@hhs.nl
Mr. Audenaerde (Roeland), PhD	r.f.c.audenaerde@hhs.nl
Ms Annette Borghuis	a.borghuis@hhs.nl
Mr. Bremner (Davin) PhD	d.l.bremner@hhs.nl
Mr. Brinkman (Rik-Jan)	f.j.brinkman@hhs.nl
Mr. Crijns (Ron)	r.j.h.a.crijns@hhs.nl
Mr. Haans (Jeroen)	j.a.g.haans@hhs.nl
Ms. Hoogdalem (Barbara)	b.vanhoogdalem@hhs.nl
Mr. Huizinga (Leo)	l.huizinga@hhs.nl
Ms. van IJzendoorn (Lieneke)	c.j.vanijzendoorn@hhs.nl
Mr. Lara, (Hector), DSW	h.lara@hhs.nl
Ms. Matsushita (Chizu)	c.matsushitu@hhs.nl
Mr. Minderhout (Willem)	w.a.minderhout@hhs.nl
Mr. Pearce (Andrew)	a.g.h.pearce@hhs.nl
Ms. Rambaran (Hanna Mitra)	j.s.rambaran@hhs.nl
Ms. Rijsdijk (Angelique)	a.rijsdijk@hhs.nl
Ms. Smits-Kilgus (Jennifer)	j.a.smits-kilgus@hhs.nl
Ms. Spronk (Indra)	i.spronk@hhs.nl
Ms. Varjavandi (Roya)	r.c.varjavandi@hhs.nl
Ms. Van der Velde (Mi Jung)	m.j.vandervelde@hhs.nl
Mr. Villalba Ferreira (Mario)	m.e.villalbaferreira@hhs.nl
Ms. Verheij (Jikke)	j.k.verheij@hhs.nl
Mr. Zijderveld (Theo)	m.c.zijderveld@hhs.nl

In the "who-what-where" section of the portal (intranet.hhs.nl) you can find room and phone numbers of all lecturers.

2.2   The Programme Manager, the team leader and year coordinators

Our programme comprises of a programme director, Ms. Jikke Verheij, and a team leader, Mr. Andrew Pearce. Moreover, each year cohort has a year coordinator to whom you may address any questions about the overall IPM programme.

Should you have questions about a specific course within the programme, please direct these first to the lecturer(s) in question. Contact the year coordinator (individually or via your class representatives), or if necessary, the team leader in the event that your questions are not addressed.

The year coordinators are:

Year	Name
1	Ms. Atangana Bekono
2	Ms. Smits-Kilgus
3	Mr. Brinkman
4	Mr Brinkman

2.3   The student mentors

In year 1 every student is assigned to one of 6 mentors who'll invite you to at least two meetings per semester and can be contacted in case of additional need for guidance. In year 2 the same frequency applies with 3 mentors. In subsequent years, mentor meetings are offered on demand.

Year	Name
1	Mr. Villalba Ferreira, Mr. Lara, Ms. Atangana Bekono, Mr Huizinga, Mr. Audenaerde, Ms. Matsushita
2	Ms. IJzendoorn, Ms. Matsushita, Ms. Smits-Kilgus
3	Ms. Varjavandi, Mr. Brinkman, Mr. Bremner
4	Mr. Brinkman
5+	Coordinator for students with a delay beyond year 4: Mr. Brinkman

2.4   Additional IPM Staff roles

Role	Name
Internationalization/Exchanges Coordinator	Mr. Lara
Faculty Board Programme Representative	Ms. Spronk
Program Advisory Committee	Mr. Villalba Ferreira
Exam Board	Ms. Smits Kilgus, Mr. Akin
Pre-Master Programme Leiden University	Mr. Crijns
International Institute of Social Studies partnership	Mr. Villalba Ferreira
IPM Partners Programme	Mr. Haans, Mr. Audenaerde
Curriculum Committee	Ms. Atangana Bekono, Mr. Crijns
Year 1 2022/23 New Curriculum Implementation Team	Ms. Atangana Bekono, Mr. Lara, Mr Villalba Ferreira
Marketing and Communications Coordination	Ms. Varjavandi, Ms. Verheij, Ms. Milbauer
Communications	Ms. Rambaran
Management Assistant	Ms. Hoogdalem
Students Requiring Special Needs	Ms. Borghuis
Diversity and inclusion	Ms. Atangana Bekono, Ms Spronk

2.5   Student assistants

Name	Email Address
Alejandra Avendano	A.B.Avendano@hhs.nl
Beatrice Bosco	B.M.A.Bosco@hhs.nl
Caitlin Broeders	C.E.E.Broeders@hhs.nl
Fenna Milbauer	F.S.Milbauer@hhs.nl
Kevin Eustatia	K.E.Eustatia@hhs.nl
Kinza Hussain	K.M.Hussain@hhs.nl
Melanie Dreier-Gligoor	M.DreierGligoor@hhs.nl
Rianne Jenner	R.L.Jenner@hhs.nl

2.6   Diversity and inclusion officers

The value of diversity and inclusion is important to us. Should you experience or witness any unfortunate events related to diversity and inclusion within the program, please contact either Ms Shana Atangana Bekono or Ms Indra Spronk who will guide you on how to best deal with the situation. Your mentor or any staff member you may feel comfortable with, is available too.

2.7   The student counsellor

Should you experience personal problems during your studies, do not hesitate to approach the student counselor. You can contact the counselor for information, advice, guidance, or a second opinion on the questions and/or problems you face as a student. If necessary, the counselor will refer you to the student psychologist, a social worker, or a counselor, a local health care organization, etc. The student counselor is also an expert in the field of current internal legislation and regulations, and procedures to follow in the event of disputes. Conversations with student counselors are always confidential. The student counselor employs fiduciary secrecy. This means that without your consent no information is passed on to others.

You can go to the student counselor with questions and/or issues about the following topics:

• Study choices and career guidance
• Personal problems, health,illness or family circumstances
• Disability/chronic illness
• Student rules and regulations
• Student facilities

For more information on student counsellors and student psychologists, see https://dehaagsehogeschool.sharepoint.com/sites/studentservices/sitePages/student-counsellor.aspx and
https://dehaagsehogeschool.sharepoint.com/sites/StudentServices/SitePages/student-psychologist.aspx
You can make appointments with them via the above website.

2.8 The Faculty Bureau

The Faculty Bureau (FB), also known as the Faculty Office, is the general point of contact for the Faculty of Public Management, Law & Safety (PLS). The FB can be found in Slinger 3.90 or employees can be contacted via e-mail at: brv@hhs.nl. The FB deals with the following matters:

- *OSIRIS* and registrations support for exams and trainings
  OSIRIS is the student registration system. In the first year, students are automatically registered for all exams. In the second year and onwards, if you want to take part in an examination, you have to be registered for that specific exam via OSIRIS. The registration period is communicated via the student portal. In OSIRIS you can find your grades and your current credits. If you think something is incorrect in OSIRIS, you can schedule an appointment with the FB to rectify this. Hence, we advise students to thoroughly check all subjects and credits to ensure all criteria is being met
- *Schedules*
  You can find your class schedule on the intranet. If you have any problems in viewing the schedule or have any other scheduling questions, you can always ask one of our employees. Also, please note that the examination schedule is created by the FB and this information will be made available timely.
- *Requests for classrooms and meeting rooms*
  Students who require a room for a meeting/consultation/presentation can request this via brv@hhs.nl. Please do so at least a week in advance. In your email, specify the exact details of when you need the room, at what time, the number of persons and any facilities you may need (for example, a projector and smartboard).
- *General information*
  You can visit the Faculty Bureau for all matters pertaining to your studies.

Chapter 3. The Programme and Exam Regulation, Examination Board

3.1 The Programme and Exam Regulation

Each programme is required by law to have a Programme Examination Regulation (PER). The PER contains clear information about the program and the applicable procedures, rights and obligations regarding all courses and examinations. The PER also forms part of the Student Charter (Part 2).

Moreover, the PER is established annually and for the duration of one academic year by the director of the faculty and. The PER of a previous academic year is therefore not valid for the new academic year. However, adequate transitional arrangements are in place for current students, should the rules change. These transitional measures are described in the PER.

You can find the PER in a digital format on the student portal, the IPM 2021 Blackboard Organisation or by contacting the programme management. A paper copy is also available at the FB.

3.2   The Examination Board

Every faculty of the university has one Examination Board. For IPM, this is the Examination Board of the Faculty of Public Management, Law and Safety. The Examination Board determines, in an objective, fair and professional manner, whether a student meets the conditions set by the PER regarding knowledge, insight and skills required to obtain a degree.

The duties and powers of the Examination Board are set out in the Regulations Examination Committee of the university. The rules on the implementation of these functions and duties are defined in the Bylaws of the Board.

A student may apply to the Examination Board for the following:
- a request for an exemption from one or more tests;
- a request for exemption from the obligation to participate in practical exercises with a view
- to admission to taking the test in question, whether or not impose alternative requirements;
- a request for exemption from the entry requirement for taking a test;
- a request for admission to a minor or different interpretation of the minor outside the Faculty;
- a request for extension of the validity of a successfully completed test or part test;
- a request to not issue a certificate yet;
- a request for provisions and adjustments due to a disability or chronic illness;
- a request for study facilities for practicing sport or delivering excellence in the cultural or any other field;
- A request to deviate from the PER if the application would lead to unfairness in nature;
- an objection against an assessment by an examiner.

A student may appeal to the Examination Board for:
- late disclosure of the results of a test or partial test;
- an assessment by an examiner.

The Examination Board can be reached via Osiris Case.

3.3   Referencing guidelines

When writing documents, one often makes use of the work of other authors to learn more about the subject or to consult the view of authoritative author (s) in a particular field. This is an important part of studying. When a student uses one or more sources, the correct referencing is mandatory. If that source is missing, it gives the appearance of the texts and insights of another writer being presented as your original work. You then run then the risk of committing plagiarism. Plagiarism involves making use of data

or parts of texts from others in your paper without providing a correct source, giving the impression to others that it is actually your work. Plagiarism is a form of deceit. Due to this deceit, the teacher is unable to form a judgment about your knowledge and insight. The Examination Board penalises students who commit plagiarism.

It is therefore important that you read relevant and authoritative Literature:before writing your paper. However, you should carefully link the referencing to those sources.

Within our programme, the following guidelines apply on referencing:

1. In any student paper or thesis we use the APA (7th edition) as citation style unless there are specific alternative instructions (e.g. for a press release). Regarding referring to a source, paraphrasing (summarizing in your own words) is preferable to quoting. Only if the precise wording of the source is relevant (for example in case of definition issues) the preferred choice is for quotation. Note: paraphrasing also requires referencing according to APA-style.
2. It is preferred that a reference is made to the original texts and not to secondary sources. For example: you should refer to the actual OECD report and not to the article about that report in The Daily Mail. A prerequisite for a reference to the original text is that the student has actually consulted that original text. If unable to do so, the student must refer to the secondary source.
3. The sources that a student uses are mentioned in two places: in the text and the bibliography. All references in the text can be found in the bibliography and all titles in the bibliography can be found in the text.
4. If, in the opinion of the lecturer, there is plagiarism due to incorrect referencing, the teacher will bring the case before the Examination Board.

Chapter 4. ICT systems within The Hague University

4.1 Student portal
On https://dehaagsehogeschool.sharepoint.com/sites/studentportal you can find all kinds of information about your degree, for example, programme messages, a calendar, articles from Llink , a ' who-what-where - guide', an application portal, library catalog, access to Blackboard, access to your email, *HBO Kennisbank* and Osiris. Additionally, you will find lots of information about the university (eg. schedules , minors and the Examination Board), student services (eg. on disability, legal protection and the career center), statutes and the organization (eg . program committee and student counsil).

4.2 Blackboard
A Blackboard course is created for all courses. You can find the Blackboard system via https://blackboard.hhs.nl. Every lecturer puts information about the course he/she offers on Blackboard including the course manual, articles, assignments, presentations as well as important announcements. It is thus crucial that you register for each Blackboard Course. There is also a Blackboard app.

4.3   Osiris

In Osiris you can find everything about your enrolment and your academic progress. You can sign up through the Osiris system for courses and exams: https://student.osiris.hhs.nl/student. Not registering for exams (that also includes papers, assignments, etc.) means you cannot be graded.

Please know you need to register for *every* test you plan to take. First-year students are automatically registered by the FB. However, please ensure you double check all courses registered. You will be informed via the student portal when registration opens.

4.4   The schedule

At the student portal (roosters.hhs.nl) you can find information about your schedule. Also, a guide is placed there so you can learn more about how to access your schedule. The schedule is planned per semester. It is important to always check for any changes at the beginning of each week (as sometimes adjustments need to be made). In addition to the semester schedule you'll also find the dates for university holidays.

4.5   MyTHUAS app

The university offers an app which combines information of Osiris (grades), the schedule and announcements. You can download it through the Google Play Store, https://play.google.com/store/apps/details?id=com.hhs.studentsapp&hl=en
or the Apple Store, https://apps.apple.com/us/app/mythuas/id1210847355

4.6   Blackboard Collaborate/MS Teams

The application where online meetings/lessons take place is called Blackboard Collaborate accessed within a Blackboard organisation or Blackboard course or Microsoft Teams. You can login with your student account on
https://teams.microsoft.com

Chapter 5. The Year Planner

Event	From	To
Extra resits, if granted by the Exam Board	23-8-2021	27-8-2021
Extra assessments Year 4	23-8-2021	27-8-2021
Introduction Week IPM-1	23-8-2021	27-8-2021
Semester 1	30-8-2020	7-2-2022
IPM Opening of the Academic Year (all years and teachers)	Around 30-10-2021	
Propaedeutic ceremony	7-10-2021	
Autumn Recess	18-10-2021	22-10-2021
ThinkFest	4-11-2021	
Christmas Recess	27-12-2021	7-1-2022

Assessment Study Progress (approx. 24 ECTS) for Study Abroad IPM-2	Around 14-2-2022	
Semester 2	10-2-2022	14-7-2022
Spring Recess	28-2-2022	4-3-2022
Easter	15-4-2022	18-4-2022
King's Day	27-4-2022	
Liberation Day	5-5-2022	
Ascension Day + Day Off	26-5-2022	27-5-2022
Whit Monday	6-6-2022	
Graduation	Around 8-7-2022	
Summer Recess	18-7-2022	26-8-2022
Extra resits, if granted by the Exam Board	22-8-2022	26-8-2022
Extra assessments Year 4	22-8-2022	26-8-2022
Start Academic Year 2022-2023	28-8-2022	

Chapter 6. Outline of the Programme

6.1 The courses in Year 1

Courses	Semester 1	Semester 2	Competencies	Credits
Professional English	•	•	6.1; 6.2	4
Study and Career Skills 1 & 2	•	•	1.1; 1.2; 4.1; 5.1; 6.1	4
Introduction to Public Administration	•		1.1; 2.1; 3.1; 4.1	4
Research Skills	•		5.1	3
Comparative Politics	•		1.1; 2.1	4
Project 1.1: Global Health	•		1.1; 2.1; 5.1; 7.1	3
Modern history and international institutions	•		1.1; 2.1; 3.1	4
Introduction to Economics	•		2.1	3
Introduction to Law	•		1.1	3
Global Sociology 1	•		1.1; 2.1; 6.1; 7.1	3
Project 1.2: HIV/AIDS epidemic		•	1.1; 2.1; 4.1; 5.1; 6.1; 7.1	3
Public Policy Making 1: Analyzing policy processes		•	1.1; 2.1; 3.1; 5.1	4
International Law		•	1.1; 2.1; 3.1; 6.1	3
Civil War and Conflict Studies		•	2.1; 3.1	3

Financial Management 1		• 4.1	3
Public Policy Making 2: Designing policy		• 3.1	3
Organization and Management 1		• 4,1	3
Human Rights Law and Conflict Resolution		• 2.1; 3.1; 4.1	3

6.2 Information per course in Year 1

1. Professional English

Professional English is a first-year course (mandatory) with a focus on developing English communication skills for use in academia and the workplace. Classes are interactive, practical lectures whereby various modes of communication will be studied – everything from newspapers, academic articles, online sources and multimedia (where possible). Special attention is given to critical reading and writing skills as well as vocabulary and grammar development (as far as possible).

In the first semester students work on business writing skills, deepening their knowledge of writing techniques and the different forms of business correspondence. Thereafter, students learn speechwriting and formal speech analysis skills, and this culminates in a practical opportunity.

The first part of the second semester involves writing for media / public relations purposes. During the final part of the second semester, students will work on a persuasive essay for possible submission to the Stichting Gandhi Essay Competition (more details will be given in class).

It is important to note that students are expected to be on at least a B2 level for English, with C1 and higher preferred (Cambridge English Scale). Should you not (yet) meet the minimum requirements, it is advised to pursue extra lessons privately.

Learning Goals:
- Students demonstrate their professional use of the English language (written and verbal skills).
- Students are able to write a range of texts for different purposes (for use in the public sector and beyond) i.e. essays, memos, letters, proposals, newsletters, press releases, web copy etc.
- Students demonstrate a professional vocabulary and can recognize and produce new vocabulary items.
- Students are able to clearly articulate themselves verbally for professional conduct in English (by means of presentations, speeches, feedback sessions, class discussions and debates).
- Students are able to improve the coherency and cohesion of written texts.

- Students demonstrate sensitivity to the nuances of the English language and can employ the right tone and style given the purpose.
- Students are able to demonstrate inference skills, scanning skills, context-cue skills and information synthesizing skills to critically analyse all forms of communication.

Literature:
Swain, J., & Swain, K. (2015). Effective Writing in the Public Sector. New York: Routledge

Teacher:
Ms Spronk

2. Study and Career Skills

The course aims to guide the student in effective studying and the successful completion of their study. With the help of the skills programme, students discover whether the program and the profession fit their ambitions and possibilities. There is also attention to talent development and thus preparation for the future. The skills program supports the student in the self-management of his (study) career. Skills can be divided into several elements: guidance of the study progress, guidance in career development and guidance in professional development.

Learning goals:

Semester 1:
Upon successful completion of the Professional Skills programme in semester 1, the student can:
- describe his or her strengths and weaknesses related to study skills and use this information to plan his or her study activities;
- plan study activities such as preparing for assignments, presentations and exams;
- recognize the current exam procedures and rules on plagiarism, and the consequences when these rules are violated;
- The student develops a self-image and an image of the professional field and the program.

Semester 2:
Upon successful completion of the Professional Skills programme in semester 2, the student can:
- receive and process feedback from peers and instructors;
- effectively plan and complete study activities by using a time management technique;
- The student develops a self-image and an image of the professional field and the program.

Recommended literature:

Duckworth, A. (2016). Grit: The power of passion and perseverance. Simon & Shuster.

Epstein, D. (2019). Range: Why generalists triumph in a specialized world. Riverhead Books.

Gladwell, M (2005). Blink: The power of thinking without thinking. New York: Little, Brown and Co.

Graber, D. (2018). Bulshit jobs: A theory.Simon & Shuster.

Moretti, E. (2012). The new geography of jobs.Boston:Houghton Mifflin Harcourt

Teachers(mentors): Mr Lara, Mr Audenaerde, Mr Huizinga, Ms Matsushita, Ms Atangana Bekono, Mr Villalba Feirreira

3. Introduction to Public Administration

Why do governments exist? What is a public good? How do bureaucracies function? Who makes decisions about public policies? These are some of the questions continuously facing and inspiring students and professionals of "International Public Management".

The course "Introduction to Public Administration" (IPA) provides answers. It has been designed to help new students understand a number of dimensions and essential concepts which other, follow-up courses will build on. To give justice to the importance of this course – and the fact that different students have different learning styles and preferences – there are two assessments: You'll sit a closed-book exam half-way and will produce a portfolio of written assignments at the end of the course. Both components together determine your grade.

IPA consists of lectures and workshops in which you are expected to participate actively. This requires reading the relevant chapter of the textbook (de Vries 2016) in advance of each teaching unit.

Learning goals:

By the end of the course, students are able to
1. Using the concepts of public goods and regime types, explain why governments exist and take different forms
2. Describe main types of government structures in terms of politico-administrative levels and historical growth
3. Explain characteristics and the role of bureaucracies
4. Describe models of public sector decision-making
5. Write short academic papers summarizing their findings from simple desk-research and an interview
6. Analyze, using own examples, systems of recruitment and promotion in a public sector organization
7. Explain, using own examples, key categories of public sector employees and motivations.

8. Illustrate, using own examples, how public policies contribute to solving societal problems

Literature:

Vries, M. de (2016). *Understanding public administration*. Basingstoke: Palgrave Macmillan.

Teachers:
Mr Villalba
Ms Atangana Bekono

4. Research Skills

Today's public managers are faced with a variety of complex problems and issues to deal with. Research and research skills contribute to both the analysis of complex problems as finding one or multiple approaches to solving them.

Research usually starts with a thorough description in which the problem is stated: the problem statement, or, in other words, the reason for doing the research. That formulation of the problem should lead to a research question: the question to which the research must provide information in order to answer the question.

Research is never done merely for the sake of it: you should always have a particular goal in mind. With applied research, the research objective is usually to collect information that can be put to practical use: to serve practical goals. This course will introduce to what sound research is and provide you with the skills to design and carry out basic research.

Learning goals:
- The student develops a critical attitude towards public issues, events and information from a variety of (international) sources;
- The student is able to define a research topic in the field of public policy from a given case and formulate focused research objectives and to design a main research question with sub questions;
- The student is able to conduct basic desk research on a research topic using international sources and including multiple (international) angles and report the results, applying basic academic standards, including referencing and the principle of avoiding plagiarism;
- The student is able to correctly choose and research techniques/ instruments and apply them correctly to different types of research questions;
- The student is able to design a basic research instrument (survey, topic guide or observation form);

Literature:

Verhoeven, N. (2019), *Doing Research. The Hows and Whys of Applied Research*, 5th edition, Den Haag: Boom Lemma.

Teachers:
Ms van Ijzendoorn
Mr. Audenaerde

5. **Comparative Politics**

The aim of this course is to make students of International Public Management familiar with key concepts of political science and with the organization of politics in countries around the world. Knowledge about differences and similarities among political actors and systems throughout the world allows the future International Public Manager to critically reflect on the existing classifications of countries, government institutions and forms of political organization.

By the end of the course, students are expected to have a basic knowledge of the main concepts and classifications used in political science, as well as to have broadened their understanding of the political world.

Learning goals:

- The student is able to define, identify and recognize key concepts of political science and main features of political institutions and processes.
- The student is able to relate key concepts of political science to one another, to cases briefly described in the exam, and to specific (groups of) countries mentioned or discussed in the book or in class.
- The student is able to recognize differences between related concepts of political science.
- The student is able to express his/her opinion on topics discussed in the book and in class. In doing so, the student uses key concepts of political science adequately and explains his/her view by providing arguments that fit logically together and lead up to a clearly formulated conclusion.

Literature:
Hague, R., Harrop, M., McCormick J. (2019). *Comparative Government and Politics.* 11th edition. Basingstoke: Palgrave Macmillan.

Teachers:
Ms Atnagana Bekono
Mr Brinkman

6. **Project 1.1 Global Health**

The international public topic we will focus in Project 1.1 (Semester 1) is to understand global health, national health systems, and how they have been impacted by covid-19. Project 1.2 (Semester 2) focuses on the impact of HIV/AIDS (or other important health issues) in Sub-Saharan Africa and the development of solutions to address this challenge.

Project 1.1 will provide students with an overview of the most important health challenges facing the world today. New and emerging infectious diseases, changing disease patterns, rising costs of healthcare – these are problems that add complexity to the already considerable health challenges the world is facing today. Many diseases do not stop at national borders, and most health problems have social, political and economic impacts. The world is more than ever in need of a vision of health that spans the globe. You will gain insight into how challenges have changed over time, we will discuss the likely determinants of such changes and examine future projections. You will also learn about how national health systems have evolved and attempted to fight disease and create a healthy population. Lastly, you will learn about how national governments have responded to covid-19.

Learning goals:
- Students will learn and will be able to distinguish the relevant concepts, theories and issues connected with Global Health
- Students will be able to apply research, reasoning and analytical skills in the analysis and discussion of Global Health-related policies and debates.
- Students will be able to assess the national health systems of a country.

Literature:
- Sethia, B. & Kumar, P. (2019). *Essentials of Global Health*. Poland: Elsevier (mandatory)
- Cohen, R. & Kennedy, P. (2007). *Global Sociology* (2nd edition). New York: Palgrave. Chapter 11 (mandatory) Provided via blackboard.
- Watts, S. (2003). *Disease and Medicine in World History*. London: Routledge (recommended)

Teachers:
Mr. Lara
Mr. Villalba

7. Modern history and international institutions

Knowledge of International Relations is of key importance for an IPM professional. This course combines a *historical approach* with an *institutional approach*. We will address such major events as the First World War, the Second World War, the Cold War and its aftermath. These events have shaped the world as we know it today.

Next to the historical approach we will discuss the rise (and sometimes the fall) of international institutions that emerged as a reaction of the trials and tribulations of the time. That means we will put into perspective such institutions as the United Nations and its precursor, the IMF, the World Bank, NATO, The European Union, etc. We will address global governance and present a typlogy of international organizations. These can be GO's and NGO's.

At the end of this term, you have learned about the history of the western world till today, and you can put into perspective the origins and current functions of key international institutions regarding safety and security, economic prosperity, and international cooperation. The course will also deal with the challenges these organizations face in our time.

Learning Goals:

By the end of the course, students will be able to
- Reproduce main political events in world politics 1900-2020;
- Describe the historic relations between Europe – USA – Russia and its significance to the security of today's world
- Identify key global governance actors, their origins, current functions and challenges
- Explain the ways in which states, IGOs and non-state actors such as NGOs and companies influence international relations and international trade

Literature:
- Mingst, Karen A., Mckibben, Heather E., Arreguín-Toft, Ivan M. (2019). *Essentials of International Relations.* New York: W. W. Norton & Company.
- Sheehan, James (2008). Where have all the soldiers gone? The transformation of modern Europe. New York: First Mariner
- Tilly, C. (1985) 'War Making and State Making as Organized Crime', in Evans, P.B., Rueschemeyer, D., and Skocpol, T. (eds.) *Bringing the State Back* In*:*. Cambridge: Cambridge University Press, pp. 169–191.

Teachers:

Mr Huizinga

Mr Auedenaerde

8. Introduction to Economics

Public managers are routinely faced with the market realities of the regional economies of their communities and must often make decisions in the face of scarcity. The problem of choice constrained by scarcity is the fundamental economic problem. A sound knowledge of the fundamentals of economics is essential for all public managers, regardless of their areas of concentration. This course is designed to familiarize you with basic economic theory and will include the identification of the forces that make markets work, the results of their behaviour and the application of supply and demand to real world situations.

Learning goals:

The student is able to:
- identify the scope and method of economics.
- explain the economic problem: scarcity and choice.
- explain the concepts demand, supply and market equilibrium.
- identify market imperfections and explain the role of government.
- explain the main concepts of unemployment.

Literature:
- Case, Karl E., Ray C. Fair, and Sharon M. Oster, *Principles of Economics*, 12th global edition, Pearson Prentice Hall, 2017 (SBN- 13: 978-1-292-15256-1).
- Additional Literature:provided on Blackboard.

Teachers:
Mr. Crijns
Mr Pearce
Ms Matsushita

9. Introduction to Law

Our behaviour offline and online towards others is controlled, directly and indirectly, through moral standards, religious doctrines, social traditions and legal rules (Harris, 2016, p.3.). When do moral standards, social traditions and rules become law? What is law? Who decides what is law? Where can we find law and what are its functions in society? Who is competent to make law? Is there a universal law or are there many different and (often competing) legal rules? In an Internet era across a system of mixed economy, democracy, citizenship and rule of law, what are the emerging areas of law? Is there a law for the cyberspace? Who are the stakeholders involved in making and enforcing this law? This course aims to answer these and related questions and provides students with an overview of the nature of law and legal systems.

Students will learn how to identify what the law is, where it can be found, how it is made and how it is enforced. They will discover major legal traditions and understand the pivotal role of the Civil and Common Law systems, and Islamic Law. Students will become familiar with the different methods of categorizing law as well as the different traditional and emerging areas of law that fall within the Private and Public domains respectively. In the process, students will be introduced in legal vocabulary, reading sources of law, critical reflection, legal reasoning and writing, the appropriateness of different approaches to solving legal problems and communicating about the outcomes.

Finally, this course serves as a 'road map' for starting IPM students. It helps them to anticipate and understand the key importance of law, its functions, the relations that shapes in the public and private domains, traditional and emerging law areas (both at the international level) at the intersection of the various disciplines they will study in the IPM program.

Learning goals:
- To argue why studying law is relevant for IPM
- To reproduce and recognize the four purposes / functions of law (in a given context)
- To reproduce the main (legal) concepts (see concept list)
- To reproduce and recognize the sources of law
- To recognize and explain the difference between civil law and common law
- To analyze a basic legal problem in light of different legal traditions and systems
- explain basic court procedures used in civil, administrative and criminal cases
- To demonstrate a basic understanding of major areas of substantive law
- To use legal terminology

Literature:
- Harris, P (2016), An Introduction to Law (Cambridge University Press, eighth edition)
- Merryman and Pérez-Perdomo (2007) The Civil Law tradition. An introduction to Legal Systems of Europe and Latin America (AVAILABLE AT THE HHS LIBRARY) Mashood A. Baderin (2021). *Islamic law : A very short introduction*. Oxford: Oxford University Press. ISBN 978-0-19-966559-4.
- Devashish Roy, R. (2005). *Traditional customary laws and indigenous peoples in Asia*. Report by Minority Rights Group International. Downloadable from 469cbfb70.pdf (refworld.org)
- Constitutional Court of South Africa, case CCT 19/03 Alexkor Ltd and Government of the Republic of South Africa vs. The Richtersveld community. Downloadable from CONSTITUTIONAL COURT OF SOUTH AFRICA (saflii.org)

Teachers:
Mr Akin, Mr Audenaerde

10. Global Sociology 1

In the last two decades, we have witnessed a number of events of truly global significance. The process of global transformation is still underway, mainly in the form of a "time-space" compression, or the shrinking of distance by better, faster, and cheaper forms of travel and communication. This has led to an enhanced interconnectedness of economic and social processes and to an increase in the pace of human life. The aim of this course is to examine a wide variety of contemporary issues and themes from a global, sociological perspective.

This perspective includes interpretations of an increasingly globalized world (history and modernization, global economy, state formation and nationhood) and also the examination of inequalities and divisions created by global processes (uneven development, class, gender and race).

Learning Goals:
- Define key terms and concepts and apply them to current-day themes and discussions.
- Recognize different theories explaining the origins, significance and application of the key concepts and terms.
- Structure, organize and present ideas and arguments, using concepts and theories discussed during the course (written and orally)

Literature:
- Cohen, Robin and Paul Kennedy, *Global Sociology. 3rd. ed.,* New York: Palgrave Macmillan, 2013. (Second edition is also accepted)

Teachers:
Mr. Lara

Mr. Villalba
Ms Matsushita

11. Project 1.2 Global Health

The international public issue we addressed in Project 1.1 was global health and national health systems. In Project 1.2 our focus shifts to the impact of HIV/AIDS (or other important health issue) in Sub-Sharan Africa. Throughout approximately ten weeks, students will need to practice their reasoning and research skills in dealing with this global-scale theme. The goal is to develop practical solutions to address a component of this problem in a specific country and then make a case for it through a written mock grant proposal and mock grant presentation. Likewise, we hope that you are able to begin practicing some of the skills introduced in other IPM courses.

Learning Goals:
- Explain and distinguish the relevant concepts, issues and health-related policies connected to the project's theme, HIV/AIDS in Sub-Saharan Africa, and how country health systems and populations are being impacted by this problem.
- Apply research and analytical skills in the analysis, discussion, and development of a solution to an HIV/AIDS problem in your selected country.
- Apply written and presentation skills to convincedly argue in favour of your proposed solution through a mock grant proposal.

Literature:
- Sethia, B. & Kumar, P. (2019). *Essentials of Global Health*. Poland: Elsevier (mandatory)

Teachers:
Mr. Lara
Mr. Villalba

12. Public Policy Making 1: Analysing policy processes

Virtually everything that governments do and don't do can be described in terms of public policies. There are different types of policies as some are 'carrots and sticks' aimed at regulating societal affairs while others concern the (re)distribution of money and resources.
Where do policies come from? Major policy changes such as those leading to new laws may stem from an orderly, explicit cycle where competing ideas are proposed, decided on, implemented and finally evaluated. In reality, however, policymaking if often messy, intransparent, and even influenced by unconscious assumptions. Government policies are often ambiguous and may contradict each other.
Public managers, to function successfully, need to be familiar with policymaking options and mechanisms. This involves understanding policy types, roles of public servants and decision-makers but also that of many other actors, formal and informal,

who try to put issues onto the public agenda and influence the design and implementation of public policies.

This course's main goal is to help students understand key concepts and acquire basic skills needed to analyze policymaking processes. We focus on democracies yet also give room to address cases from other regimes. To teach knowledge and skills, we combine lectures and workshops. Students' learning performance is assessed through a portfolio of assignments.

Learning goals:

At the end of the course, students will be able to:
- analyse and summarise the roles and activities of official and non-official actors such as interest groups in different settings
- research and describe reasons for policy change and the influence of history and context
- identify and compare intended and unintended effects of different policy types and instruments
- explain different uses of policy evaluation in relation to the theoretical model of policy cycle
- understand a policy maker's context (the policy processes, bureaucracy and politics)

Literature:
- Birkland, Th. (2020). *An introduction to the policy process. Theories, concepts, and models of public policy making.* Fifth edition. New York: Routledge. (4th edition acceptable)
- Prodemos (2013). *Politics in the Netherlands*. The Hague: Prodemos. To be foundonBlackboard/accessiblethrough:
  https://www.prodemos.nl/english/wp-content/uploads/sites/2/2016/04/Politics-in-the-Netherlands-2013.pdf

Teachers:

Mr. Lara

Mr. Huizinga

13. International Law

International Law is also a key reference tool for public administrators. Each public administrator must therefore understand the importance of (international) law in society, the importance of law for the citizen and the importance of law for the functioning of the government.

What is public international law? What are its sources? How is international law made? Who is subject to public international law? What are key contemporary problems in the area of international law? This course aims to give answers to these, and related questions. It serves as a 'road map' for starting IPM students. It provides an overview of the general rules and principles of international law. During this course,

we will discuss all relevant areas of public international law at the intersection of the various disciplines they will study in the IPM program. We will also examine the material in more depth, with a more critical perspective, and with a focus on key contemporary problems and issues during the seminars.

In addition, during lectures this course will give the student an understanding of International Law's core sources and subjects. Topics will include: Sources of International Law, International Personality, Territory, Jurisdiction, State Responsibility, the Use of Force, Arbitration, and Judicial Settlement of International Disputes. Selected contemporary issues in International Law will be examined during seminars: Cybersecurity, and Business and Human Rights.

Finally, students will be introduced in legal vocabulary, reading sources of law, critical reflection, legal reasoning and writing, the appropriateness of different approaches to solving legal problems and communicating about the outcomes.

Learning Goals:
1. a. recognize the basic principles of international law (i.e. rule of law, jurisdiction, territory and international personality);
   b. recognize the basic principles environmental law, state responsibility, law of the sea and the use of force;
2. a. recognize the 4 main sources of international law;
   b. identify and apply the 4 main sources of international law in a given case/context;
3. identify breaches of international law in a given case/context;
4. demonstrate legal reasoning/argumentation in given case/context;
5. recognize (the relevance of) arbitration and judicial settlement of international disputes.

Literature:
- Wallace, R.M. and Martin-Ortega,O. (2016) International Law. 8th edition. Sweet & Maxwell publishers (AVAILABLE AT THE HHS LIBRARY)

Teachers:
Mr Akin
Ms Matsushita

14. Civil War and Conflict Studies

The course Civil War and Conflict Studies offers a general introduction to the other peacebuilding courses in the IPM program. It does so by addressing questions like these:
- What are social and armed conflicts?
- What are the causes of social and armed conflict?
- What are the dynamics of social and armed conflict?
- How do we analyse social and armed conflicts that are prevalent today in many regions and fragile societies?

Questions like these are the subject of study, research and debate in transformation programs and organizations. Modern conflict often involves non-state armed actors, various rebel movements or insurgent groups, forms of financing that involve criminal activities and networks, and many conflict 'costs' including the victimization of women, children, and civilians in general. This course takes up the main challenges and methods for engaging in peacekeeping, peacemaking, and peacebuilding.

Learning Goals:
- To describe the main concepts related to civil war and conflict studies;
- To explain the differences between 'old' and 'new' wars;
- To formulate causes, dynamics, and possibilities of containment or prevention of armed conflict;
- To reproduce the main challenges after armed conflict;
- To apply this theoretical knowledge to concrete contexts, demonstrating contextual analytical skills; and
- To reproduce the connection between the theory and the given cases of the seminars.

Literature:
- Ramsbotham, O., Woodhouse, T., and Miall, H. (2016). *Contemporary Conflict Resolution, The Prevention, Management and Transformation of Deadly Conflicts*. Cambridge: Polity. Fourth edition.

Teachers:
Mr Bremner
Mr Audenaerde

15. Financial Management 1

Financial accounting is aimed at providing financial information to external stakeholders, such as shareholders and banks. Investors can assess how management has performed its tasks and can use the financial information as a basis for future investment decisions, though they should realize that financial statements always relate to previous years.
A balance sheet shows assets and liabilities. Each organization prepares a balance sheet once a year to show stakeholders the organizations financial position. After the balance sheet has been prepared, subsequent financial facts will mean it has to be changed. We will show how financial facts will be recorded in order to prepare a new balance sheet at the end of the year. This balance sheet will then show the starting position for the following accounting year. In this introductory course students familiarize themselves with the accounting process and the way in which financial facts are recorded manually.

Learning goals:
- Prepare journal entries and record them in the ledger system.
- Prepare the trial balance, a classified balance sheet and a classified income statement.

Literature:
- Klerks-van de Nouland, van Sten-van 't Hoff, Tressel (2010). Introduction to the Accounting Process. First edition, Noordhoff Uitgevers,

Teachers:
Mr. Pearce
Mr Crijns

16. Public Policy Making 2: Designing policy

Building on the introductory course 'Public Policymaking 1 – Analyzing Policy Processes', this follow-up course is about policy design.

When designing a policy, defining a goal is an essential first step. Public managers also need to have a story on what causes a given problem, and how particular responses would alleviate it. On the basis of a causal model, policy makers must develop a strategy and choose tools: Should they issue a law, for example? Or rather produce a service? Or levy a tax? Or provide some loan or subsidy? Or just inform people and persuade them to change their behaviour?

A related question that policy makers inevitably will have to address is concerns target groups: Who exactly are the people, companies or organizations that need to be regulated, be provided with a good, be charged higher or lower taxes, be given a loan or subsidy, be informed and persuaded?

Finally, policymakers need to think about how to put the policy into effect: Should they impose it in a top-down way? Or should the target group or lower-level civil servants and institutions play a main role?

In a group assignment, students will adopt the role of (advisors for) policymakers, and design a policy for an issue assigned to them. To communicate their proposed design, each group will write up a policy plan and produce an animated video presentation.

Learning goals:
At the end of the course, students wll be able to:
- Develop work arrangements for every student to be a productive member of a randomly allocated group
- Research, understand, and describe the context, actors, and challenges of a given policy issue
- Propose policy goals and elaborate a logically sound causal model underpinning these
- Make a deliberate choice of policy instruments, sharply defined target groups, and recommendations for an implementation strategy
- Communicate their findings in a well-written, visually attractive policy advice paper and accompanying video animation

Literature:

- Birkland, Th. (2016). *An introduction the policy process. Theories, concepts, and models of public policy making.* New York / London : Routledge. Fourth edition.

Teachers:
Mr. Huizinga
Mr Ms Smits-Kilgus

17. Organization and Management 1

Organizational behaviour will be the central theme of this course.
Firstly, we will start with the individual in organizations. We will discuss individual differences and motivating employees. Secondly, we will deal with leadership and team behaviours. Developing and leading teams will be outlined. Thirdly, we will elaborate on cultivating organizational culture and organizational change.

Learning goals:
- Describe the key terms and concepts with regard to individual differences.
- Describe the key terms and concepts with regard to motivating employees.
- Describe the key terms and concepts with regard to developing and leading teams.
- Describe the key terms and concepts with regard to organizational culture and organizational change.
- Describe how organizations apply key terms and concepts in their own environment and context.

Literature
- Slocum, J and D Hellriegel (2011). Principles of Organizational Behaviour. 13th international edition. Boston: Cengage learning
- In addition: Articles to be published on blackboard.

Teachers
Mr. Lara
Mr. Bremner

18. Human Rights Law and Conflict Resolution

Human rights violations are both a cause and a consequence of conflict. This course therefore takes a closer look at the linkages between human rights and conflict analysis, legal and institutional responses. It will introduce a comprehensive understanding to the key concepts, substantive rights, main institutions and actors with regard to human rights law and humanitarian law in the context of conflict and post-conflict jurisdictions. Attention to the increasing role of non-state actors will be provided here, including corporations, in armed conflicts and will explore the scope and effects of human rights violations in contemporary armed conflicts (i.e such as in Sierra Leone or the Democratic Republic of Congo).

The course also looks into the politics of human rights, as well as, the different legal and policy approaches for human rights by engaging students with the understanding and identification of areas of contention such as universality of human rights and the distinction of the so called first(civil and political), second(economic, social and cultural) and third generation of rights(group rights). Moreover, it will discuss substantive human rights obligations under core human rights treaty law (i.e the International Convenant on Civil and Political Rights, the American Convention of Human Rights, the European Convention on Human Rights).

Furthermore, without human rights enforcement mechanisms in place it is often difficult for individuals to claim their respective human rights. Under human rights treaty law, there is a wide diversity of different enforcement mechanisms. These mechanisms offer the individual a varying degree of protection against human rights violations. The individual complaints mechanism being the most protective enforcement mechanism. Finally, this course will also examine and distinguish a range of accountability (i.e universal jurisdiction) and human rights enforcement mechanisms before human rights courts and treaty monitoring bodies human rights treaty law to ensure that obligations are upheld.

Learning goals:
- identify and describe the key concepts and main institutions and actors with regard to human rights, human rights law and humanitarian law in the context of conflict zones;
- identify and describe human rights human rights violations, strategies and the most common policy options with regard to human rights in conflict zones;
- apply human rights approaches to a given geographical and chronological context;
- write a realistic and concrete advisory report in the role of a legal / policy staff member from Amnesty International; and
- using human rights concepts, formulate legal courses of action to adopt in a given context in line with the interests of the chosen audience.

Literature:
- Sriram, C.L., Martin-Ortega, O., and Herman, J., (2014). *War, Conflict and Human Rights: Theory and practice*. London & New York: Routledge. [3rd edition] ISBN: 978-1138234291

Teachers:
Mr Akin
Ms Matsushita

6.3 The courses in Year 2

In the following table the courses of the second year are listed.

Courses	Semester 3	Semester 4	Competencies	Credits
Ethics	•		2.2; 5.2; 7.2	3
Financial Management 2	•		4.1	3
Dealing with Data	•		5.1	3
Economics and Policy 1	•		1.1; 2.1; 3.1	3
Comparative Public Administration	•		1.2	3
Global Sociology 2	•		1.2; 2.2; 5.2; 6.2; 7.2	3
Economics and Policy 2	•		1.1; 2.1; 3.1	3
Intercultural Communication	•		6.1; 7.1	3
Conflict negotiation, mediation and resolution	•		2.2; 3.2; 6.2; 7.2	3
Project Management	•		4.1; 6.1	2
Conference Project Proposal	•		1.1; 2.2; 4.2; 5.2	2
Conference Project Plan, Pitch Event and Evaluation		•	4.2; 6.2; 7.2	5
Governmental Accounting		•	2.1; 3.1; 4.1	3
E-governance		•	1.2; 2.2; 3,3; 4.2	3
Advanced Professional English		•	6.2	6
Organization and Management 2		•	4.1	3
Financial Management 3		•	4.1	3
Human Resources Management		•	3.1; 4.1; 5.1; 6.1; 7.1	3
International Economic Relations		•	2.2; 3.1	3

6.4   Information per course Year 2

1. Ethics

As a public manager or policy maker you will frequently have to deal with ethical questions, like: is a certain policy morally right or wrong? A question like this can only be answered once you have raised it (i.e. once you have become aware that there is an ethical issue at stake), and once you have defined the ethical standards according to which you are going to judge whether the policy is right or wrong.

This course provides you with such standards. In fact, it familiarizes you with some of the main secular approaches of ethics in the Western world, like utilitarianism, deontology, and virtue ethics. Along with that, we will also address two important non-western ethical approaches: Islamic ethics and Confucian ethics. As it is a significant source of spiritual ethical guidance in we will also include Christianity in the course.

The course teaches you how you can choose among these approaches in a deliberate, well-reasoned way.

Learning goals:
- To describe and explain some main ethical theories that are relevant for public administration.
- To analyze cases on the basis of elements of those theories.
- To make a well-argued choice amongst ethical standards drawn from those theories.
- In a specific case and taking into account those ethical approaches, to weigh professionally different policy options.

Literature:
- Sandel, Michael (2009). *Justice. What's the right thing to do?* New York: Farrar, Straus and Giroux.
- Instead of reading this book, students can also watch the lectures taught by the author on http://justiceharvard.org/ or listen to the audio version on https://www.storytel.com/nl/nl/books/25114-Justice-What-s-the-Right-Thing-to-Do

Teachers
Mr. Huizinga
Ms Smits-Kilgus

2. Financial Management 2

Organizations need to invest in production facilities. These facilities generate a capital requirement and have to be financed. Several sources of capital are available. A distinction can be made between equity and liabilities. Three overviews of the financial position of an organization are discussed. The balance sheet provides an overview of assets on one side and the provided capital on the other. The profit and loss account provide an overview of revenue and costs over a certain period. We will deal with the essential difference between profit and cash flow. The cash flow statement presents an overview of the cash inflows and cash outflows over a certain

period. Furthermore, we will discuss the following depreciation methods: straight line depreciation and accelerated depreciation.

Learning goals:
- To apply several depreciation methods;
- To produce the opening balance sheet (investment & financing plan) & closing balance sheet;
- To produce the profit & loss account;
- To produce the cash flow statement.

Literature
- Basics of financial management, Brouwers, M.P., Koetzier, W., fourth edition, 2018, Noordhoff Uitgevers, ISBN: 978-90-01-88921-0.
- Basics of financial management, EXERCISES, Brouwers, M.P., Koetzier, W., Leppink, O.A., third edition 2018, Noordhoff Uitgevers, ISBN: 978-90-01-88923-4.

Teachers
Mr. Crijns
Mr. Pearce

3. Dealing with Data

Statistics describe a set of tools and techniques that is used for describing, organizing and interpreting information or data. Descriptive statistics are used to organize and describe the characteristics of a collection of data. The collection is sometimes called a data set or just data. You will be introduced to the importance of hypothesis testing, what different types there are, the function of hypothesis, and why and how these are tested. We will get to the topic of probability, represented by a discussion of the normal curve and basic principles underlying probability. This helps us define how likely it is that some event will occur.

Learning goals:
- Computing and describing averages => understanding and selecting a measure of central tendency, computing the mean, mode and median for a set of scores.
- Describing variability => why variability is valuable as a descriptive tool, how to compute the range, standard deviation en variance.
- Describing what correlations are and how they work => how to compute a simple correlation coefficient, how to interpret the value of the correlation coefficient.
- Explaining hypothesis => the difference between a sample and a population, the importance of the null and research hypotheses, the criteria for judging a good hypothesis.
- Explaining probability => what the normal, or bell-shaped, curve is and what its characteristics are, how to compute and interpret z scores.

Literature:

- We use an interactive learning tool, named Grasple. There are no costs attached to it for students.

Teacher
Mr. Crijns

4. Economics and Policy 1

Economics and Policy focusses on the core concepts of economics and its link with policy. Simply put, policy and economics are two sides of the same coin. There is no economy possible without policy and policy is always influenced by economic thinking and economic factors. During this course emphasis will be placed on the key aspects such as markets with aggregate supply and demand, money and its different functions and (un)employment. This course deals with macro models primarily by means of graphical analysis and highlights the relation of these models to (time series of) economic indicators. Along with the contents of the book, further practical examples will be provided.

Learning goals:
The general aim of this course is to provide the students with the understanding of macro-economic concepts relevant to national and international policy-making, and to assure their basic skills in utilizing an economist's toolkit for analysing economic policy within a macroeconomic model. By the end of this course, students are expected to be able:

- Reproducing the most important concepts in macroeconomics
- Explaining the connections between the functioning of product, factor and money market(s)
- Identifying the role of government in the macroeconomic markets
- Describing the difference between a closed economy model and an open economy model
- Explaining the macroeconomic consequences (in terms of key economic indicators such as output, income, government budget, unemployment, inflation and interest rates) of isolated shocks or policy changes in a standard model setting.

Literature:
- Case, Karl E., Ray C. Fair, and Sharon M. Oster (2017). Principles of Economics. 12th global edition, Pearson Prentice Hall, ISBN- 13: 978-1-292-15256-1).
- Additional material like articles, videos or documentaries, all provided online

Teachers:
Mr. Pearce
Ms Matsushita

5. Comparative Public Administration

The world's many countries greatly differ in how national, regional and local government relate to one another: in some countries local government is very important, whereas in other countries it is almost insignificant.

Countries also differ considerably on what they expect from public officials: are these there to act autonomously like impartial professionals or just to execute the whims of politicians?

Countries also strongly differ on how they expect public institutions to deliver services to citizens: are these services to be provided directly by government itself? Or should government be a facilitator only?

These and other differences which affect the daily work of public managers, will be the subject of the Comparative Public Administration course.

Learning goals:

- Students are able to correctly identify the meanings of concepts that are frequently used to compare the administrative systems of different countries
- Students are able to recognize the main features of the administrative systems of eight specific major countries (China, India, Russia, Brazil, USA, UK, France, Democratic Republic of Congo)
- Students are able to relate concepts of comparative administration correctly to countries.
- Students are able to classify and compare the administrative systems of countries.

Literature:

- Chandler, J. (ed.) (2014). *Comparative Public Administration*. Second edition. London: Routledge. ISBN 978-0-415-56928 (paperback) or ISBN 978-1-315-77197-7 (Ebook).
- Kulhmann, S., Wollman, H. (2019). *Introduction to comparative public administration. Administrative systems and reforms in Europe*. Second edition. Northampton, MA: Edward Elgar. Students do not need to buy themselves this book, as relevant pages will be shared on Blackboard or otherwise.
- Peters, G., C. Alba Tercedor, C. Ramos (ed.) (2021). *The Emerald Handbook of Public Administration in Latin America*. Emerald Publishers, Bingley (UK). Available in print, online and as Ebook. Students do not need to buy themselves this book, as relevant pages will be shared on BlackBoard or otherwise.

Teachers:
Mr. Audenaerde
Ms. Smits-Kilgus

6. Global Sociology 2

In the last two decades, we have witnessed a number of events of truly global significance. The process of global transformation is still underway, mainly in the form of a "time-space" compression, or the shrinking of distance by better, faster, and cheaper forms of travel and communication. This has led to an enhanced interconnectedness of economic and social processes and to an increase in the pace of human life.

The aim of this course is to examine a wide variety of contemporary social issues from a global perspective. This perspective includes examinations of 3 themes:
- New *inequalities* and *divisions* created by global processes (uneven development, class, gender and race, identity and citizenship).
- New *experiences* such as consumerism, hyper-urbanization, the role of the media and the role of religion.
- The *challenges* of globalization in regard to the environment, sustainable development, and universal rights, and questions about participation in a global society.

Learning goals:
- Identify and characterize different concepts and perspectives on socially relevant issues - such as climate change and environmentalism, consumerism, urbanization, media and religion – in different regions of the world.
- Apply the relevant concepts and perspectives to concrete cases related to the themes of the course.
- Demonstrate sufficient argumentation and analytical skills, both orally and in writing.

Literature:
- Cohen, Robin and Paul Kennedy, *Global Sociology. 3rd. ed.,* New York: Palgrave Macmillan, 2013. (Second edition is also accepted)

Teachers:
Mr. Lara
Ms. van Ijzendoorn

7. **Economics and Policy 2**

   Traditionally, Economics and Ethics are taught as separate courses. In Economics and Policy 2, we aim for an interdisciplinary approach in which we combine seemingly neutral Economics, mainly concerned with efficiency, with normative Ethics – concerned with justice. In real life, decision-makers often have to decide on matters that have a multitude of these aspects and there is no easy way out, nor is there a standard recipe to follow. One can't just bank on the fairness aspect and completely ignore efficiency altogether. On the other hand, organizations that do not factor in notions of fairness are bound to lose their legitimacy and even run the risk of losing the 'social license to operate'. In this module, we help you to understand the tension between efficiency and fairness as a natural part of public

management. Understanding these ambivalences and ambiguities will help you navigate through murky waters and reach a responsible solution in realistic cases.

Learning goals:

- the student can distinguish between and allocation that is economically efficient and   an allocation that can be judged as morally fair;
- The student is able to apply an economic analysis related to a specific public policy;
- the student can apply Sandel's concept and operationalization of the marketisation of society and public policies in a specific case;
- the student is able to restate the problem and develop an interdisciplinary analysis that goes beyond the contribution of specific disciplines;
- the student can demonstrate her knowledge and judgement in a readable report and oral presentation for a wide public audience.

Literature:
- Case, Karl E., Ray C. Fair, and Sharon M. Oster (2017). Principles of Economics. 12th global edition, Pearson Prentice Hall, ISBN- 13: 978-1-292-15256-1).
- Sandel, M. J. (2013). *What Money Can't Buy: The Moral Limits of Markets* (Reprint ed.). Farrar, Straus and Giroux. (ISBN 9780241954485)

Teachers:
Mr. Haans
Mr. Huizinga

8. **Intercultural Communication**

In our globalizing world, public managers are frequently confronted with people of diverse cultural backgrounds. In international organizations, policymakers have to collaborate in teams that are mixed culturally. So do students in the international classroom of IPM. This requires you to have the ability to communicate effectively and appropriately with people of other cultures.

To develop this ability, the Intercultural Communication will provide you with knowledge about cultures, foster the skills that you need to communicate effectively across cultural borders, and work on your attitude / behaviour.

Learning goals:

- Identify and recognize main features of cultures
- Analyze an interview transcript and observations of human behavior through an intercultural prism
- Conduct a smooth and effective oral communication with people having other cultural backgrounds
- Analyze critically the attitude / behavior they displayed during intercultural encounters

Literature:

- Nunez, C., R. Nunez Mahdi, & L. Popma (2014). *Intercultural sensitivity. From denial to intercultural competence*. Revised edition. Assen : Koninklijke Van Gorcum.   (Mandatory)
Supplementary Literature:and links to YouTube videos will be made available on BlackBoard.
- Meyer, E. (2014). *The culture map*: *breaking through the invisible boundaries of global business*. First edition. New York: PublicAffairs. Other editions are ok. (Recommended)

Teachers:
Mr. Audenaerde
Ms. Spronk
Ms Matsushita

9. Conflict negotiation, mediation and resolution

During the peacebuilding courses taught in the first and second year of their studies, you have learned to analyze conflicts and to propose strategies for solving them. Such strategies frequently employ three instruments: non-violent communication, principled negotiation and mediation. You can use those three instruments in a context of armed conflict, but also in many situations at your workplace and in your daily life.

In the Conflict Negotiation, Mediation and Resolution course, you will learn to apply those three instruments and to develop the attitude required to apply them.

Learning goals:

- Identify the main principles and techniques of non-violent communication, principled negotiation and mediation
- Apply those principles and techniques effectively while participating actively in simulated conflict settings
- Analyze critically the attitude / behavior they displayed while applying the principles and techniques in conflict settings

Literature:
- Fisher, R., and W. Ury, *Getting to a Yes, Negotiating an agreement without giving in*. Pp. 7-72. Downloadable from
http://www.fd.unl.pt/docentes_docs/ma/AGON_MA_25849.pdf
- Rosenberg, M. (2003). *Non-violent communication*. Second edition. Encinitas (Cal.): PuddleDancer Press.
- Goldberg, S., J. Brett, B. Blohorn-Brenneur (2017). *How mediation works. Theory, research, and practice.* Emerald Publishers, Bingley (UK). ISBN 978-1-78714-223-7 (print) or ISBN 978-1-78714-222-0 (online).

Teachers:
Ms. Audenaerde
Mr Bremner

10. **Project Management**

Projects have become increasingly important in all areas of professional life. The public sector is no exception to this development. More and more areas in public administration and management are faced with issues or the execution of policies best served by a project-based approach. It is therefore crucial that students and professionals in Public Administration and Management are trained to understand and participate in project management.

This course offers both theoretical and practical approaches to projects. The primary focus is on the more practical aspects of the successful completion of projects. For this reason this course puts particular emphasis on the importance of careful preparation of a project and co-operation within the project team.

This course is the first part of a of larger whole, the so called "conference courses". In the Project Management course, students will focus on developing skills and deepening their knowledge regarding a project-based approach to assignments and project management.

In follow-up course in the next semester, the entire IPM Year 2 has to devise one proposed Project Plan for the organization of a Conference deriving from the various Project Plans made by the class in the Project Management course.

The content, theme and program for the Conference and final decisions will be made and an Executive Conference Project Plan Project will be finalized by the entire class in the second semester. The conference itself will take also take place near the end of the second semester.

Learning goals:
Students are able to:
- Explain and apply "the what, when, why and how" of projects and project management;
- Describe goals, stakeholders, accountability and the specific environment in which project management is set;
- Design a project plan for a conference on a public and/ or societal relevant issue;
- Professionally collaborate in a project-based setting and self-manage progress, quality and results in project-based setting, both individually and as a project team;
- Present and motivate a viable project plan including a budget, planning, risk assessment and marketing plan.

Literature:
- Grit, R., (2019), Project Management. A practical Approach, 5th edition, Noordhoff, Groningen/Houten

Teacher:

Ms. van Ijzendoorn
Ms. Matsushita

11. Conference Project Proposal

The Hague University of Applied Sciences is part of the UNESCO global network of higher education institutions that strive to build inclusive knowledge societies through education, intercultural dialogue and a culture of peace. Conferences can be an effective instrument to promote learning and exchange among participants, as well as a great opportunity to practice organizational skills among those preparing and running a conference. For this dual purpose, IPM students organize a conference in year 2 on a theme that is related to international public management and UNESCO goals but changing from year to year.

The courses Project Conference Proposal and Project Management are the first of a series of educational modules in preparation for the IPM Conference.

Learning goals:

The student
- Is able to conduct (desk)research within a pre-selected theme in order to select a viable and suitable topic for a conference using a variety of sources and taking into account multiple (international) perspectives;
- Is able to identify and formulate aims and objectives for a conference;
- is able to demonstrate research skills in by means of producing an annotated bibliography consisting of various, international (academic) sources and case-studies;
- is able to design a preliminary conference program including suitable key note speakers for the conference;
- is able to prepare, develop and deliver presentations of the above learning goals.

Literature:
- In this course, students are strongly encouraged to use the Literature:prescribed for the following IPM courses: Research Skills (year 1), Introduction to Public Administration (year 1), and all other relevant materials from previous courses in year 1 and 2.

Teacher:
Ms. van Ijzendoorn
Mr. Pearce

12. Conference Project Plan Pitch Event and Evaluation

After having been introduced to relevant Literature:and having performed research on a relevant topic, choosing a conference theme and developing a content and program for the conference students are expected to be experts on the theme and topic the conference is based on. Additionally, they have been introduced to and practiced their project management and organizational skills in order to start the

preparations for the conference. In this follow-up course they will pitch their project plan in order to obtain funding for this project.

In the second semester, the entire IPM Year 2 has to devise **one Executive Project Plan** deriving from the various Project Plans made by the different groups in the first semester. In other words: final decisions will be made on the conference content and an Executive Conference Project Plan will be finalized by the entire class. This final Project Plan will also be pitched (by means of a professional presentation, made and given by students) to potential sponsors/ commissioners of the event. Additionally, students have to set up their project organization, make decisions on division of (management) positions in the Organizational Chart, the division of tasks and labor and start with the preparations for the actual Conference.

Finally, the entire IPM Year 2 group will be responsible (under tutor supervision) for the organization and execution of the IPM Conference towards the end of the second semester. After the conference, students are required to evaluate the event and their individual roles in the organization leading up to the conference.

Learning goals:
Students are able to:
- To design viable executive project plan including budgeting, planning and marketing plan for a conference on a public and/ or societal relevant issue and to present and motivate this project plan in order to obtain funding from donors;
- To coordinate goals, stakeholders, accountability and the specific environment in which project management is set, leading to a coherent sequence of operations;
- To professionally work together in a project-based setting and to self-manage progress, quality and results in project-based setting, both individually and as a project team;
- To organize, manage and effectively execute the event/ conference;
- To evaluate the project's management, implementation and results.

Literature:
- Determined by theme and content of conference
- Grit, R., (2019), Project Management. A practical Approach, 5th edition, Noordhoff, Groningen/Houten

Teachers:
Ms. van Ijzendoorn
Mr. Pearce

13. Governmental Accounting

Who would be interested in governmental accounting who is not an accountant? The quick answers were obvious; investors, elected officials, financial and other managers working in government, and labour unions. On second thought, anyone who is impacted by a state or local government might have an interest in understanding what at times seems like the overly complex and confusing world of governmental accounting.

Learning goals:
- Explain what is meant by governmental accounting and to what types of entities it applies.
- Explain basic accounting concepts underlying all governmental accounting and financial reporting.
- Explain the principles of fund accounting.
- Explain the basic financial statements prepared by governments.
- Explain accounting for capital assets.

Literature
- Governmental accounting made easy, Warren Ruppel, John Wiley & Sons, 2nd revised edition, ISBN: 9780470411506.

Teachers
Mr. Crijns
Mr. Pearce

14. E-Governance

This course introduces IPM students to the contemporary practices, opportunities and challenges of e-government and e-governance at the intersection of digital transformation, public administration and democratic governance. It does by providing a general overview of the core concepts, principles, and international policy around e-government and e-governance.

The digital transformation in the public administration is an ongoing process and has enormous implications for themes like civic engagement and co-creation in policymaking, citizen-centric services, democracy, public trust, data governance, cybersecurity, sustainable and resilient societies. The explosive entry of digital technology into everyday life has changed how people live, work and interact with businesses, governments and European and International institutions.

Technologies are an important driver for governmental change in order to increase service to the public and effectiveness of policy instruments. The opportunities are numerous, for example: civic engagement, natural disaster preparedness and response, mobile public services, digital identity management, waste management, impacting the realization of the Sustainable Development Goals (SDGs), eradicating corruption, etc. Yet, there are challenges too, for example: privacy and cybersecurity breaches, disruption of critical infrastructure such as energy, transport, water and electoral, surveillance, fake news, disinformation, etc. Every new technology requires thoughtful implementation.

Accordingly, in this course we invite students to think on how these technologies are changing governance, the provision of public services, social norms and the economy. This requires that students shared sense of critical questions they should be asking about any technology and how it may or may not benefit government or society. A key assertion of the course is that, successful management now requires public

administration generalists to be familiar with the concepts, most pressing issues, principles, policies, regulations around technology. Thus, the need of tech-fluent public policy managers that can exert *impact leadership* is more critical than ever!

Throughout the course, we will include selected international case studies to illustrate the challenges and opportunities of digital transformation for new forms of e-governance. The course will also look how technology is already and could continue to shape the structure and functions of government.

In the last seminar of this course an " eGov Lab" is held in collaboration with the Chief Information, Department of Municipal Administration- Municipality of The Hague and his team implementing eGovernance strategies and policy. Aiming at having eGovernance IPM students able to discuss perspectives, major issues and approaches to e-government and e-governance policies and hone their problem-solving skills, critical thinking, communication and collaborative skills. For a sneak peek of last year's eGov Lab please see: https://www.youtube.com/watch?v=vdCe91-Jo4g

Learning goals:
- The student is able to reproduce the key-definitions and basic theories regarding the concepts of e-government and e-governance.
- The student is able to reproduce a brief history-, the current state- and expected future developments around to the concepts of e-government and e-governance.
- The student is able to evaluate administrative and political aspects of e-government and e-governance.
- The student is able to examine current events and issues related to e-government and e-governance.
- The student is able to discuss perspectives and approaches to e-government and e-governance policies.

Literature:
- Documents will be made available through blackboard

Teachers:
Mr. Zijderveld
Mr. Villalba

15. Advanced Professional English

Advanced Professional English is a second-year course comprising four main subject areas building on skills garnered in the first year. Students will develop advanced English communication skills for use in academia and within the workplace. All classes, as in the first year (Professional English), are interactive sessions whereby various modes of communication will be studied – everything from newspapers, academic articles, online sources and multimedia (where possible). Special attention is given to

critical reading and writing skills as well as vocabulary development and grammar within the context of the given focus areas.

The course comprises four main focus areas (two per semester). In the first semester students develop their critical reading and writing skills by examining newsworthy topics and expanding their academic vocabulary. Thereafter, they explore feature article writing, learn about the elements thereof and write their own feature piece for possible publication.

The second semester consists of two parts. The first six weeks focus on obtaining the skills necessary to apply for a job in order to enter the labour market (i.e. learning different forms of written correspondence relating to job applications). In the second half of the semester, the course will focus in part on further development of professional writing skills, such as writing a formal report and a policy memo, and in part on verbal communication skills, resulting in an in-class debate.

It is important to note that students are expected to be on at least a B2 level for English, with C1 and higher preferred (Cambridge English Scale). If you are unsure of your level of English, you can find more information here. Should you not (yet) meet the minimum requirements, it is advised to pursue extra lessons.

Learning Goals:
- Students demonstrate their professional use of the English language (written and verbal skills).
- Students are able to write a range of texts for different purposes (for use in the public sector and beyond) i.e. essays, memos, letters, reports, feature pieces, cover letters etc.
- Students demonstrate a professional vocabulary and can recognize and produce new vocabulary items.
- Students are able to clearly articulate themselves verbally for professional conduct in English (by means of presentations, feedback sessions, class discussions and debates).
- Students are able to improve the coherency and cohension of written texts.
- Students demonstrate sensitivity to the nuances of the English language and can employ the right tone and style given the purpose.
- Students are able to demonstrate inference skills, scanning skills, context-cue skills and information synthesizing skills to critically analyse all forms of communication.

Literature
- Swain, J., & Swain, K. (2015). Effective Writing in the Public Sector. New York: Routledge.

Teacher:
Ms. Spronk
Mr Varjavandi

16. Organization and Management 2

Mintzberg distinguishes five basic parts of the organization. The operating core encompasses those members who perform the basic work related directly to the production of products and services. The strategic apex is charged with ensuring that the organization serve its mission in an effective way, and also that it serves the needs of those who control or otherwise have power over the organization. The strategic apex is joined to the operating core by the chain of middle-line managers with formal authority. In the technostructure we find the analysts who serve to achieve certain forms of standardization in the organization. A glance at the chart of almost any large contemporary organization reveals a great number of units that exist to provide support to the organization outside its operating work flow.

The synthesis of Mintzberg leads to five basic configurations. The Simple Structure is based on direct supervision, in which the strategic apex is the key part. The Machine Bureaucracy is based on standardization of work processes, in which the technostructure is the key part. The Professional Bureaucracy is based on standardization of skills, in which the operating core is the key part. The Divisionalized Form is based on standardization of outputs, in which the middle line is the key part. The Adhocracy is based on mutual adjustment, in which the support staff is the key part.

Learning goals:
- Identify the five coordinating mechanisms in order to explain the fundamental ways in which organizations coordinate their work.
- Explain the design parameters as the basic components of organizational structure.
- Explain how situational factors affects organizational structuring.
- Explain how a limited number of configurations account for most of the tendencies that drive effective organizations to structure themselves as they do.

Literature
- Mintzberg (1983). Structure in Fives: designing effective organizations, Prentice Hall, ISBN: 0-13-855479-X. The Literature:is available on PDF for free.

Teachers
Mr. Villalba
Ms van Ijzendoorn

17. Financial Management 3

Organizations need to invest in production facilities. These facilities generate a capital requirement and have to be financed. Several sources of capital are available. A distinction can be made between equity and liabilities. Liabilities refers to money an organization owes its creditors. It is also known as debt or credit. Credit providers receive interest. We discuss the factors that determine the rate of interest. We explain long-term liabilities and the most common types of short-term liabilities. Long- term

liabilities are liabilities that are available to the business for more than a year. We look at the most important source of credit for an organization, bank loans. We explain bonds, which are only available to big organizations.

A financial statement analysis evaluates the volume and composition of the capital flows of an organization and assesses how capital requirements are satisfied. Financial statement analysis are conducted according to a number of financial variables. We will discuss the advantages and drawbacks of financial statement analysis. We will calculate and interpret profitability, solvency and liquidity ratios.

Learning goals:
- Explain the functioning of several types of long-term liabilities;
- Explain the functioning of several types of short-term liabilities;
- Be able to calculate liquidity, solvency and profitability ratios and interpret these ratios.

Literature
- See Literature: Financial Management 2.

Teachers:
Mr. Crijns
Mr Haans

18. Human Resources Management

All public and international organizations have to be properly staffed. Their staff has to be recruited, trained, appraised, coached and rewarded. This is the subject of human resource management (HRM). It is also going to be a part of the job that students will perform during their future work as an international public manager or policymaker.

The course presents the different elements of the HRM cycle from a strategic, international and public sector perspective.

Learning goals:

- Perform a job analysis and write a job description for an internationally oriented job in a public sector or non-profit organization;
- Elaborate a rudimentary recruitment plan;
- For a given job, select a method for testing and selecting employees, and to support his choice of selection methods by providing sound arguments;
- For a specific target group, design a training program on the basis of the ADDIE method;
- For a specific position, elaborate a rudimentary appraisal program;
- Effectively conduct a counseling or appraisal interview
- Critically analyze one's own attitude / behavior displayed during the counseling or appraisal interview.

Literature:

- Dessler, G. (2017). *Human resource management. Global edition*. 15th edition. Boston (Mass.): Pearson.

Teachers:
Mr. Lara
Mr. Audenaerde

19. <u>International Economic Relations</u>

Globalisation and its impact are undeniably interlinked with economic forces. Nevertheless, a perfectly integrated world economy is still far away from international economic interactions as we know them. This course will offer an insight into the meaning of borders and barriers to economic and trade relations, as well as the institutional underpinnings of an increasingly global economy. It will also offer an introduction to economic theories of international trade adding to the historical, political and ethical context of international economic relations. Topics to be addressed include 'the great economic thinkers', discontent of globalization, the financial crisis of 07/08 and international financial institutions.

Learning Goals:
- Explain the political and economic context of the historical development of international trade relations.
- Explain the value and limitations of economic theory applied in a policy context (trade and international monetary policy);
- Acquire and apply economic theory tools when dealing with the economic and financial aspects of international trade and international economic relations;

Literature:
- Staveren, I. (2015). *Economics after the crisis: an introduction to economics from a pluralist and global perspective* (1st edition). London: Routledge.
- Chang, H-J. (2011). *23 Things They Don't Tell You About Capitalism* (1st edition). London: Penguin
- Additional material, shared via Blackboard

Teachers:
Mr Haans
Mr Villalba

6.5   The courses in Year 3

Year 3	Semester		Competencies	Credits
Unit of Study	**5**	**6**		
Free Minor Space	X		--	15/15
Internship (See PER Art. 3.3.3)*	X		4.2, 6.2, 7.2	15 /30
E-Governance		X	1.2, 2.2, 3.3, 4.2	3
Financial Management 2		X	4.2	3
Financial Management 3		X	4.2	3
Specialization Module : Challenges to European Governance		X	1.2, 2.2, 3.2, 4.2, 5.2	21
Specialization Module : Challenges to European Governance		X	1.2, 2.2, 3.2, 4.2, 5.2	30
Specialization Module: Praciticioner in Peace Building, Justice and Human Rights		X	1.2, 2.2, 3.2, 4.2, 5.2, 6.2, 7.2	21
Specialization Module: Practicioner in Peace Building, Justice and Human Rights		X	1.2, 2.2, 3.2, 4.2, 5.2, 6.2, 7.2	30

Prior to the listed courses the student chooses in Block 1 and 2 a minor, or executes one 10-week internship. The descriptions of the minors can be found in a separate minor study guide.

6.6   Information per course Year 3

In the first semester of Year 3, each students gets to choose their own modules: popular choices are
  a) Going on an exchange abroad for the entire semester (30 ECTs); this will be dependant on THUAS and the Netherlands government policy due to Covid19.
  b) Taking one minor of 30 ECTs or two of 15 ECTs each, either at THUAS (in IPM or another programme or Faculty) or another Dutch University. All minors need to be approved by the Exam Board (cf. PER).
  c) Doing an internship of 10 weeks (worth 15 ECTs) or 20 weeks (worth 30 ECTs)

1. Internship
The internship is meant to provide opportunities for students to gain professional experience, to determine if they have an interest in a particular career, and to create

a network of contacts. Students are given a wide range of options to choose an internship place of their liking in terms of organizational type (government institutions, non-governmental organizations, for-profit companies) and location (in The Netherlands, Europe or anywhere else). However, all internship places need to be screened and approved using a set of several criteria (cf Course Manual) that include:

- The specific tasks to be carried out by the intern relate to International Public Management and demonstrably facilitate the training of several of the 7 IPM competencies
- The organization offers adequate supervision in English (while English does not need be the working language of the organization)

To gain credits (ECTs), students must work full-time (>36 hours/week) at the approved internship position and complete a portfolio of assignments including reflection reports, as explained in the Course Manual.

Coordinator:
Mr Haans

Courses offered in Semester 2 at THUAS:

1. E-Governance

This course introduces IPM students to the contemporary practices, opportunities and challenges of e-government and e-governance at the intersection of digital transformation, public administration and democratic governance. It does by providing a general overview of the core concepts, principles, and international policy around e-government and e-governance.

The digital transformation in the public administration is an ongoing process and has enormous implications for themes like civic engagement and co-creation in policymaking, citizen-centric services, democracy, public trust, data governance, cybersecurity, sustainable and resilient societies. The explosive entry of digital technology into everyday life has changed how people live, work and interact with businesses, governments and European and International institutions.

Technologies are an important driver for governmental change in order to increase service to the public and effectiveness of policy instruments. The opportunities are numerous, for example: civic engagement, natural disaster preparedness and response, mobile public services, digital identity management, waste management, impacting the realization of the Sustainable Development Goals (SDGs), eradicating corruption, etc. Yet, there are challenges too, for example: privacy and cybersecurity breaches, disruption of critical infrastructure such as energy, transport, water and electoral, surveillance, fake news, disinformation, etc. Every new technology requires thoughtful implementation.

Accordingly, in this course we invite students to think on how these technologies are changing governance, the provision of public services, social norms and the economy. This requires that students shared sense of critical questions they should be asking

about any technology and how it may or may not benefit government or society. A key assertion of the course is that, successful management now requires public administration generalists to be familiar with the concepts, most pressing issues, principles, policies, regulations around technology. Thus, the need of tech-fluent public policy managers that can exert *impact leadership* is more critical than ever!

Throughout the course, we will include selected international case studies to illustrate the challenges and opportunities of digital transformation for new forms of e-governance. The course will also look how technology is already and could continue to shape the structure and functions of government.

In the last seminar of this course an " eGov Lab" is held in collaboration with the Chief Information, Department of Municipal Administration- Municipality of The Hague and his team implementing eGovernance strategies and policy. Aiming at having eGovernance IPM students able to discuss perspectives, major issues and approaches to e-government and e-governance policies and hone their problem-solving skills, critical thinking, communication and collaborative skills. For a sneak peek of last year's eGov Lab please see: https://www.youtube.com/watch?v=vdCe91-Jo4g

Learning goals:
- The student is able to reproduce the key-definitions and basic theories regarding the concepts of e-government and e-governance.
- The student is able to reproduce a brief history-, the current state- and expected future developments around to the concepts of e-government and e-governance.
- The student is able to evaluate administrative and political aspects of e-government and e-governance.
- The student is able to examine current events and issues related to e-government and e-governance.
- The student is able to discuss perspectives and approaches to e-government and e-governance policies.

Literature:
- Documents will be made available through blackboard

Teachers:
Mr. Zijderveld
Mr. Villalba

2. Financial Management 2

Organizations need to invest in production facilities. These facilities generate a capital requirement and have to be financed. Several sources of capital are available. A distinction can be made between equity and liabilities. Three overviews of the financial position of an organization are discussed. The balance sheet provides an overview of assets on one side and the provided capital on the other. The profit and loss account provide an overview of revenue and costs over a certain period. We will deal with the essential difference between profit and cash flow. The cash flow

statement presents an overview of the cash inflows and cash outflows over a certain period. Furthermore, we will discuss the following depreciation methods: straight line depreciation and accelerated depreciation.

Learning goals:
- To apply several depreciation methods;
- To produce the opening balance sheet (investment & financing plan) & closing balance sheet;
- To produce the profit & loss account;
- To produce the cash flow statement.

Literature:
- Basics of financial management, Brouwers, M.P., Koetzier, W., fourth edition, 2018, Noordhoff Uitgevers, ISBN: 978-90-01-88921-0.
- Basics of financial management, EXERCISES, Brouwers, M.P., Koetzier, W., Leppink, O.A., third edition 2018, Noordhoff Uitgevers, ISBN: 978-90-01-88923-4.

Teachers:
Mr. Crijns
Mr. Pearce

3. Financial Management 3

Organizations need to invest in production facilities. These facilities generate a capital requirement and have to be financed. Several sources of capital are available. A distinction can be made between equity and liabilities. Liabilities refers to money an organization owes its creditors. It is also known as debt or credit. Credit providers receive interest. We discuss the factors that determine the rate of interest. We explain long-term liabilities and the most common types of short-term liabilities. Long- term liabilities are liabilities that are available to the business for more than a year. We look at the most important source of credit for an organization, bank loans. We explain bonds, which are only available to big organizations.

A financial statement analysis evaluates the volume and composition of the capital flows of an organization and assesses how capital requirements are satisfied. Financial statement analysis are conducted according to a number of financial variables. We will discuss the advantages and drawbacks of financial statement analysis. We will calculate and interpret profitability, solvency and liquidity ratios.

Learning goals:
- Explain the functioning of several types of long-term liabilities;
- Explain the functioning of several types of short-term liabilities;
- Be able to calculate liquidity, solvency and profitability ratios and interpret these ratios.

Literature
- See Literature: Financial Management 2.

Teachers:
Mr. Crijns
Mr Haans

4. Specialisation Module: Challenges to European Governance

Note: This 30 ECTS specialization module can also be taken as a 21 ECTS module. For the 21 ECTS module, the portfolio is not part of the module.

The module has two core objectives:

The first one is to give students a foundational knowledge of the functioning of EU institutions, the interaction between the member states and the EU, and the way member states implement EU policies. It introduces a number of key policy areas to students, including monetary , trade and migration policy.

The second objective is to have an in-depth look at the challenges EU leglislation and policy objectives are faces at the different governance levels.

At the municipal level, we will evaluate together with at least one major Dutch municipality the importance of EU legislation on the local level, and how a lack of knowledge about European affairs can form a challenge for implementation of important EU directives and legislation.

On the national level, we will have a closer look at the challenge of mounting Euroscepticism in many countries. Eurosceptics from countries such as Italy, Poland, Austria and Hungary do collaborate on a European level to take a stand against European integration. Hence, we believe that students will learn a lot from a transnational learning environment. In order to achieve this we will set up a COIL-trajectory with the department for International Relations and European Politics at the Masaryk University (MU) Brno, in the Czech Republic. Students participating in the Minor will engage with students enrolled in the BA-programme European Studies at Masaryk University for a number of online interactive sessions in which they exchange their research.
The project will be called "Transnational Euroscepticism" and aims to unearth and identify transnational networks of eurosceptic groups, both in politics as well as in civil society. The aim of this project is to create a fruitful transnational learning environment, where insights from different parts from Europe can be shared, questioned, and analyzed.
After we have discussed the local, the national and the European level, we have a closer look at the challenges the EU faces at the world level, especially when it comes to trade policies. The EU is a world player when it comes to trade, a true " giant", in a multipolar world order. How does the EU deal with other giants, most notably the US and China? And is the US an ally, a frenemy, or worse when it comes to global trade?

BOKS:
The graduate knows his or her way around the public sector.
The graduate can develop, implement and evaluate policy.
The graduate can carry out practical research.
Level 2. Intermediate: the student is learning the profession

Students who have completed this module are able to:
- Explain the way in which European policies and legislation are passed within the current institutional framework of the EU;
- Discuss the most important aspects of key EU policy fields, most notably migration, monetary policy and trade;
- Sketch the key issues Dutch municipalities are facing with the implementation of EU policy;
- Contrast the different approaches of national governments towards key EU policy projects;
- Relate recent changes in the EU trade policies to the changing world order;
- Formulate a strategy for key players in the field of policy implementation to better deal with the challenges that the EU is currently facing.

Literature:

- Nugent, N (2017) The Government and Politics of the European Union. Palgrave Macmillan, 8th edition
- Keading, M. and Pollak, J. (2020) *Euroscepticism and the Future of Europe. Views from the Capitals* Palgrave MacMillan

Teachers:
Mr Brinkman
Ms Atangana Bekono

5. **Specialization Module: Practicioner in Peace Building, Justice and Human Rights**

Note: this specialisation module can be taken for both 21 and 30 credits. The 21-credit option has a reduced workload (6 instead of 15 credits for the portfolio with professional products)

Learning goals:
This specialization module aims to develop the student's knowledge, attitude and skills:

- to become a change agent who promotes, creates and sustains cultures of peace;

- to become a professional who can, through critical, and analytical thinking, and or artistic expression, create awareness and deal with so-called wicked problems in the fields of peacebuilding, justice and reconciliation;
- to operate and collaborate effectively at a local, regional or international level with multiple stakeholders and in multidisciplinary teams; and
- to deliver professional products based on the needs of International Organizations (IOs), Nongovernmental Organizations (NGOs) or social movements operating in fields of peacebuilding, justice and human rights.

This minor consists of two components; the first part (the foundation) is more conceptual where analytical and critical thinking and hands-on activities in the Hague; city of Peace and Justice are key. The second part is practice-oriented (the specialization) and requires participants to operate 'in the field' and deliver professional products for an IO or NGO.

Part 1
The first part (the foundation) takes place in the first 10 weeks of the module *(this part can also be followed as an independent module).*

This part focuses on the conceptual frameworks, critical thinking and paradigms shifts in the field of Peace Building, Justice and Human Rights in contemporary (post) conflict situations, and conflict resolution of environmental, mineral and water disputes, and identity based conflicts.
Students are challenged to compare and contrast the more traditional state oriented, top-down approaches to Peace Building under the umbrella of the UN (with) regional, and local and indigenous practices. They are requested to study the impact of imperialism, orientalism, neo colonialism and decolonisation in current debates on peace building, justice and human rights.

Special attention will be paid to the correlation between warfare, justice, human rights, public opinion and democracy in current events and from a historical perspective.

In pairs students will submit an article on a topic of their interest for a Student Journal in Peace Building, Justice and Human Rights. All students will be responsible for the content, editing, and quality of the end result of the journal. They will be trained and coached to write a peer reviews, and edit a journal.

In the exhibition students will create awareness of a current challenge / situation in peace building, justice and human rights. Students are invited to embrace their creativity (e.g. photos, paintings, poems, infographics or mind-maps) and are trained by artists and content experts from the field.

In addition, students will organise a social event with a target group or social movement of their choice in order to stimulate community building, peaceful dialogues and social interaction while addressing justice and human rights.

Entrance requirements
At least the propaedeutic degree

Learning goals:
At the end of the *first part* of the module (week 1- 10), the student is able to:
• analyse, contrast and compare the different approaches to peace building, justice and human rights in contemporary (post) conflict situations;
• explain the interaction between warfare, public opinion and democracy from a historical perspective applied to current conflicts
• analyse the visual language used in stereotyping and vilifying
• demonstrate critical and conceptual thinking
• demonstrate persuasive and presentation skills to influence the targeted audience; and
• organize a social event for and with a relevant target group of choice.

Part 2
The second part of module (the specialisation) takes place in week 10-20. It enables students to gain experience in the field and carry out action research or an evaluation for an IO or NGO operating in peace building, justice and human rights. Furthermore, students will design a policy advice or formulate recommendations based on their own research results.

Worth noting is that students have the opportunity to travel (at their own expense) to one of the partner organisations working in post conflict situations. Those students will be able to join online, and are requested to give guest lectures about their field experience. All other students will be connected to an IO, NGO or social movement operating in the area of peace building, justice and human rights, and will gain experience, deliver policy advice, an evaluation or action research for their sponsor.

In addition, students will organise an social event with a social movement or a target group of their choice in order to stimulate community building, peaceful dialogues and social interaction while addressing justice and human rights. Based on their own interests and their experience from the field, students will launch an awareness campaign asking for (political) attention for an urgent matter of their choice. Creativity and social engagement will be stimulated and rewarded.

Entrance requirements
At least the propaedeutic degree

Learning Goals:
At the end of the *second part* of the module (week 10 - 20), the student is able to:
• analyze and apply different approaches to Peace-building, Justice and Human Rights in (given) contemporary (post-)conflict situations;
• carry out an evaluation or action research for an IO or NGO operating in the field of Peacebuilding, Justice and Human Rights;

- formulate or design a policy advice in accordance with the mandate of an IO or NGO operating in the field of Peacebuilding, Justice and Human Rights;
- demonstrate persuasive and presentation skills to influence the targeted audience; and organise a social event for and with a relevant target group of choice

Literature:
- Material provided via Blackboard

Teachers:
Ms van der Velde, Ms Varjavandi, Ms. Matsushita, Mr Akin, Mr Lara, Mr Bremner, Mr Huizinga

6.7   The courses in Year 4
In the following table the courses of the fourth year are listed.

Year 4	Semester		Competencies	Credits
Unit of Study	7	8		
Internship (See PER Art. 3.2)	X		4.3, 6.3, 7.3	30
Literature Review		X	5.1, 5.2, 5.3, 5.4, 5.5, 6.4, 6.5, 6.7	4
Advanced Policy Advice Skills		X	4.3, 6.3, 7.3	3
Performance Management Research in the Public Sector		X	3.2, 4.2, 5.2	3
Study Group Thesis 1	X	X	5.2	3
Study Group Thesis 2	X	X	5.3	3
Thesis, Policy Advice and Assessment	X	X	1.3, 2.3, 3.2, 4.3, 5.3, 6.3, 7.3	14

6.8 Information per course in Year 4

1. Internship
An important part of the last year of the International Public Management programme consists of the internship.. You will be an intern for 20 weeks (based on a full-time work week) and gain 30 ECTS. The internship is meant to provide opportunities for students to gain professional experience, to determine if they have an interest in a particular career, and to create a network of contacts. In recent years, several students have also been offered to return to the organization after completing their education. The internship is also a means of applying the theoretical knowledge to the practice of the work field. To allow this link to happen, all year 4

students are strongly advised to do their thesis and policy advice paper (in Semester 2) for the organization at which they intern (in Semester 1).

Students are given a wide range of options to choose an internship place of their liking in terms of organizational type (government institutions, non-governmental organizations, for-profit companies) and location (in The Netherlands, Europe or anywhere else). However, all internship places will be screened using a set several criteria (cf Course Manual) that include:

- The specific tasks to be carried out by the intern relate to International Public Management and demonstrably facilitate the training of several of the 7 IPM competencies
- The organization offers adequate supervision in English (while English does not need be the working language of the organization)
- The internship organization is in principle a suitable target audience for the Thesis and Policy Advice (Semester 2)

Coordinator:
Mr Haans

2. Literature Review

The Literature Review course aims to acquaint students with studying academic and professional literature autonomously, and with writing a structured report on this literature. Both skills are essential for writing the bachelor thesis. In fact, analysing and summarizing literature that is relevant to their thesis topic enables students to further delineate this topic, to analyze their research problem, to design their research project, to operationalize their core concepts, and to find a first, preliminary answer to their research questions.

Learning goals:
In their report, students should demonstrate they are able to:
- Collect and select academic and/or professional literature that is relevant to their bachelor thesis topic
- Judge the reliability of this literature
- Extract relevant information from the literature
- Interpret this information, analyze it critically, classify and recapitulate it
- Process the summaries into a synthesis (an "eagle's view" of the literature read)

Literature
No textbook required

Teachers:
Mr Audenaerde
Mr Bremner

3. Advanced Policy Advice Skills (Part of Graduation Track IPM)

This course builds on the Policy Advice Skills course from Year 3. The Advanced Policy Advice course is aimed at broadening and deepening the student's understanding of what makes a 'sound recommendation' in regard to public policy and or/ in public management.

This course is also meant as a supporting course to help student prepare their second graduation product, the Advice Report and will offer some additional strategies for analyzing a problem and translating organizational input into manageable and effective recommendations. Finally, the course will focus on the composition, writing and presenting of a professional advice (report) and persuasive writing and communication and reveal some of the psychological aspects of effective consulting behaviour.

Learning objectives:
- The student can identify the different steps and roles in the advisory process;
- The student can produce an advice paper including an implementation plan under high time pressure;
- The student can build a relationship of cooperation and trust with the client and help the client articulate his demands/needs and to effectuate a diagnosis and reflect on this;
- The student can employ methods for coping with resistance to change;
- The student can manage feedback and incorporate it into recommendations;
- To provide specific, realistic, manageable and well-substantiated recommendations and a specified and manageable implementation plan including the description of (possible) consequences of his/ her recommendations in financial, societal or organizational terms.

Literature:
Block, P. (2011). *Flawless consulting. A guide to getting your expertise used*. 3rd edition. Wiley

Teachers:
Ms. van Ijzendoorn
Mr Huizinga
Ms Smits-Kligur

4. Performance Management Research in the Public Sector

Is it possible to envisage management in the public sector without due regard to the pursuit of results and the measurement of performance? We discuss the many meanings of the word 'performance' and how it has become one of the main but contested agendas in public administration. What is performance management and what is it not? The subsequent stages of deciding what to measure, identifying indicators, analyzing, reporting and safeguarding quality are discussed in detail. We deal with the use of performance information. Three modes of use are distinguished: learning, steering & control, and accountability.

At the end of the course, students will have developed a strong understanding for the challenges and obstacles of performance management in the public sector. In particular, students will have gained knowledge of the basic circumstances that are needed for successful performance management and are aware of obstacles. They will be able to identify core elements in a practical setting. Students will have applied this knowledge to a case of their own choosing. Students will have researched the case,

evaluated the case by making use of theoretic approaches and given recommendations based on the outcome of that research.

<u>Learning goals:</u>
- The student has applied theoretical concepts related to performance management, according to van Dooren et al., to the chosen case study;
- The student has executed practical research in an unstructured context;
- The student has designed recommendations based on the research outcome.

<u>Literature</u>
Van Dooren, Bouckaert and Halligan (2015). Performance Management in the Public Sector. Second edition. London: Routledge, ISBN: 978-0-415-73810-1.

<u>Teacher</u>
Mr. Crijns
Mr Haans

5. Study Group Thesis 1 (Part of Graduation Track IPM)

To help students in the process of writing a thesis, a policy advice and preparing for an oral assessment we have created two courses for which studetns also get ECTS. Study group thesis 1 in in the first part of the second semester, leading up to a complete thesis proposal and Study group thesis 2 in the second part of the second semester to support you in the process of collecting and analyzing data and the writing of the actual thesis.

Study Group Thesis 1 (4 ECTS)

The end result for the course Study Group Thesis 1 is the delivery of the Research or Thesis Proposal, including a draft of research instruments to be used for the subsequent data collection. You will obtain your ECTS for Study Group Thesis 1 in case you receive a "Pass" on your Research Proposal.

For Study Group Thesis 1 five (non-mandatory) lectures are offered to help you with the design of your research proposal and execute your preliminary (desk)research.

On top of that, (mandatory) small group meetings under tutor supervision are scheduled to exchange and (peer)review your progress, objectives, research questions, desk research and (preliminary) results. The study group is an important instrument of support and motivation. The study group imposes discipline. It is easier to meet a schedule when you know that you must report your progress to your peers.

After having finished this module, students should be able to:
- Design a substantiated research proposal, including appropriate and valid research instruments

<u>Literature</u>

- Verhoeven, N. (2019), *Doing Research. The Hows and Whys of Applied Research*, 5th edition, Den Haag: Boom Lemma
- Academy of European Studies and Communication Management, *APA Style Guide and Quick Reference,* THUAS (made available through Blackboard)

Teachers:
Mr Brinkman and others

6. Study Group Thesis 2 (Part of Graduation Track IPM)

The set-up of Study group thesis 2 is similar to that of Study Group Thesis 1. Next to classes on different methods for data collection and data analysis (e.g. survey research, interviews, content analysis qualitative analysis) it offers small group meetings under tutor supervision in which students discuss their progress, struggles and, at a later stage, drafts of their final reports. The classes will all focus on different types of data collection and the final one will present ways to process and analyze qualitative data and translate them into a research report (= aka your thesis). Although these classes are not mandatory, we very much emphasize their importance for the methodological substantiation of your research and hence its reliability and validity (key elements in the assessment of the quality of your thesis).

In the final meeting, students present a reflection on the research process which is also the formal assessment moment for the course Study Group Thesis 2. The presentation is not so much on the results/ findings of your research or the (preliminary) content of your Policy Advice, but should focus on your experiences during the research process: what went well and why? What difficulties or struggles did you encounter and how did you deal with them? And, most importantly: what did you learn from these successes and struggles in terms of research?

Learning goals:
- to conduct applied research
- To document and report findings and summarize the process and results in writing (and possibly other means such as a video)
- to work analytically.
- To draw practical conclusions and applications from research

Literature:
Idem as for Study Group Thesis 1

Teachers:
Mr Brinkman and others

7. Thesis, Policy Advice and Assessment (Part of Graduation Track IPM)

By the end of Semester 2 you are supposed to complete your (1) Thesis, (2) Policy Advice and (3) Assessment, TPAA. The TPAA is registered for 10 ECTS in OSIRIS. You

will receive a grade for your thesis (70% of your final grade), your Policy Advice (20% of your final grade) and your Assessment (10% of your final grade). You will meet your personal supervisor for feedback on your progress. The TPAA course is closely connected to Study Group Thesis 1 and 2 (see above).

Learning goals:
- To document and report findings and summarize the process and results in writing (and possibly other means such as a video)
- To work analytically.
- To draw practical conclusions and applications from research
- To communicate the results of your research in the realistic scenario of presenting key findings and recommendations to senior management both orally and in a written advice paper

Teachers:
Mr Brinkman and others

Appendix

This course profile translates the career profile into the competencies that a newly qualified professional in the field should have. The competencies, in turn, are given three levels and an associated Body of Knowledge and Skills. Finally, the competencies are linked to the Dublin descriptors.

The concept of a competency is interpreted here as the capacity to apply the acquired skills, insights, knowledge and mentality so as to be able to properly fulfil the professional role as set out in the profile. Because the course profile is entirely focused on competencies, it may be thought of as a competency profile.

The competencies in the course profile are the fundamental competencies expected of someone embarking on a career. Graduates will develop these competencies and their overall potential as their career progresses, building a broad and deep expertise.

Seven competencies have been formulated, and every public administrator has to fulfil them to qualify for their bachelor's degree. Individual Public Administration degree programmes have the freedom to add other core or specialised competencies in line with the specific aims of their university or programme. Part of the competencies is specific to public administration and another part is more general and includes the competencies expected in higher professional education. In brief, the competencies are as follows:
1. The graduate knows his or her way around the public sector.
2. The graduate is able to scrutinise politically strategic choices for the purpose of solving social challenges.
3. The graduate can develop, implement and evaluate policy.
4. The graduate can engage with organisations and take part in collaborative working methods.
5. The graduate can carry out practical research.
6. The graduate has social communication skills.
7. The graduate is self-motivated.

These competencies set out the levels that students will have reached by the time they graduate. However, competencies are not acquired in one fell swoop; this involves a layered process. They return at different points in the degree programme, at gradually increasingly advanced levels. That's why it makes sense to assign levels to the competencies. Doing so requires an understanding of those levels.

This course profile has selected three levels: basic, intermediate and advanced. The levels are characterised as follows:
1. Basic: the student is getting to know the profession
   The student is able to carry out a structured task within a defined context. The student can work on this independently but according to guidelines, and can justify the process.
2. Intermediate: the student is learning the profession

The student is able to perform a broader and more comprehensive task within a fairly clear context. The student can learn independently, perform the task with limited guidelines and can justify the choices made.

3.   Advanced: the student becomes a professional

The student is able to perform a more comprehensive, unstructured task within a complex context. The student can make his or her own decisions and justify them.

The table below sets out the levels in more detail according to four aspects: the nature of the context, the complexity of the task, the degree of independence, and the level of responsibility.

Level	Basic	Intermediate	Advanced
Nature of the context	Defined context; assigned problem; supervision given	Fairly clear situation; practical work performed under supervision.	Complex situation; independent practical work.
Complexity of the task	Smaller structured tasks; defined subject tackled from a single angle and/or perspective.	More comprehensively structured tasks dealing with a subject from several aspects and perspectives.	Comprehensive, unstructured task dealing with several subjects with several angles and/or perspectives.
Degree of independence	Independent work: the student works according to fixed guidelines. The 'how' and 'what' are provided.	Independent learning: the student can choose the 'how', 'when' and 'where' within a given subject (the 'what').	Self-guided learning: the student determines the goals, criteria and execution largely or entirely on their own. The 'how' and 'what' are not provided.
Responsibility	Can account for his or her own tasks and for steps taken and cooperation.	Can account for steps taken, choices made, and results.	Can account in a professional way for steps taken, choices made and results towards his or her instructor and to colleagues, and is open to critical evaluation.

The competencies are assigned levels below based on these overviews of the levels. The brief version of the formulated competency provided earlier is also fleshed out. And for each competency, the Body of Knowledge and Skills (BOKS) is indicated. The BOKS is made up of components that are part of every Public Administration programme at higher professional education (HBO) level and which are common to every programme. Individual programmes can expand on the BOKS with subjects for closer study.

Competencies, levels and BOKS

1. **The graduate knows his or her way around the public sector**.
   The graduate knows his or her way around the public sector and has an awareness of the international context.

Level 1   has an insight into how public policy is organised, knows the main players and can explain the relationships between them.

Level 2   for any given policy area, is able to outline the organisations involved and the common procedures and contexts.

Level 3   when given a complex assignment, is able to provide an analysis of the relevant organisations and the spheres of influence they inhabit.

BOKS
- System of mixed economy, democracy, citizenship and rule of law.
- Formal (judicial) organisation, structure and culture of public policy in the Netherlands
- Judicial organisation of public policy, policy powers / instruments / application, standard setting, protection of rights, policy supervision, decision-making space, decrees, powers, attribution, delegation, mandates, sanctions
- Formal organisation, structure and culture of the EU
- Judicial and practical implications of the EU for public policy in the Netherlands
- Decision-making processes
- Chains and networks
- Analysis of environment and spheres of influence
- Social/political integrity and governance

2. **The graduate is able to scrutinise politically strategic choices for the purpose of solving social challenges**.
   The graduate is able to analyse social challenges with an awareness of the political and social spheres of influences within which these challenges arise, and is aware of the politically strategic options available for solving these challenges to the satisfaction of all stakeholders.

Level 1 can explain whether or not a situation is a social challenge, and why.

Level 2 can analyse social challenges from various perspectives.

Level 3 can provide an analysis of social challenges from the point of view of every stakeholder's interests, is aware of politically strategic options and their consequences, and can interpret stakeholders' perspectives with respect to interest.

BOKS
- Political ideologies and theories
- Workings of markets and government influence
- Macro-economic concepts and frameworks, economic politics (international, national and
- local), public finances.
- Policy processes
- Interactive processes
- Decision making (power and influence)
- Social dynamics and processes

3. **The graduate can develop, implement and evaluate policy**.
The graduate can analyse and implement existing policy, and following an evaluation can propose measures to improve the policy or its execution and can develop new policy.

Level 1 is able to describe and analyse existing policy.
Level 2 can create, evaluate and implement straightforward policy.
Level 3 can create, evaluate and implement complex policy.

BOKS
- Policy cycle
- Policy analysis
- Policy instruments
- Policy development methods
- Interactive policy
- Organisation of policy implementation
- Evaluation techniques
- Public sector finances

4. **The graduate can participate in organisations and take part in collaborative working methods**.
The graduate has an adequate, correct and up-to-date understanding of the organisational processes, management structures and temporary or permanent collaborative working methods he is participating in, and is able to help those run smoothly.

Level 1 is able to recognise structures, cultures and processes within organisations.
Level 2 based on a good understanding of organisational processes and management structures, is able to participate in an organisation and help it run smoothly.
Level 3 is able to participate in an organisation's collaborative relationships and networks and help those run smoothly.

BOKS
- Organisation analysis
- Organisational change (various change models)
- Project management
- Quality management
- Network management / leadership
- Strategic management
- Planning and control
- Internal and external reporting and financial management techniques

5. **The graduate can carry out research with an applied focus**.
   The student is capable of carrying out independent research and offering advice and recommendations based on thereon.

Level 1 is familiar with research methods and can apply them.
Level 2 is able to draw up a research plan independently and perform research with a practical focus under supervision, and report on it.
Level 3 can provide functional recommendations based on research with a practical focus, planned and carried out independently.

BOKS
- Research methods and techniques
- Research strategies
- Analytical skills (qualitative and quantitative)
- Information skills (searching for, selecting and disclosing sources of knowledge and information)
- Reading and interpreting statistical and quantitative research reports

6. **The graduate has social communication skills**.
   The graduate has the social skills needed to function in his or her professional environment and has the verbal and written communication skills required to communicate with internal and external audiences.

Level 1 has conversational techniques, can organise, present and process information.
Level 2 is able to collaborate effectively and provide focused reporting.
Level 3 is able to communicate effectively with internal and external audiences.

BOKS
- Collaboration, deliberation, discussion and networking
- Debating, arguing and persuading
- Negotiating and managing conflict
- Language skills (verbal and written)
- Presenting, reporting and advising
- Interviewing and holding discussions
- Working knowledge of English

7. **The graduate is self- motivated.**
   The graduate is able to steer and manage his or her own development, to reflect and to take responsibility for his or her conduct, develop an ethical business stance and to contribute to the professionalisation of his or her field.

Level 1 develops an image of the profession and an academic approach.
Level 2 draws on an ethical business stance to develop points of view and reflects on his or her own work.
Level 3 can give and receive a critical assessment and can be motivated to possibly adjust his or her conduct.

BOKS
- Recognising, identifying and respecting others' positions and interests
- Prepared to defend own position and interests
- Explore and develop personal style of learning and working
- Reflect on working style and personal effectiveness
- Reflect on personal learning experiences
- Share reflections with others and receive feedback
- Quickly get up to speed with new thematic areas (challenges, policy areas, organisation)
- Time management
- Ethical conduct/integrity
- Career development

The Dublin descriptors set out an international level for the bachelor's degree according to five areas. The table below shows how the Public Administration degree meets the Dublin descriptors.

Dublin descriptors	Degree competencies						
	1	2	3	4	5	6	7
1.Knowledge and insight	+	+	+	+	+	+	+
2.Application of knowledge and insight	+	+	+		+		
3.Opinion forming	+	+	+	+	+		+
4.Communication			+	+	+	+	