School of Management

Master of Administrative Sciences

Public Policy and Management Track

Study Plan, 2024-2025

Note: Courses which are held in English are marked in green. The other courses are usually held in Finnish, but English could be accommodated upon request.

Public Policy and Management Study Guide;
https://opas.peppi.uwasa.fi/en/programme/11003?period=2024-2025

FIRST YEAR

FIRST SEMESTER

- Change, Leadership and Complexity (5 credits)
- Research methods 2 (8 credits)
- Financial Management in Public Sector (5 credits)

SECOND SEMESTER

- Public Strategic Management (5 credits)
- Place-based management research project (10 credits)
- Human Centered Public Management (5 credits)

ALTERNATIVE COURSES

- Ethics and Ethics Management (5 credits) (Autumn)

- Public Sector Reforms and Innovations (5 credits) (Spring)

OPTIONAL STUDIES

- The Future of Public Administration (5 credits) (Autumn)

FIRST AND/OR SECOND SEMESTER

- Optional studies for approximately 60 credits are followed in the first year. Optional university studies are carried out in such a way that the minimum of 120 credits of the degree is fulfilled. Optional studies also include optional studies of working life, such as internships. Other studies may also include a module, minor or exchange studies.

Optional courses may include Leading People (5 credits), Cross-cultural Management (5 credits). It is possible to add study modules (each module consists of 3 courses of 5 credits each) modules may include Artificial Intelligence and Machine Learning, Branding in Global Media Spaces, Digital Economy, Energy Transition or Enterprise Digitalization.

SECOND YEAR

FIRST SEMESTER

- Introduction to master's Thesis (3 credits)
- Master's Thesis Seminar (7 credits)

FIRST AND/OR SECOND SEMESTER

- Academic writing in Finnish or Writing Academic English (5 credits)

- Optional studies so that approximately 60 credits are done in the second year. Optional university studies are carried out in such a way that the minimum of 120 credits of the degree is fulfilled. Optional studies also include optional studies of working life, such as internships. Other studies may also include a module, minor or exchange studies.

- Optional courses can include Leading People (5 credits), Cross-cultural Management (5 credits). Possible to add also study modules (each module consists of 3 courses á 5 credits) modules may include Artificial Intelligence and Machine Learning, Branding in Global Media Spaces, Digital Economy, Energy Transition or Enterprise Digitalization.

MASTER'S THESIS (30 CREDITS)

Learning outcomes
The purpose of the Master's thesis is to train the student in independent research and it should demonstrate familiarity with the topic of the thesis, mastery of the necessary research methods and readiness for scientific expression. Conducting independent scientific

research. Students are able to solve set research problems and present the background factors, theory basis and conclusions that led to their solution in written form.

Content
Creating a thesis on a topic within the field of study in such a way that the student demonstrates mastery of the topic being studied and the related problematics and research methods, as well as the method of writing and argumentation.

- Master's Thesis path consists of the courses Introduction to master's Thesis (3 credits), master's Thesis Seminar (7 credits) and the thesis. Introduction and seminar form a coaching entity for writing a thesis. Introduction to the master's thesis work and the master's thesis seminar will be started during the same semester either in the autumn or in the spring. The seminar work takes one academic year. The course Scientific Writing or Writing academic English is conducted at the seminar stage.

- There are thematic groups in master's thesis seminar with their own thesis supervisors. There is a possibility to get guidance locally and online. Also, it is possibility to write thesis from partners suggested themes. Thesis path is possible to start on both autumn and spring semester.

Evaluation rubric for Bachelor's and Master's theses in Administrative Sciences 1.8.2024

Supervision and evaluation aim for grade 3 (good). Evaluation rubric presents how higher and lower grades are cumulative in comparison to grade 3 (for example grade 5 requires that grade 4 is also fulfilled). Evaluation may emphasise individual positive and/or negative criterion while applying them for evaluating a thesis.

Grade	Research question definition and framing	Theoretical background and use of literature	Research methodology & quality of analysis	Results	Thesis as a whole	Language & appearance	Working process (the supervisor evaluates)
5 excellent	+ Ambitious research objectives + Master's thesis has a clear research strategy	+ Reference literature is vast and high quality, including recent international research publications in the field + Sources are viewed systematically and critically	+ A critical analysis is successfully produced by implementing the research methods + Analysis is performed systematically and critically	+ Results are evaluated critically, based on earlier research and broader societal discussion + Suggested future research avenues have scientific novelty value	+ Indicates independent researcher capabilities + Reflects impressive understanding of the related literature	+ Language follows the principles and terminology of scientific writing of the field in an excellent manner	+ Student has shown skills in critical conversation concerning the choices made in the thesis
4 very good	+ Need for research is clearly defined using literature + Research questions are detailed and relevant	+ Theoretical framework is up to date and based on solid arguments + Definition of concepts is based on interplay between several sources	+ Method description justifies also the author's own choices based on literature + Data has more quality or is more comprehensive than usual	+ Results are successfully connected to societal discussion + Future research avenues are developed based on earlier literature in the field	+ Argumentation is well executed thorough the work + Insightful and convincing approach	+ The structure of the thesis reflects versatile and deep understanding of the topic + Language is clear and precise, and writing instructions have been followed carefully	+ Student has demonstrated very good activity and responsible commitment to the research process
3 good	Clearly framed research problem. Research questions have been defined and justified well.	Theoretical framework is justified. Most relevant concepts have been identified and defined. Versatile academic sources have been used, including international publications when relevant to the topic. Sources have been used appropriately.	Research methods are defined and based on literature and fit into the research task. Analysis is convincing and raises up relevant remarks. In empirical research, data is relevant for answering the research question and has enough quality and quantity for the scope of the study. Data collection is explained clearly and transparently.	Results are presented in a clear and logical manner. Results answer the research questions. Results are evaluated based on former theory and research literature. Future research avenues have been suggested.	Research has validity and reliability. Thesis clearly reflects author's own thoughts and commitment to good scientific conduct.	The structure is logical and balanced. Work follows writing instructions and grammatical guidelines. Citations and references are correctly done.	Student has shown initiative and responsibility during the different steps in the thesis process. Thesis process has been progressing systematically. Student has utilised supervision and comments well.
2 satisfactory	– Research problem is too wide or narrow – Research task is not justified based on literature	– The framework and definition of concepts are based on inadequate sources – Some of the central concepts are missing	– Analysis is brief and not clearly connected with the theoretical framework	– Results have been explained briefly and in an undetailed manner – The significance of the results is not properly explored	– Validity and reliability of the thesis are lacking due to some errors or mistakes.	– Understanding of scientific writing, ability to write fluent text or ability to apply writing instructions is lacking quite clearly – Citations and references do not fully match	– Work is lacking in some parts due to neglect of supervisor's feedback – Student has not been very committed to the research process
1 sufficient	– Research problem has not been framed clearly	– Use of sources is insufficient	– Method has not been clearly connected with the work and arguments are lacking – Analysis is very superficial	– Answering to research questions is vague	– Work is blurry and has several deficiencies – Work has minor issues concerning good scientific conduct or the use of artificial intelligence	– There are serious shortcomings in the structure of the text, in the ability to write fluent text or the ability to apply writing instructions	– Student did not take responsibility for the research process – Work would not have been finalised without remarkable effort from the supervisor

Teaching Objectives and Contents:

Compulsory Courses

1. Change, Leadership and Complexity

Learning outcomes

After completing the course, the student will be familiar with the concepts of complexity sciences and diabolical problems and understand their effects on change and management. Through this, the student is able to challenge linear problem-solving methods and management methods. Students are able to identify and draw conclusions about

organizational and system-level complex phenomena in accordance with their field of study, either in the context of social welfare and health care or the management of public policy.

Content
The course examines the sciences of complexity as well as the complex worldview and related interdependencies, ambiguity, paradoxes and dynamics, as well as the diabolical problems they form. This core material is tied to change and management, especially in the context of social welfare and health care and the management of public policy.

2. RESEARCH METHODS 2 (8 CREDITS)

Learning outcomes
Students become familiar with the methodology and various research methods of research conducted in the administrative sciences. The course deepens students' knowledge of the methodological possibilities of administrative research and creates capabilities for planning and carrying out research as well as for critical examination of administrative research.

Content
The course introduces students to research methods in administrative research. The course covers themes related to research strategies, data collection and analysis, and practices their use.

3. PUBLIC STRATEGIC MANAGEMENT (5 CREDITS)

Learning outcomes
Students develop a solid understanding of strategic management in public organizations. Students will gain an understanding of the complexity of information formation as part of strategic planning at the various interfaces between politics, government and society. The student develops the ability to plan and implement public strategic management that supports the development of the organization and the region, as well as the ability to critically assess the alternatives, suitability and problem situations of public strategic management in different operational sectors of government, in different spatial and regional contexts.

Content
The course specifically addresses the problems of knowledge creation and decision-making as part of strategic management in organizations and the region. The period explores the different trends in strategic management and the ideals, background assumptions and key actors that appear in them. The themes are strategic knowledge-based management, decision-making processes and the ethics of information formation from the perspective of power relations and agency.

4. FINANCIAL MANAGEMENT IN THE PUBLIC SECTOR (5 CREDITS)

Learning outcomes

The student understands the role and areas of financial management as part of the management of a public organization and is able to take into account the legal obligations, procedures and accountability of the management related to the finances of the public organization.

Content

Responsibilities and tasks set by the public organization's operations and financial management, especially in terms of budget, performance guidance, procurement and the purchaser-producer model. We also apply the sustainable economy perspective to public finance management.

5. PLACE-BASED MANAGEMENT RESEARCH PROJECT (10 CREDITS)

Learning outcomes

The course has three key competence objectives: 1) The student is able to carry out a research project in a small group step by step (research plan, data collection and analysis, reporting results and communicating to stakeholders). 2) The student is able to utilize the key theories of regional science, development and management as part of the implementation of a research project. 3) Project work management: after the course, the student is able to work in the project and project group in a self-directed and collaborative manner. The student knows how to plan, schedule, communicate and execute a project.

Content

During the course, a research project is carried out in small groups step by step. The course has a topical theme that varies from year to year. The period will be carried out in cooperation with local actors or/and research projects. Topics may include, for example, digitalisation, climate change, place-based development, sustainable development, knowledge-based management, actors and contents of the knowledge and innovation-based regional economy, and regional resilience. The course promotes interaction, working life and group working skills.

6. HUMAN CENTERED PUBLIC MANAGEMENT (5 CREDITS)

Learning outcomes

Human-centredness has been identified as one of the most important areas of expertise of a public manager in the constant change of the operating environment. After completing the course, the student understands the importance of human-centeredness as a cross-cutting theme in different levels and processes of public administration. Students will be able to interpret the skills needed in human-centred public management and have the skills to look at the development of public administration, organisations and services from a human-centred perspective and be able to develop solutions for different management situations with people and humanity at the centre.

Content

The period deepens students' understanding of the principles and ways in which public administration is developed at the core of efficiency, responsibility and humanity. The perspective of human-centredness extends to public administration experts and service users. The themes of the course examine human-centeredness through selected themes, which include: human-centered governance reforms, public management competencies, interactive leadership, and lifestyle-oriented service entities.

7. ETHICS AND ETHICS MANAGEMENT (5 CREDITS) (AUTUMN)

Learning outcomes
The emphasis in this course will be to clarify the concepts of ethics and ethics management, both from a theoretical and practical side. To this end, we will also discuss many cases and daily-life situation. Thus, after the course, students should be able to have a sound understanding of ethics policies. instruments and management and to apply this knowledge in daily life situations.

Content
Ethical Governance and Ethical Management are getting things done in accordance with the relevant moral, values and principles. But what are values and principles? How do they work in practice? And what is ethical management?

The moral and ethical aspect of ethical management has gained importance in the last years, not only because of ever new corruption and conflicts of interest scandals. The growing interest in the issue has led to many questions and doubts: Are public policies effective in the fight against corruption, conflicts of interest and unethical behavior? How does changing government by itself impact on these developments? Which moral values, norms and principles matter? Do they work in daily life? And, what do we know about the development of unethical behavior? What is unethical behavior at the workplace? What can we do about it? What can managers do in order to install an ethical culture? How is it possible for leaders and employees to find the best solutions in concrete daily life dilemmas? What is moral reasoning at work? Are we not overstressing the impact and importance of ethics at work?

8. PUBLIC SECTOR REFORMS AND INNOVATIONS (5 CREDITS) (SPRING)

Learning outcomes
The course includes advanced level studies intended for master's students in Administrative Sciences who possess fundamental knowledge about public administration as a science and practice and about the public sector and the organization and functioning of governmental institutions. This prerequisite knowledge can be based on either previous bachelor's level studies or master's level coursework in administrative sciences with a focus on public management reforms and innovations. Students need to follow lectures and reading research in English, participating in discussions and group work during lectures and writing a final assignment in English. The course discusses both introductory and advanced topics in innovation and reform as they are applicable to the public sector in Finland, Europe and around the world.

This course will support students to develop the following skills and abilities that are important for further studies and work life: · Reading and understanding academic literature and reports · Research and communication skills in English · Analytical writing in English · Critical thinking and debating · Teamwork

Content

Theory and practice of public sector reforms and innovations in public sector organizations, including: • Introduction to current key debates and practices in the field of public sector reforms and innovations • Introduction to current main challenges and opportunities facing the public sector and governmental organizations in Finland and internationally • Types of reforms and innovations and their governance • Case studies of reforms and digital innovations and their use in the public sector • The results of public sector reforms and innovations

9. The Future of Public Administration (5 credits) (autumn)

Learning outcomes

The course includes advanced level studies intended for bachelor's and master's students in Administrative Sciences who possess fundamental knowledge about public administration as a science and practice and about the public sector and the organization and functioning of governmental institutions. This prerequisite knowledge can include previous bachelor's or master's level courses in administrative sciences. Students need to follow lectures and reading research in English, participating in discussions and group work during lectures and writing a final assignment in English. The course discusses both introductory and advanced topics on the future of public administration as they are applicable to the public sector in Finland, Europe and around the world. This course will support students to develop the following skills and abilities that are important for further studies and work life: · Reading and understanding academic literature and reports with implications for the future of public administration · Research and communication skills in English · Analytical writing in English · Critical thinking and debating on topics related to the future of public administration · Teamwork

Content

Topics in public management and the future of public administration as a theory and practice, including: • Introduction to current key debates in the field of public administration • Introduction to current main challenges and opportunities facing the public sector and governmental organizations in Finland and internationally • Types of politico-administrative systems • Introduction to public administration theories and models, such as: traditional public administration /Weberian bureaucracy, the New Public Management (NPM), the Neo-Weberian State (NWS), the New Public Governance (NPG), Digital-era Governance (DEG) and Public value management (PVM) • Expected future developments in the field of public administration • Anticipated future practical challenges and opportunities facing the public sector and governmental organizations.

10. INTRODUCTION TO MASTER'S THESIS (3 CREDITS)

Learning outcomes

The student understands the different stages of the Master's thesis and the related requirements. Students are aware of research themes typical of the Public Policy and Management and are able to place their own interests as part of these themes. Students develop their information search skills and are able to critically evaluate the information they find and use it in accordance with good scientific practice in their thesis.

Content

Preliminary knowledge and skills to do research, such as information retrieval, use of sources in practice, (critical and analytical) scientific writing style, research ethics, and AI usage guidelines.

Further information

The course is conducted with the Master's thesis seminar 7 ECTS, they form a coaching entity for writing a thesis. Introduction to the Master's thesis work and the Master's thesis seminar will be started during the same semester either in the autumn or in the spring. The seminar work takes one academic year. The course Scientific Writing OR Writing acedemic English is conducted at the seminar stage.

11. MASTER'S THESIS SEMINAR (7 CREDITS)

Learning outcomes

Students are able to draw up a research plan and acquire, analyze and utilize scientific literature and research materials. The student prepares for the practices of scientific argumentation together with other students. Students are trained to deepen and focus on independent thesis work.

Content

Management of the thesis process. Scientific writing, identification of research gap and problem, seminar work and application of research methods. Thematic seminar groups introduce students to writing a thesis in practice. Students are trained in the skills of scientific thinking and writing under the guidance of their instructors.

12. ACADEMIC WRITING IN FINNISH OR WRITING ACADEMIC ENGLISH (5 CREDITS)

Learning outcomes

Aim: B2-C1 Learning outcomes: After the course the students will be able to:
- formulate thesis statement and argumentations in writing
- apply the characteristics of academic writing when constructing their own texts
- write a short academic paper in their own subject field in English
- paraphrase and summarize for academic purposes
- quote academic sources in appropriate referencing style
- apply academic ethical principles

- revise and comment critically on own and other students' texts

Content

The concepts of audience, purpose, style and register from an academic perspective. During the course the structure of academic texts, e.g. summaries, definitions, critiques, research plans and research articles is discussed. Students practice analytical and critical reading and learn to identify rhetorical techniques in academic writing. During the course students also learn note-taking techniques and learn to quote their sources. Attention is also given to typical challenges of EFL writers.