

# SDC

The university partnership  
Denmark – China

Master's Programme in

# Public Management and Social Development



# Academic regulations

## 2017

### Table of content

Legal Frame.....	4
Title and degree.....	5
Duration.....	5
Admission requirements.....	5
General programme regulations.....	5
Qualifications.....	7
Purpose.....	7
Qualification Profile.....	7
Structure.....	8
Course and Exam Descriptions.....	11
Comparing Societies and Economic Systems.....	11
Government and Business.....	14
Research Methods.....	16
Organization and Management.....	18
Business and Global Governance.....	20
Comparing Social Policies: Welfare States in Theory and Practice.....	22
Social Innovation and Entrepreneurship.....	24
Comparative Policy Processes.....	26
Research Based Internship / Project or Studies at another University.....	28

1. Research Based Internship.....	28
2. Research Based Project.....	29
3. Studies at another University.....	31
Thesis.....	32
Commencement.....	34
Changes to the Academic regulations .....	34

## Legal Frame

Students enrolled in this programme are admitted as full-time students at University of Chinese Academy of Sciences.

The Academic regulations applies to students enrolled in the programme from 2017.

This master's programme is established within the framework of the following:

- Partnership Agreement between Graduate University of Chinese Academy of Sciences and University of Copenhagen (KU), Aarhus University (AU), University of Southern Denmark (SDU), Aalborg University (AAU), Roskilde University (RUC), Technical University of Denmark (DTU), Copenhagen Business School (CBS), IT University of Copenhagen (ITU), on the establishment of the Sino-Danish Centre for Education and Research, Graduate University of Chinese Academy of Sciences, signed on 12 April 2010
- Agreement between Graduate University of Chinese Academy of Sciences (GUCAS) and University of Copenhagen (KU), Aarhus University (AU), University of Southern Denmark (SDU), Aalborg University (AAU), Roskilde University (RUC), Technical University of Denmark (DTU), Copenhagen Business School (CBS), IT University of Copenhagen (ITU) concerning Master's Programmes at Sino-Danish Centre for Education and Research, Graduate University of Chinese Academy of Sciences, signed on 29 August 2011
- Agreement between Graduate University of Chinese Academy of Sciences and Copenhagen Business School concerning Provision of the Master's Programme in Public Management and Social Development at Sino-Danish Centre for Education and Research (SDC), Graduate University of Chinese Academy of Sciences, signed on 29 August 2011.

Students must observe and act accordingly to the following rules issued by the SDC Directors:

- Courses and Exams
- Exam regulations
- Thesis regulations 10 steps
- Avoid cheating on exams
- Student complaints

Students must also observe and act accordingly to Rules and Regulations for UCAS International Students.

## Title and degree

The degree awarded by Copenhagen Business School is Master of Social Sciences in Public Management and Social Development. The degree awarded by University of Chinese Academy of Sciences is Master of Public Management.

## Duration

The Master's programme has a duration of two academic years equivalent to 120 ECTS points (European Credit Transfer System). 60 ECTS points correspond to one year of full-time studies.

When choosing thesis period *Danish/International students* must be aware of UCAS' 4 years limit for awarding diploma. UCAS' degree application procedure **STEP 10 CN** (see Thesis regulations 10 steps) has to be completed within four years from enrolment. This period includes leave of absence.

## Admission requirements

Admission to the Master's programme in Public Management and Social Development is based on

- specific entry requirements of min. 30 ECTS-points within one or more of the following areas:
  - Business administration (e.g. innovation/entrepreneurship; management; marketing; organisation; accounting; statistics; finance; strategy; and the like).
  - Social science methodology (incl. philosophy of science, research design, applied methods, qualitative methods, quantitative methods, mixed methods or the like).
  - Politics in general (incl. political science, political theory, international politics, international political economy, international relations or the like).
  - Culture/society studies with a focus on one or more East Asian countries (incl. sociology, social studies, public administration, anthropology, development studies, law, psychology, culture studies, area studies, history, philosophy).
  - Economics (incl. economic theory, microeconomics, macroeconomics, international economics, or the like).
- English at Danish level B.

## General programme regulations

The language of instruction in the SDC Master's programmes is English. Teaching, supervision and assessment will be carried out in English.

Students will be graded according to both the Chinese and the Danish grading scale. However, for the master' s thesis, students will be graded according to the Chinese 4-point scale. See Thesis regulations 10 steps.

Leave of absence can be granted to students on the grounds of becoming a parent, illness, military service or exceptional circumstances.

Students who wish to complete degree programme elements at another university or institution of higher education in Denmark, China or abroad as part of their degree programme may apply the Teaching Committee for advance approval of transfer credit for planned subject elements.

Students can maximum be granted 30 ECTS credit transfer.

Either the Teaching Committee or the SDC Directors may grant exemptions to the Academic regulations or other SDC rules. Applications for exemption are submitted to the SDC Secretariat.

DK	12	10	7	4	02	00	-3
CN	100-95	94-90	89-76	75-61	60	59-40	39-0

## Qualifications

### Purpose

1) The objective of the programme is to provide students with knowledge and skills to operate in the global diversity of welfare policies and institutions by understanding their emergence and development. Graduates acquire an extensive knowledge of welfare states and their institutions, as well as the interplay between public and private sectors in different contexts. The programme has a special emphasis on China and Denmark/Europe. The programme is interdisciplinary and taught in English, providing students with theoretically based and empirical enhanced knowledge of Chinese and European societies, cultures, institutions and practices.

2) Graduates will be able to combine a holistic outlook with specialist knowledge, and be able to absorb, produce and apply new information when solving social welfare, managerial or business tasks.

3) Throughout the programme, students also acquire skills in handling and solving cross-disciplinary issues in collaboration with individuals that have the same or a different cultural and educational background.

### Qualification Profile

The graduates have different competences, depending on their different bachelor degrees as well as their chosen specialisation at master level.

Graduates from the programme develop qualifications allowing them to work in business, public sector and non-governmental organisations.

The team- and case-based method of teaching aims at qualifying the student to immediately assume the responsibilities of assisting, coordinating and leading projects within public policy and management related to social development in intercultural settings, and to help build organizational, managerial and leadership competencies within these fields.

### *Knowledge*

More specifically, through the programme graduates will achieve knowledge about:

- current theories and research about the interplay between systems of government, public service and business systems in different parts of the world.

- social scientific perspectives on the role and nature of cultural and institutional differences.
- social science methods and approaches for scientific exploration of welfare state topics and social innovation.

### *Skills*

They will develop skills in:

- methods of investigation and analysis in their chosen areas.
- learning and problem-solving teamwork in an intercultural environment.
- selection of approaches and development of models for analysis and problem-solving.
- writing with academic rigor as well as communicating to professional audiences on the topics covered in the programme.

### *Competences*

Graduate competences include abilities to:

- analyse and advise upon the development and management of public-private interrelations.
- analyse and advise upon social and welfare problems and suggest solutions.
- plan and manage projects in the welfare field, broadly understood.
- plan and initiate one's own academic and practical competence development.

### Structure

The programme contains these elements

\* Electives from other universities must be pre-approved by the Teaching Committee.

Semester	Course / Programme element	Exam	Grading	Examiners	ECTS
1	Comparing Societies and Economic Systems	Assignment and oral	7/100 scale	Internal	7,5
	Government and Business	Assignment	7/100 scale	Internal	7,5
	Research Methods	Written	7/100 scale	Internal	7,5
	Organisation and Management	Written	7/100 scale	Internal	7,5
2	Business and Global Governance	Assignment	7/100 scale	Internal	7,5
	Comparing Social Policies: Welfare States in Theory and Practice	Assignment	7/100 scale	Internal	7,5
	Social Innovation and Entrepreneurship	Assignment and oral	7/100 scale	Internal	7,5
	Comparative Policy Processes	Assignment	7/100 scale	Internal	7,5
3	<i>One of the following elements must be chosen:</i>				
	Research Based Internship / Project	Assignment and oral	7/100 scale	External	30
	Studies at another University*	-	-	-	30
4	Thesis	Assignment and oral	7/4 scale	External	30

All programme elements are mandatory.

The first two semesters provide the common core of the programme.

The 3rd semester is devoted to an internship in an organisation of relevance to the programme profile. This could for instance be a government agency, a private company or an NGO. The students should identify a suitable organisation for their internship in dialogue with the third semester coordinator. The internship can be substituted by a research based project or course work relevant to the programme' s profile done at another university and approved by Teaching Committee.

The thesis semester consists of the preparation of a written master' s thesis for the purpose of testing the student' s ability for in-depth studies of academic areas and independent description, analysis and processing of a complex issue at master' s level. The student chooses the topic of the thesis within the overall topic and academic profile of the programme concentration. The thesis can be written in collaboration with organisations such as governmental agencies, private companies or NGOs. When working on the thesis the student is entitled to guidance by two supervisors, one based at a Chinese university and one based at a Danish university.

## Course and Exam Descriptions

### Comparing Societies and Economic Systems

7,5 ECTS

#### CONTENT

This course aims to provide a broad overview of the most important features of the two societal systems primarily addressed in the programme, the Chinese and the European system (as well as variations within Europe). The course will serve as a broad introduction to the general themes and framework of the programme. This will include introductions to key theories and concepts of state, power, socioeconomic systems, citizenship and governance. The course will also discuss and illustrate how to conduct comparative inquiries in the social sciences.

The course combines lectures with student discussions and presentations. Active student participation in terms of preparing for classes and involvement in discussions with the faculty and fellow students is expected.

The course will start up the work on the First Semester Project. The aim of the project is that students acquire insights and skills in social scientific research questions and research practice related to the field of public management and social development. The students must combine social scientific methods and theoretical concepts to analyse a specific issue in public policy, government-business relations or social development which they choose in dialogue with the project supervisors.

The theme for the First Semester Project is comparative policy analysis related to the issues discussed in the course. The project must apply methodological approaches from the course Research Methods. The project must have a comparative component, for example cross-nationally or between organisations/companies, regions and the like.

#### LEARNING OBJECTIVES

At the end of the course the students should be able to:

- demonstrate knowledge about the key features of the societal systems presented in the course readings.
- identify different societal models and compare their origin and development.

- analytically relate the interaction between economic, social and political structures and processes.
- apply knowledge about societal systems in comparative analyses of a particular research question related to the course topics.

As for the First Semester Project, it should demonstrate that students can:

- identify and define relevant policy problems related to the theme of the programme.
- select appropriate conceptual frameworks and theories for understanding and reflecting upon the problem.
- select and apply appropriate methodology for analysing the problem and suggest appropriate policy responses.
- communicate the results of the above three points to an audience of peers and practitioners.

## EXAMINATION

The exam comprises the First Semester Project and an oral exam.

Students will work on the project in pairs or small groups (3-5 students is acceptable). The topic for the project is chosen by the students in consultation with the project supervisors and approved by the programme coordinators.

The project report is to be submitted at a stipulated date. The report must not exceed 10 standard pages when written as individual project, 15 when writing in pairs and 20 if writing in groups of min. 3 max. 5 students. This includes tables and footnotes, but not references and appendices.

The oral exam is an individual exam of ½ hour including a presentation (max. 5 minutes), a discussion of the presentation and the project, and the final grading and feedback to the student. The examination may also include the compulsory literature from the CSES course.

## RE- EXAMINATION

A new or revised project must be handed in. The project can be written individually or in groups provided that other students are taking the re-exam.

## GRADING

Grades are given according to the Danish 7 step and the Chinese 100 points grading scales.

The grading is based on an overall assessment of both the written report and the oral exam – with an emphasis on the latter.



## Government and Business

7,5 ECTS

### CONTENT

The aim of the course is to provide students with insights into the relationships between government and business, such as how governments at different levels impact on business practice, how businesses respond to and influence government policy, conflict and alignment of interests of government and businesses, and the changing role of national government in the globalisation era. The course introduces three different lenses or perspectives for understanding the government and business relations, i.e., the boundary, interest, and power lenses. After introducing the theoretical perspectives, we discuss nine specific topics that are associated with each of the three lenses, including: state-owned enterprises (SOE), political strategy of business, China' s health care system, Chinese government' s role in the internationalisation of Chinese firms, innovation policy and industrial policy, supra-national governances and their impacts on businesses, etc.

### LEARNING OBJECTIVES

At the end of the course, the students should be able to account for and explain:

- the power relationships between government and businesses.
- the conflict and alignment of interests between government and businesses.
- the existence of varieties of capitalist economic and business systems and the underlying institutional logics behind such varieties.
- how the interactions between government and business influence economic performance of a nation.

In addition, the students should have a demonstrated ability to:

- identify a real-life problem related to the government-business relations at international, national or subnational levels.
- critically select and apply relevant theories and concepts in their analyses of the identified problems and arrive at well-founded recommendations addressing such problems.
- concisely and convincingly present their analyses and recommendations in writing.

### EXAMINATION

The examination is an individual 48 hours assignment. The students are requested to choose and complete any one and only one of the three assignments stated in the exam paper.

The written report should be no more than 10 standard pages in length, excluding cover page, table of content, list of references and appendix.

#### RE- EXAMINATION

Re-take examinations are subject to the same regulations as the ordinary exam.

#### GRADING

Grades are given according to the Danish 7 step and the Chinese 100 points grading scales.

## Research Methods

7,5 ECTS

### CONTENT

The aim of the course is to provide students with the skills required for conducting different types of research and preparing research project reports. During the course, students will be introduced to basic concepts and frameworks of theory of science and how to design and conduct qualitative as well as quantitative research. The focus will be on understanding the necessary steps involved in doing research: formulating research questions, research design, data collection, data analysis, and drawing inferences and reporting results. The goal is to acquaint the students with a variety of different research methods and to enable students to select research designs and methods appropriate for a research objective.

The course serves as an introduction to theory of science and methodological considerations in relation to conducting academic research and writing academic projects. The course establishes the meta-theoretical context for discussing and developing academic research. The central argument is that understanding different paradigms, approaches, research designs and research techniques is crucial in order to design and conduct research projects that create valid and reliable knowledge.

The course will provide students with insights in the following main areas:

- A discussion of theory of science: What do we mean by theory of science and what different paradigms exist within social science.
- How to match research questions with research designs and data collection methods: How to select the most appropriate research design.
- The intercultural dimension of academic research: How to handle intercultural research projects.
- The nature of qualitative research methods: How to design and perform qualitative research.
- The nature of quantitative research methods: How to design and perform quantitative research.

The course will focus on introducing students to theory of science, group work and project writing. Furthermore, the module introduces students to both qualitative and quantitative research methods. Here a collection of articles that exemplifies different research methods will be used throughout the course for inspiration and examples. The lectures will be combined with group work seminars where

students develop and present research designs based on each of the research methods introduced throughout the course. Presentations are prepared in project groups and all groups will get to present at least once.

#### LEARNING OBJECTIVES

At the end of the course, the students should be able to:

- define and compare alternative scientific paradigms.
- define and discuss strengths and weaknesses of alternative research designs, including methods for collecting and analysing data.
- develop research designs suited to investigate a variety of different research purposes.

#### EXAMINATION

The examination is a 4-hour individual written exam on philosophy of science, methodology, and research methods. The students are evaluated on their knowledge of different epistemological positions, research designs, and research methods, on their ability to connect philosophy of science to specific research practices, on their ability to justify methodological and method choices in terms of research objectives, design, and consistency.

For the exam no aids are allowed.

#### RE-EXAMINATION

Re-take examinations are subject to the same regulations as the ordinary exam.

#### GRADING

Grades are given according to the Danish 7 step and the Chinese 100 points grading scales.

## Organisation and Management

7,5 ECTS

### CONTENT

The aim of the course is to give students an understanding of the dominant contemporary theories of organisation and management and how organisations differ (or are alike) across nation states and cultures and private and public sectors. The latter part of the course also gives an account of organisational processes and dynamics.

The course consists of two parts:

- Part 1) introduces and explores general concepts of and approaches to organizational and management studies at an advanced level. The readings will address core issues such as the institutional environment of organizations, modes of coordination within and between organizations, organizational resources, contracting across legal and economic contexts, strategic partnerships and the power of networks.
- Part 2) explores cross-national variations in organisational structure and political and economic institutional regimes. It then moves to analyse how organisations and management best respond to challenges of internationalisation and cross-culturalism and how organisations evolve and what their internal power structures are. Finally, part two also deals with differences between public and private sector organisations and explores features of public sector organisations.

In between the two parts of the course an intermittent workshop will be conducted with the aim of applying the theoretical tools learned in part one to contemporary China.

The teaching will primarily consist of lectures with short group exercises and a workshop embedded in the lectures.

### LEARNING OBJECTIVES

At the end of the course, the students should be able to:

- define and explain key concepts and assumptions of different organisation and management theories.

- understand and analyse the organisational and managerial challenges particular to organisations operating across cultures and sectors.
- understand organisational change and internal dynamics.

#### EXAMINATION

The examination is a 4-hour individual written exam based on questions.

All aids incl. PC/tablet is allowed, but internet access is prohibited.

#### RE- EXAMINATION

Re-take examinations are subject to the same regulations as the ordinary exam.

#### GRADING

Grades are given according to the Danish 7 step and the Chinese 100 points grading scales.

## Business and Global Governance

7,5 ECTS

### CONTENT

This course provides students with an introduction to the global context in which public and private actors operate and seek to realize goals.

The course addresses theories within International Political Economy and introduces students to the main international organisations that condition the environment in which public and private actors operate. Students are expected to deploy and evaluate these theories against detailed cases drawing on both the Chinese and European arenas.

Key issue areas covered in the course include, not exhaustively, international finance, production, trade, law, taxation and the environment. We explore which actors and organisations are important in these issue areas and the political economic processes of which they are comprised.

Students submit research papers at the conclusion of the course based upon the issues covered in the course. There will be guidance provided on developing research questions and seminars running parallel to classes are used to assist students in building the research paper and reflect upon content.

### LEARNING OBJECTIVES

At the end of the course the students should be able to:

- recognise, describe, classify and deploy analytically key theories and theoretical traditions in international political economy.
- identify central institutions and actors in the global political economy and how the actions and modalities of institutions and actors impact on the constitution of the international political economy.
- use this basic knowledge to formulate and respond persuasively to research questions about international political economy.

### EXAMINATION

Individual research report (10 standard pages) based on a self-chosen topic. The research question is to be based on topics covered during the course.

#### RE- EXAMINATION

Re-take examinations are subject to the same regulations as the ordinary exam.

#### GRADING

Grades are given according to the Danish 7 step and the Chinese 100 points grading scales.

## Comparing Social Policies: Welfare States in Theory and Practice

7.5 ECTS

### CONTENT

This course introduces basic theoretical and empirical perspectives on welfare states and the different ways of meeting social needs in different social systems.

The course includes theories and methods of policy analysis and their application to policy development and institution building in the welfare area.

The course furthermore elaborates on various challenges to welfare states all over the world. In many countries, these challenges have been reinforced by economic crisis. This adds to a long list of challenges for mature as well as for new welfare states: ageing populations, migration, poverty, new social risks, changing family patterns, social cohesion, etc.

The aim of the course is to compare these challenges across different social systems and welfare regimes. It examines the drivers of change as well as constraints on change in terms of path dependence and institutional complementarity. It addresses how possible solutions vary with the different combinations of social actors in the field: states, markets, families, voluntary associations, social partners, and corporate social responsibility.

### LEARNING OBJECTIVES

At the end of the course the students should be able to:

- undertake an in-depth comparative analysis on a selected topic within social policy.
- conceptualise and analyse the effects of different welfare state arrangements on social equality, economic efficiency and political stability.
- conceptualise and analyse challenges to the welfare state emanating from social risks and different forms of social change in different settings.
- identify, discuss and evaluate solutions suggested to the kind of welfare challenges covered in the course.

### EXAM

Individual research report (10 standard pages) based on a self-chosen topic. The research question is to be based on topics covered during the course.

## RE-EXAM

Re-take examinations are subject to the same regulations as the ordinary exam.

## GRADING

Grades are given according to the Danish 7 step and the Chinese 100 points grading scales.

Reports will be graded on the basis of the student's ability to:

- identify and elaborate on a research question relevant to the course and the learning objectives.
- select and substantiate theories, concepts and empirical data of relevance to the research question.
- carry out an analysis of the research question with the chosen theories, concepts and empirical data.
- critically reflect on results and the interpretation of the analysis, including the implications of the chosen method, data and theories.

## Social Innovation and Entrepreneurship

7,5 ECTS

### CONTENT

The aim of this course is to help SDC students understand the processes underlying social innovation in areas such as for example the voluntary sector, microfinance, or fair trade.

The course introduces students to the theories around the topic of social innovation. Students will also gain hands-on experience with the practice of business plan writing, applying the theoretical knowledge acquired.

The students are expected to identify a real-world opportunity in the form of an innovation that will create charitable or societal benefits, either being developed in the public or private sector. They will be required to "transfer" that idea into the real world. This means developing a mission statement in which the intended social impact is identified clearly.

Furthermore, they will have to identify and describe a business model, determining relevant market segments, income strategies, and financing models. This content will then be assimilated into a specific business plan. The course will be completed with the students presenting their business plans/opportunities.

### LEARNING OBJECTIVES

At the end of the course, the students should be able to:

- discuss the differences between different theories of social innovation.
- explain how these theories link to social performance.
- define which variables impact the social performance of social enterprises.
- apply the theories to the analysis of social entrepreneurship in a wide range of cases.
- apply class room learning to a specific real-world example for which a business plan has to be prepared and defended.

### EXAMINATION

A mini project (i.e. the business plan) is prepared in groups of 3-5 students (max 10 standard pages per project). The mini project (business plan) is the basis of an individual oral exam.

### RE- EXAMINATION

Re-take examinations are subject to the same regulations as the ordinary exam.

#### GRADING

Grades are given according to the Danish 7 step and the Chinese 100 points grading scales.

The grading is based on an overall assessment of both the business plan submitted in writing and the oral exam – with an emphasis on the latter.

## Comparative Policy Processes

7,5 ECTS

### CONTENT

The aim of this course is to introduce and explore different theoretical frameworks that can be used in undertaking a comparative study of policymaking processes. These include power based approaches, structural explanations of policymaking, and institutionalist theories, as well as advocacy coalition and rational choice models. The course's coverage of these will incorporate an evaluation of the methodological challenges that arise when seeking to operationalise them. The course will at the same time consider the specific issues that arise when seeking to look at - and compare - policymaking processes in different time-periods or countries.

### LEARNING OBJECTIVES

Following the successful completion of the module, participants will be able to:

- identify and assess the criteria to be used in comparing public policymaking processes across different national settings.
- identify, analyse and evaluate key concepts, models and theories in the study of policymaking processes and the assumptions that underpin them.
- relate core concepts, models and theories to empirical evidence.
- identify and assess the key methodological issues that arise when particular approaches to policymaking processes are operationalised.
- identify and assess the major contemporary challenges facing policymakers in different countries, settings and sectors.
- undertake a comparative theoretical and empirical study of policymaking processes based upon structured and coherent forms of argumentation.

### EXAMINATION

The exam will be an individual research assignment (10 standard pages) based upon a topic selected by the student and agreed with the teaching staff. The research question should be derived from the theories, themes and topics addressed during the course. The assignments should bring appropriate theories and concepts together with relevant empirical work. Specific methods are not required

beyond what is determined by the research question, but students should adopt a comparative framework

#### RE- EXAMINATION

Re-take examinations are subject to the same regulations as the ordinary exam.

#### GRADING

Grades are given according to the Danish 7 step and the Chinese 100 points grading scales.

The grading is based on an overall assessment of both the business plan submitted in writing and the oral exam – with an emphasis on the latter.

## Research Based Internship / Project or Studies at another University

30 ECTS

In the 3rd semester students have three options and must choose one:

- Research based internship
- Research based project
- Studies at another University

### 1. Research Based Internship

#### CONTENT

The aim of the internship is to train the student to independently formulate, analyse and provide solutions to a management/organisational or policy problem through the integration of theoretical reflection and practical action.

The internship provides an opportunity to combine theories and methods from the programme with the practices of companies, organisations and institutions. The internship must have an educational aim as well as contribute to the development or the operations of the host organisation.

The student is part of the host organisation and will work on assignments agreed upon by the host and the student and approved by the internship coordinator. The internship period should have a duration of 3-4 months of full time employment. The student receives guidance from an SDC supervisor in the preparation of the internship report. The internship host also assigns a contact person to support the student.

It is allowed for two students to do internship together as a group work and submit a common internship report.

#### LEARNING OBJECTIVES

At the end of the internship, the students should be able to:

- formulate a research problem of relevance to the internship host' s operations based on the tasks solved during the internship.
- design and execute a theoretically informed research design based on the task(s) solved for the internship host organisation
- suggest solutions to challenges faced by the host organisation based on the analysis.

- reflect on her/his interaction with the host organisation and its members during the internship as well as how the host organisation is organised and managed.

## EXAMINATION

The examination is an individual 45 minutes oral exam based on the written internship report submitted at the stipulated deadline. The report must be minimum 30 and maximum 60 standard pages in length. For a group, it must be minimum 60 and maximum 90 standard pages.

The supervisor and an external examiner make the assessment.

## RE-EXAMINATION

Re-examinations are subject to the same regulations as the ordinary exam.

## GRADING

Grades are given according to the Danish 7 step and the Chinese 100 points grading scales.

The grading is based on an overall assessment of both the oral presentation and the written report – with an emphasis on the latter.

## 2. Research Based Project

### CONTENT

The aim of the research based project is to train the student to independently formulate, analyse and provide solutions to a management/organisational or policy problem through theoretical reflections and empirical research.

The research based project should preferably be done in collaboration with an organisation that may benefit from the knowledge you produce (e.g. a company, a government agency, an NGO or an international organisation). Even if the student does not collaborate with a particular organisation, the project must be practice-related.

The student works independently, alone or in groups, on a management/policy problem/topic of theoretical and practical relevance and approved by the project coordinator. The student receives guidance from an SDC supervisor in the preparation of the project report.

It is allowed for two students to do a research based project together as a group work and submit a common project report.

## LEARNING OBJECTIVES

At the end of the research based project the students should be able to:

- formulate a research problem of theoretical and practical nature.
- prepare and implement a research design for how to collect and analyse data and provide solutions to the problem.
- review and critically discuss and select appropriate theories for analysing and providing solutions to the defined problem.
- identify and discuss practical implications of the project.
- work independently on the conducting of a study with scientific rigor.

## EXAMINATION

The examination is an individual 45 minutes oral exam based on the written project report submitted at the stipulated deadline. The report must be minimum 30 and maximum 60 standard pages in length. For a group, it must be minimum 60 and maximum 90 standard pages.

The assessment is made by the supervisor and an external examiner.

## RE-EXAMINATION

Re-take examinations are subject to the same regulations as the ordinary exam.

## GRADING

Grades are given according to the Danish 7 step and the Chinese 100 points grading scales.

The grading is based on an overall assessment of both the oral presentation and the written report – with an emphasis on the latter.

### 3. Studies at another University

The aim of studies at another university is to deepen and/or complement the programme and thus improve the academic and professional profile of the student.

Studies at another university must be at master level, representing a comparable workload and should be approved by Teaching Committee.

Thesis

30 ECTS

## CONTENT

The thesis is to be governed by a student-developed problem statement, which is relevant to the programme. It should show that the student is able to formulate and delimit a research problem, and that the student can design and carry out an inquiry suitable to the problem at hand by:

- presenting, discussing and evaluating social science literature relevant to the problem.
- selecting and applying appropriate social science methods.
- compiling and analysing suitable empirical data.

Based on this the student should be able to draw substantiated conclusions and discuss the quality of the thesis findings.

The thesis can be done in collaboration with an organization, focusing on a topic of particular interest to that organisation. However, the thesis is evaluated solely on academic merits.

The student will be provided with guidance during the thesis, having a Danish as well as a Chinese supervisor.

## LEARNING OBJECTIVES

After having completed the master' s thesis, the student should be able to:

- formulate, delimit and operationalise a research question in the area of public management and social development.
- select, critically discuss and use relevant theories and scientific methods.
- collect, critically discuss and use relevant empirical material.
- reflexively document the analysis and assess the strengths and weaknesses of the thesis.
- present the results of the analysis in a logically coherent, structured and linguistically adequate manner, both written and orally.

## EXAMINATION

The thesis is an individual written assignment. The maximum length of the thesis is 80 standard pages.

Students must add a summary to the thesis in English.

The examination (defence) is oral, based on the thesis. It takes the form of a dialogue between the student and the examiners that make up the Thesis Defense Panel.

The duration of the oral examination is 45 minutes.

The grade awarded must reflect an overall assessment of the written thesis and the oral defence.

The assessment is made by the Thesis Defence Panel, which includes an external examiner.

#### RE-EXAMINATION

Re-examinations are subject to the same regulations as the ordinary exam

A revised version of the thesis can be based on a new or revised subject.

#### GRADING

For the Danish/international students, grades are given according to the Danish 7 step and the Chinese thesis grading scales.

For the Chinese students, grades are given according to the Danish 7 step grading scale only.

The details of the thesis procedure are described in SDC Thesis Regulations 10 Steps.

## Commencement

Effective as of 01.09.2017

## Changes to the Academic regulations

No changes yet.