

Public Administration and Organisation Science

Student brochure on the research seminar
and the completion of the Master's
programme

2023 - 2024

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1. In this brochure

This brochure is intended for all Master's students of Public Administration and Organisation Science. The information applies to the following Master's programmes:

- Public Governance
- Organisation, Change and Management
- Organising Social Impact
- Public Management
- Sports Policy and Sports Management
- Strategic Human Resource Management

This brochure provides you with information about the purpose, structure and contents of the research seminar and the assessment of the Master's thesis. It also contains practical information on graduating and receiving your Master's degree.

2. Research seminar philosophy

The research seminar is an academic workshop in which students work together with lecturers on research into a specific issue within public administration and organisation science. You report on this research in your final project or thesis.

The research seminar features plenary meetings, sessions in small tutor or peer-review groups and individual supervision.

You can choose between two types of theses:

(1) a traditional research thesis

(2) an alternative form of the graduation thesis: a specific practical product for an organisation or other 'client' where you are conducting your research. You can think of an advisory report, a podcast, a lecture, a photo reportage or a short documentary. Naturally, such a practical product always contains a scientific justification, written by yourself. (see paragraph 6)

At the beginning of the research seminar, you discuss with your supervisor which impact (academic and/or social) you would like to make with your research, the consequences this has for the form you choose for it, and what would be realistic for you. This of course has to align with the learning objectives below and the assessment criteria of the graduation thesis, to be found in appendix I.

The learning objectives for the research seminar are formulated as follows:

The student:

- has adequate insight into the 'state of the art' of one of the core areas in the field based on which a relevant research question can be formulated that is connected to both the theory and practice of Public Administration and Organisational Science;
- can embed the research question theoretically, whilst adopting a critical attitude towards the academic literature of the specific area within public administration and organisation science in which the student graduates;
- can develop a research question into a methodologically appropriate research strategy, considering relevant social and ethical aspects with integrity;
- can analyse and interpret empirical results in a manner appropriate to a research question, and draw substantiated conclusions from them;
- can combine theoretical and empirical insights and use them to draw conclusions about the management and organisation of public issues that demonstrate originality;
- is able to reflect critically on research results in the light of the research strategy and theoretical concepts used;
- can translate research results and conclusions into concrete perspectives for action, both distinguishing between and connecting analysis, solution and effect, designing and weighing up problem solutions and implementation strategies, and taking a substantiated standpoint on practical public administration and organisational science

issues, and can translate this standpoint into tools for professional action, with sensitivity for relevant aspects of the context of this action and the social consequences of communicating the results of this standpoint;

- can make feedback constructive and give substantiated and constructive feedback on fellow students' products and on the thesis process;
- can communicate clearly and unambiguously both orally and in writing about the results of the various stages of a research process, including the motives and considerations behind them, to an audience consisting of specialists and non-specialists.

3. Use of GenAI

Generative AI (GenAI) tools, such as ChatGPT, can be helpful for writing. It is important to always take a critical stance when using these tools. We also find that it is important that you yourself develop the knowledge and skills that are central to the research seminar. USG therefore does not allow text that you submit to your teacher to be generated by a GenAI tool, unless explicitly stated otherwise by the teacher. The use of GenAI is not prohibited in other phases of the (writing) process. For example, it may help you when searching for information or forming ideas. Please note that many assignments require critical reflection and creating new ideas, something that GenAI is usually unable to do or is only able to do to a limited extent. The added value in the process of creating new ideas may therefore be limited.

You are always fully responsible for the text you submit. Even if you use GenAI for purposes other than generating final text, it is therefore important to remain critical. For example, ideas that GenAI generates as part of your brainstorm may be incorrect, or certain information that the tool produces may not be real. GenAI can also generate scientific references that do not exist, although they look very reliable. In addition, it is often not known on which sources GenAI tools base their answers, and there is therefore a real chance that if you blindly copy suggestions from a tool, you commit plagiarism because they are ideas that someone else came up with and that the tool used as a source. So always investigate further yourself based on the suggestions that GenAI tools make, and always refer to the actual source. We take fraud and plagiarism, as detailed in article 5.14 of the Education and Examination Regulations, very seriously and it can have major consequences if fraud or plagiarism is established.

The use of GenAI tools also requires considerations in light of your privacy and the confidentiality of the data you enter. Intellectual property of the text that you input, either your own or that of others is also important. It is strongly advisable to find out carefully how your privacy is protected and whether you are transferring the intellectual property of the text you enter and what the consequences of this are. The use of GenAI is not permitted for analysing qualitative data (or quantitative data about people). Privacy and protection of sensitive data are usually not properly arranged for GenAI tools. Finally, GenAI tools require a lot of energy for every prompt you give. Sustainability is therefore also a consideration that comes with using GenAI.

4. Research seminar programme

For the one-year programmes, preparation for the research starts in the first Master's semester with a discussion between the seminar's students and lecturers. For Sports Policy and Sports Management, this happens in the first teaching period in year 2. In these discussions, agreements are made on the structure of the plenary and individual sessions.

You will work with a supervisory lecturer to formulate academic and personal competences for your research, which you will then work on in the research seminar. You will also explore your own interests, wishes and expectations concerning your research. You will explore your choice of subject and the location of your research.

All one-year Master's programmes hold the research seminar in semester 2.

It starts in the first week of teaching period 3 with a plenary meeting for all master's students. In teaching period 3 you will work part-time on preparing your research alongside a compulsory Master's course. In period 4 you will work full-time on your research and the final project. In Sports Policy and Sports Management, you will start the research seminar in period 2 of the second year. It then continues in semester 2, periods 3 and 4.

Supervisors organise meetings for and with their students during period 3 and 4. These groups, consisting of a limited number of students with a supervisor, form the core of your supervision in the research seminar. (Peer) review, discussions about methodological and theoretical issues and the organisation of individual supervision takes place in these groups. It is possible that some supervisors organise additional thematic meetings.

You conclude the research seminar with a presentation and defence for your supervisor, your fellow students, social partners involved in the research and other invited guests. In the presentation you show the results of your research, you justify the choices made regarding method and theory and you reflect on the social and academic value of your project.

5. Additional workshops

During the research seminar, there are three types of workshops, aimed at (1) conducting empirical research, (2) professional skills and (3) labour market orientation.

- (1) The research methodology workshops address methods of research (particularly interviews and questionnaires) and analysis of research data. These meetings about methods and analysis are meant to refresh previously acquired knowledge. We strongly recommend that you follow these workshops. Discuss with your supervisor which meetings are most relevant to your research.
- (2) The professional skills workshops help you to make social impact with your graduation research. These workshops are interesting for all students, regardless of which form you choose for your graduation research.
- (3) USG's career officer offers a number of workshops which help you to prepare for the labour market after graduation. These workshops are about how to write a cover letter, for example, or how to have a job interview.

All the information about the workshops: content, dates, times, location and how to register, will be announced shortly before the start of the research seminar in period 3.

6. Start of research after approval of research design

Generally spoken you can start your research and thesis after the research design has been approved by your supervisor and the second assessor.

A research design comprises:

- an introduction and exploration of the subject, the formulation of a research question, and the setting out of that question into a researchable and feasible research question or different sub-questions;
- an exploration of relevant theoretical viewpoints and a presentation of research methods and techniques that will lead to the research question being answered;
- a realistic timetable.

7. The thesis

The final project is an individual project and can, as is already mentioned in paragraph 2, take the shape of a traditional research thesis or a more alternative one, a practical product.

If you want to choose an alternative form for your thesis, you discuss this with your own supervisor, who discusses this with the second reader and the coordinator of the master's

programme. Please make sure to receive their approval first before you get started. Your own experience with social science research and the skills you need for the product you want to make are important criteria to get this approval.

The assessment criteria are the same for all final products, both in terms of theoretical and empirical research. This does not mean, however, that you should write a complete research thesis next to your alternative product. It could well be that you choose an alternative form, such as an advisory report or a more visual or creative product, which mainly addresses results. In that case, you include the underlying theoretical and methodological justification and conclusion and discussion in the appendices. The quality of these appendices is assessed in the same way. For the assessment of 'written presentation and structure' (see appendix I), the quality of the alternative form is therefore also taken into account.

You can read more about alternative graduation products, what to think of and how to start a conversation with your supervisor about this in the course manual shortly before the start of the research seminar in period 3.

8. Thesis assessment

For the assessment of the thesis, the programme uses an assessment form on which various aspects of the project will be assessed, varying from an emphatic fail to very good (see Appendix I). A 'pass' is required for assessment criteria 1 up to and including 6 in order for the thesis to be concluded with a pass as a whole.

The assessment of criterion 7 (process) counts towards the mark, but may not result in a difference of greater than 1 point from the average assessment for criteria 1 up to and including 6.

In addition to your supervisor, a different lecturer acts as a second assessor to give an independent assessment of your thesis. The two assessors produce a joint substantiated assessment that will be given to you.

The filled out assessment form that you receive, containing your mark and an explanation of the assessment, is signed by your supervisor and the second assessor.

9. Weighting

The thesis accounts for 90% of the final mark for the research seminar, and includes an assessment of how the literature has been processed, the research process itself and the process of learning.

The presentation or public defence accounts for 10% of the final mark. Both components must be completed with a pass, i.e. at least a 5,5 mark or higher.

10. Procedural arrangements

- In consultation with your supervisor, you will decide the individual subject on which you will do the thesis as part of the research seminar.
- Within the framework of what has been agreed, you will draw up a design for the thesis.
- Before starting with data collection for your research, you will submit a research proposal for approval to your supervisor who will also consult with the second assessor.
- Part of the purpose of the research seminar is to share experiences about the thesis and to obtain feedback on it. You will also have regular discussions with your supervisor on the content of and progress in your thesis and the supervisor will comment on a complete draft version when submitted in time as agreed on.
- The final version of the thesis will be assessed by the supervisor and the second assessor. During the concluding discussion, your supervisor will announce the mark to you.
- The conclusion of the research seminar, including the defence, has two formal test opportunities. The first of these is in the final teaching week in period 4. The deadline for

submitting the final version of the research project is 30 June 2023. If you do not manage to conclude the research seminar at that time, there is a second such occasion. This will be on or around 20 August, which gives both assessors the opportunity to assess your thesis and allows you to graduate before the end of the academic year.

- Please note: you are not entitled to supervision between 30 June and the second occasion for submission in August. Chances are that the lecturers will be on holiday during that period. It therefore has advantages to complete your thesis before 30 June 2023.

If the thesis can still not be awarded a pass on the second opportunity for submission, there will be a meeting between you and your supervisor to determine the extent of the study backlog. There are then two possible scenarios, in which the judgement of the master coordinator in consultation with the supervisor will be decisive:

1. There is only a slight backlog and you are capable of completing the thesis with a little further supervision within a short period of time – i.e. in the first months of the new academic year.
2. There is a significant backlog and the coordinator and supervisor take the view that you are not capable of completing the research seminar in the short term.

Re 1:

You will make agreements with your supervisor on completing your thesis. Both parties are confident that this will be successful within a few months and your supervisor will continue to supervise you until the conclusion.

Re 2:

- If there are special circumstances, the supervisor may be willing to continue to supervise you, despite a significant backlog.
- In other cases you will have to redo the research seminar in the next academic year, joining a new group. You will conduct a new research and, in principle, will be assigned a new supervisor.

11. Thesis defence

Basic principles

The research seminar ends with the defence of your thesis. This will cover the following aspects of the programme:

- academic criteria concerning the quality of research, including reflection on the relevance for practice in public administration and organisation science;
- presentation and defence of research results in a public debate, where the focus is on results and choices in terms of analysis, advice and recommendations;
- a focus on the qualities of the individual student, including the development of his or her competences.

Defence during the research seminar

In consultation with your supervisor, you will ensure that your thesis is distributed to all parties involved in time.

The defence of the thesis during the research seminar will comprise:

- a brief presentation of the subject and design of the research and above all your most important findings and their significance;
- a brief discussion of the research with those present, with an opportunity for both the audience and lecturers to ask questions.

The defence will be chaired by your supervisor.

In consultation with your supervisor, it is possible to invite people and organisations involved in the subject as well as other students, family and friends.

The presentation and defence of the thesis will be assessed separately and the mark will count 10% towards the final mark for the research seminar. See appendix 4 for the assessment criteria of the presentation.

The supervisor will submit proof of the assessment of the thesis and presentation to the Student Information Desk. The Student Information Desk will publish the definitive final mark via OSIRIS when the supervisor has confirmed that the thesis has been checked using the anti-plagiarism programme Ouriginal and no fraud has been detected.

12. Thesis archive and publication via University Library

The PAOS programme uses an archive in which all theses are being kept for seven years. An external review panel needs to be able to look into these data as part of the reaccreditation assessment of the programme.

That is why it is necessary that you submit your thesis to the online archive of OSIRIS before receiving your degree certificate. Only USG staff can access this archive. Your thesis will thus not become public.

In addition, however, the thesis archive does serve as a source for making the theses public. After all, every thesis is an academic work which should be available for consultation by researchers now and in the future. The thesis archive in OSIRIS is linked to the database of the university library, responsible for disclosing all theses via the internet. You should give permission yourself for the publication of your thesis.

13. Graduation

You will graduate if all of the results of your examination programme have been registered in OSIRIS and you are correctly enrolled at Utrecht University, in other words as a Master's student of Public Administration and Organisation Science.

Every month, and in any case by 9:00 on the final working day of the month, the PAOS Board of Examiners will assess which students qualify for graduation that month. These students will receive an email from the Board of Examiners on the final working day of the month at the latest to confirm that they have met all of the requirements of the examination programme. This final working day will also be the graduation date.

Terminating enrolment

If you graduate on the final working day of the month, you can terminate your enrolment as a Utrecht University student immediately with effect from the first day of the next month. Enrolment is never terminated automatically, except on 31 August at the end of an academic year if you do not request re-enrolment with effect from 1 September. The Board of Examiners will explain in the email what action you need to take to terminate your enrolment at Utrecht University and stop your student finance.

Degree certificate

A link in the email will take you to a web form where you can enter additional information about your graduation, such as whether you wish to participate in a ceremony or prefer to collect your certificate from the Student Information Point (see also section 13). In the web form, you also confirm that you have uploaded your thesis in the OSIRIS thesis archive. Your degree certificate cannot be issued until this has happened. If you indicate in the web form that you wish to collect the certificate, the Student Information Point will email you to say when and where your certificate and transcript will be ready. When collecting it, you must be able to provide proof of identity. The department does not send certificates and transcripts by post and they cannot be collected by third parties.

When compiling the certificate and transcript (International Diploma Supplement), the Student Information Point uses your personal data as listed in OSIRIS. Make sure that this information is correct and up to date.

Curriculum evaluation

The School of Governance asks all graduates to review the programme in a brief online evaluation. Your response and comments about the programme provide useful information for future Master's students. The message from the Board of Examiners confirming your graduation therefore includes a link to a curriculum evaluation where you can give your opinion on the programme and have an opportunity to outline your future plans for after the Master's programme. This is valuable information for the School of Governance, which is why it is important that as many graduates as possible complete the evaluation.

Delaying graduation

If you have a good reason to delay graduation at this stage, you have 10 working days after receiving the email confirming graduation to notify the Board of Examiners (examencommissie.USBO@uu.nl). The Board of Examiners will then decide whether a delay can be granted and if so until when. You will be notified about this as soon as possible.

The Board of Examiners can grant a delay on the following grounds:

- you hold an administrative position for which you are receiving a Utrecht University grant;
- you are completing course components or an internship abroad.

Postponement of the examination date is possible only once and for the duration of one academic year at the most. Postponement may only be granted for the duration of thirteen months for students who want to make use of tuition fee-board activities.

14. Graduation ceremony

The PAOS programme organises a graduation ceremony for Master's students on a twice-annual basis, in October/November and in May. These are always held in the University Hall (Academiegebouw). During the ceremony, graduates are addressed individually by the graduation supervisor.

If you wish to take part in one of the ceremonies, you can make this known by completing the online graduation form (see also section 12). You can register until 1 April for the ceremony in May and until 1 September for the ceremony in October/November. The programme for the ceremony will be compiled shortly after that and you will be sent an invitation.

The dates of the graduation ceremonies will be announced in the student newsletter.

15. Academic Integrity Counsellor LEG Faculty

The LEG faculty has an academic integrity counsellor. You can contact this counsellor for questions about conducting and assessing honest, concise, transparent and independent research. For questions about collaborating with integrity and transparency with (fellow) researchers and (fellow) students, you can also contact this counsellor. You can send Inge Claringbould an email to make an appointment: i.e.c.claringbould@uu.nl.

Students who are supervised by Inge Claringbould can choose to contact Sebastiaan Princen, USG's integrity counsellor, for integrity related questions: S.B.M.Princen@uu.nl.

Appendix I: Assessment of graduation thesis Public Administration and Organisation Science

Assessment criterion		Assessment					
		Very poor	Poor	Pass	Adequate	Good	Excellent
1	<p>Introduction, explanation, aim and question:</p> <ul style="list-style-type: none"> • Definition, putting into context, and explanation of the topic • Clear and relevant aim • Unambiguous question with sub-questions that flow from it logically • Aim and question correspond 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<p>Literature review/theoretical framework</p> <ul style="list-style-type: none"> • Scope and relevance of the studied literature • Critical independent discussion of the literature • Application of literature to own research 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<p>Explanation of design and execution of research</p> <ul style="list-style-type: none"> • Justification of data collection strategy and analysis fits the research approach and research question • Systematically operationalised question • Quality criteria fit the research approach 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<p>Results</p> <ul style="list-style-type: none"> • Data collection and data analysis well-executed? • Quality of data • Presentation of results: complete, to the point, insightful, useful figures, tables, quotations, etc.? • If applicable: hypothesis testing/expectations 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<p>Conclusion / Discussion</p> <ul style="list-style-type: none"> • Answer to the question based on literature and empirical research • Confrontation and intelligent combination of theoretical and empirical data. • Thinking through of the results in the form of practical meaning/recommendations to organisation • Critical appraisal of own research process 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<p>Written presentation and structure</p> <ul style="list-style-type: none"> • Clear and functional structure of the thesis • Is the thesis well-written? • Convincing line of argument? • Acknowledgement of sources and quotations • Attractive design and careful lay-out 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<p>Process</p> <ul style="list-style-type: none"> • Independent execution • Handling of feedback • Submitted before the deadline • If applicable: managing of and reflecting on the relation to the research organisation 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix II: Requirements for awarding a 'pass' mark for master's thesis

Criteria for thesis assessment PAOS MA	Requirements for a 'pass' mark (5.5)
<p>Introduction, explanation, aim and question:</p> <ul style="list-style-type: none"> • <i>Definition, putting into context, and explanation of the topic</i> • <i>Clear and relevant aim</i> • <i>Unambiguous question with sub-questions that flow from it logically</i> • <i>Aim and question correspond</i> 	<ul style="list-style-type: none"> • Rationale and objective lead to research question • Clear research question of which relevance is justified and which is placed within the existing knowledge about the topic.
<p>Literature review/theoretical framework</p> <ul style="list-style-type: none"> • <i>Scope and relevance of the studied literature</i> • <i>Critical independent discussion of the literature</i> • <i>Application of literature to own research</i> 	<ul style="list-style-type: none"> • A theoretical perspective of the central research question is elaborated on consistently, choices are substantiated and the theoretical perspective is embedded in own narrative. • The student uses the theoretical framework to discuss theoretical insights that are relevant to the research question and connects and applies this to own research. • The theoretical framework is not only based on Dutch literature, but also makes use of international literature that is relevant to the subject of the thesis.
<p>Explanation of design and execution of research</p> <ul style="list-style-type: none"> • <i>Justification of data collection strategy and analysis fits the approach and research question</i> • <i>Systematically operationalised question</i> • <i>Quality criteria fits the approach</i> 	<ul style="list-style-type: none"> • The basic elements of data collection and analysis are discussed and substantiated in a manner appropriate to the question and approach • Includes an operationalisation that is appropriately linked to the central research question • The research quality criteria belonging to the approach are discussed in a way that give the reader a reasonably complete insight into the value of the research
<p>Results</p> <ul style="list-style-type: none"> • <i>Data collection and data analysis well-executed?</i> • <i>Quality of data</i> • <i>Presentation of results: complete, to the point, insightful, useful figures, tables, quotations, etc.?</i> • <i>If applicable: hypothesis testing/expectations</i> 	<ul style="list-style-type: none"> • Collected data make it possible to thoroughly answer the main research question • Data are presented in such a way that it shows that the student (to some extent at least) is able to look beyond the data
<p>Conclusion / Discussion</p> <ul style="list-style-type: none"> • <i>Answer to the question based on literature and empirical research</i> • <i>Confrontation and intelligent combination of theoretical and empirical data.</i> • <i>Thinking through of the results in the form of practical meaning/recommendations to organisation</i> • <i>Critical appraisal of own research process</i> 	<ul style="list-style-type: none"> • The main research question in the introduction is answered • In the discussion of the answer to the main research question, the relevance of the answer is discussed and the ways in which the research contributes to theory and/or practice is reflected on • The given answer is placed within a historical theoretical framework
<p>Written presentation and structure</p> <ul style="list-style-type: none"> • <i>Clear and functional structure of the thesis</i> • <i>Is the thesis well-written?</i> • <i>Convincing line of argument?</i> • <i>Acknowledgement of sources and quotations</i> • <i>Attractive design and careful lay-out</i> 	<ul style="list-style-type: none"> • The thesis forms a logical and consistent whole. • The thesis is written in correct English (or Dutch) and contains very few stylistic or spelling mistakes. • The basic concepts are used correctly and consistently in such a way that demonstrates a sound understanding • The bibliography and list of references is clear • If interviews are used, the thesis contains a complete, and if necessary anonymised, overview of respondents. The text of the thesis makes it clear from which respondent each quote is taken.
<p>Process</p> <ul style="list-style-type: none"> • <i>Independent execution</i> • <i>Handling of feedback</i> • <i>Submitted before the deadline</i> • <i>If applicable: managing of and reflecting on the relation to the research organisation</i> 	<ul style="list-style-type: none"> • The student takes sufficient responsibility for his/her own research process.

Appendix III: Graduation dates 2023 - 2024

On each final working day of the month, the PAOS Board of Examiners will assess which students qualify for graduation that month.

Graduation dates:

- Friday 29 September 2023
- Tuesday 31 October 2023
- Thursday 30 November 2023
- Thursday 21 December 2023
- Wednesday 31 January 2024
- Thursday 29 February 2024
- Thursday 28 March 2024
- Tuesday 30 April 2024
- Friday 31 May 2024
- Friday 28 June 2024
- Wednesday 31 July 2024
- Friday 30 August 2024

Please note: in the months July and August, the Board of Examiners will check more regularly which students can graduate to ensure that as many students as possible can graduate within the academic year.

Appendix IV: Assessment criteria for the defense of the final project of the PAOS master's programme

- Concise summary of all parts (if applicable at the moment of presenting), in which subject and research design (criteria a – c) are discussed briefly, and the most important findings and its relevance (criteria d and e) more elaborately:
 - a. Introduction to research question with clear motivation of relevance;
 - b. Concise explanation of used concepts and theories;
 - c. Concise explanation of research design;
 - d. Structured presentation of findings in a way that fits the chosen topic (e.g. tables, relevant statistical measures, quotes from interviews, examples);
 - e. Subsequent conclusion and discussion in which the own research is reflected upon (e.g. the useability of the theoretical perspective, the pros and cons of the research design, the interpretation of the results in light of POAS theory and practice);
- Structured and clear presentation of the research, with slides that support the oral presentation;
- Appropriate and convincing way of presenting which clearly involves the audience (e.g. by means of a calm speaking pace, making eye contact with the audience, giving summaries of different parts);
- Adequate answering of questions and contribution to the discussion following the presentation.

Appendix V: Referencing guidelines USG

An important convention in academic writing is to correctly acknowledge the sources used in a text. At the Utrecht University School of Governance (*USG*) we use the style of referencing developed by the American Psychological Association (APA, 2019, seventh edition) (also see <http://www.apastyle.org/>). There are many different styles of referencing, but the APA style is considered by many to be the best and this was our reason for adopting it. By using the same style of referencing throughout, *USG* creates clarity for the students who study here. Naturally, during the course of their studies students will also encounter other styles of referencing in the literature they read.

Below we explain how referencing works. Before doing so, however, it is important to determine why references are important and when references are required.

Why are references important?

There are a number of reasons why it is important to correctly acknowledge the sources you use in an academic paper. You, as author, are guilty of *plagiarism* if you fail to cite the source of a fact or idea in your text that is based on somebody else's work. When you use other literature to write a research paper you are actually 'borrowing' the arguments and statements of other authors. If this is the case, you may not take the credit for this borrowed work. Therefore, for everything you write that is copied directly from someone else's work or that is based on someone else's ideas, it is compulsory to always refer to the exact source where the quotation or information can be found. This does, of course, also apply to statistics that you found elsewhere and that are not based on your own research but stem, for example, from Statistics Netherlands, *CBS*.

In the academic community plagiarism is considered a serious offence. Students suspected of plagiarism are punished by the Board of Examiners after the Board has established the plagiarism for a fact.

References are not only about preventing plagiarism, they are also part of the academic way of *communicating*. Researchers writing about the same topic are familiar with the literature that is important to their particular field. Citing a specific author or referring to a specific book, therefore, goes beyond what is actually contained in the text.

By referring to a particular idea or concept that was previously defined by another author, it becomes clear that your text is linked to a specific debate or perspective, or that you, the author, actually make a stand against it.

Finally, references to the literature are made to assess the quality of the argumentation. Many authors use references to demonstrate that their analysis is based on the analyses of others. Referring to authoritative sources in order to support one's own argumentation serves to strengthen it. Besides, sound referencing enables the reader to assess what the foundations of the arguments are or whether perhaps certain information is lacking. It also provides insight into the reliability of the data that were used. If, for instance, *CBS* statistics are presented, they are probably more reliable than data from a random internet poll.

From the student's point of view, references to the literature also offers you an opportunity to demonstrate that you fully understand the line of reasoning of the authors you are referring to, and that you are capable of incorporating it in your own academic writing.

When do you use references?

In *all* the papers you write during the course of your studies you are obliged to refer to the literature you use; even in the drafts you submit to your lecturer. Thus, each paper must contain a complete list of references (the form of this list is given below). When you should

include references in your text is, however, a bit more difficult to determine. 'When' has everything to do with 'why'.

Broadly speaking, we distinguish three forms:

- *Quotation*: after each direct quote, which should be enclosed in inverted commas, you must refer to the exact place where you found it.
- *Paraphrasing*: the same principle holds for each factual statement you make in your text that cannot be considered common knowledge. Thus, a reference is not required after the statement '1+1=2', while the statement 'In 2008/2009, 0.5% of school leavers were younger than twelve years' does require a reference. By paraphrasing statements made by others, or by incorporating the arguments of others in your text, the general rule is that the reference follows the paraphrased text as closely as possible. Often the paraphrase comes first, followed by the reference, and subsequently you do something with the text that was paraphrased. You might, for example, apply it to your own case, or you incorporate it in your own argumentation, or you indicate how you interpreted the author. You certainly do not have to wait with citing a source till the end of a sentence. And, therefore, it is also not sufficient to include a reference that you have used every now and again while writing the paragraph, at the end of that paragraph. Stick to the simple rule: if you mention an idea or fact, you cite the source in the same sentence; if you paraphrase a paragraph, you include the sources at the beginning or at the end of the paragraph.
- *Referring*: If your express purpose is to refer to important ideas, assumptions, or the argumentation of others without paraphrasing or adopting facts, references are equally necessary (also see above under the heading 'Why'). In such cases, however, it is generally not necessary to refer to specific pages. Some arguments take up an entire book or you have to 'read into' the cited text rather than that there are specific passages spelling out the argumentation.

How are references made?

In the following page we explain the form of APA style referencing. We recommend that you use RefWorks. It will enable you to apply this style correctly and easily right from the beginning. Go to <http://www.refworks.com/> and click on Login. Next, create your own Refworks account by entering a Login Name and a Password. You are now ready to start working with RefWorks. Tip: Go to Help > Tutorial on the RefWorks website where you will find a clear explanation about working with Refworks.

Please note: in addition to the APA guidelines, you should include a clickable link for every source in your bibliography (preferably a DOI link) and refer to page numbers (if possible).

Reference list examples		
Academic literature		
Type of source	General form	Example
Article from an academic journal	Last name author, initial(s) first name(s). (year). Title of the article. <i>Title of the journal</i> , volume(number/issue), pp-pp.	Mintzberg, H. (1981). Organization Design, Fashion or Fit? <i>Harvard Business Review</i> , 51(1), 103-116.
Book	Last name author, initial(s) first name(s). (year). <i>Title of the book</i> . Publisher.	Bovens, M., 't Hart, P., & Twist, M. van. (2007). <i>Openbaar bestuur: Beleid, organisatie en politiek</i> . Kluwer.
Edited book	Last name author, initial(s) first name(s). (Eds.). (year). <i>Title of the book</i> . Publisher.	Hees, B. van & Verweel, P. (Eds.). (2006). <i>Deframing organization concepts</i> . Liber AB.
Chapter in an edited book	Last name author, initial(s) first name(s). (year). Title of the chapter. In initial(s) first name(s). Last name editor. (Eds.), <i>Title of the book</i> (pp. xx-xx). Publisher.	Leisink, P. (2006). Self managing teams: Practice and rhetoric of organisational performance and bonding. In B. van Hees & P. Verweel (Eds.), <i>Deframing organization concepts</i> (pp. 49-69). Liber AB.
Doctoral thesis/ paper	Last name author, initial(s) first name(s). (year). <i>Title of the doctoral thesis or paper</i> [Description]. Name university.	Matthys, M. E. (2010). <i>Doorzettters : een onderzoek naar de betekenis van de arbeidersafkomst voor de levensloop en loopbaan van universitair afgestudeerden</i> [Dissertation]. Utrecht University.

Grey literature		
Type of source	General form	Example
Policy document	Last name author, initial(s) first name(s). (year). <i>Title of the document</i> (Description). Publisher.	Ministerie van Volksgezondheid, Welzijn en Sport (VWS). (2005). <i>Tijd voor sport - Bewegen, Meedoen, Presteren</i> (Memorandum). VWS.
Research report of an organisation, author unknown	Last name author, initial(s) first name(s). (year). <i>Title of the report</i> (Description). Publisher.	Gemeente Utrecht (2010) <i>Utrecht Monitor 2010</i> (Report). Gemeente Utrecht, Bestuurs- en Concerndienst.

Popular sources / other sources		
Type of source	General form	Example
Article from a daily newspaper (printed)	Last name author, initial(s) first name(s). (year, month day). Title of the article. <i>Newspaper</i> , page number(s).	Korteweg, N. (2007, December 1). De wereld mist wijsheid. <i>NRC Handelsblad</i> , p. 39.
Article from a daily newspaper (retrieved from the internet)	Last name author, initial(s) first name(s). (year, month day). Title of the article. <i>Newspaper</i> . Retrieved month day, year, from http://	Meijer, R. (2010, May 31). Job Cohen waarschuwt voor sociale tweedeling. <i>De Volkskrant</i> . Retrieved April 5, 2019, from http://www.volkskrant.nl .
Article from a popular magazine	Last name author, initial(s) first name(s). (year). Title of the article. <i>Name</i>	Overdijk, C. (2007). Gelijke monniken, andere kappen? <i>Binnenlands Bestuur</i> , 28(18), 26-29.

	<i>magazine, volume(number), pp-pp.</i>	
Article on an internet website	Last name author, initial(s) first name(s). (year, date). <i>Title of the webpage.</i> Name website. Retrieved month day, year, from http://	Koninklijke Nederlandse Toeristenbond ANWB (2010, June 3). <i>Meer aandacht belangen reiziger bij OV-Chipkaart.</i> ANWB. Retrieved April 5, 2019, from http://www.anwb.nl/verkeer/nieuws-en-tips/archief,/nederland/2010/juni/Meer-aandacht-belangen-reiziger-bij-OV-chipkaart.html
Documentary / film	Last name author, initial(s) first name(s). (Position). (Year or date). <i>Title</i> [type]. Studio.	Scorsese, M. (Producer), & Lonergan, K. (Director). (2000). <i>You can count on me</i> [Film]. Paramount Pictures.
Podcast	Last name author, initial(s) first name(s). (Position). (Year, date). <i>Title</i> [Type]. Publisher. Retrieved month day, year, from http://	Bae, P. (Executive Producer). (2017-present). <i>The big loop</i> [Audio podcast]. QRX. Retrieved April 5, 2019, from http://www.thebiglooppodcast.com/ .
Online forum	Last name author, initial(s) first name(s). (Year, date). <i>Title</i> [Description]. Name website. Retrieved month day, year, from http://	Rampersad, T. (2005, June 8). <i>Re: Traditional knowledge and traditional cultural expressions</i> [Contribution to online forum]. WIPO. Retrieved April 5, 2019, from http://www.wipo.int/roller/comments/ipisforum/Weblog/theme_eight_how_can_cultural#comments
Legal text	<i>Title.</i> (year, month day). Name website. Retrieved month day, year, from http://	<i>Wet maatschappelijke ondersteuning 2015.</i> (2014, July 18). Overheid.nl. Retrieved July 8, 2019, from http://wetten.overheid.nl/BWBR0035362/

Alphabetical reference lists

The reference list must be in alphabetical order. In the list of references articles, books, policy documents, etc. are *not* separated, but placed in alphabetical order irrespectively of the type of source.

Digital sources

Many books and articles can be downloaded online in pdf format. Even if you use these digital versions you should still refer to the printed version. In lists of references as a rule you refer to the original sources as much as possible and to internet websites as little as possible. The reason being that internet websites are dynamic; their content is subject to change. If you do use a digital source, add the date of access and the URL at the end of the reference (see for example 'Article from a daily newspaper retrieved from the internet' above).

References in the text

References in the text usually contain the surname, year of publication, and page number.

Example: If you paraphrase a finding of John Smith that was published in 2005, it could be included in the text in the following manner:

At first, many students have difficulty learning the APA citation rules (Smith, 2005, p. 98).

Example: A quote by John Smith, published in a book in 2002, could be included in the text as a source in the following manner:

Smith (2002) states that "Quite a few students encounter difficulties whenever they attempt to learn APA for the first time" (p. 122).

Or

“Quite a few students encounter difficulties whenever they attempt to learn APA for the first time” (Smith, 2002, p. 122).

Below are a few options for including references in the text.

Basic style of referencing				
Author(s)	First mention in text	Next mentions in text	First mention in parentheses	Next mentions in text
One author	Noordegraaf (2004)	Noordegraaf (2004)	(Noordegraaf, 2004)	(Noordegraaf, 2004)
Two authors	Bolman and Deal (2008)	Bolman and Deal (2008)	(Bolman & Deal, 2008)	(Bolman & Deal, 2008)
Three authors or more: only mention first author, followed by 'et al'	Bovens et al. (2007)	Bovens et al. (2007)	(Bovens et al., 2007)	(Bovens et al., 2007)
Organisation	Ministerie van Volksgezondheid, Welzijn en Sport (VWS, 2009)	VWS (2009)	(Ministerie van Volksgezondheid, Welzijn en Sport (VWS), 2009)	(VWS, 2009)

Using different sources

When citing different sources in your text you should do so in alphabetical order. Separate the different sources with a semicolon (;).

Example: The form of a citation in the text to two studies that draw conclusions about changes in mainstream society would be:

“Different studies (Bovens et al., 2007; Noordegraaf, 2004) arrive at the conclusion that mainstream society...”

Other information

For more information and tutorials see: <https://apastyle.apa.org/instructional-aids/>

Source

American Psychological Association (APA) (2019). *Publication manual of the American Psychological Association*. APA.

Appendix VI: Guidelines on student research ethics and research data storage Public Administration and Organisation Science

The General Data Protection Regulation (GDPR) has been in force since 25 May 2018. Its aim is to protect the privacy of people whose data is collected. This legislation has consequences for the way in which we handle identifiable data of people and organisations in our research. Of course, it is also still important to treat research respondents in an ethical way and to pay attention to this in the research process.

The basic principles of the GDPR are in many ways similar to the guiding principles of careful and ethically responsible research that we apply in our PAOS education and research. The guidelines below have been formulated to apply generally. As a student, you will always need to make your own decisions on applying these guidelines for your specific research scenario/process. You should therefore discuss any questions and your choices carefully with your thesis supervisor.

1. *Carefully consider the ethical issues.* Research ethics involve confidentiality and care in collecting and processing research data, treating respondents with respect and what is known as 'informed consent'. Discuss these issues with your thesis supervisor and, if necessary, address them explicitly in the research proposal and the thesis itself.
2. *Work with informed consent.* Make sure you explicitly inform your respondents about the purpose of the research and what will be done with the data and ask for their consent for this. You can ask for consent orally or in writing, depending on what is appropriate in the research situation. You will find an example of a statement of informed consent on the page after these guidelines.

3. *Collecting research data.*

If you are recording interviews or observing situations, make sure you use a secure device for recordings, such as an audio or video recorder. A smartphone is not sufficiently secure. If you do not have a separate device available, one potential solution is to use a secure folder or storage on your phone. This makes it possible to encrypt your data and you can only gain access using a password or PIN (e.g. 'Veilige map' or 'secure storage' in Samsung/Android).

Transfer your recordings to a secure environment as soon as possible. This could be a secure folder on your own PC or laptop. Make sure that you delete the data from your phone or other recording equipment. For survey data, it is preferable to use Qualtrics because this is a secure environment to which you have free access via a Utrecht University subscription. You can apply for access from USG lecturer Wouter Vandabeele (W.V.Vandenabeele@uu.nl).

4. *Personal information in your data.*

Personal information refers to the following: any information that can be traced to a specific individual, for example by linking data to names, ID number, location, IP address, physical, economic and cultural characteristics, etc.

You should only collect personal information if it is or could be necessary or relevant for answering the research questions. If you do, make sure that you have obtained explicit consent to use personal information in the form of a statement of informed consent (see also under 2). In other cases, it is important to anonymise or pseudonymise personal information.

Anonymisation means omitting the name of the respondents in the interview transcript as well as any other information that makes it possible to recognise or identify the respondent, e.g. region, specific role (such as director). Anonymised data can no longer be identified and is therefore beyond the scope of the GDPR. Pseudonymisation means allocating a different name or code to your respondent (respondent A and B).

5. *Encrypting personal details.* If you require personal details for your research, make sure that this information can be stored in a way that is encrypted. VeraCrypt is an example of a tool for storing data in encrypted form: <https://www.veracrypt.fr/en/Home.html>. This website also includes a guide to encrypting data. If it is important to maintain personal information in your data, you can use the Utrecht University data storage system, YoDa. This should be done in consultation with your thesis supervisor.
6. *Store all data on European servers.* The GDPR requires all research data that involves personal information to be stored in Europe. This means that it is not permitted to use Google Drive, Dropbox or iCloud, for example. The use of GenAI tools also requires considerations in light of your privacy and the confidentiality of the data you enter. Intellectual property of the text that you input, either your own or that of others is also important. It is strongly advisable to find out carefully how your privacy is protected and whether you are transferring the intellectual property of the text you enter and what the consequences of this are. The use of GenAI is not permitted for analysing qualitative data (or quantitative data about people). Privacy and protection of sensitive data are usually not properly arranged for GenAI tools. Suggestions for secure storage offered by Utrecht University include SurfDrive and OneDrive. N.B: use OneDrive/Office365 via Utrecht University; only then can you be sure that your data will be stored within the EU.
7. *Store and delete data after a year.* It is permitted to store personal information for a maximum period of one year. As a researcher, you are personally responsible for destroying the data after this year. If the data is used to write an academic publication, it is important to store it for a longer period, in order to allow reviewers to gain access.

Example statement of informed consent

STATEMENT OF CONSENT

for participation in Public Administration and Organisation Science graduation
research

[RESEARCH TITLE]

I have been informed about the research. I have read the written information. I have been able to ask questions about the research. I have had an opportunity to think about my participation in the research and it is completely voluntary. I am entitled to withdraw the consent I am granting at any time and to stop participating in the research without providing reasons.

I hereby consent to participating in the research:

Name:

Signature:

Date:

The undersigned, responsible for the research, hereby declares that the person named above has been informed orally and in writing about the aforementioned research.

Name:

Position:

Signature:

Date: