Maastricht University

Programme syllabus

MSc Healthcare, Policy Innovation and Management (HPIM)

Academic year: 2025–2026

Faculty of Health, Medicine and Life Sciences

Master Health Sciences

Table of Contents

1 Coordinators

Programme coordinator
Arianne Elissen, PhD
Department of Health Services Research
Office: DUB30 – room 0.096
a.elissen@maastrichtuniversity.nl

Vice-programme coordinator
Daan Westra, PhD
Department of Health Services Research
Office: DUB 30 - room 0.096
d.westra@maastrichtuniversity.nl

Assessment coordinator
Aggie Paulus, PhD
Department of Health Services Research
Office: DUB30 – room 0.067
a.paulus@maastrichtuniversity.nl

Placement coordinators
Inge van der Putten, PhD
Department of Health Services Research
Office: DUB30 – room 0.061
fhml-hpimthesis@maastrichtuniversity.nl

Ghislaine van Mastrigt, PhD
Department of Health Services Research
Office: DUB30 – room 0.075
fhml-hpimthesis@maastrichtuniversity.nl

To schedule a meeting with one of the coordinators, students are requested to make an appointment via e-mail.

2 Welcome and introduction

Welcome to the Healthcare Policy Innovation and Management (HPIM) programme at Maastricht University! We are thrilled to have you join us in our new and revised curriculum! For some of you, it is a welcome back after a well-deserved summer break. For others, it is a welcome back to university after several years working in practice. For yet others, it is a welcome to Maastricht and Maastricht University. For many, it is also a welcome to the Netherlands. For each of you however, it marks the beginning of your journey into the dynamic world of healthcare policy, innovation, and management. We look forward to working with you and guiding you through the programme.

The HPIM programme is a multidisciplinary and internationally oriented Master of Science (MSc) programme in the field of healthcare policy, innovation, and management, which offers competency-based, personalised education to a diverse, international student population. The programme's mission is to prepare students to become critical thinkers, who can analyse the complex problems facing modern health systems from different theoretical perspectives, design innovative solutions, and lead the necessary transformations towards a sustainable future. HPIM graduates are the healthcare managers, policymakers, consultants, researchers, and staff advisors of the future. Upon graduation, they are ready to (re)enter the labour market with the expertise as well as the investigative, innovative, collaborative, and professional competencies needed to propel their career in the health domain.

The need for innovative professionals is related to several developments. Ongoing demographic shifts, the continuous emergence of new medical technologies, and related developments have fuelled a sustained growth of healthcare expenditures. In response, most countries now allocate a substantial part of their national income to healthcare. Worldwide, healthcare has become one of the biggest employment sectors. Consumer demands and expectations are rising, whereas resources to meet these demands are becoming scarcer. Workforce shortages form a particular challenge, spanning a spectrum of roles (i.e. from physicians and nurses to allied health professionals and support staff) and increasingly impacting the ability to provide timely and comprehensive care to an expanding patient population.

Meeting these challenges requires revised, improved, new and thus innovative ways of organizing, planning, delivering, managing, governing, and evaluating healthcare. The need for innovation is key to all these issues and is recognised by international organisations such as the European Commission, World Health Organization, and OECD. HPIM has adopted the broad definition of innovation according to the OECD (2005): "an innovation is the implementation of a new or significantly improved product (good or service), process or method".

3 HPIM competency framework

The HPIM programme is based on a Competency Framework consisting of two levels: (1) a set of broad competency roles (or 'domains'); and (2) the specific competencies needed to master those roles.

3.1 Roles (Level 1)

The HPIM Competency Framework distinguishes five roles that HPIM graduates fulfil in their professional functions after graduation (see Figure 2). There are four roles in the outer leaves of the framework, which are partly interrelated: Expert, Investigator, Innovator, and Collaborator. The fifth role is that of HPIM Professional, which forms the heart of the competency framework. This fifth role emphasizes several key professional values that guide the HPIM graduate in all their roles and activities.

Figure 1 illustrates the HPIM competency roles, emphasizing both their distinct and intertwined nature. HPIM graduates need to master each of the roles in the HPIM Competency Framework to effectively operate as 'critical thinkers, who can analyse the complex problems facing modern health systems from different theoretical perspectives, design innovative solutions, and lead the necessary transformations towards a sustainable future', as specified in the programme's mission statement.

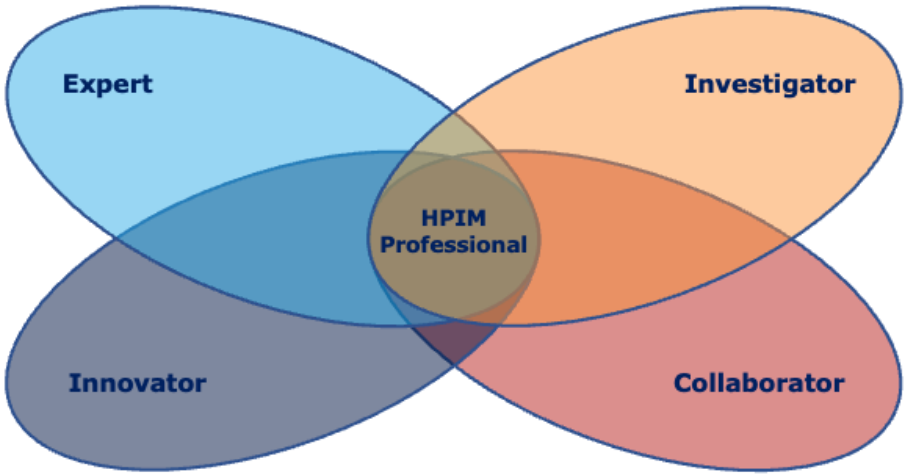

Figure 1: HPIM competency framework

The roles included in the Competency Framework for HPIM can be described as follows:

The Expert is able to appraise, interpret and reflect on fundamental theories and concepts in healthcare economics, governance, organisation, and management, and leverage these theories and concepts to analyse complex problems in the health domain and address them through innovation.

The Investigator has an inquisitive nature and is able to formulate, study and answer relevant research questions related to innovation in the health domain. This includes research design and execution, as well as communication of findings to diverse stakeholders using tailored methods.

The Innovator is sensitive to (emerging) trends in the health domain and broader society, and uses creative approaches and tools to improve, renew or transform the status quo in the health domain, in a socially responsible and inclusive manner.

The Collaborator is an empathic, interpersonal, open, and professional communicator, who is experienced in working in diverse teams with mixed professional, cultural and disciplinary backgrounds. This includes having a professional, learning attitude in engaging with feedback and in collaboration.

The HPIM Professional is a reflective and self-directed individual, with a positive attitude towards lifelong learning. They are socially responsible professionals, who operate in the wider world of health and wellbeing with respect, integrity, resilience, and a commitment to inclusion.

3.2 Competencies per role (Level 2)

To adequately fulfil the five roles distinguished in the HPIM Competency Framework, students need to develop specific competencies. These guide all teaching and learning, and assessment activities in the programme, to ensure that HPIM graduates demonstrate proficiency in each competency role at the end of the programme. Each role consists of three competencies. The competencies integrate the knowledge, skills and attitudes needed to fulfil specific tasks, to emphasise our holistic perspective on learning and teaching in the complex reality of health innovation.

Expert

By the end of the master HPIM, students demonstrate the ability to:

1. Identify similarities and differences between fundamental theories and concepts related to health(care) economics, governance, organization, and management, and determine their relevance to specific problems in the health domain.
2. Leverage appropriate fundamental theories and concepts related to health(care) economics, governance, organization, and management to assess, understand, and address complex problems in the health domain.
3. Critically appraise literature and evidence regarding (innovation in) the health domain as related to health(care) economics, governance, organization, and management.

Investigator

By the end of the master HPIM, students demonstrate the ability to:

1. Formulate relevant research questions related to innovation in the health domain from the perspectives of health(care) economics, governance, organization, and/or management, and translate these into an appropriate study design.

2. Execute rigorous and ethically responsible research projects to answer relevant research questions.
3. Communicate research results to diverse stakeholders, using various approaches.

Innovator
By the end of the master HPIM, students demonstrate the ability to:
1. Sense (emerging) trends within the health domain and society, and act upon these trends with societal responsibility.
2. Make and evaluate informed decisions within a landscape of diverse stakeholders and under uncertain conditions.
3. Improve, renew, or transform of the status quo in the health domain, in co-design with (potential) end-user(s).

Collaborator
By the end of the master HPIM, students demonstrate the ability to:
1. Communicate in an empathic, interpersonal, open, and professional manner.
2. Collaborate in teams and project workgroups that are diverse in terms of, amongst others, demographic, cultural, and disciplinary backgrounds.
3. Receive and provide feedback from and to others and reflect on the team's performance and their own responsibility in collaborative work.

Professional
By the end of the master HPIM, students demonstrate the ability to:
1. Lead themselves by developing self-awareness, setting personal goals, and self-directing their personal development with a commitment to professional excellence.
2. Critically reflect on their roles as expert, investigator, innovator and collaborator, and actively shape their progress in these roles.
3. Act as responsible global citizens, by embracing diversity, fostering inclusivity and engaging with diverse cultural perspectives with respect, integrity and resilience.

4 Programme structure

With the HPIM Competency Framework as starting point, the HPIM curriculum is designed as a competency-based education programme. The programme encompasses one year of full-time or two years of part-time education with a total study load of 60 ECTS. Authentic Professional Tasks form the backbone of the curriculum, linking the HPIM Competency Framework to teaching and learning, and assessment activities. The programme consists of four longitudinal learning tracks; the knowledge track on organization and management, the knowledge track on economics and governance, the skills track, and the professional development track (see Figure 2 for a visualization of the programme structure). Within these tracks, students develop the competencies associated with each of the five roles in the competency framework, over the course of the programme as a whole. Students complete the program through an individual placement and thesis, which serves as the 7th and final APT of the programme.

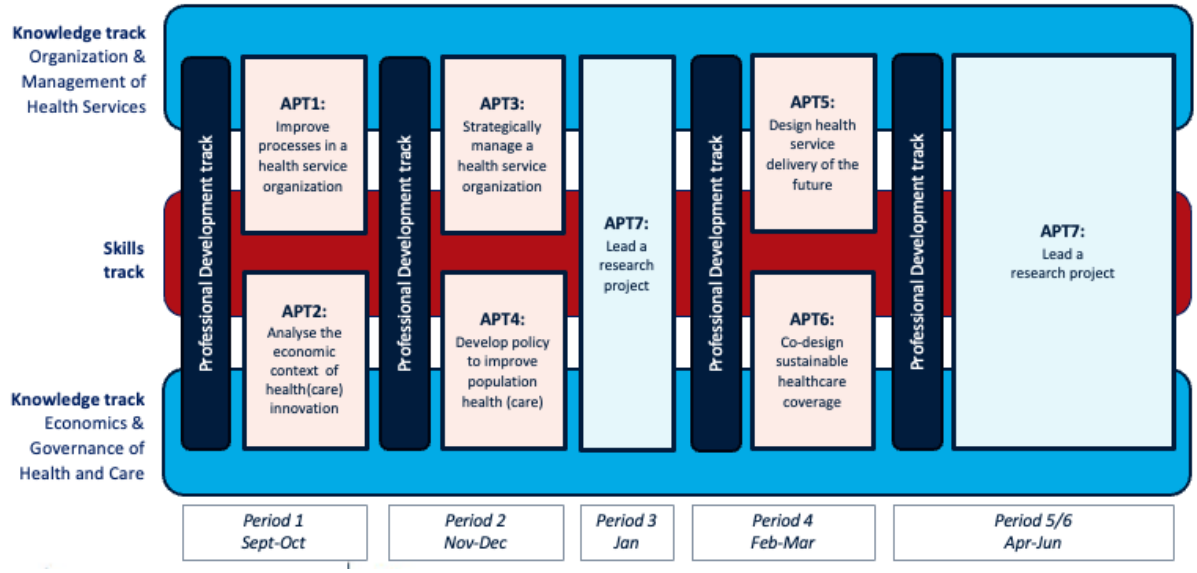

Figure 2: Overview of the HPIM programme

The **Knowledge track 'Organisation and Management of Health Services'** is a longitudinal learning track, which encompasses APTs 1, 3, and 5 which are offered in periods 1, 2 and 4 of the academic year respectively. The track introduces students to relevant theories and topics from the disciplines of (healthcare) management and organization studies (including sociology of professions, operations management, strategy, change management, leadership, and organizational design), focusing on the meso-level of health care organizations as entities of health service delivery. Understanding the professional nature of health service organizations, their main operational approaches, strategic challenges and opportunities, and leverage points for transformation, is essential to adequately design, manage, and change these organizations. Such organizational factors have a direct influence on patient outcomes and experience, staff wellbeing and retention, the resilience of the organization as a whole, and the way services are delivered in the broader health ecosystem. In other words, this knowledge is crucial for decision-makers at any level within health service organizations to help them deal with current and future challenges. By delving into these fields, students thus gain the knowledge that enables them to contribute meaningfully to the (re)design and change of such organizations.

The **Knowledge track 'Economics and Governance of Health and Care'** is a longitudinal learning track, which encompasses APTs 2, 4, and 6, which are offered in periods 1, 2 and 4 of the academic year respectively. The track aims to introduce students to relevant theories and topics for health innovation from the disciplines of health(care) economics, financing, policy, and governance, focusing on the macro-level of health systems. Understanding the economic forces at play in health care is essential for devising value-based and equitable health systems, including innovative financing mechanisms. Policy decisions influence the allocation of resources, accessibility of healthcare services, and overall health outcomes of populations. Meanwhile, effective governance ensures

accountability, transparency, and responsiveness in service delivery. By delving into these fields, students gain insights into the intricate interplay between economic factors, policy frameworks, and governance structures, enabling them to contribute meaningfully to the (re)design and improvement of health systems.

The **Skills track** runs throughout the whole HPIM curriculum, and serves two distinct purposes. First, like the Knowledge tracks, the Skills track supports students in achieving the performance objectives of the seven Authentic Professionals Tasks in HPIM, so that they can develop their competencies as Expert, Investigator, Innovator, Collaborator, and Professional. For this purpose, students participate in a series of mandatory skills trainings, which directly contribute to fulfilling their APTs 1 through 6 and are strongly intertwined with the TLAs in the Knowledge tracks 'Organization and Management of Health Services' and 'Economics and Governance of Health and Care'. These mandatory trainings also include dedicated sessions on research and writing skills, which serve the additional purpose of helping students prepare for their master research and thesis (APT7). Second, the Skills track includes a set of elective skills trainings to enable students to personalise their learning experience within HPIM according to preferences for (one or more) of the competency roles, i.e. Expert, Investigator, Innovator, Collaborator and/or Professional. Thus, depending on their needs and wishes, as well as their previous education, students can emphasize certain roles and build (more advanced) skills in those areas.

The **Professional Development (PD) track** has two aims. First, it serves to help students develop their competencies as HPIM Professional, the role that is at the heart of the HPIM Competency Framework. The Professional role emphasizes key professional values of HPIM graduates, including personal leadership (self-directedness), professional development, and global citizenship. Within the PD track, students formulate personal performance objectives related to each of the three competencies clustered under the Professional role at the start of the programme. Students can utilize the support of their peer group and coach in their development towards these objectives throughout the master and their adjustments to their objective if necessary. The role of Professional is also where the other four roles intertwine, i.e. those of Expert, Investigator, Innovator, and Collaborator. Hence, the PD track's second aim is to empower students to recognize, reflect and leverage their strengths, and actively address areas for growth, in these other four competency roles. For this purpose, the PD track is strongly linked with the Knowledge and Skills tracks, and offers students dedicated reflection weeks. In these weeks, students build their portfolio, which supports them in leading their own development according to the generic performance objectives stipulated per Authentic Professional Task (APT).

The final APT in the HPIM curriculum is to 'Lead a research project'. To finish the master programme, all students must complete a **placement** (i.e. internship, research project) and write a **master thesis** based on that placement. Students can choose from a broad range of placements, which are predefined by the HPIM programme in terms of main research questions, methods, and theory to ensure their relevance and feasibility for HPIM. The aim of the placement is to enable students to gain experience in conducting an independent research assignment under supervision, either internally (at FHML) or externally (outside of FHML, for example at a healthcare organisation, government agency,

insurance company, consultancy, or research institute) and in the Netherlands or abroad. A first supervisor (approved by the board of examiners) supervises students during the preparation and execution of their master research project, either as part of a thesis group or individually. The HPIM research project equips students with a combination of research, analytical, communication and project management skills, making them well-prepared for a variety of academic and professional challenges.

5 Understanding Authentic Professional Tasks (APTs) as whole tasks

Authentic professional tasks (APTs) are complex, real-world tasks, which connect the knowledge, skills and attitudes students build during HPIM to their value in practice. They are illustrative of the kind of tasks HPIM graduates will fulfil once they enter the professional field and fit well with the competency-based and integrative nature of the HPIM curriculum. During the master, students fulfil a total of seven APTs to develop their competencies as Expert, Investigator, Innovator, Collaborator, and Professional

The Authentic Professional Tasks on which the HPIM programme is based, mimic real-world assignments that students can encounter upon graduating from the programme. As such, they are specifically designed to prepare students for the labour market and maximize their employability upon completing the programme.

The APTs were developed using the principles of the Four-Component Instructional Design (4C/ID) model by Van Merriënboer. One of the core principles within this model is scaffolding, which implies that students should be presented with increasingly complex tasks as they progress through the curriculum, while the support they receive in completing these tasks diminishes as they progress through the curriculum. To ensure that students are not overwhelmed by the complexity of an APT, each APT consists of multiple, variable learning tasks, which target (combinations of) the different roles included in the HPIM competency framework. Within each APT, these tasks are also scaffolded. Thus, both within each individual APT as well as across the curriculum, students increasingly work in a self-directed manner as they master the HPIM roles and associated competencies. Moreover, the APTs facilitate personalised and contextualised learning, for example by allowing students to choose their own real-world problems, topics, and settings.

6 Summary of the APTs in the program

A short summary of the APTs in the program can be found below. All APTs, their associated teaching and learning activities, and the portfolio products they generate are described in more detail in separate syllabi that are available on Canvas.

6.1 Period 1

In this period, students complete the following two APTs:

HIM0001: Improve processes in a health services organization
The APT for students is to 'Improve services in health service organizations' (APT1). Students first gain a strong theoretical base, working to understand the unique nature of health service organizations as professional service firms and becoming familiarized with key concepts from operations management. With this basis, students work in teams to map processes within such organizations, identify opportunities to improve these processes, and design approaches to implement such improvements. The APT equips students with a robust understanding of health service organizations as professional service firms, which serves as a foundation for all of the activities within the APT as well as the subsequent APTs within the track.

HIM0002: Analyse the economic context of health(care) innovation
The APT for students is to 'Analyse the economic context of health(care) innovation' (APT2). Taking an economics perspective, students work in teams to formulate priorities for innovation to address a prominent demand-supply problem. Examples of possible demand-supply problems include shortages of public funds to pay for increasing healthcare needs, the shrinking pool of available healthcare providers to meet demands, or the mismatch between the complex demands of patients and fragmented governance of health care. The APT equips students with the ability to use (socio)economic evidence to build an in-depth problem analysis, which can serve as a basis for health (care) innovation.

6.2 Period 2

In this period, students complete the following two APTs:

HIM0003: Strategically manage a health service organization
The APT for students is to 'Strategically manage a health service organization' (APT3). Taking the perspective of chief executives of a health service organization, students work in teams to determine their organisation's core mission and vision and subsequently design, execute, evaluate, and re-design, a strategy that results in the achievement of the organisation's goals. The APT encompasses the internal and external dynamics that health service organizations encounter on a regular basis and requires teams to operate in a highly dynamic environment. The APT equips students with a robust understanding of strategic management and leadership knowledge, as well as a base level of change management and financial management skills. The APT enables them to apply these principles in a simulated environment through a so-called strategy game.

HIM0004: Develop policy to improve population health
In period 2, students' APT is to 'Develop policy to improve population health (care)' (APT4). Each student team selects one urgent demand-supply problem for which they develop a policy solution. In selecting a problem, teams can build on the problem analyses conducted in APT2, which provides them with a strong evidence base and generic insights into the issues at hand. Throughout the APT, teams work to place their selected problem in a real-world health system, recognizing the societal needs related to their problem in that specific context, as well as its governance structures. They subsequently develop, analyse, and compare various alternative policy solutions in response to the identified issues, and pitch

the best option to decision-makers. The APT equips students to contribute effectively to health(care) policy development and implementation.

6.3 Period 4

In this period, students complete the following two APTs

HIM0005: Design health service delivery of the future
In period 4, the APT for students is to 'Design health service delivery of the future' (APT5). Taking an organizational design and socio-technical perspective to health service delivery, students work in teams to design ways to disrupt health service delivery ecosystems. Students learn to utilize the main challenges within the healthcare sector, such as digital technologies, environmental impact, or workforce shortages, as leverage points for transformation. They extend their scope beyond traditional organizational boundaries to design novel and sustainable ways to meet stakeholders' (e.g. patients, professionals, payers, etc.) needs. The APT equips students with principles from organizational design based on socio-technical systems thinking. Furthermore, it provides them with the creativity and design tools they need to disrupt the status quo within the healthcare sector.

HIM0006: Co-design sustainable healthcare coverage
The sixth authentic professional task, to be fulfilled in period 4, is to 'Co-design sustainable healthcare coverage' (APT6). This APT focuses on healthcare resource allocation, a topic at the intersection of health economics/HTA, policy, and governance. Healthcare resource allocation involves striking a balance between evidence-based decision-making and other societal values (e.g. solidarity, equity) to ensure a fair and effective distribution of scarce resources for health service delivery. Hence, the APT ties together the knowledge and insights gained in the previous periods (APT2 and 4). Students work in teams to design sustainable healthcare coverage for a health innovation facing contentious decision-making, for example an orphan drug or expensive cancer treatment. The APT equips students to advocate for coverage decisions which are both evidence-based and socially responsible, promoting equitable access to innovative health(care) interventions.

6.4 Period 3, 5 & 6

In period 3, 5 and 6, students conduct one APT. The APT is described below.

HIM0007: Lead a research project
The final APT in the HPIM curriculum is to 'Lead a research project'. To finish the master programme, all students must complete a placement (i.e. internship, research project) and write a master thesis based on that placement. Students have the flexibility to undertake a qualitative study, quantitative study, or a literature review – or any combination of these – as the focus of their research project. While the primary methodological approach for each project is predetermined, students are tasked with further developing their methods for data collection and analysis in a structured project form (in Period 3). Students write their thesis in either of two formats: a scientific article or policy/management report. Students make this choice before the thesis period (Period 5 & 6), reflecting a preference to highlight either the Investigator- or Innovator-role within the HPIM Competency

Framework.[1] Each format adheres to a structured template aligned with the guidelines set by the Faculty of Health, Medicine, and Life Sciences (FHML), which is mandatory for students to adhere to. Although the output format for the thesis differs, both the scientific article and policy/management report must equally be based on rigorous scientific methods and a robust theoretical basis in health economics, governance, organization, or management.

7 Teaching and Learning activities in the program

Teaching and learning activities (TLAs) provide students with support, information, supervision, and guidance during the process of completing their APTs. TLAs are offered by teaching staff (e.g. instructions, feedback, discussions, knowledge clips, lectures, and coaching), by experts from practice (e.g. visiting lectures, meet-the-expert panels, and expert interviews), by peers (e.g. peer feedback), by external tools (e.g. theoretical resources, case descriptions, manuals, portfolio), and by students themselves (e.g. self-reflection, portfolio building, self-study). TLAs emphasise on collaborative, contextual, constructive, collaborative, and self-directed learning. Hence, students are expected to lead (i.e. self-direct) their personal competency development. The skills track offers mandatory as well as elective skills trainings through which students can develop the skills pertaining to one or multiple of the roles in the competency framework. The competency development is furthermore supported by coaching and peer support within the Professional Development Track. Additionally, within the APTs, various TLAs are used to support the completion of the complex task. These are briefly explained below.

Expert sessions

Expert sessions are sessions in which students interact with experts in order to acquire the knowledge necessary to complete their tasks. Experts can either be academic content experts or experts from practice. Examples of such sessions include (online) lectures, guest lectures, working lectures, Q&A sessions, expert interviews, and panel discussions. Regardless of their format, the main goal of these sessions is the acquisition of knowledge relevant to the APT at hand.

Teamwork

Teamwork spans all activities that students undertake with a group of peers within the programme. During the programme, students are members of three main teams: the peer group, a learning community, and an APT team.

- **The peer group** is a team of 4-5 students that focuses on each other's professional development. Students within a peer group are supervised by a coach (see the section on Professional Development track for more details) and the peer group stays together for the duration of the entire programme, which ensures that students develop the trust and safety required to be open and honest about each other's professional

[1] Separate formats for Expert, Collaborator or Professional are not distinguished, as these competencies are relevant for any master project.

development. Collaborating closely with a group of peers over an extended period of time (i.e. an entire academic year), furthermore mirrors real-world teamwork scenario's and, as such, helps them to prepare for their future career by stimulating reflection and resilience in teamwork.

- **A learning community** consists of three to four peer groups (i.e. 12 to 20 students in total) and is the community in which students discuss and process the knowledge related to a specific APT, similar to a tutorial group meeting in the former HPIM curriculum. Each APT, different peer groups are combined into a learning community. Constructing learning communities composed of different combinations of peer groups in every APT, ensures that students are exposed to diverse backgrounds and perspectives throughout the programme, and able to build relationships with a wider range of peers. The supervision of the learning community meetings is done by coaches and/or APT supervisors.
- **An APT project team** consists of 4-5 students, drawn from a learning community. An APT project team is the team within which students work to complete the complex task(s) of the APT and produce the associated outputs, similar to the training projects in the former HPIM curriculum. In each of the first six APTs, peer groups are in a new learning community, from which 3 or 4 APT project teams will be drawn (depending on the size of the learning community). This allows students to work with teammates with various backgrounds and perspectives (as each APT project team is new), while preventing students from avoiding the 'difficult conversations' within a team (as part of the APT project team are members of the peer group, with whom they will have to continue collaborating throughout the academic year). APT project teams are supervised by the expert staff members that oversee the APT.

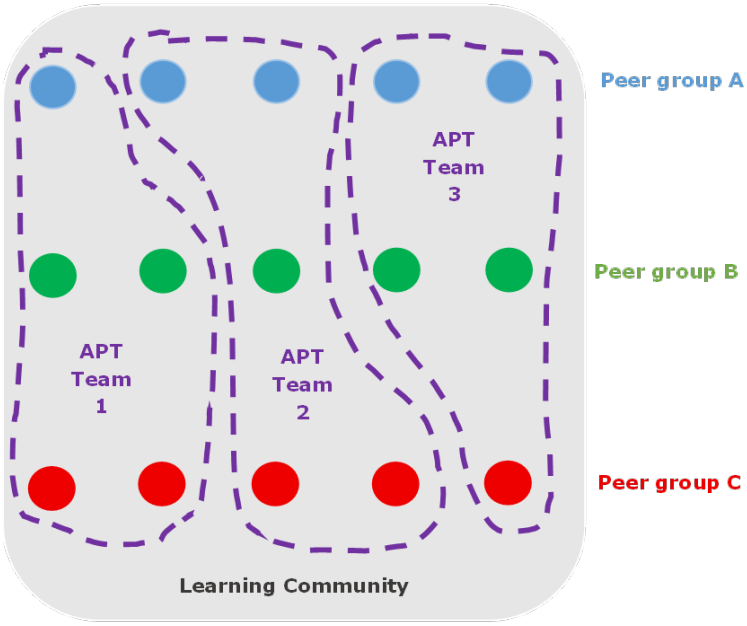

Figure 1: Illustration of the relation between peer groups, learning community, and APT teams in the period. Each circle represents a student.

Skills training

Skills training refers to all sessions in which students work on tangible skills, including training sessions as well as the individual or team-based preparation or practice associated with those sessions. The periods contains mandatory skills training, which are embedded in the APT to which the skills pertain, as well as elective skills training (including research methods training). Students are required to follow eight elective skills trainings during the curriculum, divided across periods.

Coaching

At the start of the HPIM programme, all students are assigned a coach (i.e. a staff member involved in the HPIM master). The role of the coach is to guide students in their professional development. Students meet with their individual coach four times throughout the programme to discuss their development on all five of the HPIM roles. The student's portfolio forms the basis for these sessions.

Self-directed learning

Self-directed learning encompasses all the activities that students undertake on their own to acquire relevant knowledge, practice required skills, or develop the necessary professional attitudes. Examples include reading literature or watching online lectures, preparation and practicing of skills, self-reflection and portfolio building, data collection, and writing.

8 Expected workload

The HPIM program is designed as a full-time MSc program of 60 ECTS. As a result, the expected workload for students is 40 hours per week for the duration of 40 weeks (i.e. a full academic year in the Netherlands). The total expected workload for the program is thus 1600 hours. The two knowledge tracks together constitute approximately 540 hours. The skills and professional development track together constitute approximately 460 hours and the thesis constitutes approximately 600 hours. More detailed about the expected workload per track can be found below.

Expected workload of the knowledge track Organization and Management of Health Services (HIM0001, HIM0003, HIM0005)

Activities and consultation hours	APT workload (in hours)	Track workload (in hours)
Learning team meetings	10	30
Expert (working) lectures	14	42
(Supervised) teamwork	20	60
Self-study	46	138
Total student workload	**90**	**270**

Expected workload of the knowledge track Economics and Governance of Health and Care (HIM0002, HIM0004, HIM0006)

Activities and consultation hours	APT workload (in hours)	Track workload (in hours)
Learning team meetings	10	30
Expert (working) lectures	14	42
(Supervised) teamwork	20	60
Self-study	46	138
Total student workload	**90**	**270**

Expected workload of the placement and thesis (HIM0007)

Activity	Workload (in hours)
Developing a project proposal (Period 3)	160
Executing the research and writing the thesis (Period 5/6)	440
Total student workload	**600**

Expected workload of the Skills track

Activity	Workload (in hours)
Mandatory skills trainings (incl. self-study)	
Period 1 (APT1 and APT2)	60
Period 2 (APT3 and APT4	60
Period 4 (APT5 and APT6)	60
Elective skills trainings (incl. self-study)	
Period 1	20
Period 2	20
Period 4	20
Period 3/5/6 (research methods)	40
Total	**280**

Expected workload of the PD track

Activity	Workload
Introduction week (Period 1)	40
Portfolio management, peer support, coaching (Period 2,4,5/6)	140
Total	**180**

9 Assessment in the program

The HPIM programme follows the new UM vision on assessment. According to this vision, assessment is i.) meaningful, ii.) in line with the CCCS principles of Problem-Based Learning (Constructive, Collaborative, Contextual, and Self-Directed), and iii.) coordinated at the programme level. Following this vision and the longitudinal, competency-based design, the HPIM-programme utilizes a programme-level assessment plan. As a result, all 60 ECTS are awarded (or rejected) at once, in a high-stakes decision moment at the end of the programme. The ECTS are awarded to students who can show that they are able to

adequately fulfil each of the five HPIM roles (i.e. Expert, Investigator, Innovator, Collaborator, Professional). Students who are unable to show proficiency in these roles will not receive ECTS and hence not graduate from the programme. Students who are able to show excellent performance will graduate with distinction (i.e. cum-laude).

At the end of the program, graduation of a student will be based on the assessment of two components:

1.) Their portfolio of datapoints generated in APTs 1 through 6 and the professional development track

A student's portfolio contains a collection of all the feedback which a student has received throughout the program. Students will receive feedback on all products they produce and submit during the first six APTs and in the professional development track. Feedback will be provided on the competencies that are associated with each of the products using a three-point rubrics (i.e. insufficient, proficient, excellent) and detailed narrative feedback per relevant competency. Each piece of feedback (i.e. 3-point score and associated narrative feedback for one specific competency) students receive constitutes a datapoint in their portfolio. Various individual and group products will be used to generate feedback regarding students' competencies. Examples of such products include quizzes, visualizations (e.g. infographics, video abstracts, etc.), group papers, individual papers, presentations, reports, peer feedback, and self-reflection. Products can generate one datapoint (i.e. generate feedback on one specific competency) or multiple datapoints (i.e. generate feedback on multiple competencies, across multiple roles). The programme-level assessment plan (which is also available on Canvas) contains an overview of the datapoints generated by portfolio products in each period of the programme. Each of these datapoints constitutes a low-stakes evaluation of a student's competence in a given role. Low-stakes because receiving one, or even multiple, insufficient datapoint(s) within a role, does not impede a student from graduating.

The HPIM assessment committee, chaired by the assessment coordinator, will conduct a medium-stakes assessment of all datapoints within a students' portfolios in period 3 of the academic year. This assessment determines whether a student is admissible to the placement and thesis project (i.e. APT7). It also provides students with a non-binding study advice. The assessment committee also conducts a high-stakes assessment of all datapoints within students' portfolio at the end of the academic year. The high-stakes assessment has two aims. The first is to assess the student's competency level (i.e. insufficient; proficient; excellent) for each of the five roles in the HPIM competency framework. The second is to decide on the overall aggregated portfolio score (i.e. insufficient; proficient; excellent). The HPIM assessment plan contains all details regarding the datapoints, procedures, and decision-criteria for the medium- and high-stakes assessments of a student's portfolio.

2.) Their thesis which is the result of their placement in APT7 during periods 5 and 6.

At the end of the program, students participate in the master thesis research and placement project. Students write their thesis in either of two formats: a scientific article or policy/management report. A faculty supervisor guides the student in conducting their placement and writing their thesis. Both the thesis and placement (i.e. internship) generate multiple data-points to demonstrate the competency level with respect to certain roles. The first supervisor assesses the student's thesis (on the Expert, Investigator, and Innovator competencies) and the student's placement (on the Collaborator and Professional competencies). The second supervisor assess only the student's thesis (on the Expert, Investigator, and Innovator competencies). Both the thesis and the placement need to be assessed as sufficient for students to complete APT7. The HPIM assessment plan contains all details regarding the datapoints, procedures, and decision-criteria for the thesis assessment.

Both assessments (i.e. of the student's portfolio and of the student's placement and thesis) need to be at least at the level of proficient for students to graduate and receive the 60 ECTS. In case students' portfolio and their placement and thesis are assessed as excellent, students will graduate with distinction (i.e. Cum Laude). The HPIM assessment committee is responsible for determining whether a student has graduated from the program and whether they have graduated with distinction. Please see the program's assessment plan for more details on the specific requirements of each assessment component.

10 PebblePad

Data-points originating from the low-stakes feedback moments in APTs 1 through 6 and the professional development track are compiled into an individual, longitudinal, digital portfolio. This portfolio is the central instrument to guide students (to reflect and self-direct their study), store information and feedback on their competency level, and assess the student's learning process and progress towards a competency level. It also serves as the basis of the coaching students receive within the programme.

Pebblepad is Maastricht University's digital portfolio tool, in which HPIM students build, maintain and manage their portfolio. More information on Pebblepad functionalities and how to use the system can be found through the dedicated support site of the UM library: https://library.maastrichtuniversity.nl/apps-tools/pebblepad/

11 Language

All teaching and learning activities, as well as all forms of feedback and assessment within the HPIM programme, are conducted in English. The choice for the language of instruction and assessment within the programme is in line with the UM Code of Conduct on language in accordance with the Dutch Higher Education and Research Act (WHW) art. 7.2 and is related to the nature of the HPIM programme and the profile of HPIM graduates.

12 Using GenAI tools in HPIM

Nowadays, various GenAI tools and resources are available online and offline that help users to formulate, revise, and restructure texts and ideas. Common examples include ChatGPT, Perplexity, Google Gemini, Microsoft Copilot, DeepL, Quillbot, InstaText, Scribbr and Grammarly.

Because the master's programme HPIM aims to assess your personal cognitive skills and subject knowledge, except where the teaching materials specifically say so, *do not use GenAI tools* in the following ways:

- Don't present as your own work anything generated by GenAI tools.
- Don't use AI generated content in any way that might prevent the assessor from deciding if you personally have learned what is to be learned in this programme.

The table below explains the ways in which HPIM generally allows you to use GenAI tools in the Authentic Professional Tasks (APTs), as well as ways that are not permitted. Where GenAI use is permitted in certain teaching and/or assessment activities (see table below), you must always explain:

- Exactly *what* GenAI material you inserted in your APT deliverable and *why* you did so.
- *How* that material was generated (including the prompts you used).
- *If and how* you modified the GenAI content.
- *If and how* you used GenAI to modify your own content.

This information should be included in the methods section or as an endnote in any APT deliverable handed in for feedback in the HPIM programme. In addition, after each APT, you are required – as a team handing in your APT deliverables – to fill in a team reflection on your use of GenAI during the APT.

Appendix 1 provides an explanation of the GenAI use activities included in the table and gives common examples of each set of activities.

GenAI use table*

Unless explicitly stated otherwise in a specific APT, the HPIM programme permits the use of GenAI to...	
help with outline/structure of APT (deliverable)	✓
check spelling and grammar	✓
rephrase your work or change your style	✓

translate between languages	✓
help write and format your reference list	✓
identify sources relevant to your research	✓
get initial information about a topic	✓
brainstorm and evaluate own ideas, for alternative perspectives or counter-arguments	✓
explain and deepen the understanding of concepts	✓
help with programming software code, algorithm development, and debugging	✓
gain insights from complex datasets	✓
create multimedia content, e.g., images, videos, animations, or audio (but always explain that you have used AI tools)	✓

✓ = GenAI use is allowed
✖ = GenAI use is not allowed, breaches will result in sanctions
n.a. = not applicable for this course

***Attention:** That a certain practice is *allowed* does not mean that you are *expected* to use GenAI for this assessment. In many situations, more appropriate or effective tools exist, and/or you will likely produce better results without using GenAI.

13 Student Portal

All information regarding the APTs, Skills track, and Professional Development track is available via Student portal > My Courses > [Title and code of the APT or track].

14 Attendance and best-efforts requirements

In accordance with the education and exam regulations of the HPIM programme, the attendance and best-efforts obligation applies to all teaching and learning activities in this period. That is, students are expected to actively participate in each teaching and learning activity they attend. Furthermore, students need to participate in at least 75% of the teaching and learning activities (see Article 4.2 of the education and exam regulations for more information). In case a student fails to meet the attendance and best-efforts

requirement in a given period, this information is passed on to the coach and considered in their feedback on the Professional role. In such case, the student will in principle receive an 'insufficient' datapoint for the PROF1 and/or PROF2 competency for that period.

If a student expects to be unable to meet this requirement prior to starting the period, the student is advised to contact the study advisor to discuss their situation.

15 Extra-curricular activities

On top of the content and activities within HPIM curriculum, which are described in this syllabus, students can decide to engage in various extra-curricular activities. These activities are pursuits outside of the regular curriculum, that allow students to explore their interests, develop new skills, and gain valuable (work)experience besides their study. Students who seek an extra challenge are encouraged to consider such activities. To facilitate students in pursuing extra-curricular activities that align with the roles and competencies of the HPIM curriculum, the programme coordinator and vice-coordinator curate a repository of extra-curricular activities that could be of interest to the students. The repository is updated regularly and accessible through Canvas.

Pursuing extra-curricular activities is at a student's own responsibility. Extra-curricular activities are not substitutes for any of the teaching and learning activities within the HPIM curriculum (also not for the elective skills components of the curriculum) but are additional to the program. Hence, they are conducted in students' own time, on top of the 40 hours of expected workload per week for the HPIM curriculum. Students are strongly encouraged to discuss the possibility of engaging in extra-curricular activities with their coach.

16 Questions

If you have questions about the timetable, education and examination rules, etc. you can contact the Educational institute via askFHML: www.askfhml.nl.
For questions about content or assessment, you can contact the coordinators of the respective track, APT or assessment committee. Contact details can be found on Canvas and/or in the syllabus of each track and APT.

Appendix 1 Explanation of GenAI use activities

Check spelling and grammar

- Description – GenAI tools can be used as advanced proofreading assistants to identify and correct spelling errors, grammatical mistakes, and improve overall language usage - provided that the model does not add new content. In this case, the use of GenAI is similar to the spelling and grammar check tools now standard in most word-processing packages. However, it is crucial to review AI suggestions critically, as they may not always capture nuanced or discipline-specific language.
- Example – A student writing about election outcomes in EU countries could benefit from utilising a GenAI tool such as Grammarly for proofreading purposes. For instance, the AI might flag a sentence like "The election turn outs in EU countries have varied significantly over the years" and suggest correcting it to "The election turnouts in EU countries have varied significantly over the years".

Rephrase your work or change your style

- Description – GenAI can help to experiment with different writing styles or rephrase work for clarity. This can be useful when adapting academic writing for different audiences or purposes. One should ensure that the rephrased content still accurately reflects original ideas and maintains academic integrity.
- Example – A student might use an AI tool to adapt their academic writing for a blog post. For example, the original sentence "The implementation of progressive taxation policies has been shown to reduce income inequality" could be rephrased as "Studies show that when governments tax the rich more, the gap between rich and poor tends to shrink".

Translate between languages

- Description – GenAI can assist in translating text between languages. This can assist in the comprehension of foreign language sources that extend beyond the typical range of languages someone is able to understand. Translations should be verified at all times, especially for technical or discipline-specific terms.
- Example – A student who is examining Spanish sources could use GenAI to translate a complex sentence to English. For instance: "La implementación de políticas ambientales armonizadas dentro de la Unión Europea, considerando las especificidades regionales y las restricciones económicas propias de cada Estado miembro, representa un desafío significativo para alcanzar los objetivos climáticos establecidos por el Acuerdo de París" will be translated as "The implementation of harmonised environmental policies within the European Union, considering the regional specificities and economic constraints unique to each Member State, represents a significant challenge for achieving the climate objectives set by the Paris Agreement".

Help write and format your reference list

- Description – GenAI tools can assist in formatting references according to specific citation styles (e.g., APA). One can input source information, and AI can generate

properly formatted citations. It is important to double-check the output for accuracy and completeness.

- Example – A student could enter the details of a recently peer-reviewed book chapter into a GenAI tool, which would generate a correctly formatted APA citation, such as this one: Anguyo, M., Masete, J., Akia, M., and Drasiku, H. (2023). The Effect of Social Media on Adolescent Mental Health. IntechOpen. doi: 10.5772/intechopen.1003060".

Identify sources relevant to your research

- Description – GenAI can suggest relevant academic sources based on research topics or keywords. This can be a starting point for literature reviews or to expand research scope. It is important to critically evaluate suggested sources and not rely solely on AI recommendations. It is even better to consult a librarian.
- Example – A student researching cultural assimilation in relation to education could utilise a GenAI tool to identify relevant academic sources. The output may indicate a primary source such as "School and Cultural Assimilation." The scope and scale of assimilation politics in education.

Get initial information about a topic

- Description – GenAI can provide quick overviews or summaries of topics, serving as a starting point for research. This can help to grasp basic concepts or identify key areas to explore further. However, information from GenAI should be verified through authoritative academic sources.
- Example – A student starting a research project on the impact of climate change on migration could ask a GenAI tool for an overview. This would result in a list of key points addressing the following areas: slow-onset events, sudden-onset events, types of migration, vulnerable regions, socioeconomic factors, policy challenges and future projections.

Brainstorm and evaluate own ideas

- Description – To this end, GenAI can be employed to generate alternative perspectives or counter-arguments to one's own ideas. This can enhance critical thinking and help in developing more robust arguments. The AI-generated ideas should be used as prompts for further thought and research, not as final conclusions.
- Example – A student preparing for a tutor group meeting to discuss the impact of populism on democratic institutions could use GenAI to generate potential counter-arguments. For example, the student might type in the main argument: "Populism undermines democratic institutions by undermining checks and balances and encouraging authoritarian tendencies." The GenAI could suggest challenging counter-arguments such as "Populism can also increase democratic participation by mobilising previously disengaged populations and challenging entrenched elites, potentially leading to more responsive governance".

Explain and deepen understanding of concepts

- Description – GenAI can provide explanations of complex concepts in simpler terms or from different angles. This can aid in comprehension and help to articulate ideas more clearly. This use is intended to complement, rather than replace, the study and engagement with the course materials.
- Example – A student developing a thesis on the implications of deglobalization for international economic governance could use GenAI to work on this initial hypothesis: "Deglobalization will lead to a fragmentation of global economic institutions and a return to regional economic blocs." The GenAI could help generate alternative perspectives or nuanced considerations, such as "Deglobalization might actually strengthen certain global institutions as countries seek new frameworks for managing economic interdependence. The process could lead to a hybrid system where regional blocs coexist with reformed global institutions."

Help with programming software code, algorithm development, and debugging

- Description – In the context of data analysis, programming or similar digital methods, GenAI can assist in writing code, developing algorithms, and debugging. This can be particularly useful for those new to programming. However, it is important to ensure that the generated code can be understood and that its function is clearly explained.
- Example – A student utilising R for data analysis may request the assistance of a GenAI tool to debug the code by inserting an error message. The tool could suggest potential resolutions and provide an explanation of the underlying issue.

Insights from complex datasets

- Description – GenAI can help analyse and interpret large datasets, identifying patterns or correlations that might be difficult to spot manually. This can be valuable for quantitative and qualitative research methods. One should be able to critically evaluate AI-generated insights and understand the underlying data and methods.
- Example – A student analysing global diplomatic relations could use GenAI to identify patterns in a large dataset, such as correlations between economic sanctions and changes in bilateral trade relationships across different regions and time periods.

Create multimedia content, e.g., images, videos, animations, or audio

- Description – GenAI can assist in creating multimedia content for academic and other purposes. This can enhance presentations or visual representations of data. Creators must indicate when AI tools have been used to generate such content and ensure it adheres to the required standards.
- Example – A student preparing a presentation on media literacy could use Midjourney to create an infographic illustrating the steps of critical media analysis. Clearly indicating in their presentation that the infographic was generated using Midjourney.