

UNIVERSITY OF COPENHAGEN  
DEPARTMENT OF POLITICAL SCIENCE



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Programme curriculum for **THE MASTER'S PROGRAMME IN  
SECURITY RISK MANAGEMENT, THE 2014 CURRICULUM,  
VALID FROM 1 SEPTEMBER 2014 (EDITED 15. AUGUST 2017)**

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## **1. Introduction**

This curriculum for the Master's programme in Security Risk Management was drawn up by the Board of Studies in the Department of Political Science at the University of Copenhagen and approved 28 October 2013 by the Dean of the Faculty of Social Sciences at the University of Copenhagen. Revised 1 September 2016

In addition to this Programme Specific Curriculum this programme is regulated by the Curricula's Common Part which applies to all bachelor- and master programmes at The Faculty of Social Sciences. The Curricula's Common Part contains common rules that apply to all educations on the faculty.

## **2. Title and affiliation**

Graduates are entitled to use the title Master of Science (MSc) in Social Sciences in Security Risk Management. The corresponding title in Danish is candidatus/candidata societatis (cand.soc.) i Sikkerheds- og Risikoledelse.

The programme is affiliated with the Board of Studies at the Political Science Department at the University of Copenhagen.

The programme is affiliated with the corps of external examiners for "Political Science/Social Science" at University of Copenhagen, Aarhus University and University of Southern Denmark.

## **3. Programme Objective and Competence Profile**

### **3.1 Objective**

The programme provides students with a solid theoretical and empirical knowledge about security policy, risk analysis and organisations in a global and changeable world. Students will achieve the analytical tools to understand and analyse complex risk and security issues and developments, as well as the ability to plan and implement strategic processes in organisations and companies. The purpose of the programme is to train graduates, through critical reflection and professional insights, to identify opportunities for change in the complex and risky environments in which they operate and to put these reflections into action.

Upon graduation, graduates will have the skills and competences needed to translate their knowledge about political conditions into risk analyses and strategies in public organisations and private companies, who have to carry out large projects, analyse new market opportunities, deal with unforeseen events, estimate future investments in relation to a possible loss of legitimacy or reputation etc.

The graduates will thus be attractive to a wide range of private businesses and governmental agencies who are continuously and increasingly engaged in strategic practices, this includes trying to integrate security and emergency management into their strategies. Summing up, the graduates will be attractive in at least three ways:

- Graduates will acquire theoretical and empirical knowledge about security policy, risk analysis and organisations in a changing world.
- Graduates will acquire skills to analyse complex risk and security issues and developments, as well as the ability to plan and implement strategic processes in organisations and private companies.
- Graduates will acquire competences to translate knowledge about the political field of risk and security into risk analysis and strategies and to identify socially, politically and economically sustainable solutions and opportunities for public organisations and private companies.

### 3.2 Competence Profile

On successful completion of the programme, the graduates will be able to:

#### *Knowledge*

- Demonstrate theoretical and empirical knowledge about security policy, risk analysis and organisations in a changeable world.
- Identify, explain and interpret central methodological and analytical tools concerning issues which are linked to analysis of risk and security.
- Show an understanding of the outside world and reflect about new international developments, risk and security problems and the consequent organisational challenges in the public or private sector.

#### *Skills*

- Analyse complex issues and developments within risk and security politics.
- Plan and implement strategic processes in organisations and private companies.
- Carry out risk assessments concerning new markets and projects based on country-specific knowledge and knowledge about global risks.
- Critically reflect upon new challenges facing organisations and private companies and transform these reflections into new knowledge about future decision-making and action.
- Assess and choose between scientific theories and methods within the central subject areas and lay down scientifically based analysis and solutions on the basis of these.
- Apply skills within project management, policy formulation and risk communication to communicate complex problem areas to specialists and civilians/the general public.

#### *Competences*

- Identify opportunities for organisational change in relation to the surrounding global and local risk environments.
- Consider thoroughly and rethink the management of security risk across the public and private sector, thereby developing new practices on the governance of risk and security.
- Translate knowledge about the political field of security into risk analysis and strategies for public organisations and private companies.
- Critically assess and set up solutions, which take into account both individual/civil and societal consequences.
- In a lifelong learning perspective reflect academically, critically and independently upon security risk management solutions.

### 3.3 Admission requirements

In order to be admitted into the Master's programme in Security Risk Management, applicants must fulfil the following requirements:

- A bachelor degree in Political Science, Politics, Comparative Politics, International Relations, International Studies, International Business and Politics, Peace and Conflict Studies, European Studies, Sociology, Anthropology, Criminology or equivalent from a recognized university.
- The qualifying bachelor degree must contain a minimum of 15 ECTS in qualitative and/or quantitative research methods within the social sciences.

- Proficiency in English corresponding to at least English B-level; cf. Section 11 of the Danish Ministerial Order on Admission at Universities. For information on how to meet the language requirements, please consult the webpage [www.studies.ku.dk/masters/security-risk-management/](http://www.studies.ku.dk/masters/security-risk-management/)

The programme has a limited number of seats. If there are more qualified applicants than seats the selection of admitted applicants is based on:

- Grade point average from the qualifying bachelor degree
- Statement of purpose for wanting to study MSc in Security Risk Management (max. 1 page) covering your motivation for applying, knowledge of the programme and relevant experience (for example; internships, student jobs, academic publications, military experience).
- Curriculum Vitae: Including academic publications or work experience (max. 2 pages).

The admission capacity has been fixed to 50 slots per year.

### **3.3.1 Supplementary activities**

Only a Bachelor degree will be considered as the entry qualification to a Master's programme. This means that supplementary courses and the like taken after the bachelor degree will not be taken into account in the assessment.

The only exception to this is activities that have been passed before the bachelor degree was finished. These courses can either be a part of a previous education or taken as single courses. But no more than 30 ECTS credits like this can be taken into account in the assessment.

## **4. Programme content and academic profile**

The Master's programme in Security Risk Management is an English-taught programme prescribed to two student full-time equivalents (FTE) (120 ECTS credits). The figure below illustrates the composition of the compulsory and elective courses in the programme.

First term	Second term	Third term	Fourth term
<b>Security Studies and Strategy</b> (7,5 ECTS)	<b>Organisation, Management and Leadership</b> (15 ECTS)	<b>Transformation of the Public-Private Divide</b> or <b>Intelligence</b> (7,5 ECTS)	<b>Thesis</b> , including a course in academic writing (30 ECTS)
<b>Political Risk Analysis</b> (7,5 ECTS)		<b>Electives: Category I or II</b> (7,5 ECTS)	
<b>Security Risk Management</b> (7,5 ECTS)	<b>Electives: Category I or II</b> (7,5 ECTS)	<b>Electives: Category I or II</b> (7,5 ECTS)	
<b>Knowledge Production and Evaluation</b> (7,5 ECTS)	<b>Electives: Category I or II</b> (7,5 ECTS)	<b>Electives: Category I or II</b> or <b>Transformation of the Public-Private Divide</b> or <b>Intelligence</b> (7,5 ECTS)	

## 4.1 The programme's course elements

### 4.1.1 Programme elements

The programme consists of the following elements worth a total of 120 ECTS:

- *Five compulsory courses* – a total of 45 ECTS
- *One compulsory elective* (Transformation of the Public-Private Divide or Intelligence) – 7,5 ECTS
- *Five elective courses* chosen from any of 2 subject specific categories of electives – a total of 37,5 ECTS
- *Thesis*: 30 ECTS

The master thesis must be handed in as the final activity on the programme.

It is possible to transfer a maximum of 30 ECTS from courses passed at other educational institutions in Denmark or abroad as electives. If the students wish to study a full term at another institution (“Mobilitetsvindue”) it is possible during the third term of the master programme.

It also possible to replace one elective course (7,5 ECTS) with an academic internship (See chapter 6 for further details).

### 4.1.2 Compulsory courses

Compulsory courses cover the three major subject areas, security, risk and strategic management, and subjects are interrelated throughout the course of study. Compulsory courses are:

- Security Studies and Strategy (7,5 ECTS)

- Political Risk Analysis (7,5 ECTS)
- Security Risk Management (7,5)
- Knowledge Production and Evaluation (7,5 ECTS)
- Organisation, Management and leadership (15 ECTS)

The final compulsory course is an individual choice between the two compulsory elective courses:

- Transformation of the Public-Private Divide (7,5 ECTS) or
- Intelligence (7,5 ECTS).

Students may choose both of the compulsory elective courses in which case one of the courses will count as an elective course.

Please refer to chapter 6 for detailed course descriptions.

#### **4.1.3 Elective Courses**

The remaining courses consist of electives from within 2 categories; students may choose between electives from a catalogue of subjects with a minimum of 3 courses within each category. Individual choices, based on previous experiences, competences or special interests, are possible and it is not required to choose course in all categories. However, the electives are grouped in order to ensure that graduates obtain a deeper understanding of risk and security decisions and management, as well as a broad perspective on international and regional political developments of importance to the security and risk practice.

The two elective categories are:

Category 1: New Threats

Category 2: Organisational Management, Ethics and Accountability

Please refer to chapter 6 for detailed information regarding elective courses.

#### **4.2 Course and exam registration**

The administration registers students for courses and exams in mandatory courses on the first and second semester of the Security Risk Management programme. All remaining students must register for courses and exams in the registration periods.

#### **4.3 Credit transfer**

Students on the Master's Programme in Security Risk Management are entitled to transfer a maximum of 30 ECTS credits from courses taken at another educational institution in Denmark or abroad. Credit transfer of a course or course elements taken on other study programmes, either in Denmark or abroad, to part of the Master's programme is conditional upon passing the course elements concerned.

It is a precondition for credit transfer that the courses taken are approved as comparable in content and level to courses within the Master's Programme in Security Risk Management at the University of Copenhagen. This requires an academic assessment and approval by the Board of Studies.

Courses are transferred along with their ECTS credits, or a converted ECTS credit weighting for courses taken in countries that do not use the ECTS system.

For more details on credit transfer, please refer to the general curriculum.



## **5. Examinations**

### **5.1 Syllabus and literature**

The Board of Studies approves the literature included in the syllabus for all courses.

If the syllabus, in courses with written exams, includes literature that has been read in association with previous courses as a part of the Security Risk management programme, the student must list additional literature so that, in total, the literature in the final bibliography corresponds to the number of pages in the syllabus. The student must sign a solemn declaration of compliance with the rule about supplementary literature.

In courses with oral exams, a maximum of 25% of the syllabus may consist of literature read previously in association with other courses in the Security Risk Management programme. If there is a greater overlap than 25 % in literature with a previous or compulsory course the student is not allowed to participate in the course.

For the master thesis, it is permissible to use literature cited in previous exams.

Compliance with the requirements for the syllabus and literature is subject to random checks.

Bibliographies for the syllabus and list of literature must, at least, contain information about the author, title, publisher, year of publication and the exact number of pages. When referring to periodicals, students must also state the name of the periodical, year of publication and edition number. Bibliographies follow a standard format set by the Board of Studies.

A list of literature can be used both in the semester in which it is approved and in the two subsequent semesters.

### **5.2 Exam language**

The exam language is English in all course offered by the programme.

The Board of Studies is empowered to grant exemptions regarding the exam language.

### **5.3 Assessment**

An examination has been successfully completed when the assessment “Pass” or the grade 02 or higher is awarded. Examinations that have been passed cannot be taken again. All exams are graded/assessed individually, please refer to the general curriculum for more information on assessment in general.

Examinations are either internal or external marked. Internal examinations are assessed solely by the internal examiner at the University. External examinations are assessed by the internal examiner and an appointed external examiner.

The following exams are marked externally:

- Knowledge Production and Evaluation(7,5 ECTS)
- Security Studies and Strategy(7,5 ECTS)
- Political Risk Analysis(7,5 ECTS)
- Organisation, Management and Leadership( 15 ECTS)
- Intelligence(7,5 ECTS)
- Transformations of the Public-Private Divide (each 7,5 ECTS)

- Master thesis(30 ECTS)

Externally marked exams represent at minimum 75 ECTS and hereby fulfil the Programme Order's requirement of at least 1/3 of the programme to be marked externally.

An elective course in category 1-2 is usually marked externally, but follows the curriculum for individually course offered by the Department of Political Science.

Exams can be marked as passed/failed or by the 7-point grading scale.

The following exams are always graded by the 7-point scale:

- Knowledge Production and Evaluation(7,5 ECTS)
- Security Studies and Strategy(7,5 ECTS)
- Political Risk Analysis(7,5 ECTS)
- Organisation, Management and Risk Communication( 15 ECTS)
- Intelligence(7,5 ECTS)
- Transformations of the Public-Private Divide (each 7,5 ECTS)
- Master thesis(30 ECTS)
- Electives in category 1-2 offered within the Department of Political science.

Exams graded by the 7-point scale represent at minimum 112,5 ECTS and hereby fulfil the Programme Order's requirement of no more than 40 ECTS must be graded pass/failed.

For further details on the exam and prerequisites for attending the exam please refer for chapter 6 "Course Catalogue".

## 6. Course catalogue

The courses offered on the Master's Programme in Security Risk Management are listed below.

### 6.1 Compulsory courses

#### 6.1.1 Security Studies and Strategy (7,5 ECTS)

##### Course Description and Objectives

Today, strategy and security involve a wide range of policy areas and actors in society. Threats, such as international terrorism, climate change, financial crises and nuclear threats, have shaped and, in some cases, altered our view on what security is and how it should be managed. These phenomena also challenge the conditions under which security policies are executed and they redefine the kinds of strategy processes needed for effective and legitimate operations. The armed forces, the police, the emergency management agency, private companies and citizens are all part of the management of today's security threats. Thus, security and security knowledge are defined from a plethora of perspectives and this makes the recognising and reconciling of different perspectives a sought after competence. The aim of this course is to give the students theoretical tools which will help them analyse the contemporary complex security environment, as well as to provide them an overview of the means and strategies available for managing these issues.

The course introduces students to state-of-the-art theories, concepts and methods within security studies and strategic studies. It gives students knowledge about core concepts and methods within security studies and strategy, including an introduction to the theoretical development of the academic field, as well as the subfields of security studies and strategic studies. It will especially focus on how recent developments have brought the fields of risk- and security studies closer together and created a need to re-think the meaning of strategy. This theoretical knowledge is to be specifically linked to the practices of relevant security actors – public as well as private.

In the context of the debates on security and strategy, the course reviews and discusses the challenges that intelligence services, armed forces, parliamentarians, international organizations and private companies face. This is done in cooperation with the course "Security Risk Management" that presents the students with a wide range of cases on the management of security risks. The aim is to create a setting for theoretically informed reflection on professional practices, which will equip the students with the best possible analytical tools for understanding future global and regional political issues.

Altogether, the course consists of three main components:

1. Security studies: how should security be conceptualised, how should security be studied; and what is the relation between security- and risk studies?
2. Strategic studies: how do we understand strategy, how should it be studied and what does it imply for the formulation, implementation and evaluation of strategy within the fields of risk- and security studies?
3. Exercise: based on a scenario that takes its starting context from a real-life situation, for example an armed intervention, a stock market crash or a terrorist attack, the students are tasked with a strategic analysis of foreign policy choices. In particular, the students are to develop specific criteria and conduct an assessment of choices of policy. The purpose of this exercise is to make the students reflect on the alliances in which countries partakes, as well as examine organisational choices.

The course "Security Studies and Strategy" constitutes 7,5 ECTS.

## **Learning outcome**

### *Knowledge*

Students will know the important theories, schools and methods within strategic studies and security studies and retain knowledge about the development of the respective fields. They will have an understanding of the future development of individual theories and the field in general.

### *Skills*

Students will be able to evaluate and discuss security and strategic theories, and use these theories to conduct empirical analysis as well as to plan and participate in strategy processes. Students will be able to assess the scope and consequences of a wide range of threats and risks associated with the modern, globalised world and make theoretically informed analysis of complex security challenges and the means and strategies available for dealing with them.

### *Competences*

By using knowledge about security theory and security political developments, students will be able to analyse, assess and formulate strategies that deal with complex security issues in highly risky and malleable environments.

## **Teaching**

The course is a combination of classroom lectures, guest lectures by practitioners and ongoing discussions with students. The course includes an exercise based on a real-life working situation where students are to develop specific criteria and conduct an assessment of Danish choices of policy in the form of a formal policy paper.

## **Examination**

The examination is a written portfolio exam which consists of an exercise based on a real-life working situation and a five-day written assignment. In order to sign up for the exam in “Security Studies and Strategy”, students must have conducted a prescribed exercise based on a real-life working situation and have it approved by the lecturer. The final exam takes the form of a five-day written assignment based on 2 sets of questions from which the students can choose.

The paper is assessed by an external examiner and graded according to the seven-point grading scale.

Students who fail to pass the exercise or exam can hand in a new paper according to the examination plan.

The length of the written assignment must not exceed:

- For one student: 24.000 keystrokes (10 standard pages)
- For two students: 40.800 keystrokes (17 standard pages)
- For three students: 55.200 keystrokes (23 standard pages)

For further details on what constitutes a standard page, please refer to the Curricula’s Common Part for the Faculty of Social Sciences.

## **Literature**

Course literature is a syllabus of 900 pages set by the lecturer and approved by the Board of Studies. If the syllabus includes literature that has been read previously during other courses in the Security Risk Management programme, the student must list additional literature in a supplementary literature list so that, in total, 900 pages

of new literature are specified. The student must sign a solemn declaration of compliance with the rule about supplementary literature.

### 6.1.2 Political Risk Analysis (7,5 ECTS)

#### Course Description and Objectives

Risk analysis is a central management tool for private companies, organisations and government agencies. Risk analysis and risk management practices define in important ways the organisation's external relations by acting as a tool to identify 'hazardous events' and thereby to define the meaning of necessary action. This course aims to introduce students to a wide range of social science literature on risk analysis as well as to thoroughly introduce students to the concepts and methods of 'political risk analysis'.

The course introduces students to a variety of approaches and methodologies in risk analysis and discusses the importance of these for organisational decision-making. The course will review how the concept of risk is understood within economics (including financial theory), anthropology and sociology, while also studying the specific empirical risk practices of private companies and public agencies. Moreover, the course will introduce the students to the relation between risk analysis and the broader concept of 'threat assessment'. In the second part of the course, the methods associated with political risk analysis will be given special attention; showing how a variety of approaches, methods and models can be used to assess the political situation in a given country or setting.

In the context of the debates on different theoretical approaches to political risk, the course reviews and discusses the challenges that private companies and governmental agencies face in conducting these analyses. Students will be tasked with conducting their own risk analysis and evaluate the societal and economic impacts of different methods and strategies.

Altogether, the course consists of 3 main components:

1. Social science approaches to risk analysis; what are the main positions in the debate on risk analysis and management, and how do they differ amongst themselves?
2. Political risk analysis; what are the main approaches and models available for political risk analysis? What can they provide and what are their shortcomings?
3. Exercise: students will be tasked with performing their own political risk analysis and, based on this analysis, execute a short written and oral presentation. The students must provide an analysis that maps the political risk of a certain investment, project or regulation and evaluate the potential implications (from possible profit for the company/partnership to political and societal consequences, etc.). In order to assess the real-life impact for companies and governmental agencies, the course will draw on the cases presented in the course "Security Risk Management" and thereby create a setting for theoretically informed reflection on professional practices.

The course "Political Risk Analysis" constitutes 7,5 ECTS.

#### Learning outcome

##### *Knowledge*

Students will obtain a thorough understanding of the most important social science theories, schools and methods on risk analysis and management and have special knowledge of the means and strategies available to assess political risks. Recent developments in the field will be known and students will be able to reflect on the usefulness and future-development of individual theories and the field.

### *Skills*

Students will be able to make a theoretically informed analysis of complex risk challenges, as well as understand the different political challenges that arise from different risk management methods and techniques.

Furthermore, students will be able to apply risk management methods and techniques in a specific setting, assessing the scope and consequences of a wide range of threats and risks associated with the modern globalised world.

### *Competences*

By using knowledge about risk theories, students will be able to analyse, assess and formulate risk management processes and strategies that deals with risks in highly malleable and political environments.

### **Teaching**

The course is a combination of classroom lectures, guest lectures by practitioners and ongoing discussions with students. The course includes the development of a political risk analysis based on a real-life working situation based upon which the students must make a written and oral presentation and discuss the outcomes of the exercise with a professional from a relevant workplace.

### **Examination**

The examination is an individual oral portfolio examination which consists of a written political risk analysis, an oral presentation in class and a final oral exam. In order to sign up for exams the risk analysis document and the oral presentation must be approved by the lecturer. The final exam takes the form of an oral exam based on the written political risk analysis. The exam includes a wider discussion of the syllabus as the examiner is required to evaluate the student in relation to the entire syllabus. The assessment is based solely on the oral performance, i.e. the written risk analysis is not part of the assessment. Each student in a group (max. four) is examined individually. No other member of a group may be present during the examination. Students are allowed to bring an outline consisting of keywords (max. 100 word.) and their risk analysis paper to the exam. No comments or other marks may be added to the outline. The examination time is approximately 30 minutes.

The exam is assessed by an external examiner and graded according to the seven point scale.

Students who fail to pass the political risk analysis or the oral exam can hand in a new paper or do a resit exam according to the examination plan.

The length of the political risk analysis must not exceed 12.000 keystrokes (5 standard pages).

For further details on what constitutes a standard page, please refer to the Curricula's Common Part for the Faculty of Social Sciences.

### **Literature**

The syllabus consists of 900 pages, defined by the lecturer and approved by the Board of Studies.

## **6.1.3 Security Risk Management (7,5 ECTS)**

### **Course Description and Objectives**

Organised around a number of cases, this course introduces the practice of security risk management and gives the tools to reflect upon current developments in the corporate and political management of security risks.

In this course, students will moreover engage with conceptual and terminological analysis, as well as with different approaches to conceptual history, asking what a concept is and how we can study concepts and ideas

and how these relate to the practice of security risk management. In particular, it covers at the origins and implications of different concepts of security and risk. In the main part of the course, a number of cases associated with security risk management will be presented by relevant organisations (private and public).

During the course, several cases of security risk management will be presented different professionals. These cases will centre on a security risk management decision and contain a description of an actual situation involving a decision or challenge to an organisation or company. The students will, in teams, study different cases and provide well-founded proposals for the decision-makers, drawing on the knowledge acquired in the courses “Security Studies and Strategy” and “Political Risk Analysis”. Together the cases will provide insights into the practice of security risk management and material for conceptual and theoretical reflection.

Altogether, the course consists of 2 main components:

1. Social science approaches to conceptual analysis; what are the main positions in the debate on how to study concepts? What is a concept? How can we define, analyse and evaluate the use of concepts?
2. Case presentations: The students will be introduced to 5 to 10 cases illustrating the current practice on security risk management among governmental agencies, organisations and private companies.

The course “Security Risk Management” constitutes 7,5 ECTS credits.

### **Learning outcome**

#### *Knowledge*

Students will obtain concrete knowledge on specific security risk management cases and an in-depth understanding of the most important social science approaches to the study of political concepts in order to place these cases in a wider framework. On the basis of this, students will be able to reflect on the usefulness and applicability of the different approaches.

#### *Skills*

Students will be able to analyse specific cases and evaluate the empirical, concrete and complex challenges within the field of security risk management. Furthermore, they will understand the different political and managerial challenges that arise from different security risk management methods and techniques.

#### *Competences*

Students will be able to assess and understand the political and social context of the strategy adopted to manage security risk and to evaluate the political impact of different strategies. They will furthermore be able to provide solutions to a given problem/dilemma within security risk management and thus provide usable knowledge and ideas to organizations and companies. Lastly, student will be able to critically assess those solutions, evaluate the individual/civil and societal political consequences, as well as to reflect upon their own production of security risk knowledge.

### **Teaching**

The course is a combination of classroom lectures, guest lectures by practitioners, cases, group work and discussions among and with students.

### **Examination**

The examination is an individual written portfolio exam in the form of a series of exercises and an final essay. In order to sign up for the exam, students must have conducted a number of exercises based on real-life working situations such as simulations exercises etc. The outcome of the exercises is presented to the lecturer in evaluation summaries and must all be approved by the lecturer prior to the exam . If one or more summaries is

not approved then the student can hand in a new paper prior to the exam. The evaluation summaries form the basis of the final assignment/essay. The final essay is individual and should evaluate the different uses of concepts; the occurring dilemmas and the common themes. The essay must refer to the required readings and include at least three of the cases presented in the course.

The essay is assessed internally by a member of the academic staff and marked “Pass/Fail”. If the essay or evaluation summaries are assessed as “Fail” a new paper can be submitted according the examination plan.

The essay must not exceed 24.000 keystrokes (10 standard pages).

For further details on what constitutes a standard page, please refer to the Curricula’s Common Part for the Faculty of Social Sciences.

### **Literature**

The syllabus consists of 900 pages. 400 pages are defined by the lecturer and approved by the Board of Studies, and 500 pages are selected by the student and approved by the lecturer prior to submitting the exam paper.

## **6.1.4 Knowledge Production and Evaluation (7,5 ECTS)**

### **Course Description and Objectives**

The course introduces students to core discussions within the sociology of knowledge and expertise and equips them with the tools needed to analyse and assess complex risks. A central goal of the course is to familiarise students with the fundamental issues of knowledge production and expertise and how to evaluate quantitative and qualitative knowledge in specific issue areas. The course also gives students the tools to subsequently evaluate the performance of actors and agencies dealing with these complex and compound problems. It trains the students’ ability to estimate the validity and reliability of knowledge-based interventions into a concrete political field.

Major social scientific traditions and their implications for practical, political and analytical choices are discussed, with a special focus on complex controversies concerning risk and security issues. This will provide an overview of the usage, application and evaluation of different methodologies implied in the use of theories and choices of method. Lastly, the course introduces students to the newest research software, providing the tools for processing of larger sets of data.

Altogether, the course consists of 3 main components:

1. Social science ontology, epistemology and methodology with a specific focus on formulating and using models in risk analysis and strategy-making.
2. Evaluation and processing of quantitative and qualitative data.
3. An exercise: in this exercise, students are tasked with communicating findings in the relevant way in the relevant setting, as well as showing the ability to evaluate knowledge interventions and reflect upon their political and strategic impact. Based on a case about a security or risk-related problem, the students will be tasked with presenting acquired knowledge with a focus on methods and presentation. This will require the students to present a problem-set in the form of a memo to a superior. Secondly, students should present the problem-set in the form of an opinion editorial.



The course “Knowledge Production and Evaluation” constitutes 7,5 ECTS credits.

### **Learning outcome**

#### *Knowledge*

Students will be familiarised with the fundamental issues of knowledge production. They will be able to identify, describe, examine, tabulate and interpret knowledge using different methodological and analytical strategies. They will moreover know what it means to make a reliable, valid, precise and relevant assessment and evaluation.

#### *Skills*

Students will be able to classify, compare and modify different elements in the research process, evaluate methodologies and analytical results, as well as identify and track connections between different methodologies and their implicit possible consequences for data processing and analytical results. Furthermore, students will be able to apply and demonstrate their acquired knowledge in an application process, writing different types of output relevant for risk assessment and strategy formulation, including memos and policy-recommendations.

#### *Competences*

Students will be able to discover, process and innovate knowledge and strategies for the management of complex threat environments. They will know how to work as evaluators under changing conditions, thus being able to decide, select and recommend possible interventions. They will, lastly, be able to explain and support their conclusions using scientific argumentation.

### **Teaching**

The course is a combination of classroom lectures, guest lectures by practitioners and ongoing discussions with students. The course includes an exercise based on a real-life working situation and focusing on communicating findings. Students must present a problem-set in the form of a memo to a superior and an opinion editorial.

### **Exam**

The exam is a written portfolio exam which consists of an exercise based on a real-life working situation and a final written assignment based on a set of questions. In order to sign up for the exam, students must have conducted and obtained approval by the lecturer. For the final written exam the students are in the middle of the semester presented with a set of qualitative and quantitative data and a set of questions that must be answered based on the dataset.

The final exam is assessed by an external examiner and graded according to the seven point scale.

Students who fail to pass the exercise or exam can hand in a new paper according to the examination plan.

The length of the final assignment must not exceed:

- For one student: 24.000 keystrokes (10 standard pages)
- For two students: 40.800 keystrokes (17 standard pages)
- For three students: 55.200 keystrokes (23 standard pages)

For further details on what constitutes a standard page, please refer to the Curricula’s Common Part for the Faculty of Social Sciences.

### **Literature**

Course literature is a syllabus of 900 pages set by the lecturer and approved by the Board of Studies.

## 6.1.5 Organizational Management and Leadership (15 ECTS)

### Course description

The course introduces students to the nature and dynamics of organizations, with a particular emphasis on different types of organizations, organizational structures, processes and the conditions for management and leadership. Based on an introduction to both classical organizational theory and recent research, the course highlights important managerial dynamics and dilemmas as found in different types of organizations. It also describes organizational strategies for dealing with threats and hazards, such as anticipatory strategies and resiliency strategies.

In recognizing the many different forms and logics of organizations (in the private, public as well as the civil sphere), the course addresses the challenges facing post-industrial organizations; from globalization and regionalization, from the development on information technology, and demands for being virtual, flexible and politically responsible. All these elements and trends pose challenges to the way in which organizations are structured, their decision-making processes and practices, as well as to the tools readily available for the management and leadership. Central to these challenges stands a changed set of risks and security problems that organizations must handle, both on a day-to-day basis and in their strategic planning.

The course consists of three main parts:

Part I. Organization Theory

Part II. Organizational Forms, Logics and Leadership

Part III. Case-Group Work

### Learning outcome

#### *Knowledge*

Students will have in-depth knowledge of core themes, concepts, and theories of organization and management. Students will be able to identify and categorize different organizations, their structures, processes and conditions for leadership.

#### *Skills*

Students will be able to communicate their knowledge of theories and empirical themes in a systematic and coherent way; make informed decisions about the use and application of theories; be able to analyze organizations in their changing environment using relevant theories and concepts and identify key managerial challenges. Students will, furthermore, be able evaluate different management and leadership strategies, depending on setting and organization.

#### *Competences*

Students will be competent analysts of the relations between an organization and its risk/security environment. They will furthermore be able to assess the appropriateness of different management and leadership strategies and reflect upon new challenges to organizations.

### Teaching and learning formats

The course is a combination of classroom lectures, guest lectures by practitioners and ongoing discussions with students. The course also includes casework on organizational challenges and dilemmas.

### Exam

The examination is a portfolio exam, a combination of a written paper and a final oral exam. In order to sign up for the exam, students must have completed the casework exercise successfully.

Students who fail to pass the exercise can hand in a new/revised paper based on the question chosen.

The exam includes a wider discussion of the syllabus as the examiner is required to evaluate the student in relation to the entire syllabus. The grading is based solely on the oral performance, i.e. the written product is not part of the grading. Each student in a group (max. four) is examined individually. No other member of a group may be present during the examination. Students are allowed to bring an outline consisting of keywords (max. 100 word.) and their risk analysis paper to the exam. No comments or other marks may be added to the outline. The examination time is approximately 30 minutes. The length of the synopsis must not exceed 12.000 keystrokes (5 standard pages). The oral performance is assessed by an external examiner and graded according to the seven-point scale.

For further details on what constitutes a standard page, please refer to the Curricula's Common Part for the Faculty of Social Sciences.

### **Literature**

Course literature is a syllabus of 1800 pages set by the lecturer and approved by the Board of Studies.

### **6.1.6 Intelligence (7,5 ECTS)**

#### **Course Description and Objectives**

Intelligence agencies have reorganised themselves in response to a new globalised threat environment and an increased digitalisation; a complex environment where many different actors play a role, either as potential enemies or as partners in the attempt to mitigate new threats. Questions like the non-detection of the terrorist attacks on 11 September 2001 and the misreading of intelligence on Iraq's WMD-program raised questions about the nature of intelligence knowledge, analysis method and assessments of paramount importance. In turn, this has opened the field to academia as never before.

In this course students will be introduced to the history of intelligence, study the current design of institutional structures (looking at Denmark, Great Britain and the US in particular), and examine contemporary intelligence methods and processes. Having covered the history and institutional framework of intelligence, the course considers how private companies, supplying intelligence and risk analysis to other companies and states, have become influential in today's intelligence enterprise; and asks what happens to the notion of national intelligence when companies enter the scene and turns the collection and sharing of information into a matter of competitive business. Also, the course will treat how the division between intelligence and 'risk analysis' has become increasingly blurred, as ordinary production and service companies today rely more and more on 'intelligence' as the go-to information-type when assessing the value and risk of new investments.

In light of the many new trends in the intelligence field, the course discusses the technical, political and ethical challenges that arise therefrom, including the consequences of information inundation, digital surveillance and knowledge sharing. In particular questions of democratic accountability and responsibility will be covered.

Altogether, the course will consist of four main elements:

1. The history of national intelligence, foreign as well as domestic. What was the *raison d'être* behind the traditional understanding of intelligence and what are the main changes since the Cold War?

Furthermore, we will study the institutional design of national intelligence institutions today and the institutionalised methods and processes of intelligence collection and production.

2. The development of private intelligence. What role do private actors play in the production and distribution of intelligence information?
3. Democratic, social and technical challenges. How do new intelligence methods and demands for openness, surveillance and digitalisation challenge democracy? What are the consequences for how organisations (private and public) understand accountability and responsibility?
4. Simulation exercise: students will participate in a simulation exercise designed to provide a realistic intelligence challenge; exercise the skills of conveying intelligence insights to decision-makers. The simulation will contain four stages: 1) definition of intelligence needs and assignment of roles; 2) open-source intelligence gathering and analysis, including WikiLeaks; 3) production of reports, and 4) presentation and briefing to decision-makers. We will invite public and private sector professionals to help making this simulation as realistic as possible.

The course “Intelligence” constitutes 7,5 ECTS.

### **Learning outcomes**

#### *Knowledge*

Students will be familiar with current approaches to intelligence and recent developments within the field. Moreover, students will have insight into current challenges, including the role of digitalisation, of knowledge-sharing and of privatisation.

#### *Skills*

Students will be able to reflect critically upon how new intelligence methods and demands for openness, surveillance, and digitalisation challenge democracy; understand what consequences these developments might entail in regards to organisational accountability and responsibility.

#### *Competences*

Students will be able to apply their knowledge of current trends in intelligence studies and methods to help rethink, improve and invent new practices of information sharing, collection and management of data, for private as well as public organisations/companies.

### **Teaching**

The course is a combination of classroom lectures, guest lectures by practitioners and ongoing discussions with students. The course includes an intelligence simulation exercise with a duration of approximately 3 days.

### **Examination**

The exam is an oral portfolio exam which consists of a simulation exercise and a final synopsis exam. In order to sign up for the exam in “Intelligence”, the lecturer must approve a product developed in relation to the simulation exercise. The final exam takes the form of an oral exam based on the written product. The exam includes a wider discussion of the syllabus as the examiner is required to evaluate the student in relation to the entire syllabus. The grading is based solely on the oral performance, i.e. the written product is not part of the grading. Each student in a group (max. four) is examined individually. No other member of a group may be present during the examination. Students are allowed to bring an outline consisting of keywords (max. 100 word.) and their risk analysis paper to the exam. No comments or other marks may be added to the outline. The examination time is approximately 30 minutes. The length of the synopsis must not exceed 12.000 keystrokes (5 standard pages).

For further details on what constitutes a standard page, please refer to the Curricula's Common Part for the Faculty of Social Sciences.

### **Literature**

Course literature is a syllabus of 900 pages set by the lecturer and approved by the Board of Studies.

### **6.1.7 Transformations of the Public-Private Divide (7,5 ECTS)**

#### **Course Description and Objectives**

One of the most significant features of the modern liberal state, as it developed during the 19<sup>th</sup> and 20<sup>th</sup> centuries, is the public-private distinction. Yet, during the last two decades this distinction has become blurred. Public-private partnerships, private security companies, outsourcing of key welfare state functions, private intelligence etc. are all examples of this development. We are facing a fundamental transformation of the classical liberal state due to a continuous social and institutional innovation. Why does this transformation take place? What sort of implications does it have for governance structures, authority relations, social relations, the state, citizenship, the market and for civil society? Does it provide citizens with more opportunities? Will business benefit from it? Why did the public-private distinction emerge in the first place? Was it a good thing?

This course will introduce the student to the classical political theoretical debates on the politics/market distinction, examine current transformations and discuss the political, economic, and social consequences of these transformations. The overall aim is to explore and understand the nature of these transformations, including the many new institutional forms that have emerged beyond the conventional distinction between public and private actors. Moreover, the course aims to investigate the different forms of authority and governance that current political, civil and corporate practices produce by comparing these two previous practices, as well as the ideals discussed in political theory.

The distinction between public and private, as well as state and market, has since the early 18<sup>th</sup> century been absolutely fundamental to the Western understanding of the liberal state and the modern organisation of society: the idea of security, freedom and the possibility of economic prosperity (cf. Hume and Smith). Yet, we often forget how this distinction has been highly contested throughout history, and therefore how profoundly political the construction of this distinction essentially is.

Thus the course explores how current developments in the management of risk and security define the relationship between private and public authority by looking at, for example, the role of public-private partnerships, homeland security strategies on resilience, CSR, and the debate on the use of private security companies.

Altogether, the course consists of 4 main components:

1. Why did the private-public distinction emerge in liberal political theory and why has this distinction been seen as the core of liberal thinking? To what extent did the state manage to uphold the distinction? (History of political thought).
2. The on-going transformation of the public-private distinction. Current challenges and debates (examples on current practice on governing of risk and security, mapping the field of different innovative institutional forms).
3. Political, economic, and social consequences. (E.g. the implications of new forms of authority and governance structures, for the freedom-security relationship, for citizenship, for the state-market relationship).

4. Exercise: the students are to create a private-public partnership, a new code of conduct; an information booklet or flyer, or create new application software that facilitates public-private collaboration. In this practice exercise, students must design an institutional set-up or project that communicates new policies or initiatives. They must be imaginative about the institutional form and they must provide an analysis that maps out the potential implications (from possible profit for the company/partnership to more societal consequences including authority relations etc.). In order for students to appreciate the real-life impact for companies and governmental agencies, private and public sector professionals are invited into the classroom to discuss the suggested solutions.

The course “Transformations of the Public-Private Divide” constitutes 7,5 ECTS.

### **Learning outcome**

#### *Knowledge*

Students will have knowledge about the history of the public and private divide and will come to understand how current practices within the field of risk and security challenge and transform this divide.

#### *Skills*

Student will be able to reflect upon new challenges to the classical political divisions between public and private authority and understand what these transformations influence future decision-making strategies and tools within the field of risk and security.

### **Teaching**

Teaching takes the form of lecturers, guest lectures by practitioners and discussions with students. Students must create a work-life based product defined by the lecturer (e.g. an information booklet or flyer concerning private/public partnership within the field of security risk management).

### **Examination**

The examination is an oral portfolio exam which consists of a work life product and a final written assignment. In order to sign up for exam in “Transformations of the Public Private Divide” a work life product must be developed and approved by the lecturer.

The final exam takes the form of an oral exam based on the written product . The exam includes a wider discussion of the syllabus as the examiner is required to evaluate the student in relation to the entire syllabus. The grading is based solely on the oral performance, i.e. the written product is not part of the grading. Each student in a group (max. four) is examined individually. No other member of a group may be present during the examination. Students are allowed to bring an outline consisting of keywords (max. 100 word.) and their risk analysis paper to the exam. No comments or other marks may be added to the outline. The examination time is approximately 30 minutes. The length of the synopsis must not exceed 12.000 keystrokes (5 standard pages).

For further details on what constitutes a standard page, please refer to the Curricula’s Common Part for the Faculty of Social Sciences.

### **Literature**

Course literature is a syllabus of 900 pages set by the lecturer and approved by the Board of Studies.

## **6.2 Elective courses**

The Master's programme includes 5 elective courses that must be chosen from within 2 specified categories of electives. A minimum of 3 electives are offered within each category each semester, but students may on approval by the Board of Study choose electives from the general course catalogue pertaining to the Master's programme in Political Science. Therefore, there will be a variation in courses, learning outcomes, types of teaching and exam forms each semester. Below is a general description of the core learning outcomes of courses within the 2 elective categories. Elective courses constitute 7,5 ECTS each.

### **6.2.1 General learning outcome from the group of elective courses**

Students will have obtained a superior understanding of the relationship between the decision-making processes of organisations (state, bureaucracies, private organizations and private enterprises), the designs of political systems, and the developments in the international threat environment. They will be able to analyse the relationship between new political developments and concrete risk management processes and to assess the impact on public organisations, as well as private companies. Based on these skills students can execute strategies and implementation processes for future organisational innovation.

### **6.2.2 Overall learning outcomes within elective categories**

#### **Category 1: New Threats**

##### *Knowledge*

Students will have knowledge about new international threats, as well as trends, that shape and reshape the security environment. Developing on this, students will understand how new global developments affect businesses, organisations, institutions and states.

##### *Skills*

Students will retain the ability to analyse and reflect upon new threat perceptions and global developments and, on that background, evaluate the political and organisational impact on public, as well as private, organisations/companies.

##### *Competences*

Students will be able to analyse the relationship between new developments in global politics and concrete risk management processes and, based on these analyses, identify new organisational trends and solutions.

#### **Category 2: Organisational Management, Ethics and Accountability**

##### *Knowledge*

Students will acquire knowledge of organisational theory and the ethical managerial challenges that confront organisations and companies in their daily decision-making on risk mitigation and security; for example concerning questions of accountability, responsibility, trust and control.

##### *Skills*

Students will be able to critically evaluate the ethical dimensions of organisational decisions, and identify the individual and societal consequences of these decisions.

##### *Competences*

Based on these skills students will become able to execute security risk management strategies and implement processes that consider and take into account the possible ethical challenges.

### 6.2.3 Descriptions of elective courses and exams.

Exams in elective courses follow the curriculum of the master programme of Political Science. Below is a general description of the three main types of elective courses: courses with an oral exam, courses with a written exam and seminars.

#### 6.2.3.1 Description of courses with an oral exam (*synopsis*) (7,5/15 ECTS credits)

Their academic endeavours equip students to:

- demonstrate in-depth knowledge of the subject areas covered by the courses on offer, including key theoretical, methodological and empirical problems
- discuss the future potential opportunities for theories, concepts and methods in the subject areas covered by the courses on offer
- formulate, precisely and using correct academic terminology, concepts relevant to the subject areas covered.

#### Criteria for achievement of targets for oral exams

The grade 12 is awarded for an excellent performance that demonstrates complete fulfilment of the targets by the student demonstrating the ability to:

- show in-depth knowledge of the subject area at a high academic level
- independently and critically discuss and reflect on the application of theories, concepts and methods in an analysis of key problems faced in the area covered by the courses on offer
- discuss the potential future developments for theories, concepts and methods in the subject areas covered by the courses on offer
- express themselves precisely, using correct academic terminology and at a high academic level in the subject areas covered.

Grade 7 is given for a good performance in which the oral exam meets the criteria for the achievement of targets, albeit with a number of minor deficiencies, e.g. a certain lack of independence, a lack of systematic discussion of theories, concepts and methods, or a lack of knowledge of parts of the subject area.

The grade 02 is awarded for an adequate performance in which the oral exam meets only the minimum acceptable level of fulfilment of the criteria for achievement of targets, i.e. it is characterised by a low level of independence in the discussion of theories, concepts and methods, and very limited knowledge of the subject area.

#### Extent and workload

Oral exams are prescribed to 7,5 or 15 ECTS credits. The workload for each course is 27,5 hours per ECTS credit, e.g. 7,5 ECTS credits corresponds to a workload of 206 hours per semester.

It is up to the individual lecturer to decide how the total number of working hours is split between the activities below:

- no. of student working hours on ongoing assignments
- no. of student working hours on reading the literature on the syllabus
- no. of class hours
- no. of student working hours preparing for and sitting exams
- no. of student working hours earmarked for other study-related activities (opposing assignments, student presentations, etc.).



The number of hours for the different course elements is listed in the course catalogue.

### Literature

The syllabus for all oral exams is set by the lecturer and approved by the Study Board. The number of standard pages is listed in the table below:

Oral exam	7,5 ECTS credits	15 ECTS credits
Syllabus	900–1,200 pages	1,800–2,100 pages

In courses with oral exams, max. 25% of the syllabus may consist of literature cited previously. Students who do not meet this requirement are not allowed to sit the exam.

### Type of instruction

Classes in the courses on offer are usually held during a single semester and consist of two hours a week per course. In courses where the classes are held in one half of the semester, they consist of two hours twice a week. The duration and number of hours per week may vary.

### Exam forms

Oral exam with synopsis

A synopsis exam takes the form of an individual, oral exam based on a written paper (synopsis). The examiner is required to assess the student in relation to the whole of the syllabus, so the exam also includes a wider discussion based on the contents of the whole syllabus. A synopsis can be written individually or in group (max. three students).

The synopsis must be max. 7,200 keystrokes (3 standard pages).

For further details on what constitutes a standard page, please refer to the Curricula's Common Part for the Faculty of Social Sciences.

The student is examined individually. No member of a group may be present during the others' exams. The assessment is based solely on the oral performance, i.e. the synopsis is not part of the assessment. Students are allowed to bring an outline consisting of keywords (max. 100 words) and a synopsis into the exam. No comments or other annotations may be added to the outline and synopsis.

Oral exams are assessed by an internal and external examiner and graded according to the seven-point scale.

#### **6.2.3.2 Description of elective courses with an written exam (7,5/15 ECTS credits):**

The assignment on an optional subject is based on a course. The purpose of writing an assignment is to prove that students are able to:

- document advanced and in-depth processing of a subject relevant to political science or social science
- formulate a problem in an independent manner in a field related to the theories, methods and case studies introduced during the course
- select appropriate theory, methodology and data in order to analyse and respond to the problem
- identify strengths/weaknesses in the use of the selected theory/theories and method(s)
- write a coherent assignment, in terms of content and communications, in which the result of the analysis and the response to the problem is characterised by a logical structure and linguistic clarity.

### **Criteria for achievement of targets for elective courses with an written exam**

The grade 12 is awarded for an excellent assignment on an optional subject with no deficiencies, or only a few minor deficiencies, that meets the following criteria:

- deals with a defined problem related to the description of the objectives for the courses offered
- links theory and methodology and draws on theoretical or empirical cases as part of its analysis of and response to the problem
- reflects on the choice of theories, methods and case studies, and their strengths and weaknesses
- includes an evaluation of the strengths and weaknesses of the analysis
- offers a coherent analysis with regard to content and communication
- conducts an analysis on a high academic level, the results of which are presented in a logical structure and in clear language that addresses the problem.

The grade 7 is awarded for a good performance, in which the assignment on an optional subject meets the stipulated criteria, albeit with a number of deficiencies and/or reveals a lack of cohesion between theory, method and case(s) in the analysis.

The grade 02 is given to an adequate performance, in which the assignment on an optional subject only meets the minimum acceptable level of fulfilment of the criteria for achievement of targets, i.e. it is characterised by a low degree of coherence between theory, method and case(s), and a superficial analysis.

### **Extent and workload**

Exams consisting of written assignments are prescribed to 7,5 or 15 ECTS credits. The workload for each course is 27,5 hours per ECTS credit, e.g. 7,5 ECTS credits corresponds a workload of 206 hours per semester. It is up to the individual lecturer to decide how the total number of working hours is split between the activities below:

- no. of student working hours on ongoing assignments
- no. of student working hours on reading the literature on the syllabus
- no. of class hours
- no. of student working hours preparing for and sitting exams
- no. of student working hours earmarked for other study-related activities (opposing assignments, student presentations, etc.).

The number of hours for the different course elements is listed in the course catalogue.

### **Literature**

The syllabus for assignments on an optional subject on the courses offered is 900–1,200 standard pages for 7,5 ECTS credits and 1,800–2,100 standard pages for 15 ECTS credits. The syllabus is set by the lecturer and approved by the Study Board. For assignments on optional subjects that do not involve attending a course the students put together a bibliography covering the same as the above.

If the syllabus includes literature that has been cited previously, the student must list additional literature in order to specify a total of 1,200 pages of new literature. Supplementary literature must be listed in the bibliography. The student signs a solemn declaration of compliance with the rules governing the syllabus.

### **Type of instruction**

Classes are usually held in a single semester and consist of two hours a week on each course. In courses where the classes are held in one half of the semester, they consist of two hours twice a week. The duration and number of hours per week may vary.

The duration and number of hours per week may vary.

### **Exam forms**

Assignments on optional subjects in a problem area chosen by the student are written on the basis of a syllabus defined by the lecturer and approved by the Study Board. The number of standard pages listed below applies to assignments on optional subjects:

<b>Written assignments in elective courses</b>	<b>7,5 ECTS credits</b>	<b>15 ECTS credits</b>
Syllabus	900–1,200 pages	1,800–2,100 pages
For one student:	36,000 keystrokes (15 standard pages)	48,000 keystrokes (20 standard pages)
for two students:	60,000 keystrokes (25 standard pages)	79,200 keystrokes (33 standard pages)
For three students:	84,000 keystrokes (35 standard pages)	108,000 keystrokes (45 standard pages)

Form of assessment: the seven-point scale with an internal and external examiner. If the assignment is graded -3 or 00, a new assignment on the same subject may be submitted.

Supervision of assignments on optional subjects, including the choice of literature and a review of the problem formulation and outline, usually takes place during teaching time.

#### ***6.2.3.3. Description of seminar as elective courses***

Seminars usually involve the students playing a part in study circles in order to develop and expand their knowledge of political science's key theoretical, methodological and/or empirical problems. It is important that the whole seminar group shares the same syllabus. This facilitates in-depth discussion and collective acquisition of knowledge about the subject area.

Students are offered a choice of seminars from political science's core course areas: Political Science, Public Administration and International Relations. Other seminars equip students to develop and expand their knowledge of fields adjacent to political science – e.g. sociology, economics, law and social-science methodology – in an independent manner.

Seminars can vary in terms of structure, content and type of instruction, as well as in relation to the types of assignments. All seminars also seek to improve the students' written communication skills.

### **Description of objectives**

The description of objectives varies from seminar to seminar, and the seminars vary from semester to semester. The description of objectives for each seminar must therefore be included in the course catalogue for the semester concerned.

### Extent and workload

One seminar is prescribed to 7,5 or 15 ECTS credits. The workload for each course is 27,5 hours per ECTS credit, e.g. 7,5 ECTS credits corresponds to a workload of 206 hours per semester. It is up to the individual lecturer to decide how the total number of working hours is split between the activities below:

- no. of student working hours on ongoing assignments
- no. of student working hours on reading the literature on the syllabus
- no. of class hours
- no. of student working hours preparing for and sitting exams
- no. of student working hours earmarked for other study-related activities (opposing assignments, student presentations, etc.).

The number of hours for the various seminars is listed in the course catalogue.

### Literature

Extent	7,5 ECTS credits	15 ECTS credits
Syllabus	900–1,200 pages	1,800–2,100 standard pages

If the syllabus includes literature that has been cited previously, the students must list additional literature in order to specify a total of 900-1200 pages of exclusively new literature. Supplementary literature must be listed in the bibliography. Students must sign a solemn declaration of compliance with the rule about supplementary literature.

### Type of instruction

The main form of teaching in seminars is study circles, which means that there is a restriction of max. 25 students per seminar. Students must enrol in advance. Admission is normally prioritised on the basis of academic seniority.

Classes are usually held in a single semester and consist of two hours a week on each course. However, the duration and number of hours per week may vary.

### Exam form

Seminars are passed by submitting a number of papers during the course of the seminar that amount to min. 24,000 keystrokes (10 standard pages) and max. 48,000 keystrokes (20 standard pages) per student. Seminar assignments are written individually. Seminar assignments are compulsory and must be approved by the appropriate member of academic staff before the seminar can be passed. If multiple assignments are submitted, a single overall assessment is given (pass/fail or a grade) on the basis of all of them. If a seminar exam is assessed “Fail” or graded -3 or 00 at the first attempt, one or more new/revised assignments on the same subject can be submitted. If a seminar assignment is assessed “Fail” or graded -3 or 00 at the second attempt, one or more new/revised assignments on the same subject can be submitted.

In total, new/revised assignments can be submitted twice and it must be agreed in advance with the lecturer. Seminar assignments in the spring semester must be finally approved or graded by the end of June. Seminar assignments in the autumn semester must be finally approved or graded by the end of January in the following year.

A further condition for passing the seminar is that the student has actively participated in the seminar, i.e. min. 75% attendance and active participation. Active participation comprises min. one presentation of the student's own assignment(s) and one opposition to another seminar participant's assignment. The assignment(s) are based on an area chosen by the student but linked to the seminar theme.

### **Make-up exams and resits**

If the seminar is not passed within the above mentioned deadline, the student must register for the resit exam, which involves submitting an assignment on an optional subject based on the same syllabus as the ordinary exam. The length of the assignment on an optional subject is outlined below:

<b>Assignment on an optional subject</b>	<b>7,5 ECTS credits</b>	<b>15 ECTS credits</b>
<b>Number of pages</b>	36,000 keystrokes (15 standard pages)	48,000 keystrokes ( 20 standard pages)

### **6.3 Stand Alone Assignments.**

If students wish to write about a specific topic within an elective category detached from courses, they must obtain approval from the Head of Studies and ask a member of the academic staff to supervise a free assignment on a subject not offered in the course catalogue. However, the member of staff is not obliged to supervise free assignments detached from elective courses.

A stand-alone assignment constitutes 7,5 ECTS.

The exam is assessed by an external examiner and graded according to the 7-point scale.

Students who fail to pass the exam can register for the resit exam.

The length of the assignment must not exceed:

- For one student: 24,000 keystrokes (10 standard pages)
- For two students: 40,800 keystrokes (17 standard pages)
- For three students: 55,200 keystrokes (23 standard pages)

For further details on what constitutes a standard page, please refer to the Curricula's Common Part for the Faculty of Social Sciences.

For stand-alone assignments students must draw up their own literature list consisting of 900 pages literature not cited in conjunction with previous exams.

### **6.4 Academic internship**

#### **Course Description and Objectives**

The purpose of the academic internship is to enable students to gain practical experience that can give them insight into 'security risk management in practice'. The aim is that students, by their presence and active

participation in performing relevant tasks in a workplace, become able to apply their academic skills in a practical context. In their final internship papers, the students should be able to reflect theoretically on issues related to the tasks performed.

It is possible to replace one elective course in the Master's programme corresponding to 7,5 ECTS credits with an academic internship. An academic internship consists of two main parts, a work-place product and an internship report.

The work product can take different forms such as a consultancy report, a power point presentation or an app. The work product should serve to help the organisation or company in question to solve or illuminate a given issue, and should therefore be defined in cooperation with the employer.

The final internship report is an academic report based on the work product. This report is based upon the academic literature and reflects methodically and/or theoretically on the work and the work product. The report must be handed in according to rules set by the Board of Studies and the work product must be handed in as an appendix to the report.

The period concerned must be at least 200 hours to be equivalent to 7,5 ECTS credits in the Master's programme. These hours can be achieved as a part time internship during one semester (maximum 15 hours a week) or as a shorter continuous period where the student works at least 30 hours per week.

Student can only complete one internship as a part of the Security Risk Management programme.

An academic internship constitutes 7,5 ECTS.

### **Learning outcome**

#### *Knowledge*

Students will acquire insights into organisational practices concerning security risk management; the tasks and the demands of the labour market (both academic and non-academic) as well as and insights into how their acquired academic skills corresponds to the needs of their future the labour market.

Students will furthermore gain experiences with applying his or her theoretical and methodological knowledge from the study programme on specific security risk management issues. On the basis of this, students will be able to reflect on the usefulness and applicability of the different academic approaches to security risk management.

Finally they will understand the different political and managerial challenges arise from security risk management methods and techniques.

#### *Skills*

Students will obtain the basic skills necessary to help solve tasks within the workplace's field of activity, and experience in applying these skills, specific knowledge of and insight into conditions, institutions, processes and working methods that are relevant to the security risk management programme.

Students will furthermore be able to analyse and evaluate the empirical, concrete and complex challenges within the field of security risk management.

#### *Competences*

Students will be able to reflect on links between the empirical field (the student's own products developed during the internship) and the theoretical or methodological approaches to risk/security analysis.

Students will furthermore be able to assess and understand the political and social context of the strategy adopted to manage security risk and to evaluate the political impact of different strategies.

Finally the students will be able to present an analysis a logical structure and clarity of language such that the formulated problem is addressed.

### **Pre-approval**

Pre-approval of the academic internship must be applied for from the Board of Studies, and it must be granted before the internship begins. It is possible to register for an internship after the registration deadline has passed and then it will be possible to cancel courses equivalent of the 7,5 ECTS the internship replaces.

An application for pre-approval must contain the following appendixes:

- A description of the work-place product in terms of purpose, expected form and
- A document, signed by a contact person in the workplace, describing the workplace, work assignments of academic relevance and at a satisfactory academic level, the length of the placement and the number of hours worked per week
- An account of provisional ideas about the subject for the internship assignment
- The name of the project supervisor in the Department of Political Science.

Based on the information available about the proposed internship at the time of application, the Board of Studies assesses whether the internship and internship assignment are expected to replace course elements on the Master's programme. The academic internship must have an objective that complies with the competence profile of the Master's programme.

### **Supervision**

A project supervisor must be attached to the academic internship and the internship report. Supervision is normally conducted by assistant professors, associate professors or professors. Students are responsible for finding their own project supervisor. At the host organisation the student must have a contact person with sufficient academic competence to be able to offer assistance with the tasks.

### **Examination**

The examination is a written portfolio exam which consists of the work-place product and a final written assignment. The work place-product must be approved by the host organisation and be attached to the final written assignment. The final written assignment must be written as an integrated part of an internship and be based on the work product done at and for the work place. Internship reports must be handed in under the same conditions that apply to the handing in of other written assignments, i.e. by the end of the semester during which the student has been in an internship placements.

An internship report is assessed on the seven-point scale with an internal examiner. If the report is graded -3 or 00, a new assignment on the same subject must be submitted according to the examination plan.

The grading of an internship is solely based on the final internship report, which a theoretical and/or methodology reflection of the work and work product produced by the student at the host organization.

The length of the internship report must not exceed for one student 16,800 keystrokes (7 standard pages).

For further details on what constitutes a standard page, please refer to the Curricula's Common Part for the Faculty of Social Sciences.

**Literature**

The report must refer to a minimum of 450 pages of academic literature that has not been included in previous course curricula.



## 6.5 Thesis

### Course Description

The thesis is where the student must demonstrate proficiency in making use of methodologies and theories in an analysis of an issue relevant to security risk management. Through the work on the thesis, students must show an ability to use theories and methods of the programme to produce a major, written academic assignment on an individually chosen topic. Below is a description of learning outcomes defined in relation to thesis.

Together, the thesis process consists of three main parts: Writing the thesis, the thesis workshops and the thesis supervision.

The thesis constitutes 30 ECTS.

### Thesis learning outcome – Security Risk Management

#### *Knowledge*

- Understand how to set up clear research questions and objectives and perform systematic and logical research on risk and security management.
- Display comprehensive knowledge of the thesis topic and relevant theory and methods.

#### *Skills*

- Ability to select, discuss and apply relevant theoretical concepts in an analysis of security risk, and, if appropriate, connect empirical analysis to theoretical insights.
- Set up clear research questions and objectives, and provide systematic and logic research-based answers to these questions.
- Critically select, discuss and apply relevant methodological approaches
- Identify and process primary or secondary theoretical and/or empirical material of relevance to the analysis.
- Communicate specialised knowledge at a high academic level in English.

#### *Competences*

- Ability to analyse and critically reflect upon challenges and possible solutions related to security risk management
- Critically evaluate one's own work by reflecting upon the strengths and weaknesses of the methods and theories.

### Teaching

#### Thesis workshops

A compulsory part of writing the thesis is the thesis workshops, which provides students with general knowledge and guidance in the use of methodology, writing assignments, structuring both the written product and management of the workflow, as well as other relevant elements. The workshops will be offered in the beginning of the semester. All workshops require registration in advance by a deadline set by the Head of Studies (the general thesis supervisor), as well as an approval of the research question and thesis contract. Participation in thesis seminars is compulsory. Exemptions will only be granted under exceptional circumstances.

#### Supervision

As an integral part of thesis-writing, students are assigned supervisor. Supervision is conducted in clusters, of approx. 4-6 theses, depending on number of students and the selected topic. An important element of the

supervision is the students' own active participation: Students are required to both present their own work, read the work of others and oppose the work of others. Student will usually have to submit a written text (between 5-25 pages) prior to each cluster meeting. Supervision is normally carried out by assistant professors, associate professors or professors at department. The appointment of individual supervisors are done the Head of Studies. External assistant supervisors may, upon application to the Board of Studies, be assigned as supervisors. Participation in supervision is compulsory. Exemptions will only be granted in exceptional circumstances.

Approximately 25 hours, including preparation, are set aside for supervision. If the student fails to submit the thesis at the first attempt and the supervision hours have been used, no new hours will be made available.

### **Exam**

The thesis must be prepared in the course of the second academic year.

Before submitting the thesis, it is compulsory to:

- a) Obtain an approval of the research question and the contract by the Head of Studies (the general thesis supervisor)
- b) Participate in and pass the thesis workshops. In order to register and pass, students must have signed a valid thesis contract.
- c) Write a summary of the thesis.

The length of the thesis and the summary must not exceed:

- For one student: 192,000 keystrokes (80 standard pages)
- For two students: 336,000 keystrokes (140 standard pages)
- For three students: 480,000 (200 standard pages).

For further details on what constitutes a standard page, please refer to the Curricula's Common Part for the Faculty of Social Sciences.

The thesis must include:

- A summary, as per the Examination Order, §24 (2) of maximum one page.
- A bibliography, cf. the requirements for written work.
- A keystroke count. For further details on what constitutes a standard page, please refer to the Curricula's Common Part for the Faculty of Social Sciences.

There are no specific literature requirements for the thesis, but it must contain a bibliography.

### **Assessment**

The thesis is graded by the supervisor and an external examiner according to the seven-point scale. If a secondary supervisor has been involved in the thesis, then the principal supervisor must consult the former before grading the thesis.

A written assessment of the thesis is drawn up, which includes the grading. The grading of the thesis must not take more than one month. July is not included in the assessment period.

Writing and spelling skills form part of the overall assessment of the thesis, although the academic content will carry the greatest weight, as per the Examination Order. The Board of Studies is empowered to grant

exemptions from this regulation for students who are able to document a relevant and specific impairment. When assessing a thesis, weight is also placed on the summary.