



**European Association for  
Public Administration  
Accreditation**

13 July 2011

## **EAPAA Accreditation Committee Evaluation Report**

**Bachelor's programme Public Administration and Master's programme Public Administration, Institute of Public Administration, Faculty of Social and Behavioural Sciences at Leiden University, Leiden, the Netherlands.**

Evaluation Report with respect to the request for accreditation of 1 December 2009.

In consideration of the Self-Evaluation Report of the above programme of 8 September 2010, the Site Visit Report of 26 April 2011 of the EAPAA Site Visit Team for this programme, and the response of the programme of 14 July 2011 to the draft of the Site Visit Report, the EAPAA Accreditation Committee, at its meeting of 6 September 2011 in Bucharest, Romania, has evaluated this programme against the EAPAA Accreditation Criteria (version 7, September 2009).

### **1. Accreditation Criteria**

<b>2. Applicability/Eligibility</b>	
2.1 Domain	The programmes both are public administration programmes.
2.2 Geography	The Netherlands belongs to the EAPAA domain.
2.3 Programme longevity	The programmes exist since long; in 2006 a substantive change resulted from the adoption by the University in 2006 of a uniform year schedule that replaced the trimester system with the semester system, with each semester consisting of two blocks of eight weeks in length. The programmes fulfil the longevity criterion.
2.4 Programme variants and locations	The master programme has a track for mid-career students which is taught at the Leiden University The Hague Campus. With the exception of the track in The Hague, the primary language of instruction is English.
4 Category of accreditation	Bachelor: public administration bachelor level programmes (3 or 4 years) Master: public administration master level programmes (1 or 2 years)
<b>5. Standards</b>	
5.1 Domain of public administration Score: (complies)	The Institute of Public Administration in Leiden offers internationally oriented research and academic training focusing on the core issues of public sector governance and public administration. The programme is clearly in the public administration domain.
5.2 Mission of the programme Score: <b>Adequate</b>	In terms of general goals the Institute defines its curriculum with a focus on the distinctive nature of government in the public sector, which can be characterized by principles of democracy, reliability and good government.

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	<p>The programme in Leiden aims to educate students to become scientifically trained public administration experts in a broad sense.</p> <p>The mission statement is rather general. Although the mission statement is further clarified under the domain specific requirements, the relationship between the general mission statement, course objectives and intended learning outcomes is not very explicit.</p>
<p>5.3 Level Score: <b>Adequate</b></p>	<p>The academic orientation of the bachelor's and master's programme is clearly visible in the mission statement as well as the goals and intended learning outcomes. The programme stresses its academic nature, by giving more emphasis to imparting critical and rigorous analytic and research skills than to the other knowledge and skills necessary for a public service career. Staff explained that the emphasis on classic themes does not mean that recent developments and new forms of government and governance are undervalued or less important. The combination of current practices and views of the classic thinkers is sought throughout the curriculum.</p> <p>The committee has studied the intended learning outcomes of the bachelor's programme and the master's programme from the perspective of their level. It has established that the learning outcomes correspond sufficiently to the Dublin descriptors and that they specify the level of the programmes adequately in both cases. It agrees with the way the relation between the intended learning outcomes and the level achieved is described (i.e. basic in bachelor's programme and advanced in master's programme). In its view, the intended learning outcomes reveal that students of the bachelor's programme acquire knowledge, understanding, skills and attitudes at a basic level that is typical for a bachelor's programme. Similarly, the intended learning outcomes show that students of the master's programme obtain knowledge, understanding, skills and attitudes at an advanced level that is characteristic for master's programmes.</p> <p>The committee has noted that the differences in levels between the programmes are clearly reflected in the intended learning outcomes. The committee therefore concludes that both programmes fulfil the criterion which relates to the level of the learning outcomes.</p> <p>The self-evaluation report explains that most graduates of the bachelor's programme continue their studies in the master's programme.</p> <p>The master's programme emphasizes academic training of students. The intended learning outcomes comprise the ingredients by which students are enabled to conduct research independently and responsibly. The various groups interviewed by the committee, all confirmed the emphasis the programme puts on analytical skills. Employers recognized alumni from the PA programme as distinguishing themselves from other alumni by virtue of these skills.</p>
<p>5.4 Practise and internships Score: (adequate)</p>	<p>An important change in the programme was the reintroduction of the internship in the programme, in line with one of the recommendations of the previous assessment committee. In the bachelor's programme, students have the option to use 15 or even 30 EC for an internship in their third year. Apart from the internship, practical experiences are dealt with by frequent use of case studies, guest lecturers, discussions with</p>

	<p>practitioners and excursions, often in cooperation with the study association B.I.L. Certain bachelor's courses include assignments for practical research on specific aspects of Dutch public administration and ensure that students come into contact with current issues relevant for the practice of public administration. Further, many assignments in the working groups refer to cases and examples derived from public administration in practice. Managerial skills are discussed intensively in several organization and management and general public administration courses, including different styles of leadership related to the context of public organizations and strategy formation and human resources management.</p> <p>The various talks about internships did not give the committee a clear picture of how the department values these as part of the development of professional qualifications.</p> <p>The Institute has consistently decided against making internships a mandatory – or even recommended – part of the master's programme. In the master's programme students get the opportunity to cooperate in research projects of staff members. In so called Capstone projects groups of students work on their own project, within a larger research project designed by members of academic staff. The committee is very positive about the Capstone projects, used in the master's programme. Students are stimulated to participate in data collection under an umbrella project, where a number of students participate in the same research project. The department seems to struggle somewhat with the needs of employers on the one hand, and the strict timelines that need to be respected in a short bachelor's programme. The committee underlines the advantages of internships in terms of job perspectives, and understanding of the discipline of Public Administration. Given the views of students and employers, who believe it greatly enhances the value of the programme, the committee recommends to keep searching for viable options in this respect.</p>
5.5.1 Curriculum Content	
<p>5.5.1.1 Core components Score: <b>Adequate/good</b></p>	<p>The programme focuses on classic or core themes of study. These include the functioning of various political-administrative systems both nationally and internationally, the relationship between politics and administration, the organization of the civil service, issues of ethics, and policy analysis. Special emphasis is placed on the importance of institutions for the functioning and reform of political-administrative processes.</p> <p>The curricula of both the bachelor's and master's programme aim to meet the following academic objectives:</p> <ol style="list-style-type: none"> <li>1. The curriculum provides a broad international orientation that allows students to analyze the dynamics and problems of governance in Europe and beyond in different institutional settings, using different perspectives;</li> <li>2. The curriculum approaches Public Administration as an independent discipline with a broad intellectual tradition that draws on a variety of insights, including those of law, political science, economics, and sociology;</li> <li>3. The curriculum uses social science research in order to promote the accumulation of knowledge and includes analytical and conceptual skills grounded in an attitude of scholarly independence.</li> </ol> <p>Based on its mission statement and these academic objectives, the institute</p>

	<p>identifies the following professional objectives for both curricula:</p> <ol style="list-style-type: none"> <li>1. The curriculum focuses on problem solving in policymaking aimed at influencing social behavior in particular directions;</li> <li>2. The curriculum provides a generalist perspective so that students can function in the public sector in a mediating capacity among specialists;</li> <li>3. The curriculum develops argumentative skills that allow students in Public Administration to distinguish and use different ideas as well as to formulate conclusions based on a discussion of these ideas;</li> <li>4. The curriculum contributes to communication skills in writing as well as presentation.</li> </ol> <p>The following learning outcomes are described in the bachelor's programme under Communication and skills:</p> <ol style="list-style-type: none"> <li>3.1. Basic capacity to function effectively in any general administrative position related to governance in the public sector</li> <li>3.2. Basic capacity to function in multi- and inter-disciplinary teams as a broker between specialists;</li> <li>3.3. Basic capacity to use argumentative and communication skills in oral and written presentation;</li> <li>3.4. Critical attitude and international orientation;</li> <li>3.5. Practical experience and knowledge of public administration through internships and research.</li> </ol> <p>The master's programme aims to achieve similar learning outcomes at an advanced level.</p> <p>Students of the bachelor's programme acquire basic knowledge and understanding of the distinctive nature of governance in the public sector including the functioning of organizations, policymaking, management, and public service delivery in a multi-actor and multi-level context.</p> <p>Students of the master's programme acquire knowledge and understanding of the distinctive nature of governance in the public sector. This includes the functioning of organizations, policymaking, management, and public service delivery in a multi-actor and multi-level context. In the specialization phase, specific emphasis is put on one distinct area of knowledge in which the students are expected to apply general knowledge to the understanding of issues relevant to that specific specialization.</p> <p>The committee has reflected on the curriculum of both the bachelor's and master's programme and acknowledges that it provides a solid programme on Public Administration. The classic courses in Public Administration are well represented.</p> <p>On the bachelor's programme, the committee discussed with staff issues on coverage, rather than depth, to understand the course offerings in relation to the vision of the faculty. In terms of subjects, the committee finds that a topic like information technology could receive more attention. The subjects of Public Management and Organisation Studies also seem to be underrepresented. Topics like methods and techniques for budgeting and financing, may be important in terms of professional qualifications needed. Although it is clearly visible that Public Administration is independent from Political Science, the influence of Political Science on the curriculum is substantial.</p> <p>The committee finds the specializations offered in the master's programme</p>
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	<p>relevant and interesting. Some specializations, like health, ceased to exist, due to staff retiring. Topics like local government and service delivery are not dealt with extensively. The committee understands that a programme in Public Administration can never be comprehensive. Since most alumni work in central government organisations, the committee finds these deliberate choices clear and convincing.</p> <p>The committee acknowledges the fact that Leiden's bachelor's programme devotes more than the average time and attention to research methods and skills. Also the attention to the relationships among administration, politics, society, public policy, decision making and implementation is clearly visible. The amount of attention and time paid to organizations and organizing principles is less than in other programmes. The time paid to integrative, co-operative and communication skills is comparable to other programmes.</p> <p>The committee greatly values the use of classics and classic texts, and staff explained that this is combined with recent journal articles and research projects. This combination has become unusual in many programmes of Public Administration. The literature used is relevant and demanding.</p>
<p>5.5.1.2 Other Components Score: (adequate)</p>	<p>Students in the bachelor programme can use 30 ECTS (out of 180) for a minor (or internship). Also there is one 5 ECTS elective.</p> <p>In the master programme there are specialisations: 1) Crisis and Security Management, 2) European Governance, 3) International Administration, 4) Public Sector Management (Campus the Hague), 5) Politics and Bureaucracy, 6) Public Policy, Lobbying and Media, and 7) Governance of Health Care Systems (Campus the Hague).</p>
<p>5.5.1.3 Structure and didactics of the programme Score: <b>Adequate</b></p>	<p>The curriculum of the bachelor's programme is designed from two main perspectives. One perspective deals with the level: from an orientation phase in the first year, to an in-depth and synthesis phase in the second and third year. The second perspective refers to the generic-specific dimension: in the different years, the curriculum focuses on columns of specific themes in which an accumulation of knowledge and skills is pursued.</p> <p>The courses, and their sequence, are linked to the following major columns:</p> <ul style="list-style-type: none"> <li>• the Public Administration column;</li> <li>• the Policy &amp; Decision Making column;</li> <li>• the Organization and Management column;</li> <li>• the Methods &amp; Techniques of Public Administration column.</li> </ul> <p>The curriculum of the master's programme is comprised of three distinct parts. The first part is comprised of four State of the Art courses, each of which is worth 5 ECs, focusing on the great generic topics that comprise the discipline of public administration: 1) Public Institutions, 2) Public Policy, 3) Public Management, and 4) Public Values. These core courses are shared by all students irrespective of their specialization.</p> <p>The second major element of the master's curriculum entails specialization within the larger domain of public administration. Upon entering the master's programme, students are required to choose one of the following seven specializations: 1) Crisis and Security Management, 2) European Governance, 3) International Administration, 4) Public Sector Management (Campus the Hague), 5) Politics and Bureaucracy, 6) Public Policy, Lobbying</p>

	<p>and Media, and 7) Governance of Health Care Systems (Campus the Hague). All seven master's specializations result in the same degree of Master's of Science in Public Administration.</p> <p>The committee concludes that the curriculum has a clear structure. There is also a clear intellectual coherence between the columns, given the classical split in public administration between organization management and policy and decision-making.</p> <p>The coherence between the programme in The Hague and Leiden is secured, by using the same staff at both locations. It is delivered by the essentially same staff, only two members of staff are specifically working for The Hague.</p> <p>The committee concludes that both the bachelor's programme and the master's programme fulfil the criterion which relates to the coherence of the curriculum. The committee has established that the curriculum of the bachelor's programme can, in principle, be completed in the nominal period of three years. The actual study load is evenly distributed over the curriculum and it is not too high.</p> <p>Although there is a 'hard cut' between the bachelor's and the master's programme, when students only need to complete one course in their last year of the bachelor's programme, they are allowed to take one oral exam. The 'hard cut' is thus a bit flexible, to prevent unnecessary delays.</p> <p>The workload of the The Hague (master) programme is very demanding. Realistically it is very hard to complete the programme in one year. It takes most participants longer than one year to complete, however the participants indicate that this is due to personal circumstances and not due to specific obstacles within the programme.</p> <p>The committee has established that the programmes have not developed an explicit and elaborated didactic concept, but that the didactic methods they use are appropriate and in line with the aims and objectives of the courses. According to the committee, the didactic approach is somewhat traditional, but adequate and appropriate.</p> <p>The variety in teaching methods is appreciated by students, yet the committee finds the selection of methods somewhat limited. The primary mode of operations seems to be discussion and reflection, preferably facilitated by staff. Blackboard discussions have a similar staff controlled perspective. In dealing with skills, one would also expect to find some simulations, games and other more action-driven types of delivery. In light of the high student numbers, a more intensive use of distance learning tools seems worth considering.</p> <p>In the committee's opinion, the number of contact hours in relation to self-learning is sufficient. The supervision by staff is good, and the use of teaching assistants for larger groups (properly guided by staff) is carefully supervised. The committee has noted that the teaching methods correspond adequately with the aims and objectives of the various course components and that they are selected in such a way that it can be taken for granted that students acquire the learning outcomes of the programme. The committee has established that the teaching methods used in the curriculum of the master's programme are appropriate and in line with the aims and objectives of the components.</p>
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	Obviously, the focus in the master's programme is on the specialization courses and thesis projects. In the committee's view, the teaching methods used in the master's programme succeed in stimulating independent learning and in developing academic and research skills. In this respect, they correspond with the intended learning outcomes of the programme, which presuppose that students are able to work independently.
5.5.1.4 Intake Score: (adequate)	The qualifications of the incoming students are in line with the requirements of the curriculum. The programme has introduced selection procedures and tailored preparatory courses (bridging programme for students with a degree from another institution of higher education, in particular for students from higher professional education. The committee has established that students who have followed a bridging programme have acquired the necessary entrance qualifications for the master's programme and that their results are sufficient. It therefore concludes that this programme adequately prepares students for the master's programme.
5.5.2 Length Score: <b>Complies</b>	The length of both the bachelor programme (180 ECTS) and the master programme (60 ECTS) are in line with the Dutch and the European requirements.
5.5.2 Results Score: <b>Adequate</b>	The committee has noted that most – but not all - theses in the bachelor's phase contain a section on methodology and at least some empirical research. There is a wide variety in topics, contents, structures and formats used. The committee has established that the quality of the bachelor's thesis is adequate, even where the essays are not based on research, but simply on a literature study. While the committee approves the fact that the bachelor's programme is research oriented, it felt that some of the theses did not display the competence in research which it expected. It has verified that students acquire all the skills referred to in the learning outcomes. The committee has noted that graduates of the bachelor's programme are able to continue their studies in the master's programme without any problems. The committee has established that the level and the quality of the concluding theses of the bachelor's programme and the theses produced by students of the master's programme are at least satisfactory. The documents studied by the committee reveal that students have acquired knowledge and understanding at a level which suits a bachelor's or a master's programme and that, for the most part, they are able to conduct research at that same level as well. Graduates of the master's programme manage to find a position on the labour market with relative ease. They consider themselves sufficiently prepared for their first job. In the committee's opinion, this means that the actual competences which students have achieved in the course of the programmes correspond sufficiently to the demands of the discipline and the professional practice. Representatives from the professional field indicate that graduates of the master's programme are easily recognizable, possess the necessary academic skills, are capable of viewing problems from multiple angles and are altogether good employees.

5.6 Quality Improvement and Innovation	
5.6.1 Programme accomplishment Score: <b>adequate</b>	<p>The committee has studied the final qualifications of both programmes and compared them to its discipline-specific frame of reference. It has established that the academic aims of the bachelor's and master's programme correspond with the general aims for a bachelor's and master's programme as laid down in the committee's discipline-specific framework of reference. It has also noted that the intended learning outcomes which students should acquire correspond sufficiently to the committee's set of final qualifications.</p> <p>The committee has also established that the professional objectives of the programmes refer to skills which graduates need in the professional practice.</p> <p>The committee has studied the table in the self-evaluation report which relates the courses in the curriculum of the bachelor's programme to the various learning outcomes. It has concluded that the information provided in the table is adequate and correct. It has established that every learning outcome receives attention in the curriculum and that the distribution of the learning outcomes over the curriculum is even and appropriate. Nevertheless, in the committee's opinion, the curriculum is designed and structured in such a way that it is obvious that students who have successfully completed the curriculum have acquired every learning outcome at the bachelor's level.</p> <p>The committee has established that the information provided in the tables of the master's programme is adequate and correct. In the committee's view it will be likely that there will be differences in the level at which students acquire knowledge and skills, since the curriculum expects that they compose an individual study programme and it dictates a high degree of autonomous studying in the master's programme. But the curriculum is organized in such a way that the differences in these individual study programmes represent positive opportunities for the students, and are therefore an advantage to the programme. The committee therefore concludes that the curriculum is a good realization of the learning outcomes of the master's programme and that it guarantees that students will achieve them.</p> <p>With regard to the practical skills taught in the master's programme, the committee finds that these are mainly dealt with in a cognitive sense. The practical assignments used in the various courses seem to stress verbal and argumentative skills. Experiential learning methods are not used extensively. The committee does see evidence that graduates are capable of quickly adapting to the needs of employers. Whether these skills are acquired through the programme itself or whether the academic environment (i.e. active student involvement in all kinds of extracurricular activities, guest lecturers, site visits) plays an important role here is not entirely clear.</p>
5.6.2 Curriculum Development Score: <b>Adequate</b>	<p>The committee has established that the courses of the curricula of both the bachelor's programme and the master's programme are evaluated periodically and systematically. It is positive about the extensive reviews by BEL, which is not very common in other institutions. As a result of the</p>



	<p>various evaluations, the Education Committee and the management of the programmes have a lot of information at their disposal which they can use to assess and improve the quality of the programmes. Whether the Education Committee plays a central and leading role in these evaluations, in the analysis of their results and in the formulation of measures to improve the quality when necessary is not entirely clear.</p> <p>On the basis of these considerations, the committee concludes that both the bachelor's programme and the master's programme fulfil the criterion with respect to the evaluation of results.</p> <p>The committee has taken note of various examples of relatively minor measures aimed at improving the quality of the programmes' curricula - major changes and improvements have not been made in the past period. The committee was not able to establish whether these improvement have led to sustainable or permanent improvements over the years.</p> <p>The struggle with completion rates for example shows that several measures have been taken within the curriculum. However, the more fundamental issues, i.e. young people not being able to decide on their thesis topic, perhaps because they have not been in contact sufficiently with the professional field up to that point, are much harder to address. A more substantive change, i.e. letting students leave the programme for one or several years before returning to a master's programme, would fundamentally change the dynamic. However, this is largely dependent on the context in the Netherlands, where a bachelor's degree is not accepted as a 'complete' degree.</p> <p>In the committee's opinion, the programmes are able to quickly respond to students' needs to achieve the intended learning outcomes. Whether these lead to permanent improvement is not clear.</p> <p>The committee has established that both staff members and students contribute to the internal quality assurance system via the programme committee, the educational committee, the Board of Examiners, the evaluations of programmes and courses, staff meetings and student meetings. The committee has noted that the involvement of graduates of the programmes and of the professional field is less prominent. The programmes have regular contacts with both groups of stakeholders, which are useful and valuable, but primarily of an informal character.</p> <p>According to the self-evaluation report, an advisory board consisting of top-level practitioners supports the Institute in affirming the relationship between the programmes and public administration practice. However, the advisory board does not meet frequently. Informal networks in which discussions take place about the professional requirements seem to be used to adjust objectives of the curriculum.</p>
5.6.3 External Reviews Score: (good)	<p>Based on the previous accreditation changes in the programme were made (internships are optional now). The last assessment committee recommended introducing 'more challenging and interactive education'. In response to this, an improvement has been introduced in 2010 in the form of an excellence track, which recruits motivated and excellent students (over 7,5 average grade in the first year) to follow a programme of additional 30 EC, which focuses on leadership.</p>

<p>5.7 Student Assessment Score: <b>Adequate</b></p>	<p>Examinations in the bachelor's programme comprise written exams, papers and practicals, oral presentations, short assignments, discussions, or individual and team projects. Most of the exams in the bachelor's programme are written ones, although partial grades are formed on the basis of oral presentations. The written exams are mostly open question or essay style exams, with one course offering a multiple choice exam. In exceptional cases, students get the chance to take an oral exam as a third chance, but then special permission has to be sought from the examinations commission.</p> <p>The assessment of students in the master's programme consists of various examination forms The theses are assessed using a a separate procedure. In the courses staff uses a variety of interim assessments and partial assignments, with a strong emphasis on oral presentations. The final examinations are almost exclusively written essays.</p> <p>During its site visit, the committee has established that both the bachelor's programme and the master's programme use a variety of assessment methods which correspond sufficiently to the aims and the didactic methods of the programme components.</p> <p>The committee has studied written exams, assignments, essays and papers produced by students of both the bachelor's programme and the master's programme and concludes that the quality and the level of the assessment and evaluation is adequate and appropriate. The written exams consist of a balanced variety of multiple choice items and open questions. They are technically adequate. Essays are used frequently, often weekly, during courses.</p> <p>Overall the committee finds that the assessments forms and methods are somewhat traditional and the variation in methods somewhat limited The committee stresses the importance of projects in any practice-grounded discipline, like PA. Tests should give students insights, assignments should give opportunities for "deep learning". The assignments used in many cases are designed to make the students work, rather than for deep learning. Integral project assignments (e.g. developing a plan for social care) are missing. The academic orientation may be an explanation for this, however the committee is convinced that a PA programme should not rely too much on papers written exams.</p>
<p>5.8 Programme Jurisdiction Score: <b>Adequate</b></p>	<p>The responsibility for the Public Administration programme is clearly separated from the Political Science programme. The Institute has a proper degree of autonomy and they cooperate with other faculties. Both the Board, the teachers and the study advisors are really focused on the programme.</p>
<p>5.9.1 Faculty nucleus Score: <b>Adequate</b></p>	<p>The committee has noted that the staff members have been under great pressure due to the increasing number of students. The committee was impressed by the fact that students are so satisfied with the attention and guidance they receive. It's an enormous credit to the Institute and staff that they have managed so well in these difficult circumstances. High staff commitment seems to be one of the reasons that the programme has continued to operate without major critical incidents. The committee stresses that a critical lack of staff can endanger the programme and its</p>

	<p>research efforts. Fortunately the prospects are good and it is promised that new staff will be appointed soon.</p>
<p>5.9.2 Faculty qualifications Score: <b>Good/satisfactory</b></p>	<p>The committee has established that the vast majority of staff members who contribute to the bachelor's and master's programme have a PhD degree. All permanent staff have a PhD degree and conduct research in a successful research programme which is evaluated regularly by assessment committees made up of international experts. Furthermore, staff contribute to (international) conferences. A high percentage of staff has contributed with publications in top refereed journals. A recent assessment of the Research programme of the Institute came out with excellent scores. The committee therefore concludes that teaching is provided by researchers who actively contribute to the development of the discipline. As a result, both programmes have an adequate grounding in research. It has noted that the bachelor's programme relies to a certain extent on contributions from teaching assistants, but that the final responsibility for the contents and the assessment of courses always rests with senior staff members who have sufficient research experience.</p> <p>The committee concludes that the programmes clearly surpass the criterion which relates to the academic orientation of the staff and therefore assesses this standard in both cases as 'good'.</p> <p>The committee assesses the content-related expertise among the staff as satisfactory. It has established that the areas of specialization which the programmes offer are all represented sufficiently.</p> <p>The committee has established that the university has introduced the basic didactic qualification to ensure that staff members have the required didactic skills. The university offers courses and training to staff members whose didactic skills can be improved. The committee appreciates the fact that the results of the course evaluations are discussed in the annual performance interviews.</p>
<p>5.9.3 Diversity: gender and minorities Score: <b>Adequate</b></p>	<p>The committee notes that the Institute has no specific objectives in this area. Some of the women have an influential position as director of curriculum or programme director.</p> <p>No explicit policy is in place to increase the number of staff from minority groups. Nor is it university policy to register the ethnic background of members of staff. However, new facilities like "popcorner" are supporting target groups of students who encounter specific difficulties with languages.</p>
<p>5.10 Admission of Students Score: (good)</p>	<p>Candidates with a degree from pre-university secondary education (in Dutch: vwo), regardless of their specialization, can in principle be admitted to the bachelor's programme. There are no other criteria or formal requirements. Students with another university bachelor's or master's degree in Public Administration, Political Science, or equivalent, are admitted. Bachelor's degree from an institution of Higher Professional Education equivalent to the bachelor's in Public Administration have to complete a relevant pre-master's programme. Furthermore, proficiency in English and knowledge of Public Administration, Organization and Policy Theory, Research Methods, and Sociology, are required.</p> <p>The bachelor's programme uses the process of Binding Study Advice (BSA),</p>

	<p>an important part of the Leiden University study system. Students are entitled to intensive supervision in their first year by a mentor or tutor but they are also expected to meet minimum requirements.</p> <p>The Faculty of Social Sciences is currently unveiling an initiative aimed at supporting students. This initiative will target first year students in order to support them in the transition from secondary school to University and, in the case of the master's students, in their adaptation to Leiden.</p> <p>Students with a bachelor's degree in Public Administration from Leiden are entitled to enter the master programme. In large part to compensate for the fact that students from the Leiden bachelor's programme may be late in completing their 1st degree, the programme maintains two entry dates to the master's programme, September and February.</p> <p>The committee has established that the requirements for access to the bachelor's programme have been specified explicitly and are in accordance with the relevant formal demands.</p>
5.11 Supportive Services and Facilities Score: <b>Adequate</b>	<p>During the site visit, the committee studied the physical facilities available to students of the bachelor's and master's programme. On the basis of its own observations, the information provided in the self-evaluation report and the interviews with students and staff, the committee concludes that the physical facilities are satisfactory and that they contribute to the students' ability to achieve the learning outcomes.</p> <p>The Social Sciences Library of Leiden University is nationally known for its broad and deep collection in the field of social and behavioural sciences.</p>
5.12 Student Services Score: (adequate)	<p>The Institute has two study advisors, one for the bachelor's programme and one for the master's programme. Teaching assistants actively support group work in classes and give feedback on papers and assignments.</p> <p>The committee has established that the tutoring and the provision of information for both the bachelor's programme and the master's programme are adequately organized and put into practice.</p>
5.13 Public Relations Score: <b>Adequate</b>	<p>The committee has established that public relations aimed at potential students for all Leiden University's bachelor's and master's programmes, are organized and coordinated by a central department. Besides the activities mentioned above, the programme does organise its own information gathering initiatives.</p> <p>The committee notes that the The Hague campus is an important instrument and channel for public relations in relation to the potential market for graduates. The committee finds that this instrument could be exploited more to the benefit of those enrolled in the Leiden bachelor's and master's programme.</p> <p>The discussions with staff about the relatively low number of international students in the programmes, indicate that absorbing more international students is not an end goal in itself.</p>
<b>6 Additional Criteria</b> Score:	None

## **2. Conclusion**

Based on the above evaluation of the specific criteria, the EAPAA Accreditation Committee concludes that both programmes meet the criteria for accreditation sufficiently, and so the programmes can be accredited without restrictions.