



**European Association for  
Public Administration  
Accreditation**

14 July 2011

## **EAPAA Accreditation Committee Evaluation Report**

**Bachelor's programme Public Administration and the master's programme Public Administration, Department of Public Administration and Political Science, Nijmegen School of Management at Radboud University, Nijmegen, 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 19 July 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 have been in existence since 2001 (BA) and 2002 (MA), so complies this requirement.
2.4 Programme variants and locations	There are no variants in the bachelor programme. The master programme knows specialisations. Both programmes are taught on one location only.
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: <b>Bachelor: Good; Master: Adequate</b>	The bachelor's programme in Public Administration incorporates courses in Public Administration, quantitative and qualitative research methods, policy analysis and development, organization and management in Public Administration, ethical issues, developments in the discipline of Public Administration, and the four basic disciplines of Sociology, Economics, Law and Political Science.  The one-year master's programme consists of five courses that aim to further deepen students' theoretical knowledge of and reflection on the public administration field as well as the application of theory., with courses in Research Approaches in Public Administration, Public Administration Theories, and Administrative Ethics. The remaining courses offered in the emphasize the application of knowledge: Public Management and Policy Implementation and Evaluation. Students specialize in one of three tracks.

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	<p>Policy and Consulting is a specialization that focuses on evidence-based policy analysis and consulting. Organization and Management aims at an understanding of the internal organization of public governance. Good Governance is a specialization that relates structures of government and governance to the realization of ideals of legitimacy. A specialized track consists of a specialization course, a master's project, and a master's thesis. The committee has studied and evaluated the mission statements and objectives of both the bachelor's programme and the master's programme. It found that the missions and objectives of both programmes fit the public administration domain sufficiently.</p> <p>The committee has studied the curriculum closely, and has determined that it provides a thorough teaching of the basic concepts, theories, methods and history (classics) of public administration on the level of both the bachelor's and the master's programme. Even though the committee finds that the curricula reflect a lack of in-depth knowledge in some aspects of Public Management and ICT/eGovernance, it finds that both programmes are well-balanced and well-established. The bachelor's programme is considered well-structured, multidisciplinary and quite broad. The committee welcomes that the master's programme clearly offers an in-depth specialization of the public administration field.</p> <p>The committee has studied the curricula of the programmes from the perspective of the requirements that hold for an academic programme. It has established that the bachelor's programme presents a good overview of the discipline as a whole. The committee noted that students acquire basic knowledge and skills in the common part of the curriculum that provide a solid basis for the graduation phase (in which students specialize) in third year of the programme. The committee is impressed with the literature that is used in the bachelor's programme and considers the methodology training very well-developed. The committee has also established that the programme manages to guarantee that students acquire knowledge and skills through the interaction of education and research. The lecturers are all researchers and are actively encouraged to incorporate their own research in their lectures. The committee has established that the programme has links with the professional field by regularly inviting guest lecturers.</p> <p>In the committee's view it is obvious that the master's programme sufficiently guarantees the development of research skills and that students develop knowledge in close interaction with research because the curriculum has a strong focus on the master's project and master's thesis in which students independently conduct research under supervision of staff who are active researchers themselves. It finds that the curriculum is well-rounded and flexible. It welcomes that the master's project, which acts as the basis for the thesis projects, can take on several forms. The committee has also taken note that the master's programme specifically trains students for a career in the professional field rather than an academic career and concludes that the curriculum is suitable to this end even though the focus on skills training in relation to the professional field could receive more attention, for instance with regards to so-called soft and/or managerial skills.</p>
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	On the basis of these considerations, the committee assesses the standard which relates to the requirements for academic programmes as 'good' for the bachelor's programme and 'satisfactory' for the master's programme.
5.2 Mission of the programme Score: <b>Adequate</b>	<p>The self-evaluation report states that the aim of the bachelor's programme in Public Administration is to educate students who, after graduating, are sufficiently skilled for a career in public administration and who are proud to work in this field. Specifically, the bachelor's programme in Public Administration aims to deliver students who:</p> <ol style="list-style-type: none"> <li>1. have acquired sufficient knowledge at the academic level in areas crucial to understanding and explaining developments in public administration;</li> <li>2. have acquired skills that enable them to use their knowledge in such a way that they can think independently, analytically and critically; responsibly conduct theoretical, empirical and applied research, and effectively deal with complex issues of policy and organization within the public sector. This entails a firm understanding of the uncertainties and ambiguities within the political-administrative environment, and the ability to achieve the desired objectives in collaboration with communities and organizations;</li> <li>3. have developed an attitude characterized by a public sector ethos, infused with a strong awareness and understanding of how democratic and other public values are significant to the public sector.</li> </ol> <p>The aim of the master's programme is to educate students to become critical thinkers and responsible members of the professional or research communities in public administration. Graduates of the master's programme in Public Administration have:</p> <ol style="list-style-type: none"> <li>1. knowledge of central academic concepts and perspectives in public administration, the ability to assess and weigh their possibilities and limitations, and the intellectual autonomy to design well-grounded explanations in the practice of research;</li> <li>2. knowledge of theories in public administration research, an understanding of developments within the discipline, knowledge of multi- and interdisciplinary perspectives, and the ability to adopt a well-grounded position with respect to the issue of interdisciplinarity;</li> <li>3. knowledge of normative theories in administrative ethics and good governance; the ability to use this knowledge analytically, and an inner focus on achieving good governance in the public interest.</li> <li>4. knowledge of theories in policy analysis and consulting, including implementation and evaluation research, and the ability to conduct independent research in these areas;</li> <li>5. knowledge of theories of public sector organization and management, including organizational behaviour, and the ability to conduct independent research in these areas;</li> <li>6. knowledge of theories of good government, including issues of development and transition, and the ability to conduct independent research in this area.</li> <li>7. education should make the best possible use of the academic setting; education should be informed by research, especially faculty research;</li> <li>8. education should contribute to critical and independent thinking; the curriculum and assignments should be designed to encourage critical and</li> </ol>

	<p>independent thinking;</p> <p>9. high demands should be placed on students, and education should encourage and inspire.</p> <p>The committee finds that students are trained to develop a critical stance with a non-cynical, positive attitude. The programme demonstrates a wish to deliver young professionals who work with government to make the world a better place. The committee concluded that the focus on pride and ethos is a central and appealing aspect which is implemented in the programmes.</p>
<p>5.3 Level Score: <b>Adequate</b></p>	<p>According to the self-evaluation report, the learning outcomes and the objectives of the bachelor's programme correspond to internationally accepted qualifications for an academic bachelor's programme, as becomes apparent when the intended learning outcomes and objectives are linked to the Dublin descriptors. The self-evaluation report contains a table which shows how the intended learning outcomes and objectives relate to the Dublin descriptors.</p> <p>The learning outcomes of the master's programme correspond to internationally accepted qualifications for an academic master's programme. Again, the self-evaluation report contains a table which provides an overview of the relation between the intended learning outcomes and the Dublin descriptors.</p> <p>The committee has studied the intended learning outcomes of the both programmes 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. The committee concludes that both programmes fulfil the criterion that relates to the level of the learning outcomes.</p> <p>The committee has studied the intended learning outcomes to be acquired by students of both programmes from the perspective of their orientation. It has already established that these learning outcomes correspond sufficiently to the demands of the scientific discipline and the professional practice. It has noted that graduates of the bachelor's programme have unconditional access to the master's programme in Public Administration. Furthermore, the committee is convinced that graduates of the master's programme have acquired the knowledge and skills to become successful professionals in the field of public administration. Students acquire specialized public administration knowledge, but the programme also emphasizes the development of academic and professional skills.</p> <p>Furthermore, the committee welcomes that the programme highlights public administration ethics. It is also appreciative of the solid research basis of the programme and is convinced that graduates of the master's programme are able to carry out academic research in their area of specialization and could qualify for relevant PhD programmes.</p>
<p>5.4 Practise and internships Score:</p>	<p>The committee welcomes the fact that bachelor students may undertake an internship and excursions to become familiar with the working field. Students in both the bachelor and the master programme can combine the writing of their thesis with an internship.</p>
5.5.1 Curriculum Content	

<p>5.5.1.1 Core components Score: <b>Adequate</b></p>	<p>The curriculum of the bachelor's programme in Public Administration consists of 180 EC. It comprises 20 courses (120 EC), four projects (24 EC), electives (24 EC) and a bachelor's thesis (12 EC). In the first two years, every semester consists of 4 courses (6 EC each) and a final project (6 EC) in which students apply their required knowledge and skills. In each semester students follow research methodology courses. The first year is devoted to establishing a foundation of knowledge and skills in aspects of Public Administration (first semester) and Governance (second semester). In the second year, the students' basic knowledge is further expanded by more in-depth studies of Public Administration (third semester) and Governance (fourth semester). In the third and final year, students will broaden and apply their knowledge as students follow four more courses (6 EC each) that enable them to combine their knowledge and skills, and electives (24 EC). The programme is completed with a bachelor's thesis.</p> <p>According to the self-evaluation report, the bachelor's programme focuses on the acquisition of substantive knowledge and expertise in the field of public administration, training in analysis and assessment, and skill development in knowledge application. The bachelor's programme covers the following topics:</p> <ul style="list-style-type: none"> <li>• policy analysis, policy decision-making and policy development;</li> <li>• organization and management in the public sector, including leadership;</li> <li>• interdisciplinary theories and evidence, i.e. contributions from the four basic disciplines of Sociology, Economics, Law and Political Science;</li> <li>• quantitative and qualitative research methods;</li> <li>• transitions in public administration (in a broad sense), nationally and internationally;</li> <li>• progress within the discipline of public administration;</li> <li>• ethical issues and professional values.</li> </ul> <p>The programme aims to distinguish itself by choosing a particular approach to these topics as it strives to emphasize a comparative perspective, a combination of theory and practice, and a focus on professionalism.</p> <p>The curriculum of the master's programme consists of 60 EC. It consists of six courses (36 EC), a project (6 EC) and a master's thesis (18 EC). The first semester is identical for all students and is made up of five consecutive courses that emphasize in-depth theoretical knowledge and reflection. In the second semester, students can choose one of three specialized tracks. Each of the tracks focuses on a particular dimension of public administration: Policy and Consulting, Management and Organization in the Public Sector, and Good Governance. Consequently, in the second semester the emphasis is on acquiring more in-depth knowledge and applying this knowledge to real-world issues.</p> <p>In the master's programme, the students specialize, extend and deepen their knowledge and skills in the public administration field. The master's programme offers three tracks: Policy and Consulting, Organization and Management and Good Governance. The programme focuses on public administration research with a strong comparative orientation. This includes comparisons of different theories, different types of governance</p>
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	<p>(international, intra-state, multi-level), and of different policy areas. This means that the specialized tracks in the programme do not focus on a single level of government or a specific policy area, but rather focus on one of the three dimensions of public administration, i.e. policy, management, and organization. The master's programme covers the following topics:</p> <ul style="list-style-type: none"> <li>• developments in the discipline of public administration;</li> <li>• ethical issues and professional norms and values;</li> <li>• policy analysis, policy decision-making and policy development;</li> <li>• organization and management in the public sector, including the issue of leadership;</li> <li>• developments in public governance (national and international) in a broad sense;</li> <li>• public administration research methods.</li> </ul> <p>The committee has established that the intended learning outcomes of the bachelor's programme correspond with the defining programme principles, as laid down in the committee's Domain Specific Frame of Reference for PAGO programmes. The committee has also established that the intended learning outcomes of the master's programme are sufficiently related with the programme principles.</p> <p>The committee also established that the competences trained in both programmes refer to skills which graduates need in the professional practice. The learning outcomes of the bachelor's programme refer to the development of research, cognitive, professional and communication skills. The learning outcomes of the master's programme refer to the use of specialized theoretical understanding and epistemological knowledge, to the abilities to make autonomous, perceptive choices in one's own research and to communicate research results effectively. The committee therefore concludes that the final qualifications of both programmes correspond to the demands of 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.</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 in the second semester that dictates a high degree of autonomous studying. But the curriculum and pedagogical model are organized in such a way that the differences are acceptable. 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>
5.5.1.2 Other Components Score:	Although the bachelor's programme does not offer any specializations, students can use the space for electives to specialize further or to acquire international experience by attending a university abroad for one semester.

	<p>Alternatively, students can do an internship in the Netherlands or abroad, take separate electives or a minor such as Economics or Political Science. Electives taken at other institutions than Radboud University must be approved in advance.</p>
<p>5.5.1.3 Structure and didactics of the programme Score: <b>Bachelor: Good; Master: Adequate</b></p>	<p>The bachelor's programme consists of six semesters. During the first semesters of year one and two, the emphasis is placed on acquiring academic knowledge about Public Administration. During the second semesters of these years, the focus is directed at acquiring knowledge of Governance and the application of theory. In the first semester of the third year, the students' acquired knowledge is broadened and in the second semester it is applied and integrated via an optional internship and the bachelor's thesis. Each semester in the bachelor's programme focuses on a specific theme. During each semester, two courses address the core theme, and the methodology course for that semester is related to the theme in terms of the choice of methods that are discussed and the choice of the literature. Finally, the substantive knowledge and the methodological skills come together in a project, where the students apply the methods to a research project in the content area of the substantive courses. During the third year, students apply and integrate what they have learned in the bachelor's thesis. The curriculum of the bachelor's programme is designed in such a way that the total study load of 180 EC is distributed evenly over the curriculum.</p> <p>The committee has established that the curriculum of the bachelor's programme is designed and structured in a well-considered way. It applauds the integrative approach which enables students to apply their theoretical knowledge to the practice of public administration at the end of almost each semester by means of a project. It especially welcomes that the semesters are ordered thematically which helps students to discover the coherence in the programme. The committee is impressed by the way the programme has found a structure that aids the transfer and application of knowledge.</p> <p>The first semester of the master's programme consists of five courses that are offered sequentially, with each course running four weeks. In the second semester, the students focus on one of the three specializations to acquire current knowledge in that area and the skills to work in public administration at an academic level, and/or develop the abilities to participate in a Ph.D. programme. Altogether, the master's degree programme aims to provide a combination of theory (first semester) and application (second semester). The master's programme is designed in such a way that the total study load of 60 EC is distributed evenly over the curriculum.</p> <p>The committee notes that the structure of the master's programme is well-considered. The joint, initial semester for all master's students ensures that they find common ground. The committee recognizes that the students then pursue an individual study path. It appreciates that the coherence of the master's programme is visible within this personal study path since students follow a specialization seminar and engage in a master's project to create a coherent programme. The committee welcomes that the master's project gives students the opportunity to undertake an internship</p>

	<p>which could lead to acquisition of further academic and professional skills that are useful in the workplace. The committee recognizes that the individual nature of conducting research contributes to the students' independent learning which is one of the programme's objectives. It notes that the programme actively assists students to be autonomous and reflective by placing emphasis on these issues in the regular courses.</p> <p>The committee has established that both programmes have developed a didactic concept which takes the small scale of the programme as a starting point. The didactic methods it uses are appropriate and in line with the aims and objectives of the courses. According to the committee, the didactic approach is somewhat traditional and adequate. The committee noted that the curriculum of the bachelor's programme offers a variety of working methods, including lectures, working groups, and projects with a practical component. The lectures are aimed at the transfer of knowledge. The projects are intended for students to apply theory to practice and, in the process, further develop their academic skills. It 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 can be taken for granted that students acquire the learning outcomes of the programme. The committee established that the teaching methods used in the master's programme are appropriate and in line with the aims and objectives of the programme. The focus in the master's programme is placed on the master's project and the master's thesis. In the committee's view, the teaching methods used succeed in stimulating independence and autonomy which corresponds with the intended learning outcomes. Based on above considerations, the committee assesses the standard relating to the consistency of the curriculum as 'good' for the bachelor's programme and adequate for the master's programme.</p>
5.5.1.4 Intake Score: (adequate)	<p>Students with a bachelor's degree in Public Administration from a Dutch university are admitted directly to the master's programme. Students from related master's programmes (Sociology, History, Law, and Political Science) may enrol after completing a minor in Public Administration. Students who have completed a study programme at an institute of higher professional education in a related field are required to first complete a pre-master's programme (maximum 60 EC).</p> <p>The committee commends the programme for establishing a pre-master's programme. It welcomes the programme's open and positive attitude towards hbo students. It has noticed, however, that the pre-master's programme seems to be mainly geared at this particular group. University students who have not yet qualified for the master's also follow the same pre-master's programme. These students may find that the contents of the programme are not challenging enough. The committee would therefore recommend that the pre-master's programme shows flexibility and tailoring towards the different kinds of students.</p> <p>The committee concludes that the intake is in line with the requisites of the programmes.</p>

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>Bachelor: Good/adequate; Master: adequate</b>	<p>During the interviews it became apparent that virtually all students who received a bachelor's degree continued on to a master's programme at Radboud University Nijmegen before entering the job market. Interviews with alumni and representatives from the professional field revealed that the internships are highly valued and are an asset to the programmes and the development of the students. The professional field commended the methodological/analytical approach and theoretical background of the students which it considers very strong. However, both stakeholders found that the development of professional skills does not necessarily show the same strength in the programmes. Graduates of the master's programme mainly start a professional career rather than an academic career.</p> <p>The committee has established that the level and quality of the theses of the bachelor's programme are good. The documents studied by the committee show that students have acquired knowledge and understanding at a level that suits a bachelor's programme and that they are able to conduct research at that level as well. The committee concluded that the choice and use of literature is very strong and varied. The chosen methodologies respond well to the issues discussed in the theses. The theses showed the committee members that students have a firm grasp of how to relate theory to their findings. The committee is enthusiastic about the students' ability to perform their own empirically based research. The committee has noted that the graduates of the bachelor's programme are able to continue their studies in the master's programme without any problems.</p> <p>The committee concludes that the level and quality of the theses of the master's programme are at least satisfactory. The documents studied by the committee show that students have acquired knowledge and understanding at a level that suits a master's programme and that they are able to conduct research at that level as well. The committee ruled that the theses were solid and systematic. It commends the combination of the master's project, optional internship and the thesis. However, the value added in the master's theses compared to the bachelor's theses is limited. The committee concluded that the grading of the bachelor's and master's theses was rather conservative as committee members would have awarded higher grades themselves. The committee therefore concludes that the achieved learning outcomes, as exemplified in the theses, easily correspond to with the intended learning outcomes of both programmes. 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. In the committee's opinion, this means that the actual competences which students have achieved in the course of the programmes correspond sufficiently with the demands of the discipline and the professional practice. Nevertheless, it still maintains that the programme could focus more on the development of professional skills.</p>

	<p>The committee recognizes that the use of very strong guidelines for writing theses in the bachelor's programme and the master's programme aids the writer and the reader without hindering the writers' creativity. The committee therefore applauds the use of strict guidelines.</p> <p>The committee has established that both programmes have defined target figures for their success rates. In the case of both the bachelor's programme and the master's programme, these target figures have not been met. The programmes' management is aware of this and has implemented its own Propaedeuse-in-2-years and Bachelor's-in-5-years rules. Given the fact that low success rates are a more general problem in the Netherlands, the committee finds that the actual success achieved are satisfactory, even though they could certainly be improved.</p>
5.6 Quality Improvement and Innovation	
<p>5.6.1 Programme accomplishment Score: <b>Adequate</b></p>	<p>According to the self-evaluation report, various parties are involved with the internal quality assurance system to enhance the quality of the bachelor courses and the bachelor's programme as a whole. The most important actors in the evaluation process are students, staff, the bachelor coordinator, the Education Committee and the professor holding the chair. Students are asked to complete a written or digital evaluation upon completion of each course by filling out a course evaluation form (questionnaire). Following each course evaluation, the course coordinator initiates a so-called professor's review, in which the professor addresses possible weaknesses and indicates how the course will be revised. This review is discussed in the Education Committee. The course syllabus, the examination, the assessment model, the student evaluations, and the professor's review are all placed in the course file. This is discussed in the Public Administration Education Committee, in consultation between the bachelor's and master's coordinators, the Board of Examiners, the Academic Chair and the Associate Dean for Education. Both the bachelor's and the master's programme are annually evaluated as a whole by the Education Committee to determine the programmes' level, content and progression. Also, staff and students have joint discussions on education at least once per year as part of the Brainstorm Consultation for Public Administration (BOB) based on themes that are presented by students, the Education Committee and the bachelor's and master's coordinators. In addition, following graduation, students evaluate the entire bachelor's and master's programme as a whole. Unfortunately, too few students seem to complete this evaluation to draw any definitive conclusions from it.</p> <p>The committee has established that the courses of the curricula of both the bachelor's and master's programme are periodically and systematically evaluated and that the programmes use target figures to assess the outcomes of the evaluations. The committee is positive about the additional efforts undertaken to collect information about the courses and the curricula as a whole. The committee has established that the programmes have sufficient knowledge at their disposal to assess and improve the quality of the programmes. It has noted that the Education Committee has a leading role in the evaluations, the analysis of the results</p>

	and in the formulation of measures to improve the quality when necessary.
5.6.2 Curriculum Development Score: <b>Good/adequate</b>	<p>The School has defined target figures for the evaluation of both its bachelor's and master's programmes. The self-evaluation report states that in recent years, a number of changes have been implemented based on suggestions from various parts of the organization regarding internal quality assurance. The next fundamental change (measure of improvement) is expected in 2011-2012 when students will be offered a two-year, international master's programme on the Coordination of Transition: IMPACT. This master's programme was set up in answer to the call for an international orientation in the master's phase.</p> <p>Under the auspices of the Executive Board of the University, an annual survey of RU alumni is conducted. The Public Administration division has an advisory board that consists of a maximum of 10 members who work as professionals in the field, specifically from local and international public administration and from related university degree programmes in the Netherlands and the alumni network.</p> <p>The committee has studied information about various examples of measures aimed at improving the quality of the curricula of the programmes. It is particularly positive about the measures taken since the last site visit that led to the revision of both curricula. In the committee's opinion, this convincingly shows that the programmes are able to formulate and implement measures which have the desired effect on the quality of the programmes. It has noted that the programmes show an open attitude towards constructive criticism and are able to respond accordingly.</p> <p>Suggestions for improvement are regularly and systematically formulated and implemented. The programmes show a genuine interest in the quality of the programmes. The committee specifically welcomes that the programmes are unafraid to experiment with the programmes to improve them.</p> <p>The committee has noted that the involvement of graduates of the programmes and of the professional field is not as prominent. The programmes do have contacts with both groups of stakeholders, which are useful and valuable, but these contacts are mainly of an informal character.</p>
5.6.3 External Reviews Score: (good)	In accordance with the recommendations made during the last site visit, the programmes reflected on a number of suggested changes.
5.7 Student Assessment Score: <b>Adequate</b>	<p>Various types of assessments are used in the bachelor's programme. Assessment takes place by means of papers, written exams or a combination thereof. In the bachelor's programme, all 20 courses and three of the four projects end with an individual written examination. Thirteen curriculum components (courses, projects, thesis) are assessed using a combination of examinations and papers. The self-evaluation report shows tables in which the types of assessments are shown per course and per semester.</p> <p>In the master's programme, students are assessed primarily by means of individual assignments such as essays, reviews, research reports, and papers. Students are asked to write various types of papers. These include, for instance, a critical evaluation paper, in which a theoretical approach or</p>

	<p>concrete study is discussed, empirical assignments, position papers and manuals for policy makers.</p> <p>During the site visit, the committee learned that students of both programmes feel that the assessments could be more challenging. This would enable them to show what they have learned in the courses and would be considered a peak in the learning experience.</p> <p>All bachelor's and master's examinations, assignments and papers are graded by the professors who teach the course. The content of exam questions and assignments is monitored by means of peer review by colleagues. To aid in grading the exams, the examiner/professor prepares model answers. The assignments and papers are graded on pre-established criteria. As students progress through the curriculum, the standards become more stringent in terms of the level of theoretical explanation and argumentation.</p> <p>The committee has reviewed the assessment methods of both programmes. It has established that the assessment methods used in the bachelor's programme properly reflect its level and orientation. The committee finds that the assessment methods used in the master's programme are more challenging compared to the bachelor's programme. The acquisition of skills in both programmes is assessed by means of staff observation. Lecturers give personal feedback to students based on their observations. Also, the results of the internship are used to this end. The committee, however, finds that the assessment of skills would benefit from a more systematic and explicit approach.</p> <p>The committee concludes that the assessment methods of both programmes are adequate, that the teaching methods show great variety, but that this is not (yet) reflected in the assessment methods. It would therefore recommend that the programmes diversify their assessments methods and welcomes that the Board of Examiners is currently discussing this issue.</p>
<p>5.8 Programme Jurisdiction Score: <b>Adequate</b></p>	<p>The Dean has final responsibility for all educational programs offered by the School. In practice, this responsibility is delegated to the Associate Dean of Education in his capacity as Director of Education. The Public Administration Division is positioned within the Public Administration and Political Science Department. The Department Chair has financial and personnel authority. The professor holding the Academic Chair in Public Administration is responsible for the substantive development of the Public Administration Division. He is supported in these responsibilities by the bachelor's coordinator, the master's coordinator, the Education Committee and the Board of Examiners.</p> <p>The committee has established that the programme jurisdiction for the bachelor's programme and master's programmes is satisfactory. The organization of Public Administration Division is characterized by its small scale. Its relation to the faculty is characterized by its close proximity. Currently, the Academic Chair also acts as the Chair of the Education Committee. This creates a potential conflict of interest. The committee learned that this is a temporary measure.</p>
<p>5.9.1 Faculty nucleus</p>	<p>Due to a significant increase in the number of first-year students</p>

<p>Score: <b>Adequate</b></p>	<p>in 2009-2010, the staff-student ratio in the bachelor programme increased considerably. This prompted the Public Administration division to add two assistant professors. As a result the current staff-student ratio in the bachelor's programme is 1:39.9.</p> <p>The staff-student ratio in the master's programme is currently 1:51. The programme states in the self-evaluation report that this high ratio can be explained by the composition of the master's cohort. The total number of enrolled master's students consists of newly enrolled students and students from previous years who have experienced a study delay. The master's programme wants to provide small scale education, which is often difficult to achieve during the first semester given the student-lecturer ratio.</p> <p>The committee noted that lecturers and students of both programmes form a small-scale academic community that places great value on the close interaction between lecturers and students. The rising staff-student ratio implies great staff involvement which the committee has observed. To make the small-scale community workable, students ensure that they attempt to find solutions to issues themselves before asking staff. Based on the interviews with students and staff, the committee established that the staff-student ratio allows the School to execute the programmes and realize sufficient attention and supervision to individual students.</p>
<p>5.9.2 Faculty qualifications Score: <b>Good/adequate</b></p>	<p>According to the self-evaluation report, all professors (with a single exception) conduct research in national and international contexts. Research takes place within the research programme Shifts in Government and Governance in a Comparative and International Perspective and the research programme Governance and Places.</p> <p>The committee has established that the vast majority of staff members who contribute to the bachelor's and master's programmes have a PhD degree and conduct research in a successful research programme. Disciplinary courses are taught by professors with expertise in conducting research in their specific field. Furthermore, staff contribute extensively to (inter)national publications and conferences. It therefore concludes that teaching is provided by researchers who actively contribute to the development of the discipline. The committee noted that programmes exude a research culture while the staff are simultaneously very committed to teaching.</p> <p>The committee assessed the content-related expertise among staff as at least satisfactory. It expressed minor concerns about the staff composition which may show deficits in the field of management. However, the committee has established that the areas of specialization which the programmes offer are mostly represented in the division. The committee welcomes that the School places importance on the didactic professionalization of its staff by making basic and senior teaching qualifications for staff mandatory. The committee trusts that all staff will obtain these qualifications in due time.</p>
<p>5.9.3 Diversity: gender and minorities Score: <b>Adequate</b></p>	<p>Currently, 45% of the Public Administration staff is female. This percentage is in accordance with the gender proportions in the student population. The proportions are slightly unequal, especially at the supervisory level. Furthermore, the only female professor will retire in the near future.</p>

	<p>However, during the past five years, three out of five new faculty appointments were female. On May 1, 2010 and August 1, 2010, two female Assistant Professors have been recruited, improving the balance even further. 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.</p> <p>The committee concludes that the programmes have not encountered problems related to diversity in the workforce.</p>
<p>5.10 Admission of Students Score: <b>Adequate</b></p>	<p>According to the self-evaluation report, students with a pre-university diploma (vwo – all profiles) are admitted directly to the bachelor’s programme. Students with a hbo propaedeutic certificate are admitted if they have a declaration from the Board of Examiners stating that they have mastered the subject of Wiskunde A1 (Mathematics A1) at the pre-university final year level. The bachelor’s programme closely monitors the first-year students. This allows the programme to continually check whether the curriculum matches the entry level (qualifications) of the incoming students.</p> <p>The committee has established that the requirements for access to the bachelor’s programme have been specified and are in accordance with the relevant formal demands.</p> <p>Students with a bachelor’s degree in Public Administration from a Dutch university are admitted directly to the master’s programme. Students from related master’s programmes (Sociology, History, Law, and Political Science) may enrol after completing a minor in Public Administration. Students who have completed a study programme at an institute of higher professional education in a related field are required to first complete a pre-master’s programme (maximum 60 EC).</p> <p>The committee commends the programme for establishing a pre-master’s programme. It welcomes the programme’s open and positive attitude towards hbo students. It has noticed, however, that the pre-master’s programme seems to be mainly geared at this particular group. University students who have not yet qualified for the master’s also follow the same pre-master’s programme. These students may find that the contents of the programme are not challenging enough. The committee would therefore recommend that the pre-master’s programme shows flexibility and tailoring towards the different kinds of students.</p>
<p>5.11 Supportive Services and Facilities Score: <b>Good</b></p>	<p>During its site visit, the committee has 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, the committee concludes that the physical facilities are good and that they easily enable the programmes to deliver their final qualifications. The committee highly appreciates the compact campus which provides many facilities for students and staff members at a central location. The quality of the lecture halls is good. The libraries, the computer facilities and number of work places for self-study are amply sufficient. The committee highly appreciates that the university provides several types of rooms for self-study. Some</p>

	<p>facilitate group work while others can be used for individual work. Specific rooms are designed for students who want to work in silence or who have problems with RSI.</p> <p>The committee also applauds that the School established a laptop pool for students who do not or cannot bring their own to campus. It generally finds that the physical facilities are very student-friendly and enable students to study in whichever way they find most suitable.</p>
<p>5.12 Student Services Score: <b>Adequate</b></p>	<p>First-year students in the bachelor's programme are closely supervised by the programme's staff. The propaedeutic phase is intended to select, orient and refer the students. The professor in the first-year course in Academic Skills acts as a mentor to all first-year students. During the post-propaedeutic phase, study supervision is provided by the bachelor's coordinator, the supervisors for the bachelor's thesis and the study advisor. The master's programme is characterized by a high level of autonomy. During the first semester, the master's coordinator functions as a mentor who counsels students about their choice of specialization. The lecturers monitor students in a context that demands a great deal of independence from the latter. All students are assigned a lecturer who supervises them during the second semester and during their thesis research. Assigning professors to work directly with the students is intended to enhance the development of the master-apprentice relationships.</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. The committee has noted the programmes are characterized by a high level of student independence and autonomy. However, staff members are easily accessible for students and they contribute significantly to the support and guidance of students albeit in mainly an informal way. It has also established that the current capacity for study advisors and staff is sufficient, their work load acceptable and that the programmes manage to make the most of the advantages of their relatively small scale.</p>
<p>5.13 Public Relations Score: <b>Adequate</b></p>	<p>Public relations for the bachelor's programme and the master's programme are the responsibility of the study advisor and the scientific staff. The Education Center offers support services. One staff member coordinates the public relations activities and maintains the website. On the website, potential students find customized information based on a series of concrete questions, after which they can navigate to the most relevant part of the site. Several events are organized for the bachelor's programme. There are special information brochures and flyers for the bachelor's and master's programmes and for transfer students. In addition, websites and advertisements in various media are used to attract the attention of secondary school students.</p> <p>The committee has established that public relations for all bachelor's and master's programmes that are aimed at potential students are organized and coordinated by a central department. The committee noted that the website is modelled after a university-wide format, which could be more customer-friendly. It does understand, however, that the</p>

	programmes have to adhere to this template.
<b>6 Additional Criteria</b> Score:	None

## **2. Conclusion**

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