



**European Association for  
Public Administration  
Accreditation**

18 September 2012

## **EAPAA Accreditation Committee Evaluation Report**

**Master of Public Management, Potsdam Centre for Policy and Management (PCPM), University of  
Potsdam, Potsdam, Germany**

Evaluation Report with respect to the request for accreditation of 25 August 2011

In consideration of the Self-Evaluation Report of the above programme of January 2012, the Site Visit Report of 30 August 2012 of the EAPAA Site Visit Team for this programme, and the response of the programme of 29 August 2012 to the draft of the Site Visit Report, the EAPAA Accreditation Committee, at its meeting of 8 September 2012 in Bergen, Norway, has evaluated this programme against the EAPAA Accreditation Criteria (version 8, September 2011).

This programme has been accredited by EAPAA in 2005, so this evaluation is for the re-accreditation of the programme.

### **1. Accreditation Criteria**

<b>2. Applicability/Eligibility</b>	
2.1 Domain	As shown by its denomination the general aim of the Master is to give the students a solid knowledge on public management in administrative positions but also in a larger range of jobs inside of or in relation with PA, considering especially that most applicants come from developing countries or will work in such countries. The Master of Public Management programme (MPM) features three specialisations: Public Policy and Administration (PPA), Global Public Policy (MGPP) and GeoGovernance (GG). It is an executive Master Programme targeted at “mid-career professionals” mainly from the public sector (but private sector employees may find interest in the diploma and are accepted), working a.o. in ministries, regional and local bodies, NGOs and international organisations.
2.2 Geography	Germany is a member of the Council of Europe, therefore the programme falls within the jurisdiction of EAPAA.
2.3 Programme longevity	MPM Programme started in 1999 and first admission was in April 1999. 11 cohorts achieved the diploma since first graduation in June 2000. The programme has been re-shaped and a “new” MPM Programme started in 2011 (admission: October 2011 and first graduation in October 2012) with three explicit specialisations: <b>Public Policy and Administration (PPA); Global Public Policy (GPP) and GeoGovernance (GG)</b> . PPA and GPP existed in the former model; GG has been added and is based on collaboration with

Website: [www.eapaa.org](http://www.eapaa.org) ; Secretariat: Mrs. Seeta Autar  
University of Twente, School of Management and Governance  
p.o.box 217, NL 7500 AE Enschede, the Netherlands  
tel. +31-53-483-6346, e-mail [secretariat@eapaa.org](mailto:secretariat@eapaa.org)

	the Potsdam Institute for Climate Impact Research (PIK) , the German Research Centre for Geosciences (GFZ) and the Potsdam Institute of Geosciences. This collaboration has been developed under the Potsdam Research Cluster for Georisk Analysis, Environmental Change and Sustainability (Progress): a network of natural and social sciences based institutions which is supported by the German Ministry of Education and research and the Federal State of Brandenburg.
2.4 Programme variants and locations	The MPM is a full time programme provided at the campus of the University of Potsdam. It has three specialisation streams as said above.
4 Category of accreditation	The programme is targeted at “mid-career professionals”, hence the category is Executive/Mid Career Master programme
<b>5. Standards</b>	
5.1 Domain of public administration <b>Score: Adequate</b>	There is no hesitation about the fact that the three tracks in the MPM programme are public administration. Understanding PA in different domains is the clear objective of the Master. All teachings and trainings are linked to PA. The important and specific aspect is that the MPM is about PA in developing countries.
5.2 Mission of the programme <b>Score: Adequate - Good</b>	There is no hesitation about the fact that the three tracks in the MPM programme are public administration. Understanding PA in different domains is the clear objective of the Master. All teachings and trainings are linked to PA. However, it is strange that the important and specific aspect is not mentioned: the MPM is about PA in developing countries, and this should be more apparent and explicit in the mission and strategy of the Programme.
5.3 Level <b>Score: Adequate</b>	The board of directors of the Master and the professors teaching in its main domains are well aware of the academic requirements in PA diploma and the skills students should acquire. The site visit team assessed that this is really the case. The greatest challenge lies in the extreme heterogeneity of the students Therefore the objectives of the Programme must be quite clear for everybody. They are not mainly in the accumulation of knowledge, but in capacity of analysis, understanding the process of change in PA, the importance of HR management, etc.
5.4 Practise and internships <b>Score: Adequate (in the limits explained)</b>	MPM is a post-graduate master, repeatedly referred to as a “mid-career”. This established expression does not mean that all students have already solid professional practice. Condition of admission is that they all have some professional experience, sometimes in permanent jobs, sometimes in temporary or training ones. The former professional experience allows avoiding a compulsory and general internship. The 2005 report observed that concrete relations with PA practitioners and contact with field administrations could be improved. The SER gives examples of what has been done in respect with this remark. The SVT had yet the feeling that the relations with precise administrations are not very tight, the faculty considering also that they know sufficiently about how things work thanks to their own experience.
5.5.1 Curriculum Content	

<p>5.5.1.1 Core components <b>Score: Good</b></p>	<p>The curriculum is related to the specificity of the program. We have a common package of courses and some courses which are specific to the 3 specializations. The complexity of the program is reflected by the curriculum. There are 6 phases in the program, starting with an introduction to the broad spectrum of Public Policy and Management” and ending with thesis evaluation based on the oral defence.</p> <p>The core components cover areas as public administration, public management, political sciences, sociology, public economics, research methods (mainly qualitative research), communication, policy analysis, governance in developing countries.</p>
<p>5.5.1.2 Other Components <b>Score: Good</b></p>	<p>The elective courses are focused on areas as Performance Measurement in Public Sector, E Government, Change Management, Crisis and Conflict Management, Climate Change, etc. The students can select as electives the courses which are obligatory for the other streams.</p>
<p>5.5.1.3 Structure and didactics of the programme <b>Score: Good</b></p>	<p>The program is built in an interdisciplinary manner and focuses on “pro-active behaviour and a hands-on approach to teaching and learning”. It encourages the input of participants, discussions, interaction and communication. Due to the international profile of the group this is a very important issue of the program. The main challenge seems to be the integration of all students’ experiences and background within the educational scheme. The lecturer/student ratio regarding the contributions at seminars is about 30:70 % (lecturer input not less than 30%).</p>
<p>5.5.1.4 Intake <b>Score: Adequate</b></p>	<p>The Master of Public Management programme is oriented basically to the developing and transition countries, looking for graduates in economics, business management, and/or social sciences with at least one year of professional experience. There are no Germans in 2012 cohort, the programme looking like a full international one. Three German Students have been admitted for the 2012/13 cohort.</p>
<p>5.5.2 Length <b>Score: Complies</b></p>	<p>The duration of the programme is 12 months, which is a strong reason for some of the students to look for this particular master, as in many cases they need a two years schooling to get that degree.</p> <p>The length of the program (60 ECTS) and study times is consistent with European standards.</p>
<p>5.5.3 Results <b>Score: Good</b></p>	<p>It seems that the programme is a fair successful one. The report data shows that:</p> <ul style="list-style-type: none"> <li>• about 50% of MPM graduates return to their employer and take on new positions,</li> <li>• about 35% seek and take on new jobs with direct links to the acquired degree,</li> <li>• about 15% go on for further education, mostly Ph.D. programmes.</li> </ul>
<p>5.6 Quality Improvement and Innovation</p>	
<p>5.6.1 Programme accomplishment <b>Score: Good</b></p>	<p>The programme has a regular student feedback system. At the end of each course, an evaluation sheet is distributed to participants. The interviews showed that the results of the feedback are taken seriously. However, there is no regular dissemination of the results of each course feedback to students. Nonetheless, students are to some extent familiar with the</p>

	<p>effectiveness of the student feedback. And even better, the Quality Assurance Group (QAG) was established on the initiative of the students in 2009. The QAG is led by a professor but the students are also represented. Also the examination board (with one student representative) discusses the remarks of students and lecturers and may propose changes.</p>
<p>5.6.2 Curriculum Development <b>Score: Good</b></p>	<p>There has been an extensive programme development since the previous accreditation. There have been changes both in content and didactics. The MPM-programme resides in an active environment aiming at development of education through national, international, public and private actors' contributions. Although the process of curriculum development is adequate in many parts, there is no strong evidence that all relevant stakeholders, especially external stakeholders, are sufficiently involved in the curriculum development. However, it is obvious that the actors of the programme have been able to innovate on the basis of the relevant information on governance and teaching skills to meet the needs of the students and teaching staff.</p>
<p>5.6.3 External Reviews <b>Score: Good +</b></p>	<p>The previous EAPAA accreditation resulted in a number of recommendations given by the site visit committee. One recommendation was that the students should understand better the importance of law. The site visit team of the ongoing accreditation found that legal aspects were to some extent integrated into the programme but that this was not obvious simply by looking at the curriculum. The legal aspects should be made more transparent, as the curriculum is a vehicle of communication also for employers and other external stakeholders and because the role of law is essential in public management.</p> <p>An external review of the programme was commissioned by InWEnt in 2011 and realized by funding and under the responsibility of GIZ (Deutsche Gesellschaft für Internationale Zusammenarbeit) on "Verwaltungswissenschaftliche Fortbildungsprogramme in der BDR 2007-2011" issued in December 2011</p> <p>Both of the external reviews have led to reconsiderations and also changes in the content and the organization of the programme.</p>
<p>5.7 Student Assessment <b>Score: Adequate+</b></p>	<p>The programme uses regularly oral presentations, term papers and written examinations in student assessment. Exercises and simulations are also part of the programme giving opportunities for broadening the assessment of learning. Practitioners are invited to give lectures. In addition, regular attendance of the students and the quality of their oral contribution to the course is paid attention to in the assessment. The students pointed out during the site visit that the expectations and assessment of oral contributions were unclear for many.</p> <p>As for assessing research capabilities, the teachers seem to have set the learning objectives on the level of understanding research, not on actually doing research. This is justified in a professional programme with a very heterogeneous disciplinary background of the students.</p> <p>All in all, it is obvious that the modes of assessing students' performance are adequate. However, the alignment of the learning objectives of the modules and the respective modes of assessment of learning outcomes could be clearer. More emphasis should also be given to the balance of</p>

	cognitive, skills-oriented and attitudinal learning outcomes within each module and respective modes of assessment of the threefold competence structure (modes of assessment learning may vary according to the learning objectives).
5.8 Programme Jurisdiction <b>Score: Good</b>	It is described in an exhaustive manner in the SER The SVT has no special remark about that. It stresses the very strong architecture of the institutions in charge of the MPM which benefits of an exceptionally solid organization. It shows the efforts done to meet the requirements of InWent when creating and running the MPM. Inside the University and the Faculty, the Potsdam Centre for Policy and Management (PCPM) is specifically the organic support of the MPM. It has an executive board of 4 professors. The 3 professors who constitute the directorate of the MPM are also in the board of the PCPM.
5.9.1 Faculty nucleus <b>Score: Good</b>	There are 9 core faculty involved in the development of the master programme. About one half of UP professors teaching in the programme, teaches MPM courses as part of their regular course load, about the other half teaches MPM courses in addition to their regular course load as contracted lecturers. All other UP-external lecturers teaching in the MPM programme do so as contracted lecturers, most of them on a regular basis for many years.
5.9.2 Faculty qualifications <b>Score: Good</b>	The majority of the professors are members of different units of Potsdam University. The quality of the academic staff is very good and in accordance to EAPAA standards. The practitioners involved are qualified to teach at master level.
5.9.3 Diversity: gender and minorities <b>Score: Excellent</b>	During the last four years (and thereby replying to another EAPAA recommendation), the share of female lecturers in the MPM programme was increased significantly. Most notably, two chairs ("Public Management" and "International Organizations and Public Policy") were appointed with female experts who have been teaching in the MPM programme since then. Also, the share of courses taught by female professors and researchers was increased. Since 2010, the programme coordinator is a female expert. Overall, the percentage of MPM core courses as well as all MPM courses taught by female professors is about 35%. The share of MPM courses taught by international professors and experts (that is of non-German descent) is about 25%.
5.10 Admission of Students <b>Score: Adequate</b>	The procedure is in a changing process. Until 2010, a great part of pre-selection was done by InWent branches in the different countries, so that the board of PCPM had mainly to verify that the academic level was sufficient for admission in a Master. This will continue with the support of the German Academic Exchange Service (DAAD), but for a smaller number of students. So, a growing number of applicants will come by themselves. This will increase the weight of admission tasks for professors and managers and need more precise doctrine on admission criteria, which is precisely connected to the strategic vision of the MPM: what for, for whom?
5.11 Supportive	The programme has faced major challenges related to the budgeting

<p>Services and Facilities <b>Score: Good</b></p>	<p>structure, given the decision of GIZ to stop providing scholarships to students in the programme. Adequate measures have been taken in order to assure the sufficiency and sustainability of the programme in upcoming years. Library and computer facilities are of high quality. Students have access to all range of works that are part of the three libraries of the University of Potsdam. The in-campus library includes political science, public administration and public management as well as extensive data bases, with a good offer of English-written material that covers the major topics in the context of the programme. The PCPM office has its own library, which includes relevant books for the programme and has been growing. The computers available at a room specific to MPM students have been upgraded.</p> <p>Classroom facilities and teaching support means are excellent, providing the means for the use of the most recent technologies – most seminars take place in the most recent building of the campus, which has been designed with consideration to the current classroom dynamics. The excellent ratio between students and teaching staff allows individual academic supervision of students' works, and has been incorporate in the quality standards of the programme.</p>
<p>5.12 Student Services <b>Score: Good</b></p>	<p>The advising system includes individual support for the organisation of the students' study programme by the programme manager, comprising introductory and mid-term individual discussions on expectations, performance and strategies for academic development. Furthermore, there are several excursions, introductory courses, discussion forums (for instance, thematic breakfasts in which an expert delivers a communication and stays for discussion) and theses colloquia aiming at assisting students during their studies, stimulate their interests and complement their learning. This service system certainly reaches an extraordinary high level of support. In the current year practical information concerning living in Berlin/Potsdam has been systematised into a "Survival Booklet" that helps incoming students to organise the practicalities of their life during the programme. This not also allows for a high level of service to the students but also to free time from the PCPM/MPM team to focus on their core activities.</p>
<p>5.13 Public Relations <b>Score: Good -</b></p>	<p>The MPM has attractive brochures, an internet homepage: <a href="http://www.mpm-potsdam.de">www.mpm-potsdam.de</a>. It participates to fairs and has the benefit of official German services that can help marketing in foreign countries (GIZ, DAAD, etc.) and use of their PR activities. The alumni network of MPM is now sufficiently developed to spread information in foreign countries administrations.</p>
<p><b>6 Additional Criteria</b> <b>Score: N.A.</b></p>	<p>Not applicable</p>

## 2. Conclusion

The site visit team, in its concluding session, came up with a positive statement on the Programme under examination. The strong points noted by the former EAPAA report are still here: located in a renowned University near the German capital; a faculty with professors of high reputation;

cooperation with German authorities active in the field of international cooperation (GIZ), though this support is lowering; a very dedicated staff, highly competent in charge of the management of this Master. Now we can add: ten year experience in training young professionals from different countries on PA in developing countries, which is an innovative objective, on three well designed specialised tracks interconnected by common courses and the general frame of the MPM.

Based on all material and especially the report of the EAPAA site visit team, the Accreditation Committee has evaluated your programme. The Accreditation Committee is of opinion that your programme is of good quality and has an unique character. However, like the site visit team, the Accreditation Committee thinks the latter should be reflected in your mission better.

**Based on the above evaluation of the specific criteria, the EAPAA Accreditation Committee concludes that this programme meets the criteria for accreditation sufficiently, and so the programme can be accredited without restrictions.**