



**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, Faculty of Social Sciences (FSW) at Erasmus University,  
Rotterdam, 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 17 August 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 curriculum (and its current structure) was introduced in the academic year 2007-2008, so complies this requirement.
2.4 Programme variants and locations	There are no variants in the bachelor's programme. The master's 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;</b> <b>Master: adequate</b>	The self-assessment report presents a table in which the curricula of the programmes are linked to the DOB-framework. The bachelor's curriculum covers all eight themes of the framework, with a strong emphasis on Cooperative & communication skills. The department makes this emphasis following the mission, aims and intended learning outcomes which state an important focus on professional practice. The modules of the bachelor's programme cover a wide range of concepts and theories of Public Administration, e.g. in the courses Core issues in public administration and Introduction to public administration research. There are courses in related disciplines: Economics (course: Economics: instruments and policy), Sociology (course: Introduction to sociology), Law (course: Introduction to state and administrative law),

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	<p>Political Science (courses: Introduction to political science, Policy and politics and Political philosophy and democracy), Informatization (course: Information society and e-governance) and public management (courses: Core concepts of management and organization, International Governance, Public organizations and change, Management in the public sector). The synthesis of the different disciplines is made in the atelier courses and in the bachelor's internship and thesis.</p> <p>The master's programme also covers the range of the DOB framework. The self-evaluation report shows the differentiations correspond with the DOB framework. This shows the particular accents the differentiations have.</p> <p>The committee studied the curriculum of the bachelor's and the master's programme and acknowledges the programmes to be very complete. The Public Administration character is very clear for both of the programmes, combining courses on Public Administration, Public Organisation, Public Policy and the related disciplines Economics, Law, Sociology and Political Science. The bachelor's programme stands out with the wide coverage of theories combined with exercises and assignments that have a good base in the public administration professional field. The committee especially appreciates the course on e-Governance, which demonstrates that the programme has integrated current developments in the Public Administration field. Throughout the bachelor's and the master's programme there are several ways in which real social problems are integrated in the curriculum. The committee appreciates the fact that both the bachelor's and the regular specialisations of the master's programme have an internship. In the master's programme this internship is linked to the thesis, a valuable characteristic of the programme.</p>
<p>5.2 Mission of the programme Score: <b>Adequate</b></p>	<p>The programme's mission is to educate students in public administration, so that they can identify and analyse relevant societal questions, are able to advise on policy options to solve these, and organize the necessary processes to achieve these solutions. The aims and objectives are formulated as follows: First, the department has the aspiration that all Rotterdam Public Administration students develop into people being able to build bridges. The department expects them to be capable of operating in complex networks with many actors. Second, graduates will have the scientific knowledge, skills (including research skills) and the necessary attitudes to analyse complex societal issues and they will be capable to formulate proposals to resolve these issues.</p> <p>The committee studied the mission statement of the Public Administration programmes as well as their aims and objectives. It established that the mission, although formulated at the end of the strategic process, is the product of a process in which a range of stakeholders was involved. The mission itself is found to be quite general, where the aims and objectives give more insight into the core task of the department. Although not clear from the mission, the Rotterdam programme seems to have some unique characteristics. One of them is the historical foundation in sociology.</p> <p>The intended learning outcomes for the bachelor's programme of Public Administration at Erasmus University Rotterdam are: A graduate of the bachelor's programme in Public Administration ...</p> <ol style="list-style-type: none"> <li>1. has demonstrable knowledge and understanding of Public administration</li> </ol>

	<p>concepts and theories;</p> <ol style="list-style-type: none"> <li>2. has demonstrable knowledge and understanding of adjacent disciplines such as sociology, political science, economics and law;</li> <li>3. has demonstrable knowledge and understanding of the nature, causes and consequences of societal phenomena;</li> <li>4. is able to develop, conduct and evaluate Public Administration research;</li> <li>5. is able to apply different Public Administration concepts and theories in order to comprehend societal phenomena;</li> <li>6. is able to adequately apply acquired knowledge and understanding to public administration practices;</li> <li>7. is able to gather relevant data and, based on these data, make a judgment and give recommendations that integrate relevant professional, ethical and academic interests;</li> <li>8. is able to recognise and reflect on normative dilemmas;</li> <li>9. is able to distinguish between empirical analyses and normative statements;</li> <li>10. is able to function as a broker between different values and interests;</li> <li>11. is able to report on public administration issues and research results to different target groups, according to scientific standards;</li> <li>12. is able to reflect on his/her own learning strategies and acquired skills;</li> <li>13. has developed learning skills which enable him/her to make a reasoned decision about future professionalism, for example in choosing further study at the master's level.</li> </ol> <p>The intended learning outcomes for the master's programme of Public Administration at Erasmus University Rotterdam are:</p> <p>A graduate of the master's programme in Public Administration Master ...</p> <ol style="list-style-type: none"> <li>1. has advanced knowledge and understanding of the dynamic processes within society and public administration, and the ways in which these processes influence one another;</li> <li>2. has advanced knowledge and understanding in an area or aspect of Public Administration and corresponding paradigms and theories;</li> <li>3. has the capacity to identify, select and analyse different theoretical frameworks to address complex public administration issues;</li> <li>4. is able to autonomously employ research methods and techniques, combined with a theoretical framework, to analyse, evaluate and report about societal and public administration related problems in order to contribute to possible solutions;</li> <li>5. has an understanding of normative aspects of policy and management issues in the public domain, particularly the ethics of public administration;</li> <li>6. has the ability to autonomously give advice on organisational, management and policy issues;</li> <li>7. is able to function as a broker between values and interests, as manifested in heterogeneous environments, to solve 'complex problems';</li> <li>8. is able to apply acquired theories and concepts in practice in relevant single or multiple domains of public administration, such as organisation, management and/or policy;</li> <li>9. possesses argumentative and communicative skills to independently and critically report on complex issues in the public domain;</li> <li>10. has developed learning skills that enable him/her to undertake a new</li> </ol>
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	<p>study in a self-directed and autonomous way or to function on an academic level in and around the public sector.</p> <p>The committee studied the intended learning outcomes of the bachelor's programme and the master's programme and the relation of the learning outcomes with the framework of the Discipline Orgaan Bestuurskunde. It established that there is a clear correspondence between these two sets of intended learning outcomes.</p> <p>The committee also established that the competences trained in both programmes refer to skills which graduates need in the professional practice. The committee established that the explicit focus of the programme on functioning in public sector practice is a well developed characteristic of the programme and its intended learning outcomes.</p>
<p>5.3 Level Score: <b>Adequate</b></p>	<p>According to the self-evaluation report, the learning outcomes of the bachelor's programme correspond to internationally accepted qualifications for an academic bachelor's programme, as becomes apparent when the intended learning outcomes are linked to the Dublin descriptors. The self-evaluation report contains a table which shows how the intended learning outcomes relate to the Dublin descriptors.</p> <p>The learning outcomes of the master's programme also correspond to internationally accepted qualifications for an academic master's programme. These outcomes build on the outcomes of the bachelor's programme. As stated in the self-evaluation report, the master's learning outcomes aim at a deeper understanding of knowledge and advanced research abilities and communication skills. 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 studied the intended learning outcomes of the bachelor's programme and the master's programme from the perspective of their level. It 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 Dublin descriptors has been elaborated in the self-evaluation reports. 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.</p> <p>Similarly, the intended learning outcomes show that students of the master's programme obtain advanced knowledge and understanding of the dynamic processes within society and public administration and the ways in which these processes influence each other. They are able to autonomously employ research methods and techniques at an advanced level that is characteristic for master's programmes. The committee noted that the differences in level between the programmes are clearly reflected in the intended 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 noted that graduates of the bachelor's programme have unconditional access to the master's programme Public Administration at Erasmus University Rotterdam or any other university in the Netherlands. The</p>

	<p>committee is convinced that graduates of the master's programme have acquired the qualifications to carry out academic research in their area of specialisation and therefore qualify for relevant PhD programmes. The committee finds that the learning outcomes of both programmes correspond sufficiently to the requirements of the international scientific practice. The intended learning outcomes of the master's programme comprise the ingredients by which students are enabled to conduct research autonomously and responsibly.</p>
5.4 Practise and internships Score: (adequate)	<p>The committee appreciates the fact that both the bachelor's and the regular specialisations of the master's programme have an internship. In the master's programme this internship is linked to the thesis, a valuable characteristic of the programme.</p>
5.5.1 Curriculum Content	
5.5.1.1 Core components Score: <b>Adequate</b>	<p>In the bachelor's programme a full year is made up of eight blocks. Each block consists of five weeks, including exams. In the first 1,5 years of the programme each block consists of an academy part of lectures (5 EC) and consecutive blocks host overarching atelier parts of working groups (7,5 EC for ateliers I, II and IV, 5 EC for atelier III). The second 1,5 year of the programme consists of blocks of integrated modules of 7,5 EC each. The curriculum provides knowledge and skills in all aspects of public administration, such as management in the public sector, policy and politics, international governance, political science and side disciplines, e.g., sociology, economics and law.</p> <p>The master's programme offers six specialisations, four of them being part of the regular differentiation: Public Policy, Public Management, Labour, Organisation and Management and Governance and Management of Complex systems. The other differentiations are International Public Management and Policy and the Evening Master.</p> <p>The regular differentiations start with an introductory module and advanced modules within the domain of the differentiation, followed by two bounded electives within the department of Public Administration. The second part of the master's curriculum consists of an internship and the master's thesis, which are usually a combination. During this period, students meet in tutor groups for guidance and support to realize the academic thesis.</p> <p>The International Public Management master's and the Evening Master's do not have an internship in the curriculum. The first one consists of courses in three domains: (international) political and administrative systems, knowledge of (international) public policy, decision-making and implementation, and knowledge of (international) organisations and organising principles. The last part is a thesis and an atelier on professional development.</p> <p>The evening differentiation is designed for practitioners with professional experience. It is preceded by a pre-master's programme. The pre-master's and master's make up a generic programme on Public Administration with modules such as Policy and Society and Public management and organizational change. Both the international master's and the evening programme finish with the master's thesis.</p>

	<p>The committee studied the curricula of the programmes from the perspective of the requirements that hold for an academic programme. It established that the bachelor's programme presents an adequate overview of the discipline as a whole. The committee established that the learning materials used are adequate. As stated before the curriculum contains courses from other relevant disciplines and practical courses which provide students with the necessary practical skills and techniques. Students are introduced to topical issues and practical problems within the professional field through an internship, the bachelor's thesis and discussion of current public sector issues and challenges in the programme's courses. In addition, faculty members are widely involved in policy-oriented research and in service training. They further use case material and insights from professional contacts within the field in their teaching. The committee assumes that this research base is reflected in the teaching at the department.</p> <p>Given that master's programmes in Public Administration in the Netherlands have a duration of one year only, the committee establishes that the Public Administration Department of Erasmus University Rotterdam puts reasonable effort to train master's students to perform academic research. The introduction of tutor groups during the thesis phase is a good way to help students to accomplish a good standard in their theses.</p> <p>The committee highly values an international component in academic public administration programmes and notes that this is somewhat underemphasized in the programme's. Even at master's level only the international differentiation is taught in English. The committee recommends that the department also establishes other ways to realize the international component, such as English taught courses during the bachelor's phase and more opportunities to study abroad.</p>
5.5.1.2 Other Components Score: (adequate)	<p>The minor in the third year of the curriculum is an important elective for students. They can choose from one of 56 minors offered by departments of Erasmus University Rotterdam. The minors are organised on the central level of the university. Instead of following a minor, students can opt to go abroad.</p>
5.5.1.3 Structure and didactics of the programme Score: <b>Bachelor: good; Master: adequate</b>	<p>The structure of the programme is based on ideas and routines from educational psychology. The programme is sequential (one module at a time) so students can focus fully on each module. Teaching is made up of traditional lectures (four hours per week) plus tutorials in small groups of about 15 students (again four contact hours per week). An examination follows immediately after each module and is, if necessary, followed by a re-examination after the next module (first 1,5 year) or next two modules (second 1,5 years). An important element of both the bachelor's and the master's programme is the academy-atelier formula.</p> <p>The committee 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 concluded that the information provided in the table is adequate and correct. It established that every learning outcome receives sufficient attention in the curriculum and that the distribution of learning</p>

	<p>outcomes over the curriculum is appropriate. The committee considers the curriculum as a broad programme which provides students with a broad spectrum of knowledge which helps them to build the bridges, as stated in the programme's intended learning outcomes. In the committee's opinion, the curriculum is designed and structured in such a way that it can be taken for granted that students who complete the curriculum have successfully acquired every learning outcome at the appropriate level.</p> <p>The committee also studied the table which relates the courses in the curriculum of the different master's specializations to the intended learning outcomes of the master's programme. It established that all the intended learning outcomes are met within each of the six specializations. The committee therefore concludes that the curriculum is an adequate realization of the learning outcomes of the master's programme and that it sufficiently guarantees that students will actually achieve these learning outcomes.</p> <p>The committee concludes that both the bachelor's programme and the master's programme fulfil the criteria which refer to the relation between the learning outcomes and the curriculum.</p> <p>The committee studied the curriculum of the bachelor's and master's programmes and spoke to staff and students of the programmes about the consistency of the curriculum. It established that the curricula are structured in such a way that they cover all knowledge and skills needed for the Public Administration practice. There are clear lines in the programme that make up for coherence and consistency. The committee appreciates the integrative approach which enables students to apply their theoretical knowledge to the practice of public administration in the atelier sessions. Students point out that there is a progression in the programme, with more deepening towards the last year of the bachelor's programme, exemplified by the fact that in the end of the programme articles are used more intensively than books.</p> <p>In the master's programme there is an increasing integration of theoretical modules and practical knowledge, which is obtained in the internship, case-studies and excursions. The committee has established that the coherence of the regular master's programme is visible within the different specialisations since students take an introductory module which is followed by three specialization courses and then choose two matching electives to create a coherent programme. In the International Master of Public Management and Policy this coherence is created by the three pillars. The committee appreciates that the second module of each pillar refers to the knowledge of the introductory modules of the other two pillars.</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.</p> <p>The committee 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 of the courses shows some variation, but the overall study load is in general evenly distributed over the curriculum and not too high. The committee has not received any information which</p>
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	<p>suggests that the curriculum of the master's programme cannot be completed in the set time of one year. However, a one year master's programme is a challenge in which theory, practice (during the internship) and research make a very demanding combination. There is a heavy workload converged in one period. The committee recommends the staff to encourage students more strongly to limit the length of their thesis. The committee has not encountered any structural problems which cause the delays most master's students have.</p> <p>From the self-evaluation report and the additional explanation during the site visit, the committee has established a clear image of the educational concept of the Public Administration programmes of Erasmus University Rotterdam, which is the academy-atelier formula. The ateliers are a substantial element of both programmes. The committee appreciates this element and is aware that it is labour-intensive with the large population of students Rotterdam attracts. The committee has the impression that the department is aware of that and that it seems to cope with this challenge by involving tutors. The committee appreciates the different teaching methods that are used in these ateliers such as case studies, group assignments, debating, simulations and excursions.</p> <p>The committee recommends the department to challenge students more strongly by actively involving them in the construction of the ateliers. Obviously, the focus in the master's programme is on the specialization courses, internship and thesis projects. In the committee's view, the teaching methods used in the master's programme succeed in stimulating independence and in developing academic and research skills. In this respect, they correspond to the intended learning outcomes of the programme, which presuppose that students are able to work independently.</p> <p>The committee assesses the bachelor's programme as 'good' and the master's programme as 'satisfactory', because it feels that the academy-atelier formula has been elaborated more systematically and thoroughly in the bachelor's programme, which is of course largely due to the fact that the master's programme is a one-year programme with a more substantial individual component.</p>
5.5.1.4 Intake Score: (adequate)	The admission criteria (see 5.10) are adequate for the aims and objectives of the 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 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 they are able to conduct research at that same level as well. The committee therefore concludes that the achieved learning outcomes, as exemplified in the theses, sufficiently correspond with the intended learning outcomes of the programmes. In general the

	<p>committee shares the assessment of theses. The committee took into account the fact that the master's programme is a one-year programme. This holds a risk that students aim to achieve more than reasonable in one year. It recommends the department to enforce the guidelines for the length of theses more strictly in order to protect students from doing so. The committee noted that graduates of the bachelor's programme are able to continue their studies in the master's programme without any problem. 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.</p> <p>The committee established that both programmes have defined target figures for their success rates and that these target figures are realistic and sufficiently ambitious. For both programmes, the target figures have not been met yet. The committee appreciates the efforts taken by the department to improve the success rates. It is aware of the fact that the programme has limited means and that it is to a certain extent dependent on measures or decisions taken at a higher level. For instance, the programme is unable to change the rule that students who have not completed their bachelor's programme are allowed to register for courses of the master's programme. The committee welcomes the decision to apply the existing rules more strictly. It finds that both programmes should continue to investigate opportunities to further improve the success rates.</p>
5.6 Quality Improvement and Innovation	
<p>5.6.1 Programme accomplishment Score: <b>Adequate</b></p>	<p>The committee studied the internal quality assurance system of the department of Public Administration of Erasmus University Rotterdam. The committee established that the courses of the curricula of both the bachelor's programme and the master's programme are evaluated periodically and systematically and that the department uses target figures to assess the outcomes of the evaluations. The committee studied the questionnaires which are used for the course evaluations. It noted that these questionnaires provide useful and systematic information about students' assessment of the courses.</p> <p>The committee is positive about the additional efforts undertaken by the department to collect information about the courses and the curricula, such as the organisation of focus groups with students. As a result, the department 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.</p> <p>The committee established that the responsible staff of the programmes play a central and leading role in the evaluations, in the analysis of their results and in the formulation of measures to improve the quality when necessary. The committee established that the programmes as a whole are evaluated in a number of ways: by means of evaluations among graduates of the bachelor's and master's programme and in the meetings of the department. Furthermore the committee appreciates that the quality</p>

	system of the department is connected with the faculty and university quality assurance. The system makes a professional and useful impression.
5.6.2 Curriculum Development Score: <b>Good</b>	<p>The Department of Public Administration has a Board of Advisors, consisting of about 15 members, who are all alumni of the department, now working at strategic levels inside ministries, in municipalities and other public organisations and in consultancy organisations. This board meets twice a year and advises the department on strategic issues regarding the education and research programmes.</p> <p>The committee studied information about various examples of measures aimed at improving the quality of the curricula of the programmes. It is particularly positive about the process which has led to the restructuring of the curriculum of the bachelor's programme. In the committee's opinion, the process convincingly shows that the programme is able to formulate and implement measures which have the desired effect on the quality of the curricula. The committee very much appreciates the outcomes of the process and is positive about the revised curriculum of the bachelor's programme.</p> <p>In addition, the committee noted various examples of measures taken to improve the quality of individual courses or parts of the bachelor's and master's curriculum. For example the atelier sessions are continuously improved, even if formal evaluations have a positive trend. In the master's programme the committee appreciates the introduction of tutor groups during the thesis phase. These examples provide further confirmation that the programmes are able to formulate and implement measures which have the desired effect. This shows that the system of quality assurance functions adequately.</p> <p>The committee has established that staff members and students of both programmes contribute significantly to the internal quality assurance, via the board of studies, the evaluations of the courses and the programme, the strategy days and the regular staff meetings. It has noted that the staff plays a leading role in the development of the curricula. The committee has noted that the involvement of graduates of the programmes and of the professional field is very good as well. The Board of Advisors is actively involved in the internal quality assurance of both programmes.</p>
5.6.3 External Reviews Score: <b>Good</b>	The previous committee was critical of the Public Administration character of two specialisations in particular: Labour, Management and Organisation (AOM); and Governance and Management of Complex Systems (GMCS) (which was then called Policy and Management of Complex Spatial Developments). Changes in response to the critical remarks have been made.
5.7 Student Assessment Score: <b>Adequate</b>	The form of the assessments of the Rotterdam Public Administration programmes is related to the academy-atelier formula. As knowledge forms an essential element of the academy part of the modules, all individual modules are assessed by a written exam (multiple choice or open answer exam). The assessment form for the atelier parts of the modules depends on the skills that are being tested. The Board of Examiners has an important formal role in safeguarding the quality of exams and assignments. In practice, the Board has delegated this task to the bachelor's coordinating

	<p>committee. The lecturer responsible for a specific module is primarily responsible for designing the examinations and assignments used in that module.</p> <p>To find out whether students have really mastered the intended learning outcomes, the last two modules of the bachelor's programme are especially important. Within their bachelor's thesis, students have to show that they are able to carry out a piece of research that is relevant to public administration. Since the thesis does not explicitly address the learning outcomes related to the Dublin descriptor Learning skills, the module Reflection on professional practice module is important as well. In this module, students are asked to reflect on the three years that they have been studying Public Administration in relation to their intellectual growth and on future work and study prospects.</p> <p>During the master's programme, the internship (for the regular differentiation) and the master's thesis are crucial in achieving the intended learning outcomes. To test what students have learnt during their internship, organisations offering internships are asked about students' attitudes and performance during this internship. This is communicated to the student and, provided it is acceptable, signed by the supervising staff member. Only with this signature are students credited with the EC points. With respect to the master's thesis, a similar form exists with references to the learning objectives. This form has to be completed by the first and second readers jointly, who also suggest an appropriate final grade. This form is part of the evidence on the day of the final exam. This involvement of three members of staff safeguards the reliability of the grading. Within the evening differentiation, two students will often write a joint thesis. This generally occurs when they are working on an external assignment, or on a consultation trajectory linked to real-life problems. Nevertheless, the evaluation criteria remain the same and, when a thesis is a joint production, students have to stipulate who has done what so that they can be individually evaluated.</p> <p>During its site visit, the committee established that both the bachelor's programme and the master's programme use a variety of assessment methods which correspond to the aims and the didactic methods of the programme components. Testing of knowledge by written exams demands memorizing knowledge. The committee feels that processing knowledge is perhaps even more important and that other assessment methods are needed for that.</p> <p>The methods used properly reflect the level and orientation of the programmes. Written exams, for instance, are used in the assessment of courses which focus on the acquisition of knowledge and insight, while practical tests are used to assess whether students have acquired professional skills. The committee 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. However, the committee finds that the assessment methods are somewhat traditional, that the variety is rather limited and that the programmes largely focus on written exams. Furthermore, most of the modules in the bachelor's phase</p>
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	<p>are assessed by different assignments that make up for one final grade. Given the substantial amount of group assignments, these composed grades may carry a risk of 'masking' unsatisfactory skills or knowledge of individual students. During the conversations with students, the committee established that significant differences can exist in the grading between different staff members. The department is aware of this observation, but claims that these differences are restricted to grading by tutors. It has taken several measures to improve this situation.</p>
<p>5.8 Programme Jurisdiction Score: <b>Adequate</b></p>	<p>According to the committee the department of Public Administration is identifiable and autonomous in its responsibility for the programmes. The department has an open culture in which all staff members are invited to influence the programme. The factual responsibility for the programmes is adequately and effectively organized and the responsible parties are able to influence decisions with respect to the important aspects of the programme.</p>
<p>5.9.1 Faculty nucleus Score: <b>Bachelor: adequate; Master: good</b></p>	<p>The committee has noted that the staff members have been under great pressure due to the increasing number of students. By employing a large amount of non-permanent staff, the department has been able to realise an acceptable student-staff ratio in the bachelor's programme. The committee remarks that this ratio is acceptable partially because of the large number of PhD students and recent graduates who teach in the bachelor's programme. According to the committee, this approach may present a risk for those non-permanent staff members who are expected to produce a PhD thesis (and whose primary task is doing research). The committee holds the opinion that the growth of student numbers should in due course be followed by a growth of permanent staff. The committee is impressed by the remarkable number of staff dedicated to the master's programme. The committee therefore assesses this standard as 'satisfactory' for the bachelor's programme and as 'good' for the master's programme.</p>
<p>5.9.2 Faculty qualifications Score: <b>Bachelor: adequate; Master: good</b></p>	<p>The committee assesses the content-related expertise among the staff as satisfactory. It established that the areas of specialization which the programmes offer are all represented sufficiently. The committee established that the department is conscious of the importance of a good selection procedure for tutors in order to maintain a high standard in staff quality. It has noticed that tutors receive training at the beginning of the academic year and that the department has a system of coaching and counselling for the tutors. The committee appreciates these measures, but it recommends implementing more regular observations in the tutor groups by permanent staff in order to assess the performance of the tutors. The department invests in the education of its staff during the summer period and in the course of the academic year. The university offers courses and training to staff members whose didactic skills can be improved. When the performance of a staff member is assessed as unsatisfactory during the annual staff appraisal cycle, this training can be enforced. The committee established that the university has introduced the basic didactic qualification to ensure that staff members have the required didactic skills.</p>

	<p>The committee appreciates the fact that the results of the course evaluations are discussed in the annual performance interviews. The committee has noticed that staff members are strongly committed to their educational tasks. The committee established that most staff members who contribute to the bachelor's and master's programme have a PhD degree and conduct research which is evaluated regularly by assessment committees made up of international experts. It therefore concludes that teaching is provided by researchers who contribute actively to the development of the discipline.</p> <p>In the view of the committee, the staff of the department contains a number of excellent researchers who contribute significantly to the master's programme. They perform renowned research and publish frequently. Some members of the staff are considered to be part of the best in the field of Public Administration. As a result, the programme has a good and solid grounding in research.</p> <p>The committee concludes that the bachelor's programme fulfils the criterion which relates to the academic orientation of the staff and here fore assesses this standard as satisfactory. For the master's programme the staff clearly surpasses this criterion, therefore the committee assesses the standard as 'good'.</p>
<p>5.9.3 Diversity: gender and minorities Score: <b>Adequate</b></p>	<p>The department is aware that the percentage of women within the permanent staff is still below average. Promising prospects for changing this in the future do exist. Currently, there are two female associate professors and two female assistant professors. This is especially important because their student population is very diverse. With regard to minorities, the department also tries to increase their representation, which is especially important given the large increase in the number of students with an ethnic minority background in recent years. In May 2010, the department employed one PhD student and six tutors with such backgrounds.</p> <p>Although the diversity in staff is lower than the diversity in the student population, the committee establishes that the department makes reasonable efforts in order to establish a more diverse staff.</p>
<p>5.10 Admission of Students Score: <b>Adequate</b></p>	<p>According to the self-assessment report, all students with a degree from pre-university secondary education (vwo) have access to the bachelor's programme. Students who have successfully completed the first year of a professional bachelor's programme (hbo) may also enter the programme. Students need to prove that they have sufficient mathematical skills, equivalent to the vwo-6 level. Although it is not a formal admission requirement, since 2008-2009 students have to undertake a Dutch language skills test as part of the atelier component. If they fail this test, students are encouraged to improve their skills through remedial teaching. A large number of master's students enter the Rotterdam programme directly from the bachelor's programme or enter the programme through the pre-master's. A limited number of students enter the programme from another Public Administration bachelor's programme. Students with a Public Administration bachelor's degree of Erasmus University Rotterdam have access to all the master's differentiations. Students who have</p>

	<p>completed a Public Administration bachelor's degree from another Dutch university are also admitted without restrictions. All other students have to follow a pre-master's programme in order to qualify for admission. There are two pre-master's programmes: one for the daytime differentiations and one for the evening one. International students are admitted on the basis of their qualifications (a bachelor's degree in a relevant subject) and an adequate knowledge of English.</p> <p>The committee established that the requirements for access to the bachelor's programme have been specified explicitly and are in accordance with the relevant formal demands. It has noticed that students experience the transition from secondary education to the bachelor's programme as challenging but that they settle down usually after the first months. In general students do not have problems in adjusting to their new learning environment.</p> <p>The committee established that the pre-master is an adequate programme to prepare for the master's. Some students who have finished another master's programme before entering the premaster's programme encounter some overlap with their earlier education. The committee therefore recommends the department to consider a more flexible premaster's programme for this group and to refer to their own responsibility to prepare adequately for the master's programme. This does not mean that it is up to the students to compose a premaster's programme, but the department could make this process more flexible.</p> <p>The committee has some concerns regarding the bachelor's students who have one or more unfinished courses when they enter the master's programme. The committee established that the department is conscious of this problem and has taken some measures to prevent this. It is in favour of a policy to prevent this situation by enforcing students to completely finish their bachelor's programme before entering the master's programme.</p>
<p>5.11 Supportive Services and Facilities Score: <b>Good</b></p>	<p>During its site visit, the committee studied the material facilities available to students of the bachelor's and the master's programme on the Woudestein Campus. On the basis of its own observations during a guided tour, the information provided in the self-evaluation report and the interviews with students, the committee concludes that the material facilities are good and that they enable the programmes to realise their final qualifications. It appreciates the new and modern L-building, which provides good classrooms. The quality of the lecture halls and classrooms is good. The library is very complete. The committee established that it offers students all the literature they may need for their education and research. The computer facilities and number of workplaces for self-study are adequate. The committee has not received any information which points at problems or obstacles with respect to the facilities.</p>
<p>5.12 Student Services Score: <b>Bachelor: good; Master: adequate</b></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 organised and put into practice. It appreciates the good connection between the bachelor's tutors and the study counsellors. Tutors have regular contact with students and therefore</p>

	<p>recognise students who have difficulties with their study progress in an early stage. Their close contacts with the study counsellor make this a good early-warning system. Tutors also address the study counsellors themselves to get advice on how to cope with students who have difficulties.</p> <p>The committee established that the current capacity for the study counsellors is sufficient and that their work load is acceptable. It noticed that the programmes are organised in a rather informal way. Staff members are easily accessible for students and they contribute to the support and guidance of students.</p> <p>The committee noted that the system of tutoring is more or less the same for both programmes. However, the committee feels that the bachelor's programme has adopted a more active and systematic approach and that it follows students and their progress more closely. The committee therefore assesses this standard as 'good' for the bachelor's programme and as 'satisfactory' for the master's programme.</p>
5.13 Public Relations Score: <b>Good</b>	<p>The committee established that the public relations of the department are good. It is impressed by the good, informative website. Like other Public Administration programmes, the programmes in Rotterdam has a rather large amount of drop-outs in the first year. This could be related to the expectations that students get from the information. The committee stresses the importance of managing expectations of future students.</p> <p>Furthermore, both students and the professional field are well informed about the programmes, as the committee found out in its interviews during the site visit. Relationships in the public sector are very good.</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 these programmes meet the criteria for accreditation sufficiently, and so the programmes can be accredited without restrictions.