



**European Association for  
Public Administration  
Accreditation**

15 July 2011

## **EAPAA Accreditation Committee Evaluation Report**

**Bachelor's programme Public Administration and the master's programme Public Administration offered by the Tilburg School of Politics and Public Administration (TSPPA), Tilburg Law School, Tilburg University, Tilburg, the Netherlands**

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

In consideration of the Self-Evaluation Report of the above programme of 8 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 curriculum in its current structure was introduced in the academic year 2008-2009, 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>Adequate</b>	According to the self-evaluation report, the curriculum of the bachelor's programme includes all the defining programme principles from the framework of reference referred to above. The bachelor's programme particularly focuses on the following key areas: practical orientation and a focus on law.  The curriculum of the master's programme has been designed to provide a relation with the current research programme of the School of Politics and Public Administration. The curriculum of the master's programme provides more in-depth knowledge within the defining programme principles of the domain-specific framework, including a focus on the relationship between public administration and law, knowledge and understanding of (developments in) local government systems in other European countries,

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	<p>and a focus on evidence-based policy making. It also offers students the opportunity to further develop their skills related to conducting independent research, collaborating in research projects, and communicating with and defending the results of their research to a wide range of audiences.</p> <p>The committee has studied the curricula of the programmes to establish whether they fulfil the requirements which hold for a programme in public administration. It has established that both the bachelor's programme and the master's programme offer the main concepts, theories and methods of public administration. The bachelor's programme provides a historical perspective as well. It includes courses which deal with the important adjacent disciplines, such as law, sociology, economics and public management. In the eyes of the committee, the attention for public finances and financial analysis in the curricula of both programmes is somewhat limited. Both curricula contain courses which deal with research methods and techniques. The committee has noted that the programmes focus on qualitative research methodologies, which is in line with the school's profile. As a result, the attention for quantitative methodological skills is limited. Students of both programmes are expected to produce a thesis, thereby providing proof that they are able work independently under the supervision of a staff member on theoretical or practical research question.</p> <p>The committee therefore concludes that the public administration character of both programmes is adequate</p>
<p>5.2 Mission of the programme Score: <b>Adequate</b></p>	<p>The mission of the programmes in public administration is to deliver academically educated public administration specialists who can make a varied contribution to public administration under varying circumstances and in a variety of roles. Students have the ability to develop into versatile professionals who are specialized but flexible, to conduct research, advise organizations in the public sector, devise policy, implement processes, provide leadership and operate within the political arena, and, in doing so, regularly transcend the boundaries of specific subject areas.</p> <p>The committee has studied the information relating to the mission and the educational philosophy of the programmes. It has established that the Tilburg School of Politics and Public Administration has formulated a rather general mission which sufficiently relates to the requirements that hold for a mission statement for schools in public administration, but which does not really provide a specific profile or distinguish the programmes significantly from programmes offered elsewhere. The objectives, which are derived from the mission, are rather general as well. They contain a few elements which can taken to be distinctive: the School has a strong embedding in the Law School, it aims at creating a lively academic community in which students develop as persons as well and it aims at creating a learning environment that facilitates this community. The educational philosophy of the programmes is thus integrated in the objectives. To the committee's opinion, the process of implementing the objectives is organized adequately.</p> <p>The committee has established that the School has been successful in creating a real academic community of staff members and students which</p>

	<p>has an open and constructive atmosphere. The committee feels that the community may run the risk of becoming too cosy and comforting. It advises the School to ensure that the programmes challenge students sufficiently to reach for the top.</p> <p>The committee has noted that both the Law School and the Tilburg School of Politics and Public Administration claim that they consider internationalization to be very important, but that the mission and the objectives do not refer explicitly to issues of internationalization. The committee feels that the international benchmarking of the programmes can be enhanced, although it learnt during its site visit that the international perspective is stronger than it had expected on the basis of the self-evaluation report. It supports the school's intention to strengthen the international dimension of the programmes. It encourages the School to develop a coherent and integrated vision on internationalization which is shared by relevant stakeholders and to consider the possibility of increasing the number of courses taught in English.</p>
<p>5.3 Level Score: <b>Adequate</b></p>	<p>The committee has studied the intended learning outcomes which graduates of the programmes acquire 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. The learning outcomes of the bachelor's programme which relate to knowledge specify that students acquire a basic knowledge of public administration. The learning outcomes related to skills refer to the application of knowledge (for instance, the ability to devise policy issues, to create process designs and to provide advice), to making judgments (for instance, the skills related to research and the ability to analyze networks), and to communication (for instance, the ability to communicate about research and to provide advice and the interactive skills). In a similar way, the learning outcomes of the master's programme refer to the application of knowledge, to making judgments and to communication. The master's programme does not have intended learning outcomes that explicitly refer to knowledge, but the committee has established that the acquisition of relevant knowledge at an advanced level is inherent in the intended learning outcomes. The committee has noticed that the learning outcomes explicitly refer to the distinction in level with the bachelor's programme: compared to the bachelor's programme, students of the master's programme are expected to demonstrate a high level of independence and to reflect on their technical skills.</p> <p>The committee concludes that both the bachelor's programme and the master's programme fulfil the criteria which relate to their level.</p> <p>The committee has studied the intended learning outcomes of the bachelor's and the master's programme from the perspective of their orientation. It has already established that these learning outcomes correspond sufficiently to the demands of the scientific discipline (or the professional colleagues and the relevant domain) and the professional practice (cf. Standard 2). It has noted that graduates of the bachelor's programme have unconditional access to the master's programme. In addition, graduates have access to more specialized master's programmes, including research master's programmes. Furthermore, the committee is</p>

	<p>convinced that graduates of the master's programme have acquired the qualifications to carry out academic research in their area of specialization and therefore qualify for relevant PhD programmes, even though they may be more likely to aim at a professional career.</p> <p>The committee holds the opinion that the learning outcomes of both programmes correspond sufficiently to the requirements of the international scientific practice. It has noted that the learning outcomes of the programmes refer explicitly to academic and scientific skills. In the case of the bachelor's programme, for instance, students acquire skills related to designing research, conducting research and communicating about research. In addition, they acquire more general academic skills related to, for instance, methodological issues, collecting and analyzing data and communication and reflection. In the case of the master's programme, students obtain the ability to independently set up research, to critically assess the results of other people's research and to make their own choices when conducting research. In addition, they further develop their general academic skills.</p> <p>The committee therefore concludes that both the bachelor's programme and the master's programme fulfil the criteria which relate to their orientation.</p> <p>The committee has studied the curricula of the programmes from the perspective of the requirements that hold for an academic programme. The committee has established that the curriculum of the bachelor's programme presents an adequate introduction to an overview of the discipline as a whole and its most relevant supporting disciplines. It has noted that students acquire basic knowledge and skills in the initial part of the programme which provide a basis for the more in-depth courses in the remainder of the programme. Students are increasingly confronted with recent developments in the discipline and with the results of current research. The committee has established that the learning materials used are adequate. The curriculum offers courses from the relevant adjacent disciplines (such as law, sociology and economics) and courses with a more practical orientation (including the ateliers) which provide students with the necessary professional and technical skills. The committee has observed that law is more strongly represented than elsewhere and that this gives the curriculum a flavour of its own. The committee has also noted that the bachelor's programme manages to guarantee that students acquire knowledge and skills through the interaction of education and research. The curriculum adequately ensures that students develop relevant practical and research skills, because it contains various courses in which students carry out small research projects, most notably the various ateliers. It appreciates the design of the ateliers, which provide a clear link with the professional practice and which confront students with real-world problems. It is also positive about the compulsory character of the internship. It considers the continuous interaction between developments in the discipline and developments in professional practice to be one of the strong points of the programme.</p> <p>Before the site visit, the committee was not entirely convinced that the international perspective was sufficiently present in the bachelor's</p>
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	<p>programme. During the site visit, the committee received a lot of information which confirmed that the international orientation is adequate. Various courses have a clear international component, students are expected to read relevant international literature. The committee therefore concludes that the international perspective of the programme is sufficient. The committee has established that the master's programme succeeds in ensuring that students acquire knowledge and skills through the interaction of education and research. The curriculum is organized in such a way that it enhances the depth of the knowledge students have already acquired. The committee has noticed that the literature used for the general section and the specializations is relevant and current and that staff members include references to their own research in their teaching when possible. Students further develop their academic, professional and technical skills and show that they have acquired research skills at the appropriate level in the master's thesis. The committee appreciates the relation between the research conducted by the staff members and the contents of the curriculum. One of the results of this strong relation, however, is the fact that the number of specializations offered is rather limited and that the differences between the specializations are not very clear. The committee understands why the School of Politics and Public Administration has not included an obligatory internship in the curriculum of the master's programme. It appreciates the fact that the School offers students the opportunity to follow an internship in addition to the obligatory courses, but it has noted that students who decide to follow an internship quite often incur a delay. The committee advises the School to once more consider the position of the internship in the programme. On the basis of these considerations, the committee concludes that both the bachelor's programme and the master's programme fulfil the requirements that hold for a programme with an academic orientation.</p>
<p>5.4 Practise and internships Score: (adequate)</p>	<p>In the bachelor's programme there is an obligatory internship. In the master's programme it is optional. The committee has noticed that the integration with professional practice is partly established by means of the contract research carried out by staff members. It appreciates the way the programmes involve their students in the staff's research activities.</p>
<p>5.5.1 Curriculum Content</p>	
<p>5.5.1.1 Core components Score: <b>Adequate</b></p>	<p>The committee has studied the intended learning outcomes of both the bachelor's and the master's programme and compared them to its Domain Specific Framework of Reference (DSFR). The committee has established that the intended learning outcomes of both programmes correspond with these defining programme principles. The intended learning outcomes of the bachelor's programme refer to the acquisition of knowledge of public administration and adjacent disciplines such as law, sociology and political science. The learning outcomes also specify the skills to be acquired by students, including the academic and methodological skills necessary to conduct research. The committee has noted that these skills are categorized in a logical and useful way and that they specify skills which are typical for public administration. The committee has established that the intended learning outcomes of the master's programme, as they are</p>

	<p>described in the self-evaluation report, do not refer explicitly to knowledge to be acquired, but that they rather focus on the skills which students obtain in the course of their programme. On the basis of the analysis provided in the self-evaluation report and its own review of the contents of the curriculum, the committee concludes that students acquire knowledge at an advanced level of the discipline and of relevant adjacent disciplines. This knowledge is a prerequisite for the skills which the programme has described adequately. The committee nevertheless advises the School to formulate the intended learning outcomes of the master's programme more carefully and to include a description of the knowledge students are expected to acquire.</p> <p>The committee concludes that its requirements for bachelor's and master's programmes are sufficiently covered by the intended learning outcomes of the programmes.</p> <p>The committee has also established that the intended learning outcomes of the programmes refer to skills which graduates need in professional practice. The learning outcomes of both programmes specify the academic, professional and technical skills which students acquire in the course of their studies. These skills clearly relate to the requirements imposed by the professional practice in which graduates of the programmes will end up. The committee therefore concludes that the intended learning outcomes of the bachelor's and the master's programme sufficiently correspond to the demands of the professional practice.</p> <p>The committee concludes that both the bachelor's programme and the master's programme fulfil the criteria which relate to the discipline-specific requirements.</p> <p>The committee has studied the information in the self-evaluation report which links the learning outcomes of the programmes to their curricula. It finds the general description provided in the self-evaluation report sufficient and convincing.</p> <p>The committee has verified the table in the self-evaluation report which relates the (types of) intended learning outcomes, the defining principles of the domain-specific framework of reference and the curriculum of the bachelor's programme and concluded that the information provided is correct. It has established that the various learning outcomes receive sufficient attention and that their distribution over the curriculum is adequate. The curriculum is designed and structured in such a way that it can be taken for granted that students who complete the curriculum have acquired the various learning outcomes at the appropriate level. In addition, the committee has also verified that the table in the self-evaluation report which refers to the master's programme provides a correct representation of the relation between the intended learning outcomes, the defining principles and the curriculum. The committee has established that the curriculum of the master's programme ensures that students acquire the intended learning outcomes.</p> <p>The committee concludes that the curricula of both programmes are adequate realizations of their intended learning outcomes. It therefore assesses this standard as 'satisfactory' for both the bachelor's and the master's programme.</p>
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5.5.1.2 Other Components Score: (adequate)	There is one optional course in the bachelor's programme, and one compulsory elective. In the master's programme there are two specialisations, but no electives.
5.5.1.3 Structure and didactics of the programme Score: <b>Adequate</b>	<p>The committee has established that the curriculum of the bachelor's programme is structured in such a way that it is sufficiently coherent. The curriculum is organized in a logical and cumulative way, starting with an introductory year, in which students acquire basic knowledge and skills, continuing with the second and third year, in which students broaden and deepen their knowledge, enhance their skills and become familiar with the requirements of the professional in the internship, and culminating in the bachelor's thesis, in which students show that they have acquired all the intended learning outcomes of the programme. The committee has noted that the structure of the curriculum has not been made explicit by means of learning lines, streams or central themes. It has also observed that the integration of the ateliers in the curriculum can be improved. It supports the School's decision to enhance the coherence of the curriculum, for instance by introducing streams, and to develop a limited number of tracks or specializations for the final phase of the curriculum. It recommends the School to ensure that methods and techniques are properly integrated as well.</p> <p>The committee has also established that the curriculum of the master's programme is sufficiently coherent. It has noted that the general section provides a foundation for the specializations in the remainder of the programme. In its opinion, the composition of the general section is adequate, the courses provide a bridge between the curriculum of the bachelor's programme and the specializations of the master's programme. The committee finds that the curricula of the specializations are centered around a core theme, but that the specializations are not very distinctive. The committee therefore advises the programme management to monitor the coherence of the curriculum closely and to assess whether the curricula of the specializations can be further improved. The programme culminates in the master's thesis, in which students show that they can conduct a research project independently.</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 has established that 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 is in general evenly distributed over the curriculum and not too high. The committee has noted that the Law School has taken measures to ensure that students proceed smoothly and that they have the required knowledge and skills for specific courses. It appreciates the introduction of a method to calculate the study load, because this increases the transparency of the information available to students. In the committee's opinion, the School of Politics and Public Administration is aware of the potential obstacles in the curriculum and is able to take measures to improve the feasibility of the programme when necessary, as is illustrated by the introduction of the additional skills training referred to above. The committee has noted that some students</p>

	<p>find the curriculum not challenging enough, but that the programme management is aware of this and that it aims at increasing the challenges for students.</p> <p>The committee has established that the master's programme can also be completed in the set time, even though most students need more time to obtain their degree. In the committee's opinion, the curriculum does not contain serious impediments, but the delays are caused by the fact that students follow an internship (which was not part of the curriculum until 2009) or spend time at a university abroad. The committee has noted that the School does not have the means to monitor the actual study load of the master's programme, because it does not conduct systematic course evaluations. The results of the discussions within the Quality Circle partly compensates for this lack of evaluations. Even though the amount of information about the study load is limited, the committee has not received any signals that the feasibility of the programme is in need of improvement. On the basis of these considerations, the committee assesses the standard relating to the feasibility of the curricula as 'satisfactory' for both programmes.</p> <p>The committee has established that the educational concept used for both the bachelor's programme and the master's programme is related to the overall educational philosophy of the School of Politics and Public Administration. It has also noted that the educational concept is not elaborated in any detail in the structure and organization of the programmes, but that it has been translated into the curricula in a rather general way. The committee has observed that both programmes use lectures as the predominant teaching method, although most courses use other methods as well, mostly tutorials. In the opinion of the committee, the teaching methods used by the bachelor's and master's programme are appropriate and in line with the aims and objectives of the programmes as a whole and of the individual courses. They are selected in such a way that it can be taken for granted that students acquire the learning outcomes of the programmes. Lectures are used to transfer knowledge, while more practical teaching methods, such as tutorials, are used to develop the academic, professional and technical skills described in the intended learning outcomes. The number of contact hours is sufficient for both programmes. In the committee's opinion, the use of lectures as the dominant teaching method is adequate, but it has noted that the amount of lectures remains rather high in the course of the bachelor's programme and that it is still relatively high in the master's programme as well. The committee is aware of the fact that the lectures have a relatively high degree of interactivity because of the small-scale character of the programmes and that students have sufficient opportunities to further develop their skills.</p> <p>In the committee's opinion, the amount of lectures is high from the perspective of the educational philosophy of the programmes. The staff is really committed to the programmes and connected to the students, but the variety of teaching methods offered is still somewhat limited. In the eyes of the committee, this may very well be one of the reasons that students do not always find the programmes (and the bachelor's</p>
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	<p>programme in particular) very challenging. The committee has noted that the programmes have not provided a structure for the time reserved for self-study, but that they leave it to students to decide how they should organize their self-study.</p> <p>On the basis of these considerations, the committee concludes that the educational concept used by both programmes is sufficiently in line with the intended learning outcomes of the programmes and that the teaching methods are adequately related to the educational concept. The committee therefore assesses the standard that relates to the coherence of structure and contents as 'satisfactory' for both programmes.</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>	<p>The committee has established that the level and the quality of the theses of both the bachelor's and the master's programme are at least satisfactory. The theses show 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 finds the decision to restrict the bachelor's thesis to a literature review understandable and defensible. The committee therefore concludes that the achieved learning outcomes, as exemplified in the theses, sufficiently correspond with the final qualifications of the programmes.</p> <p>The committee has noted that students never receive 9 or 10 out of 10 as a mark for their thesis. It finds that the grades assigned to the theses are generally accurate, but it also feels that students should receive a 9 or a 10 if their work is exceptionally good. It has established that the international perspective, which is sufficiently present in the courses, is not really present in the theses. It assumes that the efforts undertaken by the programmes to strengthen the international perspective are not visible yet in the theses and that the shift in focus will become apparent in the final products of the programmes in the next few years.</p> <p>In addition, the committee has noted that graduates of the bachelor's programme transfer to the master's programme smoothly and without any problem. Graduates of the master's programmes find a position on the labour market with relative ease and they consider themselves sufficiently prepared for their first job, even though they have to enhance their competences in practice and they have not acquired all necessary knowledge and skills of every aspect of the discipline they may encounter in practice. The committee was impressed by the enthusiasm about the graduates of the programmes expressed by the representatives of the professional practice. It has noted that these representatives reported that graduates have the learning skills they need to adapt quickly and efficiently to new situations. 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 intended learning outcomes, which conform to the demands of the discipline and the professional</p>

	<p>practice. On the basis of these considerations, the committee concludes that both programmes fulfil the criterion which relates to the achieved learning outcomes.</p> <p>The committee has established that the School of Politics and Public Administration has not defined target figures for the success rates of the bachelor's and master's programme. After the site visit, it was informed that the Tilburg Law School has defined target figures which are discussed annually with the Board of Tilburg University and the Faculty Council. The committee has established that the actual success rates are not very high and that students apparently find it difficult to complete the programme in the set time, even though both programmes do not have serious impediments to study progress. The committee is somewhat worried about the progress of the master's students who enrolled in 2008. According to the self-evaluation report, this is the first cohort of students who started their studies after the introduction of the bachelor's and master's programmes. The committee has not received any signals which indicate that the School considers the success rates an issue which deserves serious attention. It recommends the management of the programmes to look into the success rates more seriously and to formulate objectives and target figures for both the bachelor's and the master's programmes.</p> <p>Given the circumstances, and given the fact that the low success rates are a more general problem in the Netherlands, the committee finds the actual success rates achieved satisfactory, even though they can certainly be improved. In this respect, there is no significant distinction between the programmes offered by the School of Politics and Public Administration and other programmes.</p> <p>The committee therefore assesses the standard related to the success rates as 'satisfactory' for both programmes.</p>
5.6 Quality Improvement and Innovation	
<p>5.6.1 Programme accomplishment Score: <b>Adequate</b></p>	<p>The committee has established that the courses of the curricula of both the bachelor's programme and the master's programme are evaluated periodically and systematically. It has not received any information about formal and explicit target figures to assess the outcomes of the evaluations, but it has noticed that the School has implicit target figures, because it is clear for those responsible when an evaluation should lead to improvement measures. The committee has studied the questionnaires which are used for the course evaluations in the bachelor's programme and the results of these evaluations. It has noted that the evaluations provide useful and systematic information about students' assessment of the courses. The committee understands the Law School's decision to refrain from using digital questionnaires for the master's programme and to replace them by a system of master's panel meetings. It has studied reports of these meetings and established that they are structured in such a way that the courses are evaluated systematically and uniformly. The committee advises the School to monitor the panel meetings closely to ensure that these evaluations are sufficiently structured and that they provide the information which is necessary for a reliable and complete picture of the quality of the curricula. The committee has noted that the Programme Committee does not</p>

	<p>operate at the level of the individual programmes within the Law School. In its opinion, the introduction of the Quality Circle is an adequate measure which ensures that the programmes are evaluated in a systematic way. Before the site visit, the committee was somewhat hesitant about the role and position of the Quality Circle, which does not have any formal rights or responsibilities. During the site visit, the committee became convinced that the Quality Circle functions properly, because it is generally accepted by everyone involved as a key party in the system of internal quality assurance. The committee finds it somewhat awkward that the programme coordinators are permanent members of the Quality Circle, but it has established that this situation is not considered to be problematic by staff or students, but that it is perceived as an efficient and pragmatic way for dealing with issues related to the quality of the programmes.</p> <p>On the basis of these considerations, the committee concludes that both the bachelor's programme and the master's programme fulfil the criterion with respect to the evaluation of results. It therefore assesses this standard as 'satisfactory' for both programmes.</p> <p>The committee has established that staff members and students contribute to the internal quality assurance in the usual way, via the Programme Committee, the Board of Examiners, the course evaluations, and the regular staff meetings. It appreciates the establishment of the Quality Circle and the annual strategy days. It has noted that the professional practice is involved adequately as well, partly because some staff members are active in the professional field and partly because the School has created a formal structure to organize the involvement in a systematic way.</p> <p>The committee finds that the graduates of the programmes should be involved more strongly in the quality assurance of the programmes. It has noted that the contacts with the graduates are mostly informal, that the alumni association is not very active and that the programmes do not fully profit from the experience and the network of the graduates. The committee recommends the School to strengthen the contacts with the graduates and to give them a more prominent role in the system of internal quality assurance.</p> <p>On the basis of these considerations, the committee assesses this standard as 'satisfactory' for both programmes</p>
<p>5.6.2 Curriculum Development Score: <b>Good</b></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 very positive about the School's ability to transform problems or recommendations into quality improvement measures. It has noticed that the School has used the outcomes of meetings of the Quality Circle to revise the curriculum of the master's programme as a whole. In the committee's opinion, this shows that the School is able to develop measures which transcends the level of individual courses.</p> <p>In addition, the committee has seen various concrete examples of measures taken to improve the quality of individual courses or parts of the curriculum. 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 well in practice.</p>

	The committee therefore assesses the standard related to the implementation of improvement measures as 'good' for both the bachelor's and the master's programme.
5.6.3 External Reviews Score: (adequate)	The suggestions from the previous assessment for accreditation were taken into account in the 2009 restructuring.
5.7 Student Assessment Score: <b>Adequate</b>	<p>During its site visit, the committee has established that both the bachelor's programme and the master's programme use a variety of assessment methods which correspond sufficiently to the aims and the didactic methods of the courses. 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 papers and presentations are used to assess whether students have acquired academic, professional and technical skills. The committee has studied written exams, assignments and papers produced by students of both programmes. It has noted that a lot of courses are assessed by means of more than one assessment method, for example a written exam and a presentation. This reconfirms the committee's observation that the staff is highly committed. It concludes that the quality and the level of the assessment and evaluation are adequate and appropriate. The written exams consist of a balanced variety of open questions and multiple choice questions. The committee tends to agree with students of the bachelor's programme who reported that some of the written exams are not really challenging. It also feels that the amount of written exams which students have to take is rather high. It has noted that students' opinion on the feedback they receive varies and that this may be due to the fact that the School has not developed guidelines about the provision of feedback for staff members, as a result of which there is individual variety between lecturers. It recommends the School to investigate whether it is necessary and possible to strive for more uniformity in this area.</p> <p>The committee has studied the documents which deal with the formal aspects of testing and assessment, including the thesis regulations for the bachelor's and the master's programme. It has established that these formal aspects have been dealt with adequately. This is also true for issues relating to integrity and fraud. The committee has established that the organization of exams and assessments is adequate.</p> <p>The committee appreciates the initiative taken by the Board of Examiners to develop a system of peer review of master's theses with other universities. It is also positive about the initiative to appoint an assessment expert who monitors the quality of the tests and exams. It understands the decision of the Law School to establish a Board of Examiners for the faculty as a whole, but it has also noted that this decision entails that the members of the Board of Examiners are not really able to assess the contents of the exams and assessments used by the programmes in public administration and that it has no other option but to delegate part of its tasks to the examiners. As a result of the Law School's decision, it is difficult for the Board to carry out its legal tasks in their entirety. The committee recommends the School of Politics and Public Administration to ensure that</p>

	<p>the programmes are organized in such a way that the tasks of the Board of Examiners are carried out adequately.</p> <p>On the basis of the considerations above, the committee assesses the standard that relates to assessments and examinations as 'satisfactory' for both programmes.</p>
<p>5.8 Programme Jurisdiction Score: <b>Adequate</b></p>	<p>The committee has established that the formal responsibilities for the bachelor's and the master's programme are defined adequately and in line with the formal and legal requirements that apply. The dean of the Law School is formally responsible for the structure and contents of the programmes. He has delegated his tasks to the vice-dean for education. At the programme level, the programme coordinators are responsible for the day-to-day management of the programmes. The position of the Board of Examiners and the Programme Committee is somewhat exceptional, because these bodies are organized at the level of the Law School and not at the level of the programmes. The committee has established that the School has taken adequate measures (such as the introduction of the Quality Circle) to ensure that the tasks of the Board of Examiners and the Programme Committee are also carried out adequately at the level of the programmes.</p> <p>The committee concludes that both programmes sufficiently conform to the criteria relating to the programme jurisdiction and assesses this standard in both cases as 'satisfactory'</p>
<p>5.9.1 Faculty nucleus Score: <b>Adequate</b></p>	<p>The committee finds it difficult to interpret and assess the quantitative information with respect to the staff-student ratio in the self-evaluation report. In the committee's opinion, the staff-student ratio seems to be rather high, but the calculations do not include the staff time provided by other departments within the faculty or university. The committee has noticed that the School uses a planning system which ensures that it is in control of the planning of its various educational activities. In the committee's opinion, the system guarantees that the bachelor's and the master's programme have sufficient staff capacity at their disposal. The committee has noted that staff members do not have complaints about their workload, even though the amount of time spent on teaching has increased, and considers this another indication that the amount of staff capacity available allows the programmes to realize the quality it aims at. It has established that the programmes manage to maintain the desired small-scale character of the curricula.</p> <p>The committee concludes that the programmes satisfy the criterion for the standard that relates to the quantity of staff and therefore assesses this standard as 'satisfactory'.</p>
<p>5.9.2 Faculty qualifications Score: <b>Adequate/Good</b></p>	<p>The committee has established that most staff members of the Tilburg School of Politics and Public Administration who contribute to the bachelor's and master's programmes have a PhD degree. All staff members are actively involved in research. The research of the staff members who participate in the Netherlands Institute of Government (NIG) is assessed by external experts every six years. Staff members without a PhD degree have limited teaching tasks only. As a result, both programmes have an adequate and solid grounding in research. The committee finds that the School has</p>

	<p>managed to achieve a nice balance between academic and applied research.</p> <p>The committee has established that the staff is highly committed to the programmes. However, the committee also feels that the commitment of the professors and some other senior staff members to the bachelor's programme can be strengthened. It has noticed that senior staff members contribute to the leadership of this programme to a limited extent only. The committee concludes that teaching is principally provided by researchers who actively contribute to the development of the discipline.</p> <p>The committee assesses the content-related expertise among the staff as good when it comes to performing the bachelor's and master's programme. It has established that the areas of specialization which the programmes offer are all well represented. It is especially positive about the expertise related to the professional practice.</p> <p>The committee has established that the Law School has introduced the basic didactic qualification to ensure that staff members have the required didactic skills. It has noticed that the Law School offers courses and training to staff members whose didactic skills can be improved and that several staff members have taken additional courses to enhance their skills.</p> <p>The committee also finds that the programmes are organized well, that the management of the programmes and the staff members involved are cooperative, accessible, committed and flexible. It has noticed that staff members participate actively in the School's community and that students of both programmes are very positive about the atmosphere within the School and the short and efficient lines of communication.</p> <p>On the basis of these considerations, the committee assesses the standard relating to the quality of the staff as 'good' for both programmes.</p>
<p>5.9.3 Diversity: gender and minorities Score: <b>Adequate</b></p>	<p>The committee has noted that the School of Politics and Public Administration explicitly aims at increasing the percentage of female staff members and staff members from ethnic minorities, but that it is difficult for the School to find a balance in the composition of the staff which satisfies everyone involved. The self-evaluation report does not provide information about the ethnic diversity among the staff, because universities do not register the ethnic background of their staff members. The committee has noticed that diversity is not considered to be a decisive issue in wider society and that there are no societal targets which the programmes are expected to fulfil.</p> <p>The committee concludes that both programmes sufficiently conform to the criteria relating to diversity and assesses this standard as 'satisfactory'.</p>
<p>5.10 Admission of Students Score: <b>Adequate</b></p>	<p>The committee has established that the requirements for access to the bachelor's programme have been specified explicitly and are in accordance with the relevant formal demands. It has noted that the bachelor's programme does not apply a selection procedure any longer (cf. also Standard 25), because it is able to deal with the number of students who are interested in enrolling. One of the disadvantages of abolishing the selection procedure is that it is difficult for the programme to influence the make-up of the student body and, as an effect, that it is also difficult to determine the culture and the atmosphere within the community.</p>

	<p>The committee has established that students who have completed the bachelor's programme can enter the master's programme without any further conditions. The committee has noted that these students are sufficiently prepared for the master's programme, that they have acquired the necessary knowledge and skills. The programme has introduced selection procedures for students with a degree from another institution of higher education, in particular for students from higher professional education. The committee has established that students who have followed the pre-master's programme have acquired the necessary entrance qualifications for the master's programme and that their results are sufficient. It therefore concludes that this pre-master's programme adequately prepares students for the master's programme.</p> <p>The committee assesses the standard relating to the admission requirements as 'satisfactory' for both the bachelor's programme and the master's programme.</p>
<p>5.11 Supportive Services and Facilities Score: <b>Good</b></p>	<p>During its site visit, the committee has studied the material facilities available to students of the bachelor's and the master's programme in the Montesquieu building and on the rest of the campus. 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 material facilities are good and that they enable the programmes to realize their final qualifications. It appreciates the new and modern Montesquieu building, which provides many facilities for students and staff members at one central location. The quality of the lecture halls and classrooms is good. The renovated library, the computer facilities and the number of workplaces for self-study are amply sufficient. The committee has not received any information which points at problems or obstacles with respect to the facilities.</p> <p>The committee assesses the standard related to the material facilities as 'good' for both the bachelor's and the master's programme.</p>
<p>5.12 Student Services Score: <b>Good</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 more than adequate and well organized and put into practice. Next to the regular facilities, the School of Politics and Public Administration provides additional facilities geared towards the small-scale character of the programmes. The committee appreciates the interviews conducted before students enrol in the bachelor's programme which lead to an advice regarding students' fitness for the programme. The committee is also positive about the tutoring system, which focuses on, but is not restricted to the first year of the bachelor's programme, and which maintains a good balance between assigning responsibility to students and guarding their progress.</p> <p>The committee has established that the Central Student Desk and Law School's Education Desk play an important role in the provision of information regarding formal and procedural issues to students, while the tutors provide information about content-related issues and study and career opportunities. The committee has noted that the various tasks and responsibilities are distributed in a well-considered and logical way.</p>

	The committee assesses the standard related to tutoring as 'good' for both the bachelor's and the master's programme.
5.13 Public Relations Score: <b>Good</b>	The committee has noted that the Law School and the School of Politics and Public Administration are very active and effective when it comes to providing information about the programmes to prospective students and other stakeholders. It has noticed that the staff members emphasize the relation with professional practice in their specific lectures, thereby highlighting one of the distinguishing features of the programmes. The committee appreciates the fact that the School of Politics and Public Administration actively involves students in its promotional activities and provides trainings to properly prepare students for these activities. The committee assesses this standard as 'good' for both the bachelor's and the master's programme.
<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.