



**European Association for
Public Administration
Accreditation**

17 July 2011

EAPAA Accreditation Committee Evaluation Report

Bachelor's programme Public Administration, master's programme Public Administration and master's programmes European Studies at the School of Management and Governance, University of Twente, Enschede, 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 15 September 2010, the Site Visit Report of 26 April 2011 of the EAPAA Site Visit Team for this programme, and the response of the programme of 14 July 2011 to the draft of the Site Visit Report, the EAPAA Accreditation Committee, at its meeting of 6 September 2011 in Bucharest, Romania, has evaluated this programme against the EAPAA Accreditation Criteria (version 7, September 2009).

1. Accreditation Criteria

2. Applicability/Eligibility	
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 2004, so complies this requirement.
2.4 Programme variants and locations	Bachelor's students can choose between two tracks (and opt for a mixed track). The PA master's programme has three tracks; the ES master has no tracks, but students can choose for an extended programme for a double degree at the University of Münster.
4 Category of accreditation	Bachelor: public administration bachelor level programmes (3 or 4 years) Public Administration Master: public administration master level programmes (1 or 2 years) European Studies Master: public administration master level programmes (1 or 2 years)
5. Standards	
5.1 Domain of public administration Score: Adequate	Public Administration at the University of Twente is multidisciplinary, interdisciplinary, and transdisciplinary. Its educational philosophy rests on three pillars: (i) an introduction in the core disciplines of Public Administration, (ii) the application of knowledge in practice-based cases, and (iii) a well-balanced design of educational processes, resulting in student's professional qualifications (knowledge), personal development (attitude) and professional and academic socialisation (skills). The committee studied the final qualifications of the bachelor's and

Website: www.eapaa.org ; Secretariat: Mrs. Seeta Autar
University of Twente, School of Management and Governance
p.o.box 217, NL 7500 AE Enschede, the Netherlands
tel. +31-53-483-6346, fax +31-53-483-6347, e-mail secretariat@eapaa.org

	<p>master's programmes and compared them to its Domain Specific Frame of Reference (DSFR). The committee established that the intended learning outcomes of the bachelor's programme correspond with the defining programme principles, as laid down in the committee's Domain Specific Frame of Reference. The committee also established that the intended learning outcomes of the master's programmes in Public Administration and European Studies show considerable overlap and are sufficiently related with the programme principles listed in the Domain Specific Frame of Reference. The committee also established that the competences trained in all three programmes refer to skills which graduates need in the professional practice. The learning outcomes of the bachelor's programme refer to the development of research, cognitive, professional and communication skills. The learning outcomes of the master's programmes refer to the student's familiarity with the existing knowledge base and ability to increase its width and depth through study, to the competences to acquire new scientific knowledge through research and to communicate research results effectively. The committee therefore concludes that the final qualifications of all programmes correspond to the demands of the professional practice.</p> <p>Based on above considerations, the committee assesses the standard related to the domain-specific requirements as 'satisfactory' for all programmes.</p> <p>The committee studied all curricula closely, and determined that they provide a teaching of the basic concepts, theories, methods and history (classics) of public administration on the level of both the bachelor's and the master's programmes. It finds that the programmes are balanced. However, the committee finds that the curricula all give limited attention to ethics and ICT/eGovernance. Only the (sub)specialisation Environment and Sustainability explicitly refers to technology. The committee would expect to find more links (to technology) at a technical university, which it would find appropriate considering the mission statement of the University of Twente (cf. S1).</p> <p>The bachelor's programme is considered well-structured, multidisciplinary and quite broad. Due to the broad nature and variety in tracks, the committee considers that this might lead to an underemphasis on core public administration components in the ES track. The committee welcomes that the master's programme in Public Administration offers in-depth specializations of several aspects of the public administration field and it appreciates its obvious links to research that is conducted at the Institute for Governance Studies.</p> <p>The committee has concerns about the master's programme in European Studies. The ES programme deals with specific European governance issues so that time and capacities to sufficiently focus on the mainstream PA issues such as public finances, informatization and public management are likely to be given less attention.</p> <p>The committee was informed that the master's programmes in PA and ES use the same approaches and deal with the same questions around multilevel governance. The main difference in the two programmes concerns the specific institutional level/perspective at which public</p>
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	<p>administration is studied. It was explained to the committee that the European Studies programme at Twente is framed in public administration research and uses a governance approach. However, the committee is concerned that the master's programme in ES potentially runs the risk of removing itself too far from the core issues in public administration. It wonders if it would be possible to bring both master's programmes together to avoid this. Although the committee understands the choices that the programmes have made, it suggests that Twente could consider a similar set-up to the bachelor's programme and make one public administration programme with two tracks: 1) general (classic) public administration, and 2) European Studies.</p> <p>Based on above considerations, the committee assesses the public administration character of the bachelor's programme and the master's programmes as satisfactory.</p>
<p>5.2 Mission of the programme Score: Adequate</p>	<p>The bachelor's programme and the master's programme in Public Administration aim to educate people who will contribute to solving (international) public issues by making a difference in public governance. Their mission is therefore to support students to develop their:</p> <ul style="list-style-type: none"> • academic knowledge, research capability, and professional skills for systematic thinking and acting on public issues; • capacity for critical thinking, manifest in an international orientation and comparative (research) approach, using professional-ethical standards for sustainable governance, like effectiveness, efficiency, rule of law, human and political rights, legality, legitimacy, and democracy; • ability to communicate well, both orally and in writing. <p>The University of Twente considers public administration as the study of governance, i.e. public institutions in interaction with their social environment. The university's approach is based on multi-actor and multi-level analysis of public problems and it aims at solutions that meet both functional (effectiveness and efficiency) and procedural criteria (rule of law, legitimacy, legality, and democracy).</p> <p>The master's programme in European Studies aims to educate people who provide contributions to solving the big governance and policy issues in a transforming European context. It wants to make a difference in public governance at the European level, and therefore supports students to develop their:</p> <ul style="list-style-type: none"> • academic knowledge, research capability, and professional skills for systematic thinking and acting on international and European public issues; • capacity for critical thinking, manifest in an European and international orientation and comparative (research) approach, using professional-ethical standards for sustainable governance, like effectiveness, efficiency, rule of law, human and political rights, legality, legitimacy, and democracy; • ability to communicate well in an international environment, both orally and in writing; • ability to link theory and European practice. <p>The University of Twente considers European Studies as the study of European governance and policy, i.e. European public institutions in interaction with the European, national, and global social and political environment. Its object in teaching European Studies is the multilevel</p>

	<p>character of European governance.</p> <p>The committee studied and evaluated the mission statements and objectives of the bachelor's programme and the master's programmes. It found that the missions and objectives of all programmes fit the public administration domain sufficiently. It noted that the mission statements are very clear and very obviously aimed at the research orientation of the programmes. The committee had expected to find a link with technology considering that the University of Twente is a technical university. However, this does not affect the validity and straightforward nature of the mission statements.</p> <p>Based on above considerations, the committee assesses the standard relating to mission as 'satisfactory' for all programmes.</p>
<p>5.3 Level Score:Adequate/Good</p>	<p>The committee studied the intended learning outcomes of the both programmes from the perspective of their level. It established that the learning outcomes correspond sufficiently to internationally accepted descriptions of bachelor's and master's qualifications and that they specify the level of the programmes adequately in all three cases. It agrees with the way the relation between the intended learning outcomes and the Dublin descriptors have been presented in the self-evaluation reports.</p> <p>In its view, the intended learning outcomes reveal that the students of the bachelor's programme acquire knowledge, skills and attitudes at a basic level that is typical for a bachelor's programme. For example, students learn how to use common research methods and subsequently acquire the ability to conduct basic research. However, the committee does find that the bachelor's level could be expressed more clearly in the text.</p> <p>Similarly, the intended learning outcomes reveal that the students of both master's programmes acquire knowledge, skills and attitudes at an advanced level that is typical for master's programmes. For instance students learn how to choose and use research strategies suitable for complex situations. However, the committee does find that the master's level could be expressed more clearly in the texts.</p> <p>The committee concludes that all three programmes fulfil the criterion that relates to the level of the learning outcomes.</p> <p>The committee studied the intended learning outcomes to be acquired by students of the three programmes from the perspective of their orientation. It has already established that these learning outcomes correspond sufficiently to the demands of the scientific discipline and the professional practice. It noted that graduates of the bachelor's programme have unconditional access to the master's programme in Public Administration. Furthermore, the committee is convinced that graduates of the master's programmes in PA and ES will have acquired the knowledge and academic skills to become successful professionals in the field of public administration. Students acquire specialized public administration knowledge, but the programme is also aware of the importance of the development of academic skills. Furthermore, the committee is appreciative of the solid research basis of the programme and is convinced that graduates of the master's programme are able to carry out academic research in their area of specialization and could qualify for relevant PhD programmes.</p>

	<p>The committee finds that the learning outcomes of all three programmes correspond sufficiently to the requirements of the international scientific practice. The committee therefore concludes that all programmes fulfil the criterion that relates to the orientation of the learning outcomes to be required.</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 a good overview of the discipline as a whole. The committee noted that students acquire basic knowledge and skills in the common part of the curriculum that provide a solid basis for the graduation phase in the third year of the programme. The committee is impressed with the research outlook and methodology training in the bachelor's programme which it considers to be very well-developed, clear and focused. It particularly appreciates the value of the bachelor's projects where the programme offers students a chance to apply their recently gained knowledge immediately. It recognizes that the curriculum is firmly research based.</p> <p>The committee also established that the programme manages to guarantee that students acquire knowledge and skills through the interaction of education and research. The lecturers are all researchers and are actively encouraged to incorporate their own research in their lectures. The committee established that the programme has links with the professional field by inviting guest lecturers. It noted that students are very appreciative of guest lectures because they are specifically interested in the professional field. However, most bachelors' students seem to go on to a master's programme rather than start a career in the field after finishing the bachelor's programme. The committee concludes that the bachelor's programme prepares students for the master's programme well.</p> <p>In the committee's view it is obvious that both master's programmes guarantee the development of research skills and that students develop knowledge in close interaction with research because the curriculum has a strong focus on the master's thesis in which students independently conduct research under supervision of staff who are active researchers themselves.</p> <p>The committee applauds the fact that the master's programmes are explicitly and successfully focused on research. As a result, however, the development of professional skills that are needed in the work place may be slightly underemphasized in the current curricula and could receive more explicit attention.</p> <p>On the basis of these considerations, the committee assesses the standard which relates to the requirements for academic programmes as 'good' for the bachelor's programme and 'good' for the master's programmes.</p>
5.4 Practise and internships Score: (adequate)	<p>Internships are possible in the bachelor's programme. In the master's programmes there is no possibility for internships.</p> <p>Training of practice skills is well integrated in all programmes.</p>
5.5.1 Curriculum Content	
5.5.1.1 Core components	The curriculum of the bachelor's programme consists of 180 EC. It comprises 24 courses (120 EC), 5 projects (25 EC), minor/electives (20 EC)

Score: Adequate	<p>and a bachelor's thesis (15 EC). Each semester is divided into two ten-week periods (quartiles). In each quartile, students spend eight weeks on course work and two weeks on examinations. Three courses are offered per quartile, each representing 5 EC. In each bachelor's year, students follow research methodology courses.</p> <p>The bachelor's programme has two tracks: the Dutch-taught Public Administration (PA) track, and the English-taught European Studies (ES) track. The PA track and ES track have a 65% overlap in courses. This is mainly due to an overlap in research methodology courses and the introductory core courses. The main difference between the tracks is the ES track's focus on the European (and global) level of government and governance. Where the PA track focuses on general policy and political issues in the broadest sense, the ES track typically focuses on European issues and institutions.</p> <p>Students may also opt to follow a 'mixed track'. In the mixed track, students follow the first five quartiles of the Public Administration track, followed by seven quartiles of the European Studies track.</p> <p>The curriculum of the PA master's programme consists of 60 EC. It comprises 6 courses (30 EC), thesis preparation (15 EC), and a master's thesis (15 EC). The programme has three tracks: Policy and Governance, Public Management, and Legal Governance. The Policy and Governance track offers three theme-based specializations: Public Safety, Higher Education, and Environment and Sustainability. All tracks and specialisations have links to Strategic Research Areas of the Institute of Governance Studies. There is no core curriculum for all master's students. Each track is made up of specialist core courses (3-4) and electives (2-3). The one-year ES master's programme consists of 60 EC. It comprises 6 courses (30 EC), a master class (5 EC) and a master's thesis (25 EC). Students may follow the general programme or opt for the so-called 'regulation module'. In the regulation module three courses of the general programme are replaced by three specialized courses on regulation. There are no electives. From 2003 to 2007, The University of Twente offered a one year English taught ES master's programme which was jointly organized with the Westfälische Wilhelms-Universität Münster. This programme led to two diplomas, one from Twente and one from Münster. In 2007-2008 this master's programme was split in a one-year programme in Twente (one diploma) and a 1.5 year programme in Twente and Münster (leading to a double degree as before). The majority of master's students (80%) in 2007-2008 have chosen the option of the 1.5 year double diploma.</p> <p>The one and a half year ES master's programme consists of 90 EC. In this programme, students follow six additional courses (30 EC) at the Westfälische Wilhelms-Universität Münster in the second semester (the German 'Summer Semester'). These courses have a political and sociological orientation and focus more in-depth on specific issues. The rest of the programme is identical to the one-year ES master's programme. The assessment of this specific track is outside the scope of the assessment committee since they cannot assess the German component of the programme.</p> <p>The committee studied the table in the self-evaluation report which relates</p>
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	<p>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 attention in the curriculum and that the distribution of the learning outcomes over the curriculum is even and appropriate. However, it found that the development of skills (in relation to the aims and objectives of the programmes) could be strengthened. In the committee's opinion, the curriculum is designed and structured in such a way that it is obvious that students who have successfully completed the curriculum have acquired every learning outcome at the bachelor's level.</p> <p>The committee established that the information provided in the table of the master's programme in PA is adequate and correct. In the committee's view it will be likely that there will be differences in the levels at which students acquire knowledge and skills, since the curriculum expects that they compose an individual study programme and dictates a high degree of autonomous studying in the master's programmes. But the curriculum and pedagogical model are organized in such a way that the differences are acceptable. As in the bachelor's programme, the committee finds that the development of skills could receive more explicit attention in the curriculum. But, in general, it concludes that the curriculum is a good realization of the learning outcomes of the master's programme and that it guarantees that students will certainly achieve them.</p> <p>The committee has not received specific information concerning the correspondence between the aims and objectives and the curriculum of the master's programme in ES. However, the master's programme in ES shares 65% of its curriculum with the master's programme in PA. In addition, the committee has received no indication that certain learning outcomes are not achieved in the programme. It is therefore is convinced that the curriculum is a good realization of the learning outcomes of the master's programme and that it guarantees that students will achieve them.</p> <p>The committee concludes that the bachelor's programme and the master's programmes fulfil the criteria which refer to the relation between the learning outcomes and the curricula.</p>
5.5.1.2 Other Components Score:	<p>In the bachelor programme the student have 20 EC electives, and students can choose between two tracks (and opt for a mixed track).</p> <p>In the master's programmes there are no electives. The PA master's programme has three tracks . In the ES master's programme the student can opt for a 'regulation module'.</p>
5.5.1.3 Structure and didactics of the programme Score: Bachelor: Good/Adequate; PA master: Adequate; ES master: Adequate	<p>The committee established that the curriculum of the bachelor's programme is designed and structured in a well-considered way. It applauds the integrative approach where students have a clear starting point of their semester (thematic introduction/site visit) and then follow courses that enable them to apply their theoretical knowledge to the final research project at the end of the semester. The committee appreciates that the 20 EC minor will be expanded in the near future, which will give students realistic options to go abroad or to undertake an internship. Especially internship would be an important asset to the programme as it would give students a good introduction to the professional field which</p>

	<p>could help to determine their future career path.</p> <p>The committee notes that the structure of the master's programme in PA is well-considered. It recognizes that the students may choose a great variety of specializations and pursue a fairly individual study path due to the fact that a considerable part of the programme is devoted to the thesis. The committee acknowledges that the individual nature of conducting research contributes to the students' independent learning which is one of the programme's objectives.</p> <p>The committee notes that the structure of the master's programme in ES is quite straightforward and classic. A large part of the curriculum is devoted to the thesis (25 EC) which results in quite an individual study path in the second semester. Students receive additional methodology training which, the committee concludes, can provide extra assistance when writing the thesis.</p> <p>The committee welcomes that the bachelor's programme and the master's programmes make an effort to apply theory to practice in projects which gives students the option to immediately apply their acquired theoretical knowledge. The committee emphasizes that a greater stress could be placed on the development of professional skills throughout the curricula so as to prepare the students for a professional career.</p> <p>Based on above considerations, the committee assesses the standard relating to the consistency of the curriculum as 'satisfactory' for the bachelor's programme and the master's programmes.</p> <p>The committee established that all programmes have developed a didactic concept which uses the small scale of the programmes to its advantage. The didactic methods it uses are appropriate and in line with the aims and objectives of the courses.</p> <p>The committee noted that the curriculum of the bachelor's programme offers a variety of working methods, including lectures, working groups, and projects with a practical component. The committee applauds the introduction of the sandwich formula, which it considers a great asset to the programme (cf. S8). The lectures are aimed at the transfer of knowledge. The committee concludes that the projects are a good method for students to apply theory to practice and, in the process, further develop their academic skills. The committee has noted that the teaching methods correspond well with the aims and objectives of the various course components and that they are selected in such a way that can be taken for granted that students acquire the learning outcomes of the programme.</p> <p>The committee established that the teaching methods used in the master's programmes are appropriate and in line with the aims and objectives of the programme. The focus in the master's programmes is placed on the master's theses. In the committee's view, the high level of autonomy and high level of integration leads to a rather classic didactic model in which the students are expected to be able to motivate themselves despite limited contact hours. The programme could stimulate students more by, for instance, adding more contact hours and working groups. However, the committee does find that current teaching methods are sufficiently satisfactory in light of the programmes' desire to stimulate independence and autonomy which corresponds with the intended learning outcomes.</p>
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	<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 is evenly distributed over the curriculum and it is not too high. The committee has not received any information which indicates that the curriculum contains serious obstacles that might lead to delays in the students' progress. The committee welcomes that the programme will offer more flexibility to do an internship or to go abroad in the final year by expanding the minor to 30 EC. If students want to undertake any of these activities at present, adequate and timely planning is necessary.</p> <p>The committee has not received any information which suggests that the curriculum of both master's programmes cannot be completed in the set time year. The thesis process appeals to the student's ability to work independently and autonomously which could potentially lead to study delays. However, due to the small scale of the programmes, students are not left to their own devices. The committee has not encountered any structural problems with delay.</p> <p>Based on above considerations, the committee assesses the criterion related to workload as 'satisfactory' for all 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: Complies	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: Adequate	<p>The committee established that the level and quality of the theses of the bachelor's programme are good. The documents studied by the committee show that students have acquired knowledge and understanding at a level that suits a bachelor's programme and that they are able to conduct research at that level as well. The committee regrets that there seems to be a bias in the chosen research methodologies. The students mostly choose to use qualitative research methods rather than quantitative research methods. Also, referencing was assessed as quite limited. However, the theses showed the committee members that the framework that students use to structure their thesis works well and adds to the quality of the final product.</p> <p>Furthermore, the committee noted that the graduates of the bachelor's programme are able to continue their studies in the master's programme without any problems.</p> <p>The committee concludes that the level and quality of the theses of the master's programmes are at least satisfactory. The documents studied by the committee show that students have acquired knowledge and understanding at a level that suits a master's programme and that they are able to conduct research at that level as well. The committee commends that students have the option to combine a minor or an internship and the thesis. However, the value added in the master's theses compared to the bachelor's theses is limited.</p> <p>The committee therefore concludes that the achieved learning outcomes, as exemplified in the theses, correspond to with the intended learning</p>

	<p>outcomes of both master's programmes.</p> <p>Representatives from the professional field indicated that graduates of the master's programmes display a firm knowledge of the core disciplines, possess the ability to change perspectives (multidisciplinary approach), have a broad perspective and possess academic skills. In the committee's opinion, this means that the actual competences which students have achieved in the course of the programmes correspond sufficiently with the demands of the discipline and the professional practice. The representatives of the professional field indicated that the students' 'soft skills' (management, communication) were not as well developed. This reinforces the committee's opinion that the programme could focus more on the development of professional skills at the bachelor's and the master's level.</p> <p>Based on above considerations, the committee assesses the standard relating to achieved learning outcomes as 'satisfactory' for all programmes. The committee studied the information in the self-evaluation report and has requested additional information on study progress. It concludes that the quantitative information that the programmes have provided is rather difficult to read and interpret.</p> <p>However, the committee established that the University of Twente has defined target figures for success rates albeit that the university has not defined a time frame. In the case of the bachelor's programme and the master's programmes, the defined target figures have not been met. The committee concludes that the programmes' management is aware of this but has not yet been successful in addressing it. It hopes that the 'clean break policy' will contribute to better success rates in the future. It also recognizes that the premaster's programme is used as a selection instrument which makes that the high drop-out rates may be expected. Given the fact that low success rates are a more general problem in the Netherlands, the committee finds that the actual success achieved are satisfactory, even though they can certainly be improved.</p> <p>The committee therefore assesses the standard related to the success rates as 'satisfactory' for both the bachelor's and the master's programme.</p>
5.6 Quality Improvement and Innovation	
<p>5.6.1 Programme accomplishment Score: Adequate</p>	<p>The committee established that the courses of the curricula of the bachelor's and master's programmes are periodically and systematically evaluated. It has also noted that the programmes have laid down the evaluation processes carefully in its documentation. However, it remains unclear whether the programmes use target figures to measure the outcomes of the evaluations. It noted that the Education Quality Committee has a leading role in the evaluations, the analysis of the results. The Education Programme Committee is leading in the formulation of measures to improve the quality when necessary.</p> <p>The committee established that the programmes as a whole are evaluated in several ways. And it welcomes that the programmes and its staff display a quality culture of shared responsibility by involving various stakeholders in the evaluation process. However, the committee does find that the programmes could increase the number of full course evaluations. But due</p>

	<p>to the small scale of the programmes, the committee recognizes that any problems that may occur with a course are easily detected and addressed in a timely manner.</p> <p>On the basis of above considerations, the committee concludes that all the programmes fulfil the criterion with respect to the evaluation of results. It therefore assesses this standard as 'satisfactory' for all programmes.</p>
<p>5.6.2 Curriculum Development Score: Adequate</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 measures taken since the last site visit that led to significant revisions of the curricula. In the committee's opinion, this convincingly shows that the programmes are able to formulate and implement measures which have the desired effect on the quality of the programmes.</p> <p>It noted that the programmes show an open attitude towards constructive criticism and are able to respond accordingly. Suggestions for improvement are taken seriously and discussed formally and informally.</p> <p>The committee recognizes that the small scale of the programme contributes to the success of this standard and expresses its hope that the programmes will remain this current organization, even if or when student numbers grow.</p> <p>Based on above considerations, the committee assesses the standard relating to the development and implementation of measures for improvement as 'satisfactory' for all programmes.</p> <p>The committee established that both staff members and students contribute to the internal quality assurance system via the education programme committee, the education quality committee, the Board of Examiners, the evaluations of programmes and courses, staff meetings and student meetings. It noted that the programme director takes a leading role in the development of the programmes. The committee appreciates the efforts undertaken by the education committee, staff and students to improve the quality of the programme. The programmes are open to suggestions for improvement which has a positive effect on the quality.</p> <p>The committee noted that the involvement of graduates of the programmes and of the professional field is not as prominent. The programme does have contact with both groups of stakeholders, which are useful and valuable, but have an informal character. The committee finds it apparent that the programmes wish to involve these stakeholders and does organise appropriate activities albeit on an ad hoc basis. It is less clear to the committee that graduates and the professional field are directly involved in the quality (assurance) of the programmes. The committee suggests that the programmes have great potential to reach its alumni in a systemic way and could involve them more in the programmes' quality assurance policy. It therefore encourages the programmes to expand its current activities.</p> <p>Based on above considerations, the committee assesses this standard as 'satisfactory' for all programmes.</p>
5.6.3 External Reviews	There is no information about previous reviews.

Score:	
5.7 Student Assessment Score: Adequate	<p>The committee has reviewed the assessment methods of all programmes. It established that the assessment methods used in the bachelor's programme and master's programmes properly reflect their level and orientation.</p> <p>The committee understands that lecturers are responsible for choosing the appropriate assessment methods in their lectures. This leads to the use of a great variety of assessment methods.</p> <p>The committee also finds that the programmes could benefit from a central assessment policy that reflects the aims of the programme and individual courses. For instance, during the course of the programmes, students are expected to become increasingly independent. The committee therefore finds that this could be reflected in the assessment methods that are used. The committee therefore suggests that the quality of the assessments could benefit from intercollegial intervision.</p> <p>The committee learned that the acquisition of academic skills in all programmes is assessed by means of staff observation. Lecturers give personal feedback to students based on their observations. The committee, however, finds that the assessment of skills would benefit from a more systematic and explicit approach.</p> <p>Theses are assessed by means of a list of criteria. Lecturers grading a thesis are expected to use an assessment form that lists these criteria. The committee commends the programme for the increasing transparency of its assessment of theses and applauds the steps that the programme is taking to further ensure consistency in its grading. It also finds that the public defence of the theses in all programmes adds value to the assessment of the students' final work.</p> <p>The committee has learned that the Boards of Examiners currently play a re-active and complaint-driven role in the programmes. It understands that the Boards' organisation and working methods are aided by the small scale of the programmes which makes that complaints/problems are easily dealt with by staff and the Education Committee. However, the committee is pleased to learn that the Boards are now developing elaborate rules on the organisation of exams and assessments due to the legislative changes. The committee would appreciate it if this should also lead to a more pro-active role of the Boards in quality control.</p> <p>Based on above considerations, the committee assesses that standard relating to assessments as 'satisfactory' for all programmes.</p>
5.8 Programme Jurisdiction Score: Adequate	<p>The committee established the factual responsibility for the programmes is adequately and effectively organized and that the responsible parties are able to influence decisions with respect to the important aspects of the programmes. The committee received no indications that there are existing coordination problems. However, it notes that there may be challenges, e.g. of coordination between the multitude of different departments due to the complex matrix structure of the faculty's governance mechanisms.</p> <p>Based on above considerations, the committee assesses the standard relating to programme jurisdiction as 'satisfactory' for all programmes.</p>
5.9.1 Faculty nucleus	The programmes have been unable to provide staff-student ratios at a

<p>Score: Adequate</p>	<p>programme level due to the organisational set-up of the programmes. Based on the interviews with students, staff and available faculty-wide data, the committee established that the staff-student ratio allows the School to execute the programmes and realize sufficient attention and supervision to individual students. This is supported by findings from student evaluations. Furthermore, the committee has not received any information or indications from students or staff that there are problems with the quantity of staff, availability of staff and/or the workload of staff. It therefore concludes that the School has succeeded in creating a positive work environment with which both students and staff are satisfied. The committee therefore assesses this standard as 'satisfactory' for all programmes.</p>
<p>5.9.2 Faculty qualifications Score: Good/Adequate</p>	<p>The committee established that the vast majority of staff members who contribute to the bachelor's and master's programmes have a PhD degree and conduct research in a successful research programme. The success of the research programmes at the faculty became apparent after studying additional information provided by the University of Twente after the site visit. Also, Twente's research institute for Innovation and Governance Studies recently received a positive, international research assessment. Courses are taught by professors with expertise in conducting research in their field and thus instil enthusiasm for scholarly research, and highlight the opportunities for and issues involved in research. Furthermore, staff contributes to (inter)national publications and conferences. It therefore concludes that teaching is provided by researchers who actively contribute to the development of the discipline. As a result, all programmes have a solid grounding in research.</p> <p>The committee appreciates that the staff are part of a research culture while they are simultaneously very committed to teaching. It applauds that the programme hires staff that are active researchers that teach, rather than the other way around. The committee has learned that permanent staff may spend approximately 40% of their time on their research which the committee finds commendable.</p> <p>The committee concludes that the programmes clearly surpass the criterion which relates to the academic orientation of staff and therefore assesses this standard in all cases as 'good'.</p> <p>The committee welcomes the fact that the School places importance on the didactic professionalization of its staff by making basic teaching qualifications for staff mandatory. The committee trusts that all new staff will obtain these qualifications.</p> <p>The committee also welcomes the fact that career interviews are organised with lecturers to discuss their further development and that research and teaching are considered equally important when considering staff promotions.</p> <p>The committee finds it important that students are satisfied with the quality of their lecturers. Besides their positive feedback in the interviews, evaluations show that students are generally satisfied with the quality of staff.</p> <p>Based on above considerations, the committee assesses the standard relating to quality of staff as 'satisfactory' for all programmes.</p>

<p>5.9.3 Diversity: gender and minorities Score: Adequate</p>	<p>The committee has taken note of that numbers presented in the self-evaluation report that elaborates on the male-female distribution for staff. It is confident that the programmes are aware of the need for a balanced male-female staff and that they take this into consideration when vacancies occur.</p> <p>No explicit policy is in place to increase the number of staff from minority groups. Nor is it university policy to register the ethnic background of members of staff.</p> <p>The committee concludes that the programmes have not encountered problems related to diversity in the workforce. Based on above considerations, the standard relating to diversity is assessed as 'satisfactory' for all programmes.</p>
<p>5.10 Admission of Students Score: Adequate</p>	<p>According to the self-evaluation report, students from all Dutch pre-university education (VWO) profiles have access to the bachelor's programme. In reality, the majority of Dutch students have an Economy and Society profile.</p> <p>During the site visit, the committee learned that the bachelor's programme enrolls approximately 150 new students per year. A third of the students choose the PA track and two-thirds choose the ES track. Approximately 80% of ES students are international students.</p> <p>Students with a bachelor's degree in Public Administration from a Dutch university are directly admitted to the master's programme in Public Administration. The following students are also eligible for direct enrolment:</p> <ul style="list-style-type: none"> • foreign students from (accredited) universities offering a PA programme; • CEEC-students (from Central and Eastern Europe) under the MTEC scholarship¹; • students with related bachelor's degrees (not specified). <p>Other students with related degrees might be allowed to enrol after completion of a pre-master programme:</p> <ul style="list-style-type: none"> • students from a related core discipline of PA (Economics, Political Science, Sociology, etc.); • students from a related programme from other universities of technology (Delft, Eindhoven); • students with a higher professional education (hbo) degree in PA; • students with hbo degrees in related disciplines (Business Administration, Safety Studies, Management of Economics and Law, etc.); • students who take an individual admission test. <p>The standard pre-master programme, which is offered twice-yearly, consists of 30 EC. The programme devotes 20 EC to methodology courses and academic development and 10 EC to discipline-specific courses. The programme can be tailored to individuals if necessary.</p> <p>Students with a bachelor's degree in Public Administration (including the specialization European Studies) are directly admitted to the master's programme in European Studies. Students with a bachelor's degree in a related field from another Dutch university are eligible for admission, after completion of three of the following subjects as part of the bachelor's degree course: Sociology, Economics, Law or Political Science. An individual decision on admissions can be made for students with a bachelor's degree</p>

	<p>from another Dutch university and who have a deficiency of more than 20 EC.</p> <p>Applicants with a bachelor's degree other than PA awarded by the University of Twente will be admitted to the ES programme after completion of a pre-master programme. The ES master's programme offers pre-master's programmes that are tailored to the individual circumstances of each student.</p> <p>The committee established that the requirements for access to the bachelor's programme have been specified and are in accordance with the relevant formal demands. It noticed that Dutch students do not have problems in adjusting to their new learning environment and that the transition from secondary school to university proceeds smoothly.</p> <p>The committee established that students who have completed the bachelor's programme in Public Administration (track PA) in Twente can enter the master's programme in Public Administration without any further conditions. The committee has noted that these students are sufficiently prepared for the master's programme and that they have acquired the necessary knowledge and skills. Equally, the students who have completed the bachelor's programme in Public Administration (track ES) in Twente can enter the master's programme in European Studies without any further conditions.</p> <p>The committee commends both master's programmes for establishing pre-masters' programmes. It especially appreciates that the pre-master's programmes can be tailored to individual demands and is quite flexible.</p> <p>The committee assesses the standard relating to the admission requirement as 'satisfactory' for the bachelor's and the master's programmes.</p>
<p>5.11 Supportive Services and Facilities Score: Good</p>	<p>During its site visit, the committee viewed the physical facilities available to students of the bachelor's and master's programme by means of a tour that was lead by students of the programmes. On the basis of its own observations, the information provided in the self-evaluation report and the interviews with students, the committee concludes that the physical facilities are good and that they easily enable the programmes to deliver their final qualifications. The committee highly appreciates the new building and the compact campus which provides many facilities for students and staff members at a central location. The quality of the lecture halls and rooms are good. The computer facilities and number of work places for self-study are amply sufficient. The committee appreciates that the set-up of the new building provides transparency which encourages close links between staff and students and thus creates a sense of community. Students confirmed that they are very pleased with the new facilities and are very proud of it.</p> <p>The committee generally finds that the physical facilities are very student-friendly and enable students to study in whichever way they find most suitable.</p> <p>The committee assesses this standard as 'good' for all programmes.</p>
<p>5.12 Student Services Score: Adequate</p>	<p>The committee noted that tutoring is characterized by a certain level of student independence and autonomy in all programmes. However, staff</p>

	<p>members are easily accessible for students and they contribute significantly to the support and guidance of students albeit in mainly an informal way. It also established that the current capacity for study advisors and staff is sufficient, their work load acceptable and that the programmes manage to make the most of the advantages of their relatively small scale.</p> <p>The committee established that the tutoring and the provision of information for the bachelor's programme is adequately organized and put into practice. The committee welcomes the plans to professionalize tutoring in the master's programmes. It has not received any indication that students are dissatisfied with the current situation, but it is convinced that students could benefit from a more pro-active approach to tutoring in this phase.</p> <p>Based on above considerations, the committee assesses the standard relating to tutoring as 'satisfactory' for all programmes.</p>
5.13 Public Relations Score: Adequate	<p>The committee has established that public relations for the bachelor's and master's programmes is organized and coordinated by a central department. It welcomes the fact that students are actively involved with the public relations aspect of their own programmes and that all public relations are carried out by a team of professionals. The website of the programmes discloses details about the programmes. The committee noted that the website is modelled after a university-wide format, which might limit the programmes' options to present themselves. It does understand, however, that the programmes have to adhere to this template.</p> <p>On the basis of these considerations, the committee concludes that the bachelor's programme and the master's programmes fulfil the criterion which relates to public relations.</p>
6 Additional Criteria 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.