



**European Association for
Public Administration
Accreditation**

EAPAA Accreditation Committee Evaluation Report

Evaluation Report with respect to the request for accreditation of the Master's programme Crisis and Security Management, of Leiden University, Institute of Security and Global Affairs (ISGA), Faculty of Governance and Global Affairs, Leiden, the Netherlands.

At its meetings of September 3 and 4, 2018 in Lausanne (Switzerland), the EAPAA Accreditation Committee evaluated the programmes against the EAPAA Accreditation Criteria.

1. Accreditation Criteria

2. Applicability/Eligibility	
2.1 Domain	The programme is an academic level programme specifically oriented to Crisis and Security Management (CSM). CSM is the only master's programme in the Netherlands entirely formed around the topics of crisis and security.
2.2 Geography	The programme is organized by the Institute of Security and Global Affairs (ISGA), which is situated in the Hague, as part of the Faculty of Governance and Global Affairs of Leiden University, the Netherlands. The Netherlands is a member of the Council of Europe; therefore the programme falls within the jurisdiction of EAPAA.
2.3 Programme longevity	The programme has not been accredited by EAPAA before, but exists since 2012. The programme fulfils this criterion.
2.4 Programme variants and locations	There are no variants or other locations.
4 Category of accreditation	The master programme opts for the second cycle graduate/master level public administration programmes accreditation.
5. Standards	
5.1 Domain of public administration	The founding principle of the (English taught) Master's programme Crisis and Security Management is that crisis and security are not fixed entities, but the outcome of processes that are influenced and heavily mediated by politics, society, economics, culture and technology. These processes can only be understood in their specific historical setting. All core courses borrow insights from and educate students in the field of Public Administration and Governance. The SVT considers this sufficient to qualify this as a programme in the public administration domain, although it

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	notes that the main disciplines of this programme are crisis management and security studies.
5.2 Mission of the programme	The programme approaches crisis and security practices as techniques that governmental and private organisations use to tackle crisis and security issues. Within the programme, students are being sensitised for the ethical dilemmas that are always present in dealing with crisis and security. The substantive profile is summarized in four 'multi'- themes: multidisciplinary, multi-actor, multi-level and multi-threat. The programme adopts a multidisciplinary approach and borrows insights from the fields of public administration, political science, sociology and social psychology, as well as from more technically oriented disciplines. Based on the five categories of the Dublin Descriptors (Knowledge and understanding, Applying Knowledge and Understanding, Making Judgements, Communication & Learning Skills), the programme has formulated 23 intended learning programmes. A table in the self- evaluation report shows how these intended learning outcomes map the various themes of the substantive and educational programme profile.
5.3 Level	The level of the programme is clearly at the master level. The intended learning outcomes are in line with the requirements of the international field. According to the SVT, they are well formulated and convincingly geared towards academic master's level.
5.4 Practice and internships	<p>The CSM programme has various links with the professional field of crisis and security management. Because of this strong involvement of CSM lecturers in research projects and professional networks, they are able to show the students how the programme connects to the work field.</p> <p>The programme does not offer internships, but does facilitate and offer supervision for an extracurricular internship of 15 EC, providing the internship matches the goals of the programme and has an academic character. An estimated 25% of students make use of this option.</p> <p>The programme does regularly invite practitioners from the professional field to give a guest lecture, it organises field trips and lets students study and analyse real-life cases.</p> <p>The panel concludes that the programme offers a good range of job preparation activities. However, the panel also read in the student evaluation that students were not entirely satisfied about job preparation in the programme.</p> <p>The SVT believes that this practical approach helps to adequately prepare students for their future jobs. However, given the fact that a quarter of students follow an extracurricular internship, the SVT suggests that the programme might want to reconsider if it could accommodate a short internship.</p>
5.5.1 Curriculum Content	
5.5.1.1 Core components	<p>The curriculum of the master's programme Crisis and Security Management consists of four parts: five core courses; two research courses; two elective courses, and the master's thesis. Except for the master's thesis (15 EC), all courses account for 5 EC.</p> <p>The SVT concludes that the programme offers a coherent set of courses.</p>

	<p>The core courses familiarise students with key topics in this new and interdisciplinary domain, whereas the research courses focus primarily on the most often used research techniques.</p> <p>The SVT concludes that the programme uses research methods, concepts and theories from an array of disciplines. Multidisciplinarity is one of the hallmarks of the programme. The SVT concludes that the programme is fittingly multidisciplinary.</p>
5.5.1.2 Other Components	<p>The programme does not offer any specialisation tracks yet, but it is considering to in future offer four tracks in line with the ISGA research groups: (1) Terrorism and Political Violence, (2) Governance of Crises, (3) Security and Cyber Space, and (4) Diplomacy and Global Affairs.</p> <p>The current programme contains two elective courses.</p> <p>For the thesis project, students can enrol in a capstone project that closely relates to ISGA staff research, or choose a topic of their own.</p>
5.5.1.3 Structure and didactics of the programme	<p>The programme is based on two didactic approaches: research-led teaching and problem-based learning. The didactic approaches have been implemented in three learning pathways: substantive courses, security practices oriented courses and the thesis trajectory. The SVT concludes that the didactic approaches are fitting for the programme and have been implemented well in the courses. The overall structure is clear and coherent.</p> <p>Students can enter the programme in September and February. For that reason, all courses (including elective courses) are being offered twice a year.</p> <p>According to the students and alumni, the programme is doable within one year, although some had difficulties to plan all assignments. The SVT concludes that there are no obstacles preventing students from successfully completing the programme within one year.</p>
5.5.1.4 Intake	<p>The programme organises information sessions and taster days so that students who decide to apply for the programme have a clear idea of what it is about. After students enter the programme, the programme holds special introductory activities for international students (20% of students come from abroad)</p> <p>The SVT concludes that the structure, contents and didactics of the programmes match the students' qualifications. It is pleased to see that the programme is aware of and addresses possible differences between Dutch and international students, as well as between students with a different disciplinary background.</p>
5.5.2 Length	<p>The length of the programme (60 ECTS) meets the criteria for academic master's programmes in Europe.</p>
5.5.3 Results	<p>From studying the theses, the panel concludes that the quality of the theses ranges from satisfactory to good. The SVT thought that the majority of theses in their sample was also clearly structured and well written. The SVT concludes that the theses show that students have achieved the intended learning outcomes.</p> <p>According to the data provided, graduates from this programme find a job with relative ease: 57% of graduates find a job within three months, 86%</p>

	<p>within a year, and 97% within two years.</p> <p>The SVT concludes that employability seems particularly high for this programme, and sees this as a sign that the programme delivers graduates who fit the expectations of the professional field well. The alumni to whom the panel talked felt that their programmes connected well to their current job.</p> <p>The SVT concludes that students achieve the intended learning outcomes. Theses show that students have good writing and academic skills.</p>
5.6 Quality Improvement and Innovation	
5.6.1 Programme accomplishment	The programme has an adequate system of quality assurance in place, and students are properly involved in the process of quality control; through course evaluations, regular meetings and – most importantly – through the old and new Programme Committee.
5.6.2 Curriculum Development	<p>The self-evaluation report lists five ways in which it uses students' input for curriculum development: through regular course evaluations, extra meetings with students, thesis supervision evaluation, programme evaluation and the National Student Survey. With the move of the programme to the research institute ISGA, the programme now has its own Board of Examiners and Programme Committee.</p> <p>The panel concludes that this Programme Committee has functioned well as part of the quality control chain. However, from talking to the students, the SVT learned that students do not experience the feedback cycle as very transparent.</p>
5.6.3 External Reviews	In the past six years the programme has been reviewed twice. Comments from the degree assessment by NVAO-EAPAA have been adopted (2011), as well as those from the six-yearly Midterm Review (2014).
5.7 Student Assessment	<p>Until recently, the programme shared the Board of Examiners with the other Leiden PA programmes. The SVT was very impressed with the changes that the Board of Examiners has made: introducing two assessments per course, increasing the overall diversity of assessment, monitoring the quality of all written exams before and after they are held, and introducing, in 2016, what the panel thinks is an excellent thesis assessment protocol for the Public Administration programmes. In the view of the SVT, the Board of Examiners have strict rules that are clearly set out. The SVT has studied the CSM programme's assessment plan and concludes that this can be a very helpful tool to ensure that assessment methods are diverse and that assessment ties in well with both the course objectives and the overall goals of the programmes. The SVT concludes that assessment methods tie in well with the course objectives, but that assessment methods could be more diverse.</p> <p>The assessment procedure for the theses has been revised after the Midterm review to enhance transparency and uniformity of grading. The panel is very impressed with the process of thesis quality assurance and considers this as good practice.</p> <p>The programme has an adequate assessment system in place. The SVT is</p>

	enthusiastic about the changes that the previous Board of Examiners has made to assessment in the programme and quality control. As a result, the programme now has an assessment plan which links assessment to learning objectives and all courses have two assessments. The overall diversity of assessment has increased, although the programme could improve this further by limiting the number of written assignments in favour of other assessment methods. The thesis assessment procedure has improved greatly. However, the programme could make more progress by regularly and randomly checking the quality of thesis assessment.
5.8 Programme Jurisdiction	Covered in the Institutional Accreditation
5.9.1 Faculty nucleus Score:	The SVT is pleased to see that the high staff-student ratio (1:41) is being addressed. Not only is it important to keep the workload for staff manageable, the panel also points out that huge student numbers make it harder for students to acquire certain learning outcomes.
5.9.2 Faculty qualifications	The majority of teachers delivering the programme hold a doctorate degree and have a University Teaching Qualification. The SVT is satisfied with the quality of the teaching staff in the programme and it is impressed with the high scores that students gave the teachers in CSM evaluations.
5.9.3 Diversity: gender and minorities	The CSM programme has a clear policy for diversity among staff and students. The panel concludes that the number of male and female students is well balanced. At staff level, gender balance is less complete. Thought currently not very unequal, the panel advises the programme to keep paying attention to this balance in the future. Regarding internationalisation, the SVT is content to see that the programme has formulated various strategies to better include international students in the communities of the programme and the University. The number of international staff in the programme is small. The SVT recommends attention to this imbalance in future recruitment and allocation of staff to the programme.
5.10 Admission of Students	The master's programme Crisis and Security Management directly admits students with a Leiden University bachelor's degree in Public Administration to the programme. All other students must first complete a 15 EC pre-master programme. This pre-master programme is organised by the Institute of Public Administration. Students are admitted to the pre-master programme on the basis of demonstrated academic capacity, English proficiency and affinity with the subject of security and crisis management. The SVT concludes that the admission criteria are clear and in line with the aims of the programme. It also concludes, however, that the premaster programme is quite small in comparison with other Public Administration premaster programmes in the Netherlands.
5.11 Supportive Services and Facilities	Covered in the Institutional Accreditation

5.12 Student Services	Covered in the Institutional Accreditation
5.13 Public Relations	Covered in the Institutional Accreditation
6 Additional Criteria	N.a.

2. Conclusion

Based on all material and especially the report of the NVAO-EAPAA site visit team, the Accreditation Committee has evaluated the programmes.

In conclusion: The CSM programme is an important public administration programme, but public administration should keep a central position in the programme.

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