

Beschluss zur Akkreditierung

des Studiengangs

- „Public Governance across Borders“ (B.Sc.)

an der Universität Münster in Kooperation mit der Universität Twente (Joint Degree)

Auf der Basis des Berichts der Gutachtergruppe und der Beratungen der Akkreditierungskommission in der 61. Sitzung vom 30.11./01.12.2015 spricht die Akkreditierungskommission folgende Entscheidung aus:

1. Der Studiengang „Public Governance across Borders“ mit dem Abschluss „Bachelor of Science“ an der **Universität Münster in Kooperation mit der Universität Twente** (Joint Degree) wird unter Berücksichtigung der „Regeln des Akkreditierungsrates für die Akkreditierung von Studiengängen und für die Systemakkreditierung“ (Beschluss des Akkreditierungsrates vom 20.02.2013) mit Auflagen akkreditiert.

Der Studiengang entspricht grundsätzlich den Kriterien des Akkreditierungsrates für die Akkreditierung von Studiengängen, den Anforderungen der Ländergemeinsamen Strukturvorgaben der Kultusministerkonferenz, den landesspezifischen Strukturvorgaben für die Akkreditierung von Bachelor- und Masterstudiengängen sowie den Anforderungen des Qualifikationsrahmens für deutsche Hochschulabschlüsse in der aktuell gültigen Fassung. Die im Verfahren festgestellten Mängel sind durch die Hochschule innerhalb von neun Monaten behebbar.

2. Die Akkreditierung wird mit den unten genannten Auflagen verbunden. Die Auflagen sind umzusetzen. Die Umsetzung der Auflagen ist schriftlich zu dokumentieren und AQAS spätestens **bis zum 30.09.2016** anzuzeigen.
3. Die Akkreditierung wird für eine **Dauer von fünf Jahren** (unter Berücksichtigung des vollen zuletzt betroffenen Studienjahres) ausgesprochen und ist **gültig bis zum 30.09.2021**.

Auflagen:

- A.1. The thematic core of the program has to be clearly outlined. It has to be made transparent how a) the various disciplines contribute to public governance and how b) the public governance approach and c) the interdisciplinary approach are integrated into the different modules, electives as well as the theses.
- A.2. The core competences of students in public governance need to be defined.
- A.3. The cohesion within the program needs to be increased as follows:
 - a) The relationship between the core courses and the electives has to be made transparent.
 - b) Specific learning objectives have to be formulated and it has to be made clear how these learning objectives can be obtained by choosing different combinations/ tracks.

- A.4. The German version of the Examination Regulations has to be provided in a legally binding and published version. Both the German version and the current English translation have to be available to the students.
- A.5. The partner universities have to establish a mechanism to guarantee thorough grading of theses.
- A.6. Foreign applicants need to provide proof of their proficiency in German or the program needs to be taught in English at least in the obligatory courses and in a sufficiently broad range of electives.

Die Auflagen beziehen sich auf im Verfahren festgestellte Mängel hinsichtlich der Erfüllung der Kriterien des Akkreditierungsrates zur Akkreditierung von Studiengängen i. d. F. vom 20.02.2013.

Die Auflagen wurden fristgerecht erfüllt. Die Akkreditierungskommission bestätigt dies mit Beschluss vom 27./28.05.2019.

Zur Weiterentwicklung des Studiengangs werden die folgenden **Empfehlungen** gegeben:

- E.1. It should be made transparent how testing methods link up with the learning objectives of the modules at Münster University.
- E.2. The number of Dutch students should be increased.
- E.3. The use of a single evaluation system for the whole program with formalized characteristics is recommendable.

Zur weiteren Begründung dieser Entscheidung verweist die Akkreditierungskommission auf das Gutachten, das diesem Beschluss als Anlage beiliegt.



Assessment Report

Accreditation of the Joint Study Program (JP)

“Public Governance across Borders” (Bachelor of Science)

jointly offered by Münster University in cooperation with Twente University



AQAS

Agentur für Qualitätsicherung durch
Akkreditierung von
Studiengängen

On-site visit dated 08/09.06.2015

Panel of Experts:

Prof. Dr. Martin Heidenreich	Oldenburg University, Jean Monnet Centre for Europeanisation and Transnational Regulations
Prof. Dr. Christine Neuhold	Maastricht University, Special Chair of EU Democratic Governance
Prof. Dr. Frits M. van der Meer	Leiden University, Caop professor in Public Sector and Civil Service Reform
Dr. Remco van der Velden	Mayor of Geseke (professional practice representative)
Tom Biermann	Student at Greifswald University

Coordination:

Sonja Windheuser

AQAS, Cologne

Preamble

The subject of the accreditation procedure are Bachelor and Master study programs at state or state-recognised higher education institutions. The accreditation of Bachelor- and Master study programs is enumerated bindingly in the Common Structural Guidelines of the Federal States of Germany (*Ländergemeinsame Strukturvorgaben der Kultusministerkonferenz*). The study program was assessed according to the “Regulations of the Accreditation Council for the Accreditation of Study Programs and for System Accreditation” (*„Regeln des Akkreditierungsrates für die Akkreditierung von Studiengängen und für die Systemakkreditierung“*), dated 23.02.2012.

Münster University and Twente University have applied jointly for the accreditation of the study program “Public Governance across Borders”. The joint degree awarded is a “Bachelor of Science” in accordance with special permission granted by the German Accreditation Council, dated 03.07.2014. The accreditation procedure will be coordinated on the Dutch side by the *Nederlands-Vlaamse Accreditatieorganisatie* (NVAO). During the AQAS procedure, Dutch rules and criteria have been applied according to the MULTRA agreement signed by both agencies as members of the European Consortium of Accreditation (ECA). The program has been active under special permission of the Ministry of Science, Research and Technology of the German Federal State of North-Rhine Westphalia since the winter semester 2002/2003.

The accreditation procedure was opened by the Accreditation Commission of AQAS on 17./18.02.2014. The on-site visit took place on 08./09.06.2015 on the premises of Münster University. As part of the on-site visit, the panel of experts engaged in separate talks with representatives from university management, faculty members, and students of both universities. Before the on-site visit, the experts received the required self-report from the universities involved with sufficient lead time, as well as 15 Bachelor theses written as part of the program.

The assessment report at hand is based both on the written self-report of the universities and the results of the on-site visit. The descriptive parts of the assessment report are mostly based on the self-report.

1. General Information

Münster University is the fifth-largest university in Germany. 15 departments offer a wide range of subjects from humanities and social sciences to medicine and natural sciences. Münster University puts great emphasis on its reputation as a university of both research and teaching, with a strong research profile in natural sciences, humanities, medicine, law and business administration.

All of Münster University’s bachelor programs are designed to build subject-specific competences and key qualifications for the labour market, while the master programs aim at reflecting the university’s interdisciplinary research structure.

The bachelor program “Public Governance across Borders” is offered within the Department Education and Social Sciences by its Institute of Political Science.

Münster University has an institution-wide gender-equality policy, as well as an institution-wide gender concept. The Institute of Political Science states that standards of equality are embedded in the goal- and performance-related agreements with the departments. Since 2006, gender perspectives have been included in the General Education section of all Bachelor programs.

Twente University considers itself a research-oriented university with a strong focus on the technological development of the knowledge society. The Higher Education Institution consists of six faculties: Management and Governance (MB), Behavioural Sciences (GW), Engineering Technol-

ogy (CTW), Electrical Engineering, Mathematics and Computer Science (EWI), Science and Technology (TNW) as well as Geo Information and Earth Observation (ITC). As of January 2015, the faculties Management and Governance (MB) and Behavioural Sciences (GW) merged into the Faculty of Behavioural, Management & Social sciences (BMS). The joint bachelor program is offered by the School of Management and Governance and its Centre for European Studies (CES). In terms of gender equality, Twente University mentions an overall policy to involve more women in the program.

Assessment

Both universities have institution-wide gender policies which are applied to the Joint Bachelor Program.

2. Profile and Learning Objectives

The six-semester, 180 CP Bachelor program aims at educating students who will be able to address major current and future challenges in public governance, such as employment, innovation, education, social inclusion, and climate/ energy.

The tuition of the Joint Bachelor program is based upon a cooperation agreement between the Faculty of Behavioural, Management and Social Sciences of Twente University and the “Institut für Politikwissenschaft” of Münster University, signed 15/09/2014. The document includes paragraphs on the organization and the content of the program, the language of tuition, the final degree, the entrance requirements, student support and counselling, tuition fees, and financial support of the program, as well as quality assurance.

The learning outcomes as described in the self-evaluation report comprise the areas “knowledge”, “skills”, and “competences”, in reference to Level 6 of the European Qualifications Framework.

The interdisciplinary nature of the program is intended to enable students to combine knowledge from economics, law, political science, and sociology. Students are meant to gain intercultural competence as a consequence of the Dutch-German program concept.

The program focuses on strengthening students’ ability to think and work independently and autonomously by researching and acquiring knowledge on theories and methods, both in seminars and lectures as well as on their own. Students are trained to form individual opinions on the issues at hand and to critically reflect on theoretical, practical or empirical approaches they come across during their studies.

More specifically, the program intends to provide knowledge of and theoretical insight into:

- in the field of Political Science: the history of political thought and development of modern political theory, the development of political systems from a comparative perspective, the functioning and legitimacy of European organisations and their institutions, political integration processes and theories, theories of international relations, and political governance in theory and practice on different political levels.
- in the field of Economics: economic and monetary governance issues on different political levels, e.g. the common economic policies of the EU, the EU budget (including the functioning of the internal market and the Economic and Monetary Union), theories of international economic relations.
- in the field of Law: legal theory, (international) public law, administrative law, European Law, and law of international organisations.
- in the field of Sociology: sociological integration theories, global challenges to the welfare state, and the development of European social politics.

- methodologically: empirical social sciences from both a quantitative as well as a qualitative perspective, descriptive and analytical statistics, and (qualitative) interview methods.
- research and presentation skills

For admission to the Bachelor program, applicants are required to have a higher education entrance qualification (German *Abitur* or Dutch *vwo-diploma*, or equivalent for foreign students). Admission can be granted provisionally with the consent of both universities, which is obtained in the form of a joint admission committee. Moreover, applicants need to provide proof of their proficiency in English before progressing from Münster to Twente. The program starts yearly at Münster University in the winter semester, and candidates need apply at Münster University only. Each yearly cohort consists of 40 students.

The self-evaluation report states that students are encouraged to participate in civic and community engagement and to develop their personality in aspects inherent in the program, which address the influence of civil society on democracy. Students also have the option of completing internships in NGOs, foundations, and welfare organisations as part of their studies.

Assessment

“Public Governance” as the focus of a Bachelor program is an important asset to the German and Dutch university landscape. In Germany, similar programs exist only in Potsdam, Konstanz, and a few other sites. In comparison with these sites, Münster University has a clear profile and a comparative strength in particular in the comparative analysis of public policies and administration.

An additional particular advantage is the cross-border approach: The major strength of the program is that German students can take advantage of offerings from a Dutch university. In the case of Münster-Twente, easy cross-border mobility is facilitated by the proximity of these two cities (approximately 70 km apart and with regular trains between these two cities). In this way, German students can benefit from the strengths of the Dutch university system (for example closer contact to the professors and more comprehensive coordination), as the students interviewed by the experts have also specifically confirmed.

The program fosters students’ civic and community engagement and their personality development similarly to comparable study programs, which is appropriate from the experts’ point of view.

Despite the positive aspects mentioned above, the experts would like to advise enhancing the coherence of the program. It is therefore essential to outline the thematic core of the program clearly **[P.o.C.1]**. It has to be made more transparent how the public governance approach is integrated into the different modules and electives **[P.o.C.1]**. Apart from the introductory module “Public Governance”, the program would increase its quality by focusing on and clarifying the essential core competences and subjects that it particularly wants to teach. The faculty needs to define the core competences which students in public governance should realistically possess (for more details see chapter “Quality of the Curriculum”). **[P.o.C.2]**

The interdisciplinary approach as such is a positive element. The program integrates courses from political science, economics, law, sociology and methods, which is an innovative attempt to create a program spanning across multiple disciplines. Nevertheless, the claim of an interdisciplinary approach should be directed in terms of the focus of the program, which lies primarily in the fields of political science and public administration. In addition, an interdisciplinary approach requires more than giving the choice among a broad range of courses from different fields. It also requires that the specific contributions of various disciplines to public governance are taken into account more carefully and made more visible throughout the program **[P.o.C.1]**: (for more details see Section “Quality of the Curriculum”)

Partner Cooperation in the Program

To start with the positive aspects of what can be called a “culture of jointness”, the multiple cooperative aspects (inter-university, as well as cross-border and trans-national university systems) and multidisciplinary dimensions of both programs are interesting, though challenging. There is a long, close relationship between Münster and Twente based on personal contacts.

A positive point is also the close mutual cooperation on the program between Münster and Twente university. In the current European, but also in a regional and academic context, these features are to be considered very attractive and are strong points that provide considerable added value to the current academic landscape in both the broader field and in this particular field of study. There is strong commitment to the program on the parts of both university management and of the program directors of the Twente and Münster universities. This commitment also applies to the faculty involved. The enduring consistency of the double-degree bachelor programme over the years, now to be converted to a joint degree program, is also ample proof of that commitment and cooperation.

In a formal sense, the Bachelor program fulfills the criteria of a Joint Program. The experts acknowledge the fact that an appropriate cooperation agreement has been documented and is in force. Both institutions award a single joint degree, and the program has been jointly developed by both partner institutions. The program requires that students absolve sections of the curriculum both in Münster and in Twente. The institutions recognize modules and exams on both sides. Both universities jointly appoint an examination board to organize and supervise examinations.

Formal requirements for admission are clearly defined and available in published form. A joint admission committee is in place. There is, however, the concern that the language requirements do not fully correspond with the curriculum of the program, which is taught in German during the first year. The panel regards this gap as a hindrance to the mutual and shared character of the Bachelor program (see also below).

A major point of concern relates to the relatively high number of German-language students compared to a fairly limited number of Dutch-language students. The fact that the first year in Germany is taught in German prevents real integration, as it clearly limits the number of Dutch students. Consequently, the program needs to be taught entirely in English **[P.o.C.7]**. Otherwise, the joint program is reduced to a course of studies mainly for German students and partly offered by the University of Twente. According to the panel, jointness implies that the program can materially – and not only formally - also be chosen by Dutch students. This requires that English courses also be taught in Münster.

From a more general perspective, this reflects the impression of the panel that the two universities involved are not materially interested in recruiting more Dutch students for this course of studies (a fact which was reflected also in the absence of information on the program on the website of the University of Twente). For real jointness of the program, the number of Dutch students should be increased. **[P.o.C.8]**

In addition, staff exchange and staff communication on the program is crucial, as highlighted in the cooperation agreement between the two universities. The accreditation committee stresses the importance of regular meetings between Münster and Twente staff in order to stimulate and enhance this culture of jointness which is crucial for making a joint degree program succeed.

3. Quality of the Curriculum

The six-semester Bachelor program accounts for 180 credit points. Students are required to enroll in the Bachelor program at Münster University, where they spend the first year of studies before moving on to Twente University for the next two years.

The first year at Münster University is organized in modules, ranging from five to twelve credits, which are meant to provide common ground for the different topics combined in the program. Introductory courses on political theory, political systems, comparative politics, and international relations convey basic knowledge in the major fields of political science. The basis for the comparative approach of the program is introduced by a) an integration module during the first and second semesters; b) the core module “Comparative Politics” in the second semester; c) the core module “Comparative Politics” in the second semester, with an elective track “Dutch-German Studies” during the first two semesters; d) the elective track “European Public Law” starting in Münster and to be continued in Twente; e) and a module on statistical methods as preparation for modules on empirical research methods in Twente.

In accordance with the Dutch university system, the second and the third year of the program at Twente University are divided into quartiles which at Twente University consist of one 15 CP module per quartile (equivalent to two modules per semester in the German system). In the second year, these modules cover aspects of governance from the perspective of political science, sociology, economics and law. The third year opens up the program for students through electives which aim at deepening professional and scientific skills in courses or internships, or at broadening their intercultural perspective by allowing them to spend a semester at a European partner university. The internship or Erasmus semester fills the complete fifth semester. Alternatively, students may choose freely from a selection of courses within different faculties at Twente University, provided they are held in English. The sixth semester will prepare students for research and is reserved for writing the Bachelor Thesis. The supervision of this process and the final thesis are undertaken by supervisors from both universities cooperatively.

The partner universities point out that due to the cooperation of two universities from different countries, an international profile is inherent in the program. Consequently, students spend their studies in mixed cohorts of students from Germany and the Netherlands. The students are required to spend time at both universities. According to the self-evaluation report, the optional choice of an ERASMUS semester abroad is included in the Bachelor program and the internship can be spent abroad. According to the self-evaluation report, information and guidance on all matters of study abroad are given by the program study administrators and the international offices of both universities.

Assessment

The focus of this proposed Bachelor program “is the study of public governance”, i.e. “the study of public institutions in interaction with the social environment”.

The proposed program has been drawn up against the background that the “identification and articulation of public problems and the design and management of adequate problem-solving policies” is seen to increasingly “hinge on the interplay of (formal) authorities with multiple social actors”. Furthermore, in addressing public issues, actors are seen as also having to deal with multiple levels of public governance. Finally, given the nature of the public problems that are being addressed, public governance is seen to “deal with dynamic issues within a constantly changing context”.

With this program, the proposal is to go “beyond the borders of Europe”, and to focus on comparative ideas. The intention is thus to build on the strengths of the former program and to go beyond that by focusing on two core elements: One is the element of Public Governance, and the second component is the comparative approach, for which the interdisciplinary character of the program

is key. Public Administration is thus taught from an interdisciplinary perspective. The Bachelor program accordingly implies that different perspectives are integrated in terms of content and methodology and that at the same time different levels of governance are addressed.

In this quest, the core of the bachelor program is seen to be the comparative approach; the introduction to political sciences, as well as a profound methodological knowledge (both of a qualitative and quantitative nature), is seen as key.

Content and Bachelor level

In general, the courses offered are appropriate for a Bachelor degree. Overarching learning outcomes have been defined in accordance with the European Qualifications Framework (see descriptive part of the section “Profile and Learning Outcomes”). The idea is that students will receive broad insight into different issues. Moreover, a driving force behind this Bachelor program is to prepare students for Master programs, rather than for the job market directly. This objective seems to have been attained, as students appear to have been accepted for different, prestigious Master programs.

In general the panel is of the opinion that “Public Governance” as focus of a Bachelor should be vigorously pursued. However, it has to be made transparent how this public governance approach is integrated into the different modules and electives. This has to be done in a consistent manner **[P.o.C.1]**. The same is true for the inter-disciplinary approach that this program is seen to embody, which has to be made visible throughout the program **[P.o.C.1]**.

At the moment, the courses proposed are divergent in several aspects. Here, the link between the core courses and the electives should be more plausible **[P.o.C.3]**. E.g. it remains unclear how the course on Public Governance prepares students for Module 1.2.a (Political Theory) or 1.2 b (Political Theory of Germany)? What insights are taught in the core module of Public Governance that are then taken further in these elective modules? While the link between the core course and the elective is more apparent when looking at the Political Theory track, it is a little difficult to see how this connects to the elective course on the Political System of Germany. The general problem of the electives (raised above) is thus very much exemplified by these two courses. The focus of these elective courses is very different (one theoretical, and one examining one specific political system). What common objectives drive these two courses? In the Dutch-German “elective track” there should be a clear connection to this study program, but the current focus is more on European studies than on Dutch-German relations. If there is a certain “track” that students pursue by combining different electives and core courses, this has to be clarified and the objectives of these different tracks have to be enumerated clearly. **[P.o.C.3]**

The diversity prevalent within single modules is also apparent in the standard and reading courses. There is a wide range of literature on offer that students can read and choose from, and one would assume that this leads to different learning outcomes.

The same is true for the European law courses (one course on constitutional law is followed by one course on European public law, and indeed the second course even comprises constitutional law II AND European public law). Here, it would be advisable to make clear what the link between the courses is, how they build on each other, and how these courses relate to the overall program.

During the on-site visit, it was clarified that in the first year not just courses in methods, but also in comparative politics and international relations are obligatory. In order to be able to achieve a coherent study program and one that fits their needs, there is the possibility for students to receive academic counseling. The panel feels, however, that it should not be up to smart students (even with guidance) to find their way; rather, more cohesion has to be created by those that draw up the program **[P.o.C.3]**.

At Twente University, there is less choice, but there is also the possibility of “mixing and matching” different courses; here as well, more specific information on the common learning objectives underlying the courses and especially their combination would be welcome **[P.o.C.3]**.

Assessment of Theses

In accordance with the MULTRA agreement, the expert panel read and assessed 15 Bachelor theses. The panel assessed the range of topics covered with an eye to the intended learning outcomes, the assessment form provided, the assessment criteria applied, and the appropriateness of the grading.

In the theses at hand, a range of topics from several academic disciplines was covered (political sciences, sociology, and economics). Some of the theses were very good in terms of academic quality, while several theses, particularly those focusing on economic issues, did not reach the expected level of academic quality. As the theses focus on specialist topics, it remained unclear to the panel if the program claim (interdisciplinary approach of the theses) had been discussed with the students. It has to be ensured that the interdisciplinary claim of the program is translated into the theses as well **[P.o.C.1, see above]**.

The experts consider the assessment form provided and the assessment criteria applied as appropriate for the stated purpose. The use of the assessment form varied across the 15 theses. Some were filled out in all sections and reasons were given for the component grades. Several assessment forms, however, were not fully used and no reasons for the individual grading were given. In addition, it was unclear to the panel if a two-reader system was in place. This was clarified to explain that there is one reader from Münster and one reader from Twente for each thesis. Some of the grades corresponded with the experts’ own assessment; most of the theses, however, were graded too highly in relation to the academic quality of the thesis. The partner universities have to establish a common mechanism to guarantee thorough grading of theses. **[P.o.C.6]**

Variety of Teaching Methods

Overall, the committee came to the conclusion that a good mix and variation of teaching and testing approaches prevails throughout the Bachelor program. When talking to the students, it also became apparent that group work (as practiced at the University of Twente) as a form of learning is very much appreciated by the students.

By way of the combination of the study programs offered at both universities, students are introduced to various forms of testing. These cover a wide spectrum, such as presentations, papers, exams, assignments, and even radio or movie features.

The fact that the teaching staff can choose between different forms of testing holds true for all courses offered at the University of Münster, with the exception of the course on Dutch-German Studies (WWU) and the law course, which end with a written examination.

At the University of Münster for the majority of courses to be offered within this BS, the lecturers can choose between a written test of 90 minutes, a paper of roughly 4,500 words, or several essays with an overall word count of 4,500. This leaves several questions unanswered, such as: What does this choice depend upon? Which testing forms are to prevail in the different modules? And why?

In some of the methods courses (such as Statistics I) the lecturer again can choose between these testing methods at his/her discretion. But here, according to “prior agreement with the lecturer”, documentations, small empirical assignments, or the production of a movie or radio features can also be accepted as a required examination. This seems a somewhat unusual form of examination for a statistics course.

The rationale behind the different methods of assessment and especially the possibility of choosing between different methods of assessment could be clarified further. It should be made transparent how it can be assured that testing methods are in line with the learning objectives of the modules [P.o.C.4].

At the University of Twente, testing methods are more clearly specified. For the course on Public Management (University Twente), there is a final exam for methodology (Component 3) and mid-term exams for the components 1 and 2.

For the course on Public Governance in Europe, three individual written exams on Parts 1, 2 and 3, and five individual assignments on Part 3 (methodology) are given in the regulations. For the course on European Studies, an exam (counting for 70 % of the grade) and a project, including assignments and presentations (30 %), are specified.

The fact that there is a window of mobility is exemplified by the fact that the first semester of the third year is very open and students have quite a bit of flexibility: two example students went to Korea, and 40 % choose the opportunity of spending a semester at another university under the ERASMUS agreement. The semester is integrated into the curriculum in that modules and courses that should be studied during this semester are subject to a learning/Erasmus agreement between the student and the program coordinator. They must focus on the programs' different areas (political science, sociology, economics and law).

4. Student Progression, Recognition and Certification

Each university has a central study coordinator who is responsible for the coordination and monitoring of the program-planning process. Each university has one professor who acts as the central contact person for the program. At Münster University, coordinators are named for each module.

At Münster University, information and guidance can be obtained from the program coordinators, whereas at Twente University, program coordination and student advising are divided. Program advisers or tutors (senior students) are trained for academic/program counselling in specific study programs. Students from outside the Netherlands are monitored each quartile to make sure they are adjusting to the Dutch system. Additionally, specific information meetings are held for first-year students at Münster University.

Workload calculations for the program are based on the experiences obtained in the previous programs as well as in comparable programs of the Institute of Political Sciences (Münster) and the School of Management (Twente). The design of the program has been negotiated between the two cooperating institutes and with student representatives.

Credits are awarded according to the regulations by the German *Kultusministerkonferenz* and the Dutch Higher Education and Scientific Research Act (WHW). Each credit point is assigned a student workload of 28 hours. The partner universities state that the workload has been evenly distributed over the course of the study program, with 60 CP per year. Students obtain credits for the optional choice of an internship.

Münster University and Twente University have agreed to accept course credit from students obtained at the respective partner university. The grades of each university are transferred to the respective national grading system according to a fixed conversion scale.

The self-evaluation report mentions a variety of teaching and examination methods, such as lectures, methodology classes, tutorials, discussions, oral presentations, written assignments, etc. Credit points are awarded for the completion of modules. Modules and/or courses are followed by module examinations at the end of a module or component examinations (following the individual

courses of a module). Parts of the master program at Twente University are organized as courses and not as modules.

According to the self-report, Twente University offers advising and support for students who experience problems or difficulties in their study environment due to specific circumstances relating to the student's cultural background, health problems, physical or psychological handicaps, or religious identity, in order to create equal opportunities for all students.

Assessment

Responsibilities within the program are clearly defined. Each university has a central study coordinator who is responsible for the coordination and the monitoring of the tuition process. The study coordinators ensure that obligatory curriculum elements do not overlap.

Sufficient institutionalized and individualized student advisory services are available to the students at both universities, including counselling for handicapped and ill students.

Regarding the concept of module examinations, the differences between the Dutch and the German higher education system have to be taken into account. While the German program component is subject to the *Kultusministerkonferenz* regulations demanding one examination per module, students in the Dutch system generally take exams at the end of individual courses. It is also common practice to use more than one type of examination. The panel regards it as adequate and reasonable to adhere to the typical Dutch concept during the Dutch components of the program. It is integral to the nature of the binational program that students become familiar with a different education system.

Overall, the student workload attributed to the modules appears plausible to the panel.

The study program includes the opportunity to complete an internship and receive credit points.

The self-evaluation report contains the English translation of a draft version of the Examination Regulations of the Joint Bachelor Program. The regulations state that the "Student Charter" of Twente University applies where specific program requirements and student regulations concerning the study at Twente University are concerned. The student charter consists of two parts: the institutional section (ISS) and the academic section (FSS). Parts of the academic section are the Teaching and Examination Regulations (OER) and the Rules and Regulations of the Examination Boards (R&R), as adopted in accordance with Section 7.13 of the Higher Education and Research Act. The student charter was included in the self-evaluation report. Both documents include regulations for handicapped and chronically ill students (§16 of the Examination Regulations, Chapter 5 in the student charter).

Regulations for the recognition of Higher Education Qualifications, previous periods of study, and prior learning, including the recognition of formal and informal learning according to the Lisbon-convention, are regulated in § 15 of the Examination Regulations. The Examination Regulations contain a Dutch-German grading conversion scheme.

The German version of the Examination Regulations has to be provided in a legally binding and published version. Both the German version and the current English translation have to be made available to the students **[P.o.C.5]**.

At Münster University, the module descriptions are part of the examination regulations. They are published on the website of the central student counselling. The University of Twente provides a digital learning environment (Blackboard) for all its students; within this environment, the information application OSIRIS gives detailed information on courses, such as time, place, teacher, content, and requirements. The course offering is updated by both universities and available to students at both universities.

5. Employability

Both programs are intended to qualify graduates for work in national, European, and international administrations, national and international political organisations, and institutions (e.g. European Union, United Nations, NATO), associations, political parties, and civil society organisations, as well as the private sector with internationally operating companies or the European media sector. Both the Bachelor and the Master program make it possible for students to complete a credited internship in order to experience relevant working life apart from student jobs. The universities state that a combination of an internship and the Bachelor/ Master thesis is also possible.

Assessment

The Bachelor study program as presented in the written documentation, as well as during the on-site visit, was explicitly described as not being aimed at specific job qualifications in the sense of preparation for a specific job or job field. The primary aim is to qualify Bachelor students for (prestigious) Master programs. According to the students, they feel well prepared for Master programs in Münster and elsewhere. Nevertheless the bachelor program offers a wide range of tools and techniques that enable students to take up a wide variety of jobs outside academia. Furthermore, the program tries to combine methodological tools with real-world problems and situations. Here also, students convincingly conveyed the impression that the Bachelor program – although primarily aimed at preparing students for Master programs – provides a solid basis for job-market access, and they reported on former students who had successfully entered the job market. In summary, the program provides state-of-the-art education that enables students to enter a wide variety of jobs as well as to continue their education at the Master level.

6. Resources

The self-evaluation report provides a list of all faculty teaching in the program as well as an overview of the premises and material resources at both locations.

Twente University usually asks for annual study fees from European and non-European students ranging from € 1.800 to € 7.200 (January 2014).

Assessment

The self-evaluation report provides a list of all faculty teaching in the program, their teaching load, as well as an overview of the premises and material resources at both locations. The panel is of the opinion that staff resources are adequate on both sides and that the coordinator positions are well-filled. Both universities have specified in the cooperation agreement that adequate financial and human resources have been granted for duration of the accreditation period.

The Dutch partners have also stated their planned intention that the contracts of professors who play an important role in the program will be extended. Staff development measures are in place at both universities.

7. Quality Assurance

According to the self-evaluation report, the Institute of Political Science participates in the university-wide quality assurance system of Münster University. The system is based on a university-wide evaluation framework and contains guidelines regarding the content and procedures of study and research evaluation. Instruments used are semi-annual/annual course evaluations by students as well as university-wide alumni surveys.

Twente University states that they periodically assess the quality of their programs and facilities by using a system of quality control that links several organizational levels.

In terms of a program-specific approach, quality assurance within the program is meant to be carried out by the educational program directors and the study coordinators.

There are plans in place to collect information annually about applicants and the graduates of the programs. This includes the ratio between applicants and vacancies, data on the grade point average, student age, and the duration of studies. The composition of cohorts is also analysed, thereby determining the proportion of female graduates and international students.

According to the cooperation agreement between the two universities, it is planned for program representatives to meet regularly in order to confer about program quality control, evaluation of academic results, and proposals for program changes.

According to the self-evaluation report, the student workload is to be monitored as part of student feedback and adapted if necessary.

Assessment

There is an evaluation system in place for the program both in Münster and in Twente. These evaluations follow the systems of the participating universities. The first year is evaluated according to the Münster system, which is based on a set of detailed regulations and instruments, and the second and third years are evaluated based on the Twente system. Given the joint nature of the Bachelor program, an integration of the evaluation procedures in a more unified system would be advisable, as for a joint degree program a single evaluation system with formalized characteristics is essential **[P.o.C.9]**.

Points of Concern

1. The thematic core of the program has to be clearly outlined. It has to be made transparent how a) the various disciplines contribute to public governance and how b) the public governance approach and c) the interdisciplinary approach are integrated into the different modules and electives, as well as the theses.
2. The core competences of students studying public governance need to be defined.
3. The cohesion within the program needs to be increased as follows:
 - c) The relationship between the core courses and the electives has to be made transparent.
 - d) Specific learning objectives have to be formulated, and it has to be made clear how these learning objectives can be achieved by choosing different combinations/ tracks.
4. It should be made transparent how testing methods link up with the learning objectives of the modules at Münster University.
5. The German version of the Examination Regulations has to be provided in a legally binding and published version. Both the German version and the current English translation have to be available to the students.
6. The partner universities have to establish a mechanism to guarantee thorough grading of theses.
7. The program needs to be taught entirely in English.
8. The number of Dutch students should be increased.
9. The use of a single evaluation system for the whole program with formalized characteristics is to be recommended.

II. Beschlussempfehlung

Kriterium 2.1: Qualifikationsziele des Studiengangskonzepts

Das Studiengangskonzept orientiert sich an Qualifikationszielen. Diese umfassen fachliche und überfachliche Aspekte und beziehen sich insbesondere auf die Bereiche

- *wissenschaftliche oder künstlerische Befähigung,*
- *Befähigung, eine qualifizierte Erwerbstätigkeit aufzunehmen,*
- *Befähigung zum gesellschaftlichen Engagement*
- *und Persönlichkeitsentwicklung.*

Auf Grundlage der obigen Bewertung wird das Kriterium mit Einschränkungen als erfüllt angesehen.

Die Gutachtergruppe konstatiert folgenden Veränderungsbedarf:

- The core competences of students in public governance need to be defined.

Kriterium 2.2: Konzeptionelle Einordnung des Studiengangs in das Studiensystem

Der Studiengang entspricht

- (1) den Anforderungen des Qualifikationsrahmens für deutsche Hochschulabschlüsse vom 21.04.2005 in der jeweils gültigen Fassung,*
- (2) den Anforderungen der Ländergemeinsamen Strukturvorgaben für die Akkreditierung von Bachelor- und Masterstudiengängen vom 10.10.2003 in der jeweils gültigen Fassung,*
- (3) landesspezifischen Strukturvorgaben für die Akkreditierung von Bachelor- und Masterstudiengängen,*
- (4) der verbindlichen Auslegung und Zusammenfassung von (1) bis (3) durch den Akkreditierungsrat.*

Auf Grundlage der obigen Bewertung wird das Kriterium als erfüllt angesehen.

Kriterium 2.3: Studiengangskonzept

Das Studiengangskonzept umfasst die Vermittlung von Fachwissen und fachübergreifendem Wissen sowie von fachlichen, methodischen und generischen Kompetenzen.

Es ist in der Kombination der einzelnen Module stimmig im Hinblick auf formulierte Qualifikationsziele aufgebaut und sieht adäquate Lehr- und Lernformen vor. Gegebenenfalls vorgesehene Praxisanteile werden so ausgestaltet, dass Leistungspunkte (ECTS) erworben werden können.

Es legt die Zugangsvoraussetzungen und gegebenenfalls ein adäquates Auswahlverfahren fest sowie Anerkennungsregeln für an anderen Hochschulen erbrachte Leistungen gemäß der Lissabon-Konvention und außerhochschulisch erbrachte Leistungen. Dabei werden Regelungen zum Nachteilsausgleich für Studierende mit Behinderung getroffen. Gegebenenfalls vorgesehene Mobilitätsfenster werden curricular eingebunden.

Die Studienorganisation gewährleistet die Umsetzung des Studiengangskonzepts.

Auf Grundlage der obigen Bewertung wird das Kriterium mit Einschränkungen als erfüllt angesehen.

Die Gutachtergruppe konstatiert folgenden Veränderungsbedarf:

- The thematic core of the program has to be outlined clearly. It has to be made transparent how a) the various disciplines contribute to public governance and how b) the public governance approach and c) the interdisciplinary approach are integrated into the different modules, electives as well as the theses.
- The cohesion within the program needs to be increased as follows:
 - The relationship between the core courses and the electives has to be made transparent.
 - Specific learning objectives have to be formulated and it has to be made clear how these learning objectives can be obtained by choosing different combinations/ tracks.
- The program needs to be taught entirely in English.

Kriterium 2.4: Studierbarkeit

Die Studierbarkeit des Studiengangs wird gewährleistet durch:

- die Berücksichtigung der erwarteten Eingangsqualifikationen,
- eine geeignete Studienplangestaltung
- die auf Plausibilität hin überprüfte (bzw. im Falle der Erstakkreditierung nach Erfahrungswerten geschätzte) Angabe der studentischen Arbeitsbelastung,
- eine adäquate und belastungsangemessene Prüfungsdichte und -organisation,
- entsprechende Betreuungsangebote sowie
- fachliche und überfachliche Studienberatung.

Die Belange von Studierenden mit Behinderung werden berücksichtigt.

Auf Grundlage der obigen Bewertung wird das Kriterium als erfüllt angesehen.

Kriterium 2.5: Prüfungssystem

Die Prüfungen dienen der Feststellung, ob die formulierten Qualifikationsziele erreicht wurden. Sie sind modulbezogen sowie wissens- und kompetenzorientiert. Jedes Modul schließt in der Regel mit einer das gesamte Modul umfassenden Prüfung ab. Der Nachteilsausgleich für behinderte Studierende hinsichtlich zeitlicher und formaler Vorgaben im Studium sowie bei allen abschließenden oder studienbegleitenden Leistungsnachweisen ist sichergestellt. Die Prüfungsordnung wurde einer Rechtsprüfung unterzogen.

Auf Grundlage der obigen Bewertung wird das Kriterium mit Einschränkungen als erfüllt angesehen.

Die Gutachtergruppe konstatiert folgende Veränderungsbedarfe:

- The partner universities have to establish a mechanism to guarantee thorough grading of theses.

Kriterium 2.6: Studiengangsbezogene Kooperationen

Beteiligt oder beauftragt die Hochschule andere Organisationen mit der Durchführung von Teilen des Studiengangs, gewährleistet sie die Umsetzung und die Qualität des Studiengangskonzepts. Umfang und Art bestehender Kooperationen mit anderen Hochschulen, Unternehmen und sonstigen Einrichtungen sind beschrieben und die der Kooperation zu Grunde liegenden Vereinbarungen dokumentiert.

Auf Grundlage der obigen Bewertung wird das Kriterium als erfüllt angesehen.

Kriterium 2.7: Ausstattung

Die adäquate Durchführung des Studiengangs ist hinsichtlich der qualitativen und quantitativen personellen, sächlichen und räumlichen Ausstattung gesichert. Dabei werden Verflechtungen mit anderen Studiengängen berücksichtigt. Maßnahmen zur Personalentwicklung und -qualifizierung sind vorhanden.

Auf Grundlage der obigen Bewertung wird das Kriterium als erfüllt angesehen.

Kriterium 2.8: Transparenz und Dokumentation

Studiengang, Studienverlauf, Prüfungsanforderungen und Zugangsvoraussetzungen einschließlich der Nachteilsausgleichsregelungen für Studierende mit Behinderung sind dokumentiert und veröffentlicht.

Auf Grundlage der obigen Bewertung wird das Kriterium mit Einschränkungen als erfüllt angesehen.

Die Gutachtergruppe konstatiert folgenden Veränderungsbedarf:

- The German version of the Examination Regulations has to be provided in a legally binding and published version. Both the German version and the current English translation have to be available to the students.

Kriterium 2.9: Qualitätssicherung und Weiterentwicklung

Ergebnisse des hochschulinternen Qualitätsmanagements werden bei den Weiterentwicklungen des Studienganges berücksichtigt. Dabei berücksichtigt die Hochschule Evaluationsergebnisse, Untersuchungen der studentischen Arbeitsbelastung, des Studienerfolgs und des Absolventenverbleibs.

Auf Grundlage der obigen Bewertung wird das Kriterium als erfüllt angesehen,

Kriterium 2.10: Studiengänge mit besonderem Profilanspruch

Studiengänge mit besonderem Profilanspruch entsprechen besonderen Anforderungen. Die vorgenannten Kriterien und Verfahrensregeln sind unter Berücksichtigung dieser Anforderungen anzuwenden.

Das Kriterium entfällt.

Kriterium 2.11: Geschlechtergerechtigkeit und Chancengleichheit

Auf der Ebene des Studiengangs werden die Konzepte der Hochschule zur Geschlechtergerechtigkeit und zur Förderung der Chancengleichheit von Studierenden in besonderen Lebenslagen wie beispielsweise Studierende mit gesundheitlichen Beeinträchtigungen, Studierende mit Kindern, ausländische Studierende, Studierende mit Migrationshintergrund und/oder aus sogenannten bildungsfernen Schichten umgesetzt.

Auf Grundlage der obigen Bewertung wird das Kriterium als erfüllt angesehen.

Zur Weiterentwicklung des Studiengangs gibt die Gutachtergruppe folgende Empfehlungen:

- It should be made transparent how testing methods link up with the learning objectives of the modules at Münster University.
- The number of Dutch students should be increased.
- The use of a single evaluation system for the whole program with formalized characteristics is recommendable.

Die Gutachtergruppe empfiehlt der Akkreditierungskommission von AQAS, den Studiengang „**Public Governance across Borders**“ (JP) an der Universität Münster in Kooperation mit der Universität Twente mit dem Abschluss „**Bachelor of Science**“ unter Berücksichtigung des oben genannten Veränderungsbedarfs zu akkreditieren.