



**Decision of the Accreditation Commission of AQAS**  
**on the programme**

**“Comparative Public Governance” (M.A. respectively M.Sc.)**

**jointly offered by Westfälische Wilhelms-Universität Münster and Universität Twente (*Double Degree*)**

**AQAS**  
Agentur für Qualitätssicherung durch  
Akkreditierung von  
Studiengängen

**Based on the report of the expert panel and the discussions of the Accreditation Commission in its 71<sup>st</sup> meeting on 14<sup>th</sup>/15<sup>th</sup> of May 2018, the Accreditation Commission decides:**

1. The programme **“Comparative Public Governance” (Master of Arts respectively Master of Science)** jointly offered by **Westfälische Wilhelms-Universität Münster and Universität Twente** is **accredited with conditions** according to the „Rules of the Accreditation Council for the Accreditation of Study Programmes and for System Accreditation” adopted on 20.02.2013. The accreditation commission is convinced that the findings stated by the experts in the report can be addressed within 9 months.

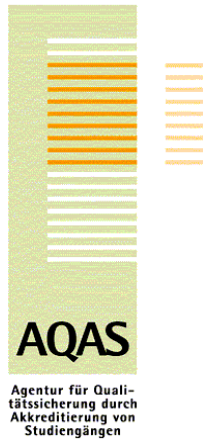
The study programme generally complies with the requirements defined by the German Accreditation Council, the structural guidelines by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (Kultusministerkonferenz – KMK), the Länder-specific requirements for the accreditation of Bachelor and Master programmes as well as the requirements of the Qualifications Framework for German Higher Education Qualifications in their current version.

2. The conditions have to be fulfilled and their fulfilment has to be reported to AQAS until 28<sup>th</sup> of February 2019.
3. The Master programme is a consecutive programme.
4. The accreditation is given for the period of five years and is **valid until 30<sup>th</sup> of September 2023.**

**Condition:**

1. The examination regulations must be published.

With regard to the reasons for this decision, the Accreditation Commission refers to the attached assessment report.



## **Experts' Report**

**on the programme**

**“Comparative Public Governance” (M.A. respectively M.Sc.)**

**jointly offered by Westfälische Wilhelms-Universität Münster and Universität Twente (*Double Degree*)**

Review in written procedure

### **Panel of Experts:**

<b>Tom Biermann</b>	Student at Greifswald University (student expert)
<b>Prof. Dr. Martin Heidenreich</b>	Oldenburg University, Jean Monnet Centre for Europeanisation and Transnational Regulations
<b>Prof. Dr. Christine Neuhold</b>	Maastricht University, Special Chair of EU Democratic Governance
<b>Prof. Dr. Frits M. van der Meer</b>	Leiden University, CAOP professor in Public Sector and Civil Service Reform
<b>Dr. Remco van der Velden</b>	Mayor of Geseke (expert from the professional field)

### **Coordination:**

Patrick Heinzer, Dr. Katarina Löbel      AQAS e. V., Cologne

## **Preamble**

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The subjects of the accreditation procedure are Bachelor and Master programmes at state or state-recognised higher education institutions. The accreditation of Bachelor- and Master programmes is enumerated bindingly in the Common Structural Guidelines of the Federal States of Germany (*Ländergemeinsame Strukturvorgaben der Kultusministerkonferenz*). The study programme was assessed according to the “Regulations of the Accreditation Council for the Accreditation of Study Programmes and for System Accreditation” (*„Regeln des Akkreditierungsrates für die Akkreditierung von Studiengängen und für die Systemakkreditierung“*), dated 20.02.2013.

## **I. Introduction**

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Westfälische Wilhelms-Universität Münster (WWU) and Universiteit Twente (UT) apply for the accreditation of the Master programme „Comparative Public Governance” with the academic degree “Master of Arts” (M.A.) from WWU and “Master of Science” (M.Sc.) from UT.

The universities produced a Self Evaluation Report (SER). The accreditation procedure was opened by the Accreditation Commission of AQAS on February 17<sup>th</sup> and 18<sup>th</sup> 2014. The Accreditation Commission nominated the before mentioned expert panel and the universities did not raise any concerns against the composition of the panel. The review was carried out in written procedure because the last site visit of the faculties took place within the last two years.

Particularly, the descriptive parts of the assessment report are based on the Self Evaluation Report (SER) of the universities.

After the decision to postpone the procedure by the Accreditation Commission of AQAS on May 23<sup>rd</sup> and 24<sup>th</sup> 2016, WWU and UT handed in the revised documentation of the study programme in November 2017.

## **II. The study programme’s evaluation**

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### **1. General Information**

According to the SER, WWU 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. WWU puts great emphasis on its reputation as a university of both research and teaching, with a research profile in natural sciences, humanities, medicine, law and business administration.

UT 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.

The Master programme „Comparative Public Governance” is organised by the Institute of Political Science (WWU) and the Department of Public Administration (UT).

### **2. Aims and objectives of the study programme**

The universities define that the overall aim of the Master programme „Comparative Public Governance” is to enable students to address current and future challenges in public governance and to develop a critical perspective on the intricate issues related to democratic accountability and control associated with public governance. The domain of the programme “Comparative Public Governance” is thus the study of public governance, i.e. public institutions in interaction with the social and technological environment. As outlined by the university, the identification and articulation of public problems and the design and management of effective, efficient and legitimate policies to tackle these challenges are of utmost importance. Considering its conceptual perspective,

the programme has a focus on Europe, but it also encompasses institutional and regulatory structures at local, regional, national, international and global levels. Thus, it seeks to compare public governance at different levels and in different jurisdictions with each other. Furthermore, given the nature of the public problems that are addressed, public governance is required to deal with dynamic issues within a constantly changing context. In consequence, the programme targets a distinctive focus and understands public governance from a comparative perspective. Both universities claim that they pursue an approach that is particularly based on multi-actor and multi-level analysis of dynamic public challenges. The basis of the programme and its conceptual foundation of thinking on public governance follow that approach by differentiating the analysis of public governance as between multiple levels of analyses, multi-actor analyses, vertical and horizontal comparative analyses and a multi-disciplinary approach.

Firstly, the universities have stated to use a different level analysis. Within the different level analysis both universities illustrate in the revised documentation a distinction between certain subcategories. The operational and strategic levels analysis focusses hereby issues regarding social problem-solving and the creation of options whereas the institutional level analysis focuses on the institutional context and implementation of policies. Those analyses shall deal with the description of institutional arrangements, the explanation of changes of those and the effects of various institutional arrangements on the performance of socio-political institutions. The last subcategory concentrates on the normative issues on a more meta-level analysis. Through this, the central questions relate to the definition and conceptualisation of what constitutes an effective, efficient and legitimate governance.

Secondly, the multi-actor analyses take into account the shift from government to governance and the implied growing involvement of private actors in the making of collective decisions. As the consequence of this paradigm shift, it implies a new range of actors without a direct democratic legitimacy. Therefore, the universities point out that understanding the implications of the involvement of these new actors will be crucial for its students. In order to live up to the changed role of private actors the universities will focus on the cooperation between different public actors domestically and transnationally wide. The main focus hereby will be the fact that public administrations, governments and parliaments are no longer the main rule-makers.

Thirdly and following the principle of interplay and interdependencies between private and public actors within public governance, vertical and horizontal comparative analyses will be used to work out the nexus between jurisdictional boundaries and levels of governance concerning the top-down impact of policies developed at global or European level. In this context questions of democratic legitimacy, accountability and control will be analysed as well.

The fourth approach to public governance comprises a multi-disciplinary approach which shall connect political science and public administration as main disciplines of the programme with law and economics. The universities outline in the revised documentation that the double degree programme will make usage of the collaborative effects between WWU and UT when it comes to specialized research areas. Both universities point out that the collaborating departments in Münster and Twente have a good reputation in general with regards to questions of governance, public administration and general societal questions. Nonetheless, both universities have underlined the contributions of political science (Münster) and the legal (and economic) dimension (Twente) which should allow students to address public governance from different disciplinary angles and which offer the possibility to specialize in fields that are highly relevant to public governance.

As stated by the universities and as a consequence of the conceptual foundation of the programme, the double degree Master programme “Comparative Public Governance” strives for five overarching learning outcomes on programme level. Students shall be enabled to identify and analyse societal challenges in public governance at various levels of governance in a systematic manner and with a comparative perspective. The programme follows a holistic approach which

comprises interdisciplinarity in order to supplement the main disciplines of the programme (Political Science and Public Administration). The incorporation of several relevant disciplines (such as Law and Economics) and scientific methods therefore help students in analysing socio-administrative problems and structures. By integrating both global and transnational and national and local foci of political processes, the programme also tends to impart effective solutions to societal challenges in public governance. This will be supported by the acquired English skills and the efficiently used collaboration synergies in an academic and professional environment.

The universities highlight that an important attribute of the Master programme is that it makes use of the geographical proximity of the two universities and their long-standing academic collaboration in research and teaching. The integrated study stay in a foreign country (in the Netherlands or Germany respectively) gives the students the opportunity to experience and learn about another culture and another European system of higher education. Also, this cooperation makes the international outset of the programme inherent to its structure: international set-up, European outlook and interculturality are thus experienced first-hand by students.

Because “democracy” is a core issue of political science, students of the master programme “Comparative Public Governance” are supposed to be taught the vital importance of political participation and of civic engagement for a vibrant democracy. Following two of the three main research areas of the Institute of Political Science at WWU and the multilevel governance approach at UT, the programme focuses on political steering at the different governance levels (from a top-down as well as a bottom-up perspective) and the influence of civil society for democracy. The centrality of civic participation is, according to the SER, inherent to the programme’s structure. Additionally, students are encouraged to pass their internships in non-profit organisations.

For admission to the Master programme, prospective students must prove that they have the necessary skills and competences in order to follow the programme.

Content-related competences:

- Secondary school diploma (equivalent to the German Abitur or the Dutch VWO diploma)
- Bachelor or equivalent diploma in a related discipline, such as Political Science, Economics, Sociology, Law or Public Administration.

Language skills:

As the programme is taught in English, applicants need to provide proof of their proficiency in English by one of the following certificates:

- IELTS minimum overall score of 6.0.
- TOEFL (internet-based) minimum overall score of 80
- Cambridge CAE-C

Research and mathematical skills:

In order to prove their proficiency in meeting methodological requirements of the programme, students need to show that their preceding Bachelor or Master programmes trained them sufficiently concerning research methodology and statistics. For this prospective students need to submit:

- a copy of the table of contents of their textbooks in these fields,
- an English summary of their bachelor’s or master’s thesis.

Additionally, applicants must state their interest in the programme in a two pages long letter of motivation. The application is completed by a résumé (Europass). A Dutch-German Admission

Commission decides on the candidate's application for the programme and admission is granted based on the consent of both universities.

Students who enrol at UT for the programme may choose between the option to study the double degree or do an individual degree in UT's one-year master programme "European Studies". This choice must be made during the first semester of study at UT before students of the double degree join WWU.

## **Evaluation**

"Comparative Public Governance" as the focus of a Master programme is an important asset to the German and Dutch university landscape. In Germany, similar programmes only exist in Potsdam, Konstanz, Berlin (with the Hertie School of Governance in mind) and a few other sites. In comparison with these sites, Münster University has a clear profile and a comparative strength especially in the comparative analysis of public policies and administration.

A particular advantage is the cross-border approach: The major strength of the programme is that German students can take advantage of the offer of 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 and regular trains between these two cities). In this way, German students can benefit from the strengths of the Dutch university system (for example a closer contact to the professors and a more comprehensive coordination) as especially the students interviewed by the experts have confirmed.

The programme fosters the students' civic engagement and personality development similar to comparable programmes, which is appropriate from the experts' point of view.

Within the structure of the programme, its organisation and setup as well as the recruitment to the programme, there is ample evidence of sufficient cooperation between the two involved partners in this double degree programme. As such, the programme shows a culture of jointness. In addition, the study programme consists of a combined curriculum so that the students study at both universities. The cooperation is based on and regulated by an agreement.

The entrance requirements, transition possibilities and selection processes are clearly defined and adequate for the study programme.

Whilst the intended learning outcomes for the study programme on programme level have not been explained in a clear and consistent way during the site visit, both universities have now shown the conceptual foundation of thinking on comparative governance in the revised documentation. This foundation therefore forms the basis for the design of the programme. By the well explained focus of the study programme it has now been clarified that the programme approaches public governance in four different ways. These approaches are clearly linked and mirror conceptual reflections that link overall objectives to concrete approaches. Moreover, these reflections shed light on how convenors of the programme define and perceive public governance. Based on the written revision of the study programme, the translation of intended learning outcomes into core competences is now consistent and compelling.

Whilst the first semester at the Universiteit Twente aims to lay a foundation regarding key concepts of comparative public governance or the legal framework of comparative public governance and its national and European interlinkage, the second and third semester will focus predominantly on current and future challenges of comparative public governance and the development of solutions to these challenges, which can be seen as a possibility to broaden and deepen their knowledge and skills. Through the revised documentation the expert panel comes to the conclusion that the jointly developed and revised introduction module will be taken as a basis for the interdisciplinary approach of the study programme and plays indeed an important role in achieving the overall aim of the programme.

This approach on public governance is a positive element. The programme integrates courses from Political Science, Economics, Law, Sociology and methods, which is an innovative attempt of creating a programme across the borders of a single discipline. As highlighted by both universities, interdisciplinarity is seen to make an important contribution to the professional qualification of graduates of the programme and some employability options are spelt out. By supplementing the main disciplines of the programme with contributions from other close-related fields, the programme provides additional insights to the overall understanding of public governance. In addition to this, the core electives within the third semester can be seen as an opportunity to either specialise in a disciplinary or interdisciplinary field of comparative public governance or to gain important labour market experiences by doing an internship.

Additionally, the involvement of private and public actors within multi-actor analyses has been clarified by both universities. As described by the universities, the paradigm shift from government to governance, which implies a growing involvement of private actors in the making of collective decisions, will be crucial for the students to understand the new tendencies in the field of public governance. Although the multi-actor dimension will be addressed in nearly every module, the module on Political Participation (Module 8) is especially noteworthy due to its bottom-up approach which comprises in an extensively manner political and civic participation.

### **3. Quality of the Curriculum**

The standard duration of the programme “Comparative Public Governance” until graduation, including all examinations and Master’s thesis, is two academic years. For successful graduation, students must gain 120 CP (credit points). Due to different national regulations, alumni of the master will hold Master diplomas from WWU after two years and UT after one year of study. Part of this programme is a one-year Master programme on global and European Studies at UT. The first semester will take place at UT. The second and third semester will be held at WWU.

In the final semester, tuition takes place jointly by teaching staff from the Institute of Political Science at WWU and the Department of Public Administration at UT. Within the final semester the Master’s thesis is written and defended.

When passing the Master’s examination successfully, students will be awarded the degree “Master of Arts” in Comparative Public Governance from WWU and the degree “Master of Science” in European Studies from UT. Again, the difference results from different national regulations. Thus, the academic traditions of both partner universities are acknowledged. Graduates will be supplied with a diploma supplement that explains the specificities of grades and the respective academic system in Germany and the Netherlands.

The programme can only be started in the winter semester. Each year of the programme “Comparative Public Governance” comprises approx. 10-15 students. According to the universities, the structure of the curriculum is based on cohorts.

As laid down in the SER, the programme combines obligatory elements with elective elements that should offer students the possibility for specialisation and to follow personal interests within the study. During the first semester at UT, core modules are obligatory in order to focus on designing solutions for global and European challenges. The first semester at UT is divided in two quarters of ten weeks each. The first quarter comprises the first part of the jointly carried out introduction module, which will impart the key concepts of comparative public governance. Additionally, the first quarter introduces students to the legal framework of comparative public governance including a multilevel and multi-actor context and a theoretical foundation of international relations. As stated by the universities, the second quarter of the first semester will be on the design and implementation of solutions for the challenges discussed in the first quarter. This quarter will comprise two different types of public governance beyond the nation state: regulation and

policy. Within those modules a practical experience in all stages of regulation processes is supposed to be gained in order to deduce a best practice example when it comes to self-regulation by market participants or international institution regulation. In contrast, the module on the design and implementation of policy beyond the state aims to convey how the “soft” modes of governance operate and what kind of characteristics of policy issues call for specific forms of governance to make them work. The second quarter of the first semester will be completed by an academic research module. According to the universities’ statement the first semester lays the groundwork for achieving the qualification objectives of the programme.

The second semester will take place at the WWU in Münster and strives to put a stronger emphasis on current and future challenges of comparative public governance throughout all levels (global, European, national and local). The module that will be held at WWU will address the specific political processes that take place in public governance and will concentrate on a top-down and a bottom-up perspective. While the top-down modules will deal more likely with theoretical, normative and empirical questions, the bottom-up modules strive to deepen the understanding of political and civic participation and political-decision-making on different levels, areas or sector of governance.

As carried out by the universities, the third semester will offer students the possibility to broaden and deepen their knowledge and skills and to specialize by choosing between an exchange semester or a combination of an internship and elective courses in Münster. The core of the fourth semester is the master thesis, which is jointly supervised by lecturers from both universities.

The obligatory modules are in detail:

- Integration Module - Module 1: Comparative Public Governance (Universiteit Twente) / Current and Future of Comparative Public Governance (Westfälische Wilhelms-Universität)
- Module 2: The International and EU Legal Framework (UT)
- Module 3: International Relations and Politics (UT)
- Module 4: Regulatory Design and Implementation beyond the Nation State (UT)
- Module 5: Policy Design and Implementation beyond the Nation State (UT)
- Module 6: Academic Research (UT)
- Module 7: Top-Down Perspective of Comparative Public Governance: Political Steering (WWU)
- Module 8: Bottom-up Perspective of Comparative Public Governance: Political Participation (WWU)
- Core Electives: Internship (Module 9) or Free Electives (Module 10) or (Erasmus) Exchange Programme (Module 11)
- Module 12: Free Elective (UT)
- Module 13: Masters Thesis (UT/WWU)

The programme is completely held in English at both institutes. During the programme, language skills are practiced substantially by active participation in courses. Students who wish to deepen their language skills are encouraged to take courses at the Language Centre of WWU.

Modules are made up from different course types, including seminars, lectures, integration courses and the master’s thesis. The universities define different forms of degree-relevant examinations and required coursework such as written and oral examinations, presentations and term papers, work placements and reports, practical classes and minutes.



## **Evaluation**

On a general level, the structure of the programme is coherent and suited to achieve learning outcomes. Overall, the Master programme is ambitious and the academic level of the content corresponds with the requirements of the Master level of the National Qualifications Framework. This is for example reflected in the fact that the teaching staff is of high level and internationally renowned.

Whilst the universities have not been able to clarify in a sufficient way the allocation of the modules during the site visit, the expert panel gained a clearer insight to the concept of both universities due to the revised documentation. The objective of each module, a much clearer explanation and an insight into a natural progression was given, which is now synoptically cohesive. Through the revised documentation and as already stated in the previous chapter the expert panel got a much clearer view on the description of the modules and the substantive connection between each module. The intended learning outcomes on programme level are now translated and visible for each module, are rather comprehensive and also address competences that students are to acquire. Although one could still switch certain modules around, the curriculum is now much more cohesive and the former issue regarding the intended learning outcomes on course level has been addressed in a sufficient manner. The five core objectives of the study programme are clearly visible, not only on programme level but also transversally throughout the whole programme. In addition to this, the revised documentation of both universities has clarified that both universities make usage of their individual academic strength and work together as seen by the jointly developed module 1, which is a big plus for the study programme.

The defined teaching-, learning-, and assessment methods generally support the exchange between theory and practical application as well as between research and teaching. It is also ensured that every student has taken a variety of examination types over the course of the studies. The interlinkage between objectives of the course, respective skills and forms of testing has been clarified by the universities. It specifically shows how core objectives and learning objectives are to be addressed by way of the testing methods. The course descriptions are translated into clear competences that students are to acquire.

The programme's structure allows for international mobility of the students. The programme uses defined instruments to promote international mobility as for example a curriculum structure with a defined mobility window.

In addition, the curriculum allows the students to do an internship. According to a prior agreement with the supervisor, the internship may be chosen freely provided it has a relevant link to the programme. As indicated by the universities, an internship institution can be considered as a relevant one for the study programme if it is a state or non-state organization that is located in the public sphere at the global, European, transnational, national, regional or local level. The universities have provided in their revised documentation a list of completed internships between 2015 and 2017 which is highly valued by the expert panel.

## **4. Student Support and Feasibility of the study programme**

The respective study coordinator at each of the involved institutions is responsible for the organisation of modules and for the cohesion of the course offer. The programme coordinators are supposed to remain in close contact on educational issues so that changes can be implemented in time and the adjustments be made accordingly.

As laid down in the SER, students and interested people find information on the course of study and examination regulations online at the websites of both institutes. Information is also passed

on to students during the introductory weeks at WWU and UT by the student advisers and can be obtained from student advisers and programme coordinators during the semester.

At WWU, the module descriptions are part of the examination regulations. They are published on the website of the central student counselling. Each new semester a “Kommentiertes Vorlesungsverzeichnis (KVV)” – a catalogue and schedule of courses during a semester – is published. It holds all modules and courses offered by the Institute of Political Science for its study programmes. UT provides a digital learning environment for all its students according to their statement. Within this environment, information is given on courses, such as time, place, teacher, content and requirements.

The universities explain that students gain CP by completing modules. The allocation is based on experiences drawn from the previous study programmes at the Institute of Political Science (WWU) and the Department of Public Administration (UT).

Faculty 06 of WWU and Faculteit Behavioural, Management and Social Sciences (BMS) of UT jointly appoint an examination board to organise and supervise the examinations within the examination regulations. WWU and UT agreed to accept examination achievements of students attained at other universities and from external examinations (§ 16 of the examination regulations). The grades are transferred to the respective national grading systems following an agreed scheme.

Application for examinations is possible through the digital learning environment at UT. The programme also provides information on the examination date, time and place. At the Institute of Political Science at WWU, examinations take place at the end of the semester, meaning at module or course end. As the academic year at UT is organised in quarters, examinations take place at the end of a quarter. Repetition is usually possible before the start of the next semester or quarter. In § 17 of the examination regulations, adjustments for handicapped and chronically ill students are regulated. The instructors define the components of degree-relevant examinations or required coursework and the criteria for grading. These conditions are announced at the beginning of each course.

WWU 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.

## **Evaluation**

The responsibilities within the programme are largely defined. Each university has a central study coordinator who is responsible for the coordination and the monitoring of the tuition process. The study coordinators are responsible that obligatory curriculum elements do not overlap. Sufficient institutionalised and individualised student advisory services are available to the students at both universities including counselling for handicapped and ill students. Furthermore, the institutes at Münster and at Twente are in close contact with each other on educational issues and the curriculum. With respect to the students' guidance, the universities have clarified that there is an initial contact point implemented in Münster and in Enschede and that both sides are in close and regular contact with each other. Following the argumentation stated by both universities that having one programme coordinator at each university offers an adequate and most accessible structure for students to receive advice on study-related questions is an important and valid reason. Indeed, it supports the principle of equality between the two partner universities. Nonetheless, the expert panel still emphasizes the utmost importance of a continuous exchange between the two study coordinators to foster the jointness of the programme. A possible option could be the implementation of one coordinator with perhaps two assistant or vice coordinators to express the unity within the jointly offered Master programme “Comparative Public Governance”.

The responsibilities and structures with regard to the organisation of the exams are clearly defined. Examination dates are published to the students with appropriate timing. After the remarks regarding the number of exams in the first semester, the universities have stated that the programme directors of both universities have closely reviewed that observation. As a result of the analysis it has become clear that nearly half of the examinations are accounted for only one course (the former integration module on Global and European Challenges). As in chapter 3 of this report, the universities have decided to transform this integration module into a two-term introduction module “Comparative Public Governance” which reduces in fact the number of tests in module 1 at UT from six to two. The result of these modifications leads to a total decrease for the six courses in the first semester from 13 to 8, which is positively evaluated by the expert panel as a better balanced examination approach. In conclusion, the experts do not have any concerns that students may not manage to take all exams during their first semester. Resits are offered but due to the change of university and the internship in the third semester, the time span to repeat the exams can be very long.

Initially the examination forms have not been clear enough and were sometimes not defined at all. The revised documentation shows now a fully specified and updated course description with detailed information on types of exams and the framing conditions. Thus, the existing lack of information has been addressed accordingly and in a sufficient way.

The programme includes the opportunity of an internship in which credits are awarded. For the expert panel, this internship is well thought of. The opportunity to find a good traineeship is also given by this integration. The internship is supervised by a lecturer and the institutions also arrange a specific seminar in which all internships of a semester are supervised. This way, the students are well supported during the practical stages.

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.

At Münster University, the module descriptions are part of the examination regulations. They are published on the website of the central student counselling. UT 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 offer is updated by both universities and available to students at both universities.

The adjustments for handicapped and chronically ill students are regulated in §17. Also confirmed by the Rectorate office of Münster University is the verification by law for the examinations regulations. As stated by the universities, the publication of the Examination Regulations for the Double Degree Master programme “Comparative Public Governance” at the University of Münster and Twente University is going to take place as soon as the accreditation has been successfully completed (**Finding 1**).

The gender mainstreaming and equal opportunities concepts of both universities are applied to the programme.

The programme is completely held in English. Münster University suggests to students to use the Language Centre of Münster University which offers language training courses especially for social science and which are also open for Master students from “Comparative Public Governance”.

## **5. Employability**

The Master programme “Comparative Public Governance” considers the development in European integration as an integral part of the international system. The programme aims to support the students on their way onto a European-wide labour market by facilitating their mobility

and flexibility. Due to the deepening European integration and the geographical enlargement of the European Union this is of increasing importance. It also aims to provide students with the necessary knowledge and skills to find their way into a Europeanised labour market.

The universities define the following as possible vocational fields for the graduates: national, European and international administration, national and international political organisations and institutions (e.g. European Union, United Nations, and NATO), associations, political parties and civil society organisations, the private sector with for instance transnationally active enterprises as well as the European media sector.

The programme wishes to encompass the possibility for intercultural exchange and extensive internships and thus to grant students the necessary time to make practical experiences directly related to the vocational fields.

### **Evaluation**

The Master programme “Comparative Public Studies” as presented in the written documentation is explicitly described to provide “students with the necessary knowledge and skills to find their way into a European labour market.” The programme aims at a wide geographical area and broad vocational range reaching from national to European and international administrations as well as national and international political organisations and institutions. Nevertheless, jobs in the private sector should also be possible. The skills taught in the programme will prepare students for these opportunities. The wide range of future possibilities is opened up and made possible by a variety of quite broad skills rather than in-depth specialisations. As the programme tries to combine methodological tools with real-world problems as well as with international and inter-cultural skills, students will meet these challenges. A certain preparation for more specific job aspirations can be obtained in the third semester’s “window of opportunity” as well as during the Master thesis by choosing a certain topic.

## **6. Resources**

The universities state that admission is granted to approximately 10-15 applicants each year.

The Master programme draws on the overall staff of the Institute of Political Science at WWU and the Department of Public Administration at UT. Generally, most modules and courses offered at the Institute of Political Science at WWU and the Department of Public Administration at UT are shared by more than one programme. Thus, it is guaranteed by the universities that all basic courses and methodological courses are taught by professors or permanent staff holding a doctoral degree. At WWU, it is planned that nine professors regularly teach within the Master programme. UT lists seven professors who regularly teach within the Master programme.

In terms of human resource development, the universities state that they offer systematic qualification courses for lecturers.

The self-evaluation report also provides an overview of the premises and material resources at both locations.

### **Evaluation**

The self-evaluation report provides a list of all faculty members teaching in the programme, 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 filled appropriately. Both universities have specified in the cooperation agreement that adequate financial and human resources have been granted for the duration of the accreditation period.

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

## **7. Quality Assurance**

WWU and UT state that they periodically assess the quality of their programmes and facilities by using a system of quality management that links several organisational levels.

As for the programme-specific approach, quality assurance within the programmes is meant to be carried out by the directors of the educational programmes and the study coordinators. In order to elicit the level of competences and qualifications, it is intended to collect information about applicants and the graduates of the programmes annually. This includes the ratio between applicants and vacancies, data on the grade point average, age and the duration of study. Also, the composition of cohorts is supposed to be analysed, thereby determining the proportion of female graduates and international students.

It is planned that the programme representatives meet regularly in order to confer about programme quality control, evaluation of academic results and proposals for programme changes.

### **Evaluation**

The level of quality assurance is up to date and well developed at both universities and also with respect to the programme. The longstanding cooperation between the programme representatives of both universities is seen as a good indicator for the jointness of the programme. Both partners will take the responsibility for quality assurance, which involves for example course evaluations, periodic review and monitoring of the student workload, the student progression and success rates, the profile of the student population, the employability of graduates or the students' satisfaction with the programme and the improvement of the programme.

## **8. Findings**

1. The examination regulations must be published.

### III. Beschluss/ Decision

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#### 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 als erfüllt angesehen.

#### 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.

Bezüglich des vorzusehenden Veränderungsbedarfes siehe Kriterium 2.8.

#### 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 als erfüllt angesehen.

#### 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 als erfüllt angesehen.

#### **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 examination regulations must be published.

#### **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 Profilspruch**

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

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

#### **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.

Die Gutachtergruppe empfiehlt der Akkreditierungskommission von AQAS, das Verfahren für den Studiengang „**Comparative Public Governance**“ an der **Universität Münster in Kooperation mit der Universiteit Twente** mit dem Abschluss „**Master of Arts**“ an der Universität Münster bzw. „**Master of Science**“ an der Universiteit Twente mit Auflagen zu akkreditieren.