

**Bachelor
Bestuurskunde/Overheidsmanagement
(Public Administration)
The Hague University of Applied Sciences**

*Report of the limited programme assessment
6 and 7 February 2023*

Colophon

Programme

The Hague University of Applied Sciences

Bachelor Bestuurskunde/Overheidsmanagement (Public Administration)

Croho: 34464

Variants: Bestuurskunde/Overheidsmanagement (dual)
International Public Management (fulltime)

Mode of study: fulltime and dual

Location: Den Haag

Result of institutional assessment: positive

Committee

Ab Groen, chair

Saniye Çelik, domain expert

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Tim van den Berg, student

Titia Busing, secretary

The committee was presented to the NVAO for approval.

The assessment was conducted under responsibility of

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Table of contents

Colophon.....	2
Table of contents	3
Summary	4
Introduction	6
1. Intended learning outcomes.....	8
2. Teaching-learning environment.....	11
3. Student assessment.....	18
4. Achieved learning outcomes	21
Attachments.....	23
Attachment 1 Assessment committee.....	24
Attachment 2 Programme of the assessment.....	25
Attachment 3 Documents.....	26

Summary

On 6 and 7 February 2023 an AeQui committee assessed the bachelor programme in Bestuurskunde/Overheidsmanagement (Public Administration) of The Hague University of Applied Sciences. The overall judgement of the committee is that the quality of the programme is **positive** for both study modes, and therefore meets the standard. The programme is offered in two variants: the Dutch taught dual variant Bestuurskunde/Overheidsmanagement (BO; Public Administration/Government Management) and the English taught fulltime variant International Public Management (IPM).

Intended learning outcomes

Based on the interviews and the examination of underlying documentation, the committee concludes that the intended learning outcomes tie in with (inter)national requirements for this field. The learning outcomes are defined as professional tasks. These tasks are covered in the programme and reflect the LOBO competencies. The professional tasks are the same for both variants of the programme and reflect the explicit professional orientation of the programme and the work of a public administrator on national and international level. Both variants have their own unique character: BO as a dual variant and IPM as a truly international variant.

The programme is adequately connected to professional practice. Lecturers have ample connections, for both variants a work field committee has been installed and external relations coordinators work actively on structuring and formalising contacts. The committee assesses that the intended learning outcomes **meet the standard**.

Teaching-learning environment

The committee concludes that the programme enables students of both variants to realise the intended learning outcomes. The intended learning outcomes are translated into learning goals which are stipulated in the course guide and syllabus.

The structure and content of both variants reflects the professional orientation of the programme. The professional placement in the BO variant, the internship in the IPM variant and the guest lectures, field trips and assignments for external organisations in both variants add to this. Research skills and an inquisitive attitude is adequately addressed in both variants. And adequate and up-to-date literature is used in the programme.

The committee values the attention of the programme for students' linguistic skills. In addition, the programme has, in both variants, ample attention for the development of students' moral compass and 21st century skills.

Lecturers are competent, qualified, enthusiastic, and very committed. The committee is impressed by the way lecturers embrace and deal with the diversity of the student body. The programme is very well organised. And the committee noticed a high sense of ownership with lecturers regarding the programme and the new curriculum.

The legal enrolment criteria are applicable to the programme. The programme has a sufficient mentoring system for students in place, that matches the need of bachelor students. Students are informed about the programme through the online learning environment and the study guides. Students are involved in the development of the new curriculum and in general feel heard and seen by the programme. The committee concludes that the programme **meets this standard**.

Student assessment

An adequate system of assessment is in place. The quality assurance of the assessment system is solid and effective measures are taken to guarantee the validity, reliability and transparency of the assessments. These include using assessment matrices, the more-eye principle, (single point) rubrics and narrative feedback. The level of the different assessments studied by the committee was sufficient. An appropriate variety in forms of assessment is used, that are fitting for the professional tasks at hand.

The exam board and assessment committee are active in safeguarding the quality of the assessments. The new role of the assessment committee in supporting lecturers in constructing and grading assessments, next to its responsibility for safeguarding the quality of assessments, is welcomed by the committee. The committee concludes that the programme **meets this standard**.

Achieved learning outcomes

The programme has an adequate graduation track in place for both variants. The professional tasks have an important role in the new set-up of the graduation track. In assessing students' graduation work two examiners are involved and a single point rubric is used.

Based on the studied files, the committee concludes that the level of the graduates is adequate and that students of both variants achieve the required bachelor's level. The files showed a broad variety of themes. The theoretical underpinnings of the work were however relatively limited. Moreover, the committee noted that the feedback on the assessment forms is sometimes limited.

The meetings and information provided by the programme confirmed the adequate level of the programme. Students are very capable of finding their

way in the field of (international) public administration and often find a job at their professional placement or internship. The committee concludes that the programme **meets this standard**.

Recommendations

In order to bring the programme to an even higher level of quality in the future, the committee recommends the following:

- To ensure that students know how to find their way to extra support offered by THUAS.
- To utilize the unique location of the programme in Den Haag for the IPM variant of the programme.
- To be constantly aware of the theoretical foundation of the programme, in combination with its professional orientation, and to enable students to engage in theoretical (disciplinary) exploration and in-depth analysis.
- To make the premaster programme available for all students, not only excellent students.

All standards of the NVAO assessment framework (2018) are assessed positively for both variants; hence the committee awards a **positive recommendation** for the accreditation of the bachelor programme in Bestuurskunde/Overheidsmanagement (Public Administration) of The Hague University of Applied Sciences.

On behalf of the entire assessment committee, Utrecht, March 2023

Ab Groen
Chair

Titia Buising
Secretary

Introduction

This report reflects the site visit of the bachelor programme in Public Administration of The Hague University of Applied Sciences, which was held on February 6th and 7th. The programme aims to prepare students for a career in public administration, with the variant Bestuurskunde/Overheidsmanagement (Public Administration/Government Management) focusing on public administration in the Netherlands and the International Public Management variant addressing an international perspective on public policy.

The institute

The programme is part of the Faculty of Public Management, Law, and Safety of The Hague University of Applied Sciences (THUAS). THUAS provides higher vocational education and trains young professionals spanning across a wide variety of sectors. THUAS is located in Den Haag, Delft and Zoetermeer. Nearly 26.000 students from more than 120 different countries study at THUAS and THUAS employs 2.600 people from 88 nationalities. THUAS's research is organised in six Centres of Expertise, which all comprise several research groups. The Faculty of Public Management, Law, and Safety offers three bachelor programmes in 8 different variants and comprises five research groups.

The programme

As mentioned before, the programme is offered in two variants: the Dutch taught dual variant Bestuurskunde/Overheidsmanagement, (BO, Public Administration/Government Management) and the English taught fulltime variant International Public Management (IPM). The variants share the same intended learning outcomes.

The BO variant is a dual programme: in the third- and fourth-year students spend four days a week working in the field and one day a week studying. The IPM variant is a regular full-time programme and includes an internship.

The programme recently started a transformation of the curriculum, in line with the developments and ambitions of THUAS. This transformation aims to create an even more applied programme, enhanced harmony among the two variants,

deeper engagement with the work field and improved outcomes to increase student study success. The curriculum change has been inspired by the 4C/ID model for instructional design. For both variants, the programme focuses on 5 professional tasks Public Administration professionals deal with in their professional career. These tasks are central throughout the programme; instead of breaking down the tasks into individual modules, students are working on the whole task and all its complexity. The level of difficulty builds up throughout the years. The new curriculum is currently implemented in all four years in the BO variant and in year 1, 3 and 4 in the IPM variant. Year 2 of the latter variant will be implemented starting academic year 2023 – 2024.

The BO variant is the only dual programme in the Netherlands on Public Administration. From the start of the programme, students work on real life cases. Starting the third year, students work on their professional portfolio in the field during their professional placement. The programme is the only Dutch programme that offers specialization in the overseas part of the Kingdom. The BO variant aims to educate future politicians and public officers on national and municipal level.

The IPM variant is the only hbo Public Administration programme in the Netherlands with an international perspective. The variant aims to offer different perspectives in one classroom and in doing so, providing students with a unique set of problem-solving skills. The variant is practice oriented, and students start working on real life cases from the first year on. Starting academic year 2023 –

2024 the variant will be named International Public Policy and Leadership. The IPM variant aims to educate the future leaders and changemakers of the world.

In the previous accreditation process recommendations were made to work on more exchange between the variants for the benefit of both. The programme therefore started the curriculum renewal process as a joint project for both variants. In addition, the ties between the variants are strengthened and collaborations between students are organised. The variants for example share the educational vision, the professional tasks and the vision on student coaching. Lecturers work for both variants. In addition, the recommendation regarding more structural contacts with external partners has been followed up by creating structural collaborations with the Gemeente Rijswijk and the Association of Dutch Municipalities VNG. Moreover, an external relations coordinator is appointed for both variants.

The assessment

The Hague University of Applied Sciences assigned AeQui to perform a quality assessment of its bachelor programme Public Administration. In close co-operation with the programme management, AeQui convened an independent and competent assessment committee. A preparatory meeting with representatives of the programme was held to exchange information and plan the date and programme of the site visit.

In preparing for the site visit, the assessment committee studied the self-evaluation report on

the programme and reviewed a sample of student work. The findings were input for discussions during the site visit.

The site visit was carried out on 6 and 7 February 2023 according to the programme presented in attachment 2. No use was made of the (online) open consultation hour. The committee carried out its assessment in relation to, and in consideration of, the cluster of programmes in which this programme is placed. The contextualisation of the programme within its cluster was conducted by the complete committee during the preliminary meeting and the final deliberations. The knowledge required for this was present in the committee.

The committee assessed the programme in an independent manner; at the end of the visit, the chair of the committee presented the initial findings of the committee to representatives of the programme and the institution.

In this document, the committee is reporting on its findings, considerations and conclusions according to the 2018 NVAO framework for limited programme assessment. A draft version of the report was sent to the programme management; its reactions have led to this final version of the report.

The programme will initiate and plan a development dialogue in the course of 2023. The results of this development dialogue will have no influence on the assessment presented in this report.

1. Intended learning outcomes

The committee concludes that the intended learning outcomes have been adequately concretised with regard to content, level and orientation and meet international requirements. The committee appreciates the programmes choice to translate the nationally defined competences into professional tasks. These tasks reflect the professional orientation of the programme. Both variants have their own unique character: BO as a dual variant and IPM as a truly international variant. The programme is adequately connected to professional practice. The contacts of lecturers, the work field committee for both variants and the external relation coordinators contribute to this. The committee concludes that both variants of the programme meet the criteria for this standard.

Findings

The programme aims to educate administrative experts that have a 'hands-on mentality' with a focus on the feasibility and practicability of a wide range of policy solutions. Graduates are expected to be broadly deployable and sensitive to challenging contexts, so that they can intelligently and effectively tackle problems. The programme regards contextual sensitivity, internationalisation and professional profiling important pillars of development.

The professional orientation of the programme is expressed in working with vocational and learning tasks and is linked to the application of a professional attitude focused on public values and a highly developed moral compass.

As public administrators, graduates not only deal with current laws and regulations and the changes that inevitably follow elections, but also have to assess their own values and standards in the context of their work. Students therefore learn how to deal with possible differences between their own values and standards versus those of politicians and appointed officials. Students learn how to deal with possible tensions and how to monitor good governance and the public interest at all times. The programme encourages students to develop their own moral compass, using notorious 'wicked problems' and recent high-profile cases.

In addition, students learn to reason and act from an international and intercultural perspective. The programme notes that in today's globalised

world, an institution in the public domain cannot focus exclusively on its own national government; the causes of and solutions to societal problems often lie beyond national borders. This international focus is most accentuated in the IPM variant.

The intended learning outcomes of the programme are based on the competencies drawn up in the national study profile Public Administration and Government Management, by the National Public Administration Study Programme Consultation (LOBO). The national profile is partly based on the input from the work field advisory committees and alumni of the different programmes.

The programme translated the eight LOBO competencies into five professional tasks that are essential to the new graduate and working public administration professional. According to the programme, a professional task is a meaningful whole task as performed by a true professional, in all its complexity as is in the real working world. The professional tasks are the building blocks for the curriculum and often relate to several LOBO competencies at the same time. The tasks – that were developed by staff in close consultation with the professional field, alumni, and students – form the core of both variants. The five tasks include to:

- Advocate: advocating a position on behalf of an organisation, group or individual and influencing decision making.
- Advise: making a plan or proposal with concrete actions and measurement to prevent,

solve, or control a social/organisational problem, taking in to account the internal and external environment.

- Organise and manage: understanding, supporting or directing organisational processes;
- Work project-based: a temporary, structured and systemic way of working, divided into clear steps, leading to predetermined goals and results.
- Evaluate: collecting, interpreting, and analysing information, formulating, and presenting research results to assess the value/progress of a result or process.

In the development of these tasks, different levels are defined: basic in year 1, intermediate in year 2 and 3 and advanced in year 4. For each professional task learning outcomes have been defined at final level and per year.

IPM students perform the tasks in the international context and BO students in the Dutch context. Students from both variants are exposed to the other contexts.

Input from the professional field is gathered in different ways. The organisations involved in the professional learning placement (in BO variant) and the internships (in IPM variant) provide the programme with feedback on the actuality of the programme. For the BO variant, the programme collaborates on a structural base with the Gemeente Rijswijk, the Association of Dutch Municipalities VNG and some of the Dutch ministries. And for both variants an external relations coordinator is responsible for ensuring a more structural approach to the programmes professional network. Moreover, a work field committee was established for each variant in academic year 2022-2023.

The programme prides itself in its location in Den Haag. This offers students access to all levels of government: municipality, province, and national government as well as international organizations.

The representatives the committee met with are involved in the programme as guest lecturer, commissioner of professional placements and internships, and as external expert in the final assessment. It was noted that the newly installed work field committees will meet twice per year. It was also remarked that the programme is very open to contact with professional practice. The representatives value the attention for intercultural awareness, interdisciplinarity and professional skills in the new curriculum. It was suggested to involve professional practice in the mentoring of students. And to keep addressing ethical issues at the intersection of interdisciplinarity.

Considerations

Based on the interviews and the examination of underlying documentation, the committee concludes that the intended learning outcomes of the programme (the professional tasks) tie in with (inter)national requirements for this field as described in the national study profile Public Administration and Government Management, by the LOBO.

Based on an overview of the relation between the programme and the intended learning outcomes, the committee notes that all intended learning outcomes (or professional tasks) are covered. In addition, this overview shows that the LOBO competencies and the body of knowledge are also covered in both variants of the programme.

The committee values that the programme translated the LOBO competencies into professional tasks. This reflects the explicit professional orientation of the programme and the work of a public administrator on national and international level. Both variants have their own unique character: BO as a dual variant and IPM as a truly international variant.

The committee notes that the programme is adequately connected to professional practice. Lecturers have ample connections and for both variants a work field committee has been installed.

The relatively new external relation coordinators will contribute to structuring and formalising the contacts.

Based on the interviews and examination of the underlying documentation, the committee establishes that the intended learning outcomes of both variants **meet the standard**.

2. Teaching-learning environment

The committee concludes that the programme enables students of both variants to realise the intended learning outcomes. The professional orientation of the programme is reflected in the structure and content of both variants. And research skills and an inquisitive attitude are also adequately addressed in both variants. The programme offers a broad spectrum of minor programmes (in both variants) and valuable specialisations (in the IPM variant). The committee invites the programme to be constantly aware of the theoretical foundation of the programme, in combination with its professional orientation, and to enable students to engage in theoretical (disciplinary) exploration and in-depth analysis. The committee values the attention of the programme for students' linguistic skills. In addition, the programme has, in both variants, ample attention for the development of students' moral compass and 21st century skills. The programme is very well organised, and lecturers are competent, qualified, enthusiastic, committed, and supportive of each other. The committee is impressed by the way lecturers embrace and deal with the diversity of the student body. The programme listens to students and students feel seen by their lecturers. The legal enrolment criteria are applicable to the programme and adequate mentoring for students in place. Students however do not always know how find their way to extra support offered by THUAS. Students are involved in the development of the new curriculum and in general feel heard by the programme. The committee concludes that both variants of the programme meet this standard.

Findings

Both variants of the programme are organised around the five professional tasks. The learning outcomes defined for the tasks increase in complexity and independence throughout the years. For this, the Zelcom-model is used. The BO variant is taught in Dutch, the IPM variant in English. The study guide for each variant informs students with an outline of the curriculum, the courses, the learning goals, the content, and the assessment.

In both variants, the first four semesters comprise the different professional tasks. In the BO variant, each semester addresses four of the five tasks; in the IPM variant all tasks are addressed each semester. Students work on one task at the time, in a course dedicated to that specific task. The first task (and course) of the first year of the BO variant is Advise: Social Issues. During this course, students address how the government can solve social issues. Students learn how to understand how problems arise, who is affected by them and the instruments the government can use to solve the problems. Students work on real-life problems, for example violent drill rap groups in Den Haag. In the first semester task (and course) Advising on

policy: Law, Institutions & Public Value, of the first year in the IPM variant, students learn for example to explain core concepts of politics, public administration and (international) law, relating them to short descriptions of current real-world issues. Students learn the tasks however in different contexts. In the second year BO Project Based working task, students visit a small village in Zeeland to help the local government with setting up successful projects. In the first year IPM Advising task, students do a World Bank simulation where they have to write a report on a country or region based on a real live assignment. In the first year BO Advising task students produce reports that could be used in practice. And in the second year of IPM students organize a conference in the so called Conference track. In this track students are responsible for the entire organization: from content and finding speakers to HRM, fund raising and so on.

The fifth semester of both variants allows for students to follow a minor or to engage in exchange. Students are free to choose any minor, as long as this is approved by the exam board. Both variants offer four minors that are also open to students

from other programmes. The minor Kingdom Relations is unique in the Netherlands and focusses on the relationship between the islands of Aruba, Curaçao, St. Maarten, Bonaire, Sint Eustatius and Saba, the Netherlands, and the European Union.

In the sixth semester, BO students embark on their professional placement. During the sixth, seventh and eighth semester BO students work four days a week in the professional field and study one day a week. In addition, students work on two professional tasks in semester 6 and 7. The BO variant is finalised with the bachelor thesis / professional task 5 in the eighth semester (see standard 4).

Alumni the committee met with, value the so-called 'leerkringen' during their professional placement. These take place at THUAS, in groups of ten students coached by two lecturers. This allows them to share experiences and discuss issues that may arise. In addition, students are visited on their workplace by their lecturer every seven weeks. This is also highly appreciated.

The sixth semester for IPM students comprises a 30 EC specialisation module. In addition, students work on two professional tasks. In the seventh semester students engage in their internship and address one professional task. The internship spans the entire semester and enables students to put their education into practice with government relations, public administration, communications and strategic management. In the eighth semester students work on two professional tasks and choose between the professional products track or the thesis track (see standard 4).

The programme also provides exposure to professional practice by means of essay competitions, guest lectures and field trips. In addition, assignments are often performed for external commissioners. The committee learned during the site visit that the coordinators for external relations are responsible for creating structure in the use of external contacts in the programme. Alumni noted that in the past, external contacts

were organised by the study association and that currently this is more integrated in the new curriculum.

Developing research skills and an inquisitive attitude are primarily part of the Evaluating task. In the first semester course Evaluate: Learning to investigate, BO students learn the basics of conducting policy evaluations and are introduced to designing and conducting good research. In the third semester course Evaluate: Oversight and accountability, students focus on conducting a desk study and evaluating with a review framework. And in the third semester, students conduct participatory action research in Den Haag. For students of the IPM variant, the task Evaluate: Learning to do research in the first semester, addresses concepts in research methodology, defining a topic, assessing the reliability and relevance of (international) sources, designing a research question and a basic research instrument. In the second semester, students learn to apply data and statistics in their research and to present the findings in a structured research report. In addition, the other tasks also address information skills, analytical skills and sometimes the application of research methods. Lecturers noted that in the Evaluating task students learn different research skills, that are applied in the other tasks. In that way the different professional tasks are also connected.

The international orientation of the IPM variant is reflected in the international student body, the topics addressed in the curriculum, the international field students are prepared for and the staff with international experience. In the BO variant, learn about lobbying and influencing in a context of Den Haag and Brussel, translating a local issue into an international approach. In addition, several internationally-oriented minors are offered and international mobility of staff and students is encouraged. In both programmes Europe has a prominent place. Both variants also include study trips to cities with an important public management character, such as Geneva and Brussels. One

of these trips is a joint trip for both variants. Starting academic year 2023 - 2024 a joint annual international week is organised during which students from both variants work together on challenges (focused on international competencies), and guest speakers are invited. The programme collaborates with Accra Technical University in Ghana and the Institute of Public Administration in Georgia.

The programme considers language to be the most important tool for BO/ IPM students and professionals. Therefore, at the start of the programme all students complete an online language proficiency test. Based on the outcome students receive individual advice on what they should be working on in their own personal digital environment. Students can consult the language consultants and the language lab for assistance if needed. In the new curriculum linguistic skills are integrated into the courses on the professional tasks and offered when useful for a professional product. The programme aims for further collaboration between the variants to share experiences and best practices. The language consultants (lecturers) confer regularly with content lecturers as to how a high standard of language proficiency can be upheld when creating, instructing and grading professional tasks.

For students with an ambition to continue their studies in a master programme, a pre master programme of 15 EC is offered. Completion of this allows for students to enrol in a master programme of Leiden University.

BO students the committee met with, value the professional character of the programme and the different professional products they develop. This allows them to contribute to the professional practice. BO students also expressed a need for more depth in disciplinary areas such as sociology and in-depth discussions in class. Regarding this, representatives of the curriculum committee noted that students also expressed this in the meetings with the student representatives and that this will be addressed in the professional task

Advising. Management remarked during the site visit that if students need extra in-depth content, an inspiration lecture is organised. Moreover, masterclasses are organised for third- and fourth-year students of both variants.

IPM students the committee met with, remarked that the programme properly handles students' diverse backgrounds and creates an even playing field for all students. Alumni valued the international classroom, the different perspectives this offers and how lecturers facilitate this.

IPM students noted that mathematics can be a struggle for students that didn't have this in their previous education. Students also commented that the readings can be quite western oriented and that after feedback on this, this was changed for some courses. This could however be more improved throughout the programme. In addition, IPM students noted that the programme could make more use of its location in Den Haag and its proximity to relevant organisations. This seems like a given but is not the case for IPM students.

Regarding finding an internship in the IPM variant, students noted that this is not actively promoted in the variant. Lecturers do not always put their network to use for the students. Lecturers remarked during the site visit, that currently a database is developed in which information about past internships will be shared with students. In addition, information about internships is shared through LinkedIn.

In the second year, BO students are prepared for finding a professional placement. To this end for example employers are invited to share their experiences and available positions, and the programme also brings in vacancies.

Regarding the development of their moral compass, IPM students mentioned during the site visit that this is for example part of the classes on intercultural communication. In these classes students learn to communicate across cultures, to be respectful and to recognise social cues. In the

classes on conflict mediation, resolution and negotiation, students gain insight in their own positioning and the positioning of others and how to handle this in a professional manner. In addition, students noted that a multitude of views and perspectives is addressed in different courses. In the course on ethics students learn to deal with ethical dilemmas.

Lecturers noted during the site visit that in the BO variant, developing moral compass is part of different professional tasks. In the professional task Advocating for example, this is discussed related to actual news in which students have to reflect on boundaries, their own boundaries and public values, and their own decision-making processes. In the professional task Evaluating, the ethical aspects of research and handling data are discussed and in the so-called learning circles during the professional placement students have to reflect on their own moral compass, attitude, and behaviour regarding specific ethical topics. To facilitate this, lecturers organised calibration sessions on this topic. It was noted that in the courses on law and economics public values are addressed from multiple perspectives, not only western.

Alumni the committee met with, value the attention in the programme for soft skills and project management. This helped them in their job. Alumni of the BO variant noted the added value of the professional placement, which has a high learning curve and usually leads to a job.

Learning environment

From the start of the programme, students are considered to be starting professionals. The programme prepares students, as starting professionals, for their future practice. In doing so, the programme focuses on learning instead of teaching; students are facilitated to grow in and towards practice and to become competent professionals. During the programme students tackle real-life problems with external parties in practice-based assignments: students for example, do research for research groups, organize events, apply for municipal grants, and write advice reports for organizations.

Different teaching formats are used in both variants such as lectures, work groups, guest lectures, role play sessions, field trips, 'flipped classroom'-style classes, knowledge clips combined with in-class in-depth discussions and learning circles in third and fourth year of the BO variant.

Incoming students

The legal enrolment criteria apply to the programme. Students in the BO variant are expected to have at least a command of Dutch at level 3F of the Language Reference Framework. For students with a language deficiency a (extra-curricular) language programme is available. For admission to the IPM variant students need to have command of English at level B2 of the European Framework of Reference. 35% of the students enrolling the IPM variant have a non-Dutch degree.

Quite a few of the students (of both variants) the committee met with during the site visit share an ambition to go into politics. For other students, the broadness was the main reason for choosing the programme. For BO students, the dual character of the programme was important in their choice for the programme. For IPM students, the location of the programme in Den Haag and the proximity of relevant organisations was important in their choice for the programme.

Staff

The programme works with a Strategic Personnel Plan (SPP) and an annual programme plan. The latter includes the training goals for the academic year. With the new curriculum, the programme is currently installing results-accountable teams in which lecturers participate. A result-accountable team is responsible for the team's tasks as well as the alignment in the curriculum. The curriculum committee has a central role in the cycle of quality measurement and quality improvement.

Lecturers noted during the site visit that the implementation of results-accountable teams is in progress and that these teams are not responsible for financial goals or success rates. It was also remarked that there are different teams: teams of

lecturers teaching in a specific professional task, teams of lecturers teaching in a course (part of a professional task), teams of lecturers that teach in a specific year, etc. With these teams, the coherence of the programme is ensured, and lecturers are aware of what happens in other courses and professional tasks.

The discussions with the curriculum committee during the site visit made clear that in the development of the new curricula the teams learn from each other through lecturers that are involved in both teams, alignment between year coordinators and by sharing experiences.

The programme believes that the results-accountable teams will also relieve the workload for individual lecturers. To reduce the workload, all team members have received 10% 'innovation hours', a buddy system has been introduced for new colleagues and workload/work happiness sessions are organised. The discussions with lecturers about the workload showed that lecturers truly form one team and are willing to help and step in for each other if needed.

Both variants are taught by their own team of lecturers. In the BO variant, 25 lecturers (16 FTE) are involved, in the IPM variant 15 lectures (10 FTE). Lecturers sometimes work for both variants of the programme. Some lecturers are also involved in the research groups. And the research groups are involved in the development and execution of the new curriculum. For example, in providing professional placements for students, the third year IPM challenge and in providing assignments for the Working project based professional task.

Lecturers of both variants are connected to professional practice and the university's research groups. The programme also hires alumni as lecturers, as well as trainees through the HHS trainee program. For the BO variant, the programme employs a few part-time lecturers who still hold their relevant positions in the work field while teaching at the programme. For the IPM variant, the teach-

ing staff is diverse and international, with lecturers with work and life experience across the globe.

All lecturers need to obtain their didactical qualifications (BKE and BDB) within the first two years at THUAS. Senior lecturers or lecturers who express an interest in developing as a lecturer are encouraged to take the SKE (currently 4). Lecturers in BO need to be able to work in Dutch on C1 level, lecturers in IPM need to be able to work in English on C1 level.

Regarding the new style of graduation (see standard 4) all year 3 and 4 lecturers of the BO variant have received assessment training to ensure they are equipped to coach students in this new style of graduation.

Regarding diversity and inclusion, two diversity & inclusion coordinators function as an authority to report missteps to, as leaders of implementing diversity & inclusion in the curricula, and as coaches for all team members. In addition, a diversity training was organised for first year students and staff of the BO variant. In the IPM variant, the development of the new curriculum is used to move away from using Western literature only and to add different perspectives to the curriculum. In addition, all IPM students were invited to join a feedback session for the development of the new curriculum.

The site visit taught the committee that BO students are very content about their lecturers. Lecturers are passionate, willing to learn and to go the extra mile for their students. Lecturers (of the BO variant) also put their network to use for the students. IPM students also value their lecturers passion and practical international experience. Lectures are interactive and students are challenged to be well prepared.

Mentoring and student information

The programme considers coaching to be a key-stone in students personal development. In the

first two years, students of both variants are assigned coaches who meet with them at regular intervals to discuss study progress, answer individual questions and as required, assist in troubleshooting. In the third and fourth year, as most students are away on internships/work placements, coaching is organized in groups of 10 students that meet together (online) with two mentors to support each other, discuss professional projects and share best practices and lessons learned. In addition, all students can contact their mentors individually for assistance if needed. Third- and fourth-year BO students are coached in the learning circle. In this phase coaching is geared towards the professional placement and internships, situations students encounter in the work field and the professional products students need to deliver. For IPM students in the third and fourth year the programme started in academic year 2022 - 2023 with more general coaching on a semi volunteer basis focused on preparing for the graduation phase, and beyond- towards a career.

In addition to the coaching, THUAS offers an extensive help structure for students who need more support. For students with functional disability extra assistance is also available.

When asked about points for improvement, lecturers mentioned extra attention for first generation students or students who cannot afford to study. Also, workspaces that facilitate hybrid educations were stated.

The programme is housed in the main THUAS building in Den Haag. The building offers a 'landing place' for both variants which includes extra study space for students that is open outside regular hours, multifunctional project landscapes for project meetings and teaching, lecture halls, library, ICT support, etc. Students are informed about the programme and the courses through the course manuals, the study guide and the digital learning environment.

Students the committee met with, noted that THUAS offers ample support, including several training courses for developing (study) skills. Even though the students the committee met with feel supported by the programme, not all students know how to find their way to additional support.

Students are involved in the development of the new curricula, by means of evaluations, meetings with student representatives, townhall meetings and focus groups. This was confirmed by the students the committee met with. They feel heard, are invited to provide feedback and the programme acts upon the feedback. The programme committee is also involved in the development of the new curriculum.

Considerations

The committee concludes that the programme enables students of both variants to realise the intended learning outcomes. The intended learning outcomes are translated into learning goals which are stipulated in the course guide and syllabus. Even though the professional tasks are the central themes in the curriculum of both variants, both variants also have their unique character. As mentioned before, this includes for example the dual character and professional placement in the BO variant and the international character of the IPM variant.

The professional orientation of the programme is reflected in the structure and content of both variants. The professional placement in the BO variant, the internship in the IPM variant and the guest lectures, field trips and assignments for external organisations in both variants add to this. IPM students expressed a need for more support in finding an internship; this is already acted upon by the programme.

The committee notes that research skills and an inquisitive attitude is adequately addressed in both variants. This is part of the professional task Evaluate and is explored throughout the programme. The committee observes that adequate

and up-to-date literature is used in the programme.

The committee is of the opinion that the programme offers a broad spectrum of minor programmes (in both variants) and valuable specialisations (in the IPM variant).

The committee invites the programme to be constantly aware of the theoretical foundation of the programme, in combination with its professional orientation, and to enable students to engage in theoretical (disciplinary) exploration and in-depth analysis. This can also be relevant for students who want to enrol in a master programme. Regarding to the latter, the committee is of the opinion that the premaster programme could be open for all students, not only the excellent students.

The committee recognises the importance of language for professionals in public administration and values the attention of the programme for students' linguistic skills. In addition, the programme has, in both variants, ample attention for the development of students' moral compass and 21st century skills.

Lecturers are competent, qualified, enthusiastic, and very committed. The committee is impressed by the way lecturers embrace and deal with the diversity of the student body. The programme listens to students, for example regarding the use of non-western literature and students feel seen by their lecturers.

The programme is very well organised, with result accountable teams, coordinators for each year and the curriculum committee. The committee appreciates the international experience of the

IPM staff and the professional expertise of both teams. The committee notes that workload is an issue and is acted upon by the programme management. The committee agrees with the programme that the instalment of results-accountable teams can help in dividing the workload. The committee noticed a high sense of ownership with lecturers regarding the programme and the new curriculum. In addition, lecturers are very supportive of each other.

The legal enrolment criteria are applicable to the programme. The programme has a sufficient mentoring system for students in place, that matches the need of bachelor students. The committee noted however that students not always know how find their way to extra support offered by THUAS.

Students are informed about the programme through the online learning environment and the study guides. For the IPM track, the unique location of the programme in Den Haag could be better utilized.

The committee values that students are involved in the development of the new curriculum. In this, students also feel heard, the committee learned during the site visit.

Based on the interviews and examination of the underlying documentation, the committee establishes that both variants of the programme **meet this standard**.

3. Student assessment

The committee concludes that the programme has an adequate assessment system in place. The intended learning outcomes (or professional tasks) are at the basis of this system. Effective measures are taken to guarantee the validity, reliability and transparency of the assessments, by using assessment matrices, rubrics, the more-eyes principle, assessment criteria, and narrative feedback. A variety of forms of assessments is used, that are fitting for the professional tasks students work on. The examination board and assessment committee are effectively organised and safeguard the quality of the assessments and graduation track in an active manner. The committee especially values the new role of the assessment committee, focused on supporting lecturers in constructing assessments in addition to the screening of the assessments. The committee concludes that both variants of the programme meet this standard.

Findings

The programme's assessment vision is based on the THUAS standards. In the programme's vision on assessment, assessment not only fulfils a summative function, but is also (and especially) a part of learning. Assessment should (also) have a learning function (or formative function) and should stimulate and guide student learning. Currently, this vision is integrated into policy, in the assessment plan in the new curriculum design and implemented.

To ensure the validity and reliability of the assessments assessment matrices and rubrics are used. The rubrics can be analytical, holistic or single point rubrics. In all cases, 'testing to help students learn' is the primary goal. Lecturers provide students with narrative feedback, not just at the end but also during the process by offering consults in formal and informal ways. General exams are made and assessed according to the four-eye principle. The programme believes that working in results-accountable teams will improve quality even further through learning with and from each other. Moreover, by working in these teams the programme expects there to be an almost automatic more-eyes principle in both designing and assessing exams. In addition, in the BO variant calibration sessions are organised each semester with everyone in the graduation phase. Last year most of the professional products that are part of the graduation portfolio have been part of a calibration session. In addition, for both variants year

team meetings are organised in which calibration takes place. The programme aims to organise joint calibration sessions with both variants on the professional products.

The forms of assessment used are linked to the professional tasks and usually involve a professional product. In the new curriculum the programme introduced a variety of assessments of professional products. Examples are a city walk on slavery in Delft (in BO year 2), a debate day at the city council (In BO), workshops that can be used in the actual work field (in the minor Sociale Innovatie in Stad en Wijk), art and film (in the minor Peace Practitioner) and a conference (in IPM year 2).

In addition to the professional products, the BO variant has a knowledge assessment in the first four semesters. This is a cumulative assessment consisting of different elements, relevant to the central theme and Body of Knowledge of that semester. Students can prepare for the assessment by making use of knowledge clips and by participating in Q&A sessions in preparation for the assessment. Within IPM, there is no separate knowledge assessment. This is integrated in the assessment: within most professional tasks the assessment consists of a knowledge based test and a professional assignment.

Students are informed about the method of assessment and the grading criteria at the start of

each course through course manuals and the digital learning environment. Students who need to redo exams from the old-style curriculum can make use of two resits one year after the curriculum changed.

BO students noted during the site visit that regarding the professional products, it is clear what is expected of them. Regarding the knowledge assessment, it was remarked that students feel less prepared since the preparation is mainly done through self-study rather than lectures.

BO students the committee met with, noted that free riding is usually not a problem. Students individual contributions are also part of the assessment criteria in group assessments. And starting this academic year, students maintain a journal and can choose their own groups for assignments.

Alumni the committee met with, mentioned that working with professional tasks and professional products was quite a change and sometimes stressful for them, since they were the first students to start in the new curriculum in year 2 and 4. They were able to share this with their lecturers.

Exam board

The exam board is a faculty wide exam board. The exam board's responsibilities include monitoring the quality of assessments and the end level and appointing examiners. The assessment committee (for both variants) operates under the supervision of the exam board. The assessment committee is responsible for safeguarding the quality of assessments, and compliance with assessment policy. Recently, the assessment committee has shifted its focus from the screening function to more emphasis on executing the assessment vision and training of lecturers beforehand. The assessment committee still screens assessments but also introduced assessment days in which all lecturers participate. These assessment days help ensure that our lecturers are competent and professional in the creation and execution of examinations and assessments. This academic year, the assessment committee organises three assessment days.

At the beginning of the academic year the assessment committee drafts an annual plan, which includes the screening plan. This plan is evaluated and assessed at the end of the academic year. The programme notes that currently the exam board and the assessment committee are not connected by a joint member. To ensure active alignment of the exam board and assessment committee both chairs meet 4 times a year. The site visit made clear that in addition, the exam board and assessment committee have five shared meetings per year.

During the site visit, the committee met with representatives of the exam board and the assessment committee. It became clear that the assessment committee is involved in the development of the new curriculum, for example by giving advice on the assessments that are being developed. The assessment days organised by the assessment committee are specifically tailored to the programme and for example address the assessment of professional tasks. This usually not covered in THUAS's BKE trajectory. It was also remarked that calibration of professional products takes places between lecturers. Lecturers start reviewing some of the students work, then calibrate with other lecturers and after that continue their reviewing and grading. The exam board screens the end level of the programmes every two years and attends calibration sessions as an observer. The exam board would like to also attend the graduation presentations.

Regarding the exam board, it was mentioned that the facilitation of the board is part of discussions with management. The workload is quite high since this is THUAS's 'largest' exam committee. The current discussions with management are open and a number of proposals are on the table.

Considerations

The committee concludes that an adequate system of assessment is in place. The quality assurance of the assessment system is solid and effective measures are taken to guarantee the validity, reliability and transparency of the assessments.

These include using assessment matrices, (single point) rubrics, the more-eye principle, assessment criteria and narrative feedback.

In general, the level of the different assessments studied by the committee was sufficient. The committee also notes that an appropriate variety in forms of assessment is used, that are fitting for the professional tasks at hand.

The exam board and assessment committee are active in safeguarding the quality of the assessments. The exam board carries out its formal role and checks the quality of the graduation track. The committee appreciates the new role that the assessment committee has appropriated, without

abandoning its responsibility for safeguarding the quality of assessments. The committee also values the assessment days that are organised. The committee concludes that the exam board and assessment committee have a good balance of responsibilities.

The committee values that the exam board and management openly discuss to find a constructive solution to reduce the workload of the exam board.

Based on the interviews and examination of the underlying documentation, the committee establishes that both variants of the programme **meet this standard**

4. Achieved learning outcomes

Based on the studied documents and the interviews, the committee concludes that graduates of the bachelor programme achieve the required level and the intended learning outcomes (or professional tasks). The committee appreciates the new set up of the graduation track, in which the professional tasks have an important role. Based on the studied files, the committee concludes that the level of the graduates is adequate and that students achieve the required bachelor's level. The graduation work showed a broad variety of themes. The theoretical underpinnings of the work were however relatively limited. In addition, the feedback on the assessment forms was also sometimes limited. The meetings with students and alumni confirmed that they are very capable of finding their way in the field of (international) public administration. The committee concludes that the programme meets the criteria for this standard.

Findings

For the BO variant the graduation track consists (since academic year 2021 - 2022) of the 60 ECTS professional placement during which students complete 4 out of 5 professional tasks at end level. The graduation is completed with a 'Bachelor proof' (capstone project) of 10 ECTS; the remaining professional task.

BO students are supervised in a learning circle. In the learning circle the learning process of students is supported by a combination of intervention and collaboration between students amongst themselves as well as between the group and the supervisor.

IPM students can choose between the 'old style' graduation track which consists of a thesis and advice report (very similar to the professional product advising) or the professional products track- in which students complete all 5 professional products at end level. With the 'old' style track, the programme wants to facilitate students who want to move on to a master's programme.

With the professional products, students create a portfolio with process descriptions and a reflection on the feedback from the employer. The programme notes that this ensures the professional relevance and a smooth transition to the labour market after graduation. In addition, students can choose their own graduation path, as long as they meet the learning outcomes and competencies.

The professional tasks are part of multiple graduation products which implies the end level is assessed multiple times.

The graduation tracks are assessed by a first and second reader and assessor who assess the product independently. In doing so assessment forms are used that include single point rubrics. The graduation tracks are finalised with a presentation/assessment, in which an external expert (for example the supervisor at the professional placement or internship) is involved as an advisor.

The site visit made clear that for the first group of students entering the graduation track, who did not have experience with the professional tasks as these were first implemented in year 3 and 4, extra training was made available. In addition, these students are supervised by experienced lecturers. In the BO variant the learning circles are helpful in this.

The programme notes that graduates often stay on after their professional placement or internship. This was confirmed by the alumni the committee met during the site visit.

Approximately 50% of the graduates continue their studies in a master programme. Alumni are involved as lecturer, guest lecturer, in providing professional placements and internships for student and by taking on roles in the graduation process (assisting in an assessment for instance). The alumni network is quite informal, and the

programme aims to formalise this and to make it more sustainable.

Considerations

The committee concludes that the programme has an adequate graduation track in place for both variants. The committee also values the new set up of the graduation track, in which the professional tasks have an important role. In assessing students' graduation work two examiners are involved and a single point rubric is used.

To assess whether students achieve the required bachelor level and the intended learning outcomes (or professional tasks), the committee studied 15 files, representing both variants. These files included both the 'old' style graduation track and the new, current style graduation track. Based on this, the committee is of the opinion that the level of the graduates is adequate and that students of both variants achieve the required bachelor's level. The committee agreed with the grades given. The graduation work showed a broad variety of themes.

The committee noticed that the theoretical underpinnings of the work was relatively limited. Students seem to opt for policy documents rather than literature or articles. In addition, the theoretical part often concerns conceptualization and operationalization of terms from the sub-questions rather than the use of relevant literature. The committee also noted that the feedback on the assessment forms is sometimes limited.

The meetings with students and alumni confirmed that they are very capable of finding their way in the field of (international) public administration. This was confirmed by the representatives of the professional practice the committee met with. And by the information provided by the programme: quite a lot of students find a job at their professional placement or internship.

Based on the interviews and examination of the underlying documentation, the assessment committee establishes that both variants of the programme **meet this standard**.

Attachments

Attachment 1 Assessment committee

dr. Ab F. Groen, voorzitter
Bestuurder in onderwijs

prof. dr N.S. (Nico) Groenendijk
Inland University /Høgskolen i Innlandet (HINN), Noorwegen, professor of Public policy, organisation and innovation

dr. Saniye Çelik
Lector Diversiteit en Inclusie, Hogeschool Leiden

Tim E. van den Berg, studentlid
Student Bestuurskunde HvA, voorzitter opleidingscommissie

The panel was supported by Titia Busing, registered secretary.
All of the above have signed a declaration of independence.

Attachment 2 Programme of the assessment

February 6th

Tijd	Activiteit
12.00-12.15	Ontvangst en welkom door opleiding
12.15-13.15	Lunch & Intern overleg panelleden
13.15-13.20	Verplaatsen naar locatie
13.20-14.25	Showcase – onderbouw
14.25-14.50	Verplaatsen naar zaal. Pauze en intern overleg panelleden
14.50-15.35	Gesprek met leden Examencommissie en Toetscommissie(s)
15.35-15.50	Pauze en intern overleg panelleden
15.50-16.35	Studenten BO
16.35-16.50	Pauze en intern overleg panelleden
16.50-17.20	Curriculum commissie
17.20-17.30	Afsluiting met opleidingsmanagement

February 7th

Tijd	Gespreksgroep of activiteit
08.45 – 09.00	Ontvangst panelleden
09.00 – 09.15	Intern overleg panelleden
09.15 - 10.00	Gesprek met Management en jaarcoördinatoren
10.00 – 10.15	Pauze en intern overleg panelleden
10.15 – 11.00	Gesprek met studenten IPM
11.00 – 11.15	Pauze, intern overleg panelleden
11.15 – 12.15	Gesprek met docenten (BO en IPM)
12.15 – 13.15	Pauze, lunch, intern overleg panelleden
13.15-14.00	Werkveld en alumni
14.00-14.15	Pauze
14.15 – 14.25	Presentatie showcase
14.25 – 14.55	Showcase Jaar 3-4
15.55-15.25	Graduation BO and IPM
15.25– 17.00	Pauze en overleg
17.00-17.30	Terugkoppeling panel

Attachment 3 Documents

- Self-evaluation report
- Programme Framework BO/IPM
- Lobo Competences with BOKS elements
- Opleidingsprofiel HBO Bestuurskunde Overheidsmanagement
- Cover Matrix new curriculum BO
- Cover Matrix IPM
- Support and coaching at The Hague University of Applied Sciences
- THUAS Educational vision and Framework
- External relation BO
- External relation plan IPM
- Curriculum committee plan 2022-23
- Study Guide BO
- Study guide IPM
- Module Guides LAP
- Module Guide Internship
- PER and OLP BO
- PER and OLP IPM
- SLB studiegidsen BO
- Study and career skills IPM
- Qualifications lecturers
- Memo Teams at THUAS
- Annual plan PLS
- Annual plan BO/IPM
- Assessment at THUAS
- Examination handbook (draft)
- Reports exam board
- Reports assessment committee
- List of BO Lap and internship places
- Bachelorproef guide
- IPM Graduation Track manuals
- Reports exam board
- Student graduation files (15)