



Public Administration
Erasmus University Rotterdam

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Summary

BSc Public Administration Science

This evaluation concerns a three-year full-time programme of 180 EC, which consists of two tracks offered in Dutch and English, respectively: *Bestuurskunde* (BSK) and Management of International Social Challenges (MISOC). Both tracks train students to understand and analyse societal challenges: while BSK focuses on the role of government and public sector organisations in managing these challenges at local, regional and national levels, the challenges in MISOC transcend national borders and require an international approach. The panel endorses the well-motivated choice of the educational management to offer the MISOC track in English.

The programme has a clear profile, which aligns with the domain-specific reference framework and reflects the trademark of Public Administration education at the Erasmus University Rotterdam (EUR): connecting theoretical knowledge with a practice orientation. It is commended for elaborating a relevant vision and mission and for reformulating a set of learning outcomes that fully reflect the substance, level and orientation of the bachelor programme.

The teaching-learning environment is strong. The curriculum is coherent and feasible, and the course contents allow students to demonstrate the ambitious learning outcomes. The organization of the bachelor thesis as a structured course with thesis circles proves a useful instrument to avoid study delay. The teaching staff combines substantive, methodological and research expertise with educational and assessment skills.

The programme has a robust assessment system, which is embedded in the provisions and policies of the school and the university. Since the previous accreditation, the programme has developed an assessment plan, is using a mixture of formative, summative and authentic assessment formats, and elaborated strong thesis assessment procedures. A sample review demonstrated that the final scores reflect the quality of the respective theses and that assessors complete each evaluation form in an insightful way. The provisions for assessment quality assurance are impressive: the programme is in competent hands with the Examination Board and the Test Committee.

Students who eventually graduate the bachelor programme have achieved all learning outcomes. The sample of BSK and MISOC theses showed that the overall quality is high. The acquired competencies allow BSK and MISOC graduates to pursue relevant master programmes at EUR, elsewhere in the Netherlands, and abroad.

Diversity is on the radar of the bachelor programme, the department, the school and the university. The appointment of a Diversity & Inclusion officer and the elaboration of a Diversity & Inclusion plan have led to several initiatives that are monitored and evaluated regularly.

The panel's overall assessment of the bachelor programme is positive. Nonetheless, it identified a few areas where there is room for improvement. The programme may want to:

- find more common ground between the BSK and MISOC tracks and their students;
- provide more guidance in finding (compulsory or elective) internship positions;
- involve alumni more systematically in curricular and extra-curricular events;
- enlarge the Advisory Board with alumni and employers who represent the international dimension of the programme.

MSc Public Administration (MPA)

This evaluation concerns a one-year full-time programme of 60 EC, which consists of four Dutch-language specialisations and three English-language tracks that share the same set of learning outcomes. The substantive core of the MPA programme is similar to the BSc programme yet it enables master students to learn at an advanced level about the complex work field of public administration. The panel endorses the well-motivated choice of the educational management to offer the international tracks in English.

The MPA programme has a clear profile, which aligns with the domain-specific reference framework and reflects the trademark of Public Administration education at EUR: connecting theoretical knowledge with a practice orientation. It is commended for elaborating a relevant vision and mission and for reformulating a set of learning outcomes that fully reflect the substance, level and orientation of the master programme.

The teaching-learning environment is strong. The curricular set-up is very similar for the four Dutch-language specializations: students have two courses in common and then follow three specific courses per individual track. The English-language specializations all follow a proper rationale given their respective multi- and interdisciplinary approaches. The organization of the master thesis as a structured course with thesis circles proves a useful instrument to avoid study delay. From a substantive point of view, each MPA specialization contains enough individual elements, represents a prominent area of research in the department and is viable in terms of student numbers. Across specialisations, the teaching staff combines substantive, methodological and research expertise with educational and assessment skills.

The MPA programme has a robust assessment system, which is embedded in the provisions and policies of the school and the university. Since the previous accreditation, the programme has developed an assessment plan, is using a mixture of formative, summative and authentic assessment formats, and elaborated strong thesis assessment procedures. A sample review demonstrated that the final scores reflect the quality of the respective theses and that assessors complete each evaluation form in an insightful way. The provisions for assessment quality assurance are impressive: the programme is in competent hands with the Examination Board and the Test Committee.

Students who eventually graduate the MPA programme have achieved all learning outcomes. The sample of theses covering all specialisations showed that the overall quality is high. The programme offers a good quality and comprehensive preparation for professional employment as MPA graduates find a job that is commensurate with their level and the field of their specialization.

Diversity is on the radar of the master programme, the department, the school and the university. The appointment of a Diversity & Inclusion officer and the elaboration of a Diversity & Inclusion plan have led to several initiatives that are monitored and evaluated regularly.

The panel's overall assessment of the master programme is positive. Nonetheless, it identified a few areas where there is room for improvement. The MPA programme may want to:

- communicate better how course contents align with the specialisation titles;
- provide more guidance in finding (compulsory or elective) internship positions;
- diversify the literature, cases and assignments beyond the Western cultural paradigms;
- involve alumni more systematically in curricular and extra-curricular events;
- enlarge the Advisory Board with alumni and employers who represent the international dimension of the programme.

MSc International Public Management and Public Policy (IMP)

This evaluation concerns a one-year full-time programme of 60 EC, which is taught in English. The IMP programme shares several core elements with the BSK/MISOC and MPA programmes, but stands apart through its focus on international organizations and the European Union, and their interactions with other actors. The panel endorses the well-motivated choice of the educational management to offer the programme in English.

The IMP programme has a clear profile, which aligns with the domain-specific reference framework and reflects the trademark of Public Administration education at EUR: connecting theoretical knowledge with a practice orientation. It is commended for elaborating a relevant vision and mission and for reformulating a set of learning outcomes that fully reflect the substance, level and orientation of the master programme.

The teaching-learning environment is strong. The curriculum is coherent and feasible, and the course contents allow students to demonstrate the ambitious learning outcomes. The selective admission criteria ensure that particularly resourceful students are attracted and effectively finish the programme. The organization of the master thesis as a structured course with thesis circles proves a useful instrument to avoid study delay. The teaching staff combines substantive, methodological and research expertise with educational and assessment skills.

The programme has a robust assessment system, which is embedded in the provisions and policies of the school and the university. Since the previous accreditation, the programme has developed an assessment plan, is using a mixture of formative, summative and authentic assessment formats, and elaborated strong thesis assessment procedures. A sample review demonstrated that the final scores reflect the quality of the respective theses and that assessors complete each evaluation form in an insightful way. The provisions for assessment quality assurance are impressive: the programme is in competent hands with the Examination Board and the Test Committee.

Students who eventually graduate the IMP programme have achieved all learning outcomes. The sample of theses showed that the overall quality is high. The programme offers a good quality and comprehensive preparation for professional employment as IMP graduates find a job that is commensurate with their level and the field of their specialisation.

Diversity is on the radar of the master programme, the department, the school and the university. The appointment of a Diversity & Inclusion officer and the elaboration of a Diversity & Inclusion plan have led to several initiatives that are monitored and evaluated regularly.

The panel's overall assessment of the master programme is positive. Nonetheless, it identified a few areas where there is room for improvement. The IMP programme may want to:

- provide more guidance in finding internship positions;
- diversify the literature, cases and assignments beyond the Western cultural paradigms;
- involve alumni more systematically in curricular and extra-curricular events;
- enlarge the Advisory Board with alumni and employers who represent the international dimension of the programme.

Score table

The panel assesses the programmes as follows:

B Public Administration Science

Standard 1: Intended learning outcomes	meets the standard
Standard 2: Teaching-learning environment	meets the standard
Standard 3: Student assessment	meets the standard
Standard 4: Achieved learning outcomes	meets the standard
Standard 5: Diversity	meets the standard

General conclusion positive

M Public Administration

Standard 1: Intended learning outcomes	meets the standard
Standard 2: Teaching-learning environment	meets the standard
Standard 3: Student assessment	meets the standard
Standard 4: Achieved learning outcomes	meets the standard
Standard 5: Diversity	meets the standard

General conclusion positive

M International Public Management and Public Policy

Standard 1: Intended learning outcomes	meets the standard
Standard 2: Teaching-learning environment	meets the standard
Standard 3: Student assessment	meets the standard
Standard 4: Achieved learning outcomes	meets the standard
Standard 5: Diversity	meets the standard

General conclusion positive

The chair and the secretary of the panel hereby declare that all panel members have studied this report and that they agree with the judgements laid down in the report. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Prof. Andrew Massey
Chair

Mark Delmartino
Secretary

Date: 16 February 2024

Introduction

Procedure

Assessment

On 27 and 28 October 2023, an independent peer review panel visited the Erasmus School of Social and Behavioural Sciences (ESSB) in Rotterdam to assess the quality of three degree programmes: the Bachelor and Master programmes in Public Administration and the Master International Public Management & Public Policy. This visit is part of the cluster assessment Public Administration, involving 20 degree programmes at eight higher education institutions across the Netherlands. The assessment followed the procedure and standards described in the NVAO-EAPAA agreement signed on 18 May 2021. Programmes and institutions participating in this cluster assessment want to obtain accreditation by both the Dutch-Flemish Accreditation Body (NVAO) and the European Association for Public Administration Accreditation (EAPAA).

On request of the cluster Public Administration, quality assurance agency Academion coordinated the assessment of the different programmes. It composed the peer review panel in cooperation with the institutions taking into account the expertise and independence of the members and ensuring consistency within the cluster. The composition of the panel was approved by EAPAA on 11 September 2023 and by NVAO on 14 September 2023.

The coordinator at Academion, Peter Hilderling, instructed the panel chairs on their role in the site visit according to the Panel chair profile (NVAO 2016) in May, and briefed the cluster panel members on the NVAO-EAPAA assessment procedures in June 2023. On behalf of Academion, Mark Delmartino and Esther Poort – both NVAO-certified secretaries – liaised with the institutions and assisted the panels before and during the site visits. Afterwards, they drafted the assessment reports in close co-operation with the chairs and panels.

Assessment of EUR programmes

The panel assessed three degree programmes offered by the ESSB Department of Public Administration and Sociology at the Erasmus University Rotterdam (EUR). The three-year full-time 180 EC bachelor programme consists of a Dutch-language track in Public Administration (*Bestuurskunde*, BSK) and an English-language track Management of International Social Challenges (MISOC).

The master Public Administration Science (MPA) is a one-year full-time 60 EC degree programme. It consists of seven specializations that share the same set of learning outcomes. Four tracks are taught in Dutch: Policy and Politics, Governance and Management of Complex Systems, Public Management, and Management of Human Resources and Change. Three specializations – Governance of Migration and Diversity, Urban Governance, Organizational Dynamics in the Digital Society – are offered in English. Per September 2023, the programme launched a fourth new international specialization called Public Governance, Management and Policy, offered in an online format. Due to the timing of the site visit in October 2023, it was too early for this specialization to be included in the panel assessment.

Established more than 20 years ago as a specialization of MPA, the one-year full-time 60 EC master International Public Management & Public Policy (IPM) is now a self-standing degree programme that is taught in English and has a distinctly international orientation.

Site visit

In the months preceding the visit, the secretary, panel chair and EUR team discussed the programme of the site visit. This resulted in a comprehensive schedule that is presented in Appendix 3. The panel wants to express its gratitude for the way these sessions were organized by the EUR team and for the enthusiasm and openness of the participants towards the panel. The panel has used the internal meetings and breaks to prepare sessions and to discuss its findings on the respective degree programmes.

In the run-up to the site visit, the panel studied the self-evaluation reports and accompanying materials the programmes had put at disposition. An overview of these materials is provided in appendix 4. Furthermore, the panel reviewed a sample of 15 theses per programme, which were representative in terms of final grades and examiners, and where applicable covered the different tracks and specializations. The theses were selected by the panel chair in consultation with the secretary, based on anonymized lists of students who had graduated in the academic year 2021-2022. The panel wants to thank the team at EUR for the high quality materials and for making the theses and evaluations available in time.

Having studied the materials and reviewed the theses and their assessments, the panel members reported their initial findings to the secretary. The secretary compiled the first impressions in a compilation note, which served as a basis for discussion during the panel's preparatory meetings on 17 and 20 October 2023. These meetings focused on mapping the key strengths of the respective programmes, on listing the issues that required further discussion on site, and on identifying pieces of additional information. On behalf of the panel, the secretary reported the outcome of the meetings to the team at EUR on 20 October.

The Open Consultation Hour for students, teaching and support staff involved in the three degree programmes under review was scheduled alongside the preparatory meeting. Eventually, nobody used the opportunity to discuss individually and confidentially with the panel.

Towards the end of the site visit, the EUR programme representatives and the panel discussed pathways for further development in the so-called Development Dialogue session. A separate report on this session will be produced by the EUR team. The outcome of this session has no impact on the findings, considerations and conclusions in the present assessment report.

At the end of the site visit, the panel chair publicly presented the preliminary findings of the panel on the three degree programmes according to the NVAO-EAPAA framework.

Report

After the site visit, the secretary wrote a draft report based on the panel's findings. This report is structured along the five NVAO-EAPAA standards. The report was first submitted to the coordinator at Academion for peer assessment and then to the panel for feedback. After processing this feedback, the secretary sent the draft report to EUR in order to have it checked for factual inaccuracies. The secretary discussed the ensuing comments with the panel chair, implementing changes where relevant. The panel then finalized the report, and the coordinator sent it to the Erasmus University Rotterdam.

Panel

The following panel members were involved in the cluster assessment:

- Prof. Andrew Massey, professor of Government, King's College London – chair;
- Prof. Monique Kremer, professor of Active Citizenship, University of Amsterdam – chair;

- Prof. Ernst ten Heuvelhof, emeritus professor of Public Administration, Delft University of Technology;
- Prof. Peter Bursens, professor of Political Science, University of Antwerp;
- Prof. Ellen Wayenberg, professor of Public Governance and Management at Ghent University and member of the EAPAA Accreditation Committee;
- Prof. Calin Hintea, professor of Public Administration and Management at Babes-Bolyai University and member of the EAPAA Accreditation Committee;
- Prof. Thurid Hustedt, professor of Public Administration and Management at Hertie School Berlin and member of the EAPAA Accreditation Committee;
- Dr. Hester Glasbeek, advisor Leadership Development at Amsterdam University of Applied Sciences, and Senior Partner of Reflect Academy: For Leadership in Learning;
- Anje-Margreet Woltjer MSc, director of SPO Utrecht;
- Prof. Ria Janvier, professor of Social Law, University of Antwerp;
- Prof. Leo Huberts, emeritus professor of Public Administration, Vrije Universiteit;
- Prof. Heinrich Winter, professor of Public Administration, University of Groningen;
- Wim de Boer MSc, lecturer Public Administration and Governance at Haagse Hogeschool;
- Prof. Tanja Klenk, professor of Public Administration and Public Policies, Helmut-Schmidt-University Hamburg;
- David Van Slyke PhD, professor of Public Administration, The Maxwell School of Citizenship and Public Affairs;
- Prof. Geske Dijkstra, emeritus professor of Governance and Global Development, Erasmus University Rotterdam;
- Prof. Esther Versluis, professor of European Regulatory Governance, Maastricht University;
- Prof. Zoe Radnor, professor of Service Operations Management, Aston University;
- Prof. Sophie Vanhoonacker, professor of Administrative Governance, Maastricht University;
- Prof. Kees van Paridon, emeritus professor of Economics, Erasmus University Rotterdam;
- Prof. Tannelie Blom, emeritus professor of European Integration, Maastricht University – referee;
- Tom Hillenaar BSc, master student Engineering and Policy Analysis, Delft University of Technology – student member;
- Sibel Gökbekir BSc, master student of Complex Systems Engineering and Management at Delft University of Technology, and of International and European Union Law at Erasmus University Rotterdam – student member.

The panel assessing the three degree programmes at Erasmus University Rotterdam consisted of:

- Prof. Andrew Massey, professor of Government, King's College London – chair;
- Prof. Thurid Hustedt, professor of Public Administration and Management at Hertie School Berlin and member of the EAPAA Accreditation Committee;
- Prof. Peter Bursens, professor of Political Science, University of Antwerp;
- Prof. Leo Huberts, emeritus professor of Public Administration, Vrije Universiteit;
- Prof. Ria Janvier, professor of Social Law, University of Antwerp;
- Tom Hillenaar BSc, master student Engineering and Policy Analysis, Delft University of Technology – student member.

Information on the programmes

Name of the institution:	Erasmus University Rotterdam
Status of the institution:	Publicly funded institution
Result institutional quality assurance assessment:	Positive
Programme name:	B Bestuurskunde
CROHO number:	56627
Level:	Bachelor
Orientation:	Academic
Number of credits:	180 EC
Specialisations or tracks:	Bestuurskunde Management of International Social Challenges
Location:	Rotterdam
Educational minor:	Not applicable
Mode(s) of study:	Fulltime
Language of instruction:	Dutch/English
Submission date NVAO:	1 May 2024
Programme name:	M Public Administration
CROHO number:	60020
Level:	Master
Orientation:	Academic
Number of credits:	60 EC
Specialisations or tracks:	Beleid en Politiek Publiek Management Governance en Management van Complexe Systemen Management HR en Verandering Urban Governance Governance of Migration and Diversity Organisational Dynamic in the Digital Society
Location:	Rotterdam
Mode(s) of study:	Fulltime
Language of instruction:	English/Dutch
Submission date NVAO:	1 May 2024
Programme name:	M International Public Management and Public Policy
CROHO number:	60448
Level:	Master
Orientation:	Academic
Number of credits:	60 EC
Specialisations or tracks:	not applicable
Location:	Rotterdam
Mode(s) of study:	Fulltime
Language of instruction:	English
Submission date NVAO:	1 May 2024

Description of the assessment

Organisation

This report covers three degree programmes that are embedded in ESSB and offered by the Department of Public Administration and Sociology (DPAS). They are chaired by the Dean and fall under the responsibility of the Vice-dean for education. The bachelor programme is managed by two directors, one for each track (BSK and MISOC). The master programmes director heads both master programmes, while the MPA specializations and the IMP programme have dedicated coordinators. The Board of Examiners operates at school level and includes members who teach on the public administration programmes. The Programme Committee operates at programme level, with dedicated representation of students and staff from all programmes and tracks. The department is headed by a chair. DPAS has an Advisory Board of both alumni and non-alumni representing different public sectors and public sector-related companies. In terms of educational innovation, programme staff and management are supported by services at university level and by the ESSB Learning and Innovation team.

Recommendations previous accreditation

In the previous accreditation round, the then panel issued a positive conclusion on the three degree programmes. It did not issue any strong recommendations but advised all three programmes among others to sharpen their mission statements and strengthen their thesis evaluation procedures. The current panel noticed that considerable changes have been made to the programmes since the previous visit, including on those points that were earmarked by the previous panel. These developments will be reported in the respective standards.

Standard 1. Intended learning outcomes

The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

Findings

Profile

The core elements of the three degree programmes under review exist already for a long time as the bachelor and master Public Administration were initially accredited in 2002. Right from the start, the public administration programmes at EUR focused on connecting theoretical knowledge with a practice orientation, which has become their widely recognized trademark across the Dutch higher education landscape. Over the years, the programmes have been adjusted in different ways, notably by offering IMP as a self-standing master programme since 2011-2012 and by adding the MISOC track in the bachelor programme as of 2016-2017.

At the time of the previous accreditation visit, in October 2017, the then panel noticed that all three programmes shared the same mission, which it thought was clear but broad and did not fully represent the programmes' common trademark or their unique characteristics. The current panel gathered from the extensive descriptions in the self-evaluation reports and the discussions on site that the programme teams have paid extensive attention to revising the mission in order to strengthen and clarify the respective programme profiles. This process of revision and reformulation has been a joint endeavour, involving also

Programme Committee members, policy advisors and the Advisory Board. Since September 2021, each programme has implemented its own mission, which is built around a common core and does justice to the particularities of the three programmes in terms of level and substance.

The mission of the bachelor programme - *“we educate and train public administrators who can identify and analyse social and governance issues, advise on solutions, and professionally organize the requisite processes”* - emphasizes the practice-oriented focus by explicitly including ‘professionally’ in the mission and by using active terms such as ‘identify’, ‘analyse’, ‘advise’, and ‘organize’. Both BSK and MISOC tracks share the ambition to train students to understand and analyse societal challenges and focus on the role of government and public sector organizations in understanding and addressing (managing) those challenges. According to the programme, an interdisciplinary and multilevel approach is required to understand the different perspectives and implications of societal challenges at multiple layers of government and public sector organizations. Hence the programme combines insights from law, economics, sociology and political science that form the foundation of public administration research and theory. The MISOC and BSK tracks focus on different levels of social challenges. In MISOC the challenges (e.g. climate change, globalization, migration) transcend national borders and require an international approach, while BSK focuses on societal challenges at local, regional and national levels (such as citizen participation, local service delivery, ageing workforce). The panel welcomes the revised programme mission, which does justice to both the overall trademark of public administration programmes and to the distinct BSK and MISOC profiles. Moreover, the panel appreciates the programme focus on social/societal challenges.

The mission of the MPA programme - *“we educate and train public administrators who can identify and analyse social and governance issues, advise on solutions, and organize the requisite processes in a professional, independent, and advanced way”* - differs from the bachelor programme in terms of level of student advancement and independence. While the core of the MPA programme is very similar to BSK/MISOC (role of government and public sector organizations, complex and multifaceted societal and governance challenges, interdisciplinarity and multi-level cooperation, professional orientation), it stands apart by enabling master students to learn at an advanced level by using their scientific knowledge and skills in the complex work field of public administration. The panel welcomes the resulting programme mission, which does not only do justice to the overall trademark of public administration programmes at EUR, but also clearly distinguishes the MPA programme as a higher (master) level programme with a strong orientation on practice.

The IMP programme focuses on the role of international organizations, national governments and the public sector in understanding and addressing international challenges. This specific focus is reflected in the programme’s mission: *“we educate and train future professionals in public management and public policy in an increasingly international environment, providing them with both advanced scientific concepts, theories and tools to analyse the multi-level governance space, as well as skills and experience relevant to their careers.”* The IMP programme shares several core elements with BSK/MISOC and MPA (role of government and public sector organizations, multi-level cooperation, multi-disciplinary approach, practice orientation), yet stands apart through its focus on international organizations and the European Union, and their interactions with other actors. IMP is situated at the intersection between international relations and European studies on the one hand, and the study of public administration on the other hand. It offers a policy and management-oriented perspective to students who enter the programme with a theoretically oriented undergraduate degree in international relations or a culturally oriented degree in international or European studies. For students with a bachelor’s degree in public administration, IMP adds distinct international and EU perspectives. The panel welcomes the specific programme mission, which does not only do justice to the overall trademark of public administration programmes at EUR, but also clearly captures the higher (master)

level of the programme, its academic foundation and professional outlook, and the substantive features that distinguish IMP from the MPA programme.

During the visit, the panel discussed with programme management and staff to what extent IMP is a stand-alone programme, also from a content and research point of view. The answers were very convincing in the sense that IMP is a Public Administration programme that also addresses the disciplines of European studies, Development Studies and International Relations. It therefore attracts students from a variety of backgrounds, including public administration. Compared to the MPA programme, IMP brings in the political environment, puts extra emphasis on economics and has a specific focus on the European Union. The panel understands that the IMP content is sufficiently different from the MPA programme and its specializations. Moreover, the panel acknowledges the viewpoint of the educational management that any attempt to bring IMP back under the MPA umbrella would require too many compromises and affect the current – healthy and robust – IMP profile/programme.

Intended learning outcomes

The previous panel concluded in its accreditation report that for all three programmes, the intended learning outcomes (ILOs) were in line with the level, academic orientation and (inter)national requirements of the field. However, the panel also noticed that the ILOs could be rephrased to better match the profile and objectives of the respective programmes. The current panel gathered from the extensive descriptions in the self-evaluation reports and the discussions on site that the programme teams have not only revised their mission, but also adjusted the ILOs in order to improve the fit between mission, profile and programme content. Also this process of reformulation has been a joint endeavour involving Programme Committee members, policy advisors and alumni on the Advisory Board. Since September 2021, all three programmes operate an adjusted set of ILOs, which are presented in Appendix 1 to this report.

The bachelor programme features fifteen ILOs. The panel noticed that BSK and MISOC graduates are expected to demonstrate a nearly identical set of competencies. As MISOC focuses more on international societal challenges, this international orientation is mentioned specifically in five learning outcomes of that particular track. Moreover, the learning outcomes reflect the Dublin Descriptor requirements for first-cycle (bachelor) programmes, as well as its five components: knowledge and understanding, application of knowledge and understanding, judgement, communication skills and learning skills. In addition, the learning outcomes cover two additional descriptors that are specific to the Dutch Qualification Framework (NLQF): problem-solving skills, and responsibility & independence. The panel welcomes the adjusted learning outcomes: the current set of ILOs does not only align with the substance (public administration), level (bachelor) and orientation (academic) of the programme but also reflects the specific profile and objectives of the BSK/MISOC tracks as they are offered at EUR. Acknowledging the extensive efforts of the programme team, the panel thinks that the resulting set of ILOs constitutes a net improvement compared to the previous set in terms of structure, formulation and underpinning.

The MPA programme also features 15 ILOS, which are identical for all specializations. Six ILOs are shared with the IMP programme. While the organization of the learning outcomes is similar to the bachelor programme and covers the five Dublin Descriptor components, their formulation reflects the specific Dublin Descriptor requirements for second-cycle (master) programmes. In line with the reformulated mission of the programmes, the master level of the MPA programme learning outcomes is visible in the systematic use of terminology such as ‘advanced’, ‘elaborate’, ‘complex’, ‘independent’, and ‘critical’. The panel welcomes the adjusted learning outcomes: the current set of ILOs does not only align with the substance (public administration), level (master) and orientation (academic) of the programme but also reflects the specific profile and objectives of the MPA programme as it is offered at EUR. Acknowledging the extensive efforts of

the programme team, the panel thinks that the resulting set of ILOs constitutes a net improvement compared to the previous set in terms of structure, formulation and underpinning.

The IMP programme features 16 ILOs: their organization is in line with those of the MPA programme. The IMP learning outcomes also cover the five Dublin Descriptor components and reflect the requirements for second-cycle programmes. While six ILOs are identical to the MPA programme, others have a specific focus on international public management and policy. Two ILOs address explicitly the capacity of IMP students to identify, reflect on and make reasoned decisions on future career paths. The panel welcomes the adjusted learning outcomes: the current set of ILOs does not only align with the substance (public management and public policy), level (master) and orientation (academic) of the programme but also reflects the specific profile and objectives of the IMP programme as it is offered at EUR. Acknowledging the extensive efforts of the programme team, the panel thinks that the resulting set of ILOs constitutes a net improvement compared to the previous set in terms of structure, formulation and underpinning.

The panel gathered from the written materials that all three programmes follow the provisions of the domain-specific reference framework Public Administration, Public Governance & Governance and Organisation (PAGO). Established in 2010 and reaffirmed in 2016 and 2022, the PAGO framework sets 25 learning objectives. The panel noticed that the ILOs of the degree programmes under review at EUR correspond with the PAGO learning objectives.

Professional field

The three programmes under review share the vision and mission that the relationship with the professional field is central in their respective educational processes. The panel noticed that this element is characteristic of both EUR and ESSB, that it fits the EUR-wide strategy of creating positive societal impact, and that it is structurally embedded in the programmes and their respective track and specialization curricula.

Across the three programmes, the practical orientation and relevant professional skills are incorporated into the new sets of learning outcomes. Moreover, each curriculum is designed in such a way that students acquire both academic and professional skills and are in direct contact with the professional field at various moments and different ways. Staff on the programmes often have ancillary positions in the field and/or conduct research in cooperation with organizations in the field. According to the panel, the trademark of the public administration programmes at EUR - connecting theoretical knowledge with a practice orientation - is clearly visible in the day-to-day delivery of the courses, tracks and programmes.

On a more aggregate level, the orientation towards the professional field is ensured through the departmental Advisory Board consisting of both programme alumni and (potential) employers/internship providers from different public sectors, including government departments, local authorities, international organizations, and public sector-related companies. In principle the Board meets twice a year and in this way offers a continuous and direct connection with the professional field and the labour market. The panel was informed that the Advisory Board played an important role in reformulating the mission and ILOs of the IMP programme to include the notion that it educates and trains future professionals and that students can reflect on future career paths.

The current composition of the Advisory Board shows that taken together, the 16 members cover a broad range of professional domains. The panel appreciates the existence of a broad and numerous Advisory Board that is called upon to advise on programme adjustments. If anything, the panel noticed that the international dimension of the respective degree programmes (MISOC, IMP, the English-language MPA specializations) is somewhat under-represented in the membership. Given the active involvement of the

Advisory Board in programme quality monitoring and the envisaged curriculum review of the MPA programme, the Advisory Board could be extended with some additional members in specific domains such as migration, diversity, urban governance, or international public management.

Considerations

Based on the written materials and the discussions on site, the panel considers that the three degree programmes at EUR have a clear profile, which is in part shared and in part specific. These profiles align with the PAGO disciplinary framework and reflect the trademark features of education in Public Administration at university (EUR), school (ESSB) and department (DPAS) level. The degree programmes have always stood out in the Dutch higher education landscape as academically robust studies that train students to understand and analyse multi-layered societal challenges and prepare future public administration professionals for practice.

Acknowledging that this is still the unique selling proposition of the three programmes, the panel thinks particularly highly of the way this profile has been translated in recent years into programme-specific missions, objectives and learning outcomes. It commends the programme teams and other stakeholders such as programme committee members, policy advisors and alumni for elaborating such missions that are relevant to the overall vision on public administration education at EUR and do justice to the specific characteristics of each individual degree programme.

Furthermore, the panel considers that the ensuing review and adjustment of the intended learning outcomes has clearly been for the better: the current sets of learning outcomes reflect clearly the profile and mission of the respective BSK/MISOC, MPA and IMP programmes and their formulation is very much up to quality in terms of structure and underpinning. In this regard, the panel appreciates in particular the successful combination of common ILO statements and specific formulations that distinguish the programme objectives in terms of level and/or substance.

The panel welcomes the existence and remit of the Advisory Board, which advises the programmes on developments in the professional field and the labour market. In the near future, the programmes may want to enlarge the Board with additional representatives who can contribute to the professional/labour market developments that affect the international dimensions of the respective degree programmes.

Conclusion

The panel concludes that all three degree programmes meet standard 1 of the NVAO-EAPAA framework.

Standard 2. Teaching-learning environment

The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

Findings

BSc Public Administration Science

The bachelor Public Administration Science is a three-year full-time programme which amounts to 180 EC and consists of two tracks: right from the start students indicate whether they enrol on the Dutch-language *Bestuurskunde* (BSK) track or the English-language Management of International Social Challenges (MISOC) track. At the time of the accreditation visit, the recently revised curricula of both tracks are being

implemented year by year between September 2022 and August 2025. The new curricula are presented in Appendix 2 to this report.

Compared to other public administration programmes in the Netherlands, the bachelor programme attracts a large number of students. Since the previous accreditation visit, the average yearly intake was 342 students. However, this number has fluctuated over time in the sense that the intake first increased from 289 in 2017-2018 to 416 in 2021-2022 and then went down to 284 in September 2023. The panel understands that the growth figures are likely connected at least in part to the growing reputation and awareness of the MISOC track, which was launched in September 2016. The programme team, however, could not point to a particular reason why the intake had gone down recently. As the BSK track used to attract more students than MISOC, the panel noticed that the most recent cohort counts almost an equal number of BSK and MISOC students (147 vs 137).

At the time of the previous accreditation visit, the curriculum was organized sequentially and adopted a problem-based learning approach. The new curriculum is structured along five common learning lines – policy, governance, management & organization, research methods, and skills – and one specific learning line for BSK and MISOC, respectively. The academic year is organized in four consecutive blocks of two parallel courses each. Based on the extensive written materials and the discussions on site with management, staff and students, the panel found that the new curriculum was well thought through and that altogether the different learning lines and courses formed a coherent package. The panel acknowledges the efforts of the programme team to align the programme learning outcomes with the learning goals of the different courses. Moreover, the discussions on site have clarified, and convinced the panel that the trademark of the public administration programmes at EUR – connecting theoretical knowledge with a practice orientation – has always been present and continues to be at the forefront of the new curriculum. Hence, the panel established that the 15 learning outcomes are effectively trained and tested throughout the courses and the bachelor thesis.

Most courses are compulsory. Students can tailor their study programme through the minor (15 EC) in the fifth semester, the thesis topic (15 EC) in the sixth semester and the research project topic at the end of year 2. BSK students are also free to choose the organization for their compulsory internship (15 EC) in the fourth semester. The panel was informed that it is university-wide policy to have a minor period of (only) 15 EC. The choice on offer is very broad, though: in fact many bachelor students across EUR follow a dedicated minor in order to prepare for a follow-up master programme in a (somewhat) different discipline. Other BSK/MISOC students go abroad to one of 84 partners in 33 countries. Still other – MISOC – students perform an internship during the minor period. The Bachelor Project (15 EC) constitutes the final course of the curriculum and consists of a piece of individual research, the bachelor thesis. The course is spread over the final two study blocks and is organized in a similar way in both BSK and MISOC tracks. Students are offered a broad range of themes, within which they are free to identify a topic, a research method and a theoretical approach. Based on their choice, students are allocated to so-called “thesis circles” where they meet weekly in small groups with their supervisor. During the project, students go through the full research cycle: from formulating the problem statement and research question to determining the theoretical framework to analysis, discussion, conclusion, and recommendations.

The students the panel spoke to were satisfied with the opportunities to tailor their study programme. While some students found the minor period too short, they all made good use of the broad offer. If anything, some international students on the MISOC track would have liked some more support in finding an adequate internship position. BSK students, moreover, indicated that the internship was not always a complete success because internship providers tend to prefer longer stays. Students also appreciate that they can

choose an individual thesis topic yet are supported in group, which keeps up the pressure to proceed with the research and finish in time.

In sum, the panel welcomes the new structure of the curriculum, the clear learning lines and the opportunities it offers for students to pursue their own interests. The panel also appreciates the individual components of the programme such as the internship, the exchange/minor and the research project/master thesis. It does call upon the programme team to look for ways how the reported flaws in both the compulsory and optional internship can be mitigated.

While students enrol for a specific track, some courses are offered to both BSK and MISOC students. The panel was informed that there has been unease and even reluctance among some Dutch BSK students that they had to attend courses offered in English to a mixed audience. Moreover, students indicated that there is not much interaction between the two cohorts, even if 35% of the MISOC students is Dutch. The programme team and teaching staff are aware of the situation and have tried to mitigate the issue by offering Dutch students the opportunity to raise questions in Dutch and by not mixing the composition of the course-related seminars. Moreover, BSK students can take the exam in Dutch. The programme directors nonetheless want to continue offering some courses in common because they see the importance of exposing Dutch students to an international environment and perspective. The panel supports this approach.

MSc Public Administration

The master Public Administration is a one-year full-time programme, which amounts to 60 EC and consists of several specializations. Compared to other public administration programmes in the Netherlands, the MPA programme attracts a large number of students. Since the previous accreditation visit, the average yearly intake was 235 students. However, this number has fluctuated over time in the sense that the intake first increased from 215 in 2017-2018 to 303 in 2020-2021 and then went down to 214 in September 2023. The panel understands that the fluctuations are at least in part connected to the growing or declining success of individual specialisations and the need for new tracks to build reputation. It noticed that in general the Dutch-language specializations tend to attract more students than the international tracks.

Right from the start, students enrol for a particular track. Since the previous accreditation visit, several tracks have been suspended, while other specializations have been added. The current panel has looked at four Dutch-language specializations and three specializations taught in English. The curricula of these seven specializations are presented in Appendix 2 to this report.

- Policy and Politics (*Beleid en Politiek*, BP) focuses on the question how to make effective and legitimate public policies in an ever-changing environment. The emphasis is on how to develop and implement policies at the intersection of society, politics, and media;
- Governance and Management of Complex Systems (*Governance en Management van Complexe Systemen*, GMCS) focuses on the working of complex systems and the solutions for complex problems through governance approaches that can deal with institutional, substantial, and technical complexity;
- Public Management (*Publiek Management*, PM) focuses on strategic, organizational, and financial issues related to public sector organizations and their cooperation with private and societal actors;
- Management of Human Resources and Change (*Management HR en Verandering*, MHRV) operates on the intersection of public administration and organization sciences and studies strategic human resource management, leadership, and change management within a public sector context.
- Governance of Migration and Diversity (GMD) focuses on the policy area of migration and integration and is part of a broader cooperation framework with Leiden University, Delft University of Technology and Erasmus University. The specialization can be chosen in four different master's

programmes in Rotterdam and Leiden. MPA students follow 30 EC of joint courses and 30 EC of specific public administration courses including the master thesis;

- Urban Governance (UG) focuses on the governance of urban areas and management of complex urban issues, like urban regeneration and climate change. UG is offered in collaboration with the Institute of Housing and Urban Development Studies at EUR. It provides the necessary skills to analyse and reflect on urban governance issues, to create governance strategies and to manage and broker across organizational boundaries;
- Organizational Dynamics in the Digital Society (ODDS) is an interdisciplinary master at ESSB with a public administration specialization. It focusses on digital transformations and the organization and experience of work. It offers students a multi-disciplinary skillset to analyse the changing world of work and enables them to address questions that governance actors, organizational management workers, and civil society actors struggle with.

The panel noticed that the curricular set-up is very similar for the four Dutch-language specializations. Students on these tracks have two courses in common and then follow three specific courses per individual track. During the discussions, the panel obtained good clarifications on how each specialization contains enough specific components, notably from a substantive point of view. In fact, MPA students also acquire specialization-related competencies in the Atelier, the Internship and the Master Thesis. In a dedicated Design Atelier students apply the acquired specialist knowledge and skills in a group assignment for a public organization. In addition, the thesis topic is relevant to the organization where they perform a mandatory three-month internship and should be linked to the domain of the specialization.

The English-language specializations all follow their own curricular rationale, which is justified according to the panel in view of their respective multi- and interdisciplinary approaches. The panel also gathered from the discussions that several specializations cover core domains in the current public administration debate and/or represent key areas of research in the department, such as HR, migration and diversity. In sum, the panel endorses the choice of the educational management to offer so many different specializations as each track has its own rationale and is sufficiently robust. This positive appreciation is also based on the evidence that the management does not refrain from taking difficult decisions and effectively suspends specializations that are no longer viable.

The previous accreditation panel suggested to pay more explicit attention to research skills at master level. Hence, the programme developed a new course on Research Design and Methods, which was implemented for the first time in 2022-2023 and is part of every specialisation. Given that students enter the master programme with different levels of research competencies, the modular set-up of the new course allows to cater for students with different needs. In the end, however, all MPA students will have acquired advanced research methods that are relevant for their individual thesis trajectory. Although it is too early to evaluate the effectiveness of the new course, the panel welcomes the efforts of the programme team to ensure a better methodological training for all students by training master level research skills in a dedicated course.

The master thesis constitutes the final course for all MPA specialisations. It is scheduled in the final two study blocks and amounts in almost all cases to 15 EC. In the Dutch-language specializations, the thesis trajectory is coupled to a compulsory internship to enrich the learning experience of students and improve the validity and relevance of the thesis. In the international specializations this internship is optional because it is quite difficult to find a suitable internship. All students go through the full research cycle and connect to the field through the empirical part of the thesis. Provided it fits within their master specialization, students can choose their own topic, research method and theoretical approach. Compared to the situation in the previous accreditation visit, the thesis trajectory is now structured more tightly with students meeting their

supervisor every month in so-called “thesis circles” (4 to 8 students) and working towards an end product of maximum 20,000 words.

Based on the extensive written materials and the discussions on site with management, staff and students, the panel found that each curriculum formed a coherent package. Overall, students were satisfied with the programme in general and the specializations in particular. Nonetheless, they did mention that the specializations Politics & Policy and Migration & Diversity focused too much on policy and migration, and too little on politics and inclusion. They found this all the more striking as the communication on the website describing the programmes announced a much more balanced treatment of the respective disciplines/topics. The panel noticed that the programme teams are aware of this imbalance and plan to adjust the curriculum contents accordingly. It will also be picked up in the preparations for the overall curriculum revision, which is envisaged to be rolled out in 2024-2025.

All MPA specializations share the same set of fifteen intended learning outcomes. The panel acknowledges the efforts of the programme team to align the programme learning outcomes with the learning goals of the different courses and the respective specializations. Moreover, the discussions on site have convinced the panel that the trademark of the public administration programmes at EUR – connecting theoretical knowledge with a practice orientation – is clearly present in each of the MPA specializations. Hence, the panel established that for each specialization, the learning outcomes are effectively trained and tested throughout the courses and the master thesis.

MSc International Public Management & Public Policy

The master International Public Management & Public Policy (IMP) is a one-year full-time programme, which amounts to 60 EC and is taught entirely in English. While IMP is a genuine stand-alone degree programme for more than ten years now, it has the size of an average MPA specialization: since the previous accreditation visit, the average yearly intake was 46 students.

The IMP curriculum consists of two generic courses focusing on the cross-national dimension in public policy and the performance of public sector organizations. Four courses are tailored towards international organizations and affairs, including the European Union. Across all courses, the multi-level character of public management and policymaking is an important theme. The programme concludes with the Final Research Project, which is scheduled in the last two study blocks and consists of a piece of individual research, the master thesis. IMP students can choose their own topic, research method and theory. All students should conduct empirical research and are expected to draw recommendations, which in turn allows them to demonstrate their advisory skills. Since the previous accreditation visit, the curriculum has been revised: both the old and the new curriculum are presented in Appendix 2 to this report.

The main changes concern the size of the thesis and the courses on research methods and professional development. The final project was reduced from 20 EC to 15 EC to better fit with the MPA specializations. IMP students also follow the above-mentioned new course on Research Design and Methods. The thesis trajectory is structured more tightly with students meeting their supervisor every two to three weeks in so-called “thesis circles” (4 students). Although it is too early to evaluate the effectiveness of the changes, the panel fully understands the rationale behind the curriculum adjustments. In this regard it welcomes the efforts of the programme team to ensure a better methodological training for all students by training master level research skills in a dedicated course. While the curriculum is quite packed, IMP students do have the opportunity to take one elective course, which they can choose from a wide range of pre-approved or other courses at ESSB, EUR or beyond. Based on the extensive written materials and the discussions on site with management, staff and students, the panel found that IMP is a straightforward multi- and interdisciplinary

programme with a clear international orientation and a coherent curriculum that delivers on all these characteristics.

The IMP programme is built on a dedicated set of sixteen intended learning outcomes. The panel acknowledges the efforts of the programme team to align the programme learning outcomes with the learning goals of the different courses. Moreover, the discussions on site have convinced the panel that the trademark of the public administration programmes at EUR – connecting theoretical knowledge with a practice orientation – is very clearly present in the IMP programme. Hence, the panel established that the learning outcomes are effectively trained and tested throughout the courses and the master thesis.

The IMP programme does not include an internship or a study period abroad. However, students can add a so-called ‘third semester’ on top of their regular study programme. As a partner of the European Masters in Public Administration network (EMPA), IMP students can study a semester abroad thereby gaining not only foreign experience, but also knowledge of particular disciplines in public administration that are not covered by IMP. The panel was informed that students appreciate this opportunity, which however is only open to those who completed all courses and whose thesis was approved.

Language of instruction

The panel gathered from the written materials and the discussions on site that ESSB has a clear vision on the language of instruction in its respective programmes. The bachelor programme consists of an entire Dutch-language track and a complete English-language track. In the MPA programme students can enrol either on specializations that are taught entirely in Dutch or in English. In both programmes there is a clear link between the language of instruction on the one hand and the profile and contents of the respective specializations / tracks on the other hand. The latter point also applies to the English-language IMP programme which has a distinctly international profile.

In the bachelor programme, the BSK track is taught in Dutch as it aims to prepare students for working in in a predominantly Dutch environment as part of a global market. While most courses are taught in Dutch, BSK students share some English-language courses with their MISOC fellows. This experience should provide BSK students with relevant international and intercultural skills for the Dutch labour market and prepare them for a possibly international master programme. The MISOC track is taught entirely in English because its theme - the management of international social challenges - transcends national borders. Whereas BSK focuses on global issues from a Dutch perspective, the social challenges that lie at the heart of the MISOC track, such as climate change or migration, are transnational. The predominant discourse in management of these social challenges is English. MISOC is explicitly designed for students interested in pursuing careers with an international focus. By adopting English as the medium of instruction, the department can fully leverage the advantages of its research expertise in international social challenges. The panel endorses the approach of the educational management with regard to the language of instruction in the bachelor programme. It found the rationale that was given for offering BSK in Dutch and MISOC in English well thought through and strongly motivated. In this regard, the panel also thinks that the programme’s choice to have an English language title for its international track is relevant and appropriate.

In the MPA programme, the Dutch-language specializations (BP, GMCS, PM, MHRV – see above) aim to prepare students for working in in a predominantly Dutch environment. The courses are offered in Dutch, while the scientific literature is mainly in English. Other sources such as policy documents and consultancy reports are often in Dutch. The international specializations (GMD, UG, ODDS, PGMP – see above) are taught entirely in English because their themes transcend national borders and address developments at a global level and because they target students who are interested in pursuing international careers. While all

specializations are rooted in the department's robust research portfolio in public administration, a lot of expertise on the international specializations lays with non-Dutch academic teaching staff. The panel endorses the approach of the educational management with regard to the language of instruction in the MPA programme. It found the rationale that was given for offering each of the specializations in either Dutch or English well thought through and strongly motivated. In this regard, the panel also thinks that the programme's choice to have English language titles for its international specializations is relevant and appropriate.

As it is the case for most master programmes at EUR, also the IMP programme is taught entirely in English. Apart from this institutional alignment, the programme is explicitly designed for students who are interested in pursuing careers with an international focus in the area of public management and public policy. In addition to the clearly international content of the substantive courses, students are also exposed to an international professional field during guest lectures, study trips and elective courses. In line with the international tracks in the bachelor and MPA programmes, IMP can rely on the extensive research expertise of several staff members in the department, who all have an international orientation and very often an international background. The panel endorses the approach of the educational management with regard to the language of instruction in the IMP programme. It found the rationale that was given for offering the programme in English well thought through and strongly motivated. In this regard, the panel also thinks that the programme's choice to have an English language title is relevant and appropriate.

Learning environment

The panel gathered from the written materials and the discussions on site that all three programmes are embedded in a good quality learning environment that is built on EUR-wide and ESSB-wide principles and policies. In fact, the learning environment is designed to achieve the mission of the respective programmes, i.e. to educate and train future public administrators (professionals in public management and public policy) who can identify and analyse social and governance issues (in an increasingly international environment), advise on solutions and professionally organize the requisite processes (in an advanced and independent way).

Moreover, the panel noticed that the learning environment reflects the educational vision of the university and the school. According to this vision, the programmes aim to educate students who are not only experts in a particular discipline but also academic professionals who can reflect critically on their own views and those of others, are able to operate independently and generate social impact. In addition, students are expected to have an eye for diversity and treat others openly and with respect. The extensive written materials have shown the panel that the educational vision is not only motivated but also operationally implemented in the learning environment of the respective programmes under review.

In so far as the bachelor programme is concerned, the panel was informed that the didactical approach has changed considerably over time. Following the recent curriculum revision, problem-based learning is no longer the main educational approach. Students are now encouraged to study more independently and take ownership of their learning process, the staff is more flexible in adopting various teaching formats that are effective in obtaining and testing the course learning goals, and the programme team is looking for ways to better integrate knowledge and skills education. While it is too early to evaluate the success/impact of the changes, the panel found that the new didactical approach has been thought through. It also noticed that students and staff support the new approach. Both stakeholders mentioned that the growing – and sometimes fluctuating – number of bachelor students did require a new didactic approach. Students welcome the variety of teaching formats and the new organization of the study year, while staff also notice that their workload is likely to reduce as additional academic teachers have been hired among the more

experienced tutors to help ensure coordination across and alignment within the learning lines. In this regard, the programme is organising so-called 'block meetings' which are chaired by a Programme Director and where lecturers and tutors discuss developments within a given course and connect to lecturers and tutors from the previous and next courses. According to the panel, the block meetings are a very useful initiative as they ensure horizontal alignment and coordination between learning lines and eventually increase the quality of education.

In so far as the MPA programme is concerned, the didactic approach is geared towards ensuring that students acquire the scientific knowledge, skills and attitudes to achieve the programme mission. The key didactic element is that students learn most and become best equipped for their future academic and professional career if they engage in active academic learning with regular and consciously organized interaction with the field. Moreover, the coherence within specializations is ensured by the respective coordinators, while the master programme director facilitates the coordination and consistency across specializations. In order to achieve this consistency, coordinators meet four times a year with the programme director to collectively discuss issues that cut across specializations. The shared courses and the electives that students often choose from another specialization also contribute to increasing the internal coherence. The panel was furthermore informed that in order to help students complete the MPA programme in time, there are fewer courses scheduled towards the end of the curriculum in order to allow students to focus on the thesis. In addition, the thesis circles offer not only solid supervision but also a clear structure including peer review and social control to help students focus on a timely thesis completion. According to the panel, the current didactic approach is very suitable to the specific objectives and characteristics of the MPA programme.

In so far as the IMP programme is concerned, the learning environment is set up in such a way that there is not only a close connection between education and the professional practice, but also between education and research. In fact, the programme offers opportunities for students to engage with ongoing state-of-the-art research in the department and the school, for instance through student assistantships. Moreover, all IMP courses provide for interactive lectures and seminars: with an average 40 students per course, this is relatively feasible. The programme also capitalizes on the international diversity of its students, for instance by organising teams for group assignments in such way that they consist of Dutch, EU and non-EU students. In the IMP thesis, students do not only integrate theoretical knowledge and research skills, but are also expected to formulate recommendations through which they can demonstrate their advisory skills. According to the panel, the current didactic approach is very suitable to the specific objectives and characteristics of the IMP programme.

Student intake, integration and success rate

The panel gathered from the extensive written materials that student intake has increased considerably since the previous accreditation visit, that the programmes go at lengths to facilitate the integration of students, and that each programme is looking for ways to increase the student success rate.

In so far as the bachelor programme is concerned, the number of students has tripled between 2016 and 2022. This increase can be explained to some extent by the MISOC track, which was launched in 2016. However, also the number of BSK students has grown over time. The panel noticed that in recent years the programme caters for an almost equal number of BSK and MISOC students. Bachelor students can enter the programme with a completed Dutch pre-university education diploma, an equivalent foreign diploma or a completed first year of higher professional education. MISOC students also need to prove their proficiency in English and submit a CV and a motivation letter. The panel found that the admission criteria were clear, straightforward and properly communicated.

According to the detailed student data provided by the programme, more than 28% of the Dutch students enter the programme with a (first-year) HBO education, while more than 70% of the first-year students obtained a positive BSA. On average 60% of the bachelor students finish the programme within the nominal duration of three year, while roughly 90% does so in four years. Students indicated to the panel that there are no specific obstacles that prevent students from finishing in time and that taking each course separately, the curriculum is feasible. Moreover, the organization of the bachelor thesis as a tightly structured course with thesis circles helps students to avoid incurring (additional) study delay. However, some students decide out of their own will to delay their graduation because they want to pursue extra-curricular activities (board year, traineeship, political engagement) with a view to enhance their career opportunities.

During the visit, the panel was informed that about 35% of the MISOC students are Dutch and that a growing group of students comes from an underprivileged group (first generation students with and without a migrant background). Regarding the latter, the programme structure facilitates the transition from secondary school to university by teaching a smaller number of courses per period. The programme also participates in the EUR-wide Pre-Academic Programme, a summer course in which prospective students learn to study effectively, develop personal leadership and create (study) success. As a direct consequence of the COVID-19 pandemic, the CONNECT mentor programme was launched in 2020-2021 to make first-year students at ESSB feel at home by creating a sense of belonging and by promoting diversity, inclusion and community building. The panel welcomes these initiatives and encourages the programme to maintain its efforts.

In so far as the MPA programme is concerned, the number of students has more than doubled between 2016 and 2022. This increase can be explained in part by the growing number of bachelor students/graduates. Moreover, the growing portfolio of attractive specializations is likely to play a role, as well. The Dutch-language specializations cater for Dutch bachelor and premaster graduates. All students should have an academic degree in public administration or a closely related programme with at least 7.5 EC in social science research methods. Others can enter after successfully completing a pre-master programme that takes up to 60 EC. The English-language specializations aim at both Dutch and international bachelor graduates, who in addition should have an adequate command of English, an average bachelor degree grade of 7, and provide a CV and motivation letter. Also in this case, the panel found the admission criteria to be clear, straightforward and properly communicated.

During the visit, MPA students indicated that at the start of the programme there were quite some differences in the level of substantive knowledge and (research) skills of students, notably with international students. Some BKS/MISOC graduates thought the level was too low at the start, while students who entered after completing the premaster found that they were fully up to speed. Students indicated that staff teaching on the initial courses is aware of this situation and ensures that the entire group is up to par by the end of the first period.

Compared to the situation at the previous accreditation visit, the share of students who finish nominally within one year increased from 24% to 53% (with a stable success rate of 75% after two years), while the average study duration was reduced from 21 months to 17 months. Again students indicated to the panel that there are no specific obstacles that prevent them from finishing in time and that overall the curriculum is feasible. Moreover, the organization of the master thesis as a structured course with thesis circles helps students to avoid incurring (additional) study delay. However, master students often decide out of their own will to delay their graduation because they want to pursue extra-curricular activities (board year, traineeship, political engagement) with a view to enhance their career opportunities.

In so far as the IMP programme is concerned, the number of students has somewhat fluctuated but overall remained stable over time. According to the detailed student data provided by the programme, the average IMP cohort consists of an equal share of students from EUR and from other Dutch universities, and a quarter 'other' students, possibly with a foreign academic degree.

The IMP programme has the possibility to select students. Since the start of the programme, the admission criteria have been constantly fine-tuned comparing the relative performance of students to their background characteristics. In this way the programme ensures that only students are admitted who successfully graduate. Students are selected by an Admission Board, which takes into account the relevance of the prior education, the grades achieved, the motivation, CV and English proficiency. Roughly half of the candidates are eventually accepted. The panel found the admission criteria to be clear, detailed and properly communicated. The information on paper, the thesis sample reviewed and the discussions on site all indicate that the IMP programme manages to effectively attract students who finish the programme successfully.

Once IMP students arrive in Rotterdam, they are introduced to structure, content and didactics of the programme, and several social activities should make (international) students feel comfortable. These social activities continue throughout the academic year and increase the bond with the programme and among the students. Also the study trip to Geneva, organized early in the programme, provides an opportunity for students to build stronger social bonds. After the first block, each student is interviewed by a programme coordinator to measure the student's progress, get feedback on the programme and discuss the choice of elective and the thesis topic. The panel welcomes these initiatives and encourages the programme to maintain its efforts.

About 60% of IMP students finish the programme within one year, while roughly 90% does so in two years. Since the previous accreditation visit, the average study duration was reduced from 19 to 15 months. Students indicated to the panel that there are no specific obstacles that prevent them from finishing in time and that overall the curriculum is feasible. Moreover, the organization of the master thesis as a structured course with thesis circles helps students to avoid incurring (additional) study delay. However, staff indicated that while almost all students successfully finish the programme, several students pursue (extra-)curricular activities – in case of the IMP programme this also includes the EMPA third semester - with a view to enhance their career opportunities.

Staff

The panel obtained very detailed information on the number of staff involved in the three programmes under review. Compared to the previous accreditation visit, staff has increased from 81 (December 2017) to 123 (November 2023). This trend is also visible when looking only at the three professorial staff categories: from 40 to 59 staff. As an overall policy, scientific teaching staff can dedicate at least 40% of their time to research, while 60% is spent on education and management tasks. According to the panel, this is a fair balance.

All lecturers, including academic teachers and senior tutors, at EUR are required to have a University Teaching Qualification (UTQ) and encouraged to continue their professionalization by taking additional courses (e.g. on academic leadership) and obtaining qualifications, such as the Senior Teaching Qualification or the Senior Examination Qualification or an academic leadership course. All new staff members are required to pass an English language examination at the Language & Training Centre. As EUR holds a dual language policy, non-Dutch staff members are required to learn Dutch depending on the specific language

used in the working environment. Staff members are also supported by the ESSB Learning & Innovation team with educational and assessment expertise. Several staff indicated to the panel that they appreciated the support and expertise provided by the Learning and Innovation Team, not only during the COVID-19 pandemic but also afterwards.

In both MPA and IMP programmes, teaching is delivered by faculty members of professorial level, while master thesis supervision is exclusively done by scholars with a PhD. The panel gathered from the discussions that the MPA specializations and IMP programme are well in line with the research interests of the respective staff, which ensures a high level of expertise within the specialization and facilitates the link between research and teaching. Several staff members moreover have experience in policy consulting and dispose of an extensive professional network in their domain, which complements their academic teaching with practical relevance. Based on the materials and the discussions, the panel found that the staff teaching on all three programmes had extensive substantive experience and proper didactic qualifications. Moreover, they were able to make the connection between academic knowledge and practical orientation.

Students from all three programmes indicated both in their student chapters and during the discussions with the panel that they appreciate the teaching staff: they found the staff to be not only knowledgeable about the substance, but also didactically experienced and approachable. Several students from all three programmes shared anecdotes with the panel to illustrate how a particular teacher had made a difference for them, for their study and/or their career. The staff the panel spoke to was invariably enthusiastic about the programme(s), the colleagues and the students. In fact, while the panel noticed that students were first and foremost circulating in the community of their own track or specialization, the staff clearly formed one big but tight community across programmes. According to the panel, this group feeling among staff is a very positive situation that is worth cherishing and maintaining.

Having studied the self-evaluation report, the panel was initially concerned about the staff workload. The steadily growing number of students was putting a strain on the capacity of the staff in terms of teaching, (thesis) supervision, testing and (assignment) feedback. The mid-term review in 2021 recommended attracting more staff to accommodate the growing student population. During the visit the panel was informed that more staff (at the rank of assistant professor) was hired at the end of 2022 to strengthen the ranks of the department. Moreover, 13 academic teachers joined the bachelor programme to support the implementation of the new curriculum. While staff indicated to the panel that there was still workload pressure connected to grading assignments, the overall situation had certainly improved over the past twelve months. Moreover, the educational management will look for ways to reduce the grading workload in connection to the envisaged MPA curriculum revision next year. The panel welcomes the newly hired staff and appreciates the efforts of the management to look for ways to mitigate the staff workload.

Considerations

Based on the written materials and the discussions on site, the panel considers that the teaching-learning environment of three programmes is robust. This appreciation applies not only to the curriculum but also to the educational approach and the staff.

All three programmes and their respective specializations/tracks have a dedicated curriculum that is coherent in itself and aligns with the mission and profile of the programme. The course contents reflect the objectives of the programmes and align with the comprehensive sets of ambitious intended learning outcomes. Moreover, the panel thinks highly of the way in which substantive knowledge is connected with a professional practice orientation in the day-to-day delivery of the courses, tracks and programmes.

ESSB has a clear vision on the language of instruction in its programmes. The panel endorses the choices made because it considers that the rationale for offering the MISOC track, the GMD, UG and ODDS specializations and the IMP programme in English is strongly motivated. Moreover, it supports the decision of the management to give English language titles to these international programmes.

The panel considers that the three programmes are feasible: there are no specific obstacles that prevent students from finishing the programme in time. The organization of the bachelor/master thesis as a structured course with thesis circles proves a useful instrument to avoid study delay. Moreover, the admission criteria for all three programmes are clear, straightforward and properly communicated. The selective criteria in the IMP master ensure that particularly resourceful students are attracted and effectively finish the programme.

The panel thinks highly of the teaching staff, who bring substantive, methodological and research expertise to the programmes and connect their academic knowledge to the professional practice. The hierarchy moreover ensures that sufficient staff with proper educational qualifications accompany students on their educational journey.

In addition to all positive considerations, the panel noticed a few elements in the teaching-learning environment that are up for improvement. According to the panel, there is room for:

- better communication/expectation management from the programmes to the students, for instance regarding the course contents;
- providing guidance for bachelor and master students Public Administration in finding (compulsory or elective) internship positions;
- reducing the staff workload, notably in grading assignments;
- finding more common ground between the BSK and MISOC tracks and their students.

Conclusion

The panel concludes that all three degree programmes meet standard 2 of the NVAO-EAPAA framework.

Standard 3. Student assessment

The programme has an adequate system of student assessment in place.

Findings

Assessment system

The three degree programmes under review are embedded in an assessment system, which is elaborated chiefly at the level of the school. The panel gathered from the common description in the self-evaluation reports and the interesting appendices – such as the ESSB Assessment Policy and the *Toetsplan Bestuurskunde* - that assessment is taken seriously in the BSK/MISOC, MPA and IMP programmes. There is, moreover, a clear connection between the assessment quality criteria and the educational vision of ESSB, and between testing and quality assurance.

Within ESSB, testing is considered a shared responsibility of several stakeholders: the Dean, Vice-Dean, Programme Directors, Examination Board, Test Committee and examiners. In line with the assessment policy, the degree programmes use examinations on the one hand to promote student learning through formative tests and feedback, and on the other hand to assess via summative tests with review moments

whether students have met the course learning goals and ultimately the programme learning objectives. Both written feedback and systematic review moments serve as formative assessment tools. Moreover, the programmes use authentic forms of assessment (testing in a professionally relevant situation) to evaluate the professional competencies of students. The panel welcomes the attention of the programmes to this mixture of formative, summative and authentic assessment.

The programmes have undertaken various activities since the previous accreditation visit to improve the quality of testing. One important element has been the establishment of the ESSB Learning & Innovation Team, which consists of educational experts and a test expert and who provide support and advice to individual lecturers and to the Examination Board. In this regard, the expertise of lecturers regarding testing, assessment and examination has increased: this is demonstrated through numerous staff who obtained UTQ and SEQ qualifications and by their participation in short specific courses on topics such as constructing multiple-choice exams or developing rubrics. Moreover, each programme now has a dedicated assessment plan, which connects per course the learning goals to the assessment formats as well as to the overall intended learning outcomes. The panel has studied these detailed assessment plans and found them to be appropriate as every programme ensures that its courses are assessed through a balanced mixture of evaluation formats.

As a part of the school-wide quality assurance provisions, programmes collect assessment feedback from students on a regular basis and in a structured way through student questionnaires and the Programme Committee, during discussions in student sounding boards, and via ad hoc individual student communications/complaints. Moreover, the school has elaborated a detailed roadmap to ensure that its testing policies and principles are effectively implemented and updated. According to the panel, these provisions demonstrate that there is a proper assessment culture in ESSB in general and in the programmes under review in particular.

Acknowledging the system of assessment and welcoming the recent developments in the quality of testing, the panel gathered from the student chapters and the discussions on site with students and staff that the assessment policies and principles are also effectively implemented in the day-to-day reality of the courses and the programmes. Overall, students are positive on the way assessment is organized in the respective programmes and courses. They indicated that three issues are up for improvement, though: the number of multiple choice exams (mainly) in the first year of the BSK/MISOC programme, the reliance on group work in the master programmes, and the number of assignments in all programmes that tend to cause an uneven spread of the study load including several peak moments of converging exams and assignment deadlines. The students confirmed to the panel that they are aware of the above-mentioned quality assurance provisions which allow them to report such issues. Moreover, they mentioned that programmes and lecturers tend to be receptive to their concerns. The staff the panel spoke to is aware of the issues put forward by the students. While multiple-choice exams cannot be avoided entirely in view of the sometimes large student numbers in class, staff ensure that students can also prove their course competences through an additional exam format. Moreover, the course staff and the programme management are looking into ways to reduce the exam/deadline bottlenecks as much as possible. The staff also indicated that the (over)reliance on group work is on the agenda of the master curriculum revision. Based on these inputs, the panel welcomes the constructive dialogue between students and staff across the three programmes and appreciates the effectiveness of the quality assurance instruments. The discussions have clearly demonstrated according to the panel that existing flaws in the system are taken seriously, and are solved or at least mitigated as much as possible.

Thesis assessment

At the time of the previous accreditation visit, in October 2017, the then panel noticed that the thesis assessment procedures should become more transparent by developing new evaluation forms for the bachelor thesis and by properly using the recently introduced forms for the master thesis. The current panel gathered from the self-evaluation reports, the discussions on site and its own review of a sample of thesis assessments that over time the thesis assessment procedures have been considerably enhanced, that the three degree programmes adopt very similar procedures, and that the current quality of thesis assessment across programmes is good.

In every programme, the thesis is assessed by the supervisor (first assessor) and by a second assessor who is appointed by the coordinator responsible for the bachelor/master thesis. Both assessors review and score the thesis separately and independently by filling out their respective forms online. If their assessment is within one grade point, the assessors decide together on the final (overall) grade; if not, then there are clear and formalized procedures how to involve a third assessor. Since 2019, the ESSB Test Committee is organising annual reviews of the thesis assessment quality. Moreover, the recommendation of the mid-term review committee in 2021 has led the programmes to organize calibration sessions between tracks to ensure consistency in scoring across theses, to align feedback comments between assessors and to monitor that theses around the pass mark meet the threshold criteria.

As part of its external review, the panel studied a representative sample of 15 theses per programme, submitted in the academic years 2020-2021 and/or 2021-2022. While the quality of the theses is addressed in the next section on Achieved Learning Outcomes, the panel also looked at the completed evaluation forms. Overall, the panel was satisfied with the way the theses in all three programmes had been assessed. This appreciation covers both the overall scores students obtained for the thesis and the assessors' written feedback on the evaluation form.

In so far as the bachelor thesis is concerned, the panel noticed that students are assessed on twelve criteria pertaining to content (80%), form (10%) and process (10%). Per criterion, each assessor gives both a judgement (ranging from insufficient to very good) and an explanation (feedback). The judgements are then translated into a grade per assessor. The two (or possibly three) assessors finalize the assessment in a joint evaluation form that is shared with the student. Based on its sample review of 15 bachelor theses from both BSK and MISOC tracks, the panel found that each evaluation form had been completed properly: in each case the final score reflected the quality of the thesis and was motivated in an insightful way in the joint explanations per criterion to the student.

In so far as the master theses are concerned, the panel noticed that students are assessed in a similar way as for the bachelor thesis. The main differences are that the evaluation form contains nine criteria – content (7 criteria), form and process – and that each criterion is scored. Based on its sample review of 15 MPA theses covering all specializations that were offered in 2021-2022, the panel found that every evaluation form had been completed in a convincing way: in each case the final score reflected the quality of the thesis and the explanations per criterion were thoroughly reasoned containing specific and concise feedback. Similarly, the panel found that its sample review of 15 IMP theses showed good consistency across graders with all criteria being properly assessed and motivated.

In sum, the panel appreciates the efforts of the programme teams to address the thesis assessment related suggestions from the previous accreditation visit and the midterm review. The resulting thesis evaluation forms and procedures are not only transparent, but also implemented in an exemplary way.

Assuring assessment quality

Since 2015, there is one Examination Board (EB) which covers all educational programmes in ESSB. The EB consists of representatives from each programme/discipline in the school and includes a test expert, a psychometric analyst and an external member. The EB has mandated a Test Committee to safeguard the quality of course assessments and theses. The discussions on site showed that the members of the Examination Board and the Test Committee have extensive expertise. Although the EB covers the entire school, its members are very knowledgeable on the public administration programmes. The panel acknowledges the important contribution of the test expert to the EB, as well as the expertise of the external member who chairs an examination board at another higher education institution. The EB also informed the panel that it recently produced a document on Generative Artificial Intelligence to lead the discussion with students and staff. While there is no overarching or comprehensive policy yet, the EB is confident that the current rules on how to use tools such as ChatGPT are clear.

The panel gathered from the written materials that in recent years, the position and expertise of the Examination Board has been enhanced. As part of an EUR-wide endeavour to strengthen Examination Boards, the EB Strengthening Project at ESSB has enabled the EB to develop guidelines and procedures, carry out safeguarding activities, appoint a test expert, and advise educational management. Moreover, regular meetings between the different Examination Boards at EUR have led to university-wide handbooks explaining the legal framework for the different core tasks of an Examination Board. In this regard, an important development has been to clarify and agree on the division of tasks and responsibilities between the educational management (who focuses on ensuring quality, in Dutch: *zorgen*) and the Examination Board (whose main task is to assure quality, in Dutch: *borgen*). This has resulted in a reorientation of how the 11 core tasks of an examination committee are fulfilled: (i) Examination as a whole and intended learning outcomes (core task 1); (ii) Examinations and theses (core tasks 2 and 3); (iii) Guidelines and procedures (core tasks 4, 5, 6 and 9); (iv) Supervision of the organization, procedures, and guidelines (core tasks 7, 10 and 11); (v) Appointment of examiners (core task 8). The panel was informed that all EB members now work in pairs as portfolio holders for one or more clustered core tasks, with the Test Committee playing a key role in safeguarding the quality of examinations and theses.

Further to the conclusions of the previous accreditation visit, the educational management, the Examination Board and the Test Committee have drawn up a test protocol with guidelines for examination and grading. This protocol is updated annually and shared with all staff. The Test Committee has elaborated a multiannual assurance plan to check the quality of examinations and theses. Since 2019, annual reviews of thesis assessment quality have been organized. After each round of randomized thesis reviews, the respective programme directors and thesis coordinators are invited to the so-called examination consultation (in Dutch: *Toetsingsberaad*) with the Vice-dean of education. The current panel welcomes this systematic review process, which has contributed to enhancing the assessment quality, formats and procedures of the bachelor and master theses. Similarly, the calibration sessions surrounding the thesis assessment – and the explicit policy to team junior assessors with more senior colleagues – have improved the quality and consistency of the quantitative scores and the qualitative feedback. In this regard, the findings of the panel's thesis sample review demonstrate that the enhancement efforts have paid off and that the Test Committee effectively safeguards the thesis assessment quality.

Considerations

Based on the written materials and the discussions on site, the panel considers that the assessment provisions governing the BSK/MISOC, MPA and IMP programmes are strongly embedded in the overarching assessment strategy and policy of both EUR and ESSB. Over the years, several initiatives have not only enhanced the assessment procedures but also impacted on the day-to-day implementation of the

assessment tools. In this regard, the panel welcomes the elaboration of programme assessment plans and the mixture of formative, summative and authentic course assessment formats. Appreciating the effective use of both formal and informal instruments to monitor the quality of assessment, the panel advises the programmes to maintain a swift dialogue with students and communicate systematically on how individual courses address reported student concerns regarding assessment.

The panel considers that in all three programmes, thesis assessment is organized in an exemplary way. It commends the programme teams for the efforts they invested since the previous accreditation in enhancing the thesis evaluation format, procedures, and execution. Moreover, the calibration and review activities pertaining to safeguarding the quality of thesis assessment have been very effective. Based on its own sample review of BSK/MISOC, MPA and IMP theses, the panel considers that the final scores reflected the quality of the respective theses and that the assessors completed each evaluation form in an insightful way.

The panel is impressed by the way in which assessment quality assurance is organized in ESSB in general and the three degree programmes in particular. The activities undertaken as part of the EB Strengthening Projects across the university and in the school have impacted considerably on the responsibilities of the Examination Board, the expertise of its members and the quality of its actions. According to the panel, the safeguarding of assessment quality in the BSK/MISOC, MPA and IMP programmes is in competent hands with the Examination Board and the Test Committee.

Conclusion

The panel concludes that all three degree programmes meet standard 3 of the NVAO-EAPAA framework.

Standard 4. Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings

There are two ways to establish whether the programme learning outcomes have been achieved – through a quality review of the final products and through checking what graduates are doing after they finished the programme. The panel has looked at both elements when assessing the end level qualifications of the bachelor BSK/MISOC and the master programmes MPA and IMP.

Thesis quality

As part of its external review, the panel studied a sample of 15 bachelor theses, which have been submitted in the academic year 2021-2022. The sample covered both the BSK and MISOC tracks, and was representative in terms of final scores and included a variety of thesis supervisors. Overall, the panel found that each thesis fulfilled at least the minimum standards of a final product at academic bachelor level. It agreed in all cases with the final score given by the assessors: theses with a high score were indeed of better quality than those which received a lower (pass) mark.

Reporting on their thesis sample review, panel members indicated that each thesis followed a similar – clear – structure, that the design, language and execution were neat, and that the methodological parts were adequate. The products all contained the necessary steps of a research project at the bachelor level: clear research question, conceptual discussion, literature review resulting in hypotheses, discussion of data and methods, analysis and reporting. Students, moreover, discussed the design, motivated their choices and

listed the limitations, which shows that they master how to do research and report the research findings. In sum, students seemed to have been well prepared for this research project, which resulted in bachelor theses that were overall of high quality.

As part of its external review, the panel studied a sample of 15 MPA theses, which have been submitted in the academic year 2021-2022. The sample was representative in terms of final scores, and covered all active programme specializations with graduates in the academic year 2021-2022 and earlier. Overall, the panel found that each thesis fulfilled at least the minimum standards of a final product at academic master level. It agreed in all cases to the final score given by the assessors: theses with a high score were indeed of better quality than those which received a lower (pass) mark.

Reporting on their thesis sample review, panel members indicated that each thesis followed a clear structure, that students had performed their own empirical work and that the adopted methodology was adequate. One panel member reported that several theses with a clear link to the internship have been written with enthusiasm. The panel also noticed that the relevance of the chosen topics was rather practical, which confirms the statement in the self-evaluation report that purely theoretical theses are not allowed. In sum, students seemed to have been well prepared for this research project, which resulted in MPA theses that were overall of high quality.

As part of its external review, the panel studied a sample of 15 IMP theses, which have been submitted in the academic years 2020-2021 and 2021-2022. The sample was representative in terms of final scores and included a variety of thesis supervisors. Overall, the panel found that each thesis fulfilled at least the minimum standards of a final product at academic master level. It agreed in all cases to the final score given by the assessors: theses with a high score were indeed of better quality than those which received a lower (pass) mark.

Reporting on their thesis sample review, panel members indicated that each thesis followed a clear structure, that students had performed their own empirical work and that the adopted methodology was adequate. IMP students definitely showed that they were capable of conducting research in all its components as the theses contained elaborate discussions of methods and data, as well as reflections on the research steps. One panel member found that the best quality theses contained original research and high level analysis to the extent that in a re-written form they could be considered for publication. This finding confirms the statement in the self-evaluation report that some master theses have been published in international peer-reviewed journals.

Performance of graduates

The panel gathered from the written materials and the discussions on site that each of the three programmes under review constitute an adequate preparation for a follow-up study or career. Although there was no specific quantitative information available, the programme team indicated that most graduates of the Dutch-language BSK track move on directly to a master programme, either at ESSB or elsewhere. Several graduates on the English-language MISOC track, however, put their studies on hold for a while to work or perform a traineeship before they enrol in a master programme. Furthermore, every year a handful of bachelor graduates qualify for the research master Public Administration and Organizational Science which EUR is organizing together with Utrecht University in Utrecht. In sum, almost all bachelor graduates eventually enter the labour market in possession of a master's degree.

According to an ESSB-wide alumni survey from 2020, two-thirds of the 105 Public Administration respondents felt well-prepared for the labour market. This figure seems to coincide with statements from the

current students in their student chapters and during the discussion sessions on site. The survey also showed that 54% of the alumni find employment in government organizations, 12% in business services, 6% in education and 28% in various other fields. In their jobs, public administration graduates focus mainly on policy making, management or consulting. Moreover, the panel understood from several recently graduated students and alumni that they found a relevant job relatively easily.

The MPA specializations and the IMP programme have very diverse and highly specific profiles. Targeting a wide variety of students, their graduates pursue similarly diverse and specific professional careers. The panel was informed that most MPA students in Dutch-language tracks find jobs in Dutch public organizations. Several of these graduates start their professional career through competitive traineeships in national, regional or local government, or with public agencies. Both the English-language MPA specializations and the IMP programme attract students who are interested in pursuing international careers. Upon graduation, they often enter positions that facilitate the connection between Dutch organizations and the global community, such as with the Dutch Ministry of Foreign Affairs, the Port Authorities, or at the international sections of the Municipality of Rotterdam. The panel learned that the IMP programme also has a distinctly European (Union) orientation, hence several of its graduates find positions at European level, for instance with the EU institutions. In sum, the panel noticed that MPA and IMP graduates are successful in entering the labour market in positions that are commensurate with the substance and level of their studies.

Alumni

Based on the written materials and the discussions on site, the panel gathered that the programmes are keeping in touch with their alumni in different ways. For instance, MISOC alumni select candidates for the thesis impact prize, all MPA specializations have their own LinkedIn communities where they announce among others internship opportunities, while an alumni association of IMP graduates was founded in 2016. Members of this association attend the Professional Development course, inform about internship positions and meet the IMP students during their study trip to Brussels. During the COVID-19 pandemic these alumni activities were put on hold. At the level of the school, ESSB has recently strengthened the contacts with alumni by appointing a dedicated alumni officer who developed an action plan and an alumni policy.

The panel welcomes both the existing individual initiatives and the new structural attention to alumni. Further to its discussions on site and the clear indications and interest from (recent) graduates, the panel encourages the programmes to step up their efforts and involve alumni more systematically in both curriculum-related activities and dedicated extra-curricular events.

Considerations

Based on the written materials, the thesis sample and the discussions on site, the panel considers that students who eventually graduate the BSK/MISOC, MPA and IMP programmes have effectively achieved all learning outcomes. The recent approach to have all programme competencies culminate in a final project where students with similar research interests form thesis circles with peers and a dedicated supervisor proves to be an effective way to perform all elements of the research trajectory and demonstrate the respective exit qualifications. Based on its sample review, the panel thinks highly of the thesis quality in all three programmes.

Furthermore, the panel concludes that upon graduation students find a job that is in line with the objective of their respective programme. In this regard, the panel is convinced that the BSK/MISOC, MPA and IMP programmes constitute an important lever for the career of their graduates. The competencies acquired by the bachelor graduates allow them to pursue master programmes in a wide range of domains. The master programmes encompass a variety of specializations that attract very different students who in turn pursue

diverse and specific professional careers. According to the panel, both the MPA and the IMP programmes offer a good quality and comprehensive preparation for professional employment as their graduates invariably find a job that is commensurate with their level and the field of their specialization.

The panel welcomes both the concrete initiatives and the structural attention to involve alumni in the programmes. However, there is room to do more. Hence the panel's suggestion that programmes step up their efforts and involve alumni more systematically in both curriculum-related activities and dedicated extra-curricular events.

Conclusion

The panel concludes that all three degree programmes meet standard 4 of the NVAO-EAPAA framework.

Standard 5. Diversity

Staff and student populations should adequately reflect society, in various ways. The programme has an adequate strategy for dealing with the diverse backgrounds of students.

Findings

The panel gathers from the written materials and the discussions on site that in terms of diversity, the bachelor and master programmes are embedded in the principles, policies and provisions of the school and the university. At the time of the previous accreditation, the then panel noted that all three programmes strived for student and staff diversity, that they increasingly succeeded in attracting international students, but that gender diversity among senior staff was not as balanced as it should be. The current panel gathered that in the meantime efforts have been made to create a collaborative and diverse community of scholars, that programmes do not only commit to a diverse student population, but also work towards a composition of staff and student populations that reflect society. Moreover, a Diversity & Inclusion officer has been appointed to ensure an ongoing focus on diversity and inclusion in staff composition, in the work environment and in the learning environment.

Across the three programmes, there is a slight gender disbalance in the student population. Overall there are more female than male students, but the respective shares have not changed much over time. Since the previous accreditation visit, there has been a constant over-representation of 60% and 55% female students in the bachelor and the two master programmes, respectively. According to the panel, the current gender representation in the different student cohorts is likely to contribute in the future to a better representation of women in leadership positions in the public sector.

At the level of staff, however, the number and share of female teachers has increased considerably since the previous accreditation visit. Based on information provided by the programme teams, the panel noticed that there currently are more female (71) than male (52) staff, and that this is also the case when looking at the three (full – associate – assistant) professorial categories together (28 male vs 31 female); only at the full professor level, there is still a male-female ratio of 2:1. These changes have been facilitated by a range of university and school-wide measures, such as the development and application of inclusive recruitment and selection guidelines for scientific staff members. The ESSB Diversity & Inclusion plan foresaw among others that part-time work, maternity and parental leave would be taken into account in performance measures. In 2019, moreover, six female staff members joined the EUR 25/25 initiative, a programme to prepare female academics for the next step in their professional careers. The panel acknowledges the initiatives by the

university and the school, which have been effective in gender balancing the teaching staff. The panel expects that, with the attention and support of the Department, the growing number of female assistant and associate professors is likely to lead in the future to a more balanced gender representation also at the level of full professors.

Furthermore, the panel was informed that cultural diversity is considered a focal point at the university and the school. Currently, there are about 30% of international staff both overall and at the professorial levels, compared to 13% and 15%, respectively, in 2018. These figures on nationality, however, do not always reflect differences in cultural background such as migration or first generation academics. As it has an explicitly international and multicultural character, the staff and students in the IMP programme are particularly diverse: currently the programme attracts around 50 students from 15 different countries and is taught by staff who all have an international background and/or orientation. Both coordinators are international and most courses are taught by non-Dutch staff. The panel acknowledges the growth in student and staff with a different nationality and/or cultural background. According to the panel, this is a positive development, and all the more important given the international and intercultural dimensions of the three programmes under review.

Taking all three programmes together, the staff team does not fully mirror the student population nor does it reflect the composition of Dutch society. Over the years, however, the Department has paid particular attention to instilling a sense of belonging among first-generation students with and without migrant background through the CONNECT mentor programme. It also ensured that first-generation students would join the pool of student-assistants. The panel endorses the Department's attention to first-generation students, which will contribute in the long run to a student and staff group that mirrors the variety in Dutch society.

The panel also learned that the Department strives for an inclusive culture of mutual respect, where staff are not confronted with undesired behaviour and feel free to speak their mind, experiment, and share ideas and knowledge. Moreover, the programmes aim for an inclusive learning environment in which all students feel confident to learn and develop their talents regardless of their backgrounds or characteristics. Again, this goal is not taken for granted, but embedded in the educational strategy and the Diversity & Inclusion plan. In this regard, diversity and inclusion are embedded in the intended learning outcomes of all three programmes as students are expected to work in diverse multicultural and interdisciplinary teams. Teachers from their side are offered training in implicit bias, inclusive classroom teaching and inclusive course design. Since 2021, a student-confidential person has been introduced to foster a safe and inclusive learning environment. The panel welcomes these initiatives and appreciates in particular that the inclusive work environment is not set as a vague target or taken for granted, but in fact is monitored regularly through staff surveys and meetings.

On explicit request of the panel, the programme teams provided additional information on how integrity and social safety are addressed in the programmes, the department, the school and the university. The materials on both preventive measures and procedures show according to the panel that the different hierarchies are aware of the importance of integrity and safety. The documents also demonstrate that there is a clear need for such measures and procedures as there has been a considerable increase (250%) in the number of notifications by students and by staff to confidential counsellors between 2021 and 2022. Given the sheer number of notifications and the growing attention in society to issues like (sexual) intimidation and discrimination, the university, school and department may want to consider integrating their provisions in a more comprehensive "integrity system" featuring elements such as attention, clarity, ethical leadership,

balance prevention/awareness and compliance/sanctions, integrity policies and methods, and reflection on what works.

Among all these positive developments, the panel noticed that most teaching materials are (still) very much based on Western research. In several sessions, staff and students confirmed that this is indeed the case. However, staff mentioned that they are aware of the situation, that they (have been asked to) look for other materials and that – depending on the course or specialization – this is more/less cumbersome. Moreover, some course coordinators rely on guest lecturers to present specific cases, while in other courses students bring their own examples. The panel welcomes the initiatives and encourages the staff to continue looking critically at the literature, cases and assignments.

Considerations

Based on the written materials and the discussions on site, the panel considers that diversity is on the radar of the programmes, the department, the school and the university. It welcomes the many initiatives that have been taken so far and acknowledges the progress made on several domains since the previous accreditation visit.

The panel is impressed by the comprehensive attention to the various dimensions of diversity and inclusion, and by the concrete goals that have been set – and the progress/achievement that is being monitored – in the Diversity & Inclusion plan. Moreover, there is a clear awareness of the issues that are not (yet) up to standard, as well as critical reflection and engagement on how to approach these weaknesses. The panel is confident that the existence of a Diversity & Inclusion officer in the school and the expertise and engagement of the staff member fulfilling this position will keep the issues on the agenda.

Although it acknowledges the initiatives that have already been taken, the panel encourages the staff to continue diversifying the literature, cases and assignments beyond the Western cultural paradigms.

Conclusion

The panel concludes that all three degree programmes meet standard 5 of the NVAO-EAPAA framework.

General conclusion NVAO-EAPAA framework

The panel has established that the bachelor and master programmes at ESSB meet all five NVAO-EAPAA standards under consideration: intended learning outcomes, teaching-learning environment, assessment, achieved learning outcomes and diversity.

As a result, the panel's overall assessment of the quality of the bachelor programme Public Administration Science is positive.

As a result, the panel's overall assessment of the quality of the master programme Public Administration is positive.

As a result, the panel's overall assessment of the quality of the master programme International Public Management & Public Policy is positive.

Development points

Given its overall positive conclusion, the panel does not issue any strong or binding recommendations. However, the materials and discussions have revealed a number of areas where the panel sees room for improvement. It advises the educational and programme management to:

1. enlarge the Advisory Board with representatives who contribute to the international dimensions of the professional/labour market developments;
2. strengthen the support and guidance to all students (and in particular the international ones) in finding compulsory or elective internship positions;
3. involve alumni more systematically in curriculum-related activities and dedicated extra-curricular events;
4. continue diversifying the literature, cases and assignments beyond the Western cultural paradigms;
5. find more common ground between the BSK and MISOC tracks and their students.

Appendix 1. Intended learning outcomes

Bachelor Public Administration Science

The intended learning outcomes of the two tracks are nearly identical.

	A graduate with a Bachelor's degree in Public Administration (track BSK)	A graduate with an undergraduate degree in Public Administration (track MISOC)
1.	Can describe the nature, causes, and consequences of social and governance issues and relate them to one another;	Can describe the nature, causes, and consequences of international social and governance issues and relate them to one another;
2.	Can describe basic public administration concepts and theories and relate them to one another;	Can describe basic public administration concepts and theories and relate them to one another;
3.	Can identify and apply the basic knowledge and insights from other scientific fields, such as sociology, economics, law, and political science, which are relevant for analysing and solving social and governance issues;	Can identify and apply the basic knowledge and insights from other scientific fields, such as sociology, economics, law, and political science, which are relevant for analysing and solving international social and governance issues;
4.	Can integrate and apply public administration concepts and theories, which are relevant for analysing and solving social and governance issues;	Can integrate and apply public administration concepts and theories, which are relevant for analysing and solving international social and governance issues;
5.	Can design and conduct qualitative and quantitative social science research;	Can design and conduct qualitative and quantitative social science research;
6.	Can professionally handle relevant social, ethical, academic, and practical issues within the framework of the programme;	Can professionally handle relevant social, ethical, academic, and practical issues within the framework of the programme;
7.	Can distinguish normative statements from empirical analyses;	Can distinguish normative statements from empirical analyses;
8.	Can assess, based on research, social and governance issues in which several relevant professional, ethical, and academic interests are taken into account;	Can assess, based on research, international social and governance issues in which several relevant professional, ethical, and academic interests are taken into account;
9.	Can critically assess public administration research;	Can critically assess public administration research;
10.	Can communicate according to academic standards to various target groups about social and governance issues and the results of research into these;	Can communicate according to academic standards to various target groups about international social and governance issues and the results of research into these;
11.	Can provide substantiated advice based on research in which divergent interests are taken into account and communicate about this with different target groups;	Can provide substantiated advice based on research in which divergent interests are taken into account and communicate about this with different target groups;
12.	Can work in diverse (e.g., multicultural and interdisciplinary) teams in various roles;	Can work in diverse (e.g., multicultural and interdisciplinary) teams in various roles;
13.	Can identify and apply the professional competences that are required in the field of public administration;	Can identify and apply the professional competences that are required in the field of public administration;
14.	Can reflect on their own conceptual, methodological, and professional skills and behaviour;	Can reflect on their own conceptual, methodological, and professional skills and behaviour;
15.	Can reflect on their own learning process and can (continue to) learn independently.	Can reflect on their own learning process and can (continue to) learn independently.

Master Public Administration

The following intended learning outcomes have been formulated with the graduates of the programme in mind, in other words stating that the graduate:

- 1.** Can elaborately describe the nature, causes, and consequences of social and governance issues, and relate them to one another.
- 2.** Can describe advanced public administration concepts and theories and relate them to one another.
- 3.** Can identify and apply relevant advanced knowledge and insights from other scientific fields, such as sociology, economics, law, political science, to analyse and solve social and governance issues.
- 4.** Can integrate and apply public administration concepts and theories that are relevant for analysing and solving complex social and governance issues.
- 5.** Can design and conduct advanced qualitative, quantitative, and/or mixed methods social science research.
- 6.** Can professionally handle relevant social, ethical, academic, and practical issues.
- 7.** Can distinguish normative statements and empirical analyses and is able to formulate a reasoned assessment of their mutual relationship.
- 8.** Can independently assess, on the basis of research, complex social and governance issues, taking into account relevant professional, ethical and academic interests.
- 9.** Can critically and extensively assess public administration research.
- 10.** Can independently and critically communicate social and governance issues and research to various target groups in accordance with academic standards.
- 11.** Can independently provide substantiated, research-based advice, taking into account divergent interests, and can communicate about this with different target groups.
- 12.** Can work in diverse (e.g., multicultural, and interdisciplinary) teams in various roles in an advanced way.
- 13.** Can identify and apply the professional competences required in the field of public administration.
- 14.** Can elaborately reflect on their own conceptual, methodological, and professional skills and behaviour.
- 15.** Can reflect on their own learning process and is able to (continue to) learn independently at an advanced level.

Master International Public Management and Public Policy

The following intended learning outcomes have been formulated with the graduates of the programme in mind, in other words stating that the graduate:

1. Can elaborately describe the nature, causes, and consequences of issues in international public management and policy, and relate them to one another	9. Can critically and extensively assess research in the field of international public management and policy
2. Can describe advanced international public management and policy concepts and theories, and relate them to one another	10. Can independently and critically communicate international social and governance issues and research to various target groups in accordance with academic standards.
3. Can identify and apply relevant advanced knowledge and insights from other scientific fields, -such as sociology, economics, law, political science, and international relations-, to analyse and solve societal and governance problems in the area of international public management and policy	11. Can independently provide substantiated, research-based international public management and policy advice, taking into account divergent interests, and can communicate about this with different target groups.
4. Can integrate and apply various concepts (from the academic study of international public management and policy) for analysing and solving complex social and governance issues	12. Can work in diverse (e.g., multicultural and interdisciplinary) teams in various roles in an advanced way
5. Can design and conduct advanced qualitative, quantitative, and/or mixed methods social science research	13. Can identify and apply for possible career path and reflect on demands for individual careers in the field of international public management and policy.
6. Can professionally handle relevant social, ethical, academic, and practical issues	14. Can elaborately reflect on their own conceptual, methodological and professional skills and behaviour
7. Can distinguish normative statements and empirical analyses, and is able to formulate a reasoned assessment of their mutual relationship	15. Can reflect on their own learning process and is able to learn independently at an advanced level
8. Can independently assess, based on research, complex issues in the field of international public management and policy, taking into account relevant professional, ethical and academic interests	16. Has skills and expertise to make a reasoned decision about future career choices

Appendix 2. Programme curricula

Bachelor Public Administration Science

Curriculum Dutch-language Bestuurskunde track

	Block 1	Block 2	Block 3	Block 4
B1 (implemented in 2022-2023)	Introduction to Public Administration (6.5 EC)	Organization & Management (6.5 EC)	Designing Social Research (6.5 EC)	Public Policy (6.5 EC)
	Sociology (6.5 EC)	Public and Administrative Law (6.5 EC)	Political Science (6.5 EC)	Economics (6.5 EC)
	Skills (8 EC)			
B2 (implemented in 2023-2024)	Network Governance (7.5 EC)	Policy Analysis (7.5 EC)	Internship (15 EC)	Allocation and Management of Public Resources (7.5 EC)
	Qualitative Methods (7.5 EC)	Quantitative Methods (7.5 EC)		Research Project (7.5 EC)
B3 (will be implemented in 2024-2025)	Minor/Exchange (15 EC)	Politics & Society (7.5 EC)	Global & European Governance (7.5 EC)	Bachelor Project (15 EC)
		HRM, Leadership and Performance (7.5 EC)	Political Philosophy & Democracy (7.5 EC)	

Curriculum English-language track Managing International Social Challenges

	Block 1	Block 2	Block 3	Block 4
B1 (implemented in 2022-2023)	Global Challenges (6.5 EC)	Organization & Management (6.5 EC)	Designing Social Research (6.5 EC)	Public Policy (6.5 EC)
	Sociology (6.5 EC)	International Law (6.5 EC)	Political Science (6.5 EC)	Economics (6.5 EC)
	Skills (8 EC)			
B2 (implemented in 2023-2024)	Network Governance (7.5 EC)	Policy Analysis (7.5 EC)	Global & European Governance Issues (7.5 EC)	Allocation and Management of Public Resources (7.5 EC)
	Qualitative Methods (7.5 EC)	Quantitative Methods (7.5 EC)	International Migration (7.5 EC)	Research Project (7.5 EC)
B3 (will be implemented in 2024-2025)	Minor/Exchange/Internship (15 EC)	Politics & Society (7.5 EC)	Global Governance (7.5 EC)	Bachelor Project (15 EC)
		Leadership in International Organizations (7.5 EC)	Political Philosophy & Democracy (7.5 EC)	

Master Public Administration

Programme curricula 2023-2024

Policy and Politics (Beleid en Politiek, BP)

Beleidsinnovatie in complexe systemen (5 EC)
Beleidsdynamiek en issuemanagement (5 EC)
Beleid, kennis en onzekerheid (5 EC)
Atelier Professional Development Beleid en Politiek (5 EC)
Publieke managers en leiderschap (5 EC)
Politiek en Media (5 EC)
Stage (10 EC)
Onderzoeksontwerp en methoden (5 EC)
Scriptie (15 EC)

Public Management (Publiek Management, PM)

Beleidsinnovatie in complexe systemen (5 EC)
Publiek management (5 EC)
Financieel management (5 EC)
Atelier Publiek Management (5 EC)
Publieke managers en leiderschap (5 EC)
Behavioural public administration (5 EC)
Stage (10 EC)
Onderzoeksontwerp en methoden (5 EC)
Scriptie (15 EC)

Governance and Management of Complex Systems (GMCS)

Beleidsinnovatie in complexe systemen (5 EC)
Sturing van complexe vraagstukken (5 EC)
Dynamiek in complexe systemen (5 EC)
Atelier Governance en Management van Publieke Systemen (5 EC)
Publieke managers en leiderschap (5 EC)
Verbindend management van interactief bestuur (5 EC)
Stage (10 EC)
Onderzoeksontwerp en methoden (5 EC)
Scriptie (15 EC)

Management of Human Resources and Change (MHRV)

Beleidsinnovatie in complexe systemen (5 EC)
Strategisch human resource management (5 EC)
Verandermanagement (5 EC)
Atelier Management HR en Verandering (5 EC)
Publieke managers en leiderschap (5 EC)
HRM in de publieke sector (5 EC)
Stage (10 EC)
Onderzoeksontwerp en methoden (5 EC)
Scriptie (15 EC)

Urban Governance (UG)

Urban governance (5 EC)
Policy innovations in complex systems (5 EC)
Governing Urban economic growth and innovation (5 EC)
Urban Governance lab (5 EC)
Managing interactive governance (5 EC)
Strategic public management (5 EC)
Spatiality and Justice in urban governance (5 EC)
Elective (5 EC)
Research design and methods (5 EC)
Thesis (15 EC)

Governance of Migration and Diversity (GMD)

Comparative public policy (5 EC)
Governance of migration and diversity (5 EC)
History of migration and diversity (5 EC)
Sociology of migration and diversity (5 EC)
Media and governance (5 EC)
Politics of migration and diversity (5 EC)
Designing migration policy research (5 EC)
Migration and development: globalisation, livelihoods and conflicts (5 EC)
Legal perspectives on migration and diversity (5 EC)
Thesis (15 EC)

Organisational Dynamics in the Digital Society (ODDS)

Digitalisation: work, organisation, politics (7.5 EC)
Introduction to digitalisation in work & society (7.5 EC)
Work behaviour in the digital age (7.5 EC)
Elective (7.5 EC)
Research design and methods (7.5 EC)
Thesis (22.5 EC)

Master International Public Management and Public Policy

Curriculum 2021-2022

Period	Course Name	EC
Block 1	Global Governance	5
	Comparative Public Policy	5
	EU Policy-Making	5
Block 2	International Organisations and Development	5
	International Public Management	5
	Europe in the World	5
Block 3	Professional Development I: Research Design	2.5
	Professional Development II: Preparation Labour Market	2.5
	Elective	5
	Final Research Project	5
Block 4	Final Research Project	15

Curriculum 2023-2024

Period	Course Name	EC
Block 1	Global Governance	5
	Comparative Public Policy	5
	EU Policy-Making	5
Block 2	International Organisations and Development	5
	International Public Management	5
	Europe in the World	5
Block 3	Professional Development: Preparation Labour Market	5
	Research Design and Methods	5
	Elective	5
Block 4	Master thesis	15

Appendix 3. Programme of the site visit

Location: EUR Woudestein campus, Van der Goot building

Thursday 26 October 2023

- 09.45 Welcome & preparatory meeting
- 11.00 Interview Educational management
- 12.00 Lunch and internal meeting
- 13.00 Interview BSc PA students
- 14.00 Interview BSc PA staff
- 14.45 Internal meeting
- 15.15 Interview MSc PA students
- 16.15 Interview MSc staff
- 17.00 Internal meeting
- 17.30 Interview professional field and alumni
- 18.15 Internal meeting and wrap-up

Friday 27 October 2023

- 08.30 Arrival and internal meeting
- 09.00 Interview Examination Board
- 10.00 Interview MSc IMP students
- 11.00 Interview MSc IMP staff
- 11.45 Internal meeting
- 12.15 Final interview Management
- 13.00 Lunch and internal deliberations
- 14.45 Development Dialogue
- 15.30 Internal deliberations
- 16.00 Oral feedback
- 17.00 end of site visit

Appendix 4. Materials

Prior to the site visit, the panel studied 15 theses and their evaluation for each of the three programmes under review. Information on the selected theses is available from Academion upon request.

In the run-up to the site-visit Erasmus University Rotterdam provided a Surfdrive environment with the following materials:

- Self-evaluation Bachelor programme in Public Administration Science 2018-2024
- Self-evaluation Master in Public Administration 2018-2024
- Self-evaluation Master International Public Management & Public Policy 2018-2024

Annexes:

- Overview old curriculum BSK/MISOC
- Course abstracts BSK/MISOC, MPA & IMP
- Staff data sheets
- Key figures on students BSK/MISOC, MPA & IMP
- Matrix ILOs – Courses BSK/MISOC, MPA & IMP
- Independent student assessment of the programmes BSK/MISOC, MPA & IMP
- Education and Examination Regulation 2021-2022 and 2022-2023
- ESSB Assessment policy
- Toetsplan Bestuurskunde
- Test plan Public Administration
- Annual report Examination Board
- Annual plan Test Committee
- Testing during Covid-19
- Assessment Plan and Assessment Matrix
- Thesis forms
- Educational vision
- Diversity and Inclusion policy EUR
- Diversity and Inclusion plan ESSB
- Diversity data ESSB
- Employee well-being monitor 2021-2022
- Recognition & Rewards EUR framework
- Report Research Review Public Administration