

**BACHELOR'S PROGRAMME  
EUROPEAN PUBLIC ADMINISTRATION**

**MASTER'S PROGRAMMES  
PUBLIC ADMINISTRATION  
EUROPEAN STUDIES**

FACULTY OF BEHAVIOURAL,  
MANAGEMENT AND SOCIAL SCIENCES

**UNIVERSITY OF TWENTE**

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This report was finalized on 16-03-2018







# REPORT ON THE BACHELOR'S PROGRAMME EUROPEAN PUBLIC ADMINISTRATION AND THE MASTER'S PROGRAMMES EUROPEAN STUDIES AND PUBLIC ADMINISTRATION OF THE UNIVERSITY OF TWENTE

This report takes the joint NVAO-EAPAA Accreditation Framework 2016 as a starting point.

## ADMINISTRATIVE DATA REGARDING THE PROGRAMMES

### **Bachelor's programme European Public Administration**

Name of the programme:	European Public Administration
CROHO number:	56654
Level of the programme:	bachelor's
Orientation of the programme:	academic
Number of credits:	180 EC
Specializations or tracks:	Global & European Studies Public Administration
Location:	Enschede
Mode of study:	full time
Joint programme:	
partner institutions involved:	Westfälische Wilhelmsuniversität Münster
type of degree awarded:	BSc European Public Administration, Specialization "Public Governance across Borders"
Language of instruction:	English
Expiration of accreditation:	31/12/2018

### **Master's programme Public Administration**

Name of the programme:	Public Administration
CROHO number:	60020
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specializations or tracks:	Safety and security Sustainability Science and technology Regulation and innovation Higher Education Communication and ICT Health Care
Location:	Enschede
Mode of study:	full time
Language of instruction:	English
Expiration of accreditation:	31/12/2018

### **Master's programme European Studies**

Name of the programme:	European Studies
CROHO number:	69303
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Location:	Enschede
Mode of study:	full time

Language of instruction: English  
Expiration of accreditation: 31/12/2018

The visit of the assessment panel Public Administration to the Faculty of Behavioural, Management and Social sciences of the University of Twente took place on 30/10/2017 - 01/11/2017.

## ADMINISTRATIVE DATA REGARDING THE INSTITUTION

Name of the institution: University of Twente  
Status of the institution: publicly funded institution  
Result institutional quality assurance assessment: positive

## COMPOSITION OF THE ASSESSMENT PANEL

The NVAO has approved the composition of the panel on 16 October 2017 . The panel that assessed the bachelor's programme European Public Administration and the master's programmes European Studies and Public Administration consisted of:

- Prof. T. (Tony) Bovaird, professor emeritus of Public Management and Policy at the University of Birmingham (United Kingdom) [chair];
- Prof. H.M.C. (Harrie) Eijkelhof, professor emeritus of Physics Education at Utrecht University;
- J.C. (Jasper) Meijering, master's student Engineering and Policy Analysis at Delft University of Technology [student member];
- Prof. T. (Tiina) Randma-Liiv, professor of Public Management and Policy and vice-dean for Research at Tallinn University of Technology (Estonia);
- Prof. A. (Adrian) Ritz, professor for Public Management at the University of Bern (Switzerland) [vice-chair];
- Drs. B. (Bertine) Steenbergen, interim director at the Ministry of Security and Justice.

The panel was supported by Peter Hildering MSc, who acted as secretary.

Appendix 1 contains the curricula vitae of the panel members.

## WORKING METHOD OF THE ASSESSMENT PANEL

The assessment of the bachelor's programme European Public Administration and the master's programmes European Studies and Public Administration are part of a cluster assessment. From October to December 2017, a panel assessed seven bachelor programmes and seventeen master's programmes in Public Administration at eight universities.

The panel consists of seventeen members:

- Prof. T. (Tony) Bovaird, professor emeritus of Public Management and Policy at the University of Birmingham (United Kingdom) [chair];
- Prof. A. (Adrian) Ritz, professor for Public Management at the University of Bern (Switzerland) [vice-chair];
- Prof. M. (Marleen) Brans, professor at the Public Governance Institute of the KU Leuven (Belgium) [vice-chair];
- Prof. H.M.C. (Harrie) Eijkelhof, professor emeritus of Physics Education at Utrecht University;
- Prof. P.B. Peter Sloep, professor emeritus in Technology-Enhanced Learning, in particular Learning in Social at the Open Universiteit Nederland;
- Prof. T. (Tiina) Randma-Liiv, professor of Public Management and Policy and vice-dean for Research at Tallinn University of Technology (Estonia);

- Prof. L. (Lan) Xue, professor and dean of the School of Public Policy and Management, Tsinghua University (China);
- Prof. E. (Esther) Versluis, professor of European Regulatory Governance at Maastricht University.
- Prof. W. (William) Webster, professor of Public Policy and Management at the Stirling Management School, University of Stirling (UK);
- Prof. J.J.A. (Jacques) Thomassen, emeritus professor of Political Science at the University of Twente;
- Prof J. E. (Jenneke) Bosch-Boesjes, emeritus professor of Development and Differentiation in Academic Education at the University of Groningen;
- Drs. B. (Bertine) Steenbergen, interim director at the Ministry of Security and Justice.
- Prof. J.P. (Jan) Pronk, professor emeritus in Theory and Practice of International Development at the International Institute of Social Studies and former Minister for Development Co-operation and Minister of Environment, Spatial Planning and Housing;
- Drs. C. (Cees) Vermeer, town clerk of the city of Breda;
- Drs. H. (Henk) de Jong, director of Strategy and Policy of the Dutch National Police;
- J.C. (Jasper) Meijering BSc, master's student Engineering and Policy Analysis at Delft University of Technology [student member];
- S. (Sophie) van Wijngaarden BSc, master's student Systems Engineering, Policy Analysis & Management at the Delft University of Technology [student member].

A panel of six to eight members was appointed for each visited, based on the expertise and availability of each panel member, and taking into account possible conflicts of interest.

Peter Hildering MSc of QANU was project coordinator of the cluster assessment Public Administration. He was secretary during the visits to the University of Twente, Radboud University, Erasmus University Rotterdam and Leiden University. He also attended the final panel consultations of every visit and read and commented on draft versions of each report in order to monitor the consistency of the assessments and the resulting reports. Mark Delmartino MA was secretary of the panel during the visits to Tilburg University, Maastricht University, Utrecht University, and VU University Amsterdam. Dr. Joke Corporaal was second secretary during the visits to the Erasmus University Rotterdam and Leiden University.

#### *Joint NVAO-EAPAA assessment*

The panel assessment was aimed at (re-)accreditation by both the NVAO and the European Association for Public Administration Accreditation. (EAPAA). Both accreditation processes were combined to increase efficiency and to reduce the administrative burden. The NVAO and EAPAA agreed on a joint process and framework on 12 September 2016, laid down in an international collaborative agreement. This report is based on the joint NVAO-EAPAA framework and is aimed at double accreditation for all programmes involved.

## SPECIAL CIRCUMSTANCES UNIVERSITY OF TWENTE

### *Name change bachelor's programme*

In addition to joint accreditation by NVAO and EAPAA, the bachelor's programme European Public Administration requested panel advice for a name change to Management, Society and Technology. The panel addressed this request during the site visit and was positive in its advice regarding the name change. This is discussed in a separate side letter that was directly submitted to the University of Twente.

### *Joint degree programme Public Governance Across Borders*

The bachelor's programme European Public Administration offers an accredited full-time joint degree specialization with the Westfälische Wilhelms-Universität Münster: Public Governance across Borders. A special procedure was agreed upon by its programme management, the NVAO, EAPAA and QANU for the accreditation of the joint degree programme. This joint degree programme was accredited by



the German accreditation organization Agency for Quality Assurance (AQAS) on 1 December 2015. On 31 October 2016, the NVAO accredited the joint degree programme in the Netherlands based on its MULTRA agreement with AQAS. The accreditation expires on the same date as the current accreditation of the bachelor's programme European Public Administration.

Since the joint degree programme was recently assessed and accredited, an adapted process for the current assessment of the programme was agreed upon to reduce administrative burden. The panel studied the accreditation decisions by AQAS and the NVAO (including underlying documentation), a brief update on the programme since December 2015, and a description of standards 5 and 6 of the NVAO-EAPAA framework. In a separate session during the site visit, the panel had the opportunity to interview management, students and staff of the joint degree programme. Based on these interviews and the documents provided the panel formed an opinion on the overarching programme Public Governance across Borders. Further information is provided in Appendix 7.

#### *Preparation*

Before the assessment panel's site visit to the University of Twente, the project coordinator received the self-evaluation reports that the programmes wrote based on the joint NVAO-EAPAA framework. He sent it to the panel after checking it for completeness of information. Upon reading the self-evaluation reports, the panel members formulated their preliminary findings. The panel also studied a selection of ten theses and the accompanying assessment forms for each programme. This selection was made by the panel's chair, in cooperation with the secretary, from a list of graduates from the past three years. The chair and secretary took care that all tracks and specializations within the programmes were covered, and made sure that the distribution of grades in the theses selection matched the distribution of grades over all theses.

The panel chair, secretary and programme jointly composed a schedule for the site visit. Prior to the site visit, the programme selected representative partners for the various interviews. Interviews were planned with students, teaching staff, management, alumni and professional field, the programme committee and the board of examiners. See Appendix 5 for the definitive schedule.

#### *Site visit*

The site visit to Twente University took place from 30 October to 1 November 2017 and was directly followed by the visit to Radboud University on 2 and 3 November 2017. At the start of the week, the panel held a preparatory meeting during which it was instructed regarding the assessment framework and procedures. After this, the panel discussed its working method and its preliminary findings for the Twente site visit, and reflected on the content and use of the programme's domain-specific framework of reference (Appendix 2).

During the site visit, the panel conducted interviews with representatives of the programmes, and examined materials provided by the programmes. An overview of these materials is given in Appendix 6. The panel provided students and staff with the opportunity to speak informally with the panel outside the set interviews. No use was made of this opportunity.

The panel used the final part of the visit to discuss its findings in an internal meeting. Afterwards the panel chair gave an oral presentation, in which he expressed the panel's preliminary impressions and general observations. The visit was concluded with a development conversation, in which the panel and the programmes discussed various development routes for the programmes. The result of this conversation is summarized in a separate report.

#### *Report*

After the site visit, the secretary wrote a draft report based on the assessment panel's findings. Subsequently, he sent it to the assessment panel for feedback. After processing the panel members' feedback, the coordinator sent the draft report to the university in order to have it checked for factual irregularities. The secretary discussed the ensuing comments with the panel's chair and adapted the report accordingly before its finalisation.

### *Decision rules*

The panel used the decision rules and definitions from the NVAO's Assessment framework for limited programme assessments to assess the six standards in the joint NVAO-EAPAA framework. To determine the score for the programme as a whole, the decision rules of the NVAO's Assessment framework for limited programme assessments were applied to the scores for Standard 1 to 4.

### **Generic quality**

The quality that can reasonably be expected in an international perspective from a higher education bachelor's or master's programme.

### **Unsatisfactory**

The programme does not meet the current generic quality standards and shows serious shortcomings in several areas.

### **Satisfactory**

The programme meets the current generic quality standards and shows an acceptable level across its entire spectrum.

### **Good**

The programme systematically surpasses the current generic quality standard.

### **Excellent**

The programme systematically well surpasses the current generic quality standard and is regarded as an international example.



## SUMMARY JUDGEMENT

### *Bachelor's programme European Public Administration, including the joint degree programme (track) Public Governance Across Borders*

The programme has a clear, shared mission to teach public administration focusing on the multi-scale nature of societal challenges. These societal challenges often result from technological developments. The intended learning outcomes of the programme are clear in respect to their level and orientation, but are formulated in an abstract way. They could be elaborated with regards to the knowledge-base of the field of public administration, allowing for a more evident link between the learning outcomes and the module educational objectives.

The mission and vision of the programme were recently formulated in the restructuring of the curriculum in line with the problem-oriented, project-based Twents Onderwijs Model (TOM). The panel was very impressed by this educational approach. It is well-executed and fits the aims and objectives of the programme exceptionally well. The TOM approach weaves core components of public administration coherently together with academic and professional skills, and offers students a truly multidisciplinary learning experience. The joint degree with the Universität Münster works well and students are adequately supported in their switch from Münster to Twente in their second year. The teaching staff is well-qualified and provides great support to the students. The increasing focus towards technology of the programme could have implications for the required expertise of the teaching staff and the entry requirements of the programme. The panel advises the programme to monitor this and take action if necessary. Also, the programme could improve its vision on the relation to practice, and adapt the curriculum accordingly to include the career preparation and professional skills needed to realize this vision.

The assessment system of the programme is of sufficient quality. The assessment plans are solid and the assessment methods are varied, with an adequate balance between group and individual assessment. The Board of Examiners functions properly, but could be more successful if it was less hesitant to enforce regulations to reach its goals. The Board of Examiners for the joint degree with Münster is adequately organized between the two universities. The panel notices that the programme often gives very high theses grades, with more than 50% of the theses graded 8 or higher. It found no ground in its thesis review to assume that the theses are of exceptionally high quality. In this light, the panel recommends the programme to improve the quality assurance of the thesis assessment. To do this, the panel recommends that the role of the second assessor should be reconsidered and the amount of written feedback on the thesis assessment forms should be monitored more closely. The second assessor of the theses should act less as a second supervisor, and more as an outsider assessing the thesis quality independently. Altogether, the panel concludes that students of the programme achieve the intended learning outcomes. The research learning outcomes are especially well achieved, and the effectiveness of the multi-scale, multi-level approach of the programme is clearly visible in the theses.

The programme has a solid system of quality assurance, with an educational committee that takes a strong, proactive role in curriculum development. This leads to continuous improvements to the programme on a micro level. On the macro level, the panel recommends revitalizing the programme's advisory board. The programme has responded adequately to the recommendations of the previous external assessment.

Sufficient attention is paid to diversity issues within the programme. The gender balance in the programme is adequate, although the number of female staff could be higher. The panel appreciates the efforts made by the programme management towards the inclusion of ethnic minorities, and encourages it to continue with these.

### *Master's programme Public Administration*

The programme has a shared mission and vision to teach its students to independently analyse multi-scale societal challenges from a multidisciplinary perspective. It is a well-established programme,



with a strong implicit vision, but the panel recommends that it should concretize and elaborate this vision on paper in order to use it structurally in curriculum design. The intended learning outcomes of the programme are clear in respect of their level and orientation, but are formulated in an abstract way. They could be elaborated with closer regard to the knowledge-base of the field of public administration, allowing for a more evident link between the learning outcomes and the course educational objectives.

The programme succeeds in offering seven good quality specialized profiles alongside an adequate public administration core, a range which is admirable for a small-scale programme. The combination of the thesis with the specialized profiles stimulates students to use multidisciplinary approaches in their work. The structure of the curriculum supports students in structuring their thesis work, but can be disadvantageous to students who combine their thesis with an internship. Also, the learning experience of students can differ depending the moment in the year they enter the programme. The panel recommends that the curriculum structure should be reviewed to see if these issues can be improved. The programme could improve its vision on the relation to practice, and adapt the curriculum accordingly to include the level of professional content necessary to realize this vision. The teaching staff in the programme are well-qualified and use a student-centered, interactive approach. This creates a great student-oriented atmosphere valued by staff and students both. The increasing focus towards technology of the programme could have implications for the required expertise of the teaching staff and the entry requirements of the programme. The panel advises the programme to monitor this.

The assessment system of the programme is of sufficient quality. The assessment plans are solid and the assessment methods are varied, with an adequate balance between group and individual assessment. The Board of Examiners functions properly, but could be more successful if it was less hesitant to enforce regulations to reach its goals. The panel notices that the programme often gives very high theses grades, with more than 50% of the theses graded 8 or higher. It found no ground in its thesis reviews to assume that the theses are of exceptionally high quality. In this light, the panel recommends that the quality assurance of the theses should be improved. To do this, the panel recommends that the role of the second assessor should be reconsidered, an external thesis evaluation should be introduced and the amount of written feedback on the thesis assessment forms should be better monitored. The second assessor of the theses should act less as a second supervisor, and more as an outsider assessing the thesis quality independently. Altogether, the panel concludes that students of the programme achieve the intended learning outcomes. The research learning outcomes within the programmes are especially well achieved, and also the multi-scale, multi-level approach was visible in both the theses and the professions of the alumni.

The programme has a solid system of quality assurance, with an educational committee that takes a strong, proactive role in curriculum development. This leads to continuous improvements to the programme on a micro level. On the macro level, there is room for improvement. Considering the upcoming changes to these programmes, the panel recommends designing a clear process for this, and recommends the programme to use the input from external stakeholders in this process. To this end, the panel recommends revitalizing the programme's advisory board. The programme has responded adequately to the recommendations of the previous external assessment.

Sufficient attention is paid to diversity issues within the programme. The gender balance in the programme is adequate, although the number of female staff could be higher. The number of international students and staff is fitting to the aims of the programmes, and attention is paid to inclusion of international students in the student population. The panel appreciates the efforts made by the programme management towards the inclusion of ethnic minorities, and encourages it to continue with these.

#### *Master's programme European Studies*

The programme has a shared mission to be an internationally oriented, multi-level public administration programme driven by multi-scale societal challenges. Students of the programme are



supported to analyse independently societal challenges from the perspective of global and European governance. It is a well-established programme, with a strong implicit vision, but the panel recommends that it should concretize and elaborate this vision on paper in order to use it structurally in curriculum design. The learning goals could be elaborated with closer regard to the knowledge-base of the field of public administration, allowing for a more natural link between the learning outcomes and the module learning goals.

The programme offers a coherent core curriculum in European and global governance, with a valuable option for additional international experience through pursuing a double degree containing modules at both the University of Twente and Universität Münster. The programme makes optimal use of its small-scale nature to offer small-group learning in a student-oriented environment, with close contact between students and staff. The programme could improve its vision on the relation to practice, and adapt the curriculum accordingly to include the level of professional content necessary to realize this vision. Also, the content of the premaster programme should be revised to include more programme-specific content. The teaching staff of the programme are well-qualified, and use a student-centered, interactive approach. This creates a great student-oriented climate valued by staff and students both. The switch towards technology of the programme could have implications for the required expertise of the teaching staff. The panel advises the programme to monitor this and take action if necessary.

The assessment system of the programme is of sufficient quality. The assessment plans are solid and the assessment methods are varied with a sufficient balance between group and individual assessment. The Board of Examiners functions properly, but could be more successful if it was less hesitant to enforce regulations to reach its goals. The panel notices that the programme often gives very high theses grades, with around 70% of the theses graded 8 or higher. It found no ground in its thesis reviews to assume that the theses are of exceptionally high quality. In this light, the panel recommends that the quality assurance of the theses should be improved. To do this, the panel recommends that the role of the second assessor should be reconsidered, an external thesis evaluation should be introduced and the amount of written feedback on the thesis assessment forms should be better monitored. The second assessor of the theses should act less as a second supervisor, and more as an outsider assessing the thesis quality independently. Altogether, the panel concludes that students of the programme achieve the intended learning outcomes. The research learning outcomes within the programmes are especially well achieved, and also the multi-scale, multi-level approach was visible in both the theses and the professions of the alumni.

The programme has a solid system of quality assurance, with an educational committee that takes a strong, proactive role in curriculum development. This leads to continuous improvements to the programme on a micro level. On the macro level, there is room for improvement. Considering the upcoming changes to these programmes, the panel recommends designing a clear process for this, and recommends the use of input from external stakeholders in this process. To this end, the panel recommends revitalizing the programme's advisory board. The programme has responded adequately to the recommendations of the previous external assessment.

Sufficient attention is paid to diversity issues within the programme. The gender balance in the programme is adequate, although the number of female staff could be higher. The number of international students and staff is fitting to the aims of the programmes, and attention is paid to inclusion of international students in the student population. The panel appreciates the efforts made by the programme management towards the inclusion of ethnic minorities, and encourages it to continue with these.



The panel assesses the standards from the combined NVAO-EAPAA framework 2016 in the following way:

*Bachelor's programme European Public Administration, incl. joint degree programme (track) Public Governance Across Borders*

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	good
Standard 3: Student assessment	satisfactory
Standard 4: Achieved learning outcomes	satisfactory
Standard 5: External input	satisfactory
Standard 6: Diversity	satisfactory
General conclusion	satisfactory

*Master's programme Public Administration*

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Student assessment	satisfactory
Standard 4: Achieved learning outcomes	satisfactory
Standard 5: External input	satisfactory
Standard 6: Diversity	satisfactory
General conclusion	satisfactory

*Master's programme European Studies*

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Student assessment	satisfactory
Standard 4: Achieved learning outcomes	satisfactory
Standard 5: External input	satisfactory
Standard 6: Diversity	satisfactory
General conclusion	satisfactory

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.

Date: 16-03-2018



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Prof. dr. Tony Bovaird



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Peter Hilderling MSc

# DESCRIPTION OF THE STANDARDS FROM NVAO-EAPAA ACCREDITATION FRAMEWORK 2016

## Organisational context

The Public Administration programmes are part of the Faculty of Behavioral, Management and Social Sciences of the University of Twente. Teaching within the three programmes is organised by a single programme management, consisting of a programme director and a programme coordinator. The programme director reports directly to the dean of the faculty. Teaching staff in each programme is drawn from various departments at the university. Most staff, but not necessarily all, are from within the faculty. The programme director coordinates the allocation of teaching staff with the heads of departments, and assigns teaching budgets to the departments associated with the required teaching capacity. The department of Public Administration is the main contributor to the teaching staff of the three programmes. The three Public Administration programmes share an Educational Committee, and they have a Board of Examiners with three other master's programmes within the faculty.

### Standard 1: Intended learning outcomes

The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements. As for level and orientation (bachelor's or master's; professional or academic), the intended learning outcomes fit into the Dutch qualifications framework. In addition, they tie in with the international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme. Insofar as is applicable, the intended learning outcomes are in accordance with relevant legislation and regulations. The programme should clearly state its educational philosophy in reaching these outcomes and identify a clear mission.

## Findings

### *Mission and vision*

The bachelor's programme European Public Administration and the master's programmes Public Administration and European Studies at Twente University share a mission to teach public administration focusing on the multi-scale nature of societal challenges. They take a multi-level, multi-actor perspective, with levels of governance ranging from regional to global governments. Many modern-day societal challenges, such as global warming, mass-migration, terrorism and unemployment, are related to technology. The programmes therefore explicitly aim to train their students to connect technology to governance, policy and public management. As a result, the programmes increasingly focus on the relation between society and technology, building upon the 'high tech, human touch' profile of the University of Twente.

The *bachelor's programme European Public Administration* aims to teach its students an understanding of societal challenges in connection to governance, policy and public management. In recent years, the programme has moved away from an institutions-based approach to an integrative approach, focusing on the involvement of multiple actors on multiple levels of so-called wicked problems in public administration, for which no unidimensional solutions exist. The educational philosophy of the programme requires students to develop 21st century skills such as collaboration, creativity and design-orientation in problem-solving. To this end, the programme has adapted the model which has been adopted university-wide, the Twents Onderwijs Model (TOM) (cf. Standard 2). The panel found that the mission and vision of the bachelor's programme is widely known and shared among staff and students. As will be discussed under Standard 2, the educational model TOM fits this mission and vision very well. The panel sensed enthusiasm among the staff and programme management related to the direction the programme is taking to focus more on the impact of technology on public administration. To reflect this new direction, the bachelor's programme's management proposes a name change from *European Public Administration* to *Management, Society*



*and Technology*. In the view of the panel, this tech-based public administration approach is sensible for the programme. It gives the programme a clear profile which aligns well with the priorities of the University of Twente and the needs of the professional field. The panel addressed the desired name change during the site visit and its advice was positive. This is discussed in a separate side letter that was directly submitted to the University of Twente.

The *master's programme Public Administration* aims to teach its students to independently analyse multi-scale societal challenges from a multidisciplinary perspective. The educational philosophy is aimed towards supporting students to analyse and deal with ambiguous, wicked problems. In addition to a common core in public administration, the programme offers multiple specializations in cooperation with research groups throughout the university. In the view of the panel, the master's programme Public Administration is a well-established programme with a shared vision. The various specializations of the programme are bound together by a multi-level view of the complex socio-technical problems facing public policy, public governance and public management. Although not so strongly apparent from the written materials, both staff and programme management expressed this vision throughout the interviews. The panel recommends the programme to elaborate their written mission and vision to make these clearer, as well as the steps that need to be taken to reach the programme's goals.

The *master's programme European Studies* emphasizes an internationally oriented, multi-level public administration perspective driven by multi-scale societal challenges. Students of the programme are supported to independently analyse societal challenges from the perspective of global and European governance. Its educational philosophy focuses on a common core of European Studies content with student-centred, small-group learning. The panel found a strong shared vision among the programme staff. From various backgrounds they applied the multi-level perspective on governance, with a focus academic approach and tech-based societal challenges. As this vision was not as clear on paper as it was in the interviews, the panel recommends the programme to elaborate their written mission and vision. This should make these more clear, as well as the steps that need to be taken to reach the programme's goals.

#### *Intended learning outcomes*

The intended learning outcomes of all three programmes are formulated quite similarly on a high level, using the Dublin descriptors and the public administration domain-specific frame of reference as starting points. As a result, the level, academic orientation and requirements of the field are clearly recognisable in the formulation of the intended learning outcomes of all three programmes.

The panel believes that the intended learning outcomes could be more elaborate in terms of content. The high-level approach results in abstract formulations that describe the knowledge base of the programme in quite general terms. As a result, there is no obvious connection between the intended learning outcomes and the modules educational objectives. The panel recommends a further deepening of the relation between the intended learning outcomes and module educational objectives in terms of content. Such an exercise could be insightful to students and staff by providing insight on what is expected throughout the curriculum. It could also highlight whether all learning outcomes are sufficiently covered within the modules. The learning paths, which are used to describe the development of certain knowledge and skills throughout the programmes, could provide a suitable starting point for this.

Also, the panel would expect a larger role for technology-based knowledge and skills in the intended learning outcomes for a programme focused on tech-based public administration. For the bachelor's programme, this inclusion is intended for the upcoming changes to the programme. For the master's programmes, this is less mapped out. The programme management expects to address this issue during the further development of the master's programmes in the next few years.

## Considerations

The Public Administration programmes at the University of Twente have a shared mission and vision. This is most clearly visible in the bachelor's programme, which is currently undergoing a process of restructuring in line with the programme's tech-based vision.

Through adopting the TOM model, the bachelor's programme uses an educational philosophy that fits its mission and vision very well. Both master's programmes are well-established programmes with a strong implicit vision, but both have yet to concretize and elaborate this vision on paper in order to use it structurally in curriculum design.

The intended learning outcomes of all three programmes are clear in their level and orientation, but are formulated in an abstract way. They could be better elaborated with regard to the knowledge-base of the field of public administration, allowing for a more evident link between the programmes learning outcomes and the modules educational objectives.

## Conclusion

The panel assesses Standard 1:

for the bachelor's programme European Public Administration as 'satisfactory'.

for the master's programme Public Administration as 'satisfactory'.

for the master's programme European Studies as 'satisfactory'.

### **Standard 2: Teaching-learning environment**

The curriculum, staff and programme-specific services and facilities enable the incoming students to achieve the intended learning outcomes. The contents and structure of the curriculum enable the students admitted to achieve the intended learning outcomes. The quality of the staff and of the programme-specific services and facilities is essential to that end. Curriculum, staff, services and facilities constitute a coherent teaching-learning environment for the students.

## Findings

To assess the content and structure of the programmes, the panel studied the curricula (Appendix 4) and the content of several core courses (see Appendix 6) of each of the three programmes.

### **2.1: Core components**

*The core curriculum provides a thorough teaching of the basic concepts, theories, methods and history (classics) of Public Administration on the level of the programme (bachelor's or master's).*

#### *Bachelor's programme European Public Administration*

The bachelor's programme European Public Administration offers its core components in 8 modules of 15 EC. The programme provides a broad understanding of the field of public administration. The modules cover a wide range of concepts and theories across policy, governance and public management, alongside research methods and academic skills such as academic writing, philosophy and moral leadership.

#### *Master's programme Public Administration*

The master's programme Public Administration has 30 EC of required courses, using a generalist approach towards of public administration. The courses cover content across public management, public governance, policy and academic research skills. The other 30 EC are for specialization in electives (10 EC) and thesis work (20 EC).



### *Master's programme European Studies*

The master's programme European Studies has 30 EC of required courses focusing on global and European governance. It includes courses on international relations and politics, legal frameworks, regulatory and policy design and academic research skills. The other 30 EC are for electives (5 EC) and thesis work (25 EC).

The panel concludes that the core components of the three programmes adequately educate students in the field of public administration. The basic components of public administration are present in the curricula and courses, and are appropriate for the level of the programme. The bachelor's programme focuses on understanding and applying the core components, whereas the master's programmes enables students to apply this knowledge in new and more complex environments.

## **2.2 Other components and specialisations**

*The programme clearly defines its objectives for additional work and the rationale for the objectives, and explains how the curriculum is designed to achieve these objectives. The statement of objectives includes any programme specialisation or concentration and the main categories of students to be served (e.g., full-time, part-time).*

### *Bachelor's programme European Public Administration*

The bachelor's programme European Public Administration offers specialization in two tracks (Public Administration and European Studies, both 30 EC), in the university-wide electives semester (30 EC) and in the joint degree *Public Governance Across Borders* with the Westfälische Wilhelms-Universität Münster (full-time).

The two specialization tracks Public Administration and European Studies provide more specialized content in these areas as well as orienting students towards the two related master's programmes. The electives semester, which is part of the educational model (TOM), lets students choose 30 EC of electives throughout the university to either strengthen their multidisciplinary competences, or to qualify students for a master's degree outside public administration or to do an internship.

The joint degree *Public Governance Across Borders* focuses on multi-scale problems in governance, most prominently in contexts where national and state borders have become obstacles. The cooperation between the universities of Twente and Münster provides a highly relevant cross-border environment. Students experience this first-hand, spending their first year in Münster and the second and third year in Twente. The joint degree is designed to utilize the context in which it is offered by letting students simultaneously study and experience cross-border environments. The panel congratulates both universities on this successful cooperation.

The panel concludes that the specialization opportunities have clearly defined goals and objectives, and provide students with ample opportunities to specialize.

### *Master's programme Public Administration*

The master's programme Public Administration has 30 EC for specialization, which includes two electives and the master's thesis. Students can choose between seven domain profiles (see Appendix 4) offered by experts in these fields throughout the university. The specializations are composed by the programme management from relevant master's level courses offered at the university that tie within the intended learning outcomes of the programme.

The panel is impressed by the broad range of specializations, and how the programme makes this work for a master's programme of this size. It praises their design, for which the expertise of researchers throughout the university is used as starting point. This guarantees that the students are taught (and supervised) by experts in all of the seven profiles. At the same time the programme manages to keep the set of specializations coherent and relevant to the programme's intended learning outcomes.

### *Master's programme European Studies*

Students of the master's programme European Studies choose a 5 EC elective course from a list of courses predefined by the programme management. The panel thinks the amount of room for electives is appropriate. The master's programme itself is more focused than a broad-range Public Administration programme, as it specializes in European and global governance, limiting the need for further specializations. Additionally, students have the opportunity to pursue a one-and-a-half year double degree programme with the Universität Münster. In this double degree, students follow six extra courses (for a total of 30 EC) in Münster, in addition to their master's programme European Studies in Twente, leading to a second master's diploma in European Studies from the Universität Münster. During their thesis, the double degree students are supervised jointly by a Twente and a Münster lecturer. The panel praised this opportunity to gain additional international experience by doing extra courses at a German university.

### **2.3 Multi-disciplinarity**

*The courses taken to fulfil the core curriculum components provide research methods, concepts and theories from the disciplines of economics, law, political science, sociology, public finances, informatisation, and public management as well as the relationship between these fields.*

The panel studied the content of a number of core courses of the three programmes (see Appendix 6) and discussed the issue of multidisciplinary in several of the interviews. It concludes that all three programmes use research methods, concepts and theories from the disciplines relevant to public administration within the courses.

In the bachelor's programme, multidisciplinary is especially accomplished through the TOM educational model in combination with the multi-level, multi-actor vision on governance. As a result, the challenges offered to students throughout the courses encourage students to use theory and methods from multiple disciplines to tackle these problems.

In the master's programmes, multidisciplinary is boosted by the interdisciplinarity of the teaching staff. Courses are taught by experts in various disciplines, also from outside the faculty, resulting in a multidisciplinary teaching environment. This is especially the case in the specializations and the resulting theses of the master's programme Public Administration. Through the multidisciplinary specializations, students are stimulated to use a multidisciplinary approach in their thesis and therefore develop their multidisciplinary skills in practice.

### **2.4 Length**

*The programmed curriculum length is in line with the objectives of the programme and in accordance with the accreditation category that is applied for.*

The bachelor's programme (180 EC) and both master's programmes (60 EC) fulfil the length criteria for academic bachelor's and master's programmes in the Netherlands.

### **2.5 Relationship to practice and internships**

*The programme provides adequate training of practical skills in correspondence with the mission and the programme objectives. Therefore it has adequate links to the public administration profession.*

To assess the relationship to practice, the panel studied the career preparation, professional content and role of internships in each of the three programmes.

The panel saw various examples of career preparation initiatives for each of the programmes. The study association Sirius plays a prominent role in organizing guest lectures by practitioners, LinkedIn





workshops and career days with professional organizations for each of the three programmes. The university career centre offers general career preparation services to all its students, although no programme-specific activities.

Professional skills are explicitly included in the intended learning outcomes of the bachelor's programme, and included in the teaching methods. The project structure assists in training students in developing skills needed in the workplace, such as collaboration and team roles. The problems addressed in the courses are often derived from or inspired by real-world challenges. At the master's level, the relationship to practice is less visible. The intended learning outcomes are less specific about professional skills and on the professional content of the courses. Initiatives are mostly left to the individual lecturers.

The bachelor's programme features the opportunity to do a 30 EC internship as an elective in the third year. Roughly one in three students decides to do so. The bachelor's students seem satisfied with this opportunity and the support received by the programme staff. Both master's programmes do not have as much room for internships. Some students chose to do their master's thesis at a host organization, however students from both programmes indicate that the initiative is mostly left to themselves, and that the structure of the master's programme Public Administration, in particular, does not make it very easy to find a longer period to do the internship (cf. Standard 2.6).

The panel is positive about certain aspects of the relationship to practice of the programmes, especially on the inclusion of and attention to professional skills in the bachelor's programme. However, it misses an overarching vision on the relationship to practice for all three programmes. Career preparation, the role of the internship and the inclusion of professional content do not seem designed with a clear vision in mind. The panel recommends the management of all three programmes to formulate such a vision and connect this to the intended learning outcomes, the professional content in the curriculum (most prominently in the two master's programmes) and the internship. On career preparation, the panel praises the efforts of the student association, but recommends more ownership of this issue from the programme management. A strong role of the student association does not account for the fact that not all students are equally involved in the association, especially international students and master's students coming from bachelor's programmes from other universities than the University of Twente. Finally, the panel recommends the master's programme Public Administration, as will be discussed in section 2.6, to revisit the curriculum structure to see whether opportunities for doing an internship can be improved.

### **2.6 Structure and didactics of the programme**

*The programme is coherent in its contents. The didactic concepts are in line with the aims and objectives of the programme. The teaching methods corresponds to the didactic philosophy of the programme. The programme is 'doable' in the formal time foreseen for the programme in the respective years.*

#### *Bachelor's programme European Public Administration*

Structure and didactics of the bachelor's programme European Public Administration are strongly interwoven in the Twente Onderwijs Model (TOM). This university-wide educational model is closely tied to the university's multidisciplinary 'high-tech, human touch' profile, and was adopted by the bachelor's programme in 2013. Each academic year is structured in four ten-week thematic modules, in which students engage in problem-oriented, project-based learning in small groups. A module integrates several courses and a project, using an overarching theme that emphasizes a certain aspect of the political administrative system, such as policy-making, public management or European challenges. An exception is the first year of the joint degree in Münster, which uses a more traditional educational philosophy, due to much higher student numbers in most courses. To overcome the resulting differences between Twente and Münster students, joint degree students are mixed with regular students in the project groups in the second year in order to get them quickly acquainted



with TOM. A module overview can be found in Appendix 4. Students are divided into small project groups for the duration of a module.

The panel has studied the content of several modules, and is very impressed by the structure and coherence of the programme. Although TOM is a university-wide educational model, it seems to fit the European Public Administration programme particularly well. It is directly in line with the aims of the programme to study 'wicked' problems in Public Administration using 21st century skills. The modules skilfully integrate various learning outcomes related to theory, professional and academic skills, and challenge students to study real-world problems from different, multidisciplinary angles. In line with the technology-focus of the programme, the problems are often inspired by technological developments, such as the role of social media in immigration, or robotization of the labour market. Programme management and staff are very dedicated to the TOM approach and offer a high level of support to students and project groups. The students the panel spoke to were very satisfied about the educational philosophy and the way in which it is implemented, especially with respect to group learning and the development of 21st century skills.

The three-year success rates have significantly improved since the implementation of the TOM approach, raising from 50% to 81% in the first cohort, and still going up. The panel congratulates the programme on this, and sees that this is a direct result of the group-based module structure of the programme. The panel understands the limitations of implementing TOM in the first year of the joint degree, considering that the courses are offered in very different environments. Joint degree students even have a higher success rate than students of the regular bachelor's, suggesting that the programme successfully acquaints its joint degree students with TOM in the second year of the curriculum.

#### *Master's programme Public Administration*

The master's programme Public Administration is organized into four quartiles. The first and third quartile are reserved for core courses and electives, the second and fourth quartile are dedicated to thesis work. The aim of this structure is to allow students to make a good start on their thesis, and to allow them to use the third quartile to gather data and deepen their knowledge on aspects in the courses that are relevant for their thesis. The symmetry of the quartile structure also allows the programme to have two intake moments per year. Apart from the academic skills course which is offered twice per year, all courses are offered once per year, mixing students from both intake moments.

The panel finds the structure of the programme adequate and established that students are generally content with it. They recognize that it helps them to organize their thesis work. Some have difficulty choosing a thesis topic early in the programme. However, they report that they receive adequate support by their teachers in this process. The February intake groups especially need to choose their topic early-on, as most profile electives relevant to the thesis topics are taught in their first quartile. The panel has the impression that students who choose to join the February intake experience a less coherent programme, and might be at a disadvantage for having to choose their specialization almost immediately upon entering the programme. The panel recommends the programme to reflect on this and strive to make the learning process equal for all students.

The distribution of the thesis work over two separated quartiles makes it hard to combine the thesis with an internship. Students who choose to do an internship usually organise sufficient time by postponing courses to the next year. The students and alumni the panel spoke to confirmed that this is common practice for a substantive portion of the students. The panel recommends the programme to investigate whether the possibility to do an internship can be integrated into the curriculum, for instance by making the curriculum more flexible.

The courses use a mixture of lectures, tutorials and interactive classes. The small group sizes in general stimulate intensive interaction between students and staff, which leads to a student-oriented climate. With an average intake of 35 students per year, this master is not a large programme. Since



the programme has seven domain profiles, the number of students per profile can be low. However, due to the use of experts from other disciplines within the university, courses are often also followed by students from these disciplines. The number of students per course is usually at least five or more, thus allowing for interactive group discussions and group work. The panel concludes the didactics of the programme is appropriate. It was impressed by the student-oriented nature of the programme, which was highly valued by both students and staff. Many students and alumni named this as one of the defining characteristics of the programme, both in the courses and the thesis trajectory.

#### *Master's programme European Studies*

The master's programme European Studies guides students from challenges in the field to the design of solutions, aiding them to become independent researchers. In the first quartile, students investigate challenges in European and global governance and the framework they are situated in. The second quartile teaches students to design and implement policy and regulatory solutions and research skills. This is all integrated in the master's thesis in the last two quartiles. If desired, the thesis can be combined with an internship. Students pursuing the double degree have two additional quartiles of courses in Münster before the thesis. The panel liked the structure of the master's programme. The approach that takes students from challenges to the design of solutions is fitting to the aims of the programme to analyse societal challenges from the perspective of global and European governance.

The didactics of the programme is based on student-centred, small-group learning. This approach is well-suited to the programme, which attracts around 15 students annually. Students and staff value the student-oriented nature of the programme. In terms of didactics, the staff indicate that the programme could benefit in this respect from a higher number of students (25-30). The panel is impressed by its student-oriented nature and didactic choices. It recognizes the benefit the programme would have from higher student numbers, and encourages the programme to keep working on their profile to make the programme attractive to more students. Students informed the panel that the programme requires hard work, but is feasible. Students form a close-knit group. They motivate and help each other, and receive ample support from staff throughout the programme.

#### **2.7 Admission of students**

*Admission goals, admission policy and admission standards, including academic prerequisites, are in line with the mission and programme objectives. They are clearly and publicly stated, specifying any differences for categories of students.*

The bachelor's programme admits all students with pre-university education (vwo) degrees, as is common for academic Public Administration programmes in the Netherlands. German students in the joint degree need the corresponding *Abitur*. Due to the increasing role of technology in the programme, the panel recommends the programme to keep track of the performance of students with non-technical backgrounds, especially those with entering with a Dutch so-called Culture & Society profile. If issues arise, the programme could consider changing their admission criteria to place more emphasis on affinity with technology.

Both master's programmes directly admit students with an academic bachelor's degree in Public Administration, European Studies or Political Sciences, or a similar foreign qualification. Students with a bachelor's degree from a university of applied sciences are admitted after successful completion of a premaster programme (30 EC). This premaster programme offered jointly by the two master's programmes. The premaster programme consists of an introduction to Public Administration, academic writing, statistics and either the module European Challenges or the module Smart Governance for Regional Innovation of the bachelor's programme Public Administration. Students of the master's programme Public Administration are generally content with the premaster programme. However, several European Studies students felt they were not adequately equipped in programme-specific content after completion of the premaster programme.

The programme attracts students from a wide variety of backgrounds and nationalities, who are not all up-to-date on European and global governance. However, the public administration courses offered in the premaster do not cover much European Studies content. To get all European Studies students adequately prepared for the programme, the panel recommends that more European Studies content should be added into the premaster.

### **2.8 Intake**

*The structure, contents and the didactics of the programme are in line with the qualifications of the students that enter into the programme.*

The structure, contents and didactics of all three programmes are generally in line with the qualifications of the students entering the programme. The joint degree students in the bachelor's start at Twente University a year later than the other students, and have to get acquainted with both the university and the educational philosophy of the programme, and need to adjust to a shift from German to English-taught courses. The programme helps them with this by giving them an introduction to the TOM approach in their first year in Münster, and deliberately mixing them with Dutch students in the project groups in the second year. The panel is satisfied with the efforts of the bachelor's programme to give both groups of students the same learning experience as soon as possible.

As discussed in section 2.6 and 2.7, the panel sees room for improvement for the master's programme Public Administration with differing learning experiences for students entering the programme at two separate moments in the year. Also, the master's programme European Studies could improve the premaster to repair knowledge deficiencies of students entering the programme from a variety of backgrounds. Aside from this, the panel finds no structural differences for groups of students, including international students and students entering with a non-academic bachelor's degree.

### **2.9 Faculty qualifications**

*A substantive percentage of the professional faculty nucleus actively involved in the programme holds an earned doctorate or other equivalent terminal academic degree in their field. Any faculty lacking the terminal degree must have a record or sufficient professional or academic experience directly relevant to their assigned responsibilities. The field of expertise and experience of the faculty reflects the needed expertise to deliver the programme as intended. All faculty with teaching assignments have at least proven basic educational skills. The educational skills are adapted to the didactics of the programme and its components. Where practitioners teach courses, there is satisfactory evidence of the quality of their academic qualifications, professional experience and teaching ability.*

All three programmes are taught by experienced, established researchers in public administration or related fields. All teachers hold a PhD degree and have a University Teaching Qualification (BKO), are in the process of qualifying for one or have a dispensation due to extensive teaching experience. The programme directors are responsible for assembling the teaching staff for their programme from experts within the Faculty, and in some cases outside the faculty. Most teaching staff are affiliated with the Public Administration department, with some staff coming from departments specializing in policy domains such as energy and sustainability, or science and technology.

The panel is content with the qualifications of the teaching staff in all three programmes. Students are very satisfied with the level of staff support they receive in all programmes, and mention the student-oriented approach of the staff as a great asset. The panel is impressed that, due to the way the programme staff is assembled from throughout the university, all teachers are experts in the subjects they teach. As a result, even the relatively small-scale master's programme Public Administration can offer high-qualified content in seven specializations. The panel notes the



associated risk that the programme management might have to work hard to coordinate the programmes and get teaching staff from a wide variety of backgrounds on the same page. This might be especially the case when involving staff from technical faculties due to the increasing technology focus of the programmes. The panel has no indication that this causes problems so far. It congratulates the programme management for achieving this, but it also advises that programme management should be aware of this issue when deciding the future direction of the programme. The department could consider hiring more technology-oriented researchers in the future to reflect the switch towards technology-inspired public administration.

## **Considerations**

### *Bachelor's programme European Public Administration*

The bachelor's programme European Public Administration has a strong teaching-learning environment based on the problem-oriented, project-based Twents Onderwijs Model (TOM). This educational approach is well-executed and fits the aims and objectives of the programme exceptionally well. It weaves core components of public administration coherently together with academic and professional skills, and offers students a truly multidisciplinary learning experience. The joint degree with the Universität Münster works well and students are adequately supported in their switch from Münster to Twente in their second year. The teaching staff are well-qualified and provide great support to the students. The increasing focus towards technology of the programme could have implications for the required expertise of the teaching staff and the entry requirements of the programme. The panel advises the programme to monitor this and take action if necessary. Also, the programme could improve its vision on its relation to practice, and adapt the curriculum accordingly to include the career preparation and professional skills needed to realize this vision.

### *Master's programme Public Administration*

The master's programme Public Administration succeeds in offering seven good quality specializations alongside an adequate public administration core, which is admirable for a small-scale programme. The combination of the thesis with the specialization stimulates students to use multidisciplinary approaches in their work. The structure of the curriculum supports students in structuring their thesis work, but can be disadvantageous to students who combine their thesis with an internship. Also, the learning experience of students can differ depending on which moment in the year they enter. The panel recommends the programme to review the curriculum structure to see if these issues can be improved. The programme could improve its vision on its relation to practice, and adapt the curriculum accordingly to include the level of professional content necessary to realize this vision. The teaching staff in the programme are well-qualified and use a student-centred, interactive approach. This creates a great student-oriented atmosphere valued by staff and students. The increasing focus towards technology of the programme could have implications for the required expertise of the teaching staff. The panel advises the programme to monitor this and take action if necessary.

### *Master's programme European Studies*

The master's programme European Studies offers a coherent core curriculum in European and global governance, with a valuable option for additional international experience by pursuing a double degree at the Universität Münster. The programme makes optimal use of its small-scale nature to offer small-group learning in a student-oriented environment, with close contact between students and staff. The programme could improve its vision on its relation to practice, and adapt the curriculum accordingly to include the level of professional content necessary to realize this vision. Also, the content of the premaster programme should be revised to include more programme-specific content. The teaching staff of the programme are well-qualified, and use a student-centred, interactive approach. This creates a great student-oriented climate valued by staff and students both. The switch towards technology of the programme could have implications for the required expertise of the teaching staff. The panel advises the programme to monitor this and take action if necessary.

## Conclusion

The panel assesses Standard 2  
for the bachelor's programme European Public Administration as 'good'.  
for the master's programme Public Administration as 'satisfactory'.  
for the master's programme European Studies as 'satisfactory'.

### **Standard 3: Assessment**

The programme has an adequate assessment system in place. The tests and assessments are valid, reliable and transparent to the students. The programme's examining board safeguards the quality of the interim and final tests administered.

## Findings

To assess the quality, validity and transparency of assessment within the three programmes, the panel considered the assessment policies of the programmes, the assessment of the theses and the functioning of the Board of Examiners of the programmes.

### *Assessment policy*

All three programmes use a programme assessment plan, which is discussed and updated by the programme management and the Board of Examiners at least twice a year. The plans link the intended learning outcomes to the tests throughout the programme in a test matrix, and pays attention to variety of tests, especially the balance between individual tests and group tests. The plan also described the policy on retakes and repairs.

Internships are always assessed by an assessor of the programme, using criteria determined before the internship starts. The university assessor consults the supervisor at the host institution on the student's performance. If the internship is combined with a thesis, both the first and second thesis supervisor are always university staff, with the host supervisor acting as advisor on the internship part.

The panel is satisfied with the assessment plans, and praises specifically the diversity of testing methods and the attention to the balance between group and individual work. The test matrices show that care is being taken to assure that all students individually achieve the intended learning outcomes. Both students and staff are aware of the possibility of free-riding, especially in the group-oriented bachelor's programme. If issues arise, they are usually quickly spotted due to the intensive interaction between staff and students, and they are adequately dealt with.

### *Thesis assessment*

In all stages of their thesis, students are supervised by two assessors from within the university, with at least one from within the Faculty. For the joint bachelor's degree and the double degree in the master's programme European Studies, this is always both a Twente and a Münster-based assessor. The first supervisor is responsible for monitoring progress, and is an expert on the thesis subject. The second supervisor provides a second opinion on the quality of the thesis. Both supervisors provide feedback on the proposal and the thesis, and independently evaluate whether the thesis is defensible and ready for the final phase. In the end, both supervisors give a mark and fill out an assessment form. The final score is discussed among the two supervisors and jointly decided upon. After this, the grade is rounded to a whole number, which is university policy for grading. In the bachelor's programme, there is a possibility to call upon a third supervisor if the two supervisors do not agree.

From interviews with staff and students of the programmes, the panel concludes that the supervisors put a lot of work into the thesis assessment, and provide great support to students throughout the process. The panel is however surprised by the role of the second assessor. By being involved from





the beginning and providing ample feedback throughout the process, the second assessor acts in a similar role as the first assessor. This could hinder the role of the second assessor in the quality assurance of the thesis as safeguard against overinvestment of the first supervisor in the student. This should be a particular point of attention for these programmes, given the high amount of support students receive from staff throughout the thesis process. As will be discussed under Standard 4, the panel noted a tendency to overmark theses within all three programmes, which might be partly attributed to this process. The second assessor in this design does not protect against this. By allowing frequent interaction between both assessors, the programmes risk compromising the independence of the judgement of the second supervisor. This can especially be the case when the supervisors differ in seniority, or if students have special circumstances influencing their work. The panel recommends to revise the role of second assessors, making their assessments independent from both the student and the first supervisor.

To further validate the quality of the theses, the bachelor's programme has appointed a thesis carousel committee to independently evaluate a sample of bachelor's theses and compare the results with the original assessment. The committee pays special attention to marks at the end of the scales (6, 9 and 10). It includes an external member from another public administration programme in the Netherlands. The panel applauds this initiative for external quality assurance of the thesis. It also understands that a similar initiative for the master's theses has been long in the planning, but has not been executed yet. The panel recommends the programme management to go through with this and take the final step.

The panel studied a number of theses and the accompanying assessment forms for each programme. It was not impressed by the transparency of the assessment form. First the panel noted that, in many cases, the assessment forms did not provide much written feedback. Both staff and students indicate in the interviews that they do not need this, as the students already receive extensive oral feedback on their performance. However, the panel wants to stress that assessment forms also fulfil a role in quality assurance, for instance in internal quality assurance of the programme or external assessments such as the thesis carousel. Qualitative feedback could for instance be helpful to discover patterns in the performance of the students which might reflect shortcomings within the programme. The programme management and the Board of Examiners agree that the assessment forms should be filled in more extensively, but indicated that they have not been successful in enforcing this for all cases. A second point the panel noted is that the discussion of the two supervisors in which they decide upon the final mark is not reflected in the assessment forms. The panel recommends a stronger enforcement of the policy to have supervisors provide more extensive written feedback on the assessment forms, and to provide insight in how the final mark was determined by the two supervisors. Also, the master's programmes could adopt the policy of the bachelor's programme to call upon a third supervisor in case of disagreement.

#### *Board of Examiners*

The three programmes share a Board of Examiners together with three other master's programmes in the faculty. Each programme contributes one member to the Board. The Board discusses matters such as the assessment plan and the accompanying test matrices, quality of tests at course level and the assignment of examiners, as well as operational affairs such as approval for electives. In the past years, the Board's priority has been to put the policies and procedures of the assessment system in place. The Board has worked on the assessment plans, introduced inter-collegial reviews of tests and monitors the diversity of assessment methods.

The panel finds that the Board of Examiners functions adequately, yet could take on a stronger role. The Board frequently relies on the initiatives of others to reach its goals. For instance, the panel notes from the Board's annual reports that the Board has been urging the programme management to introduce thesis carousels in the master's programmes already for several years, but this still has to happen. In another example, the Board wants to implement anti-plagiarism measures, yet leaves the decision to use the available software to the individual (master's) thesis supervisors instead of

making it mandatory. Overall, the panel thinks the Board should be less hesitant to enforce regulations, and could be more successful if it made more use of its legal and regulatory powers.

The joint degree programme Public Governance Across Borders has its own Board of Examiners consisting of equal membership of Twente and Münster staff. This board decides on rules and regulations specific to the joint degree. Within both universities, operational affairs and matters that only apply to one of the universities are handled by the local Boards of Examiners. Based on the recent German assessment of the joint degree, the panel concludes that the quality of assessment is adequately handled by the formal Board of Examiners and the two local boards.

### **Considerations**

All three programmes have an adequate assessment system in place. The assessment plans are solid and the assessment methods are varied, with a sufficient balance between group and individual assessment. The quality assurance of the theses should be improved, especially in the light of the tendency for overmarking that the panel noted. To do this, the panel recommends the programme to reconsider the role of the second assessor, to introduce an external thesis evaluation in the master's programmes and to better monitor the amount of written feedback on the thesis assessment forms. The second assessor of the theses should act less as a second supervisor, and more as an outsider assessing the thesis quality independently. The Board of Examiners functions properly, yet could be more successful if it was less hesitant to enforce regulations to reach its goals.

### **Conclusion**

The panel assesses Standard 3:

for the bachelor's programme European Public Administration as 'satisfactory'.

for the master's programme Public Administration as 'satisfactory'.

for the master's programme European Studies as 'satisfactory'.

#### **Standard 4: Achieved learning outcomes**

The programme demonstrates that the intended learning outcomes are achieved. The level achieved is demonstrated by interim and final tests, final projects and the performance of graduates in actual practice or in post-graduate programmes.

### **Findings**

To assess the achieved learning outcomes of the programmes, the panel studied a sample of theses for each programme, and interviewed several alumni of the programme. The panel was generally satisfied with the theses. In all cases, the students demonstrated that they had achieved the minimum level required by the programme. The demonstration of research skills was appropriate, and in several cases in all three programmes quite strong. In most cases, the theses has practically relevant topics with a multidisciplinary approach.

The panel was struck by the remarkably high thesis grades in all three programmes. In every programme more than half of the students score a grade of 8 or higher, even up to 70% in the master's programme European Studies. In the theses the panel studied, it found no grounds to assume that the theses were of an exceptionally high quality, and in multiple cases felt that the grading was too generous. The panel discussed their findings with representatives of all three programmes during the site visit to find out the reasons behind the high grades.

Part of the explanation is the university grading policy of rounding up to full numbers, which turns all grades between 7.5 and 7.9 into an 8. Further, the panel suggests that there might be a connection to the close cooperation between students and supervisors in the thesis trajectory. The students are closely coached by their supervisors and receive multiple rounds of feedback on their



work. This level of investment of supervisors in the student and their work has the associated risk of them viewing the work more favourably as a result. The assessment system does not adequately prevent this risk. As discussed under Standard 3, the second assessor has similar involvement in the process as the first assessor, and therefore is exposed to the same risk. The panel recommends repairing the assessment system with an independent check on thesis quality, and to investigate any other possible reasons behind the high thesis marks and address these.

The alumni of the bachelor's programme feel adequately prepared for the master's programmes they enrol in. Roughly 35% of the students stay in Twente for either the Public Administration or European Studies master's programme, the rest enrol in other master's programmes, usually elsewhere in the Netherlands or Germany. As explained by the students, this has mostly to do with a choice to relocate closer to the government centres in the Netherlands to improve job opportunities. For German students in the joint degree, it is related to the demand for two-year master's programmes, which are more common in Germany.

The master's programmes Public Administration and European Studies have conducted an extensive alumni survey, trying to track the profession of all alumni of the programmes. The survey shows that the alumni usually find an appropriate job in many levels of governance, non-profit organizations or (government) consultancy, which is fitting to the multi-level focus of the programmes. The alumni the panel saw in the interviews for both programmes were enthusiastic and satisfied with their education. They mention research skills and multidisciplinary as strong points of the programmes.

The panel is convinced that the alumni of each of the programmes function well after completing the programme, and have achieved the goals of the programmes. It praises the fact that both master's programmes conducted such an extensive alumni survey. When further analysed, the raw data this provided could provide valuable insights to further improve the programmes.

### **Considerations**

Based on the theses and alumni interviews, the panel concludes that students of all three programmes achieve the intended learning outcomes. The research learning outcomes within the programmes are especially well achieved, and also the multi-scale, multi-level approach of the programmes was visible in both the theses and the professions of the alumni of the programmes. The panel recommends all programmes to investigate the issue of the high theses grades, using the recommendations provided under Standard 3.

### **Conclusion**

The panel assesses Standard 4:  
for the bachelor's programme European Public Administration as 'satisfactory'.  
for the master's programme Public Administration as 'satisfactory'.  
for the master's programme European Studies as 'satisfactory'.



**Standard 5: External input**

The content of a curriculum and the means of communication and teaching change over time. Flexibility, and the ability to innovate on the basis of adequate information on governance and teaching skills are important features of any educational programme, in order to meet the need of the students and the teaching staff. The programme provides evidence of an adequate process of curriculum development in which all relevant stakeholders are involved.

**Findings****5.1 Curriculum development**

*The programme innovates itself, and uses measures of quality in this process, such as summaries of course evaluations, exit interviews, graduate surveys and related information.*

All three programmes have undergone several curriculum changes in the past six years, mostly as a result of adapting to the 'high tech, human touch' profile of the university. This is most apparent in the bachelor's programme, where the entire curriculum was redesigned around the TOM approach and the increasing tech-focus of the programme. This also resulted in a proposed name change of the programme to Management, Society and Technology. The master's programme Public Administration has moved away from institutions-based tracks to multidisciplinary profiles. It is also planning to reintroduce a Dutch-language track into the master's programme to better connect their students to regional governance. The master's programme European Studies has shifted its focus from the EU to include more global governance. The panel concludes from the interviews during the site visits that these curriculum developments have been discussed with many stakeholders in the programmes. For instance, the educational committee was involved from the very beginning in the discussion to rebrand the bachelor's programme. Students and staff had an active role in discussing the role of technology in the programmes.

The three programmes share an educational committee, with student and staff representatives for each of the programmes. The educational committee has an active role in the quality assurance of the programmes. It comments on all course evaluations, and has the opportunity to advise the programme management on possible improvements. In the interviews during the site visit and the committee's annual reports, it was clear that the committee often gives advice, and that this is taken seriously by the programme management. The student association Sirius also plays an active albeit informal role in quality assurance. The board of Sirius often advises the educational committee and programme management on educational matters.

The programmes have recently introduced a PCDA (Plan, Check, Do, Act) cycle for quality assurance. The programme management composes an annual programme improvement plan. In composing this, it uses internal input from course evaluations and stakeholders such as the Educational Committee and the Board of Examiners. These plans are formally discussed with the Board of Examiners, the Educational Committee and course/module coordinators. They serve as the basis for curriculum and organizational improvement. External input is not a regular part of the PCDA cycle, but is collected on an *ad hoc* basis. This mostly consists of contact with alumni and internship supervisors. The programmes have an external advisory board with members of the professional field, but this board is not very active at the moment. The panel is very positive on the internal quality assurance at micro level. In particular, the active role of both the educational committee and the student association appears to have a positive influence on improving the quality of education, which is well-received by both students and programme management.

On the macro level of curriculum development, the bachelor's programme has had most attention in the past years as a result of the curriculum overhaul. The panel is less convinced about the process of curriculum development in the master's programmes. For instance, both programmes do not have a clear process in place to make a successful transition towards a technology-oriented programme. The panel recommends the programmes to design such a process to aid these debates. The involvement of external stakeholders in these processes could also be stronger. The programmes



could for instance involve alumni and the professional field more structurally. The panel recommends the programme to revitalize the advisory board and to involve them actively in curriculum developments on the macro level. This also applies to the bachelor's programme, which could benefit from the input of an external advisory board as well. In this light, the panel was pleased to hear about a recent meeting with regional stakeholders to discuss developments of the programme, and it encourages the programmes to engage in such meetings in a more structural way.

### **5.2 External reviews**

*The programme provides evidence that the recommendations received during previous reviews (by NVAO, EAPAA or any other (inter)national review body) have led to changes in the content or the organisation of the programme.*

The previous accreditation in 2011 resulted in a number of recommendations, which played an important role in improvements made in the past years. The recommendations concentrated on the further development of skills in the programmes, the improvement of the didactical approach and the strengthening of the quality assurance within the programmes.

The panel concludes that the programmes have in general responded adequately to these recommendations. The bachelor's programme specifically was very successful in strengthening the development of professional skills and the didactical approach through the TOM approach. In the view of the panel, these aspects are now two of the strengths of the programme. To a lesser extent, the master's programmes also improved their skills education and didactical approaches. The recommendations on quality assurance were also adequately addressed, most prominently on strengthening the role of course evaluations and the introduction of the PCDA-cycle. The panel notes that the Board of Examiners was recommended to take a more proactive role. As discussed under Standard 3, this panel thinks that there is still room for improvement in this aspect.

### **Considerations**

All three programmes have a solid system of quality assurance, with an educational committee that takes a strong, proactive role in curriculum development. This leads to continuous improvements of the programmes on a micro level. On the macro level, there is room for improvement, most prominently concerning the master's programmes. Considering the upcoming changes to these programmes, the panel recommends designing a clear process for this, and recommends the programme to use the input from external stakeholders in this process. To this end, the panel recommends revitalizing the programmes' advisory board. The programmes have responded adequately to the recommendations of the previous external assessment.

### **Conclusion**

The panel assesses Standard 5:  
for the bachelor's programme European Public Administration as 'satisfactory'.  
for the master's programme Public Administration as 'satisfactory'.  
for the master's programme European Studies as 'satisfactory'.

**Standard 6: Diversity**

Diversity among staff and students is one of the aims of the programme. This reflects the broader appreciation of diversity as a relevant variable in the study and practice of public administration and governance. The programme at least takes steps to increase gender balance among the professional staff of the programme, if necessary.

**Findings**

All three programmes strive for diversity among students and staff, and equal opportunities for all groups of students. To reach these goals, the university has several central policies in place. This includes policies on gender diversity in higher research and management positions, and regulations for studying with disabilities.

The gender diversity of the student population is properly balanced, with roughly equal male and female students in all three programmes. The gender balance in the teaching staff leans more towards male staff, with roughly 25% of the faculty teaching staff being female. In terms of international and ethnic background, all three programmes have a substantial number of international students. For the bachelor's programme, these are mostly German students associated with the joint degree. The master's programme European Studies is the most international programme, with more than 60% non-Dutch students. The master's programme Public Administration has around 15% international students. Of the teaching staff, around 40% is non-Dutch.

The panel is satisfied by the gender balance in the programmes, although the number of female staff could be higher. The percentage of international students and staff is fitting to the aims of the respective programmes. This is especially the case in the master's programme European Studies, which has the most international character of the three programmes. The department has been successful in attracting good international staff in line with the internationalization aims of the programmes. International students feel properly included in the student population. The bachelor's programme takes extra steps to improve the inclusion of joint degree students from Germany in the second year of the programme. It mixes Dutch and German students in project groups, and the student association organizes social events aimed at integrating the students. These initiatives are working to the satisfaction of both Dutch and German students.

The panel feels that the work force of civil servants in the Netherlands should ideally reflect the ethnic diversity in society, and thinks that the public administration programmes could play a role in this by aiming towards an ethnically diverse student population. Although this was not discussed during the panel visit, the programme management provided the panel with a note which highlighted that it is aware of potential issues which may arise from the inclusion of students with specific ethnic backgrounds. For instance, it considers (although the programmes do not register ethnicity on principle) that relatively many students on UT programmes are drawn from Syrian backgrounds, reflecting the local community, who are often very good and highly motivated students. In addition, it has many students who were born abroad or have parents born abroad, so that it concludes that a specific under-representation of particular ethnic groups is not easily discernible. The panel appreciates the efforts which have clearly been made by the programme management in this respect and encourages it to continue with these.

**Considerations**

The programmes pay sufficient attention to diversity issues. The gender balance in the programme is adequate, although the number of female staff could be higher. The number of international students and staff is fitting to the aims of the programmes, and attention is paid to inclusion of international students in the student population. The panel appreciates the efforts made by the programme management towards the inclusion of ethnic minorities, and encourages it to continue with these.



## Conclusion

The panel assesses Standard 6  
for the bachelor's programme European Public Administration as 'satisfactory'.  
for the master's programme Public Administration as 'satisfactory'.  
for the master's programme European Studies as 'satisfactory'.

## GENERAL CONCLUSION

For the bachelor's programme, the panel assesses Standard 1, 2, 4, 5 and 6 as 'satisfactory' and Standard 2 as 'good'. For the master's programmes Public Administration and European Studies, the panel assesses all standards as 'satisfactory'.

According to the decision rules of NVAO's Framework for limited programme assessments applied to Standard 1 to 4, the panel assesses:  
the bachelor's programme European Public Administration as 'satisfactory'.  
the master's programme Public Administration as 'satisfactory'.  
the master's programme European Studies as 'satisfactory'.

## APPENDICES





## APPENDIX 1: CURRICULA VITAE OF THE MEMBERS OF THE ASSESSMENT PANEL

**Prof. dr. T. (Tony) Bovaird (chair)** is emeritus professor of the University of Birmingham (United Kingdom). He has previously worked at Aston Business School and Bristol Business School. From 2012 he has held a visiting chair in Meiji University (Japan) and has been visiting professor at various universities and business schools in the UK and abroad, such as the University of Bern, University of Barcelona, the University of Minho (Portugal) and the University of Brasila. His research covers strategic management of public services, performance measurement in public agencies, evaluation of public management and governance reforms, and user and community co-production of public services. He has carried out research and has been involved in projects for, amongst others, the European Commission, several UK government departments and the Welsh Government. He is on the Governing Council of Local Areas Research and Intelligence Association (LARIA) and has been a member of the Strategy Board of the UK Research Councils' Local Government Initiative (LARC) and the Local Government Reference Panel of the National Audit Office. He has given keynote speeches for several (inter)national annual conferences. Professor Bovaird is a member of the Editorial Board of the *International Public Management Journal* and co-author of *Public Management and Governance*. Professor Bovaird is a member of the Scientific Advisory Board of the German Institute for Public Administration Research and a non-executive director of Governance International.

**Prof. dr. H.M.C. (Harrie) Eijkelhof** studied experimental physics at Leiden University. He taught physics, agricultural science and general science at secondary schools in Amsterdam, Senanga (Zambia) and Leiden and has been in charge of six national curriculum projects in physics and science education. At the international level he participated in science education projects in Portugal (Ciencia Viva), Israel, Tanzania and Ghana, and in the projects Science Across the World and PRIMAS. At Utrecht University he has been head of the Science and Mathematics Teacher Training Department, in charge of bachelor's and master's programmes in Physics and Astronomy and vice-dean bachelor education of the Faculty of Science. Between 1997 and 2011 he was professor of Physics Education and after his retirement between 2011 and 2014 director of the Freudenthal Institute for Science and Mathematics Education. Currently he is involved in various curriculum, professional development and quality assurance programmes. His research publications focus a.o. on concepts of ionizing radiation, curriculum development and PISA results.

**J.C. (Jasper) Meijering (student member)** is master's student in Engineering and Policy Analysis at Delft University of Technology. He obtained his bachelor's degree in Systems Engineering, Policy Analysis and Management also from Delft University of Technology. His research focuses on using quantitative modelling and simulation techniques to address grand global challenges and acting as strategic policy advisor. He was selected for a scholarship program from, and works as Student Ambassador for, the Dutch Energy sector. From January 2016 to January 2017 he was selected to join the outreach program Young Future Energy Leaders Program of the Masdar Institute in Abu Dhabi (United Arab Emirates). In this capacity, he was a member of United Arab Emirates' delegation to the United Nations Framework Convention on Climate Change (COP22) in Marrakech (Morocco) in 2016 and attended the World Future Energy Summit 2016.

**Prof. dr. T. (Tiina) Randma-Liiv** is professor of Public Management and Policy at Tallinn University of Technology (Estonia) where she currently also serves as vice dean for Research of the Faculty of Business and Governance. She holds a BA in Economics from the University of Tartu, Estonia, an MPA from New York University and a PhD from Loughborough University. Randma-Liiv previously served as professor and chair of Public Management at the University of Tartu, and as visiting professor at the KU Leuven, the University of Gdansk, Vienna University of Economics and Business Administration, and Florida International University. She has served on the Steering Committees of the European Group of Public Administration (EGPA), and of the Network of Institutes and Schools of Public Administration in Central and Eastern Europe (NISPAcee). Professor Randma-Liiv is currently a member of the Advisory Board to the Estonian Minister of Public Administration, and has



been a member of the Academic Council of the President of Estonia and of the Prime Minister's Advisory Board on Administrative Reform. She has served in the academic advisory board of the European Public Service Award, the advisory board of the UNDP Regional Centre for Public Administration Reform, and the OECD Expert Group of the Partnership for Democratic Governance. She is a co-founder and a board member of the biggest Estonian think-tank – PRAXIS Centre for Policy Studies. Her research interests include the impact of fiscal crisis on public administration, public sector organization, civil service reforms, policy transfer and small states. She has won Alena Brunovska Award for Teaching Excellence in Central and Eastern Europe (2006) and the Estonian National Science Award (2016).

**Prof. dr. A. (Adrian) Ritz (vice-chair)** is professor for Public Management and a member of the executive board of the interdisciplinary centre for public management at the University of Bern in Switzerland where he teaches at the Faculty of Social Sciences and at the Faculty of Law. He is the delegate of the University Board of Directors for further education and the president of the university commission for further education. Furthermore, Ritz is the managing director of the Executive Master of Public Administration (MPA) and the Certificate of Advanced Studies in Public Management and Policy (CeMap) at the University of Bern. Adrian Ritz worked as research scholar at the University of Georgia, School of Public and International Affairs, Department of Public Administration and Policy, in Athens GA USA, and at Indiana University, School for Public and Environmental Affairs, in Bloomington IN USA. As lecturer Adrian Ritz taught classes for the Universities of Bern, Lausanne, St. Gallen, Munich/Germany and Krems/Austria. His activities in consulting and applied research for public institutions take place at all federal levels of Switzerland. He is a member of the Swiss Public Administration Network (SPAN) and a member of the Accreditation Committee of the European Association for Public Administration Accreditation (EAPAA). Currently, Ritz serves as President of the Scientific Commission for Public, Non-profit, and Health Management (WK ÖBWL) of the German Academic Association for Business Research (VHB). Adrian Ritz' research areas are in the field of public management, leadership, motivation and human resources management, administrative reforms, and performance management.

**Drs. B. (Bertine) Steenbergen** is acting director Security and Management at the Ministry of Security and Justice in the Netherlands. She has studied Public Administration at the University of Twente and, as a post-doctoral, at the NSOB (MPA). She has had various functions in the government since 1995. She started at the Ministry of Finance, via the interdepartmental Program Modernizing Government, the municipality of The Hague to the Ministry of the Interior. Her position has shifted from policy advisor, via project manager, head of section, program manager to director. Since January 2014, she has made various assignments as an internal interim manager within government. One of her secondary positions is board member of the Association for Public Administration. All her professional activities aim to connect people and organizations within and outside government in creating collaborative solutions.



## APPENDIX 2: DOMAIN-SPECIFIC FRAMEWORK OF REFERENCE

### **Domain-specific requirements Public Administration, Public Governance, and Governance and Organization (PAGO) Programmes, 2010**

#### **Introduction**

The study of public administration has developed and expanded into a broad interdisciplinary body of knowledge, which tackles a variety of themes and practices on public administration, governance and organization (PAGO). The academic community in the Netherlands acknowledges that throughout the years this field has widened and now includes not only public administration but also governance and organization. This entails a diversity of approaches on the one hand, but on the other, the conviction that these approaches are connected and interrelated and worthwhile to keep together. Programmes may share basic components, but also may differ to express their specialisation in this broadened field. This parallels developments in the profession. Alumni are increasingly challenged in a wide variety of fields that put varying demands regarding professional knowledge, skills and attitudes. In this frame of reference we will address this field as the PAGO-field: including public administration, public governance, and governance and organization.

In this domain-specific frame of reference we start with a brief summary regarding the development of the PAGO-field and argue that the broadening of the field is due to various exogenous and endogenous changes. Accordingly we will outline the programme principles of PAGO-studies as well as related learning outcomes.

#### **Developments**

The societal impact of processes like globalization, individualization and ICT has altered the nature of public problems. Issues like risk and security, environment and ecology, economics and welfare, and nationality and culture are high on the societal and political agenda. The impact of such problems has consequences for the abilities of (national) governments. It challenges them to reach beyond traditional approaches. This has led to manifold changes in political and administrative landscapes. New expectations and demands are expressed towards politics and administration, including moral standards. New criteria for performance have emerged that aim at 'value for money', new businesslike concepts of management, and reformed public service delivery. There have been new interpretations of democracy and accountability, and of relations between state, civil society and the market.

Government and public administration not only changed its own practices, it also changed its relationship with society. Public administration thus moved towards governance, i.e. dealing with public problems through dispersed networks of organizations and actors, including social institutions, non-governmental organizations (NGO's), and private companies. Government and public policy are still relevant, but new outlooks and mechanisms are designed and used to make things work.

These developments have also changed the field of study of PA. Scholars started to use new concepts to understand developments, broadening categories such as 'government-governance', and crossing boundaries between the public and private world. These concepts include focused attention to issues like interdependence, ambiguity, networks, contextuality, governance, and the role of institutions, trust and integrity. These developments invited researchers to cross disciplinary borders and take aboard theories, concepts, methods and ideas, from organization studies (structure, culture, management, strategy, networks, et cetera) as well as other bodies of knowledge (new fields within economics, political science and sociology, communication theory, ethics and philosophy, geography, international relations and law, et cetera).

Another issue that needs to be highlighted is that the study of Public Administration in the Netherlands includes several fields that elsewhere are situated in political science. The PAGO-studies not only focus on classical PA issues, but also on public organization and management issues, as well as on subfields like 'public policy', 'policy making', 'public governance', 'public culture and ethics'.



Scholars of these issues are part of the broad 'PA' community, in research as well as in educational programmes.

### **Resulting Fields of Study**

This PAGO-community consists of three fields of study. The first embodies the classical features of the discipline, concentrating on politics, administration and the public sector. Public administration often started within the context of (departments of) politics and/or law, with an emphasis on the study of government and bureaucracy as well as public policy-making and implementation.

The second emerged through the fact that public interests and public problems are increasingly tackled by a multitude of public and private actors. It broadened the scope of study to include nongovernmental actors, as part of the often complex public-private, multi-actor networks that deal with collective and public interests.

The third field focuses on questions of governance and organization that surpass the traditional public-private boundaries. It includes the study of private actors in social contexts. This orientation links the worlds of business administration and public administration and pays attention to what we know about management, strategy and behaviour in corporations. This approach can be labelled as 'governance and organization'.

PAGO today is a broad multi- and interdisciplinary field of science. The classical core disciplines of political science, law, sociology and economics are important, and there is an increasing involvement of disciplines that focus on organization, culture, and communication. Also, challenging new interchanges with bodies of knowledge in (for example) social and organizational psychology, planning studies and geography, philosophy and ethics and history have demonstrated added value.

The PAGO-community acknowledges that there are different views regarding object and focus of the field of study. For instance: is PAGO about knowledge by description, explanation and prediction, or is evaluation and improvement the prime goal? Or, how do we relate to and communicate with practitioners in public (and private) administration, governance and organization? Rather than excluding certain views, the PAGO-community welcomes a variety in approaches, ideas and outlook. This variety is also visible in the PAGO-programmes.

### **Defining programme principles**

PAGO-programmes are academic programmes aiming at the development of academic knowledge, skills and attitude in students that are relevant for understanding public administration, governance and organization. They pay particular attention to social and political contexts and developments, relevant (interdisciplinary) bodies of knowledge, aim at developing research capacities, and contribute to working professionally in public and private domains. In this frame of reference we have listed elements that are to be seen as building blocks for academic programmes. As far as knowledge is concerned, contemporary programmes encompass various disciplinary views supporting the PAGO-domain, and various sorts of domain-specific knowledge. As far as skills are concerned, they encompass skills for applying and reflecting on scientific methods and approaches, integrating knowledge and skills for working in public domains/organizations. As far as attitude is concerned, it encompasses critical stances and moral stature. Each of these subfields is briefly elaborated in order to circumscribe specific learning outcomes at Bachelor and Master levels (see next paragraph).

### **Knowledge**

#### *Knowledge of society and changing contexts*

Activities in public domains influence, are influenced by, and interact with social systems and developments. On the one hand, they constrain public sectors, as they reproduce values, traditions and culture(s). On the other hand, they call for public action; (new) facts, events and problems, fuelled by new technologies, pose new challenges. PAGO-programmes enhance understandings of

social structures and behaviours, societal trends and changes. This calls for an awareness of political, sociological, cultural, historical, philosophical, ethical, economic and judicial contexts.

#### *Knowledge of political and administrative systems*

The organization, processes and activities in public domains are shaped by and within political systems. PAGO-programmes should devote attention to the institutions, structure, organization and activities of such political systems, at different levels (local, regional, national, transnational). PAGO-programmes encompass political and social theories, including those regarding legitimacy and the democratic design and functioning of organizations in public domains. They also pay attention to the application of these theories in everyday practice.

#### *Knowledge of (public) policy, decision making and implementation*

Governance for societal problems includes many insights derived from various bodies of knowledge, ranging from high-level decision-making to everyday service delivery. PAGO-programmes address both classic and contemporary theories, methods and techniques of policy-making, management, decision-making, and their implementation in everyday practice.

#### *Knowledge of organizations and organizing principles*

Public domains entail a variety of organizations, some organized as classical government bodies, some as between the public and private sectors, while others have been influenced by and/or have taken on the characteristics of private organizations. There is a growing awareness that policies and service delivery must be organized and require well-trained and motivated professionals. This leads to a more explicit emphasis on organizational studies. PAGO programmes entail knowledge of organizational concepts/perspectives on organizing, domains of managerial activities, insights in organizational change and management tools.

#### *Knowledge of governance and networks*

The powers and authorities to intervene have become less governmental and more distributed. Due to organizational fragmentation, the rise of network relations, and the spread of (normative) governance models – e.g., 'joined up government', 'public-private partnerships', and 'corporate social responsibility' (CSR) – multiple parties have become active in dealing with public problems and representing public interests. PAGO-programmes pay attention to new relations and new governance regimes, having both theoretical and empirical consequences.

### **Skills**

#### *Research skills*

The role of knowledge in (public) policies and organizations is crucial for its effectiveness, especially for understanding the complexity of contexts, structures, outcomes and behaviours. PAGO-programmes include methods of quantitative and qualitative social-scientific research to analyse and also emphasise a clear understanding of contextual aspects.

#### *Integrative skills*

Public domains can be analysed from different angles; theories are grounded in various disciplines. The quality of research and capacities of civil servants and other functionaries in public domains depend on integrative skills, i.e. abilities to combine, integrate and apply different bodies of knowledge. PAGO-programmes devote attention to and provide opportunities to practice integrative skills.

#### *Cooperation and communication skills*

The functioning of the public domain largely depends on the skills of actors to exchange ideas, to negotiate when necessary, and to cooperate in constructive ways. Civil servants and other functionaries use a repertoire of skills and attitudes to communicate ideas to audiences of experts as well as laymen. Cooperation is at the heart of PAGO and includes a sense of responsibility and leadership. PAGO-programmes devote attention to and provide opportunities to practice cooperative and communicative skills.



## **Attitude**

### *Critical stances*

PAGO programmes are academic programmes that not only facilitate cognitive learning and skill development, they also develop critical powers. Students are taught how to critically analyze arguments used by others, how to relate 'fashionable' statements, e.g. by politicians, to more traditional as well as to scientific insights, and how to reflect upon political and normative implications of policy choices and organizational design. PAGO-programmes devote attention to the development of a constructive, critical attitude.

### *Moral stature and professionalism*

The eloquence and credibility of PAGO has two features. First is its ability to approach societal problems in effective ways, but second is the degree to which government and governance principles serves as a moral compass. PAGO-programmes train students in this respect for occupying positions in governance regimes (public and private), they also train students in developing appropriate or 'professional' conduct. This is a matter of guarding values, such as accountability and integrity, and of practicing values, such as entrepreneurship and innovation.

## **Academic learning outcomes for PAGO studies**

The broad fields identified and circumscribed in the above are to be seen as programme criteria and, thus, as the building blocks of a programme. Each programme will emphasize a specific selection of these building blocks to impose specific learning outcomes on students. In the table below we list such learning outcomes. This is a generic list, both applicable for bachelor and master programmes.

The difference between both studies is in the degree of complexity; in the level of analysis; and in the independence of the student. Here we follow the distinctions made in the so-called Dublin descriptors. In this system a distinction is made between first cycle learning for bachelors and second cycle learning for masters. First cycle learning involves an introduction to the field of study. It aims at the acquisition and understanding of knowledge, ideas, methods and theories, elementary research activities, and basic skills regarding communication and learning competences. At second cycle learning we find a deeper understanding of knowledge; problem solving skills are developed for new and unexpected environments and broader contexts. Here students can apply knowledge in various environments. At the master level we also expect a well-developed level of autonomy regarding the direction and choices in a study.

In generic bachelor PAGO-programmes most of the learning outcomes will apply that are listed below. Master programmes, however, usually have a much stronger thematic focus and may especially focus on a particular set of these learning outcomes that are best suited for that specialisation, but not covering all the learning outcomes listed below. We propose that the learning outcomes for the bachelor level, apply for the master level in the sense that students demonstrate that they are capable of:

- dealing with increased situational, theoretical and methodological complexity;
- demonstrating increased levels of autonomy and self-management;
- applying ideas, methods, theories in research and problem solving;
- mastering the complexity that is inherent to the field of specialisation.

In the table below we have organized the learning outcomes according to the Dublin descriptors. We present the main components of the Dublin descriptors in italics, and accordingly the proposed learning outcomes.

### **Knowledge and understanding**

1 (Bachelor) [Is] supported by advanced text books [with] some aspects informed by knowledge at the forefront of their field of study

2 (Master) provides a basis or opportunity for originality in developing or applying ideas often in a research context

- (Basic) knowledge of (changing) societal contexts
- (Basic) knowledge and understanding of the distinctive nature of organization, policy making, management, service delivery and governance in PAGO domains
- (Basic) awareness of political traditions and politics
- (Basic) knowledge and understanding of the discipline, PAGO-paradigms, intellectual tradition, theories and approaches
- (Basic) knowledge and understanding of multi-actor and multi-level concepts
- A general (basic) understanding regarding the dynamics and processes of actors in public domains, how these processes influence society and vice versa

### **Applying knowledge and understanding**

1 (Bachelor) [through] devising and sustaining arguments

2 (Master) [through] problem solving abilities [applied] in new or unfamiliar environments within broader (or multidisciplinary) contexts

- (Basic) capacity to work at different levels of abstraction
- (Basic) skills in problem definition and problem solving in the PAGO domain
- (Basic) ability to distinguish normative preferences and empirical evidence
- (Basic) skills in combining, integrating and applying knowledge
- (Basic) insight into the scientific practice
- (Basic) capacity to select a suitable theoretical framework for a given empirical problem
- (Basic) skills in combining normative and empirical aspects
- (Basic) capacity to build arguments and reflect upon the arguments of others
- (Basic) awareness of relevant social, ethical, academic and practical issues

### **Making judgments**

1 (Bachelor) [involves] gathering and interpreting relevant data

2 (Master) [demonstrates] the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete data

- (Basic) ability to formulate research questions on problems in the PAGO-domain
- (Basic) knowledge regarding research on social-scientific positions and thinking
- (Basic) training in and application of quantitative, qualitative and mixed methods social science research
- (Basic) abilities to collect data and to derive judgments thereof

### **Communication**

1 (Bachelor) [of] information, ideas, problems and solutions

2 (Master) [of] their conclusions and the underpinning knowledge and rationale (restricted scope) to specialist and non specialist audiences (monologue)

- (Basic) capacity to use argumentative skills effectively
- (Basic) capacity to function in multi- and interdisciplinary teams in several roles
- (Basic) capacity to function effectively in governance, organization, management, policy and advocacy settings
- (Basic) capacity to use communicative skills effectively in oral and written presentation



**Learning skills**

1 (Bachelor) have developed those skills needed to study further with a high level of autonomy

2 (Master) study in a manner that may be largely self-directed or autonomous

- Learning attitude
- (Basic) capacity to reflect upon one's own conceptual and professional capacities and conduct

## APPENDIX 3: INTENDED LEARNING OUTCOMES

### ***Bachelor's programme European Public Administration:***

#### 1. Knowledge-base of the field of European Public Administration

##### 1.1 A student has knowledge and comprehension of:

(a) the interdisciplinary foundations of public administration: policy, governance, and public management.

(b) the multi-scale nature of society and societal challenges—integrating the local scale with the regional, national scale, European, and the global scale.

1.2 On the basis of (1.1) a student is able to analyse: society and changing contexts; political and administrative systems; policy, decision-making, and implementation; organizations and organizing principles; governance and networks.

1.3 A student has knowledge and comprehension of the development of ideas in the field of public administration and philosophy of science.

#### 2. Social scientific research in public administration

2.1 A student is able to perform, under supervision, all aspects of a social scientific study in the field of public administration:

(a) formulate a scientific research question and consistent sub-questions that produces new knowledge in the field.

(b) formulate testable hypotheses that are logically derived from an appropriate theoretical framework.

(c) develop a feasible research design.

(d) carry out a simple research, using appropriate methods and techniques of the social sciences for data collection and -analysis.

(e) reflect on the results of a study—including their own—in terms of the research design, hypotheses, theory, and the research problem.

2.2 A student is able to, under supervision, interpret and evaluate the results of social science research, and

form a well-reasoned opinion in the case of missing or incomplete data.

2.3 A student has insight into scientific practice, including the publication system, the importance of integrity, and the use of conclusions and recommendations of the research by politics and society.

#### 3. Model-guided analysis of societal challenges and design

3.1 A student is able to employ a model-guided approach to theorizing and problem solving. A student is able to use that approach to identify and reformulate ill-structured societal challenges as a (combination of) a policy, a governance, and a public management problem.

3.2 A student can analyse a societal challenge, combining the knowledge base of public administration with knowledge from relevant disciplines, and including technology.

3.3 A student has the creative skills to design a (technological) solution to the reformulated societal problem in terms of policy, governance, and public management—taking into account (the organization of) the implementation and evaluation of the design.

3.4 A student is able to reflect on (changes in) the ethical, political, and societal implications of the designed policy-, governance-, or public management-solution.

#### 4. Academic and professional skills

4.1 A student has basic analytical skills:

(a) A student is able to recognize modes of reasoning, including deduction, induction, and analogy.

(b) A student is able to logically reason, exchange, and justify arguments in a critical, open, and constructive way—both with specialists in the field of public administration and non-specialists.

4.2 A student is able, with supervision, to critically self-reflect on his/her own thinking, decision-making, and acting—and to adjust these on the basis of this reflection. A student is able, with supervision, to spot gaps in his/her own knowledge, and to revise and extend it through study, using



information skills and literature study. A student is able to understand the important debates and new developments in the field.

4.3 A student is able to effectively communicate in the English language about his/her work and the work of others (specialist and non-specialist audiences), including the provision and reception of constructive feedback: (a) verbally (speaking in public, debates, discussions); (b) in writing (papers, reports, posters).

4.4 A student is able to:

- (a) perform project-based work in (interdisciplinary and intercultural) teams.
- (b) understand team roles and team dynamics.

4.5 A student is able to reflect on future career perspectives in the field of public administration.

4.6 A student is able to comprehend the socio-economic, ethical/normative, and cultural consequences of changes in the knowledge base for society at large—including issues of reflexivity, legitimacy, and moral leadership.

### ***Master's programme European Studies:***

#### 1. Knowledge-base of the field of Global and European Studies

Graduates have mastered interdisciplinary knowledge and skills at an advanced level in the field of Global and European Studies.

Graduates:

1.1 have academic knowledge of the key disciplines in Global and European Studies such as international and European law and politics, and the governance of social and economic policies.

1.2 are able to identify, discuss, and review state of the art theories, models, and results of research in the fields of Global and European studies.

1.3 are able to identify, discuss, and review applications of research in a relevant domain, such as security, welfare and health, science and technology and sustainability.

#### 2. Social scientific research and design competences in Global and European Studies

Graduates have research and design competences at an advanced level in the field of Global and European Studies. Graduates are largely independently able to...

2.1 identify, (re)define, and analyse global societal challenges from a theoretical framework on the basis of policy, governance and regulatory perspectives.

2.2 incorporate knowledge from relevant other domains, including technology.

2.3 Carry out all aspects of an advanced-level social scientific study in the field of Global and European Studies.

They are able to:

(a) formulate a scientific research question and consistent sub-questions.

(b) formulate testable hypotheses that are logically derived from an appropriate theoretical framework.

(c) develop a feasible research design and carry out a research, using appropriate methods and techniques of the social sciences for data collection and -analysis.

(d) interpret and evaluate the results of their analysis. They reflect on the results of their completed research, including a well-reasoned opinion in the case of missing or incomplete data.

(e) indicate and (ex-ante) evaluate the theoretical, practical, and ethical implications of the research for the field of Global and European Studies and provide recommendations for further research.

2.4 Use scientific knowledge and models, in such a way that graduates are able to design a solution to, or develop an advice about, a societal challenge on the basis of policy, governance, and regulatory perspectives.

(a) they use a systematic design approach, creative skills, and—if applicable—technology.

(b) they take into account (the organization of) the implementation of their design.

(c) they reflect on the ethical, political, regulatory and societal implications of the solution.



### 3. Academic and professional skills

Graduates have general academic and professional skills at an advanced level they can employ for the benefit of their future career. Graduates...

3.1 have academic reasoning skills, they are able to apply modes of reasoning (including deduction, induction, and analogy) and exchange and justify arguments in a critical, open, and constructive way.

3.2 are able to critically reflect on, and form an opinion on, the work and professional actions of themselves and others. Students are able to give constructive feedback (advice) and receive and make use of feedback (advice) from others to improve their actions, work (processes) and products.

3.3 are able to effectively communicate in the English language about the research and designs of themselves and others, both verbally (speaking in public, debates, discussions) and in writing (papers, reports, posters) in an academic and professional environment—taking into account the appropriate norms and conventions, as well as characteristics of the target group or audience.

3.4 are able to effectively and efficiently collaborate with others, both in an academic and professional environment.

3.5 are able to use the results of their work to advise a commissioning party in a convincing and goal-oriented way.

3.6 are able to spot gaps in their knowledge and know the ways to revise and extend their knowledge in a goal-oriented way, using their information-, media-, and ICT-skills.

### **Master's programme Public Administration:**

#### 1. Knowledge-base of the field of Public Administration

Graduates have mastered interdisciplinary knowledge and skills at an advanced level in the field of public administration. Graduates:

1.1 are able to identify, discuss, and review state of the art theories, models, and results of research in the fields of policy, governance, management, and societal challenges.

1.2 are able to identify, discuss, and review applications of research in a relevant domain, such as health, communication / ICT, education, science and technology, safety and security, sustainability, city innovation.

#### 2. Social scientific research and design competences in public administration

Graduates have research and design competences at an advanced level in the field of public administration.

Graduates are largely independently able to...

2.1 identify, (re)define, and analyse a complex, ill-structured societal problem from a theoretical framework in terms of a (combination of) a policy, governance and/or management problem.

2.2 incorporate knowledge from relevant other domains, including technology.

2.3 Carry out all aspects of an advanced-level social scientific study in the field of public administration. They are able to:

(a) formulate a scientific research question and consistent sub-questions.

(b) formulate testable hypotheses that are logically derived from an appropriate theoretical framework.

(c) develop a feasible research design and carry out a research, using appropriate methods and techniques of the social sciences for data collection and -analysis.

(d) interpret and evaluate the results of their analysis. They reflect on the results of their completed research, including a well-reasoned opinion in the case of missing or incomplete data.

(e) indicate and (ex-ante) evaluate the theoretical, practical, and ethical implications of the research for the field of public administration and provide recommendations for further research.

2.4 Using scientific knowledge and models, graduates are able to design a solution to, or develop an advice about, a societal challenge in terms of (either) policy, governance, and management.

(a) they use a systematic design approach, creative skills, and—if applicable—technology.

(b) they take into account (the organization of) the implementation of their design.

(c) they reflect on the ethical, political, and societal implications of the solution.



### 3. Academic and professional skills

Graduates have general academic and professional skills at an advanced level they can employ for the benefit of their future career. Graduates...

3.1 have academic reasoning skills, they are able to apply modes of reasoning (including deduction, induction, and analogy) and exchange and justify arguments in a critical, open, and constructive way.

3.2 are able to critically reflect on, and form an opinion on, the work and professional actions of themselves and others. Students are able to give constructive feedback (advice) and receive and make use of feedback (advice) from others to improve their actions, work (processes) and products.

3.3 are able to effectively communicate in the English language about the research and designs of themselves and others, both verbally (speaking in public, debates, discussions) and in writing (papers, reports, posters) in an academic and professional environment—taking into account the appropriate norms and conventions, as well as characteristics of the target group or audience.

3.4 are able to effectively and efficiently collaborate with others, both in an academic and professional environment.

3.5 are able to use the results of their work to advise a commissioning party in a convincing and goal-oriented way.

3.6 are able to spot gaps in their knowledge and know the ways to revise and extend their knowledge in a goal-oriented way. They are able to use their information-, media-, and ICT-skills.

## APPENDIX 4: OVERVIEW OF THE CURRICULUM

### *Bachelor's programme European Public Administration:*

	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Year 1	Core module M1	Core module M2	Core module M3	Core module M4
Year 2	Core module M5	Core module M6	Global & European Studies specialization, M7A, M8A	
			Public Administration specialization M7B, M8B	
Year 3	Elective semester		Thesis semester M11, M12	

A year is divided in two semesters and four quartiles. Each quartile is associated with a module. The programme has 150 EC required modules. These are: core modules (M1 – M6); two specialization modules (M7, M8), and the thesis semester (M11, M12). Modules are described in the course catalogue, see: <https://www.utwente.nl/onderwijs/catalogus>.

### *Master's programme European Studies:*

	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Year 1	Core Course 1 Core Course 2 Core Course 3	Core Course 4 Core Course 5 Academic Research	Elective	Thesis



**Master's programme Public Administration:**

	Quartile 1	Quartile 2	Quartile 3	Quartile 4
September start	Core Course 1 Core Course 2  Profile course 1	Academic Research  Thesis part 1	Core Course 3 Core Course 4  Profile course 2	Thesis part 2

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	Quartile 3	Quartile 4	Quartile 1	Quartile 2
February start	Core Course 3 Core Course 4  Profile course 2	Academic Research  Thesis part 1	Core Course 1 Core Course 2  Profile course 1	Thesis part 2

## APPENDIX 5: PROGRAMME OF THE SITE VISIT

### Monday 30 okt 2017

10.00 – 14.00	Preliminary consultation panel (incl. lunch)
14.00 – 14.05	<b>Welcome by the Dean</b>
14.05 – 15.00	<b>Programme management</b>
15.00 – 15.15	Break
15.15 – 16.00	<b>Students Bachelor EPA</b>
16.00 – 16.45	<b>Staff Bachelor EPA</b>
16.45 – 17.00	Break
17.00 – 17.45	<b>Joint degree Bachelor EPA</b>
17.45 – 18.00	<b>Name change Bachelor EPA</b>
18.00 – 18.30	Internal discussion panel

### Tuesday 31 okt 2017

09.15 – 10.00	Internal discussion panel
10.00 – 10.45	<b>Students Master PA (incl. alumni Bachelor EPA)</b>
10.45 – 11.30	<b>Staff Master PA</b>
11.30 – 11.45	Break
11.45 – 12.30	<b>Alumni and professional field Master PA</b>
12.30 – 13.00	Lunch
13.00 – 13.30	Internal discussion panel
13.30 – 14.15	<b>Students Master ES (incl. alumni Bachelor EPA)</b>
14.15 – 15.00	<b>Staff Master ES</b>
15.00 – 15.15	Break
15.15 – 16.00	<b>Educational committees</b>
16.00 – 16.45	<b>Board of Examiners</b>
16.45 – 17.00	Break
17.00 – 17.45	<b>Alumni and professional field Master ES</b>
17.45 – 18.15	Internal discussion panel

### Wednesday 1 Nov 2017

09.15 – 10.00	Internal discussion panel
10.00 – 10.45	<b>Concluding conversation programme management</b>
10.45 – 12.30	Internal discussion panel (incl. lunch)
12.30 – 12.45	<b>Preliminary report (oral)</b>
12.45 – 13.00	Break
13.00 – 14.00	<b>Development conversation</b>



## APPENDIX 6: THESES AND DOCUMENTS STUDIED BY THE PANEL

Prior to the site visit, the panel studied 10 theses of the bachelor's programme Public Administration, 10 theses of the master's programme Public Administration and 10 theses of the master's programme European Studies. The associated student numbers are available through QANU upon request.

During the site visit, the panel studied, among other things, the following documents (partly as hard copies, partly via the institute's electronic learning environment):

Course materials, evaluations and assessments Bachelor European Public Administration

- Module 3 (full)
- Module 4 (Statistics)
- Module 6 (Presentation assessments)

Course materials, evaluations and assessments Master Public Administration

- Social Problems
- Innovative digital public services

Course materials, evaluations and assessments European Studies

- Global and European Challenges
- Regulatory Design and Implementation beyond the Nation State

Other materials:

Tech-based public administration at UT

Rebranding EPA

Research report on new profile

Meetings start TOM with teachers

Research report on new name

Faculty BMS Under Steam

Vrouwelijk talent naar de top

Study with disability

Annual Report study with disability 2017

Management summary Institutional Audit

Rules and regulations examination board

Minutes examination board 2016-2017

Annual reports examination board 2015-2016

Assessment plan 2017

Minutes educational committee 2016-2017

National student survey

Dashboard study parameters

Alumni-onderzoek BSK 1976-2017

## APPENDIX 7: RE-ACCREDITATION OF JOINT DEGREE PROGRAMME "PUBLIC GOVERNANCE ACROSS BORDERS"

(From: Self-evaluation report 2017 BSc European Public Administration, appendix 12)

### READING GUIDE

The joint degree specialization Public Governance across Borders was recently accredited by both the Dutch and German accreditation authorities.

- **German accreditation.** On 1 December 2015 the joint degree specialization was accredited by German accreditation organization AQAS. AQAS set a number of "Auflagen" (additional requirements) to its accreditation decision. On 20 December 2016 AQAS accepted the Auflagen.
- **Dutch accreditation.** On 31 October 2016 NVAO (Dutch accreditation organization) accredited the joint degree programme on the basis of our response to the AQAS "Auflagen" and its agreement with AQAS.
- **Dutch accreditation expires 2018.** NVAO decided that the joint degree accreditation would expire in 2018 (with the current re-accreditation of the Bsc. programme in European Public Administration).
- **Special process for NVAO re-accreditation.** Because of the recent accreditations of the joint degree specialization programme management, QANU, NVAO, and EAPAA agreed upon a special process for the NVAO re-accreditation of the joint degree specialization. We provide the proposal upon which parties agreed in Appendix 12.1. The process for re-accreditation entails that:
  - We inform the QANU-panel about the **formal accreditation decisions**. We provide these decisions in appendix 12.2 (NVAO and AQAS) and in appendix 12.3 (AQAS).
  - We make available the **underlying documentation** to the QANU-panel. The documentation includes response to the "Auflagen" (Appendix 12.4) and the WWU/UT self-assessment report (appendix 12.5). Because of their length we make them available only electronically.

- We provide a **brief update of the joint degree specialization** integrated in the critical reflection report of the BSc. programme in European Public Administration.
  1. The NVAO decision on accreditation of the joint degree specialization is grounded in "sufficient" scores on all relevant NVAO standards 1 through 4 (see appendix 12.2).
  2. Since September 19, 2016 (the moment we responded to the "Auflagen") no significant changes took place with regard to the four standards for the joint degree specialization. The present critical reflection report of the BSc. programme in European Public Administration presents some recent information about achieved learning outcomes (see: standard 4 critical reflection report).
  3. Standards 5 and 6 (EAPAA) are described in the present critical reflection report.

### 12.1. PROPOSAL FOR THE RE-ACCREDITATION PROCESS OF THE JOINT DEGREE SPECIALIZATION PROGRAMME "PUBLIC GOVERNANCE ACROSS BORDERS"

Prof. dr. R. Torenvlied, M.J. Zeeman

**Background.** University of Twente and Westfälische Wilhelmsuniversität Münster (WWU) jointly offer the joint degree BSc. programme *Public Governance across Borders*. The programme *Public Governance across Borders* is formally registered as a joint degree specialization of the Twente Bsc. programme *European Public Administration*. The programme integrates a first year at WWU with a second and third year in the *European Public Administration* programme at University of Twente.

**Recent accreditations (Fall 2016).** The joint degree specialization programme *Public Governance across Borders* underwent a full accreditation process in fall 2015. This process was organized by the German accreditation organization "Agentur für Qualitätssicherung durch Akkreditierung von Studiengängen" (AQAS). The accreditation process was based on an agreement between the German accreditation organization AQAS and the Dutch accreditation organization NVAO (signed June 21, 2013). Additionally, on July 8, 2015 the NVAO and the Akkreditierungsrat agreed to mutually

recognize accreditation results of joint programmes. The accreditation process of the joint degree included the evaluation by, and advice of, an independent panel which held site-visits in Münster in fall 2015.

On the basis of the panel's advice, AQAS accredited the joint degree specialization programme from December 1, 2015 until September 30, 2021. AQAS requested some additional information about six questions. End of August 2016 the joint programme management provided the requested information to the German accreditation organization AQAS and to the Dutch accreditation organization NVAO. On December 20, 2016 AQAS informed WWU that the additional questions had been addressed satisfactorily—thus confirming AQAS' accreditation decision about the joint degree programme. On the basis of the German AQAS accreditation and the additional information, the Dutch accreditation organization NVAO accredited the joint degree specialization programme as of 31 October 2016.

**Divergent expiration dates of the accreditations.** The joint degree specialization programme PGaB is—in accordance with the decision of the *German* Akkreditierungsrat—accredited until September 30, 2021. The *Dutch* accreditation organization NVAO, however, accredited the joint degree specialization programme only until December 31, 2018. The reason is that December 31, 2018 is the expiration date of the accreditation of the Bsc. programme *European Public Administration*—of which PGaB is formally registered as a joint degree specialization.

The decision of the Dutch NVAO to accredit the joint degree programme PGaB for 26 months has two consequences:

1. The joint degree programme PGaB must be re-accredited in the Netherlands very shortly after the final decision-making in the German accreditation process, taking place in December 2016.
2. The expiration dates of accreditation in the Netherlands and in Germany are not harmonized between the national accrediting organizations. Potentially, this could lead to required accreditation of the joint degree programme PGaB every few years, alternating between Germany and the Netherlands.

**Proposal for the required re-accreditation process.** University of Twente now prepares the critical reflection report, the site visits, and the accreditation of the Bsc. programme *European Public Administration* planned for November 2017. University of Twente proposes:

- a. To combine the re-accreditation of the Bsc. programme in *European Public Administration* with the re-accreditation of its joint degree specialization *Public Governance across borders*.
- b. To provide updated information about the joint degree specialization in the critical reflection on the BSc. programme in *European Public Administration*.
- c. To provide the AQAS accreditation reports as the core documentation about the joint degree specialization for the panel. The NVAO Protocol for Dutch Applications for Accreditation of a Joint degree (NVAO, February 2011) offers the option for panels to make use of recent accreditation reports from international ("foreign") accreditation organizations (section 4.1 of the protocol). Hence, the joint-degree accreditation can be based on the recent information from the AQAS accreditation process:
  - o Self-evaluation report (February 4, 2015).
  - o Final assessment report of the evaluation panel (October 28, 2015), based on the site visits (June 8/9, 2015).
  - o AQAS accreditation decision (November 30 / December 1, 2015).
  - o Additional information from WWU and University of Twente (September 15, 2016).
  - o AQAS decision on additional information (December 20, 2015).
  - o NVAO accreditation decision (October 31, 2016).
- d. To organize a meeting between the panel and joint degree management, joint degree teaching faculty, and joint degree students in the panel site-visit.

**Procedure.** On March 10, 2017 the project coordinator of QANU, mr. Peter Hildering, discussed the situation of the WWU / UT joint degree programme PGaB with prof. dr. R. Torenvlied and M. Zeeman from University of Twente.

- Parties agreed the QANU will inform the chair of the panel for the cluster public administration about the current situation and the proposed process for prolongation of the accreditation of the joint



degree programme. The QANU will ask the chair about information needed by the panel for a proper evaluation of the joint degree programme. The approach taken is that University of Twente will use the recent documents from the AQAS procedure as much as possible.

- Parties agreed that QANU discusses with the chair a proper procedure to prolong the accreditation of the joint degree, considering the proposal of University of Twente and in coordination with University of Twente.

- Parties agreed that QANU discusses with EAPAA and NVAO the resulting procedure to prolong the accreditation of the joint degree, in coordination with University of Twente. Based on the Multa Recognition Agreements between the NVAO and the Akkreditierungsrat, the accreditation decision will be valid both in the Netherlands and Germany.

- Parties aim to arrive at an agreeable procedure for the accreditation process ultimately end of March.

**Approval from EAPAA.** EAPAA chair, prof. dr. T. Brandsen approved of the proposed process for prolongation, d.d. 30 March 2017.

**Approval from NVAO.** NVAO approved of the proposed process for prolongation, d.d. 7 June 2017.





nederlandse - universiteit accreditatieorganisatie

21 OKT. 2016

*Carmin*

Universiteit Twente  
College van bestuur  
Postbus 217  
7500 AE ENSCHEDE

Geachte college,

datum 19 oktober 2016  
aandeworp  
Bijz. bez. accreditatie-joint-degree  
opleiding van het programma  
Public Governance across  
Borders van de wo-ba  
European Public Administration  
(104503)

Hierbij ontvangt u het definitieve besluit tot omzetting van accreditatie naar joint-degree-  
opleiding van het programma (track) Public Governance across Borders van de opleiding  
wo-bachelor European Public Administration van de Universiteit Twente en de Universiteit  
Münster (joint degree).

Gelet op het met ingang van 1 januari 2014 gewijzigde artikel 5a.9, vierde lid, van de WHW  
treedt de accreditatie in werking met ingang van de dag waarop de NVAO het definitieve  
besluit neemt.

Hiermee beschouwen wij deze aanvraag als volledig afgehandeld.

De NVAO wijst u erop dat u een kopie van het accreditatiebesluit dient te sturen aan de  
Dienst Uitvoering Onderwijs in Groningen voor een actuele registratie in het CROHO.

Hijlge  
1 Met vriendelijke groet,

R.P. Zwanbergen  
i.bestuurder

Intichingen  
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## Besluit

Besluit strekkende tot omzetting van accreditatie naar Joint-degree-opleiding<sup>1</sup> van het programma (track) Public Governance across Borders van de opleiding wo-bachelor European Public Administration van de Universiteit Twente en de Universiteit Münster (joint degree)

datum	gegevens
31 oktober 2010	Namen instellingen : Universiteit Twente : Universiteit Münster
oorschrift	Namen opleiding : wo-bachelor European Public Administration (180 EC)
Besluit omzetting accreditatie	Datum aanvraag : 15 maart 2010
naar Joint-degree opleiding	Verloft opleiding : volledig
van het programma (track)	Programma (track) : Public Governance across Borders (joint degree)
Public Governance across	Locatie opleiding : Enschede, Münster
Borders van de wo-ba	Datum goedkeuren paraf : het paraf is bereikt door ACAS, Agencur für
European Public Administration	: Qualifikationsanerkennung durch Akkreditierung von
Universiteit Twente en	: Studiengängen
Universiteit Münster	Dat. locale bezokk : 8 en 9 juni 2015
ons kenmerk	Datum validerapport : 1 december 2015
NVAO:2010E2310ND	

### bijlagen

3

#### Aanvullende informatie

De NVAO heeft bij brief van 23 juni 2010 de instelling aanvullende informatie gevraagd over de zes voorwaardeën en drie aanbevelingen genoemd in het ACAS-accreditatiebesluit van 1 december 2010 die de kern van de joint-degree-opleiding raken: de doelstellingen, de inhoud en samenhang van het programma, de toetsing en de examenregeling, en de instrumenten (examenrooster). Bij brief van 29 augustus 2010 heeft de NVAO de aanvullende informatie ontvangen. De NVAO heeft deze in haar oordeelsvorming betrokken.

#### Beoordelingskader

Protocol voor Nederlandse Aanvragen Accredities geldend tot een Joint degree (NVAO, februari 2011).

#### Inleiding

De Universiteit Twente en de Universiteit Münster willen een gezamenlijke graad verbinden aan het programma (track) Public Governance across Borders van de opleiding wo-bachelor European Public Administration. Derhalve heeft de Universiteit Twente de NVAO verzocht om een omzetting van de accreditatie van het programma Public Governance across Borders

<sup>1</sup> Omdat aan het gezamenlijke programma (track) een gezamenlijke graad is verlonken door twee instellingen is hiervan steeds sprake van een Joint degree opleiding.



Pagina 2 van 8 naar een joint-degree-opleiding. De accreditatie van de opleiding wo-bachelor European Public Administration loopt tot en met 31 december 2018.

De betrokken instellingen hebben het programma Public Governance across Borders in gezamenlijkheid laten beoordelen door AQAS. Op basis van het vigerend protocol (punt 4.2) toeliet de NVAO de legitimiteit en de gezamenlijkheid.

NVAO en AQAS hebben op 21 juni 2013 een zogeheten MULTRA<sup>2</sup>-overeenkomst gesloten, op basis waarvan zij wederzijds elkaars accreditaties erkennen voor door meerdere instellingen aangeboden programma's. De NVAO heeft op 30 juli 2015 ook een overeenkomst over joint degrees gesloten met de Duitse Akkreditierungsrat. De NVAO heeft bij de behandeling van deze aanvraag beide overeenkomsten in beschouwing genomen.

#### **Bevindingen**

##### **Legitimiteit**

De NVAO stelt vast dat geen sprake is van één of meer van de in het protocol genoemde uitsluitingsgronden. De joint-degree-opleiding komt voort uit een bestaand programma van een in het CROHO geregistreerde opleiding.

Voorts stelt de NVAO op basis van het NVAO-accreditatiebesluit van 1 februari 2012 en het onderliggende QANU-visitatierapport van 18 en 19 oktober 2010 vast dat het programma eerder expliciet is beoordeeld als onderdeel van een geaccrediteerde opleiding.

Tevens blijkt uit de QANU- en AQAS-visitatierapporten de inhoud van het gezamenlijke programma niet substantieel afwijkt van de oorspronkelijke opleiding.

##### **Gezamenlijkheid**

Op basis van de samenwerkingsovereenkomst tussen de instellingen (maart 2015) stelt de NVAO vast dat daadwerkelijk sprake is van samenwerking. In het bijzonder blijvende uit de artikelen behandelende de inzet personeel, onderwijscommissie en examencommissie, taken en bevoegdheden, faciliteiten en financiën.

##### **Advies van het visitatiepanel**

Het integrale beoordelingsrapport van AQAS is als bijlage bij dit besluit gevoegd.

##### **Aanbevelingen**

De NVAO onderschrijft de aanbevelingen van het panel en in het bijzonder deze die betrekking hebben op het joint-degree-karakter van de opleiding.

<sup>2</sup> Multilateral Agreement on the Mutual Recognition of Accreditation Results regarding Joint Programmes

**Paragraaf 3 van 0 Besluit**

Ingevolge het bepaalde in artikel 6a, 10, derde lid, van de WvTW heeft de NVAO het college van bestuur van de Universiteit Twente en Universiteit Maastricht (juni degree) in de gelegenheid gesteld zijn zienswijze op het voorstellen tot besluit van 12 september 2016 naar voren te brengen. Bij e-mail van 29 september 2016 heeft het college van bestuur ingesproken met het voorstellen tot besluit.

De NVAO besluit tot omzetting van accreditatie naar jort-degree-opdracht van het programma (track) Public Governance across Borders (180 ECTS; variant: vijfde locatie: Eindhoven, Maastricht) van de opleiding werbeheer European Public Administration van de Universiteit Twente en de Universiteit Maastricht (juni degree).

Dit besluit treedt in werking op 31 oktober 2016 en is van kracht tot en met 31 december 2016.

Den Haag, 31 oktober 2016

De NVAO  
Voor deze:



R.P. Zevenbergen  
(bestuurder)

Tegen dit besluit kan op grond van het bepaalde in de Algemene wet bestuursrecht door een belanghebbende bezwaar worden gemaakt bij de NVAO. De termijn voor het instellen van bezwaar bedraagt zes weken.



Pagina 4 van 9 Bijlage 1: Schematisch overzicht oordelen panel

In het AQAS-rapport is de opleiding beoordeeld op elf criteria en een door de NVAO toegevoegd criterium (Gereallieerde eindkwalificaties) om volledig aan de eisen van het Nederlandse kader te voldoen. Het panel acht alle criteria vervuld. Op basis daarvan komt de NVAO tot de onderstaande beoordeling.

Standaard		Beoordeling door het panel
1. Beoogde eindkwalificaties	De beoogde eindkwalificaties van de opleiding zijn wel betref inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen.	Voldoende
2. Onderwijsomgeving	Het programma, het personeel en de opleidingspecifieke voorzieningen maken het voor de instromende studenten mogelijk de beoogde eindkwalificaties te realiseren.	Voldoende
3. Toetsing	De opleiding beschikt over een adequaat systeem van toetsing.	Voldoende
4. Gereallieerde eindkwalificaties	De opleiding toont aan dat de beoogde eindkwalificaties worden gerealiseerd.	Voldoende
Eindeoordeel		Voldoende

#### Pagina 5 van 8 Bijlage 2: Panelaamenstelling

Het panel is door de Agentur für Qualitätssicherung durch Akkreditierung von Studiengängen (AQAS) benoemd.

Samenstelling:

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

Het panel is vanuit AQAS ondersteund door Sonja Windheuser.



Aufgrund der von der Stiftung zur Akkreditierung von Studiengängen  
in Deutschland am 23. Februar 2012 verliehenen Berechtigung  
akkreditiert

AQAS



der Studiengang  
**Public Governance across Borders**  
(Bachelor of Science)  
an der Westfälischen Wilhelms-Universität Münster in  
Kooperation mit der Universität Twente (Joint Degree)  
und verleiht ihm das Siegel des Akkreditierungsrates.

Stiftung zur Akkreditierung von Studiengängen in Deutschland  
**Akkreditierungsrat**

Das Akkreditierungssiegel gemäß Beschluss der Akkreditierungskommission am  
30.11.2011, 12.2015 mit Auflage und ist zeitlich befristet bis zum 30.06.2021.  
Das Akkreditierungssiegel steht unter dem Vorbehalt der Aufhebung unter dem im Beschluss  
des Akkreditierungsrates „Regelung für die Akkreditierung von Studiengängen und für die  
Systemakkreditierung“ und dem in dem Vertrag zwischen Aqarha und Hochschule in der  
jeweils aktuellen Fassung genannten Vorbehaltsergänzung.

Köln, den 01.12.2015

  
Prof. Dr. Eberhard Menzel  
– Vorsitzende/ratspräsident –

  
Doris Heermann  
– Geschäftsführerin –



## Beschluss zur Akkreditierung

### des Studiengangs

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

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

Auf der Basis des Berichts der Gutachtengruppe und der Beratungen der Akkreditierungskommission in der 61. Sitzung vom 20.11.01.12.2018 spricht die Akkreditierungskommission folgende Entscheidung aus:

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

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

2. Die Akkreditierung wird mit den unten genannten Auflagen verbunden. Die Auflagen sind umzusetzen. Die Umsetzung der Auflagen ist schriftlich zu dokumentieren und AQAS spätestens bis zum 30.09.2019 anzulegen.
3. Die Akkreditierung wird für eine Dauer von fünf Jahren (unter Berücksichtigung des vollen zuletzt befristeten Studienjahres) ausgesprochen und ist gültig bis zum 30.09.2021.

#### Auflagen:

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



Pagina 8 van 8

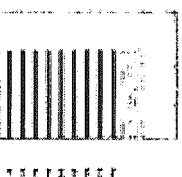
- A.4 The German version of the Examination Regulations has to be provided in a legally binding and published version. Both the German version and the current English translation have to be available to the students.
- A.6 The partner universities have to establish a mechanism to guarantee thorough grading of theses.
- A.8 Foreign applicants need to provide proof of their proficiency in German if the program needs to be taught in English at least in the obligatory courses and in a sufficiently broad range of electives.

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

Zur Weiterentwicklung des Studiengangs wurden die folgenden Empfehlungen gegeben:

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

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



AQAS e.V. | Heeresuferweg 30-32 | 50674 Köln

Westfälische Wilhelms-

Universität Münster

• DEKORAT -

AM 2. Dez. 2016

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Frau  
Ina Grimm  
Universität Münster  
Abt. 1.4 - Qualität der Lehre  
Schlossplatz 2  
48149 Münster



ZD\_12\_2016/dL

**Aufgabenerfüllung im Akkreditierungsverfahren Studiengangs „Public Governance across Borders“ (B.Sc.) in Kooperation mit der Universität Twente (Joint Degree)**

Sehr geehrte Frau Grimm,

Sie hatten die Erfüllung der Auflagen im o.g. Akkreditierungsverfahren angezeigt. Die Erfüllung der Auflagen wurde überprüft. Unsere Akkreditierungskommission auf ihrer Sitzung vom 28./29.11.2016 festgestell., dass die Auflagen umgesetzt wurden.

Wir werden den Akkreditierungsrat entsprechend davon in Kenntnis setzen.

Das Akkreditierungsverfahren ist mit der Übersendung dieses Schreibens abgeschlossen.

Wir möchten Sie nochmals darauf hinweisen, dass wesentliche Änderungen an Studiengängen (bspw. Änderung des Abschlussgrads, Einführung neuer Vertiefungsrichtungen etc.) gemäß Abschnitt 3.6.3 der „Regeln des Akkreditierungsrates für die Akkreditierung von Studiengängen und für die Systemakkreditierung“ (i. d. F. vom 20.02.2013) der zuständigen Akkreditierungsagentur angezeigt werden müssen.

Änderungen, die Auflagen in Gänze oder teilweise zurücknehmen, sind nicht zulässig.

Mit freundlichen Grüßen

Jennifer Lenzén  
- Organisationsassistentin -

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