

MASTER'S PROGRAMME

PUBLIC ADMINISTRATION

FACULTY OF SOCIAL SCIENCES

VRIJE UNIVERSITEIT AMSTERDAM

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This report was finalized on 06-04-2018



REPORT ON THE MASTER'S PROGRAMME PUBLIC ADMINISTRATION OF THE VRIJE UNIVERSITEIT AMSTERDAM

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

ADMINISTRATIVE DATA REGARDING THE PROGRAMME

Master's programme Public Administration

Name of the programme:	Public Administration (Bestuurskunde)
CROHO number:	66627
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specializations or tracks:	Quality of Governance Governance of Security Governance of Third Sector Organisations Governance of Health Care Innovation
Location(s):	Amsterdam
Mode(s) of study:	full time, part time
Language of instruction:	Dutch
Expiration of accreditation:	31/12/2018

The visit of the assessment panel Public Administration to the Faculty of Social Sciences of the Vrije Universiteit Amsterdam took place on 14 - 15 December 2017.

ADMINISTRATIVE DATA REGARDING THE INSTITUTION

Name of the institution:	Vrije Universiteit Amsterdam (VU)
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 master's programme Public Administration consisted of:

- Prof. dr. T. (Tony) Bovaird, professor emeritus of Public Management and Policy at the University of Birmingham (United Kingdom) [chair];
- Prof. dr. M. (Marleen) Brans, professor at the Public Governance Institute of the KU Leuven (Belgium) [vice-chair];
- Drs. H. (Henk) de Jong, director of Strategy and Policy of the Dutch National Police. Previous positions include chair of the board of the ROC Leiden and positions in the municipalities of Amsterdam and Rotterdam;
- Prof. dr. P.B. Peter Sloep, professor emeritus in Technology-Enhanced Learning, in particular Learning in Social at the Open Universiteit Nederland;
- Prof. E. (Esther) Versluis, professor of European Regulatory Governance at Maastricht University.
- J.C. (Jasper) Meijering, master's student Engineering and Policy Analysis at Delft University of Technology [student member];

The panel was supported by Mark Delmartino MA, who acted as secretary. Appendix 1 contains the curricula vitae of the panel members.

WORKING METHOD OF THE ASSESSMENT PANEL

The assessment of the master's programme Public Administration of the Vrije Universiteit Amsterdam is part of a cluster assessment. From October to December 2017, a panel assessed seven bachelor's 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 Twente University, 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, freelance worker of QANU, was secretary of the panel during the visits to Tilburg University, Maastricht University, Utrecht University, and the Vrije Universiteit Amsterdam. Dr. Joke Corporaal, freelance worker of QANU, 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 NVAO and EAPAA. In order to increase efficiency and reduce administrative burden, both accreditation processes were combined. NVAO and EAPAA agreed on a joint process and framework on 12 September 2016. This report is based on the joint NVAO-EAPAA framework and is aimed at double accreditation for all programmes involved.

Preparation

Before the assessment panel's site visit to the Vrije Universiteit Amsterdam, 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 fifteen 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 the Vrije Universiteit Amsterdam took place on 14 and 15 December 2017, and followed a visit to Utrecht University from 11 to 13 December 2017. At the start of the week, the panel held a preparatory meeting during which it was instructed regarding the assessment framework and procedures. On 14 December, the panel discussed its working method and its preliminary findings for the Amsterdam 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 and the project coordinator 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 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 standards.

Excellent

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

SUMMARY JUDGEMENT

This evaluation concerns the master's programme Public Administration, a 60 EC programme that consists of four tracks which are offered in both a full-time and a part-time variant by the Faculty of Social Sciences at the Vrije Universiteit Amsterdam.

The panel considers that the programme has a clear vision within the domain of public governance and a well-articulated educational philosophy that reflects the university-wide values 'open, personal and responsible'. Both vision and philosophy are prominently present in the objectives of the programme. The programme hence not only addresses the domain of public governance as specified in the domain-specific reference framework but also adds its own distinctive VU-flavour. According to the panel, the intended learning outcomes reflect the content (public administration), orientation (academic) and level (master's) of the programme. Nonetheless, there is room for formulating the learning outcomes in a more specific and ambitious way, by reflecting more strongly both the VU-flavour and the distinctive tracks of the programme.

The teaching and learning environment of the programme is very adequate, and this judgement applies to all tracks and all variants. The panel thinks highly of the way in which the programme mixes full-time and part-time students. Moreover, there is a clear link between programme objectives and course content, which results in a coherent programme structure and an attractive course schedule. In the view of the panel, both the admission of students and the intake of enrolled students are organised adequately. Furthermore, the panel considers that the number of staff is adequate and their qualifications relevant. It shares the enthusiasm of the students for the motivation of the teaching staff and their contribution to building an academic community that is based on personal commitment. The panel has identified three challenges for the programme and invites the management to look for feasible approaches to deal with these challenges: specifically, in finding opportunities for students to practice skills in real-life situations; in dealing with the growth of the programme and the popularity of the Governance of Security track; and in responding to the limited success rate of (full-time) students.

The programme has an adequate assessment system. The assessment plan is set up in such a way that each learning outcome is tested in various courses and through different forms of assessment. Individual tests are valid, reliable and transparent. The panel is impressed by the way thesis evaluation is organised in the master's programme: in the view of the panel, the pool of second readers from a thesis committee enhances considerably the objective, consistent and independent assessment of each master's thesis. Furthermore, the panel thinks highly of the expertise and operational capacity of the Board of Examiners. It encourages the Board to keep on monitoring the quality of the courses as well as the inclusion of insightful feedback in all (not most) theses.

Based on its review of a sample of theses, the panel concludes that the intended learning outcomes of the master's programme are achieved by the end of the curriculum. The grading of the theses by the respective supervisors and co-readers was remarkably in line with the views of the panel. Moreover, the programme prepares students adequately for relevant positions on the labour market or, in the case of the part-time students, for a continuation on their career path.

The panel considers that continuous improvement is a key feature of the PA programme. The programme has the proper bodies and systems in place to monitor, evaluate and improve the quality of its education. Moreover, the panel is impressed by the way the programme has addressed recommendations from the previous accreditation committee. However, the panel also observed that the student representatives on the Programme Committee seem to have limited effectiveness because they lack the necessary background and the institutional memory to fulfil their tasks properly. Moreover, there is room for enhancing the role and systematic involvement of the Field Advisory Board in matters of curriculum development.



In the view of the panel, the diversity in the student body - in terms of gender, age, ethnic background and professional status - is impressive and so is the attention to diversity issues in the curriculum. The panel thinks highly of the policies at university and faculty level to enhance and accommodate diversity. The panel agrees with those it interviewed that diversity is in the DNA of the master's programme and hopes that diverse role models will stand the programme in good stead to help it to attract even more diverse students and, above all, a more diverse staff.

In sum, the panel concludes that the quality of the master's programme is up to standard on all accounts, hence its overall positive conclusion. Because the programme stands out in terms of assessment and diversity, the panel considers these standards to be good. As a result, the panel assesses the standards from the NVAO-EAPAA accreditation framework for limited programme assessments as follows:

Master's programme Public Administration (both full-time and part-time)

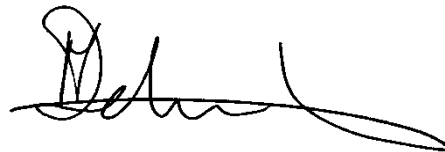
Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Student assessment	good
Standard 4: Achieved learning outcomes	satisfactory
Standard 5: External input	satisfactory
Standard 6: Diversity	good
General conclusion	satisfactory

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: 06-04-2018



Prof. Tony Bovaird



Mark Delmartino MA

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

Organisational context

The master's programme Public Administration (PA) is one of twelve degree programmes organised by the Faculty of Social Sciences (FSS) at Vrije Universiteit Amsterdam (VU). The programme is mainly taught by staff from the FSS department of Political Science and Public Administration. A programme director is responsible for the content, organisation and quality of the programme, and is supported by a programme coordinator. The master's programme is taught in Dutch and consists of four tracks: Quality of Governance, Governance of Security, Governance of Third Sector Organisations, and Governance of Health Care Innovation. Each track is offered in a one-year full-time variant and a two-year part-time variant. The panel has met representatives from all tracks and variants but will report mainly on its appreciation of the overall master's programme. Nonetheless, where relevant, reference will be made to individual tracks and variants.

Standard 1: Intended learning outcomes

The intended learning outcomes of the programme have been detailed 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

To assess the programme objectives, the panel studied the domain-specific reference framework (Appendix 2) and the intended learning outcomes (Appendix 3) of the master's programme.

The aim of the master's programme Public Administration is to educate students to a level that enables them to function as specialised professionals in the (semi) public sector or as scientific researchers. At the end of their studies, they can analyse complex situations and challenges relating to public administration and governance, and formulate recommendations as to what action should be taken. Moreover, graduates can assess the value of relevant social scientific research and design or conduct such research themselves.

In terms of contents, the master's programme builds upon the broad orientation of the bachelor's programme PAOS towards public and private governance and organisation. In addition to classical public administration, the programme addresses non-governmental actors and reflects on the public-private, multi-actor networks that deal with collective and public interests. The master's programme also has a strong emphasis on advanced and applied disciplinary backgrounds: whereas the bachelor's programme addressed the integration of public administration and organisation on the basis of two disciplines, the theoretical insights in the master's programme are applied to increasingly complex objects of study and lead to a more advanced understanding of the field of public governance.

The panel learned from the written materials and its on-site discussions that the educational philosophy of the master's programme is based on the core values of the university: both VU and PA aim to be 'open, personally engaged and responsible'. Students and staff confirmed during the visit that the teaching staff create an open climate for dialogue between students and staff and encourage the diverse group of students to share their perspectives on scientific and societal issues. Moreover, students feel welcome as a person, not a number, right from the start when they engage with each other and the teaching staff. Furthermore, students are educated to become 'academic citizens', who



are able to act professionally, ethically and responsibly in their careers. Students and staff indicated to the panel that the programme pays ample attention to the role of public administration in society and its normative aspects, and to the consequences of one's own professional conduct for people as well as for society as a whole.

Further to the programme's aim and educational philosophy, the panel observed that the PA programme stands out from other public administration programmes in the Netherlands in a number of ways. First and foremost, the master's programme at VU Amsterdam is unique in offering a part-time programme that is for a large part integrated with the full-time programme. Secondly, the programme offers four different tracks emphasising the quality of governance and concentrating on three specific policy sectors – security, health care, and the third sector. The programme also distinguishes between the three P's of public governance: principles, problems and policies. Public governance is built on principles of good governance and confronted with interdependent social problems, while responses to such problems take the form of policy and policy implementation. Furthermore, students are educated to be critically aware of their own moral and societal responsibility in their later professional life; they are taught not to apply directly and immediately a goal-means rationality but rather to analyse problems critically, before thinking about solutions.

The panel learned that it is a deliberate choice to offer the programme in Dutch. Most alumni find jobs on the Dutch labour market and operate in and around Dutch public governance; therefore, a thorough understanding and knowledge of the Dutch public governance practices and cases is essential. Moreover, the programme finds it important from the viewpoint of (cultural) diversity that it does not distance itself from Dutch society and (local) public governance. The panel understands that this proximity to Dutch society is essential for both department and programme to have an informed grasp of Dutch public governance, its people and processes and to minimise the gap between highly educated and less well-educated actors.

Master's students are trained to achieve thirteen learning outcomes, which are organised in three categories of knowledge, skills, and attitude. The panel observed that the competencies reflect the programme's profile. The learning outcomes are related to the five Dublin Descriptors for master's programmes. Moreover, the exit qualifications cover the topics stipulated by the domain-specific reference framework PAGO. Although the programme features four tracks that take up a comprehensive part of the curriculum, the panel noticed that the set of intended learning outcomes is nearly identical for all PA master's students. While the outcomes fulfil all requirements in terms of content, level and orientation, the panel thinks that in the way they are formulated now, the intended learning outcomes do not do full justice to all specificities and objectives of this well-thought-out master's programme. In this regard, the panel believes that there may be some scope to give more attention to professional skills in the ILO.

Considerations

The panel considers that the master's programme PA has a clear vision within the domain of public governance and an articulated educational philosophy. Both vision and philosophy are prominent in the objectives of the programme. In this way, the programme not only addresses the domain of public governance as specified in the PAGO framework but also adds its own distinctive VU-flavour. In the view of the panel, the result is both adequate and interesting.

Furthermore, the panel considers that the intended learning outcomes reflect properly the content (public administration), orientation (academic) and level (master's) of the programme. Nonetheless, there is room for formulating the learning outcomes in a more specific and ambitious way, by reflecting more strongly the VU-flavour as well as the distinctive tracks and variants of the programme.

Conclusion

The panel assesses Standard 1, intended learning outcomes, of the master's programme Public Administration 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 programme, the panel studied the curriculum (Appendix 4) and the content of several core courses (Appendix 6) of the master's programme.

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).

The curriculum of the master's programme consists of four core courses (24 EC) that are followed by all students: three substantive courses (theories of governance, policy and management, and good governance) and one course on methodology (methods of governance research). Furthermore, each track features three specialisation courses (18 EC) and a master's thesis (18 EC).

Based on the written materials and on site discussions, the panel gathered that the structure of the master's programme is very solid. The courses are scheduled in such a way that all students, full-time and part-time students alike, get an interesting mixture of core components and specialisations. Students indicated that they are very satisfied with the structure of the programme and the relation between general and specialist tracks: the general track lays a solid foundation which is then applied in a specific domain.

Furthermore, the panel observed that the intended learning outcomes of the programme are translated adequately in the different components and individual courses of the master's curriculum. The sample of course materials which the panel reviewed indicated that the programme covers all the concepts, theories, methods and classics one would expect to find in a master's curriculum on Public Administration.

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).

The elective tracks offer either a focus on three different sectors or a more in-depth coverage of advanced disciplinary courses.

- The Dynamics of Governance track (which was renamed Quality of Governance in 2016-2017) is the general Public Administration track that builds further on the bachelor's programme. Students develop a deeper theoretical knowledge and understanding of public administration and public governance and of the normative aspects of governance.
- The Governance of Security track focuses on integrity-related, international and interdisciplinary aspects of security governance. The courses in this track offer both theoretical knowledge and empirical insights into three domains of safety and security issues: citizenship, policing and crisis management.
- The Governance of the Third Sector track focuses on non-profit organisations and addresses the wider societal role and the internal and external management of 'mission-driven' organisations.
- The Governance of Health Care Innovation track features a cooperation between the departments of Sociology, Organisation Science, and Public Administration and Political Science. It focuses on changes in the care system and their relation to changes in the social environment and in governance and organisations.



The general and specialised track courses and the development of methodological and academic skills culminate in the master's thesis in the specialist domain. In the view of the panel, the set-up of the curriculum is fine, with four specialisms integrated into one programme and with both programme variants catered for adequately.

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 observed that the entire curriculum consists of courses in which several core disciplines, and their inter-relationship, receive adequate attention. In the common core courses, disciplines such as sociology, public management, political science, informatisation, economics and philosophy are covered. The specific tracks pay attention to criminology and law, to philosophy and sociology, to international relations and philosophy, and to sociology and organisation science.

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 panel confirms, based on the information materials supplied and the discussion on site, that the master's programme amounts to 60 EC. Full-time students complete the curriculum in one year, whereas part-time students spread the course load over two years.

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.

According to the self-evaluation report, the programme strives to be open to (developments in) society and to import society into the classroom by mixing full-time and part-time students in class. Most part-time students are professionals in (public) organisations and thus bring their everyday governance experience and questions into the classroom. The panel gathered from the discussions with both part-time and full-time students that both sets of students appreciate this mixture, which is extended beyond the lecture halls and includes joint preparation of group assignments. The benefit, moreover, is mutual: (mostly younger) full-time students appreciate the input from (usually somewhat older) part-time students and their viewpoint, which is coloured by their professional experience. Part-time students from their side indicated that they appreciate being challenged by the - often academically strong - 'young turks' of the full-time variant.

Further to their contribution in the self-evaluation report, full-time students mentioned during the discussion that the programme offers them relatively little opportunity to orient themselves towards professional careers and the labour market. While the programme provides sufficient tools to conduct research, there are only limited possibilities to put these tools into practice. The panel understood from the discussions with management and staff that it is not feasible to include an internship as part of the programme. Nonetheless, the panel feels sympathetic towards the claim of the full-time students and suggests that the programme looks for feasible solutions to increase students' exposure to practice. In comparison to other one-year master's programmes, the exposure to practice is rather limited.

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 correspond to the didactic philosophy of the programme. The programme is 'doable' in the formal time foreseen for the programme in the respective years.

The panel gathered from the written materials and the on-site discussions that the didactic approach of the programme is strongly connected to the educational philosophy of the university, which is summarized in its core values 'open, personally engaged, and responsible'.

Most courses are organised either as lectures or as tutorials. The general core courses consist mainly of lectures while the specialist track-specific courses are often set up as tutorials. The class size differs considerably per course and track: the growth of the programme in recent years means that the general courses are attended by an increasing number of students, while specialist courses in most tracks are taught in classes of 10 – 30 students. The track Governance and Security being very popular, its group size is not small anymore. The panel gathers from its discussions that this growth in general, and in the Governance and Security track in particular, jeopardises the interactive teaching mode in the track-specific courses which has been a particular strength of the master's programme. Nonetheless, the panel was also informed by both students and staff that many courses are still using rich teaching methods. In the specialist courses, the intense interaction between students and teaching staff are instrumental in building an academic community that is based on personal engagement. Moreover, the interaction during student preparation of their master's thesis happens on a one-to-one basis.

During the visit the panel consulted a sample of course materials and concluded that both the contents and the didactic approach were relevant and interesting. It observed that teachers use a variety of methods to give substance to the educational philosophy of the programme. On the basis of course materials and discussions, the panel gathered that each course is feasible: there are no major individual stumbling blocks in the curriculum. In order to provide full-time students with as much time as possible to finish the master's thesis, the start date for the thesis has been brought forward from April (in 2015-2016) to January (in 2017-2018). Part-time students start in December in any case.

Nonetheless, the number of students finishing the programme within the stipulated time is rather limited: 31% of the full-time students and about half of the part-time students manage to finish in the nominal time, while about 60% of full-time students finish in two years, and 60% of part-time students finish in three years. The panel observed that the programme is aware of the issue and is concerned about these figures, notably with regard to the success rate of full-time students.

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 panel observed that the admission criteria are clearly described in the Teaching and Examination Regulations. Students with an academic bachelor's degree in public administration or political science and those who successfully complete the pre-master in Public Administration are granted direct access to the programme. Other students with a scientific bachelor's degree in disciplines such as communication science, sociology, history or law can apply to the admissions committee. Their acceptance will depend on the courses they have taken during their bachelor's degree.

Students with a bachelor's degree in a relevant field obtained at a University of Applied Science follow the Public Administration pre-master programme (30 EC) featuring courses on policy and governance, statistics, qualitative methods and a pre-master thesis. Students who had followed the pre-master programme indicated they were satisfied with the programme and considered that it had



prepared them well for entering the programme at a similar level as students who had been granted direct access.

The panel gathered from the written materials and its on-site discussions that there is no limit on the number of master's students entering the programme and its specialisation tracks. Over the past few years the programme has grown considerably - from about 80 students in 2015-2016 to almost 160 in 2017-2018 - with some tracks (e.g. Governance of Security) attracting many more students than others.

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 programme takes great care to attract those students who can be expected to complete the programme successfully, hence the specific requirements for admission in terms of knowledge (policy, governance and organisation) and methodological skills. Although individual students bear responsibility for their own study progress, the panel observed that the structure of the programme, the didactic approach and the commitment of the teaching staff contribute to students levelling up quite quickly, should they have to, and to complete the programme. Given that the programme caters for both full-time and part-time students, the drop-out rate of 10-15% is acceptable.

2.9 Faculty qualifications

A substantial 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 of 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.

The panel gathered from the written materials and its on-site discussions that most staff members are involved in both research and teaching. Teaching in the master's programme and research in the department of Political Science and Public Administration are closely connected: the New Public Governance research programme undertakes research that addresses three specialist areas of the programme: quality of governance, security and care.

Moreover, the expertise of the teaching staff on the programme covers all core domains identified in the domain-specific reference framework, as well as the specific areas of the four tracks. A large part of the curriculum is taught by senior teachers and researchers from the Public Administration section of the department of Political Sciences and Public Administration. These lecturers are often experienced researchers and are affiliated to a research programme that was assessed positively in the last international research review.

Furthermore, the panel observed in the staff overview of the self-evaluation report that 27 teaching staff are involved in the PA programme of which 21 hold a PhD, including six full professors; furthermore 21 lecturers have a teaching qualification, including two staff members with a senior qualification. The panel appreciates the efforts of the faculty to invest in the professionalization of its teaching staff. Students indicated that they are satisfied with the quality of the staff, both content-wise and in terms of didactics. This appreciation also extends to thesis supervision. Moreover, staff are available and perceived as motivated.

Based on the written materials and on site discussions, the panel thinks that the staff allocated to the programme are sufficiently numerous - the staff-student ratio is reportedly 1:13 - and have

adequate didactic skills and good domain-specific knowledge to deliver the master's programme. The very positive ratio seems to indicate that some track-specific courses are held for a rather limited number of students, while the overall student growth is linked to one or two 'popular' tracks. The programme indicated to the panel that the organisation of certain tracks may have to be reconsidered if the student numbers remain low.

Considerations

The panel considers that the teaching and learning environment of the PA programme is very adequate, and this applies to all tracks and all variants. The panel thinks highly of the way in which the programme mixes full-time and part-time students: in the view of the panel, this mixture is not only a great idea, but it also seems to work out nicely with both groups challenging and inspiring each other.

There is a clear link between programme objectives and course content, which results in a strong and coherent programme structure and a course schedule that is interesting and attractive in all tracks and to both full-time and part-time students. The panel observed that, in line with its profile, the programme pays proper attention to the multidisciplinary components of the core domain and its specialist tracks.

Moreover, the panel considers that both the admission of students, including those who successfully completed the pre-master programme, and the intake of enrolled students are organised adequately. Furthermore, the number of staff is adequate and their qualifications relevant. The panel very much shares the enthusiasm of the students for the motivation of the staff and their contribution to building an academic community that is based on personal commitment: during the site visit, the discussion with the staff proved to be very lively, informative and inspiring.

However, alongside these positive considerations, the panel sees room for enhancing the professional skills that mainly full-time students will need on the labour market: although the skills are taught, there are only limited opportunities for students to practice these skills in real-life situations. Moreover, the panel is concerned about the growing number of students in general and about the fact that this growth is not spread equally across all four tracks. Finally, the panel wonders why each individual course is considered feasible, yet only a minority of students manage to finish the programme in time. The panel welcomes the attention of the programme to these issues of practice, growth and success rate and invites the management to look for feasible approaches to solve / mitigate these challenges.

Conclusion

The panel assesses Standard 2, Teaching-learning environment, of the master's programme Public Administration 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 in the master's programme, the panel considered the assessment policy, the assessment of the master's theses and the functioning of the Examination Board.

The panel observed that the master's programme has an assessment policy that is in line with the established faculty assessment policy. Assessment has received considerable attention over the past few years from university, faculty and master's programme, and this has led among other changes to development of an assessment plan. During the visit, the panel consulted the assessment plan,



as well as the assessment matrix, which contains a description of the programme and the main learning trajectories. In the view of the panel, both plan and matrix demonstrate that assessment has been designed in line with the learning goals of the courses and the exit qualifications of the programme. The panel was pleased to learn that in the run-up to the academic year 2017-2018, all examiners of all courses related the learning goals of their course to the exit qualifications of the programme, and indicated which kind of assessment was used to assess both the learning goals and the exit qualifications. Moreover, the panel welcomes the importance given to this assessment plan, as it has been assessed by the Examination Board and is now used as a management instrument at programme level.

Based on the description in the self-evaluation report and the sample of tests conducted on site, the panel thinks that the assessment system is fine. The assessments are valid and reliable; moreover, students indicated that they are properly informed about the assessment requirements. Students also appreciate the mixture of exams and papers: for almost all courses, students also write a paper, which helps them in enhancing their reporting skills and in preparing for the master's thesis. If anything, students would appreciate more extensive feedback on papers. However, they also understand that this is not always feasible in courses attended by many students. The panel learned, moreover, that possible concerns about testing can always be reported in course evaluations, which students are asked to complete after each course students and which also enquire about the perceived quality of the assessment.

The Faculty of Social Sciences has one Examination Board for all programmes. It consists of five bodies: the secretariat, the central examination board, the core-committee, eight subcommittees for the degree programmes and the chair. The central board is responsible for policy issues at faculty level, while the core committee advises and instructs programme directors. The Examination Board oversees the assessments of all faculty programmes. The panel gathered from the discussion with a delegation of the Examination Board that all members have been trained by the university and that they possess the proper capacity and expertise to perform all tasks in relation to quality assurance and testing according to the requirements set by Dutch law. The existence of subcommittees ensures that enough attention is paid to the specificities of each individual programme. The panel appreciates the role the Examination Board has played and continues to play in safeguarding the quality of assessment through monitoring and validating the assessment plan.

The master's thesis is evaluated and marked by two assessors, the supervisor and a second reader who is appointed from a thesis committee pool. To ensure that each thesis is assessed correctly, objectively, consistently and independently, the programme has created a committee of second readers. The committee's chair distributes the theses among the committee members and ensures that the quality is assessed consistently by discussing the criteria with the members and by taking actual theses as examples. Where both graders disagree on the quality of the thesis, a third reader is appointed by the Examination Board. The panel has reviewed a sample of 15 master's theses, which were submitted and accepted in the academic years 2014-2015, 2015-2016 and 2016-2017. The panel agrees with the template of the evaluation form and with almost all scores given by the assessors. In a majority of cases, the evaluation forms have been completed in an insightful way providing substantial arguments on the pros and cons of the thesis. However, in five evaluations, it was not possible to establish fully how the graders arrived at the final mark because they did not properly substantiate their scores with qualitative feedback.

Considerations

The panel considers that the university, the faculty and the master's programme pay good attention to assessment, which is reflected in an adequate assessment system. The assessment plans and assessment matrix are set up in such a way that each learning outcome is tested in various courses and through different forms of assessment. Individual tests are valid, reliable and transparent.

The panel appreciates that the master's programme looks at assessment as a process of continuous improvement, which also takes into account concerns and suggestions from students. In this respect,

the panel is confident that the above-mentioned issue on feedback will be monitored and accommodated as much as possible. Moreover, the panel is satisfied with the attention and follow-up that is given by the programme director, coordinator and staff to assessment results and advice.

The panel, moreover, is impressed by the way the programme organises thesis evaluation. In the view of the panel, the pool of second readers from a thesis committee enhances considerably the objective, consistent and independent assessment of each master's thesis. The panel commends the programme for this approach and suggests that this good practice is disseminated among other programmes throughout the faculty and university.

Furthermore, the panel thinks highly of the expertise and operational capacity of the Board of Examiners. It encourages the Board to keep on monitoring the quality of the courses and to ensure the provision of insightful feedback in all (not simply most) theses.

Conclusion

The panel assesses Standard 3, assessment, of the master's programme Public Administration as 'good'.

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 master's programme, the panel studied a sample of theses (Appendix 6), and interviewed several alumni, as well as representatives of the work field who employ graduates of the programmes.

The master's thesis is an individual endeavour that accounts for 18 EC. The allocation of students to themes and supervisors takes place in December for the part-time students and in February for the full-time students. Students can indicate two preferences for thesis teachers and their themes, and these choices are accommodated. At the beginning of the thesis trajectory some collective tutoring takes place but towards the end of the process the thesis is supervised on an individual basis. Students indicated that they are satisfied with the supervision and guidance of their thesis, although the collective tutoring part would be more effective if these tutorials took place in even smaller groups of students who conduct research on very similar questions.

In order to establish whether students have effectively achieved the learning outcomes, the panel reviewed a sample of 15 master's theses from the last three academic years covering the whole range of scores given and ensuring a fair distribution of the thesis sample among tracks and variants. The panel thought that in each case, the thesis fulfilled at least the minimum requirements one would expect of a final product of an academic programme at master's level. Moreover, the panel agreed with almost all scores given by the assessors. The panel observed that one thesis was of sufficient quality but rather weak, and was satisfied to read that this appreciation was shared by the assessors and clearly spelled out in their evaluation form.

The master's programme aims to prepare students for a professional life in the (semi) public sector, as consultants or as scientific researchers. The panel gathered from the discussion with alumni that they are indeed ending up in public, private and hybrid organisations in the field of public governance. Part-time students, moreover, tended to choose a particular track that was in line with their occupation and provided them with more competencies to enhance their career in for instance civil society or the health sector. Full-time students mentioned that they are satisfied with the education they received during the master's programme as it prepared them adequately for a relevant position on the labour market. Several alumni mentioned that the most important thing they learned was



'structured thinking'. Moreover, they feel they were indeed broadly trained, capable of pursuing a career at an appropriate level in different directions, and with enough skills to build a successful career. Several alumni indicated, moreover, that it was important for their professional career that they had studied in Dutch because their employers expected a proper understanding of the Dutch governance system and its vocabulary. Finally, alumni emphasised that the values of the university – open, personal and responsible – were embedded in the curriculum and continue to impact on their (professional) behaviour.

The panel learned from the written materials that both the university and the faculty are pursuing an active alumni policy. Moreover, the programme follows up the alumni surveys commissioned by VSNU and VU and has analysed the LinkedIn accounts of its own alumni. However, the data gathered do not seem to offer a comprehensive view of (trends in) the professional career paths of the programme's graduates. In the view of the panel a more systematic approach to gathering alumni data would be relevant to demonstrate the effectiveness of the programme in all its tracks and variants.

Considerations

Theses indicate to what extent students have achieved the intended learning outcomes. Having established that each master's thesis studied by the panel fulfils at least the minimum criteria required, the panel concludes that the intended learning outcomes of the master's programme are achieved by the end of the curriculum. The panel moreover observed that the grading of the theses by the respective supervisors and co-readers was remarkably in line with its own appreciation.

According to the panel, the programme prepares students adequately for relevant positions on the labour market or, in the case of the part-time students, for a continuation on their career path.

Conclusion

The panel assesses Standard 4, achieved learning outcomes, of the master's programme Public Administration 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.

The development of the master's programme PA is a continuous process and is based on the feedback by internal and external parties. The programme management initiates changes in the programme always in consultation with the relevant stakeholders. Depending on the proposed change, the faculty portfolio holder for teaching, the Programme Committee, teaching staff, the group of programme directors, the heads of department, and the Examination Board are involved.

The panel learned from its meeting with the PA Programme Committee that teachers and student members are equally represented and that in addition to monitoring the quality of education and advising on the Teaching and Examination Regulations, it also gives solicited and unsolicited advice to the programme director and faculty board. The Committee usually meets after each teaching period in order to discuss the results of the digital course evaluations. Teaching staff who are not on the Programme Committee discuss the quality of the programme during regular staff meetings.

In the view of the panel, based on the discussions during the site visit, the effectiveness of the Programme Committee of the master's programme needs attention. Because student representatives do not stay long on the programme and often lack the background and/or the institutional memory that is necessary for their work, their involvement is rather limited. Providing more training to students on their (forthcoming) tasks would certainly be beneficial. Another approach would be to look for ways to safeguard the institutional memory among student representatives of the committee and other stakeholders, such as the student council or study associations. The programme should reflect on whether it might be possible to organise broader student participation in the Programme Committee, e.g. through input from members of the student community who have been associated with the master's programme for longer than one year.

The panel gathered from the materials and the on-site discussions that most adjustments to the curriculum of the master's programme concern changes within existing courses. All in all, the programme has been left relatively unchanged over the last four years. The most important innovation was the establishment of a fourth track, Governance of Health Care Innovation. Furthermore, the panel observed that changes at the level of the faculty also had an impact on the master's programme. This is the case for instance with the assessment policy and with harmonising the internal quality assurance provisions.

The panel gathered from the written materials and its on-site discussions that alumni are slowly but steadily getting involved in the quality of education through the Field Advisory Board. Last year a new Board was established featuring both alumni and non-alumni. The panel welcomes this initiative and noticed from the discussion with the chair of the Board and the alumni that there is a genuine interest among these stakeholders to operate as a sparring partner for the programme to discuss quality of education and the competencies (to be) acquired by the students/graduates.

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 panel observed that the report of the previous accreditation committee (2010) and the findings from the voluntary midterm review by an external VU-committee (2015) were important sources of feedback for the PA programme. Major changes that have been implemented as a follow-up to these reviews include the introduction of the assessment plan, the production of digital course dossiers and the establishment of a Field Advisory Board.

Considerations

The panel considers that continuous improvement is a key feature of the PA programme. In the view of the panel, not only does the programme have the proper bodies and systems in place to monitor, evaluate and improve the quality of its education, but most stakeholders are also making effective use of the opportunities to enhance the programme in general, and the individual courses and trajectories in particular. In so far as the Programme Committee is concerned, however, the panel has observed that the role of student representatives on the Committee raises some issues of effectiveness. Their perspective and advice comes with only limited experience in the programme and has an impact on later cohorts taking the programme, rather than on their own studies. The panel suggests that the programme looks into this issue as the Programme Committee has an important role to play in safeguarding the quality of education.

The panel is impressed by the way the recommendations from the previous accreditation committee have been addressed and very much welcomes the mid-term review that was held in-between assessment visits. The panel encourages the programme to continue on the same development path: in addition to maintaining the current strengths of its quality assurance system, the programme could



enhance the role of the Field Advisory Board in matters of curriculum development involving alumni and employers in a more systematic way.

Conclusion

The panel assesses Standard 5, external input, of the master's programme Public Administration 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

According to the self-evaluation report, about 14% of the master's students have an immigrant background, meaning that at least one of their parents was born in a non-Western country. Gender diversity among students is not an issue with half of the students being female. Because of its part-time variants, the master's programme stands out in terms of diversity in age: 18% of the students are reportedly older than 30 years. Moreover, the part-time students are diverse in terms of their professional status. Students and staff indicated that they appreciate the different types of diversity in the master's programme. The panel also gathered from its discussions that diversity in its broadest sense is part of the DNA of the university, and that this is all the more visible in the Faculty of Social Sciences.

The panel learned that content-wise diversity features in several places in the PA curriculum, mainly when discussing how organisations deal with diversity and how diversity is reflected in governance. Moreover, students are encouraged to form their own opinion and take their own position on diversity. Students indicated to the panel that they are satisfied with the attention to diversity in the curriculum and emphasised that – in view of their current / future job - it is important for them to follow a curriculum that is offered in Dutch.

The panel spoke to the FSS dean in her capacity as chief diversity officer at VU. She advises the university board on diversity issues, for instance on the results of a diversity scan performed recently at one of the FSS programmes. Diversity among staff is promoted in policies and activities at university, faculty and programme level. Each department has also drafted a strategic personnel plan in which diversity is an important topic. Staff, however, are not very ethnically diverse. One of the reasons for this is that, while recruitment policy takes into account diversity, there have not been many opportunities for recruitment lately. According to the self-evaluation report, only 25% of the staff teaching on the master's programme are female.

Considerations

The panel considers that the diversity in the student body - in terms of gender, age, ethnic background and professional status - is impressive and so is the attention to diversity issues in the curriculum. The panel, moreover, thinks highly of the policies at university and faculty level to enhance and accommodate diversity. The panel agrees with those it interviewed that diversity is in the DNA of the master's programme but that the programme would benefit from some role models. While there are already students and alumni who (can) fulfil this role, this is not yet the case for staff. The panel recommends the programme to continue its efforts to attract both more ethnically diverse and more female teaching staff.

Conclusion

The panel assesses Standard 6, diversity, of the master's programme Public Administration as 'good'.

GENERAL CONCLUSION

The panel assesses four standards as 'satisfactory' and standards 3 (assessment) and 6 (diversity) as 'good' for both the full-time and part-time variants of the master's programme Public Administration. According to the decision rules of NVAO's Framework for limited programme assessments applied to standards 1 to 4, the panel assesses the master's programme Public Administration 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 Brasilia. 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 (LARCI) 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. M. (Marleen) Brans (vice-chair) is professor at the KU Leuven Public Governance Institute. At KU Leuven she directs the Master's in European Politics and Policies programme, and the Master's in Public Management and Policy. She currently teaches courses at bachelor's, master's, and advanced master's level, such as Design and Strategy of Policy, Evaluation of Policy, Comparative Public Policies in Europe, and Policy Analysis. In the past she has taught other subjects such as Public Administration, Relations Government-Citizens, Governance and Steering, Research Seminar. Her research interests focus on the production and use of policy advice by academics, civil servants, personal advisors, and strategic advisory bodies. Her publications include the Routledge Handbook of Comparative Policy Analysis (edited with Iris Geva-May and Michael Howlett) and Policy Analysis Belgium (edited with David Aubin, Policy Press). She serves as Vice-President of the International Public Policy Association and as Chair of the Accreditation Committee of the European Association for Public Administration Accreditation. She serves on the board of the Journal of Comparative Policy Analysis, Policy and Society and Halduskultuur.

Prof. dr. P.B. Peter Sloep is professor emeritus in technology enhanced learning with the Open University of the Netherlands. There, he has been involved in the 'Lerarenuniversiteit', an expertise centre in the area of (continuous) teacher professional development in primary, secondary and vocational education. He also headed a unit that researched the use of online social networks for teaching and learning. His main area of expertise is professional development in and with social networks, existing or custom built; but his interests also cover learning design, open learning, massive open online courses (MOOCs), learning technologies in general and learning technology standards more in particular, knowledge sharing and knowledge creation in communities and online networks. Being trained as a theoretical biologist (including a PhD) and having worked as course developer for the OU in this and neighboring areas, Sloep turned his attention ever more towards the learning sciences, in particular towards educational technology.

Prof. E. (Esther) Versluis is professor of European Regulatory Governance at Maastricht University. She obtained her PhD in 2003 from Utrecht University and was awarded the Van Poelje prize for best PhD dissertation in the field of public administration for her dissertation on 'Enforcement Matters. Enforcement and Compliance of European Directives in Four Member States'. Since 2001 she is involved with education at Maastricht University, first as lecturer, as assistant professor and since 2015 as professor. She was member and chair of the Faculty Council and chair of the Graduate Program Committee Arts & Culture. Until 2014 she was director of Studies master's programme European Public Affairs and is currently director of Studies of the bachelor's programme European



Studies. In 2015 she was awarded the Best PhD supervisor of the year-award by the Netherlands Institute of Government. Professor Versluis' research concentrates on problems and complexities related to European regulatory governance. She is an active member of the Netherlands Institute of Government (NIG), the European Consortium for Political Research (ECPR), the European Union Studies Association (EUSA) and the University Association for Contemporary European Studies (UACES).

Drs. H. (Henk) de Jong is Strategy Director and Deputy Commissioner at Police Netherlands. From 2007 to 2012 Henk de Jong served as general director at the city of Amsterdam. He has extensive experience as a senior public sector official, public sector consultant and entrepreneur with leading expertise in Dutch, EU and US government practices, with city, regional and national agencies, educational institutions, international businesses and philanthropies on policy-making, organizational change management, business development and crisis accountability. As a practitioner of public sector management, he serves on the Advisory Boards, works with academic institutions and is engaged in cultural initiatives. He frequently speaks at conferences, seminars, graduate-level and executive training programs that focus on the unique aspects and challenges of the public sector.

J.C. (Jasper) Meijering (student member) is master's student in Engineering and Policy Analysis at the Delft University of Technology. He obtained his bachelor's degree in Systems Engineering, Policy Analysis and Management also from the 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 is 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 outreach program Young Future Energy Leaders Program of the Masdar Institute in Abu Dhabi. 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 and attended the World Future Energy Summit 2016.

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 business-like 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's and Master's 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's and master's 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's level we also expect a well-developed level of autonomy regarding the direction and choices in a study.

In generic bachelor's PAGO-programmes most of the learning outcomes will apply that are listed below. Master's 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's level, apply for the master's 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's) [Is] supported by advanced text books [with] some aspects informed by knowledge at the forefront of their field of study

2 (Master's) 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's) [through] devising and sustaining arguments

2 (Master's) [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's) [involves] gathering and interpreting relevant data

2 (Master's) [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's) [of] information, ideas, problems and solutions

2 (Master's) [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's) have developed those skills needed to study further with a high level of autonomy

2 (Master's) 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

Knowledge

The graduate will possess knowledge of recent approaches, insights and theories regarding:

1. issues of policy and organisation in the public sector, both in a general sense and in particular with regard to:

- administration of security, or
- administration of societal organisations, or
- administration of healthcare innovation, or
- the quality of administration;

2. The structure of public administration in an institutional sense, including the dynamics of Dutch public administration in the international context; issues of good governance, including the management of public values such as integrity; the influence exerted by the international context on national and local government structures; issues of societal administration, including the differentiation and socialisation of public administration and the distribution of tasks and responsibilities between the public, semi-public and private sectors, modern policy techniques and the management of public and semi-public organisations.

Skills

The graduate:

3. can draw on insights from different academic disciplines to distinguish, select and apply various approaches and methods to issues of policy and organisation in the public and semi-public sector and can substantiate the choices made;

4. is able to reflect critically on the results of his/her own research and can place these results in the context of theoretical debates currently taking place in the field;

5. is able to apply the methods and techniques of public administration research;

6. can integrate empirical, normative and action-oriented considerations, enabling the independent analysis, evaluation and reporting of problems in public administration with the aid of research methods and techniques, along with proposals for potential solutions;

7. can report clearly, both orally and in writing, on their own or others' scientific research on an issue of policy and organisation, in a register appropriate to the audience in question;

8. is able to operate independently on an academic level in the domain of public administration and in affiliated organisations;

9. is capable of reflecting critically on his/her own analytical skills and professional role, both now and in the future, and the associated societal responsibilities;

10. is a socially-minded and responsible worker who is aware of the importance of interaction and good communication with colleagues and others.

Attitude

The graduate:

11. takes an independent, critical position in which (s)he can explicate his/her own viewpoint relative to their operational environment and with regard to contemporary theory and state-of-the-art knowledge;

12. is open and eager to find new, original, interdisciplinary and creative approaches to current issues, problems and solutions, as evidenced by the ability to critically analyse problems first, to redefine them if necessary, and then to devise suitable solutions;

13. is an academic citizen who possesses a consistent set of values with regard to the pursuit of scientific and professional activities.

The intended learning outcomes for the faculty's Master's programme use a different format from that of the Dublin descriptors for the Bachelors and Master's courses. The Master's programme attainment levels are instead based on the Faculty of Social Sciences' own framework. This consists of a threefold categorisation of levels of learning: knowledge and understanding, application, and attitude.

Below, we outline how the programme's intended learning outcomes cover the Dublin descriptors.

Dublin descriptors	Knowledge and Understanding	Applying knowledge and Understanding	Making Judgements	Communication	Learning skills
Exit qualifications	1-2	3-10	9, 11-13	6-7, 10	4,8

APPENDIX 4: OVERVIEW OF THE CURRICULUM

Periode 1 31-8-2015 t/m 23-10-2015	Periode 4 1-2-2016 t/m 24-3-2016	Niveau 400
Periode 2 26-10-2015 t/m 18-12-2015	Periode 5 29-3-2016 t/m 27-5-2016	Niveau 500
Periode 3 4-1-2016 t/m 29-1-2016	Periode 6 30-5-2016 t/m 24-6-2016	Niveau 600

Master Bestuurskunde 2015-2016

Afstudeerrichting Dynamiek van besturen <i>voltijd</i>						
	Periode 1	Periode 2	Periode 3	Periode 4	Periode 5	Periode 6
Cohort 2015	Theories of Governance (<i>S_TG</i>)	Interbestuurlijke trekkingen (<i>S_IB</i>)	Goed bestuur (<i>S_GB</i>)	Methoden en technieken voor bestuurskundig onderzoek VOLTIJD (<i>S_MTBOvt</i>)	Masterthesis bestuurskunde (<i>S_MTbk</i>)	
	Beleid en management (<i>S_BLM</i>)	International Governance (<i>S_IG</i>)		Openbaar bestuur en kennis (<i>S_OBK</i>)		
						18 EC
Afstudeerrichting Dynamiek van besturen <i>deeltijd</i>						
	Periode 1	Periode 2	Periode 3	Periode 4	Periode 5	Periode 6
Jaar 1 Cohort 2015	Theories of Governance (<i>S_TG</i>)	Interbestuurlijke trekkingen (<i>S_IB</i>)	Goed bestuur deel 1 (<i>S_GB1</i>) 3 EC	Openbaar bestuur en kennis (<i>S_OBK</i>)	Methoden en technieken voor bestuurskundig onderzoek DEELTIJD (<i>S_MTBOdt</i>)	Goed bestuur deel 2 (<i>S_GB2</i>) 3 EC
Jaar 2 Cohort 2014	Beleid en management (<i>S_BLM</i>)	International Governance (<i>S_IG</i>)	Masterthesis bestuurskunde (<i>S_MTbk</i>)			
						18 EC

Alle vakken zijn 6 EC, tenzij in het schema een ander aantal is aangegeven.

Afstudeerrichting Besturen van veiligheid <i>voltijd</i>						
	Periode 1	Periode 2	Periode 3	Periode 4	Periode 5	Periode 6
Cohort 2015	Theories of Governance (<i>S_TG</i>)	Veiligheid en burger-schap (<i>S_VB</i>)	Goed bestuur (<i>S_GB</i>)	Methoden en technieken voor bestuurskundig onderzoek VOLTijd (<i>S_MTBOvt</i>)	Masterthesis bestuurskunde (<i>S_MTBk</i>) 18 EC	
	Beleid en management (<i>S_BLM</i>)	Governance of Security and Policing (<i>S_GSP</i>)		Fysieke veiligheid en crisisbeheersing (<i>S_FVC</i>)		
Afstudeerrichting Besturen van veiligheid <i>deeltijd</i>						
	Periode 1	Periode 2	Periode 3	Periode 4	Periode 5	Periode 6
Jaar 1 Cohort 2015	Theories of Governance (<i>S_TG</i>)	Veiligheid en burger-schap (<i>S_VB</i>)	Goed bestuur deel 1 (<i>S_GB1</i>) 3 EC	Fysieke veiligheid en crisisbeheersing (<i>S_FVC</i>)	Methoden en technieken voor bestuurskundig onderzoek DEELTIJD (<i>S_MTBOdt</i>)	Goed bestuur deel 2 (<i>S_GB2</i>) 3 EC
Jaar 2 Cohort 2014	Beleid en management (<i>S_BLM</i>)	Governance of Security and Policing (<i>S_GSP</i>)	Masterthesis bestuurskunde (<i>S_MTBk</i>) 18 EC			

Alle vakken zijn 6 EC, tenzij in het schema een ander aantal is aangegeven.

Afstudeerrichting Besturen van maatschappelijke organisaties <i>voltijd</i>						
	Periode 1	Periode 2	Periode 3	Periode 4	Periode 5	Periode 6
Cohort 2015	Theories of Governance (<i>S_TG</i>)	Maatschappelijke organisaties in context (<i>S_MOC</i>)	Goed bestuur (<i>S_GB</i>)	Methoden en technieken voor bestuurskundig onderzoek VOLTijd (<i>S_MTBOvt</i>)	Masterthesis bestuurskunde (<i>S_MTBk</i>) 18 EC	
	Beleid en management (<i>S_BLM</i>)	Strategie van maatschappelijke organisaties (<i>S_SMO</i>)		Sociaal kapitaal, identiteit en missie (<i>S_SKIL</i>)		
Afstudeerrichting Besturen van maatschappelijke organisaties <i>deeltijd</i>						
	Periode 1	Periode 2	Periode 3	Periode 4	Periode 5	Periode 6
Jaar 1 Cohort 2015	Theories of Governance (<i>S_TG</i>)	Maatschappelijke organisaties in context (<i>S_MOC</i>)	Goed bestuur deel 1 (<i>S_GB1</i>) 3 EC	Sociaal kapitaal, identiteit en missie (<i>S_SKIL</i>)	Methoden en technieken voor bestuurskundig onderzoek DEELTIJD (<i>S_MTBOdt</i>)	Goed bestuur deel 2 (<i>S_GB2</i>) 3 EC
Jaar 2 Cohort 2014	Beleid en management (<i>S_BLM</i>)	Strategie van maatschappelijke organisaties (<i>S_SMO</i>)	Masterthesis bestuurskunde (<i>S_MTBk</i>) 18 EC			

Alle vakken zijn 6 EC, tenzij in het schema een ander aantal is aangegeven



Afstudeerrichting Besturen van zorgvernieuwing <i>voltijd</i>							
	Periode 1	Periode 2	Periode 3	Periode 4	Periode 5	Periode 6	
Cohort 2015	Theories of Governance (<i>S_TG</i>)	Zorg in de samenleving (<i>S_ZIS</i>)	Goed bestuur (<i>S_GB</i>)	Methoden en technieken voor bestuurskundig onderzoek VOLTIJD (<i>S_MTBOvt</i>)	Masterthesis bestuurskunde (<i>S_MTbk</i>)		
	Beleid en management (<i>S_BLM</i>)	Organisatie van zorgprocessen (<i>S_OZ</i>)		Besturen van zorgvernieuwing (<i>S_BVZV</i>)			
						18 EC	
Afstudeerrichting Besturen van zorgvernieuwing <i>deeltijd</i>							
	Periode 1	Periode 2	Periode 3	Periode 4	Periode 5	Periode 6	
Jaar 1 Cohort 2015	Theories of Governance (<i>S_TG</i>)	Zorg in de samenleving (<i>S_ZIS</i>)	Goed bestuur <i>deel 1</i> (<i>S_GB1</i>) 3 EC	Besturen van zorgvernieuwing (<i>S_BVZV</i>)	Methoden en technieken voor bestuurskundig onderzoek DEELTIJD (<i>S_MTBOdt</i>)	Goed bestuur <i>deel 2</i> (<i>S_GB2</i>) 3 EC	
Jaar 2 Cohort 2014	Beleid en management (<i>S_BLM</i>)	Organisatie van zorgprocessen (<i>S_OZ</i>)	Masterthesis bestuurskunde (<i>S_MTbk</i>)				18 EC

Alle vakken zijn 6 EC, tenzij in het schema een ander aantal is aangegeven.

APPENDIX 5: PROGRAMME OF THE SITE VISIT

Thursday 14 December 2017

- 09.00 Arrival of panel
- 09.15 Internal panel meeting
- 11.00 Meeting with management
- 11.50 Lunch and internal panel meeting
- 12.30 Meeting with bachelor's students
- 13.20 Meeting with bachelor's lecturers
- 14.00 Open consultation hour
- 14.40 Meeting with master's students
- 15.30 Meeting with master's lecturers
- 16.30 Meeting with bachelor's Programme Committee
- 17.05 Meeting with master's Programme Committee
- 17.40 Meeting with Alumni and Professional Field (bachelor's/master's)
- 18.30 Internal panel meeting

Friday 15 December 2017

- 09.15 Meeting with Examination Board (bachelor's/master's)
- 10.00 Internal panel meeting
- 10.45 Meeting with management
- 11.30 Internal panel meeting + lunch
- 13.30 Feedback on key panel findings
- 14.00 Development dialogue
- 15.00 End of site visit

APPENDIX 6: THESES AND DOCUMENTS STUDIED BY THE PANEL

Prior to the site visit, the panel studied 15 theses of the master's programme Public Administration. The associated student numbers are available through QANU upon request.

In the framework of the site visit, the panel studied, among other things, the following documents:

- Critical Reflection, master's programme of Public Administration, VU Amsterdam, September 2017.
- Appendices to the Critical Reflection of the master's programme, September 2017.

Course materials, evaluations and assessments master's programme Public Administration:

- Goed bestuur
- Beleid en Management
- Methoden en technieken voor bestuurskundig onderzoek
- Theories of Governance

Other materials

- Course materials – literature, manuals, etc.
- Assessment plan and matrix (Toetsplan / toetsmatrix Ma Bestuurskunde)
- Annual Report Programme Committee
- Annual Report Examination Board
- Staff Student Ratio