

PUBLIC GOVERNANCE

TILBURG LAW SCHOOL

TILBURG UNIVERSITY

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CONTENTS

REPORT ON THE BACHELOR'S AND THE MASTER'S PROGRAMMES PUBLIC GOVERNANCE OF TILBURG UNIVERSITY	5
ADMINISTRATIVE DATA REGARDING THE PROGRAMMES.....	5
ADMINISTRATIVE DATA REGARDING THE INSTITUTION.....	5
COMPOSITION OF THE ASSESSMENT PANEL	5
WORKING METHOD OF THE ASSESSMENT PANEL	6
SUMMARY JUDGEMENT.....	9
DESCRIPTION OF THE STANDARDS FROM NVAO-EAPAA ACCREDITATION FRAMEWORK 2016 ...	13
APPENDICES	27
APPENDIX 1: CURRICULA VITAE OF THE MEMBERS OF THE ASSESSMENT PANEL	29
APPENDIX 2: DOMAIN-SPECIFIC FRAMEWORK OF REFERENCE	31
APPENDIX 3: INTENDED LEARNING OUTCOMES	36
APPENDIX 4: OVERVIEW OF THE CURRICULUM	37
APPENDIX 5: PROGRAMME OF THE SITE VISIT	40
APPENDIX 6: THESES AND DOCUMENTS STUDIED BY THE PANEL	41

This report was finalized on 16-03-2018

REPORT ON THE BACHELOR'S AND THE MASTER'S PROGRAMMES PUBLIC GOVERNANCE OF TILBURG UNIVERSITY

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

ADMINISTRATIVE DATA REGARDING THE PROGRAMMES

Bachelor's programme Public Governance

Name of the programme:	Bestuurskunde (Public Governance)
CROHO number:	56627
Level of the programme:	bachelor's
Orientation of the programme:	academic
Number of credits:	180 EC
Specializations or tracks:	-
Location(s):	Tilburg
Mode(s) of study:	full time
Language of instruction:	Dutch, English
Expiration of accreditation:	31/12/2018

Master's programme Public Governance

Name of the programme:	Bestuurskunde (Public Governance)
CROHO number:	66627
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specializations or tracks:	-
Location(s):	Tilburg
Mode(s) of study:	full time
Language of instruction:	English
Expiration of accreditation:	31/12/2018

The visit of the assessment panel Public Administration to the Tilburg Law School of Tilburg University took place on 13-14 november 2017.

ADMINISTRATIVE DATA REGARDING THE INSTITUTION

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

COMPOSITION OF THE ASSESSMENT PANEL

The NVAO has approved the composition of the panel on 16 October 2017. The panel that assessed the bachelor's and master's programmes Public Governance at Tilburg University 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];
- Prof. dr. H.M.C. (Harrie) Eijkelhof, professor emeritus of Physics Education at Utrecht University;



- Prof. dr. Lan Xue, professor and dean of the School of Public Policy and Management, Tsinghua University (China);
- Prof. dr. J.P. (Jan) Pronk, professor emeritus in Theory and Practice of International Development at the International Institute of Social Studies in The Hague of the Erasmus University Rotterdam. Former Minister for Development Co-operation (1973-1977 and 1989-1998) and former Minister of Environment, Spatial Planning and Housing (1998-2002);
- S. (Sophie) van Wijngaarden, master's student Complex Systems Engineering and Management at the 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 bachelor's and master's programmes in Public Governance at Tilburg University are 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 Complex Systems Engineering and Management at the Delft University of Technology [student member].

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

Peter Hildering MSc of QANU was project coordinator of the cluster assessment Public Administration. He was secretary during the visits to the University of Twente, Radboud University, Erasmus University Rotterdam and Leiden University. He also attended the final panel consultations of every visit and read and commented on draft versions of each report in order to monitor the consistency of the assessments and the resulting reports. Mark Delmartino MA, freelance worker of QANU, was secretary of the panel during the visits to Tilburg University, Maastricht University, Utrecht University, and VU University 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 Tilburg University, 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 15 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 thesis 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 examination board. See Appendix 5 for the definitive schedule.

Site visit

The site visit to Tilburg University on 13 and 14 November 2017 was followed by a visit to Maastricht University that took place on 15 and 16 November 2017. At the start of the week, the panel held a preparatory meeting during which it was instructed regarding the assessment framework and procedures. After this, the panel discussed its working method and its preliminary findings for the Tilburg site visit, and reflected on the content and use of the programme's domain-specific framework of reference (Appendix 2).

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

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

Report

After the site visit, the secretary wrote a draft report based on the assessment panel's findings. Subsequently, he sent it to the assessment panel for feedback. After processing the panel members' feedback, the coordinator sent the draft report to the university in order to have it checked for factual



irregularities. The secretary discussed the ensuing comments with the panel's chair and adapted the report accordingly before its finalisation.

Decision rules

The panel used the 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 programmes as a whole, the decision rules of the NVAO's Assessment framework for limited programme assessments were applied to the scores for Standard 1 to 4.

Generic quality

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

Unsatisfactory

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

Satisfactory

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

Good

The programme systematically surpasses the current generic quality standard.

Excellent

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

SUMMARY JUDGEMENT

This evaluation concerns two Public Governance programmes offered by the Tilburg School of Governance: a three-year full-time BSc programme featuring both a Dutch track and (since September 2017) an English-language international track; and a one-year full-time MSc programme which was transformed in September 2016 into an international English-language programme.

Bachelor's programme Public Governance

The intended learning outcomes reflect adequately the content (public governance), orientation (academic) and level of the programme. The panel considers that the learning outcomes are formulated in an insightful way, using the Dublin Descriptors both as a framework for structuring the competencies and for differentiating the final attainment levels of the programme. The learning outcomes, moreover, do justice to both the specificity of the programme profile and the core elements of the domain-specific reference framework. Furthermore, the panel thinks highly of the educational philosophy and how it contributes to reaching the intended learning outcomes.

The panel considers that the programme is delivered in an adequate teaching and learning environment. There is a clear link between programme objectives and course content, which results in strong and coherent programme structures and in up-to-date education being embedded in research. The number of staff is adequate and their qualifications impressive: the panel shares the enthusiasm of the students for the professional orientation of the lecturers and for the small-scale forms of education, which create a pleasant atmosphere. Furthermore, a number of courses are embedded in public administration practices and allow students to get a taste of the realities of the public administration system.

In line with its mission, the programme presents itself as generalist. Although there are no specialisation tracks, there is room for pursuing individual domains of interest through assignments in several courses of the curriculum. The panel thinks that this opportunity could be promoted better among students. Moreover, the Dutch track may want to pay more attention to economics, while both tracks could more effectively promote - and structurally embed - the opportunities for a study period abroad during semester five.

The panel considers that the programme has an adequate assessment system. Moreover, the assessment plans 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. While the Examination Board is fulfilling its legal duties, the panel is concerned about the remit of the Examination Board given the number of programmes (and students) it has to cater for. Moreover, the panel would like the Examination Board to take up a more active position by monitoring systematically the implementation of its measures and by enforcing its recommendations. Furthermore, the panel considers that the programme has at disposition an adequate thesis evaluation form that however has not been used in an optimal way so far: forms should contain more extensive feedback and include an insightful justification of the score. The panel strongly recommends the programme to adjust the thesis assessment form, which is now being redesigned, in such a way that it obliges assessors to provide insightful feedback.

Based on its review of a sample of theses, the panel concludes that the intended learning outcomes of the bachelor's programme are eventually achieved at the end of the curriculum. It commends the programme for surveying its graduates at the start of their professional life and suggests that this action should be repeated when alumni have moved further on in their career.

The panel appreciates the different ways in which students can - and do - voice their opinion on the quality of the courses and the curriculum. However, the panel sees room for more collaboration between the formal Programme Committee structure and the rather informal Quality Circle for the programme. The School may also want to investigate whether the remit of the Programme



Committee is not too broad and/or whether its advisory role at individual programme level can be enhanced. Moreover, the panel considers that the Public Governance programmes would benefit from a more systematic involvement of alumni and employers in discussing course and curriculum developments.

In terms of diversity, the panel is aware that until recently, the programme had a distinctively Dutch profile. Given the recent international focus, the number of non-Dutch students is likely to grow in the near future. The number of female students and staff members is sufficiently high.

Master's programme Public Governance

The intended learning outcomes reflect adequately the content (public governance), orientation (academic) and level of the programme. The panel considers that the learning outcomes are formulated in an insightful way, using the Dublin Descriptors both as a framework for structuring the competencies and for differentiating the final attainment level of the programme. The learning outcomes, moreover, do justice to both the specificity of the programme profiles and the core elements of the domain-specific reference framework. Furthermore, the panel thinks highly of the educational philosophy and how it contributes to reaching the intended learning outcomes.

The panel considers that the programme is delivered in an adequate teaching and learning environment. There is a clear link between programme objectives and course content, which results in strong and coherent programme structures and in up-to-date education being embedded in research. The number of staff is adequate and their qualifications impressive: the panel shares the enthusiasm of the students for the professional orientation of the lecturers and for the small-scale forms of education, which create a pleasant atmosphere. Furthermore, a number of courses are embedded in public administration practices and allow students to get a taste of the realities of the public administration system.

In line with its mission, the programme presents itself as generalist. Although there are no specialisation tracks, there is room for pursuing individual domains of interest through assignments in several courses of the curriculum. The panel thinks that this opportunity could be promoted better among students. The programme could demonstrate more clearly how students are exposed to the interdisciplinary character of the programme. In this regard, it may consider turning the course 'Governance Clinic' into a Capstone-type of assignment.

The panel considers that the programme has an adequate assessment system. Moreover, the assessment plans 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. While the Examination Board is fulfilling its legal duties, the panel is concerned about the remit of the Examination Board given the number of programmes (and students) it has to cater for. Moreover, the panel would like the Examination Board to take up a more active position by monitoring systematically the implementation of its measures and by enforcing its recommendations. Furthermore, the panel considers that the programme has at disposition an adequate thesis evaluation form that however has not been used in an optimal way so far: forms should contain more extensive feedback and include an insightful justification of the score. The panel strongly recommends the programme to adjust the thesis assessment form, which is now being redesigned, in such a way that it obliges assessors to provide insightful feedback.

Based on its review of a sample of theses, the panel concludes the programme's students achieve the intended learning outcomes by the time of their graduation. However, the findings from the thesis review indicate that the programme needs to tighten its assessment procedures to avoid over-grading of theses. As regards the employment of graduates, the panel considers that upon graduation students tend to find a job that is in line with the level and domain of their studies. It commends the programme for surveying its graduates at the start of their professional life and suggests that this action should be repeated when alumni have moved further on in their career.

The panel appreciates the different ways in which students can – and do - voice their opinion on the quality of the courses and the curriculum. However, the panel sees room for more collaboration between the formal Programme Committee structure and the rather informal Quality Circle for the programme. The School may also want to investigate whether the remit of the Programme Committee is not too broad and/or whether its advisory role at individual programme level can be enhanced. Moreover, the panel considers that the Public Governance programmes would benefit from a more systematic involvement of alumni and employers in discussing course and curriculum developments.

In terms of diversity, the panel is aware that until recently, the programme had a distinctively Dutch profile. Given the recent international focus, the number of non-Dutch students is likely to grow in the near future. The number of female students is sufficiently high; however, the panel recommends to monitor the proportion of female staff in the master’s programme.

The panel acknowledges that it has evaluated two programmes that have undergone considerable changes in the recent past. The new international track in the bachelor’s programme has been designed with great care and is likely to provide a relevant complement to the long-standing Dutch track. By developing an international track with its own rationale, the bachelor’s programme as of now will cater for students who aim to pursue a career in the Dutch public governance system and for those who prepare for positions at national, international, public, semi-public or private organisations. The panel considers that the English-language master’s programme is truly international in content and outlook, yet leaves sufficient opportunities for students to focus on the Dutch public governance system.

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

Bachelor’s programme Public Governance

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

Master’s programme Public Governance

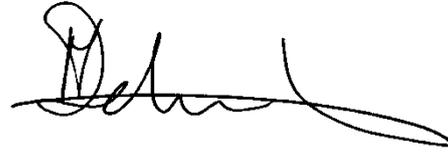
Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Assessment	satisfactory
Standard 4: Achieved learning outcomes	satisfactory
Standard 5: External input	satisfactory
Standard 6: Diversity	satisfactory
General conclusion	satisfactory

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

Date: 16-03-2018



Prof. Tony Bovaird



Mark Delmartino MA

DESCRIPTION OF THE STANDARDS FROM NVAO-EAPAA ACCREDITATION FRAMEWORK 2016

Organisational context

The current degree Public Governance at Tilburg University has its roots in the programme Legal Public Administration, which was established in 1983. In September 2003, the programme split into a bachelor's and a master's variant, retaining many features of the previous doctoral programme. Most courses have been taught by the Tilburg School of Politics and Public Administration (TSPPA), which was a separate department within Tilburg Law School (TLS). In April 2017, TSPPA joined forces with the public governance department of the Tilburg School of Economics and Management (TiSEM) to form the Tilburg School of Governance (TSG)¹. With the establishment of TSG, comprising public administration scholars, lawyers, and economists, Tilburg University aims to strengthen (macro-, micro- and behavioural) economics in the teaching programmes on public administration. TSG currently offers both a English-language master's programme in Public Governance and a bachelor's programme that consists of a Dutch track and - as of September 2017 - an international (English-language) track.

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 objectives of the degree programmes, the panel studied the domain-specific reference framework (Appendix 2) and the intended learning outcomes (Appendix 3) of both bachelor's and master's programmes.

The mission of the Public Governance programmes at Tilburg University is to deliver academically educated public administration specialists who can make a contribution to public administration under varying circumstances and in a variety of roles. Students are trained to become versatile professionals who can carry out research, advise organisations, devise policy, implement processes, provide leadership, operate in the political arena and in doing so, transcend the boundaries of specific subject areas.

Compared to other public administration programmes in the Netherlands, the *bachelor's programme Public Governance* displays a quite specific profile: it features a strong emphasis on law and on the interplay of public administration and its political and societal environments, and it is embedded in public administration practices. The panel gathered from the documentation and the discussions on site that this profile is visible in the intended learning outcomes, as well as in the delivery and the educational philosophy of the programme.

Bachelor's students are trained towards achieving seventeen learning outcomes, which have been formulated in an insightful way. The competencies cover knowledge, skills and personal development

¹ The Tilburg School of Governance (TSG) recently changed its name to Tilburg Institute of Governance. Because TSG was used in both materials and discussions, this report also refers to the former name.



and are aligned with the five Dublin Descriptors for bachelor's programmes. In terms of knowledge, the programme focuses among others on the disciplinary foundations of the Dutch political and administrative system. Skills are an important part of the programme as students are trained in academic (e.g. research), professional (e.g. providing advice) and technical (e.g. project management) skills. In the view of the panel, the intended learning outcomes reflect both the specific profile of the programme and all key elements of the domain-specific reference framework, notably political and administrative systems, society and changing contexts and governance and networks.

The profile of the *master's programme Public Governance* has changed over the years. In 2016, it was transformed into an international programme that encompasses all research interests of the newly created Tilburg School of Governance. Several strengths such as the interdisciplinary design, the connectedness with governance practices and the interplay between public administration and society have been preserved. The redesigned programme prepares students for strategic positions in public administration on any level of government: students should become both strategists in public administration and generalists who grasp the complexity of strategic issues in different policy sectors. Students mentioned during the visit and in the Self-Evaluation Report that the recent international focus is one of the main strengths of the master's programme: it has made the programme very relevant for the future and is now appealing to a more diverse student population.

Master's students are trained towards achieving sixteen learning outcomes, which have been formulated in an insightful way. The panel was satisfied that the exit qualifications are aligned with the Dublin Descriptors for master's programmes. The master's programme courses focus in particular on 'applying knowledge and understanding', as this category aims for higher order learning objectives. Also for this master's programme, the panel found that the intended learning outcomes reflect both the specific profile of the MPG programme and the key elements of the domain-specific reference framework. This is particularly visible in several outcomes that address both theory and practice, analysis and evaluation, or the disciplinary foundations of public administration in law and economics.

Both programmes are underpinned by a similar educational philosophy, which is grounded in the (recently formulated) Tilburg Education Profile and rests on three pillars: knowledge, skills and character. Apart from providing academic knowledge and skills, the university is also shaping the mentality of students to contribute to a better society. The panel learned that the two programmes are implementing this philosophy/profile by organising a lively academic community of teaching staff and students, by enabling students to develop skills that are geared towards lifelong learning and by using engaging and activating teaching methods. The panel noticed that the strategy document on the newly started international bachelor's track Public Governance describes the teaching philosophy in a crisp way through the acronym CLEAR: Community based, Long-run oriented, Engaging, Active, and Relevant.

Considerations

The panel considers that both programmes set out to achieve academic, theoretical, analytical and conceptual abilities and prepare students to be sensitive to practice. In the view of the panel, the programmes will deliver graduates to the labour market who can impact on their jobs in a practical way.

The intended learning outcomes reflect adequately the content (public governance), orientation (academic) and level of the two programmes. The panel considers that the learning outcomes are formulated in an insightful way using the Dublin Descriptors both as a framework for structuring the competencies and for differentiating the final attainment levels of both programmes. The learning outcomes, moreover, do justice to both the specificity of the programme profiles and the core elements of the domain-specific reference framework. Furthermore, the panel thinks highly of the CLEAR components of the educational philosophy and how these elements contribute to reaching the intended learning outcomes.

Furthermore, the panel acknowledges the recent changes to the programmes: the new international track in the bachelor's programme has been designed with great care and is likely to provide a relevant complement to the long-standing Dutch track. This Dutch track was/is particularly useful for students focusing on the Dutch public governance system, using (historical and contemporary) sources only available in Dutch. The panel emphasises that due attention should continue to be given to the training of Dutch students in the specific history and practice of public governance at the national and local level in the Netherlands. By developing an international track with its own rationale, the bachelor's programme as of now will cater both for students who aim to pursue a career in the Dutch public governance system and also for those students who are preparing for positions in national, international, public, semi-public or private organisations. The panel considers that the English-language master's programme is truly international in content and outlook, yet also leaves sufficient opportunities for students to focus on the Dutch public governance system.

Conclusion

The panel assesses Standard 1, Intended learning outcomes:
for the Bachelor's programme Public Governance as 'satisfactory'.
for the Master's programme Public Governance as 'satisfactory'.

Standard 2: Teaching-learning environment

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

Findings

To assess the content and structure of the programmes, the panel studied the curricula (Appendix 4) and the content of several core courses (Appendix 6) of both bachelor's and master's programmes.

2.1 Core components

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

The curriculum of the *bachelor's programme* is composed almost entirely of compulsory courses. The panel observed that this is a deliberate choice which reflects the profile of the programme. As a result the programme is able to address all basic concepts, theories and methods in public administration. In line with the finding under the previous section, the panel noticed that the intended learning outcomes of the programme are translated adequately in the different components and individual courses of the bachelor's curriculum. While they appreciate the attention to law, bachelor's students would like the programme to schedule more economics components in the curriculum. The panel noticed that the international track of the bachelor's programme does indeed provide a more balanced attention to economics and law. This would deserve monitoring.

The curriculum of the master's programme features no electives, only compulsory courses. This is again a deliberate choice and fuelled in part by the recent transformation of the curriculum into an international English-language programme. The panel observed that the new master's programme is tightly connected to the research portfolio of the recently created Tilburg School of Governance. Hence, students acquire knowledge of the latest developments in the discipline. The panel gathered from the information materials that the intended learning outcomes of the programme are translated adequately into the different courses of the master's curriculum.



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 number of electives in the *bachelor's programme* is limited to two courses of 6 EC each. The panel learned that this is a deliberate choice: in order to develop academically as public administration generalists, students need not only to acquire knowledge about the subsidiary disciplines of public administration but also about the wide range of core themes in public administration. However, the discussions on site revealed that students have ample room for choice within the mandatory curriculum: in different courses they can choose from a wide variety of topics for papers and presentations; this applies in particular to the internship (in year 2) and the project workshop (in year 3). Moreover, students have room for choice in the 'mobility window'. Finally, in the newly started international bachelor's track Public Governance students can choose a minor at other faculties of Tilburg University or at other Dutch universities.

The master's programme features no specialisation tracks nor electives. The panel learned that the new programme embraces the multidisciplinary character of the public sector and that students encounter complex and multi-level governance issues with an economic, legal, political and institutional foundation. The panel gathered from the discussions that during the thesis trajectory of 18 EC, students can build a strategy portfolio in a policy sector of their own choice.

The panel understands the rationale behind this limited scope for specialisation. It therefore suggests that both programmes should not only enable individual specialisations through assignments and thesis but should also more actively promote the idea that the curriculum provides opportunities for students to pursue their own interests in (thesis) assignments. Moreover, the panel appreciates the opportunity offered by the university-wide education profile to use the minor period in year 3 of the bachelor's programme for a specialisation or study period abroad. In this regard, the panel suggests that the programme may highlight to students a number of optional 'specialisations' which would allow the students to focus their choices of university-wide courses, their assignments in core courses, their study abroad and their thesis on particular specialisations in which they are interested. These optional specialisations could be selected from actual student choices over recent years and would be clearly highlighted as a voluntary approach available to students.

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 Public Governance programmes at Tilburg University are by definition multi-disciplinary because they cover different core disciplines: law, economics, political science, sociology. The *bachelor's programme* addresses the relation and interplay between these disciplines in several courses such as 'Market, State & Civil Society', 'Networks & Institutions in Public Administration' and 'Local & Regional Governance'. Lecturers indicated during the discussion on site that bachelor's students get a feeling of the interdisciplinary character of the Public Governance domain in the 'Project Workshop Consultancy and Policy Advice', where they perform an advisory assignment for a public sector organisation.

The *master's programme* is based on three central pillar courses: 'Governance & Politics', 'Governance & Law' and 'Governance & Economics'. The panel observed that these courses establish links between governance issues and the three fields of interest. In addition, politics, law and economics are connected conceptually in the 'Good Governance' course. Moreover, lecturers indicated that the 'Governance Clinic' brings together these elements in a challenging project where

students take on the role of consultants for a public institution. According to the panel, this clinic looks very much like a Capstone project. The panel gathers from the discussions that the programme has quite some interdisciplinary features, but could do more to demonstrate how students are exposed to and helped to learn about the role of interdisciplinarity in public governance.

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 and the discussion on site, that the bachelor's programme is a three-year full time programme of 180 EC. The master's programme consists of 60 EC and is delivered as a one-year full-time programme.

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.

The panel observed that the programmes are embedded in public administration practices, as it was claimed in the mission and profile of the School. Throughout the *bachelor's programme*, students are trained in academic, professional and technical skills. The curriculum also features a compulsory internship period in the second year: students engage individually with a public sector organisation or company that focuses on the public sector. While the minimum duration of the internship is 20 days, most students on average spend more time. The panel gathered from the discussions that the programme is open to discussing the length of the internship in order to recognise its actual workload. The panel agrees that the length of the internship should be in line with the credits to be obtained: the workload of an internship of 20 working days (150-160 hours) appears to be close to the average study load (168 hours) of 6 EC. Furthermore, in the Project Workshop in year 3, students perform an advisory group assignment for a public sector organisation.

During the *master's programme*, students discuss and study a range of different practices relating to current organisational and policy issues. This happens first and foremost in the Governance Clinic, where students integrate insights from different disciplines to develop a strategy recommendation for an external consortium that is associated with the course. Students indicated during the visit that they appreciated this clinic as it provides an opportunity to gain real work experience inside the curriculum. Moreover, students are encouraged to complement their degree with an internship, possibly in connection with the master's thesis. The panel noticed that until now most internship organisations have preferred a student with Dutch-language skills, but appreciates the efforts of the programme to broaden the scope of the internships for their international students.

The panel gathers from the discussions that students are also exposed to real-life cases in class because their lecturers often hold relevant positions outside academia or have been providing consultancy to public sector organisations. The panel would support the suggestions from students to have a more equal spread of practice-oriented components throughout the period of the (bachelor's) curriculum and to include more guest lectures in both bachelor's and master's courses.



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.

In the view of the panel, the curriculum structure of the *bachelor's programme* is coherent: it contains the core elements of the domain specific reference framework for public administration programmes and reflects the programme's particular focus on law, on governance and on public administration practices. Students indicated in the Self-Evaluation Report that they did not see much coherence at the start of the programme, but that this became much clearer as of the second semester. During the site visit, students mentioned that teaching staff are now paying more attention to the bigger picture and the position of their course within the overall programme.

During the visit, the panel consulted a sample of course materials and concluded that both the contents and the didactical approach were relevant and interesting. It observed that teachers use a variety of methods such as lectures, interactive sessions and working groups to give substance to the educational philosophy of the programme. Moreover, students are guided during the first year by both student mentors and teacher mentors, a system that is much appreciated by the students. Overall students think the individual courses are feasible, although some courses such as the trajectory leading to the bachelor's thesis may be an obstacle to finishing the programme in time. Moreover, students find it difficult to pass the course on Administrative Law, which is taught to both public governance and law students.

The panel observed that the bachelor's programme is facing challenges in terms of drop-out and success rates. Roughly one quarter of the incoming students drop out during and after year 1: this can be explained in part by the fact that the programme has a broad profile attracting students who do not always know precisely what they want to study and often decide to switch programmes. On the positive side, the panel observed that the proportion of students who get a positive Binding Study Advice after the first year has been growing from 66% to 83%. Although students indicate that the programme is feasible, the success rate of students (i.e. the proportion of students who re-enrol after the first year and finish the programme within four years) is rather low. The panel learned that study delay is often caused by one of the following elements: the combination of courses at the end of the programme is particularly challenging to finish in time, students spend more time on the internship than is formally required and/or students participate in extracurricular activities such as participatory bodies, study associations or local politics. In so far as the obstacle is of a curricular nature, the panel noticed that the programme is looking into the matter and has already adjusted the schedule of the final blocks.

The *master's programme* aims to pursue and convey a generalist perspective that enables students to grasp governance challenges on a strategic level in public administration. At the time of the site visit, the master's programme in its current set-up was only being delivered for the second time. Nonetheless, students and staff were generally satisfied with the coherence of the courses and their feasibility. In fact, students were quite positive about the structure of the curriculum. There have of course been some teething problems in the early stages of the new curriculum but these have been reported and adjustments are currently being made. The course materials that the panel consulted on site showed that teaching is up to standard and that in the master's programme, as in the bachelor's programme, lecturers use a wide variety of teaching methods: in addition to (interactive) lectures, there are tutorials, as well as practice and problem based learning sessions. A few courses feature innovative teaching methods such as experimental sessions and simulations. Students indicated during the discussions that they appreciate this diversity in teaching modes.

One of the major challenges for the master's programme is to accommodate students starting the programme in February. The structure of the curriculum has optimum coherence when students start in September and the programme is not in a position to offer courses twice. The panel learned that

the number of students starting in February is limited: very often these are Dutch students who did not obtain their bachelor's degree in time for the September intake or only finished the pre-master programme by January. These students prefer to start the programme right away and do not necessarily expect to finish the master's programme in twelve months, but are content to finish by August of the following year (i.e. after 18 months).

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 admission of students to the *bachelor's programme* is regulated by Dutch law. Admission is possible for everyone with a pre-university qualification and there is no cap on student intake. Non-Dutch students who want to enrol in the newly created international track should have a secondary school degree that is considered equal to the Dutch pre-university qualification. Moreover, they need to demonstrate their English language proficiency.

With regard to the *master's programme*, the panel observed that admission is organised according to either a national or an international procedure. In both cases the educational background is crucial in determining if a candidate can be admitted directly or upon successfully completing a pre-master track. While the university offers a one-year 60 EC pre-master trajectory, students at the local Avans University of Applied Sciences in 's-Hertogenbosch can follow all pre-master courses alongside their vocational education. Furthermore, applicants need to demonstrate that they have adequate knowledge of English. In the view of the panel the admission requirements are clear and described in sufficient detail.

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.

Until recently the *bachelor's programme* was mainly in Dutch and therefore only Dutch speaking students could enter the programme. As almost all students have a pre-university qualification, their educational background ensures that they have no problems in following a handful of courses in English. Moreover, such homogeneous inflow does not require any particular adjustments in terms of levelling up their knowledge. Obviously, this finding applies to the Dutch track of the programme, as the international track has only started in September 2017.

For two years now, the master's programme essentially consists of three groups of students: Dutch students with a relevant academic bachelor's degree, international students, and Dutch students being admitted after successfully completing the pre-master programme. During the discussions on site, both staff and students indicated that there was no need for specific levelling-up courses. The three pillar courses of the programme are scheduled in the first block and can deal with any minor deficiency in terms of knowledge. Students with a professional bachelor's degree emphasised that the pre-master programme had prepared them adequately for the master's programme.



2.9 Faculty qualifications

A substantive percentage of the professional faculty nucleus actively involved in the programme holds an earned doctorate or other equivalent terminal academic degree in their field. Any faculty lacking the terminal degree must have a record 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.

Most staff members are involved in both research and teaching and have an average teaching load which accounts for 30% of their time. The research experience of teaching staff is reflected in the education offered. The School also involves PhD students in teaching, as they connect well to students and this improves their employability afterwards. The research and educational skills of staff members are evaluated periodically by the TSG chairs, in which course evaluations, feedback from the Quality Circle and peer reviews all act as inputs for the evaluation of teaching skills.

According to the overviews in the Self-Evaluation Report, twelve teaching staff (out of 23) in the bachelor's programme hold a PhD, including three full professors. Thirteen staff already have a university teaching qualification and another eight will acquire the qualification soon. The master's programme also features 23 teaching staff: 19 staff hold a PhD, including six full professors. Currently, 42% hold a teaching qualification. The panel found that educational skills are an explicit point of attention for recruitment. Moreover, it is university-wide policy that staff need to hold the teaching certificate if they want to assume a permanent position.

The panel observed that the master's programme in particular is benefiting from the cooperation of TLS and TiSEM: the creation of the Tilburg School of Governance has brought new staff with specific and relevant expertise, such as organisation and management studies or quantitative research methods. The new set-up is leading to further cross-fertilisation between research and teaching and has boosted the contract research of TSG.

Students indicated both in the report and during the discussions that they are satisfied with the quality of the staff, both content-wise and in terms of didactics; this appreciation also applies to thesis supervision. Moreover, they mentioned that several professors are very knowledgeable about the practical side of public governance. Students emphasised that staff are available and approachable, and are willing to help out with their connections at local, regional and local authorities when students look for an internship in a public administration setting. When staff do not yet have the proper skills to teach, they are requested to improve their classes and effectively take steps to do so. Furthermore, students were very enthusiastic about the small-scale education in which teachers and students know each other well, which promotes the learning process and ensures a pleasant atmosphere. Student participation is appreciated and taken into account.

Considerations

The panel considers that both programmes are delivered in an adequate teaching and learning environment. There is a clear link between programme objectives and course content, which results in strong and coherent programme structures and in up-to-date research being embedded in education. Moreover, the number of staff is adequate and their qualifications impressive. The panel shares the enthusiasm of the students for the professional orientation of the lecturers and for the small-scale forms of education, which in turn promote the learning process and create a pleasant atmosphere. Furthermore, a number of courses are embedded in public administration practices and allow students to get a taste of the realities of the public administration system.

Moreover, the panel considers that both the admission of students and the intake of enrolled students are organised adequately. It also appreciates the efforts of both programmes to listen to students' concerns and accommodate these, where possible. Such a pro-active attitude is visible for instance with regard to balancing the study load and to reducing as much as possible the curricular obstacles to finishing the programme in time.

In terms of curriculum, the panel considers that the specific profile and the recent transformation of the programmes are adequately reflected in the respective curricula. The panel understands the rationale behind the limited scope for specialisation and suggests that both programmes should not only enable individual specialisations through assignments and thesis but actively promote the idea that the curriculum provides opportunities for students to pursue their own interests. Moreover, the Dutch track of the *bachelor's programme* may want to consider paying somewhat more attention to economics, while both tracks can promote - and structurally embed - the opportunities for a study period abroad during semester five. The *master's programme* could demonstrate more clearly how students are exposed to the interdisciplinary character of the programme. In this regard, it may consider turning the course 'Governance Clinic' into a Capstone-type of project.

Conclusion

The panel assesses standard 2, Teaching-learning environment:
for the Bachelor's programme Public Governance as 'satisfactory'.
for the Master's programme Public Governance as 'satisfactory'.

Standard 3: Assessment

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

Findings

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

Both the bachelor's and the master's programme organise assessment according to the assessment policy of Tilburg Law School, under which the degree programmes of Tilburg School of Governance reside. Based on the description in the Self-Evaluation Report and the sample of tests consulted on site, the panel thinks that the assessment system is fine. Both programmes pay sufficient attention to ensuring that assessments are valid and reliable; moreover, students indicated that they are properly informed about the assessment requirements. After each bachelor's course (and - from academic year 2017-2018 - also after each master's course) students are asked to complete a course evaluation which also enquires about the perceived quality of the assessment. If they have concerns regarding the validity or reliability of a specific exam, they are aware that they can - and in practice they sometimes do - address the course coordinator, the Programme Committee or the Examination Board. The panel observed with satisfaction that both programmes have an assessment plan describing for each course which assessment methods are used to test the intended learning outcomes of the programme. Moreover, each intended learning outcome is assessed in multiple courses and through different types of assessment. In fact, all master's courses and almost all bachelor's courses use different assessment methods to determine the final grade of a particular course.

The Tilburg Law School has one joint Examination Board for all degree programmes: it consists of eleven members and is assisted by a secretary. The Public Governance programmes are represented in the Board by one academic staff member. In order to monitor the quality of testing, a test



committee was established which screens twice per year tests from several randomly selected courses among all TLS programmes. The quality of theses is monitored on behalf of the Examination Board by a thesis panel. This panel consists of representatives of the different TLS programmes and has already operated for some time at master's level and will perform a similar task for the bachelor's theses as of 2017-2018. The panel gathered from the discussion with the Examination Board that it performs all tasks in relation to testing according to the requirements set by Dutch law. However, the panel found that the Board has a very broad remit because it has to serve all programmes offered by TLS. Moreover, the panel did get the impression from the discussion that the Examination Board could be more proactive and decisive in enforcing its regulations. When examiners are not performing their tasks adequately, for instance, the Board issues a measure for improvement but does not monitor in every case that the measure is adopted, nor does it always feel the need to enforce this measure in case of non-compliance. In serious cases, however, the follow-up of the Board's measures is monitored and enforced, e.g. with the help of the vice-dean. The panel recommends that the Board should be more insistent in ensuring that its decisions are enforced by the relevant programme.

The *bachelor's thesis* is evaluated and marked by two graders who are staff members and operate independently from each other: the thesis supervisor and a second assessor. Both assessors use the same thesis assessment form and only discuss their assessments after they have independently evaluated the thesis. The panel has reviewed a sample of 15 bachelor's theses which were submitted and accepted in the academic years 2013-2014, 2014-2015 and 2015-2016. The panel observed that each thesis is assessed using an evaluation form. Although the panel agrees in almost all cases with the scores given by the assessors, it was not always possible to establish how the graders arrived at the final mark, because they did not always substantiate their scores. In fact, only in six out of fifteen cases did the panel think that the evaluation forms had been completed in an insightful way. Moreover, it was not possible for the panel to find out from the evaluation form to what extent the assessors had performed the evaluation independently.

The *master's thesis* is graded by the supervisor and a second reader, who together form the assessment committee. On the basis of ten criteria, the assessment committee assigns a preliminary thesis grade. The second reader carries a strong weight in determining this grade. If the student obtains a sufficient grade, the thesis is defended in front of the assessment committee. The panel has reviewed a sample of 20 master's theses which were submitted and accepted in the academic years 2013-2014, 2014-2015 and 2015-2016. The panel observed that each thesis is assessed using an evaluation form which is completed separately by both assessors. In most cases, the panel agreed with their scores. However, it was not always possible to establish how the graders arrived at the final mark because they often did not substantiate their scores. In fact, only in half of the cases did the panel think that the evaluation forms had been completed in an insightful way.

During several sessions, the panel expressed its concern about the limited amount of feedback in thesis evaluation forms and encouraged lecturers, Examination Board and programme directors to undertake the necessary steps to monitor and improve the current practice. The panel emphasised that the form as such is adequate, but that it is not always used in an optimum way. Furthermore, the panel learned that the thesis evaluation form will change in the near future. It had a look at the new format and suggested that it should be adjusted in such a way that it would trigger insightful comments from the assessors.

Considerations

The panel considers that both programmes have an adequate assessment system. Moreover, the assessment plans 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.

While the Examination Board is fulfilling its legal duties and has set up a thesis panel and a test committee to assure the quality of testing, the panel is concerned about the remit of the Examination Board given the number of programmes (and students) it has to cater for. Moreover, the panel would

wish the Examination Board to take up a more active position by monitoring systematically its measures and by enforcing its recommendations. Such dynamism is, in the view of the panel, absolutely crucial, for instance to ensure that in the future thesis evaluation is performed in a way which is transparent not only for students but also for external reviewers.

The panel considers that both programmes have at their disposition an adequate evaluation form that however has not always been used in an optimum way so far: forms should contain more extensive feedback and include an insightful motivation of the score. The panel strongly recommends the programmes to adjust the forthcoming thesis assessment procedure and form in such a way that it obliges assessors to provide insightful feedback.

Conclusion

The panel assesses Standard 3, Assessment:
for the Bachelor's programme Public Governance as 'satisfactory'.
for the Master's programme Public Governance as 'satisfactory'.

Standard 4: Achieved learning outcomes

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

Findings

To assess the achieved learning outcomes of the programmes, the panel studied a sample of theses for each programme (Appendix 6), and interviewed several alumni, as well as representatives of the work field who employ graduates of the programmes.

The *bachelor's thesis* counts for 12 EC and consists of a research proposal and a desk study. The research strategy is prescribed, with students choosing the methodology to be adopted: content analysis, meta-analysis or secondary analysis. In order to establish whether students have effectively achieved the learning outcomes, the panel reviewed a sample of 15 theses covering the whole range of scores given. In each case, the panel found that the thesis fulfilled at least the minimum requirements one would expect of a final product of an academic programme at bachelor's level. The panel observed that all theses follow a strict format featuring an almost identical table of contents. While this approach is likely to give students clear directions to produce the thesis, it also led to including certain thesis components in a rather textbook fashion. While it agreed to almost all scores, the panel observed that hardly any student produced a really excellent thesis. The panel believes the programme should consider what factors may lie behind this and consider steps to enable some students to reach an even higher standard.

In the *master's thesis*, which counts for 18 EC, students must demonstrate that they can perform independently the various components of a research study. Master's students can combine the thesis work with an internship or traineeship, which they have to organise themselves. Students indicated that they appreciate the master's thesis trajectory, notably the tutorial course in which they are guided through the early stages of constructing their research topic. In order to establish whether students have effectively achieved the learning outcomes, the panel reviewed a sample of 15 theses covering the whole range of scores given. In two cases, the panel found that the thesis did not fulfil the minimum requirements one would expect of a final product of an academic programme at master's level. As a result, the panel read another five theses with a relatively low score and found that each additional thesis was of sufficient quality. The panel therefore does not think there is a structural problem in over-grading poor quality theses. Nonetheless, it encourages the programme – and the thesis panel – to monitor carefully the quality of those theses that receive scores in the lower range.



Both programmes set out to train students to become versatile professionals and claim that their curriculum is embedded in public administration practice. The panel observed in both the Self-Evaluation Report and the discussions with alumni and employers that the programmes do appear to prepare students successfully for relevant positions on the labour market. Most bachelor's graduates choose to do a master's programme, but those who enter the labour market directly find a job in the public sector. Master's graduates work either in the public sector (50%), in a public sector oriented consultancy agency (25%) or in the private sector. Moreover, the panel learned that most alumni find a job at a level that is commensurate to their studies. Asked what makes the Tilburg Public Governance graduate stand out from colleagues from other universities, both employers and alumni pointed to the practical knowledge of the complex – Dutch language based – public governance system in the Netherlands.

Considerations

Theses indicate to what extent students have achieved the intended learning outcomes. Having established that each bachelor's thesis studied by the panel fulfils at least the minimum criteria required, the panel concludes that the intended learning outcomes of the *bachelor's programme* are achieved by the end of the curriculum. Obviously, this consideration applies to the Dutch track of the programme, as the international track has only started in September 2017.

In case of the *master's programme*, the panel considers that students achieve the intended learning outcomes by the time of their graduation. However, the findings from the thesis review indicate that the programme needs to tighten its assessment procedures to avoid over-grading of theses around the minimum requirements of the programme.

The panel considers that upon graduation students tend to find a job that is in line with the level and domain of their studies. It commends the programmes for surveying their graduates at the start of their professional life and suggests that this action should be repeated when alumni have moved further on in their career.

Conclusion

The panel assesses Standard 4, Achieved learning outcomes:
for the Bachelor's programme Public Governance as 'satisfactory'.
for the Master's programme Public Governance 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.

Tilburg Law School has a system of internal quality assurance to ensure the maintenance and improvement of education quality. It is organised at school level and procedures are agreed for all bachelor's and master's programmes. Staff are involved in monthly meetings on education, as well as yearly gatherings to discuss the state of the programme. All bachelor's courses and some master's

courses are evaluated through a digital questionnaire. Moreover, after each block, the quality of the programmes is monitored in a so-called Quality Circle, which consists of two students from each bachelor's year and the master's programme who meet the programme directors. Students gather information from their fellow students before the meeting and report afterwards. Students indicated during the visit that they are aware of the opportunities they have to comment on the quality of the courses / curriculum. In case of particular issues, they very often follow an informal path by addressing the lecturers directly. Furthermore, they indicated that individual lecturers and the programme directors are generally open to suggestions and, where possible, accommodate their concerns.

Each degree programme at Tilburg Law School has its own Programme Committee, with lecturers and students as members. Their monthly meetings are held jointly to ensure mutual coordination of the different programmes. The panel learned from the discussion that Programme Committee members fulfil their advisory role to the best of their abilities. However, each programme only represents only a small part of the entire remit of the Committee.

The previous assessment panel thought that graduates should be involved more strongly in the quality assurance of the programmes. Until now, however, alumni have mainly been involved in coaching and mentoring of students, in guest lectures or site visits. During the discussions alumni and employers indicated that they want to be more actively involved in discussing the design or adjustment of the curriculum, but have not been asked yet to do so. In the view of the panel, the programme would benefit from a more systematic involvement of alumni and employers also in curriculum development and in assuring the quality of the programmes.

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 programme reported extensively on the decisions of the previous accreditation visit in 2010 and the way it has addressed the recommendations of the NVAO. As already mentioned in previous sections, the panel observed that these recommendations have generally been followed-up adequately, although some items received more attention than others.

Considerations

The panel appreciates the different ways in which students can – and do - voice their opinion on the quality of the courses and the curriculum. However, the panel sees room for more cooperation between the formal Programme Committee structure and the rather informal Quality Circle.

Moreover, the School may want to investigate if the remit of the Programme Committee is not too broad and/or whether its advisory role at individual programme level could be enhanced.

Both programmes have taken into account the findings from the previous external review. Building on one of the recommendations, the panel considers that the Public Governance programmes would benefit from a more systematic involvement of alumni and employers in discussing course and curriculum developments.

Conclusion

The panel assesses standard 5, External input:
for the Bachelor's programme Public Governance as 'satisfactory'.
for the Master's programme Public Governance 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

The Tilburg School of Governance strives to ensure a substantial number of women among its teaching staff. At the time of the site visit, 30% of the staff members who are engaged in the bachelor's curriculum are female. In the master's programme, this is only 17%. The panel learned during the visit that the programme is aware of the low number of female staff; because staff numbers are anyway limited, a minor change in the composition of the staff will affect the gender balance.

The male-female ratio among students has been relatively stable over the past few years: in both programmes roughly one third of the students is female. The most recent figures (2016-2017) show that 40% of the master's students were female.

For a long time, both programmes had an explicitly national focus and attracted only Dutch speakers. In the first cohort of the English-language master's programme, 23% of the students were of non-Dutch nationality. The programme expects that this share will grow in the near future. Similarly, the creation of an international track in the bachelor's programme should lead to a more diverse student group.

Considerations

So far the Public Governance programmes have had a distinctively Dutch profile. Given the growing international focus, the panel considers that the number of non-Dutch students will grow considerably in the near future.

There is not an optimum gender balance within the programmes but the number of female students is sufficiently high. In terms of staff, the panel advises that the master's programme, in particular, should monitor the currently rather low proportion of female staff.

Conclusion

The panel assesses Standard 6, Diversity:
for the Bachelor's programme Public Governance as 'satisfactory'.
for the Master's programme Public Governance as 'satisfactory'.

GENERAL CONCLUSION

For both the bachelor's and master's programme, the panel assesses all standards as 'satisfactory'. According to the decision rules of NVAO's Framework for limited programme assessments applied to Standard 1 to 4, the panel assesses:

the bachelor's programme Public Governance as 'satisfactory'.
the master's programme Public Governance as 'satisfactory'.

APPENDICES

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

Prof. dr. T. (Tony) Bovaird 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. He is also 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 is professor at the KU Leuven Public Governance Institute. At KU Leuven she directs the Master in European Politics and Policies programme, and the Master 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. H.M.C. (Harrie) Eijkelhof studied experimental physics at Leiden University. He taught physics, agricultural science and general science at secondary schools in Amsterdam, Senanga (Zambia) and Leiden and has been in charge of six national curriculum projects in physics and science education. At the international level he participated in science education projects in Portugal (Ciencia Viva), Israel, Tanzania and Ghana, and in the projects Science Across the World and PRIMAS. At Utrecht University he has been head of the Science and Mathematics Teacher Training Department, in charge of bachelor's and master's programmes in Physics and Astronomy and vice-dean of the Faculty of Science. Between 1997 and 2011 he was professor of Physics Education and after his retirement between 2011 and 2014 director of the Freudenthal Institute for Science and Mathematics Education. Currently he is involved in various curriculum, professional development and quality assurance programmes. His research publications focus among others on concepts of ionizing radiation, curriculum development and PISA results.

Prof. dr. Xue Lan is a Cheung Kong Chair professor and dean of School of Public Policy and Management at Tsinghua University (China). With a Ph. D in public policy from Carnegie Mellon University, he taught at the George Washington University before returning back to China in 1996. His teaching and research interests include public policy analysis, STI policy, crisis management, and global governance. He has published widely in these areas, including, Risk Governance on Climate Change and Globalization of Science and Technology and its Influence on China's Development. He also serves as an adjunct professor at Carnegie Mellon University and a Non-



Resident Senior Fellow of Brookings Institution. His many public service appointments include a member of the National Committee for Strategic Consultation and Comprehensive Review, a member of the Expert Committee on Emergency Management of the State Council of China, the Convener of the State Council Academic Assessment Committee for Public Administration, Vice President of China Association of Public Administration, a member of United Nations University Council, and a member of the academic advisory board of Blavatnick School of Government at Oxford University. Since 2012, he has been the Co-Chair of the Leadership Council of the Sustainable Development Solution Network (SDSN). He is a recipient of the Fudan Distinguished Contribution Award for Management Science.

Prof. dr. J.P. (Jan) Pronk studied Economics at the Erasmus University in Rotterdam, where he also worked as a lecturer and research fellow. Professor Pronk has combined politics and education in his career. In 1971 he became a Member of Parliament for the Labour Party (PvdA), which he was until 1973, and again from 1978 to 1980 and from 1986 to 1989. He was Minister for Development Co-operation in three cabinets (1973-1977, 1989-1994 and 1994-1998), Acting Minister of Defence (1992) and Minister of Environment, Spatial Planning and Housing (1998-2002). He was appointed professor in Theory and Practice of International Development at the Institute of Social Studies (ISS) in The Hague in 1978 and worked there until 1980, from 2002 to 2004 and again from 2007 to 2011. He was also professor in Theory and Practice of Policy Making at the University of Amsterdam (1988-1989). Over the years, professor Pronk has been involved in numerous organizations that focus on international and sustainable development, peace and refugees, and climate change, as member and chairman. From 1980 to 1986 for instance, he was Deputy Secretary-General for the United Nations Conference on Trade and Development and from 2004 to 2006 he acted as Special Representative of the Secretary General of the United Nations in Sudan (SRSG/USG) and Head of the United Nations Peace Mission in Sudan (UNMIS). Currently, professor Pronk is Associate Fellow at the Centre International Conflict Analysis and Management (CICAM) of the Radboud University in Nijmegen and lecturer at the Amsterdam University College. Since 2009 professor Pronk is visiting professor of the United Nations University for Peace (UPeace) in Costa Rica.

S. (Sophie) van Wijngaarden is master's student of the programme SEPAM (MSc Systems Engineering, Policy Analysis and Management) at the Delft University of Technology. She obtained her BSc Technische Bestuurskunde also at the Delft University of Technology. Her research focuses on transport and logistics. From 2015 to 2017 she was an active member and treasurer for the Study association S.V.T.B. Curius, and vice-president of the 1-2-STARTUP Weekend Committee 2016 for the organization YES! Delft Students in Delft.

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 and Master levels (see next paragraph).

Knowledge

Knowledge of society and changing contexts

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

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

Knowledge of political and administrative systems

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

Knowledge of (public) policy, decision making and implementation

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

Knowledge of organizations and organizing principles

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

Knowledge of governance and networks

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

Skills

Research skills

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

Integrative skills

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

Cooperation and communication skills

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



Attitude

Critical stances

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

Moral stature and professionalism

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

Academic learning outcomes for PAGO studies

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

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

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

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

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

Knowledge and understanding

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

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

- (Basic) knowledge of (changing) societal contexts

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

Applying knowledge and understanding

1 (Bachelor) [through] devising and sustaining arguments

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

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

Making judgements

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

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

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

Communication

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

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

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

Learning skills

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

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

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

APPENDIX 3: INTENDED LEARNING OUTCOMES

Bachelor's programme Public Governance:

Knowledge and understanding	Applying knowledge and understanding	Making judgements	Communication	Learning skills
"Graduates of the bachelor's program have basic knowledge and understanding of..."	"Graduates of the bachelor's program are able to..."	"Graduates of the bachelor's program are able to..."	"Graduates of the bachelor's program are able to..."	"Graduates of the bachelor's program ..."
K1. theory and practice of the variety of political and administrative systems, in particular the Dutch political and administrative system.	A1. analyze and interpret common policy and organizational problems and issues in the public domain in the light of scientific concepts and theories in the field of public administration.	M1. gather and interpret data to inform and make judgements about developments in the field of public administration.	C1. argue and communicate effectively and respectfully, in speech and writing, about developments in the field of public administration, with specialist and non-specialist audiences.	L1. are able to collect, select and process relevant information quickly and efficiently, demonstrating a high level of responsibility, self-discipline and initiative.
K2. theory and practice of agenda setting, policy-making, implementation and evaluation in the public domain.	A2. translate knowledge into policy recommendations that are both tenable and realistic.	M2. critically assess developments in public administration's societal environment from multiple (scientific and societal) perspectives.	C2. argue and communicate effectively and respectfully, in speech and writing, about (results of) research in the field of public administration, with specialist and non-specialist audiences.	L2. are able to apply the media-, computer- and project management skills that are necessary to undertake further study in the field of public administration with a high degree of autonomy.
K3. organizational theory and practice of organizations in the public domain.	A3. design and conduct basic (desk-)research in the field of public administration, applying observational, interview, and survey methods.	M3. critically assess research presented by others in the field of public administration.		L3. have the appropriate learning skills and the curiosity to identify field-specific knowledge gaps and to stay up-to-date with developments in the field of public administration.
K4. governance theory and practices in the public domain.				
K5. the disciplinary foundations of public administration: political science, economics, sociology and, in particular, law.				
K6. epistemology, research designs, research strategies, and research methods in public administration.				

Master's programme Public Governance:

Knowledge and understanding	Applying knowledge and understanding	Making judgements	Communication	Learning skills
"A graduate of the master's program has knowledge and understanding of..."	"A graduate of the master's program is able to..."	"A graduate of the master's program is able to..."	"A graduate of the master's program is able to..."	"A graduate of the master's program ..."
K1. theory and practice of the variety of political and administrative systems, including a comparative international perspective.	A1. analyze and evaluate theory and practice of various international political and administrative systems.	M1. analyze and evaluate epistemology, research designs, research strategies, and research methods within the field of public administration.	C1. execute (applied) policy research independently and to communicate, argue and debate the results of the research both in speech as well as in writing.	L1. has entrepreneurial skills and public service ethos.
K2. theory and practice of policy processes, such as agenda setting, decision-making, implementation and evaluation.	A2. analyze and evaluate theory and practice of policy processes, such as agenda setting, decision-making, implementation and evaluation.	M2. contribute to intervene in governance challenges, taking into account political, juridical and economic perspectives.		L2. is able to collect, select and process relevant information on complex issues.
K3. organizational theory and the functioning of organizations in the public domains.	A3. analyze and evaluate organizational theory and the functioning of organizations in the public domains.			L3. demonstrates a high level of responsibility, self-discipline and initiative in larger projects.
K4. governance theory and governance practice.	A4. analyze and evaluate governance theory and governance practice.			
K5. disciplinary foundations of public administration in political theory, organizational studies, sociology and, in particular, of the disciplinary foundations of public administration in law and economics.	A5. analyze and evaluate disciplinary foundations of public administration in political theory, organizational studies, sociology and, in particular, of the disciplinary foundations of public administration in law and economics.			

APPENDIX 4: OVERVIEW OF THE CURRICULUM

Bachelor's programme Public Governance (2016-2017):

First bachelor year			
Course	ECTS	Semester	Block
1. Start seminar Public Administration & Government	6	1	1
2. Constitutional Law	6	1	1 & 2
3. Sociology	5	1	1
4. Writing Skills	1	1	1
5. Information Skills	0	1	1
6. Research in Public Administration 1	6	1	2
7. Political Science (incl. Analytical Skills)	6	1	2
8. Public Policy Making	6	2	3
9. Administrative Law	6	2	3 & 4
10. History of Public Institutions	6	2	3
11. Research in Public Administration 2	6	2	4
12. Introduction to Organization Sciences	6	2	4
Dutch Language Test	0	2	4
Second bachelor year			
Course	ECTS	Semester	Block
13. Economic Theories and Government Finances	6	1	1
14. Research in Public Administration 3	6	1	1
15. Constitutional and Administrative Law: integration	6	1	1 & 2
16. Public Management	6	1	2
17. Local and Regional Governance	6	1	2
18. Governance in Europe	6	2	3
19. Market, State and Civil Society	6	2	3
20. Philosophy of Law B	6	2	3 & 4
21. Media, ICT and Policy	6	2	4
22. Internship Public Administration	6	2	4
Third bachelor year			
Course	ECTS	Semester	Block
23. Project Workshop Literature Research	6	1	1
24. Networks and Institutions in Public Administration	6	1	1
25. Elective course 1	6	1	1 & 2
26. Elective course 2	6	1	2
27. Public Policy Analysis	6	1	2
28. Project Workshop Consultancy and Policy Advice	6	2	3
29. Governance and The Rule of Law	6	2	3
30. Philosophy of Administration Studies	6	2	3 & 4
31. Supervision, Performance and Accountability	6	2	4
32. Bachelor thesis Public Administration	6	2	4



Learning line	Law	Policy	Multilevel Government & Democracy	Public Organizations	Research & Skills	Classical Perspectives on Society and Governance
Year						
Year 1	Constitutional Law	Startseminar Public Administration & Government			Writing, Information & Analytical Skills	Sociology
	Administrative Law	Public Policy Making	History of Public Institutions	Introduction to Organization Sciences	Research in Public Administration 1 & 2	Political Science
Year 2	Constitutional and Administrative Law: integration	Media, ICT and Policy	Local and Regional Governance	Market, State and Civil Society	Research in Public Administration 3	Economic Theories and Government Finances
	Philosophy of Law B		Governance in Europe	Public Management	Internship Public Administration	
Year 3	Governance and The Rule of Law	Public Policy Analysis	Networks and Institutions in Public Administration	Supervision, Performance and Accountability		Philosophy of Administration Studies
		Project Workshop Consultancy and Policy Advice				
	Elective Course 1 & 2					
	Project Workshop Literature Research					
Bachelor thesis Public Administration						

Master's programme Public Governance (2016-2017):

Course	ECTS	Semester	Block
Governance and Economics	6	1	1
Governance and Law	6	1	1
Governance and Politics	6	1	1
Governance Clinic	6	1	2
Good Governance	6	1	2
Public Strategy	6	2	3
Public Entrepreneurship	6	2	3
Tutorial (preparation of a master's thesis proposal)	6	2	3
Master's thesis Public Governance	12	2	4

	Law	Policy	Multilevel Government & Democracy	Public Organizations	Research & Skills	Classical Perspectives on Society and Governance
Semester 1	Governance and Law	Good Governance				Governance and Economics
			Governance and Politics			
	Governance Clinic					
Semester 2				Public Entrepreneurship	Tutorial (preparation of a master's thesis proposal)	
				Public Strategy		
	Master's thesis Public Governance					

APPENDIX 5: PROGRAMME OF THE SITE VISIT

Monday 13 November 2017

- 09.15 Welcome by management Tilburg Institute of Governance
- 09.30 Internal meeting panel
- 13.30 Management Tilburg Institute of Governance
- 14.45 Master students
- 15.30 Educational staff Master programme
- 16.30 Programme Committee Tilburg Law School
- 17.15 Work Field
- 18.00 Alumni

Tuesday 14 November 2017

- 09.00 Open consultation hour
- 10.00 Bachelor students
- 10.45 Educational staff Bachelor programme
- 11.45 Examination Board Tilburg Law School
- 12.30 Lunch and internal meeting panel
- 13.30 Management Tilburg Institute of Governance
- 14.15 Internal meeting panel
- 16.00 Feedback on key panel findings
- 16.30 Development dialogue
- 17.30 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 bachelor's programme Public Governance, and 15 theses of the master's programme Public Governance. 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 (partly as hard copies, partly via the institute's electronic learning environment):

- NVAO-EAPAA Accreditation, Self-evaluation report Bachelor Public Governance, August 2017.
- NVAO-EAPAA Accreditation, Self-evaluation report Master Public Governance, August 2017.

Course materials, evaluations and assessments Bachelor Public Governance:

- Public Policy Making
- Research in Public Administration 2: Qualitative Research
- Governance and the Rule of Law

Course materials, evaluations and assessments Master Public Governance:

- Good Governance
- Public Strategy
- Governance & Politics

Other materials

- Teaching and Examination Regulations 2016-2017 and 2017-2018, Tilburg Law School
- Strategy Document English Bachelor Track Public Governance, June 2017.
- Beoordelingsformulier Eindvak Bestuurskunde
- Master's Thesis Public Governance, Course Manual / Block Book, May 2017
- Evaluation Form Master's Thesis (former version)
- MA Thesis Assessment Form + Operationalization thesis assessment form (current version)