



Public Administration
Leiden University

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www.academion.nl
info@academion.nl

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Summary

BSc Bestuurskunde (Public Administration, BPA)

This evaluation concerns a three-year full-time 180 EC programme taught in Dutch. It is embedded in the educational vision of the university and reflects the Leiden flavour of public administration education: broad view on the discipline, academic orientation, focus on multi-level and multi-actor governance, attention to professional skills for the labour market, and awareness of its location in The Hague. BPA also stands out for its thematic specializations: Public Policy, Administration and Organization; Economics, Administration and Management; and Digitalization, Data and Governance. The intended learning outcomes are ambitious and address common and track-specific competences, as well as academic and professional skills. The Advisory Board of Professionals operates as an external sparring partner and monitors regularly that contents and competencies are/remain relevant to professional practice and the labour market.

The teaching-learning environment is strong, an appreciation that encompasses the curriculum set-up and contents, the didactical approach, student guidance, and staff qualifications. The combination of common core courses, specialist tracks and a thesis reflects the vision of the university and ensures that students can pursue their personal interests. The BPA is built on strong educational principles and relevant didactical methods. The programme pays proper attention to its intake, drop-out and success rate. The extensive student guidance offer also includes matching advice before enrolment. Students highly value the teaching staff for their extensive and relevant research expertise, as well as adequate didactic qualifications. In turn, the staff is looked after by the hierarchy in terms of professionalization, workload balance, and educational promotion trajectories.

The BPA programme can rely on a robust system of assessment, in which the assessment plan ensures the connection between learning outcomes, course objectives, teaching approaches and assessment formats. It includes a variety of assessment formats, which align with the profile and objectives of the programme. The quality of thesis assessment has improved since the previous accreditation visit: a sample review of bachelor thesis evaluations showed that the final scores reflect the quality of the respective theses and that assessors independently complete the evaluation forms in an insightful way. The provisions for assessment quality assurance are comprehensive. The bachelor programme is in competent hands with the Board of Examiners.

Public Administration students who eventually graduate from the bachelor programme have achieved all learning outcomes. Based on its sample review, the panel thinks highly of the bachelor thesis quality. The acquired competencies allow bachelor graduates to pursue master programmes in and beyond Leiden, or find a relevant position on the labour market.

Diversity and inclusion are very much on the agenda of the university and on the minds of the staff and students in the bachelor programme, which has led to impactful initiatives on topics such as inclusive teaching. The Dutch-language BPA programme is open to students with a hbo-background, attracts a balanced number of male and female students, and is taught by some international staff.

The overall assessment of the bachelor programme is positive. The panel commends the BPA for addressing the suggestions of the previous accreditation panel. Nonetheless, it also identified a few areas where there is room for improvement. The programme may want to:

- look for relevant internships and study periods abroad and thus offer students a real choice of relevant and feasible opportunities in their free elective space;

- make substantial efforts and take a proactive approach in the recruitment and internal promotion of female staff;
- make an even better use of alumni in the (extra-)curricular programme activities;
- collect more data on future, current and past students for benchmarking the programme.

MSc Public Administration (MPA)

This evaluation concerns a one-year full-time 60 EC programme taught in English. The panel endorses the decision to offer the MPA programme in English. It is embedded in the educational vision of the university and reflects the Leiden flavour of public administration education: broad view on the discipline, academic orientation, focus on multi-level and multi-actor governance, attention to professional skills for the labour market, and awareness of its location in The Hague. MPA also stands out for its thematic specializations: International and European Governance; Economics and Governance; and Public Management and Leadership. The intended learning outcomes are adequate and address common and track-specific competences, as well as academic and professional skills. The Advisory Board of Professionals operates as an external sparring partner and monitors regularly that contents and competencies are/remain relevant to professional practice and the labour market.

The teaching-learning environment is strong, an appreciation that encompasses the curriculum set-up and contents, the didactical approach, student guidance, and staff qualifications. The combination of common core courses, specialist tracks and a thesis reflects the vision of the university and ensures that students can pursue their personal interests. The MPA programme is built on strong educational principles and relevant didactical methods. It pays proper attention to its intake, drop-out and success rate. The thesis groups are an excellent way to mitigate study delay. Students highly value the teaching staff for their extensive and relevant research expertise, as well as adequate didactic qualifications. In turn, the staff is looked after by the hierarchy in terms of professionalization, workload balance, educational promotion opportunities, and international and intercultural integration trajectories.

The MPA programme can rely on a robust system of assessment, in which the assessment plan ensures the connection between learning outcomes, course objectives, teaching approaches and assessment formats. It includes a variety of assessment formats, which align with the profile and objectives of the programme. The quality of thesis assessment has improved since the previous accreditation visit: a sample review of master thesis evaluations showed that the final scores reflect the quality of the respective theses and that assessors independently complete the evaluation forms in an insightful way. The provisions for assessment quality assurance are comprehensive. The MPA programme is in competent hands with the Board of Examiners.

Public Administration students who eventually graduate from the MPA programme have achieved all learning outcomes. Based on its sample review, the panel thinks highly of the master thesis quality. The programme constitutes an important lever for the career of its graduates because alumni invariably find a job that is commensurate with their level and the domain of their studies.

Diversity and inclusion are very much on the agenda of the university and on the minds of the staff and students in the MPA programme, which has led to impactful initiatives on topics such as inclusive teaching. The English-language programme is open to students with a diverse educational background, has a balanced number of male and female students, a reasonable share of international students, and many international teaching staff.

The overall assessment of the programme is positive. The panel commends the MPA for addressing the suggestions of the previous accreditation panel. Nonetheless, it also identified a few areas where there is room for improvement. The programme may want to:

- deliver more on its promise of an internationally oriented curriculum on a relevant location;
- make substantial efforts and take a proactive approach in the recruitment and internal promotion of female staff;
- make an even better use of alumni in the (extra-)curricular programme activities;
- collect more data on future, current and past students for benchmarking the programme.

MSc Management Publieke Sector (Management Public Sector, MPS)

This evaluation concerns a one-year full-time programme of 60 EC taught in Dutch. It is embedded in the educational vision of the university and reflects the Leiden flavour of public administration education: broad view on the discipline, academic orientation, focus on multi-level and multi-actor governance, attention to professional skills for the labour market, and awareness of its location in The Hague. MPS stands out for its thematic and organizational variants and its target audience: the daytime track on Politics, Policy and Management attracts mainly recent bachelor graduates, while the evening track on Governance and Strategy caters chiefly for (junior) professionals with some relevant work experience. The intended learning outcomes are adequate and address common and track-specific competences, as well as academic and professional skills. The Advisory Board of Professionals operates as an external sparring partner and monitors regularly that contents and competencies are/remain relevant to professional practice and the labour market.

The teaching-learning environment is strong, an appreciation that encompasses the curriculum set-up and contents, the didactical approach, student guidance, and staff qualifications. The combination of common core courses, specialist tracks and a thesis reflects the vision of the university and ensures that students can pursue their personal interests. The MPS programme is built on strong educational principles and relevant didactical methods. It pays proper attention to its intake, drop-out and success rate. The Community Management Programme is a commendable initiative that expands the student guidance offer. Students highly value the teaching staff for their extensive and relevant research expertise, as well as adequate didactic qualifications. In turn, the staff is looked after by the hierarchy in terms of professionalization, workload balance and educational promotion trajectories.

The MPS programme can rely on a robust system of assessment, in which the assessment plan ensures the connection between learning outcomes, course objectives, teaching approaches and assessment formats. It includes a variety of assessment formats, which align with the profile and objectives of the programme. The quality of thesis assessment has improved since the previous accreditation visit: a sample review of master thesis evaluations showed that the final scores reflect the quality of the respective theses and that assessors independently complete the evaluation forms in an insightful way. The provisions for assessment quality assurance are comprehensive. The MPS programme is in competent hands with the Board of Examiners.

Public Administration students who eventually graduate from the MPS programme have achieved all learning outcomes. Based on its sample review, the panel thinks highly of the master thesis quality. The programme constitutes an important lever for the career of its graduates because alumni invariably find a job that is commensurate with their level and the domain of their studies.

Diversity and inclusion are very much on the agenda of the university and on the minds of the staff and students in the MPS programme, which has led to impactful initiatives on topics such as inclusive teaching. The Dutch-language programme is proactive in attracting a student population that is diverse and aspires

professional mobility and social promotion. It has a balanced number of male and female students, and is taught by some international staff.

The overall assessment of the programme is positive. The panel commends the MPS for addressing the suggestions of the previous accreditation panel. Nonetheless, it also identified a few areas where there is room for improvement. The programme may want to:

- remain vigilant that by the time of graduation, each student has acquired a similar set of learning outcomes, irrespective of the specialization profile;
- make substantial efforts and take a proactive approach in the recruitment and internal promotion of female staff;
- make an even better use of alumni in the (extra-)curricular programme activities;
- collect more data on future, current and past students for benchmarking the programme.

Score table

The panel assesses the programmes as follows:

B Bestuurskunde

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

M Public Administration

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

M Management Publieke Sector

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

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

Prof. Andrew Massey

Chair

Date: 3 April 2024

Mark Delmartino

Secretary

Introduction

Procedure

Assessment

On 13 and 14 December 2023, an independent peer review panel visited the Institute of Public Administration at the Wijnhaven campus of Leiden University (UL) in The Hague to assess the quality of three degree programmes: the BSc Public Administration, the MSc Public Administration and the MSc Management of Public Sector. This visit is part of the cluster assessment Public Administration, involving 20 degree programmes at eight higher education institutions across the Netherlands. The assessment followed the procedure and standards described in the NVAO-EAPAA agreement signed on 18 May 2021. Programmes and institutions participating in this cluster assessment want to obtain accreditation by both the Dutch-Flemish Accreditation Body (NVAO) and the European Association for Public Administration Accreditation (EAPAA).

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

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

Assessment UL programmes

The panel assessed three degree programmes. The BSc *Bestuurskunde* (Public Administration) is a three-year full-time programme that amounts to 180 EC and is taught in Dutch. Students enrol in one of three specializations: Public Policy, Administration and Organization; Economics, Administration and Management; and, since September 2023, Digitalization, Data and Governance.

The MSc Public Administration (MPA) is a one-year full-time English language 60 EC programme. It consists of three specializations: International and European Governance, Economics and Governance, and Public Management and Leadership.

The MSc *Management Publieke Sector* (Management Public Sector, MPS) is a one-year full-time 60 EC programme taught in Dutch. Previously it consisted of an evening programme catering mainly for young professionals working in the (semi)public sector. Since September 2021 it also offers a daytime track for recent bachelor graduates. Students in the day-time variant specialize in Politics, Policy and Management, while the evening track focuses on Governance and Strategy.

Site visit

In the months preceding the visit, the secretary, panel chair and the accreditation team at UL discussed the programme of the site visit. This resulted in a comprehensive schedule that is presented in Appendix 3. The panel wants to express its gratitude for the way these sessions were organized by the UL accreditation team and for the enthusiasm and openness of the participants towards the panel.

In the run-up to the site visit, the panel studied the self-evaluations and accompanying materials UL had put at disposition. An overview of these materials is provided in appendix 4. Furthermore, the panel reviewed a sample of 15 theses per programme, which were representative in terms of final grades and specialization. The theses were selected by the panel chair in consultation with the secretary. The selection was based on anonymized lists of students who graduated in the academic years 2021-2022 and 2022-2023. The panel wants to thank the accreditation team at UL for the high quality materials and for their assistance in making the documents available in time.

The panel members looked into the materials, reviewed the theses and assessments, and reported their initial findings to the secretary. The secretary processed this input in a document, which served as a basis for discussion during the preparatory meeting on 8 December 2023. The meeting focused on mapping the key strengths of the respective programmes, on listing the issues that required further discussion on site, and on identifying pieces of additional information. On behalf of the panel, the secretary reported the outcome of the meetings to the accreditation team at UL on 8 December.

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

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

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

Report

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

Panel

The following panel members were involved in the cluster assessment:

- Prof. Andrew Massey, professor of Government, King's College London – chair;
- Prof. Monique Kremer, professor of Active Citizenship, University of Amsterdam – chair;
- Prof. Ernst ten Heuvelhof, emeritus professor of Public Administration, Delft University of Technology;
- Prof. Peter Bursens, professor of Political Science, University of Antwerp;
- Prof. Ellen Wayenberg, professor of Public Governance and Management at Ghent University and member of the EAPAA Accreditation Committee;
- Prof. Calin Hintea, professor of Public Administration and Management at Babes-Bolyai University and member of the EAPAA Accreditation Committee;

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

The panel assessing the Public Administration programmes at Leiden University consisted of the following members:

- Prof. Andrew Massey, professor of Government, King's College London – chair;
- Prof. Thurid Hustedt, professor of Public Administration and Management at Hertie School Berlin and member of the EAPAA Accreditation Committee;
- Prof. Peter Bursens, professor of Political Science, University of Antwerp;
- Prof. Sophie Vanhoonacker, professor of Administrative Governance, Maastricht University;
- Prof. Kees van Paridon, emeritus professor of Economics, Erasmus University Rotterdam;
- Sibel Gökbekir BSc, master student of Complex Systems Engineering and Management at Delft University of Technology, and of International and European Union Law at Erasmus University Rotterdam – student member.

Mark Delmartino assisted the panel and drafted the assessment reports.

Information on the programmes

Name of the institution:	Leiden University
Status of the institution:	Publicly funded institution
Result institutional quality assurance assessment:	Positive

Programme name: Bestuurskunde (Public Administration)
CROHO number: 56627
Level: Bachelor
Orientation: Academic
Number of credits: 180 EC
Specialisations or tracks: Beleid, Bestuur en Organisatie (Public Policy, Administration and Organisation)
Economie, Bestuur en Management (Economics, Public Administration and Management)
Digitalisering, Data en Governance (Digitalisation, Data and Governance)
Location: The Hague
Educational minor: Applicable
Mode(s) of study: Fulltime
Language of instruction: Dutch
Submission date NVAO: 1 May 2024

Programme name: Public Administration
CROHO number: 60020
Level: Master
Orientation: Academic
Number of credits: 60 EC
Specialisations or tracks: Economics and Governance
International and European Governance
Public Management and Leadership
Location: The Hague
Mode(s) of study: Fulltime
Language of instruction: English
Submission date NVAO: 1 May 2024

Programme name: Management Publieke Sector (Management Public Sector)
CROHO number: 60416
Level: Master
Orientation: Academic
Number of credits: 60 EC
Specialisations or tracks: Bestuur en Advisering (Governance and Strategy)
Politiek, Beleid en Management (Politics, Policy and Management)
Location: The Hague
Mode(s) of study: Fulltime
Language of instruction: Dutch
Submission date NVAO: 1 May 2024

Description of the assessment

Organization

The three degree programmes under review are provided by the Institute of Public Administration, which is embedded in the Faculty of Governance and Global Affairs (FGGA) of Leiden University. The Institute is governed by the Institute Board, which consists of the Scientific Director (chair), the Director of Studies, the Institute Manager and features a student representative as observer. The Educational Board (Opleidingsbestuur) is responsible for the three programmes. Each programme is run by a Programme Director, who ensures the coherence of the curriculum, monitors programme quality, oversees communication with students and is in charge of recruitment activities; each specialization has a coordinator. The three programmes share a Board of Examiners and a Board of Admissions, and each have a dedicated Programme Committee (Opleidingscommissie).

Previous accreditation

In the previous accreditation round, the panel arrived at a positive conclusion on the three degree programmes. It did not issue any strong recommendations but made a few suggestions for improvement, notably but not exclusively regarding the curriculum of the MPS programme. The current panel noticed that these suggestions have been considered and integrated in a systematic way, leading in the case of MPS to an overhaul of the programme. The specific developments and adjustments will be reported in the respective standards.

Standard 1. Intended learning outcomes

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

Findings

Profile

The panel gathered from the written materials and the discussions on site that the core features of the three programmes under review are aligned with the university's strategic vision on education. According to this vision, UL strives for its graduates "to become academic professionals and engaged citizens who are able to take up positions both in and outside academia and contribute to solutions for the challenges facing our society." Hence, each of the three degree programmes have a strong academic orientation that allows students to develop theoretical-empirical research skills and critical thinking in combination with professional skills that are applicable on the labour market.

During the previous accreditation, the then panel indicated that all three programmes had clearly defined and distinctive profiles. In a similar way as it is the case now, each programme took a multidisciplinary, multi-level approach, focused on research and analytical skills and looked at different organizations and actors from an internal and an external perspective. However, the previous panel also advised rephrasing the written aims of the programmes to better match the distinctive features and connect with the educational principles underpinning the programmes. The programme team informed the current panel that these considerations were discussed at two educational conferences leading to a broadly shared understanding about the substantive profile, mission and values of the programmes. In addition, the management organized several talks with employers and alumni to reflect on the relevance of the programmes for the

(future development of the) labour market. As part of a university-wide initiative, the programmes are currently clarifying their trans-disciplinary and non-academic professional skills in order to link these explicitly to the course objectives. In this regard, a sample of alumni and the Advisory Board discussed the digital skills needed by contemporary professionals. The current panel noticed that all three programmes have undertaken appropriate action to address the advice of the previous accreditation panel. In fact, all current panel members reported in their initial impressions that the programmes have a clear vision and are based on a common and positive educational philosophy. These impressions were confirmed by the panel during the discussions with the programme stakeholders on site.

The bachelor programme studies the field of public administration in a broad sense, i.e. government and the semi-public sector, lobbying organizations, civil society and relevant private organizations. It acknowledges the importance of and interaction between different levels of administration (local, national and international), and between different actors (public, semi-public and private) and their respective roles in decision-making, design and implementation of public policy. Students acquire the disciplinary core of public administration with its multidisciplinary foundation by studying both 'traditional' disciplines, such as political science, law, and economics, and topics of organization, management and public policy. Furthermore, the programme pays considerable attention to research skills for students to become academic professionals who can connect research skills with empirical material and conceptual arguments to make sense of reality and to propose successful solutions. Finally, the programme makes use of its location in The Hague, i.e. the heart of Dutch government and administration and home to many public, semi-public and non-governmental organizations, when connecting conceptual knowledge and real-life cases.

The panel established during the site visit that the above characteristics are not mere statements on paper but effectively constitute the cornerstones of the public administration programme in Leiden. Moreover, the programme is set up in such a way that bachelor students can specialize in one of three domains: Public Policy, Administration and Organization; Economics, Administration and Management; and Digitalization, Data and Governance. The panel acknowledges that these particular and substantive specializations are quite unique in the Dutch higher education landscape of public administration undergraduate programmes.

The MPA programme prepares students to become academically trained public administration professionals who can confront the challenges of the public sector, know how to navigate political decision-making processes, and engage in evidence-based policy- and decision-making. To achieve this, the MPA programme prioritizes research-driven education, academic skills, and professional awareness. The panel noticed that this MPA programme also defines governance in broad terms and assumes that societal challenges should be addressed at the intersection of different levels of governance and together with an inclusive set of public and private actors. The MPA programme also uses its location in the administrative heart of the Netherlands and the city of international governance to connect theory to practice, and students to practitioners.

The panel furthermore acknowledges that the MPA programme stands out from other similar programmes in the Netherlands through its thematic specializations: International and European Governance, Public Management and Leadership, and Economics and Governance. The specializations emphasize a particular aspect of public institutions and public policy-making and share a focus on the role of formal and informal institutions, as well as on ethics and values in public decision-making and policies. All MPA students acquire research design skills, which are applied to context-specific problems in each specialization.

The starting point of the MPS programme is that societal challenges are surrounded by conflicting public values and interests, with public governance itself often being part of these problems. Hence, the

programme educates and trains future academic public professionals in combining insights in society's most pressing problems with the workings of politics, policy-making, management and public affairs, and in understanding how these domains interact to produce problems and solutions. The panel noticed that since the previous accreditation, the MPS programme targets two different groups: recently graduated bachelor students and young professionals with a few years of work experience. To accommodate their different needs, the programme offers two specializations, which differ in organization (evening vs day classes), educational approaches, and profile content: the day track Politics, Policy and Management focuses on conflicting goals and values, and the political, policy and management aspects of public governance; the evening track Governance and Strategy BA addresses tensions and professional dilemmas around responsive and reliable government.

During the visit, the panel obtained further clarification on how the specializations relate to the overall goal of the MPS programme and how each profile addresses the specific interests of the respective target groups: each specialization zooms in on the complexity of governance challenges from one specific angle thereby combining in-depth knowledge and understanding with academic and professional skills. The panel acknowledges the considerable changes in the MPS programme since the previous accreditation, which has also affected the profile and objectives of the programme. The starting point of the MPS programme that societal challenges are surrounded by conflicting values and interests is relevant and has been properly transposed in the outcomes, curriculum and target population of the programme. In sum, the panel welcomes the adjustments to the MPS programme, which it considers to be for the better.

Intended learning outcomes

For each programme, the intended learning outcomes are presented in Appendix 1 to this report. The panel noticed that the learning outcomes are formulated meticulously taking into account the structure of the Dublin Descriptors. Moreover, the choices made with regard to the formulation of the learning outcomes have been extensively motivated in the written materials. The panel reported in its initial impressions that there is a clear connection between the profile of the three programmes and their respective learning outcomes. It also welcomed the approach of the Institute of Public Administration to continuously evaluate and adapt the learning outcomes, thereby involving the work field. This positive impression was further strengthened and confirmed during the discussions on site.

The goal of the bachelor programme is to lay a strong foundation for pursuing a master programme, while also allowing bachelor graduates to enter the job market in the (semi-) public sector. To achieve this goal, bachelor students should acquire 18 learning outcomes, which are clustered around the five Dublin Descriptors. The descriptor "knowledge and insight" consists of five learning outcomes: three are common to all students and two are track-specific. The panel noticed that compared to the previous accreditation visit, all learning outcomes have been maintained. In addition, there are two specific knowledge outcomes for the new DDG track, while one specific BBO outcome has been elaborated and fine-tuned. Moreover, objectives at course level have been finetuned as a result of the above-mentioned educational conferences and talks. According to the panel, the current set of learning outcomes is relevant and properly formulated.

The MPA programme aims at delivering academically trained public administration professionals who can deal with the complex multi-level and multi-actor settings of contemporary governance. To achieve this goal, master students should acquire 21 learning outcomes, which are clustered around the five Dublin Descriptors. The descriptor "knowledge and insight" consists of eight learning outcomes: five are common to all students and three are track-specific. The panel noticed that there have been no changes to the intended learning outcomes since the previous accreditation visit. It was informed by the programme team that over the years, several objectives at course level have been adjusted or finetuned.

The MPS programme aims at delivering academically trained professionals who understand and address societal problems with insights from the workings of politics, policy-making, management and public affairs. It strives to do so by combining research-led teaching and academic skills development with close engagement with current societal challenges and public sector practice. MPS students should acquire a total of 20 learning outcomes – 16 in common and 4 track-specific – which are clustered around the five Dublin Descriptors. Given the comprehensive revision of the programme since 2021 with two specializations, a second variant and an additional target group, the learning outcomes have been adjusted to reflect these changes. The different focus and target group, moreover, have led to track-specific learning outcomes not only in terms of knowledge, but also regarding the application of knowledge, judgement and learning skills. According to the panel, the new set of learning outcomes indeed reflects the new profile of the MPS programme in terms of substance, level and orientation.

Overall, the panel found that for each programme, the intended learning outcomes are formulated comprehensively indicating both the common and domain-specific competences students should have acquired by the time of their graduation. Moreover, and in line with the profile of the programme, the learning outcomes describe in good detail the academic and professional skills that students are to demonstrate at the end of the bachelor and master programmes, respectively. In this regard, the panel noticed a clear difference in the formulation of the level of competences between bachelor and master students. The panel therefore establishes that the intended learning outcomes are formulated adequately with regard to the substance (public administration), level (bachelor/master) and orientation (scientific) of the respective programmes.

Professional field

The panel gathered from the written materials and the discussions on site that the programmes regularly check whether their contents are relevant for practice and if their graduates display competences that are relevant to the labour market. Such external reviews take place regularly and systematically: the Advisory Board of Professionals gathers on average twice a year to discuss developments in the professional field and in the programmes of the Institute. The Board consists of nine members, including two professionals who are alumni. They hold senior positions at ministries, local authorities and (semi-) public bodies, and in this way reflect the broad variety of employability opportunities for programme graduates.

During the visit, the panel spoke with several Advisory Board members, who confirmed that they had been asked to give input on several issues in recent years, such as the reform of the MPS programme, the new DDG track in the bachelor programme and the inventory of skills education. The viewpoints of the Advisory Board were eventually incorporated in the design and delivery of the respective programme components. The panel welcomes the attention of the Institute and its programmes to systematically check whether the programme learning outcomes and curricula are still up to date. It also appreciates that the Board is involved in providing advice during the preparatory phases of curriculum revisions; in this way, their input can be integrated in the plans and the design of the programme.

Considerations

Based on the written materials and the discussions on site, the panel considers that the three programmes under review are embedded in the educational vision of the university. Moreover, they share several features that together form the Leiden flavour of public administration education: a broad view on the discipline, a strong academic orientation, a clear focus on multi-level and multi-actor governance, a conscious awareness of its location in The Hague, and good attention to relevant professional skills on the labour market. Within this framework, each programme has its own profile, which was built gradually over the years and has

become even more robust since the previous accreditation visit. According to the panel, the thematic specializations in each programme are an important – and distinctive – characteristic.

Furthermore, the panel considers that for each programme, the learning outcomes are formulated meticulously and comprehensively making optimum use of the Dublin Descriptors framework. There is a clear connection between the profile and the learning outcomes of the respective programmes. It also appreciates the attention to both common and track-specific competences students should acquire, as well as the detailed coverage of both academic and professional skills. Hence, the panel concludes that the intended learning outcomes are formulated adequately with regard to the substance, level and orientation of the respective programmes.

Finally, the panel welcomes the role and input of the Advisory Board of Professionals, which operates as an external sparring partner of the programmes, monitoring whether the curriculum contents and the graduate competencies are relevant to professional practice and the labour market. Over the years, their relevant and systematic advice has been effective in designing and delivering new and revised programme components.

Conclusion

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

Standard 2. Teaching-learning environment

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

Findings

Curriculum BSc Public Administration

The bachelor programme lasts three years and amounts to 180 EC. Each year is divided in two semesters of two blocks each. The curriculum consists of common courses (85 EC), specialization courses (50 EC), a free elective space (30 EC) and the bachelor thesis (15 EC). Courses usually take 5 EC. The curriculum is presented in Appendix 2 to this report.

The curriculum common to all bachelor students consists of three learning lines, which run through the three years programme: introduction to public administration and its supporting disciplines; research design and methods; and public policy and public organizations. Since September 2023, students can choose between three (instead of two) specializations:

- Public Policy, Administration and Organization (BBO) prepares students for working in complex (semi-) public organizations where awareness of political-administrative relations, collaboration with stakeholders, cooperation between private and public organizations, and interplay between multiple perspectives and multiple levels is essential.
- Economics, Administration and Management (EBM) prepares graduates with a solid basis in economic analysis and economic policy for the complexity of the policymaking process. Students obtain basic econometric skills to conduct empirical analysis from an economic perspective and bridge economic and other expertise in complex organizations.
- Digitalization, Data and Governance (DDG) exposes students to the issues of digitalization in the public sector with their technical, ethical, historical and managerial aspects. It offers basic programming skills

so that graduates can be a bridge with technical experts in the context of policy challenges related to digitalization and data initiatives.

Students finish year one and year two with a specialization-specific Integrated Project to synthesize knowledge from various courses via a group project on a real-life issue. In the elective space in the fifth semester, which is common to most UL bachelor programmes, students can follow a minor programme, study abroad or compose a set of elective courses. The curriculum culminates in the sixth semester in the bachelor project, where students apply the acquired domain-specific knowledge, use social-scientific methods in gathering empirical data, answer academically and societally relevant research questions, and make professional judgements by looking critical at their own work and that of others.

The panel was informed that compared to the previous accreditation visit, the size of the bachelor project increased from 10 EC to 15 EC, that a new common core course was introduced (Governance and Digitalization) and that students can opt for a third specialization (DDG). Moreover, both EBM and DDG are organized in cooperation with the Department of Economics and the Leiden Institute of Advanced Computer Science, respectively. Having studied the written materials, the panel found that the bachelor programme was clear and coherent. The course content appeared comprehensive, recognized the multi-disciplinarity of public administration, and featured a good balance between core courses, specializations and free electives. The discussions on-site with different programme stakeholders have only confirmed and strengthened these initial impressions. Students for instance indicated that the courses offer different perspectives on the discipline and on societal issues, which in turn allow students to make up their own mind and pursue their interests within the domain. Moreover, students felt they were close to what they study in the sense that the curriculum provides many opportunities to come into contact with the work field.

Furthermore the panel noticed that there is a strong connection between the intended learning outcomes at programme level and the learning goals of the specific courses. The level of difficulty of these courses, moreover, grows systematically per semester. Starting with introductions to the field, supporting disciplines and principles of social science research, the curriculum moves towards more in-depth and specialized topics and application of the knowledge, and culminates in focusing on critical reflections skills, as well as the integration of all acquired knowledge and skills in the bachelor project.

During the visit, the panel discussed four topics in particular with regard to the bachelor programme: the programme ambitions, the free elective space, the capstone bachelor thesis and the recently added specialization. Preparing for the site visit, the panel noticed that the intended learning outcomes were formulated quite ambitiously for a bachelor programme, notably with regard to the degree of independence that is expected of students – among others in terms of their academic work. The staff confirmed that academic skills are important and that throughout the three-year programme, students acquire these skills in an increasingly independent way. Students, however, are supported in this maturing process: staff takes them by the hand in year one, whereas students work more in group in year two. The bachelor project in year three is an independent research with some freedom and weekly guidance meetings in capstone groups. The panel learned, moreover, that the level of independence is not necessarily assessed in these student products only, but also shows in curriculum components that are not mandatory. The discussion convinced the panel that the programme lives up to the ambitious objectives and that students are effectively trained to all learning outcomes.

While students (seem to) have a lot of options in their fifth semester, most go for one of the UL minors or electives, instead of going abroad or pursuing an internship. Both staff and students indicated that minors and electives are the easier options that do not require much (advance) planning and hardly affect study

progress. While many students would be interested in studying abroad, it is often difficult to combine with other engagements at home, such as a second study, (political) volunteer work, or side jobs. Students who did go abroad, appreciated the experience but found that there was a considerable risk for study delay. Moreover, the panel was informed that internship providers prefer a longer stay and often do not have very interesting tasks for interns who stay for a short period. Students who performed a longer internship, often did so at a different point in their study and/or incurred delay. Finally, students indicated that there could be more communication on the different options (well) in advance of the fifth semester. Staff from their side mentioned that recently there has been more communication (information in year one, promotion in year two), and that discussing the plans for the free elective space is now also part of the mentor scheme. The panel appreciates the variety of options and thinks that each option – minor, electives, internship or study abroad – is equally relevant within the programme and should therefore be equally accessible to students and feasible without study delay. Acknowledging that the quality of information is increasing and that minors and electives are accessible and feasible, the panel encourages the programme to look for relevant internship opportunities that benefit the size of the module(s) and to check how a study period abroad can be pursued without study delay.

The panel was informed that the size of the bachelor thesis was increased because the programme felt that students could better demonstrate their competencies in a 15 EC project as compared to a 10 EC project. The thesis is shaped as a Capstone whereby students choose their own topic within one of the 15 thematic capstone groups. According to the staff, these themes are sufficiently broad for students to identify a topic of their interest. The bachelor project is organized as a course where students regularly meet per Capstone theme and provide feedback on each other's work. This in turn motivates students to keep up a certain rhythm and finish the thesis in time. Students who wish to collect empirical material in an organization, are allowed to do so if the topic allows and the organization and supervisor agree. The panel welcomes the extension of the bachelor project size and the Capstone approach. Anticipating on its thesis sample review findings, the panel thinks that the quality of the bachelor thesis meets the expectations of a final product at academic bachelor level.

At the time of the site visit, the specialization on Digitalization, Data and Governance (DDG) was offered for the first time and students had just finished their first track-specific course. The panel gathered from the discussions with students that they welcomed this new track, which they had chosen consciously because it combined their interests in public administration and computer science/digitalization. Reporting on the Digital State course, one student indicated that “the small group of 15 like-minded students makes it a pleasure to be in the track”. The staff emphasized that the set of specialization courses allows to fill a gap that currently exists at several levels of governance. Graduates on this track should have acquired a sufficiently strong background in digitalization to grasp the technical side of the issues at play and to interact as public administration professionals with the technical digitalization and informatics experts. According to the panel, the new specialization is a valuable add-on to the programme.

Curriculum MSc Public Administration (MPA)

The English-language one-year MPA programme comprises 60 EC. The curriculum, which is presented in Appendix 2 of this report, features a common core component (15 EC), a specialization component (20 EC), an elective course (5 EC) and a master thesis (20 EC). Students can enrol either in September or in February. The core courses – Public Institutions, Public Policy and Values, and Research Design – are offered twice a year while specialization courses are organized once a year and include students from two cohorts. Students can choose among three specializations of four courses each:

- The International and European Governance track provides an advanced understanding and application of state-of-the-art literature on different aspects of European, international, global and multi-level governance, policies, systems and administrations;
- The courses in Public Management and Leadership differentiate between internal and external management and address multiple management domains in public sector organizations;
- The Economics and Governance specialization, organized in cooperation with the Department of Economics, focuses on issues at the intersection of markets and government.

The panel noticed that the specialization courses form a coherent learning trajectory and reflect the multidisciplinary nature of the MPA programme. The core and specialization components borrow from the disciplines of Political Science, Sociology, Organization Science, Economics and International Relations. Because students choose their own learning path through the specialization, students can choose only one elective course. Students often take either an additional specialist course or a course with a different thematic focus, such as Lobbying and Public Affairs, EU Policy and Implementation, or Data-driven Policy-making.

The master thesis is an individual endeavour supervised in thematic MPA capstone groups of five to eight students. Students formulate an original research question that is academically and societally relevant, and based on literature review. Both deductive and inductive research designs are allowed, and students use either qualitative or quantitative methods. In their thesis, students summarize results, answer the research question, identify the strengths and limitations of the project, and indicate possible avenues for future research and/or recommendations for policy and practitioners.

The panel was informed that compared to the previous accreditation visit, the curriculum pays more attention to labour market preparation and skills development, the thesis (supervision) process is more structured, and the PML specialization explicitly focuses on leadership in the public sector. Furthermore, the panel noticed that there is a strong connection between the intended learning outcomes at programme level and the learning goals of the specific courses, both common and specialist.

After studying the written materials, the panel found that the MPA programme has an easy-to-navigate curriculum featuring a clear core component and strong conceptual foundations across very specific specializations, which emphasize both the institutional structures and the roles of the different policy actors. Moreover, there is coordination and alignment between core and specialization components, as well as within the specialist tracks. The master thesis is conceived in such a way that it encourages original research, critical analysis and real-world scenarios. The discussions on-site with different programme stakeholders confirmed and strengthened these initial impressions. Students praised the opportunity to specialize in a particular track, the practical components in several academic courses, and the exposure to different contexts and levels of governance.

During the visit, the panel discussed several topics with regard to the MPA programme that were chiefly linked to the intake, the study load and the professional dimension. In fact, the programme attracts several Dutch and international students with different undergraduate education, both academic and professional. Students and staff indicated that the pre-master programme is not extensive but quite challenging: students who finish the pre-master feel/are well prepared for the MPA. Students who followed a different bachelor programme at UL often used the free elective space in their programme to follow the dedicated Public Administration minor and gain direct access to the MPA. Students and staff appreciate the variety of backgrounds – both educationally and geographically – as this allows for a lot of interaction and exchange of

viewpoints in class. According to the panel, the current admission policy aligns with the envisaged student profile: bachelor graduates with a good foundational level and a variety of perspectives.

Several students indicated in the written materials and during the discussion that the study load is quite extensive. The panel was informed that there are no individual stumbling blocks in the curriculum, but that overall the course load is challenging, in particular if students (have to) take part-time jobs or engage in political/student associations. Also (inter)national students mentioned that, if the aim is to graduate nominally, the curriculum does not contain any breathing space nor allows time for taking a step back and reflect on what has been learned. This is reportedly all the more so when students enrol in February: although the respective specialist courses can be studied in any particular order, students find it important to follow these courses before they decide on the thesis topic. According to the staff, the capstone thesis groups were established to reduce (further) study delay. The panel welcomes the attention of the programme to issues of study load and suggests to keep monitoring the feasibility of the individual courses and the overall programme.

In line with the overall vision of the university, the MPA programme increasingly pays attention to life beyond graduation. Staff indicated that students were/are not always fully aware of what they learn(ed) during their study in terms of skills; however, upon graduation students continue to find a relevant job quite rapidly. The panel noticed that the programme has been making the connection with the labour market in assignments (e.g. theory and advice regarding leadership style) and is – now much more than before – signposting students as to what they already can. In fact, the panel was informed during the discussion with employers and alumni that potential employers appreciate the research skills students bring, as well as the specific know-how they gained in the specialization tracks. Students from their side appreciate that the teaching staff makes the connection with practice in class. Nonetheless, they see room for more practical hands-on work in core courses, for more practical application theory in case studies, for more alumni involvement in the programme, and for more site visits to relevant organizations in The Hague and Brussels. While it welcomes attention to the professional / practice component of the study, the panel noticed that the programme could deliver more on the promise of internationalization. All programmes including MPA make use of their presence in The Hague as the heart of public administration in the Netherlands. However, the panel gathered from the discussions that the MPA programme, which markets itself as a distinctively international study in all three specializations, could make better use of its presence in the city of international governance.

Curriculum MSc Management Public Sector

The Dutch-language one-year MPS programme comprises 60 EC and consists of two fulltime variants: the Politics, Policy and Management (PBM) specialization starts in September and is taught during the daytime, while the Governance and Strategy (BA) specialization is an evening programme starting in February. The curriculum, which is presented in Appendix 2 to this report, consists of three components: Challenge (10 EC), Core (20 EC), and Profile (30 EC). The challenge offers a framework for exploring conflicts and tensions in the context of the societal challenges; students on both tracks follow a core academic skills course and three out of four core substantive courses; in the latter part of the programme, students choose one in-depth profile course that leads towards a profile-specific thesis seminar and the master thesis.

During the previous accreditation, the MPS programme consisted of one evening variant which was geared towards (junior) practitioners but also allowed recent bachelor graduates. The then panel was concerned about the academic orientation of the programme as professional skills were more prominently visible in the curriculum. It advised MPS to reposition as an academic programme and reformulate its course objectives in line with the academic level of the intended learning outcomes. The current panel was informed that the

programme team took the advice to heart: it redesigned the programme explicitly attracting two different types of students and offering two specialization tracks at two different moments. It also revised the course contents and objectives ensuring that the orientation of the programme was distinctly academic. Moreover, the programme now communicates an explicit narrative to (potential) students: “societies face a series of pressing challenges, and the ability to address these challenges depends on the organization and functioning of public administration in a complex political and societal environment and on the behaviour of professionals within and around the public sector.”

The current panel also noticed that the programme objectives align with the common and track-specific learning outcomes at programme level. The programme contents are clearly academic and so is the master thesis. According to the panel, the current curriculum and its connection to the programme outcomes is a net improvement compared to the situation at the previous accreditation. Nonetheless, the programme team should remain vigilant that the sheer number of profiles to choose from and pursue should each lead to students acquiring similar sets of learning outcomes.

Having studied the written materials, the panel found that the MPA programme in its current form was clear and coherent: the three components - challenge, core and profile - are well-structured and defined and integrate the essential elements of public administration and governance. The subjects are about standard public administration and governance themes, but the emphasis on skills and knowledge acquisition ensures that there is an important element of individual development. Moreover, the research-led teaching ensures that the programme is up-to-date and delivers understanding based on new information. The discussions on-site with different programme stakeholders confirmed and strengthened these initial impressions. Students praised the emphasis on contemporary problems and actual challenges in classes and assignments, the involvement of high-level practitioners, the focus on the Dutch field, and the feasibility of the full-time curriculum for students who combine their study with work. Students also confirmed during the discussion another initial finding of the panel, that the curriculum offers adaptability through the tracks, profile choices and thesis topics, which in turn allows students to tailor their own learning path.

One important topic of discussion was the spread of the study load across the academic year in each of the two variants. In fact, students indicated – and staff confirmed – that the second block is particularly challenging since students have three core courses with multiple assignments. The third block featuring the profile and thesis seminar courses is also tough. The panel was informed that the programme is looking into ways to mitigate the study load, possibly by reducing the number of assignments.

The panel noticed, furthermore, that also this MPS programme attracts students with a wide variety of educational backgrounds, who often enter the study with a head start after a short but intensive and challenging pre-master programme. While the previous panel suggested the MPS programme to formulate its admission criteria more explicitly, the current panel established that this is now arranged for: the MPS programme still attracts a variety of students, and these students all fulfil clear criteria in terms of substance, level and orientation.

Language of instruction

The panel noticed that the management of the Institute has a clear view on the language of instruction in their programmes. While the bachelor and the MPS programme target a Dutch audience and prepare for the Dutch labour market, the MPA programme is taught in English. The rationale is that students who are interested in a career in an international setting of (semi-)public organizations are better off if they are trained in an international environment. Moreover, English proficiency is a vital competence and all students, therefore, must comply with the English language requirements. The latter point also applies to

staff: as part of the hiring procedure of new staff members, the interview is conducted in English and candidates must give a class presentation and demonstrate an excellent command of English. Many courses are taught by or involve international staff, which in turn contributes to the variety of perspectives and the international examples presented in class. The Dutch and international staff in the Institute, moreover, use their internationally oriented research in their education. The panel noticed that the substance of the specialization tracks, the location of the programme, and the language of instruction constitute a fine combination that attracts many international, as well as Dutch, students. The panel acknowledges the language choices made by the Institute and endorses the decision to offer the MPA programme in English. This appreciation also extends to the English title of the programme and its specialization tracks.

Learning environment

The panel gathered from the written materials and the discussions on site that the didactic principles of the three programmes under review are closely aligned with the university-wide educational vision. UL wants its graduates “to become academic professionals and engaged citizens who can take up positions both in and outside academia and contribute to solutions for the challenges facing our society.” Such vision calls for teaching that is strongly research-driven, that promotes active learning, stimulates the development of academic and professional skills and offers flexibility for individual learning paths. In this ideal teaching and learning environment, the university and its programmes, staff and students are characterised by international and intercultural diversity and openness to society. Moreover, teaching at UL is continuously inspired by academic and societal challenges.

The panel noticed that all three programmes are built on the same university-wide educational principles, that are further refined at bachelor and master levels:

- Research-led education: students are exposed to state-of-the-art academic literature in the field and are taught by active scholars in their specialization;
- Strong conceptual and research skills: students are challenged to become critical and constructive users of evidence;
- Link to the world of practice: the curricula connect students to the practical world of regional, national and international governance via guest lectures, projects, case-studies and other activities.

In addition, every programme has its own didactic methods, such as active, independent and self-regulated learning (bachelor), diverse teaching, assessment and testing formats (master), international classroom (MPA) and blended learning (MPS). The discussions on site demonstrated to the panel that these principles and methods are not only described extensively on paper, but are also effectively implemented in the day-to-day learning environment of the respective programmes. This is also recognized and appreciated by students in all three programmes.

The previous panel reported after the accreditation visit in 2018 that the didactical approaches and teaching methods are based on the programmes’ educational philosophy and the university-wide vision on teaching. The current panel established that this is still very much the case, with individual approaches in each of the three programmes being even more integrated into course delivery now. This certainly applies to the MPS programme ‘new style’: contrary to the findings of the previous panel, the current panel found that the programme now offers a wider variety of teaching and learning methods that befit the purpose of the respective tracks and profiles.

Student intake, guidance and success rate

Since the previous accreditation visit, the intake in the bachelor programme has been quite stable with around 250 to 300 new students enrolling every year. All students with a diploma that allows for university entrance and with a sufficient level of the Dutch language can start the programme.

The panel gathered from the written materials and the discussions on site that over the past few years, the programme has paid particular attention to student drop-out and to study success. Roughly one in five bachelor students drop-out, often after receiving a negative Binding Study Advice (BSA). Students who pass the BSA, tend to also finish the programme: between 30% and 40% do so in the nominal duration of three years, while 75% finishes within four years. In order to reduce drop-out, the programme recently introduced a compulsory but non-binding online matching scheme to signal to potential students whether there is a reasonable match between their expectations and the programme on offer. Potential students who wish to do so can discuss the matching results with a study advisor prior to enrolment. The panel was informed that it is too early to measure the impact of the compulsory matching exercise on the drop-out rate but that many candidates discussed their results with the study advisor.

With a view to enhancing the success rate, the programme has rearranged some of the courses, notably the Bachelor project, and is now monitoring the success rates of individual courses to do away with potential bottlenecks. Staff indicated to the panel – and students confirmed this point – that in particular the nominal success rate does not only depend on courses being feasible, but also on the fact that many students choose for multiple degrees, committee work, political engagement and other activities that contribute to their development.

Furthermore, bachelor students are supported by study advisors, tutors and student mentors. As part of the mentor programme, first-year students are assigned a tutor (working group teacher) and a mentor (senior student) to monitor the transition from high school to university and discuss various aspects of university life. Mentoring aims to improve student guidance, curriculum feasibility, personal enjoyability and study success. Tutors and mentors operate as low-threshold contacts for students and as a bridge to the study advisors who address issues, such as counselling on study paths, progress and obstacles. Bachelor students indicated to the panel that they find their way to the tutors, mentors and advisors and appreciate their involvement. In addition, students mentioned that they highly value the availability of the teaching staff and the interest they show in the individual students. One first-year student explicitly stated that the atmosphere in the programme and the building was very welcoming. Moreover, this student felt accepted, seen and recognized by the teaching staff on the specialization track.

The MPA programme has seen a significant growth in student numbers until September 2021, when 242 students enrolled. The current intake is at the level of the previous accreditation, around 180 students. Over the years, roughly 40% of the students choose the E&G and IEG specializations, while 20% enrolls in PML. About 30% of the students is international. The programme team indicated to the panel that the current curriculum is robust but requires some more communication and marketing towards the outside world. New students should be convinced by the strengths of the specialization tracks, while UL students should understand that the MPA programme is not a mere continuation of the bachelor PA. Moreover, the panel was informed that government provisions on internationalization have prevented the programme, faculty and university to actively recruit non-Dutch students.

The drop-out rate in the MPA programme is about 10%, which according to the panel is very reasonable given the diverse educational and geographical backgrounds of the students. While the share of students graduating in time (35%) is quite low, those who finish within two years has increased up to 75%. The panel

subscribes to the analysis in the written materials that the programme managed to maintain stable graduation rates notwithstanding the increase in student numbers and the impact of the COVID-19 pandemic. It also welcomes the intentions and initiatives of the programme to address the roots of programme-related obstacles in the curriculum with a view to increase graduation rates in the near future. Apart from that, and similar to the bachelor programme, staff indicated and students confirmed that many students engage in extra-curricular activities, study two degrees or have other engagements that contribute to their personal development.

The student intake in the MPS programme has been stable over the past years, between 114 and 147 students. The new daytime specialization started in September 2021 with 97 students and was followed by the evening specialization in February 2022 with 39 students. One year later, the intake was 76 and 45 students, respectively. Nearly all students are Dutch. While the disciplinary backgrounds are equally varied in both master programmes, the panel noticed that the MPS programme tends to attract more students with a professional bachelor's degree (31% in September 2021). This seems to confirm the focus of particularly the BA evening specialization on training professionals who already have public sector work experience but want the academic basis to take the next step in their career.

The success rate of MPS students has increased in recent years: while there is not yet much data available on the reformed curriculum, the first figures show that the nominal graduation rate is now 43%, up from around 30%. The panel understood from the materials and discussions that the study load of both variants is similar, and that the success rate of day-time students is somewhat higher than in the evening track. Students indicated to the panel that the individual courses are feasible, and thus that it is possible to finish the programme within the nominal duration of one year. Students on the evening track, who very often combine three to four evenings of courses with a day-time job, found the study tough but feasible. They also emphasised that they prefer this short but very intensive period of work-study-family and would probably not have enrolled if the same programme had been offered in a part-time variant. The panel gathered furthermore that the master thesis is a crucial component in the success rate: while the thesis is now better integrated in the rest of the curriculum, the thesis supervision and support seem more effective in the daytime track and varies across the different profile-specific thesis seminars. The programme is collecting information in order to develop and adopt best practices in the thesis seminars that are effective across the entire programme. Endorsing the choice of the programme management for two full-time variants, the panel thinks that both versions are feasible for students with and without professional/family commitments. It also welcomes the constant attention of the programme for quality control and improvement.

Furthermore, MPS students are supported by study advisors and student mentors. Study advisors are programme-related staff who advise students on special facilities, study progress and, if needed, step up as mediators between students and the programme. During the COVID-19 pandemic, student mentors were introduced as easy access points for individual students and cohorts. As part of the 2021 programme reform, a Community Management Programme (CMP) was launched, focusing on student well-being as well as their personal and professional development. The initiative also aligns with UL's teaching vision to develop a broader set of transdisciplinary skills such as resilience and self-reflection. CMP offers three types of activities: personal development and leadership, recreational extra-curricular activities, and labour market preparation. A Community Manager (0,5fte) is responsible for the design and execution of the activities, and coordinates with the programme director and course lecturers the intra-curricular parts of the programme. Following discussions on-site with students, staff and the community manager, the panel thinks that the MPS programme offers a wide range of highly relevant support and guidance instruments. Moreover, the first experiences with CMP are very positive and promising for the future. Given the CMP focus on personal development, events and labour market preparation, the panel inquired with the management whether such

scheme could be applied – in an international variant and using English as vehicular language – in the MPA programme. The panel understood from the Institute and programme management that the option is currently investigated.

Staff

The panel gathered from the extensive written information and the discussions on site that the three programmes under review are delivered by a sufficient number of qualified teaching staff. Apart from full, associate and assistant professors, the programmes also count on (academic) lecturers and working group teachers (bachelor), as well as guest thesis supervisors (MPA). Almost all course coordinators have a doctorate degree and are active researchers. All course instructors have or are obtaining a Basic Teaching Qualification.

The bachelor courses are supported by a team of working group instructors / junior teachers who advise about the design and content of working groups, run the working group sessions, and assist with grading. Junior teachers are involved in the mentoring programme, provide information to prospective students and assist in implementing initiatives such as inclusive classrooms or skills-based learning. The panel was informed that the programme sees the combination of senior and junior teachers as a great strength of the programme: they work together to deliver excellent research-led teaching with interactive teaching forms and a low threshold for students in case of questions and problems. Following the finding of the previous panel that there was only limited involvement of full professors in the bachelor programme, the current panel noticed that these full professors are now much more engaged.

Senior staff of professorial rank teach in MPA courses that are close to their research interests and expertise. Occasionally PhD students or junior teachers teach working groups or grade exams. New staff members should demonstrate an excellent command of English, which is tested during the recruitment procedure and in a class presentation. Several core and specialist courses are taught by two staff, often a more senior and a more junior lecturer. This ensures that courses keep the parts that have proved to work, while new lecturers bring innovations and fresh ideas.

The MPS courses are delivered by teaching staff, who are active researchers in the domain they teach and often are involved in international scientific networks, prominent research projects and/or serve as editors and reviewers for international journals. Most full professors of the Institute are involved in the MPS programme. Moreover, the teaching staff has strong ties with the Dutch professional field through research projects, committee work, executive training programmes, knowledge exchange platforms, and externally funded professorships. Through these connections, professional perspectives, examples and cases are brought into the courses.

The panel noticed during the discussions with students from all three programmes that they very much appreciate the domain expertise of the teaching staff, their didactic skills, and their enthusiasm for the domain and for the students. MPA students, moreover, thought the English language skills of their teachers were fine. While junior teachers have a bridge function between the students and the programme, the students indicated that more senior professors are also available. All panel members indicated in their initial impressions that the quality of the staff is very good from an academic and educational and motivational point of view. The discussions on site confirmed according to the panel that the staff is indeed committed and highly qualified.

During the visit, the panel also addressed the issue of workload, which is getting increasingly more attention in the university as a whole and in the three programmes under review in particular. Institution and

programme management, as well as regular staff members are aware that the courses are labour intensive and put a significant workload on the teaching staff. One measure to mitigate some of the workload is to allow each teacher to spend 40 hours per year on professional development, for instance, to advance their teaching skills or redesign their courses. Moreover, all programmes are currently looking into ways to reduce the grading load and the number of assessments per course. Other initiatives are to plan ahead and ensure stability in the individual teaching packages, including teaching free blocks. The panel noticed during the visit that all programmes – even if they are large-scale in terms of intake – value the human dimension. Moreover, it welcomes the attention given to the professionalization of all staff, both working groups teachers and staff of professorial rank.

Furthermore, the panel was informed that there is increasing attention in the university and above all in the Institute to the Recognition and Reward (*Erkennen en Waarderen*) initiative of the academic community in the Netherlands. Although all staff should aim for a balance between research and teaching, it is possible to make promotion based not only on research but also on educational excellence. In this regard, the faculty and institute are playing an early adopter and frontrunner role within the entire university. In addition to promotion, other elements of the Recognition and Reward initiative, such as financial rewards and special courses are also important. The panel acknowledges the efforts of the Institute and the Faculty until now and encourages them to pursue their further ambitions in this regard promoting teaching as an important element in career building in the institute, the faculty and the university.

Considerations

Based on the written materials and the discussions on site, the panel considers that all three programmes can rely on a strong teaching-learning environment. This positive appreciation is applicable to all domains: curriculum set-up and contents, didactical approach, student guidance, and staff qualifications.

The panel found the curricular set-up of all three programmes to be particularly strong and coherent. All programmes feature a combination of common core courses, specialist tracks and a final thesis. The way this combination is implemented reflects at the same time the overall vision of the university and the specific profile of the individual programme. Since the previous accreditation visit, several adjustments have been made – notably in the MPS programme – and these revisions are clearly for the better. All three programmes are attractive for students because of the many options for specialization and for pursuing personal interests. Moreover, each programme features a relevant combination and integration of academic and professional skills that is eventually paying off when students enter the labour market.

The panel furthermore acknowledges the language choices made by the Institute and endorses the decision to offer the MPA programme in English. This appreciation also extends to the English title of the programme and its specialization tracks.

The panel considers that all three programmes are built on strong educational principles, which are closely aligned with the university-wide vision on teaching and learning. Moreover, each individual programme implements specific and particularly relevant didactical methods. Staff is encouraged and trained to provide good quality teaching, while students across programmes appreciate the efforts of the staff to do so.

The Institute pays proper attention to the intake, drop-out and success rate. When tendencies are negative, they monitor and analyse the causes and look for innovative approaches to remedy the situation. In this regard, the panel thinks the compulsory matching exercise (BPA), thesis circles (BPA and MPA) and the dedicated course evaluation analysis (MPS) are (potential) good practices to reduce drop-out and enhance the nominal success rate.

The panel welcomes the efforts at programme and faculty level to enhance student guidance and support. The mentoring programme (BPA) and the Community Management Programme (MPS) are highly relevant instruments in this regard. According to the panel, the MPA may want to consider integrating an English language variant of the community management scheme.

All three programmes are delivered by a sufficient number of qualified teaching staff. In fact, the panel is impressed by the disciplinary expertise, the didactical skills and the availability and enthusiasm of the teaching staff across all ranks and programmes. Students value the staff for this and for creating a positive atmosphere in which they feel welcomed and seen as individuals. Moreover, the panel thinks highly of the opportunities for staff professionalization as well as of the efforts of the Faculty and the Institute to balance staff workload and to facilitate excellence in education.

Finally, the panel commends the Institute and the programmes for the efforts they have put into addressing the suggestions of the previous accreditation panel. The results are positive on all accounts, also with regard to the MPS programme.

In addition to all positive considerations, the panel also noticed a few issues that require further attention. The free elective space in the bachelor programme offers plenty of opportunities and choice to BPA students. The panel encourages the programme to look for relevant internship opportunities and study periods abroad in order to offer bachelor students a real choice of equally relevant and feasible opportunities within the (time and credit) limits of their free elective.

As an English-language programme with an international orientation in a relevant location, the panel encourages the MPA programme to deliver more on these aspects in all three specializations.

The panel welcomes the overhaul of the MPS programme: the two specializations and their respective profiles are clearly an asset. However, this set up also creates a breadth of graduation trajectories. The programme team should remain vigilant that by the time of their graduation, each student has acquired a similar set of learning outcomes, irrespective of the specialization profile.

Conclusion

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

Standard 3. Student assessment

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

Findings

Assessment system

The panel gathered from the written materials that all three programmes adopt an assessment system that aligns with their respective profile and mission. Moreover, all programmes emphasize the importance of having different assessment methods, as well as valid and reliable forms of assessment. As part of its initial impressions, the panel reported for each programme that it had an elaborate assessment system and a good variety of assessments. This impression was confirmed when studying the assessment plans and during the discussions on site.

The panel was informed that an important tool to monitor assessment in a programme is the assessment plan, which keeps track of all types of graded assignments in the programme and their share in the final course grade. Any change in assessment method can only be approved in the light of the overall assessment plan. The panel studied the respective assessment plans and found them comprehensive: each assessment plan links the exit qualifications to the courses and their respective learning goals, teaching methods and assessment formats. Moreover, the assessment plans show according to the panel that each programme adopts a wide variety of assessments. This also goes for the MPS programme, which was advised in the previous accreditation visit to increase its methods of assessment.

In so far as the individual programmes are concerned, the panel was informed that the bachelor programme recently paid particular attention to systematizing and assessing academic and professional skills to be more explicit about - and increase efficiency in - skills education. The panel welcomes these efforts, which are linked to the university-wide initiative to incorporate transdisciplinary skills in course objectives and assessment.

In defining its assessment methods, the MPA programme took into account the expectations and demands from the labour market. Hence, students are often assessed on individual papers: this assessment form advances their writing proficiency, which in turn constitutes an essential professional skill in the working environment of a public administration graduate. Other assessment methods include (group) presentations and the elaboration of teaching cases to facilitate moderated class discussions. According to the panel, these assessment methods effectively prepare the MPA student for a relevant position on the labour market.

The panel was informed that assessment in the MPS programme has both a formative and summative function. It is not only geared to scoring students on how much they have learned, but also to giving students feedback to develop their knowledge and skills further. Formative assessment happens both at course and programme level because multiple assignments and opportunities for feedback across courses allow students to incrementally develop their competences throughout the programme. In this regard, students mentioned that teaching staff generally offers adequate feedback. The panel found that the attention to formative assessment connects well to the purpose of this particular master programme.

During the site visit, the panel discussed with several stakeholders how the University, Institute and programmes are dealing with Generative Artificial Intelligence. At the work floor level, there is on the one hand quite some uncertainty as to what Generative AI brings and will bring in the future; on the other hand, there is a common understanding among staff and students on what can (not) be accepted in class and in assignments. Together with the Board of Examiners a two-tier approach has been agreed: students and staff can explore the opportunities and use the possibilities of for instance ChatGPT in their day-to-day endeavours; however, it should be very clear for every assignment what role – if any – ChatGPT can play. Plagiarism is an important form of fraud, and plagiarism committed by using ChatGPT should be taken seriously. Hence, several staff are currently revising parts of their course assessment formats in order to prevent too extensive reliance on (home-based) written assignments. Furthermore, the panel was informed that the university recently introduced a working group to design a policy on this topic, but its results were not yet available at the time of the site visit. Students indicated that Generative AI is a topic that is present in the discussions and properly addressed in the run-up to tests and exams. The panel concluded from the discussions that the topic of Generative AI is on the minds of the different stakeholders, and that students, staff, Board of Examiners and management have a common idea of what is possible and what not at the level of the individual assignment. According to the panel, it is good to keep the issue of Generative AI high on the

agenda at the levels of the university, faculty, institute and programmes, and to develop policy how to deal with AI.

Thesis assessment

All three programmes culminate in a final thesis, which is assessed according to a set of transparent criteria. As part of its external review, the panel assessed 15 theses of each programme. While the quality of the final products is addressed in the next section on Achieved Learning Outcomes, the panel also reviewed the completed evaluation forms.

The assessment of the bachelor projects is based on two key principles: every thesis is evaluated independently by two staff – the supervisor and the second reader – and the assessment is based on a grading form. Every bachelor thesis is evaluated on six content-related criteria and five form-related criteria. Each criterion is described in detail and assessors score each criterion on a Likert scale ranging from very unsatisfactory to very good. They then propose a final score, which is not mathematically connected to their indications on the criteria, and motivate this score in writing. Students know in advance on which criteria their thesis will be assessed. The assessment criteria for the master thesis of both MPA and MPS are presented in the respective thesis manuals. The assessment principles and approach are identical to the bachelor project, while the grading form looks similar but contains different criteria. Every thesis is evaluated on six content-related and two form-related criteria. Again, assessors are invited to motivate their proposed score, which is not mathematically connected to the criteria appreciations. Nonetheless, the master thesis evaluation form does provide grading indications based on the criteria.

Based on the sample they reviewed, the panel members were very positive about the thesis assessment. In fact, they agreed in all cases and in all three programmes to the final scores given by the assessors and found that most evaluation forms had been completed in an insightful way. In their written comments, the panel emphasized that thesis evaluations were transparent, detailed and referred to a set of dimensions that are relevant to be evaluated. The elaborate and insightful comments made the grade clear to students and external reviewers. Moreover, the feedback was formulated constructively, with clear arguments when a grade was just sufficient or when a student got an adjusted mark after a re-sit. In a few cases, however, the panel remarked that evaluations were somewhat brief while in other cases it was not always clear how the final overall grading came about based on the underlying criteria appreciations. In one (bachelor) thesis evaluation, a slightly lower grade was expected given the critical comments in the feedback. These individual flaws, however, do not downplay the panel's positive appreciation of the thesis assessment quality in each of the three programmes.

Assuring assessment quality

The Board of Examiners is responsible for monitoring and safeguarding the quality of tests and examinations of the Public Administration degree programmes. The Board consists of five members, including an external member, and is supported by the secretary. Board members are appointed by the Faculty Board and operate independently. All members are teaching staff and have their own portfolio within the Board, such as plagiarism, appeals, and quality of assessment. The panel gathered from the written materials and the discussions on site that taken together, the Board of Examiners covers expertise in all relevant areas and has the capacity to address all responsibilities that the Law, the Faculty and the Teaching and Examination Regulations bestow upon them.

The panel read in the Annual Report that the Board of Examiners periodically reviews the reliability, validity and transparency of thesis evaluations, as well as the content and achieved level of the theses. The panel noticed that these audits are performed meticulously, and the outcomes are shared with the programme

directors and thesis coordinators. The discussion with the Examination Board and the quality of its annual report demonstrate according to the panel that the Board is very much in control with regard to safeguarding the quality of assessment.

Furthermore, the panel gathered from the discussion that the Board of Examiners recently set up an Assessment Committee, which consists of Board members and teaching staff volunteers. The Committee supports the assessment quality assurance cycle of the Board of Examiners and gathered for the first time in 2022-2023, when it audited six courses. The minutes of the Committee meeting are extensive and informative, according to the panel, and show that it was well prepared and supported to perform its tasks.

Considerations

Based on the written materials and the discussions on-site, the panel considers that all three programmes can rely on a robust system of assessment. This system is based on relevant principles that are not only described on paper but effectively implemented in the day-to-day assessment reality of the programmes. In this system, the comprehensive assessment plans play an important role as they ensure the connection between learning outcomes, course objectives, teaching approaches and assessment formats. Moreover, the panel thinks highly of the variety of assessment formats, which align with the profile and objectives of the respective programmes.

As part of its external review, the panel looked into a sample of thesis evaluations. These reviews showed for every programme that the quality of thesis assessment is high: assessors use relevant assessment grids, give scores that correspond to what panel members deem appropriate, and motivate their scores in an insightful way. It is clear to the panel that over the past few years, the programmes have put a lot of work in enhancing the quality of thesis assessment.

According to the panel, the Board of Examiners has the proper expertise and relevant capacity to fulfil its safeguarding tasks. The recent creation of an Assessment Committee will only enhance this capacity further. The discussions and reports have shown that the auditing tasks of course assessments and thesis reviews are performed meticulously. Hence, the panel considers that the quality of assessment is in competent hands with the Board of Examiners.

Conclusion

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

Standard 4. Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings

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

Thesis quality

All three programmes culminate in a final thesis, in which students demonstrate that they have acquired the intended learning outcomes. The bachelor thesis amounts to 15 EC, while the master theses stand for 20 EC.

The panel gathered from the written materials and the discussions on site that in line with the educational vision of UL, the three programmes set high expectations on conducting an original, theoretically grounded and empirically solid research project.

As part of its external review, the current panel studied a sample of 45 theses, 15 per programme, which had been submitted in the academic years 2021-2022 and/or 2022-2023. The sample was representative in terms of final scores and specializations. Overall, the panel was very positive about the thesis quality. It found that in all cases, the theses fulfilled at least the minimum standards of a final product at academic bachelor or master level. Furthermore, the panel agreed to all final scores given by the assessors: theses with a high score were indeed of better quality than those that received a lower (pass) mark.

In their written comments, panel members remarked that the range of thesis topics was broad and interesting. Students delivered relevant case studies with a proper application of theory to practice and an understanding of real-world issues. The theses were well grounded in the literature and methodologically sound. The academic writing style was fine and theses included a good mixture of qualitative and quantitative methods. These positive impressions confirm earlier appreciations by the previous accreditation panel, the mid-term review committee and the Board of Examiners.

If anything, the panel noticed that theses vary considerably in terms of length, the amount of literature used and the formal structure (e.g. the presence or absence of a thesis abstract). In order to ensure a truly equal playing field for all students, the programmes may want to set clear rules and quantitative targets.

Performance of graduates

The panel gathered from the written materials and the discussions on site that the bachelor and master programmes constitute adequate preparation for a follow-up study or professional career. The great majority of bachelor graduates pursue a master's study, and more than half do so at Leiden University, either within the domain of public administration (25%) or in another programme (31%). Students who took the EBM specialization during the bachelor programme often continue a graduate degree with a more economics-oriented profile at another university. The programme does not keep data on the whereabouts of those students who did not stay at UL and either continued their study elsewhere or entered the labour market right away.

The panel was informed that graduates of the MPA programme find employment relatively quickly – according to the National Alumni Survey of 2021, 78% does so within six months – and end up in different types of jobs that are commensurate with their education. An internal survey from 2020 showed that MPA graduates have a wide range of job options, which align closely with the profile of the programme. In this regard, the panel noticed that several graduates are employed at a research institution, for instance as programme managers or teachers. This labour market opportunity clearly reflects the research orientation of the programme.

The MPS programme aims for graduates of the PBM specialization to find jobs in the (semi-) public domain and for graduates of the BA specialization, who often are already at work, to take up functions with greater complexity and responsibilities than their previous positions. Information from the National Alumni Survey of 2021, which reflects the situation of MPS graduates prior to the curriculum reform, shows that 65% find work in public services and public administration, in the education sector (12%), private business (9%) and financial services (6%). The panel noticed that this type employability reflects the MPS mission to train academic professionals for the public sector and for other organizations in the public domain.

All in all, the panel acknowledges that the bachelor programme provides a good basis for a follow-up study and the master programmes prepare students well for a position on the labour market that connects to the scope, domain, level and orientation of the MPA and MPS programmes, respectively. The discussions with alumni and employers, moreover, demonstrated that by the time of their graduation, students do have relevant skills to find a job. In fact, alumni and employers concurred in emphasizing the importance of having good quality research skills and writing skills when applying for a first position on the labour market.

Alumni

Furthermore, the discussion with alumni revealed that several graduates are interested in maintaining some kind of structural link to the programmes, the Institute and the University. Some alumni are part of the Advisory Board of Professionals, but many more are keen to keep in contact and get involved with the programmes more. While the Institute had a relatively active alumni committee, it faded away during the COVID-19 pandemic and has not yet been reignited. The panel was informed that the recently hired community manager will look into revitalising the alumni community in due course. The panel welcomes this plan and encourages the Institute and the programmes to involve alumni more regularly in courses, in events such as Career Days, and in extra-curricular gatherings – e.g. lifelong learning events – that are also open to regular students.

Data collection

In the run-up to the visit, the panel noticed that the Institute did not provide much quantitative information on elements beyond the proper programmes, students and staff. While data were available on intake, success rate, throughput and staffing, there was hardly any information that allowed to benchmark the BPA, MPA and MPS programmes to other similar programmes in the Netherlands, nor on follow-up studies beyond Leiden or employment activities after the bachelor programme. During the discussions on site, the management acknowledged that they collect the necessary programme-specific data, and rely for other information on university-wide or external sources, such as the National Alumni Survey. This in fact has allowed to benchmark the performance of the three programmes within the Faculty and the University, but not beyond UL. The management, therefore, agreed with the panel that it is useful to benchmark the programmes within the Dutch higher education landscape of public administration and to collect information on student performance after UL.

Considerations

Based on the written materials, the thesis samples and the discussions on site, the panel considers that Public Administration students who eventually graduate the bachelor and master programmes have effectively achieved all learning outcomes. Based on its sample review, the panel thinks highly of the thesis quality in all three programmes.

Furthermore, the panel considers that upon graduation students find a job that is in line with the objective of their respective programmes. In this regard, the panel is convinced that the BPA, MPA and MPS programmes constitute an important lever for the career of their graduates. The competencies acquired by the bachelor graduates allow them to pursue master programmes in and beyond Leiden. The master programmes offer a good quality and comprehensive preparation for professional employment because graduates invariably find a job that is commensurate with their level and the domain of their studies.

Noticing that graduates are keen to stay in contact with the Institute and the programmes, the panel sees room for more and systematic involvement of the alumni. It also advises the management to take a proactive stance on data collection on student performance after leaving UL and on benchmarking the programmes within the Netherlands.

Conclusion

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

Standard 5. Diversity

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

Findings

Policy

The panel gathered from the written materials and the discussions on site that UL takes diversity and inclusion policy seriously. It sees diversity among both staff and students and the inclusion of under-represented groups as a cornerstone for success and for an inspiring and fair learning environment.

In line with this university-wide policy, the Institute of Public Administration strives for a diverse student and staff composition and an inclusive study environment. In this regard, diversity is not only about demographic characteristics but also about inclusion in the community and about recognizing a variety of perspectives and reference points in teaching.

The panel noticed that the Institute and its staff and students are actively engaged on the themes of diversity and inclusion. In 2019, staff members created the Staff Alliance for Equity (SAFE), a collaborative platform to assess and improve the inclusivity of research, teaching and community activities at the Institute. SAFE activities, including a staff seminar on inclusive teaching, have raised awareness and urgency among staff about diversity, equity and inclusion. In 2020, a student focus group collected student perspectives on inclusion and diversity in a memo that recommended promoting study-related opportunities (e.g. membership of the Programme Committee) to all students and encouraged awareness among teachers of inclusive education. In addition to welcoming these impactful initiatives, the panel was satisfied to learn that inclusivity is now also a topic in the UTQ training for staff.

Student diversity

The panel noticed that diversity has different dimensions. While data are available on gender and nationality, it is not permitted by law to systematically register other dimensions, such as the socio-economical background of students. In terms of gender, there is a 50/50 balance among MPA students, while in both BPA and MPS there are slightly more male (60%) than female (40%) students. The latter programmes are offered in Dutch and therefore attract almost exclusively Dutch students. In the English-language MPA programme, on average 30% of the intake is international. The panel thinks that - given the profile of the respective programmes - the gender and nationality balances are fine.

Furthermore, the panel was informed that all three programmes also target students with a diverse educational background: the bachelor programme is open to – and effectively attracts – students with a completed first-year of hbo-propedeuse. In order to enhance this type of intake, the Institute recently started a project with the Hague University of Applied Sciences to increase mobility between the two institutions. The admission criteria for the MPA programme explicitly foresees the opportunity to enrol, possibly after a pre-master, with a bachelor degree from an adjacent domain. The MPS programme is highly diverse in terms of the prior educational and professional background of its students. About 30% entered the programme

with a professional bachelor degree and a pre-master. MPS has an agreement with the Hague University of Applied Sciences whereby talented students from a relevant domain follow the pre-master programme as part of a so-called academic minor during their bachelor studies. The panel was informed that the large share of MPS students with a HBO degree is in line with the focus of the evening track to provide professionals with public sector work experience with the academic foundation they will need to take a next step in their career. In this way, the MPS programme – and to a certain extent also the BPA and MPA programmes – contributes to the social promotion of part of its student population. The panel commends the Institute and the programmes for their engagement to attract a diverse student audience.

Staff diversity

The panel gathered from the materials and the discussions that in terms of geographical background, the teaching staff at the Institute of Public Administration is more diverse than the student population. Since the previous accreditation visit, the number and share of non-Dutch staff has increased. This has led the Institute to introduce a so-called “buddy system” that helps newly recruited international staff members to get settled in the Dutch teaching and research culture. Currently, more than half of the staff teaching in the (English-language) MPA programme is non-Dutch. International staff also teaches courses in the BPS programme (in English) and in the MPS programme (in Dutch). It is an explicit policy of the Institute to promote Dutch language skills for its international staff, which has resulted in some international staff now teaching courses in Dutch, notably in the revised MPS programme. The panel endorses this approach because it brings an additional dimension and international flavour to the courses in Dutch-language programmes.

In terms of gender, the panel was informed that there is no balance between male and female teaching staff in the Institute or in any of the programmes. According to the data provided, the share of women teaching in the programmes is between 25% and 28%. Looking at the entire Institute, there is a balance among full professors, and there are even slightly more women among PhD students. However, there is no balance in the Board, in the programme management teams, or in the assistant and associate professorial ranks. The panel acknowledges that there is ambition among the Institute to strive for a gender balance in staff, that recruitment is organized in such a way that female candidates are encouraged to apply, and that currently there are more female staff than before. Nonetheless, at the end of 2023, the share of female staff in the programmes is below 30%. According to the panel this share is low. It can only confirm and reaffirm the finding and advise of the previous accreditation panel that “at staff level, the gender balance is less complete (...) the panel thinks that this imbalance needs readdressing.”

Considerations

Based on the written materials and the discussions on site, the panel considers that diversity and inclusion are very much on the agenda of the university community and on the minds of the staff and students at the Institute of Public Administration. The panel acknowledges the clear commitment towards diversity and inclusion and very much welcomes the impactful initiatives on inclusive teaching of both staff and students at the Institute.

The panel thinks highly of the efforts and pro-active stance of both Institute and programmes in attracting a student population that is diverse from a socio-economic and educational perspective. While the MPS programme stands out in this respect, also BPA and MPA are open – and effectively attract – students who aspire professional mobility and social promotion.

The panel considers that the number and share of international staff in the Institute adequately reflects the course offer in the different programmes. It also endorses the efforts of the Institute to integrate the international staff both culturally and linguistically.

Acknowledging the efforts undertaken since the previous accreditation visit, the panel does see substantial room for improvement with regard to gender balancing the staff. This site visit has shown that the Institute relies on high-performing female staff, which are however outnumbered by their male colleagues. Nonetheless, the panel considers that a proactive approach is needed in terms of recruitment and internal promotion to mitigate the current imbalance.

Conclusion

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

General conclusion

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

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

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

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

Development points

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

- make an even better use of alumni in the (extra-)curricular programme activities;
- collect more data on future, current and past students for benchmarking the programmes;
- make substantial efforts and take a proactive approach in the recruitment and internal promotion of female staff.

At individual programme level, the panel encourages:

- the BPA to look for relevant internships and study periods abroad and thus offer students a real choice of relevant and feasible opportunities in their free elective space;
- the MPA to deliver more on its promise of an internationally oriented curriculum in a highly relevant location;
- the MPS to remain vigilant that by the time of their graduation, each student has acquired a similar set of learning outcomes, irrespective of the specialization profile.

Appendix 1. Intended learning outcomes

BSc Bestuurskunde

Afgestudeerden van de opleiding hebben de onderstaande eindkwalificaties bereikt, gerangschikt volgens de Dublin-descriptoren:

A. Kennis en inzicht

1. Basiskennis en inzicht aangaande het functioneren van het openbaar bestuur en zijn omgeving, op zowel nationaal als internationaal niveau, waarbij er aandacht besteed wordt aan de rol van zowel publieke, semipublieke als private actoren.
2. Basiskennis en inzicht aangaande methoden, technieken en grondslagen van sociaalwetenschappelijk onderzoek.
3. Kennis en inzicht op hoofdlijnen aangaande aanverwante academische disciplines die noodzakelijk zijn voor het begrijpen van het functioneren van het openbaar bestuur.

BBO

4. BBO Basiskennis en inzicht aangaande concepten en vraagstukken van beleid, organisatie en management in de publieke sector op verschillende beleidsniveaus, op een veelheid van maatschappelijke terreinen, en met oog voor historisch perspectief.
5. BBO Kennis en inzicht op hoofdlijnen aangaande aanverwante academische disciplines die noodzakelijk zijn voor een integratieve analyse van het functioneren van het openbaar bestuur in al zijn facetten.

EBM

4. EBM Basiskennis en inzicht aangaande de concepten van micro- en macro-economie, vraagstukken op het terrein van sociaaleconomisch beleid, financiering en financieel management van de collectieve sector, de economische analyse van Europese integratie.
5. EBM Kennis en inzicht op hoofdlijnen aangaande de integratieve analyse van economisch-bestuurlijke vraagstukken

DDG

4. DDG Basiskennis en inzicht aangaande hoe digitale technologie de praktijk van beleid, publieke dienstverlening, en de werkwijze van de publieke sector ingrijpend wijzigt, met oog voor de historisch ontwikkeling en ethisch perspectief.
5. DDG Basiskennis en inzicht aan data-skills en computationeel denken, teneinde analyserend en ontwerpend digitale ontwikkelingen te kunnen plaatsen in een integratieve kijk op het functioneren van het openbaar bestuur.

B. Toepassen kennis en inzicht

Afgestudeerden zijn in staat om:

1. Op kritische en onafhankelijke wijze het functioneren van het openbaar bestuur te problematiseren, met als startpunt concrete maatschappelijke vraagstukken uit de politieke en/of bestuurlijke praktijk op verschillende bestuursniveaus.
2. Literatuur te verzamelen, organiseren en selecteren over deze vraagstukken waarbij de inzichten uit de kern en –hulpwetenschappen leidend zijn bij het onderscheiden van hoofd- en bijzaken en het formuleren van een onderzoeksvraag.
3. Data van beperkte complexiteit te verzamelen en analyseren met gebruikmaking van onderzoeksmethoden van kwalitatieve (zoals documentanalyse, inhoudsanalyse, semigestructureerde interviews) en/of kwantitatieve (zoals beschrijvende statistiek, regressieanalyse) aard.
4. De resultaten van empirisch onderzoek te vertalen naar concrete oplossingen voor de bestuurlijke praktijk.

C. Oordeelsvorming

Afgestudeerden zijn in staat om:

1. Onderzoeksresultaten van beperkte complexiteit kritisch en onafhankelijk te interpreteren.
2. Deze beargumenteerd te synthetiseren en te integreren tot heldere conclusies, zowel inhoudelijk als vanuit methodologisch perspectief, met als uiteindelijk doel het beantwoorden van de gestelde onderzoeksvraag.
3. Daarbij te reflecteren vanuit alternatieve en/of concurrerende theoretische en/of methodologische invalshoeken.
4. Bij deze reflectie ook normatieve en ethische overwegingen te betrekken.

D. Communicatie

Afgestudeerden zijn in staat om:

1. Schriftelijk verslag te leggen van onderzoeksresultaten en dit verslag te vereenvoudigen tot een stuk dat toegankelijk is voor een breder professioneel publiek dan wel een publiek van geïnteresseerde leken.
2. Onderzoeksresultaten audiovisueel te presenteren aan een breder professioneel publiek.
3. Effectief samen te werken.

E. Leervaardigheden

Afgestudeerden zijn in staat om:

1. Te werken onder tijdsdruk en daarbij het time-on-task principe in de planning te gebruiken.
2. Zelfstandig verder te leren, zowel qua inhoudelijke richting als qua planning en benodigde leervaardigheden
3. Een master- of andere vervolgopleiding te beginnen.

MSc Public Administration

A. Knowledge and understanding

1. Knowledge and understanding of the broad intellectual tradition of public administration and of important concepts and theories in related disciplines (political science, economics, organisational studies, law, sociology, psychology) as relevant to understanding various governance aspects.
2. Advanced knowledge and understanding of the distinctive nature of governance in the public sector, including the functioning of organisations, policymaking, management, and/or public service delivery, in a multi-actor and multi-level context.
3. Advanced knowledge and understanding of normative issues related to public governance and of the ethics of government.

Track specific qualifications: Economics and Governance (EG)

1. EG Advanced knowledge and understanding of the principles of welfare-economics in order to analyse policy problems, and develop suitable government responses.
2. EG Advanced knowledge and understanding of the variety of policy and regulatory instruments for addressing policy problems, with their assumptions and trade-offs.
3. EG Advanced knowledge and understanding of the challenges for the current welfare state, particularly in the areas such as pension systems, labour policy, social welfare and income distribution.
4. EG Advanced knowledge and understanding of the relationship between the state and market from different intellectual perspectives.

Track specific qualifications International and European Governance (IEG)

1. IEG Advanced understanding of the complex nature of contemporary public governance arising from the interactions between actors at different levels or sectors of governance: supranational, international, national, and local actors and institutions.

2. IEG Advanced understanding of decision making in multi-level governance systems and its effects on the national and local levels of government.
3. IEG Advanced knowledge of theoretical approaches analysing the tensions between domestic policies and global trends and regulatory regimes.
4. IEG Deep awareness of the constraints and opportunities for domestic policy making arising through globalisation and the intervention of external actors and trans-border policies.

Track specific qualifications Public Management and Leadership (PML)

1. PML Advanced knowledge and understanding of the key concepts and theories of public management and of state-of-the-art academic research with regard to core themes, such as management and public service performance, network management, public leadership, and human resource management.
2. PML Advanced knowledge and understanding of the key trends in the management of public organisations.
3. PML Advanced understanding of the opportunities and constraints for managerial decision-making in public organisations arising from the institutional context in which the organisation is embedded.

B. Applying knowledge and understanding:

1. Identify and apply effectively a relevant theoretical framework to analyse real life problems and cases in a conceptually rigorous manner.
2. Define and analyse problems in the three expertise areas, both normatively and empirically, and suggest feasible solutions for decision-making.
3. Discuss the main challenges and opportunities that actors, organisations and/or institutions are currently confronted with, and assess their impact for choices in the respective expertise areas.
4. Select an appropriate research design and method(s) to address a specific research question; collect and analyse qualitative and/or quantitative data relevant to answering the research question.

C. Judgement

1. Critically evaluate empirical research in the area of expertise, from a methodological and theoretical viewpoint.
2. Reach conclusions and/or solutions to problems based on data and on sound and balanced argumentation, considering the specific context of the practice/case at hand, and evaluate argumentations of others.
3. Reflect on relevant normative and ethical issues, particularly on the issue of multiple goals (legitimacy, effectiveness, etc.) and on the principles of democratic government, good government, and reliable government.
4. Critically evaluate the effect of institutional context and complexity on decision-making as related to the three expertise areas.

D. Communication

1. Present results of a research project at the level expected from academic work in the discipline of public administration.
2. Present arguments and analyses in a format appropriate for a broader professional audience and as input to expert groups.
3. Provide strategic advice to decision-makers.
4. Build, present and defend well-grounded arguments in oral communication.
5. Engage in national debates about the issues related to the three expertise areas.
6. Function effectively in a team, potentially in a multi-disciplinary and multi-cultural setting.

E. Learning skills

1. Ability to effectively identify and synthesize existing primary and secondary literature in order to address a question or problem at hand.
2. A mind-set to seek evidence and draw from international and other relevant experiences for an informed judgment.
3. Ability to stay informed about current developments in the area of expertise, including the use of relevant social and other 'new' digital media, when applicable.
4. Awareness of the challenges of functioning in a multi-national environment and in a leadership position.

MSc Management Publieke Sector

A. Knowledge and understanding

- 1.1 A thorough understanding of key concepts, theories and approaches in the field of public sector management.
- 1.2 Thorough theoretical knowledge and understanding of one of the profiles.
- 1.3 Thorough knowledge and understanding of social science methodology and its principles to independently conduct analyses and seek tailor-made solutions to issues and problems in public sector management practice.

Specialisation-specific qualifications:

- 1.4 PBM Thorough knowledge and understanding of normative and ethical aspects that play a role in the societal issues and tailor-made solutions.
- 1.4 BA Thorough knowledge and understanding of the conflicting tasks, goals and interests especially in the context of a responsive and reliable government, informed by students' professional experiences.

B. Applying knowledge and understanding

- 2.1 Use knowledge and insights from the specific public administration profiles and related disciplines, such as public finance, economics, organisational psychology and/or sociology, political science, communication science to analyse and effectively address policy issues.
- 2.2 Collect, organize, select and critically process relevant scholarly literature and other information using modern digital techniques.
- 2.3 Design a research plan, choose or develop appropriate instruments to collect relevant qualitative and/or quantitative data, and carry out the research attuned to the normative and ethical issues involved.
- 2.4 Independently apply conceptual models to empirics and to designing solutions (policies, advice, organisational change, influence).

Specialisation-specific qualifications:

- 2.5 PBM From a scientific and from an application-oriented, professional perspective, make a critical analysis of public administration issues that play out especially in the relations between organisations and their environment in various policy areas. The focus is on solution-oriented work based on a methodologically sound approach.
- 2.5 BA From a scientific and from an application-oriented, professional perspective, make a critical analysis of public administration issues that play out in the relations between public organisations and the environment. The focus is on solution- and relation-oriented work based of a methodologically sound approach.

C. Judgement

- 3.1 Evaluate and interpret results of research in a critical and independent manner, using public administration theory in general and in one of the specific profiles in particular.
- 3.2 Formulate conclusions, recommendations and/or solutions based on a considered and balanced judgement, also taking into account the context of the case under investigation and the arguments and judgements of third parties.

Specialisation-specific qualifications:

3.3 PBM Reflect on relevant normative and ethical issues, especially around public values and good governance.

3.3 BA Reflect on conflicting tasks, goals and interests, especially in the context of responsive and reliable government.

D. Communication

4.1 Report on research, results, argumentation, conclusions, and concerns in a report that meets (public administration) scientific requirements.

4.2 Present the research, or the research results and conclusions, both as a summary and in detail, audio-visually to an audience of scientific peers, to a broader professional audience and to an audience of interested lay people, and to initiate and lead a constructive discussion.

4.3 Communicate and collaborate effectively with scientific and professional peers, including in interdisciplinary and multicultural settings, and using social media and other new digital media.

E. Learning skills

5.1 Study and process primary and secondary scientific and professional literature systematically and efficiently.

5.2 Work under time pressure, using a time-on-task approach in planning.

5.3 Be qualified to start a PhD or other advanced degree program.

5.4 Independently engage in activities necessary to maintain and further develop professional skills.

Specialisation-specific qualifications:

5.5 PBM Is aware of the challenges of functioning in an environment of conflicting public values.

5.5 BA Is aware of the tensions in the field in which public organisations find themselves.

Appendix 2. Programme curricula

BSc Bestuurskunde

Bestuurskunde Bachelorprogramma 2023/24				
		Beleid, Bestuur en Organisatie	Economie, Bestuur en Management	Digitalisering, Data & Governance
JAAR 1	Blok 1	Openbaar Bestuur en Bestuurswetenschap (100; WG)	Openbaar Bestuur en Bestuurswetenschap (100; WG)	Openbaar Bestuur en Bestuurswetenschap (100; WG)
		Besluit- en Besluitvorming (200; WG)	Beleids- en Besluitvorming (200; WG)	Beleids- en Besluitvorming (200; WG)
		Sociologie (100)	Micro-Economie (100)	The Digital State (200)
	Blok 2	Organisatietheorie (100; WG)	Organisatietheorie (100; WG)	Organisatietheorie (100; WG)
		Inleiding Sociaalwetenschappelijk Onderzoek (200; WG)	Inleiding Sociaalwetenschappelijk Onderzoek (200; WG)	Inleiding Sociaalwetenschappelijk Onderzoek (200; WG)
		Economie in hoofdlijnen* (200; WG) E	Macro-Economie (100; WG)	Economie in Hoofdlijnen* (200; WG)
	Blok 3	Statistiek (200; WG)	Statistiek (200; WG)	Statistiek (200; WG)
		Publiek Management (100; WG)	Publiek Management (100; WG)	Publiek Management (100; WG)
		Geschiedenis van het Openbaar Bestuur (100)	Beleidsconomie* (200; WG)	Computational/Digital skills 1: Data - uses and Opportunities (100; WG)
	Blok 4	Recht (100)	Recht (100)	Recht (100)
		Politologie (100; WG)	Politologie (100; WG)	Politologie (100; WG)
		Integratief Project I: De Responsieve Overheid (200; WG)	Integratief Project I: Markt en Overheid (200; WG)	Integratief Project I: Data for Policy and Decision-making (200; WG)
JAAR 2	Blok 1	Kwantitatieve Methoden (300; WG)	Kwantitatieve Methoden (300; WG)	Kwantitatieve Methoden (300; WG)
		EU Politics and Policy (200; WG)	EU Politics and Policy (200; WG)	EU Politics and Policy (200; WG)
		Economie van de Publieke Sector (200)	Economie van de Publieke Sector (200)	Economie van de Publieke Sector (200)
	Blok 2	Foundations of Social Science and Public Administration (200; WG).	Foundations of Social Science and Public Administration (200; WG)	Foundations of Social Science and Public Administration (200; WG)
		Governance and Digitalisation (200)	Governance and Digitalisation (200)	Managing Information and Innovation (200, 10 ECTS)
		International Administration (200)	Sociaaleconomisch Beleid: Theorie en Instituties (200; WG)	
	Blok 3	Kwalitatieve Methoden (300; WG)	Kwalitatieve Methoden (300; WG)	Kwalitatieve Methoden (300; WG)
		Financieel Management in de Publieke Sector (300; WG)	Financieel Management in de Publieke Sector (300; WG)	Financieel Management in de Publieke Sector (300; WG)
		Public Affairs (200; WG)	Sociaaleconomisch Beleid: Empirische Analyse (300; WG; ECO)	Computational/digital skills 2: Using data – Challenges and drawbacks (200; WG)
	Blok 4	Beleidsimplementatie- en evaluatie (200)	Beleidsimplementatie en -evaluatie (200)	Beleidsimplementatie en -evaluatie (200)
		Political Philosophy and Public Administration (300; WG)	Bedrijfseconomie (200; WG)	The Digital Society (level 200, WG)
		Integratief Project II: Multilevel Governance (200; WG)	Integratief Project II: Bedrijfsmatig Werken in de Publieke Sector (200; WG)	Integratief Project II: Digital Transformation of the Public Sector (200; WG)
JAAR 3	Blok 1 & 3	Vrije keuzeruimte (30 EC)	Vrije keuzeruimte (30 EC)	Vrije keuzeruimte (30 EC)
		Leiderschap en Prestaties (300; WG)	Europese Economische Integratie (300)	Data and Good Governance (300)
	Blok 3	Administrative Ethics (300; WG)	Administrative Ethics (300; WG)	Administrative Ethics (300; WG)
		Bachelor Project/thesis (300; 5/15EC)	Bachelor Project/thesis (300; 5/15 EC)	Bachelor Project/thesis (300; 5/15EC)
	Blok 4	Staats- & Bestuursrecht (300)	Economische Theorie van Politiek (300)	Data-driven policy and services (300)
		Bachelor Project/thesis (400; 10/15EC)	Bachelor Project/thesis (400;10/15 EC)	Bachelor Project/thesis (400; 10/15EC)

MSc Public Administration

		Master Public Administration (September)		
		<i>Track: International and European Governance</i>	<i>Track: Economics and Governance</i>	<i>Track: Public Management and Leadership</i>
SEMESTER 1	Block 1	Public Institutions (5 EC)		
		Global Challenges and Public Policies (5 EC) Architectures of International and European governance (5 EC)	Welfare State Economics (5 EC) Applied Empirical Economics (5 EC)	Collaborative Governance (5 EC) Citizen-State Interactions (5 EC)
	Block 2	Public Policy and Values (5 EC) Research Design (5 EC)		
		Elective (5 EC)	Elective (5 EC)	Elective (5 EC)
SEMESTER 2	Block 3	Management in International Administrations (5 EC) Decision-Making in Multi-level Governance Systems (5 EC)	Economics of Regulation (5 EC) Political Economy in International Perspective (5 EC)	Politicians and Public Managers (5 EC) Leadership in Organisations (5 EC)
	B I	Thesis (20 EC)		

		Master Public Administration (February)		
		<i>Track: International and European Governance</i>	<i>Track: Economics and Governance</i>	<i>Track: Public Management and Leadership</i>
SEMESTER 2	Block 3	Public Institutions (5 EC)		
		Management in International Administrations (5 EC) Decision-Making in Multi-level Governance Systems (5 EC)	Economics of Regulation (5 EC) Political Economy in International Perspective (5 EC)	Politicians and Public Managers (5 EC) Leadership in Organisations (5 EC)
	Block 4	Public Policy and Values (5 EC) Research Design (5 EC)		
		Elective (5 EC)	Elective (5 EC)	Elective (5 EC)
SEMESTER 1	Block 1	Global challenges and public policies (5 EC) Architectures of International and European governance (5 EC)	Welfare State Economics (5 EC) Applied Empirical Economics (5 EC)	Collaborative Governance (5 EC) Citizen-State Interactions (5 EC)
	Block 2	Thesis (20 EC)		

MSc Management Publieke Sector

		Politics, Policy & Management (start September)	Governance & Strategy (start February)
SEMESTER 1	Block 1	Governance of Public Values (10 EC)	The Reflective Professional in Responsive and Reliable Government (10 EC)
		Academic Skills for Public Administration (5 EC)	Academic Skills for Public Administration (5 EC)
	Block 2	<i>Choose 3 out of 4 core courses:</i> Management and Change of Public Organisations (5 EC) Policy-making (5 EC) Economics for Policy-makers (5 EC) Politics and Bureaucracy (5 EC)	<i>Choose 3 out of 4 core courses:</i> Management and Change of Public Organisations (5 EC) Policy-making (5 EC) Economics for Policy-makers (5 EC) Politics and Bureaucracy (5 EC)
SEMESTER 2	Block 3	<i>Choose 1 out of 5 profile courses:</i> Leadership and Behavior within and between Organisations (10 EC) Policy and Policy Formation in Multi-Level Governance (10 EC) Economic Policy Advice (10 EC) Influence and Collaboration in Complex Public Decision-making Arenas (10 EC) Digitalisation, Governance and Policy (10 EC)	<i>Choose 1 out of 2 profile courses:</i> Towards Lasting High-quality Governance: Implications, Reorganisations and Reforms (10 EC) Stakeholders, Public Affairs and Society (10 EC)
	Block 4	Thesis seminar coupled to the chosen profile course (20 EC)	Thesis seminar coupled to the chosen profile course (20 EC)

Appendix 3. Programme of the site visit

Wednesday 13 December 2023

- 08.45 Arrival, welcome and internal meeting
- 09.45 Interview institutional management
- 10.15 Interview programme management
- 11.00 Break
- 11.15 Interview MSc PA students
- 12.15 Interview MSc PA staff
- 13.00 Lunch and internal meeting
- 14.00 Interview MSc MPS students
- 15.00 Interview MSc MPS staff
- 15.45 Internal meeting
- 16.30 Interview professional field and alumni
- 17.15 Internal meeting and wrap-up of the day
- 18.00 End of day 1

Thursday 14 December 2023

- 08.30 Arrival and internal meeting
- 09.00 Interview Bachelor students
- 10.00 Interview Bachelor staff
- 11.00 Interview Board of Examiners
- 11.45 Internal meeting
- 12.15 Final interview Management
- 13.00 Lunch and internal deliberations
- 15.00 Development Dialogue
- 16.15 Oral Feedback
- 16.45 End of site visit

Appendix 4. Materials

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

The accreditation team at UL The Hague provided a Surfdrive environment with the following materials:

- Self-Evaluation Report Bachelor Public Administration
 - Appendix 1 Governance structure of the programme
 - Appendix 2 Learning objectives (in Dutch)
 - Appendix 3 Curriculum overview (2023/24)
 - Appendix 4 List of teaching staff per course (2022/23 and 2023/24)
 - Appendix 5 Student-staff ratio
 - Appendix 6 Completion rates (2015/16 - 2021/22)
 - Appendix 7 Programme evaluation results 2022/23
 - Appendix 8 Aggregated course evaluation results
 - Appendix 9 Student chapter

- Self-Evaluation Report Master Public Administration
 - Appendix 1 Governance structure of the programme
 - Appendix 2 Curriculum overview: September and February cohort
 - Appendix 3 List of teaching staff per course (2022/23 and 2023/24)
 - Appendix 4 Student-staff ratio
 - Appendix 5 Completion rates (2015/16 - 2021/22)
 - Appendix 6 Programme evaluation results 2021/22
 - Appendix 7 Course evaluation results 2022/23
 - Appendix 8 Student chapter

- Self-Evaluation Report Master Management of the Public Sector
 - Appendix 1 Governance structure of the programme
 - Appendix 2 Curriculum overview: two specialisations
 - Appendix 3 List of teaching staff per course (2022/23 and 2023/24)
 - Appendix 4 Student-staff ratio
 - Appendix 5 Completion rates (2015/16 - 2021/22)
 - Appendix 6 Programme evaluation results 2021/22
 - Appendix 7 Course evaluation results 2022/23
 - Appendix 8 Student chapter

- Appendices common to all three programmes
 - CV's teaching staff
 - Course descriptions: Ba, MPA and MPS (syllabi)
 - Exam Board material
 1. Rules and Regulations of the Exam Board
 2. Regulation appointment of examiners
 3. Peer-review form for exams
 4. Report of the Assessment Committee 2023
 5. Report of the theses evaluation exercise 2023
 6. Annual report the Board of Examiners 2022
 - Leiden University framework for trans-disciplinary skills development

Belonging at BSK: Probing the student experience
Find your way: Student support navigator

- Bachelor-specific appendices
 1. Ba programme metrics (*Opleidingsjaarkaart*) (incl. NSE)
 2. Programme and assessment plan Ba-BSK
 3. Thesis grading form 1st & 2nd reader
 4. Teaching and Examination Regulation (OER)
 5. Annual report Programme Committee 2022
 6. Skills inventory 2022/23

- MPA specific appendices
 1. MPA programme metrics (*Opleidingsjaarkaart*) (incl. NSE)
 2. Programme and assessment plan MPA
 3. Thesis grading form 1st & 2nd reader
 4. Teaching and Examination Regulation (OER)
 5. Annual report Programme Committee (MPS/MPA) 2022
 6. MPA employers' and alumni study
 7. MPA alumni survey (2020)

- MPS specific appendices
 1. MPS programme metrics (*Opleidingsjaarkaart*) (incl. NSE)
 2. Programme and assessment plan MPS
 3. Thesis grading form 1st & 2nd reader
 4. Teaching and Examination Regulation (OER)
 5. MPS-BA consultation on hybrid education