**European Association for
Public Administration
Accreditation**

Guidelines for the Self-Evaluation Report For the Accreditation of Bachelor and Master programmes

Updated: September 2023

Amended by the EAPAA Accreditation Committee Meeting, Belfast, September 10, 2019
Amended by the EAPAA Accreditation Committee Meeting, Lisbon, September 6, 2022

Table of Contents

General instructions for the Self-Evaluation Report

1. **Aims of the self-evaluation report**
   A self-evaluation report is a key element of the accreditation process. Preparing such a report can be beneficial to the applicant programme, as a tool for self-reflection. It is also essential to the evaluation of the Accreditation Committee and the site visit team. To encourage comparability of information across programmes and to help provide consistency in the accreditation process, the report should be prepared according to the format specified in these instructions. This means that the report should cover all standards and substandards in the order prescribed in these guidelines. Reports that do not follow the required format will be turned down, unless a deviation has been agreed prior to submission. However, the accreditation standards outlined here are <u>not</u> intended to dictate the specific shape or ambition of a programme. Many different types of programmes fit within EAPAA's general framework.

2. **The language of the self-evaluation report**
   In order to be readable by at least a substantial number of Accreditation Committee members, the language of the Self-Evaluation Report should be either English, French or German.

3. **Organizing for self-evaluation**
   We encourage you to use this report to start a process of self-reflection with faculty and preferably with relevant stakeholders. In daily routine, there is often little time to discuss long-term ambitions and concerns. Accreditation can be a welcome opportunity to organise such a process of collective introspection. Our experience is that such a process also leads to better reports and site visits.

4. **Preparation**
   The preparation of the Self-Evaluation Report typically takes several months, if not more. The mission focus requires the passage of time to assess performance and accomplishment of objectives and to show how information about its performance has been used in directing and revising programme objectives, strategies and operations. Collecting data, involving faculty, interacting with students and alumni and preparing the report make it difficult to prepare an effective report shortly before it is due.

5. **Different varieties of programmes**
   When a programme is offered in different formats (e.g. fulltime and part-time), or in different places, the programme has to demonstrate that all criteria are fulfilled for all varieties. In the report, any relevant differences must be addressed. If there is insufficient information to ascertain this, the accreditation will be limited only to those varieties on which information is complete.

6. **Due date**
   The Self-Evaluation Report is due no later than six weeks before the planned site visit. Failure to deliver on the due date may result in the site visit being cancelled.

7. **Self-evaluation year**
   The data on the programme described in the report (course information, statistics) should cover the last complete academic year immediately preceding the year in which the report is submitted.

8. **Copies and related material**
   Only a digital version of the Self-Evaluation Report is required. No print copies are needed.

9. **Availability of documentation**
   The documentation requested by EAPAA should be uploaded to the EAPAA's digital repository at least six weeks prior to the site visit.

10. **One report or more?**
    Institutes often submit several programmes for accreditation. Closely related programmes that are offered by the same organisational unit, using essentially the same facilities and resources, are best covered in one integrated report. If there are substantial differences, it can be best to submit a separate report for each programme. This is left up to the judgement of the programme management.

11. **Word limits**
    Most sections in the self-evaluation report have word limits. Word limits do not include diagrammes and tables. Where no word limit is mentioned, there is none. Failure to comply with word limits can result in rejection of the report. There are no minimum word limits.

12. **Pagination and format**
    The report should use the structure specified in these instructions (which is the same as the Accreditation Criteria). Each criterion should be covered in the required order.

    However, should the report be used for other purposes as well (for example, a national audit or accreditation process) EAPAA is open to discussing a different format. However, the EAPAA Accreditation Committee must agree to the new format prior to submission and all points included in the original format must be transparently addressed.

Instructions for Volume A

1. Title page

Prepare a title page with the following information and certifying signatures.

EAPAA SELF-EVALUATION REPORT

Date

Full title of the programme(s)

Name of institution
Name of subunit, if relevant (college, school, department, centre, institute)
Mailing address for correspondence

Certified
By:_____

      Signature and name of EAPAA Representative   Date

Certified
By:_____

      Signature and name of institutional representative   Date

2. Programme summary

Provide summary information on the programme on the following points:

Item	Data
1. Title of the degree	
2. Number of ECTS required to complete the programme	
3. Specialisations	
4. Locations	
5. Number of teaching staff (core faculty) responsible for the programme	
6. Number of students in the programme	Full-time, Part-time, Total

7. Number of students first enrolled during the self-evaluation year	Full-time, Part-time, Total
8. Language of the programme	

3. History
Briefly describe the historical development of the programme, the growth in enrolment and faculty size and other significant developments in the programme since its origination.

Maximum word count: 1000 words

4. Response to previous recommendations

When applicable, please describe how you have addressed recommendations from EAPAA made during the previous round of accreditation.

Maximum word count: 1000 words

5. Table of contents
Please provide a table of contents with page numbers for the major sections and sub-sections of the report. These must follow the standards as described in these guidelines:
1. Mission, objectives and competencies
2. Entry into the programme
3. Structure of the curriculum
4. Content of the curriculum
5. Didactics
6. Assessment
7. Transferable skills
8. Results
9. Quality monitoring and improvement
10. Faculty
11. Diversity
12. Responsibility and autonomy
13. Supportive services and facilities
14. Joint programmes

Please number each page sequentially.

1. Mission, objectives and competencies

This section describes what the programme is meant to achieve. All other standards will refer back to these self-defined ambitions.

Maximum word count: 1000 words

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a. Mission and objectives
The programme should clearly state its educational philosophy and mission. Please define a set of credible programme objectives based on the mission. All other standards of this accreditation will be evaluated in light of the programme's mission and objectives and success.

b. Competencies expected from students
Explain what students are trained for: what kinds of competencies are they expected to acquire in the course of the programme?

Checkpoints:
- *The relation between the mission and the strategies and programme objectives are clearly explained.*
- *The competencies, which describe the qualifications a graduate should have acquired, are clearly derived from the mission and objectives of the programme.*

2. Entry into the programme

This criterion concerns the procedures and requirements that apply when students enter the programme.

Maximum word count: 750 words

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a. Prerequisites and admission
- Please list the prerequisites for entry into the programme. When different groups of students have different prerequisites, please specify.
- If there is a selection procedure, please describe the criteria for selecting students and the numbers of admitted/rejected students.
- Please give a brief description of the admissions process. When there are different procedures for different types of students, please specify.

b. Coping with diverse backgrounds
Should students from different disciplinary backgrounds be allowed to enter the programme, their performance in different courses may vary considerably. If applicable, please explain the measures through which the programme copes with such diversity in pre-acquired knowledge and perspectives.

Checkpoints:
- *The qualifications of the students that enter the programme are in line with the structure, contents and the didactics of the programme.*
- *The programme has an adequate strategy for dealing with the varying backgrounds of students.*

3. Curriculum structure

The curriculum should have a clear structure and distribution of courses that derive logically from the programme objectives.

Maximum word count: 1000 words

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a. Background information

Please provide the following background information:
- Identify whether the institution uses the semester, trimester, quarter or other system.
- Length of term: please report the length of term (semester, etc.) from first class meeting to final examination.
- Hours of work: please report the number of hours per year a full-time student is expected to devote to the programme
- Time limitation: please report the time limitation in years within which the degree must be completed, if applicable.
- Contact hours: please report average class contact hours per term. If there are major differences between courses, please indicate so.

b. Structure of the programme

Please describe the internal logic of the programme structure, related to the programme objectives. A diagram can be helpful to clarify the description.

c. Course distribution

Please complete the following chart showing the distribution of different courses over the different years. If there are specialisations, provide information for each of them.

	Core courses (course names with numbers of ECTS)	Specialisation courses (course names with numbers of ECTS)	Free space for electives (in ECTS)
Year 1			
Year 2			
………			
Total			

4. Curriculum content

The curriculum should cover the domain of public administration from a multidisciplinary perspective. All components of the curriculum should be justified with reference to the programme objectives and competencies.

Maximum word count: 2000 words

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a. Core curriculum courses
Please list the mandatory core curriculum courses (course title, ECTS, faculty) and how they relate to the programme objectives. If there are options among the required courses, please explain those options clearly.

b. Basics of public administration
Please describe:
- How the curriculum teaches advanced concepts and theories of public administration.
- How the curriculum is kept up-to-date with the latest developments in the field of public administration.

c. Electives
Please list the electives, if applicable.

d. Research skills
Please describe how basic research methods and research ethics are covered in the curriculum.

Checkpoints:
- *The curriculum covers the broad domain of public administration sufficiently to be considered a public administration programme.*
- *The relation between the programme objectives, the required competencies and the core programme components and specialisations is clear.*
- *The relation between core components and specialization tracks is clear.*
- *The programme is up-to-date with recent developments in the field of public administration.*
- *There is sufficient attention for research methods and ethics.*

5. Didactic approach

The didactic concept and teaching methods should be in line with the objectives of the programme.

Maximum length: 1000 words

> Please describe:
> - The didactic concept(s) applied in the programme.
> - The different teaching methods used in the programme.
> - Mechanisms through which students are given feedback on their performance.

Checkpoints:
- *The didactic concepts are in line with the aims and objectives of the programme and are realised in the programme.*
- *The teaching methods in the programme components correspond to the didactic concept.*
- *There are adequate mechanisms for students to receive feedback on their performance.*

6. Student assessment

The performance of students should be assessed in a manner that is both comprehensive and consistent with the defined objectives and competencies.

Maximum length: 1000 words

a. Assessment methods

Please provide information about the ways in which the programme assesses the individual performance of students. These should be presented in a table linking assessment methods to courses and the competencies defined earlier.

b. Ability to independently set up a research project

Describe how the curriculum encourages students to independently set up a research project.

c. Ethics

Once they start working in practice, graduates may face ethical dilemmas, for instance, in how to deal with political pressure, with conflicting procedures or with corruption. Please describe how the programme prepares students for real-life ethical dilemmas. Note: this is not to be confused with research ethics, which can be covered when describing the curriculum content (standard 4).

Checkpoints:

- *The assessment methods adequately reflect the attainment of the competencies.*
- *There is a sufficiently diverse mix of assessment methods in the programme (e.g. exams, essays, presentations, individual and group assignments).*
- *The programme encourages students to be independent.*
- *There is sufficient attention for ethics.*

7. Preparation for the labour market

The programme provides should have a strategy to prepare students for the labour market. This should at least include training for practical skills as part of courses. The programme should also demonstrate how it encourages internships.

Note: general career counselling services should be covered under standard 13 in this report.

Maximum length: 750 words

Checkpoints:

- *The programme teaches students sufficient practical skills.*
- *The programmes includes internships.*

8. Results

The programme should be able to demonstrate to what extent students complete the programme in time, with the promised competencies.

Maximum length: 1000 words

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a. Completion rates

This criterion is about the numbers of students who completed the programme. In the following table, please indicate the progress of students per cohort. If there are great differences between cohorts, or between different types of students, please explain.

Year when students started (SEY = academic year preceding the self-evaluation report)	(A) Number of students enrolled	(B) Completed in time (Year T)	(C) Completed in Year T+1	(D) Completed in Year T+2	(E) Completed in Year T+3	(F) Total number of students completed by SEY (SUM of COL. B to COL E)	(G) Students not having completed (COL. A - COL. F)
SEY – 5							
SEY – 4							
SEY – 3							
SEY - 2							

- Please use absolute numbers rather than percentages.
- The above table applies to two-year programmes. If the programme has a different length, then please add or delete columns and rows accordingly.

b. Attainment of competencies

The programme provides evidence that those who have completed the programme have attained the competencies defined earlier and that they are able to operate effectively in the field of public administration and elsewhere.

There is no one way to provide evidence of this and we leave it to the discretion to the programme how to argue this most convincingly. Potential indicators would be:
- The quality of the thesis or final project, and external recognition thereof;
- The percentage of those who have completed the programme who have acquired positions at universities and research institutes.
- Students who after completing the programme attained prestigious positions.
- External recognition of the quality of students completing the programme, for instance, as evidenced by partnerships with employers.

Checkpoints:
- *Student progress fits the stated length of the programme.*
- *The programme can provide sufficient evidence of the final qualifications that have been achieved by graduates of the programme.*

9. Quality monitoring and improvement

The programme should have mechanisms in place to improve itself. Monitoring systems, stakeholder involvement and external reviews can be important drivers of change. Quality improvement may take any form the programme considers appropriate and feasible, but however it is done, there should be evidence of the procedures and follow-up actions.

Maximum length: 1000 words

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a. Monitoring

Please describe:
- The quality monitoring systems are in place. These could include, for instance, student evaluations, panels, peer review, exit interviews and surveys.
- The mechanisms for following up on information coming out of the monitoring systems.

b. Stakeholder involvement

Please describe which stakeholders (e.g. students, alumni, employers, representatives from public administration) have been involved and how.

c. External reviews

Please indicate whether the programme and/or institution has undergone other external reviews during the past six years.

Checkpoints:
- *The programme maintains adequate systems of monitoring.*
- *Relevant stakeholders (like staff, students, alumni, employers) are sufficiently involved in the development and review of the programme(s).*
- *The programme periodically undergoes external reviews.*

10. Faculty

The faculty teaching the programme should have a demonstrably sufficient capacity and quality.

Maximum length: 1500 words

a. Overview

Please use the table to give an overview of core faculty. A full list of faculty members and their backgrounds is to be provided in Volume B of the report.

Name	Rank &Title (order by rank)	Tenure Status Part-time/full-time	BA/MA degrees

b. Teaching duties

For each of faculty members above, fill in the table below.

Name of Faculty	Course #	ECTS	Required or elective course?	Title

c. Size of staff

Each programme requires a certain faculty size to be run effectively.

- Please indicate the number of core staff in FTE. For this purpose, anyone who is involved in delivering and organising the programme (involvement in the sense of being co-responsible for the quality of the programme as a whole) can be counted for the proportion of their time devoted to the programme, irrespective of where they are employed.
- Please identify the student-staff ratio for the self-evaluation year.

d. Teaching qualifications

- Please indicate what teaching qualifications exist at your institution.
- Please indicate what percentages of staff hold which qualifications. Please differentiate by types of staff.

It is possible that this aspect of the programme is covered by another part of the institute or (in case of a joint programme) participating institutions). In this case, please provide evidence that this is covered.

e. Academic qualifications

- Please indicate what percentage of staff hold a doctorate.

Checkpoints:

- *There should an identifiable faculty nucleus that accepts primary responsibility for the programme.*
- *The number of staff are sufficient to ensure that the programme is provided to the required standards for the actual number of students.*
- *The field of expertise and experience of the faculty reflects the expertise necessary to deliver the programme as intended.*

- *All faculty with teaching assignments have proven educational skills.*
- *The programme maintains active relations with international academic research networks.*
- *The programme actively encourages international exchange.*
- *A sufficient percentage of staff hold a doctorate or equivalent academic degree.*

11. Diversity

Staff and student populations should adequately reflect society, in various ways.

Maximum length: 1000 words

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a. Diversity among staff
Describe the diversity among core staff (for example gender, age, numbers of international staff).

b. Diversity among students
Describe the diversity among students that enter the programme (for example gender, age, numbers of international students).

Of course, such numbers must be understood in the context of the society and regulatory framework of the programme. Please feel free to offer additional explanations, where necessary, about background conditions and strategies to enhance diversity.

c. Strategies to increase diversification
Please describe the strategies to increase diversity.

Checkpoints:
- *There is sufficient diversity among staff.*
- *There is sufficient diversity among students.*

12. Responsibility and autonomy

The governance of the programme should rest upon a clear division of responsibilities. The faculty and programme management should have sufficient autonomy to develop the programme effectively and responsively.

Maximum length: 1000 words

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a. Responsibility

Please indicate who is directly responsible for the administration of the programme. Specifically, describe:

- Organisational arrangements within the unit and its constituent elements (department, programme committee, etc.) and positions (unit or department chair, programme director, etc.).
- The nature and degree of faculty consultation in the appointment of the administrator.
- How the programme fits within the administrative structure of the institute or faculty (see Appendix 1).
- Any other formal or informal agreements or arrangements which are relevant to the evaluation of this standard.

b. Autonomy

Explain the decision-making mandate and role the programme management have in decisions concerning:

- general programme policy and planning
- degree requirements
- new courses and curriculum changes
- admissions
- the appointment and promotion of faculty
- the budget

Note: effective public administration programmes may exist in several forms - sometimes as an autonomous faculty, department, school or institute, sometimes as an accountable portion of some larger unit. EAPAA does not prescribe any particular form of organisation.

Checkpoints:
- *The division of responsibilities is clear on paper and in practice.*
- *The persons with responsibility for the programme have substantial influence with respect to key decisions.*

13. Supportive services and facilities

The accommodation and services should be adequate to realize the programme in an effective and efficient way.

Maximum length: 1000 words.

a. Library
Please describe the services provided by the library to public affairs and administration students and faculty. Provide information on access to relevant journals, access to electronic data bases, etc. Note ways through which access is facilitated.

b. IT
Please describe IT facilities, services and equipment available to students and faculty.

c. Working spaces
Please describe the working space for faculty primarily responsible for the programme and for students

d. Teaching spaces
Please describe the adequacy of total overall classroom space and types of classrooms available for the programme's courses.

e. Student services
Please describe the recruitment, career and support services available to students.

Checkpoints:

- *Students and faculty have access to adequate library facilities. The programme faculty has a significant role in selecting library acquisitions for its programme.*
- *Appropriate spaces are available for the courses.*
- *Appropriate spaces are available for faculty and students to work in outside of classes.*
- *Faculty and students have access to appropriate equipment and software.*
- *There are adequate counselling services to support students.*

14. Research basis

Please describe the academic research staff are involved in and show how this translates into the curriculum.

Maximum length: 1000 words.

a. Research themes
Please describe the main themes of the research programme(s) staff are involved in.

b. Key projects
Please list 5-10 research projects conducted by programme staff within the past five years.

Project name	Time period	Funder (if applicable)	Participating researchers

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e. Translation towards the curriculum
Explain how the research conducted by staff translates into the curriculum and ensures that it incorporates the state of the art.

Checkpoints:
- *Staff are active in academic research, as evidenced by projects and publications.*
- *Only faculty with a proven record in academic research are allowed to teach in the programme.*
- *The curriculum reflects the academic expertise of staff and is up-to-date with current research in public administration.*

15. Internationalization

Please describe what efforts have been undertaken to maintain or strengthen internationalization in research and education, with what results.

Maximum length: 1000 words.

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a. Internationalization in research
Please indicate what policies and incentives have been put in place to strengthen internationalization in academic research and what results these have had. This should at least include:
- International research conferences staff have attended and/or organised.
- Staff exchange with institutions in other countries (incoming and outgoing) for research purposes.
- International research consortia in which staff participate or have participated.

b. Internationalization in teaching
Please indicate what policies and incentives exist to strengthen internationalization in teaching and what results these have had. This should at least include:
- Efforts to encourage international student exchange. Please list the numbers of outgoing students that annually study at a foreign institutions.
- Staff exchange with institutions in other countries (incoming and outgoing) for teaching purposes.
- Efforts to encourage 'internationalization at home'.

We are aware that the opportunities for internationalization in education depend strongly on the nature of the student population, funding and other factors. The programme should explain this context, indicating what it regards as realistic and desirable.

Checkpoints:
- *Staff are active in international research networks and activities.*
- *Students are given sufficient opportunity to be exposed to international environments.*

16. Joint programmes (if applicable)

In the case of joint programmes, additional requirements apply.

- The institutions that offer a joint programme should be recognised as higher education institutions by the relevant authorities of their country/countries.
- The joint programme should be offered jointly, involving all cooperating institutions in the design and delivery of the programme.
- The terms and conditions of the joint programme should be laid down in a cooperation agreement that covers such issues as the denomination of the degree(s) awarded in the programme, the coordination and responsibilities of the partners involved regarding management and financial organisation, admission and selection procedures, mobility of students and teachers, examination regulations, student assessment methods, recognition of credits and degree awarding procedures. Please attach this document to Volume II.
- There should also be adequate day-to-day mechanisms for coordinating the programme. Please describe these.

Maximum length: 1000 words.

Checkpoints:
- *The division of responsibilities is clear (though not necessarily laid down in minute detail).*
- *It should be clearly demonstrated how joint delivery is coordinated in practice.*

Summary: SWOT analysis

Based on the information in the previous sections, please identify:
- The distinctive strengths and weaknesses of your programmes
- Future opportunities and threats

Maximum number of words: 1000

Instructions for Volume B

Volume II includes detailed, descriptive information on context, individual faculty and courses. It should be <u>uploaded separately</u> and start with a table of contents.

1 Context

In evaluating programmes, EAPAA takes account of the context in which programmes operate. It is in applicants' interest to give a clear explanation of the constraints within which they design and implement their programmes.

Maximum length: 2000 words

National education system
Please give a brief description of the national education system. What constraints to the programme, especially with respect to the accreditation criteria, are the result of the national educational system's requirements?

National evaluation system
Please give a brief description of the system by which higher education systems are nationally evaluated. What constraints to the programme, especially with respect to the accreditation criteria, are the result of the national quality evaluation system requirements?

Formal exams for entrance to civil service
In some countries, formal exams must be passed to enter the civil service. In evaluating programmes that prepare students for such exams, the constraints these exams put on the programme will be taken into account. If applicable, please give a broad description of the nature of the exams.

Governance of the institute or faculty.

Please briefly explain the governance of the institute or faculty within which the programme is located, including the responsibilities and mandate of its most important bodies.

2 Faculty Data Sheets
Provide a faculty data sheet for all faculty members in alphabetical order.

Content for Faculty Data Sheets
Faculty data sheets must include the following information. (If there is no activity under a particular subhead, enter "None".) The faculty data sheet is designed as a summary and should be limited to a maximum of two pages per faculty member.

1) Name and title
2) Current institutional affiliation
3) Academic degrees:
    a) Name of doctoral degree, institution, date, major field of study, and dissertation title.

      b) Name of master's degree, institution, date, major field of study.
      c) Name of bachelor's degree, institution, date, major field of study.
4) Course(s) taught in the programme.
5) List of 5-10 key publications per person.
6) List of five key research projects.

Alternative Format: The faculty data sheet format is designed to elicit required information, to be concise and succinct, to keep paper and postage costs to a minimum, and to allow comparison in a standard format. Although EAPAA Accreditation Committee prefers the format described above, programmes may submit faculty vitae but only if they contain the information requested and if they are about the same number of pages. Since most vitae are on word processors, faculty should edit their vitae to conform to four pages.

3 Course descriptions

Course Categories
Provide a description for all courses listed in the following categories (in this order).

1. Required courses in numerical order.
2. Elective courses offered primarily for and/or popular among students in the programme.
Each course description must contain the following information:

1. Course number, title, and number of ECTS.
2. Course instructors during the self-evaluation year and site visit year.
3. Prerequisites for the course.
4. Course objectives in relation to total curriculum.
5. Course content.
6. Major topics covered.
7. Prescribed books and readings.
8. Type(s) of assessment

Although the EAPAA Accreditation Committee prefers this order, programmes may submit descriptions in another format - but only if they contain the full information requested.

4 Full list of theses

Please provide a full list of bachelor or master theses, if applicable, for the three years preceding the self-evaluation. The list should state the title of the thesis (in English), the language of the thesis, the name of the student and the year of submission. The list will be used by the site visit team to select a number of theses for more detailed examination.