



**European Association for
Public Administration
Accreditation**

EAPAA Accreditation Committee Summary Evaluation

Summary evaluation with respect to the request for accreditation of the bachelor and master programmes in public administration of Leiden University.

Criteria	Summary evaluation
Mission, objectives and competencies	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.
Entry into the programme	The master programmes attract 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: students all fulfil clear criteria in terms of substance, level and orientation.
Structure of the curriculum	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 the overall vision of the university and the specific profile of the individual programmes. Since the previous accreditation visit, several adjustments have been made – notably in the MPS programme – and these revisions are clearly for the better.
Content of the curriculum	The programmes 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. There is a strong connection between the intended learning outcomes at programme level and the learning goals of the specific courses.
Didactic approach	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.
Student Assessment	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.
Preparation for the labour market	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.
Results	The panel was convinced that the programme lives up to the ambitious objectives and that students are effectively trained to all learning outcomes.
Quality monitoring and improvement	The quality monitoring of the programmes is in line with the standards.
Faculty	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.
Diversity	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.
Responsibility and autonomy	There is sufficient autonomy for the faculty to shape their own programmes.
Supportive services and facilities	The supportive services and facilities are well-equipped.
Research basis	The panel noted that education is research-led: students are exposed to state-of-the-art academic literature in the field and are taught by active scholars in their specialization.

Internationalisation	There are sufficient opportunities for internationalisation within the programmes.
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