



**European Association for
Public Administration
Accreditation**

EAPAA Accreditation Committee Summary Evaluation

Summary evaluation with respect to the request for accreditation of the BSc and MSc programmes of Radboud University.

Criteria	Summary evaluation
Mission, objectives and competencies	The panel commends both programmes for their ambitious and distinctive profile, praising their emphasis on training socially engaged students to evolve into critical and reflective professionals capable of addressing the societal challenges faced by national and local governments. The panel highly appreciates the emphasis on responsible governance, which is clearly visible in both programmes. Consequently, the programmes intentionally prepare students to become engaged and reflective academic professionals who can play a vital role in resolving key societal challenges faced by national and local governments.
Entry into the programme	According to the panel, the admission criteria make sense. The master's programme builds on the bachelor's programme, so a substantial pre-master with bachelor's courses if students come from a different background seems necessary. The panel appreciates the modifications in the pre-master's programme and the proposed development of minors tailored for specific student groups.
Structure of the curriculum	The panel is very positive about both the previous curriculum and the revised curriculum. It commends the revision of the bachelor's programme, applauding the well-thought-out strategy in revising the curriculum, which was truly a result of co-creation. The programme has succeeded in identifying emerging areas of teaching that align with evolving trends in public administration. The five thematic lines organizing the bachelor's programme cover both the relevant subjects of the field and the disciplines from which public administration draws. The master's programme is well structured, and the four different tracks are cohesive and effectively bridge theory and practice. Both programmes offer students ample opportunity to tailor the programme to their preferences.
Content of the curriculum	The programme has succeeded in identifying emerging areas of teaching that align with evolving trends in public administration. The five thematic lines organizing the bachelor's programme cover both the

	relevant subjects of the field and the disciplines from which public administration draws. The master's programme is well structured, and the four different tracks are cohesive and effectively bridge theory and practice. Both programmes offer students ample opportunity to tailor the programme to their preferences.
Didactic approach	The panel concludes that the programmes have effectively addressed the advice from the previous panel by incorporating a greater variety of teaching methods to enhance the learning experience for students. The programmes employ a wide diversity in educational approaches, encompassing lectures, workgroups, and projects, which align well with the learning objectives of the various courses.
Student Assessment	The panel is positive regarding the assessment system in both programmes. The assessment methods are diverse and align well with the learning goals of the courses. The balance between group work and individual assignments effectively prepares students for their future professional setting.
Preparation for the labour market	The programmes prepare students for relevant master's programmes and relevant positions in the academic and professional field.
Results	The panel concludes that the theses show that the intended learning outcomes are achieved for both programmes. The theses are generally of good quality, addressing real-world issues pertinent to the objectives of the programmes.
Quality monitoring and improvement	Quality monitoring is in line with the standards.
Faculty	The panel met with very qualified and dedicated teaching staff. Staff members are experienced researchers, and the panel values the link between research and teaching. It was evident to the panel that the staff members truly feel part of an educational team and are highly motivated to train students into critical public administration professionals. The panel was also pleased with the expansion of the teaching staff, noting that it has facilitated investments in the enhancement and renewal of courses, while concurrently alleviating the workload of staff members.
Diversity	The programmes clearly have diversity on the agenda, both in terms of the composition of the staff and the student population, as well as diversity within the curriculum. The panel concludes that while the gender balance in the programmes is deemed satisfactory, there is room for improvement in terms of diversifying cultural and socio-economic backgrounds.
Responsibility and autonomy	There is sufficient autonomy for the faculty to shape their own programmes.

Supportive services and facilities	The supportive services and facilities meet the standards.
Research basis	Staff members are experienced researchers, and the panel values the link between research and teaching.
Internationalisation	There are sufficient opportunities for internationalisation within the programmes.