



**European Association for  
Public Administration  
Accreditation**

## EAPAA Accreditation Committee Summary Evaluation

Summary evaluation with respect to the request for accreditation of the Master of Science in Public Policy and Human Development of Maastricht University.

Criteria	Summary evaluation
Mission, objectives and competencies	The MSc PPHD programme features a distinct profile and a clear mission, aiming to prepare master's students to contribute to public policies supporting sustainable human development.
Entry into the programme	The programme accepts students with an academic bachelor's degree from a wide variety of disciplines. This results in diverse student cohorts with exposure to different disciplinary perspectives and professional experiences. The programme offers students both mandatory and voluntary preparation. Students feel adequately supported both in preparing for the programme and navigating through it.
Structure of the curriculum	The curriculum follows a clear structure, progressing from foundational training to specialization.
Content of the curriculum	The curriculum effectively reflects the programme's learning objectives, maintaining a delicate balance between theoretical courses and methodological skills courses. The five specializations are appealing, encompassing a wide range within the realms of public policy and human development.
Didactic approach	The educational vision of the programme aligns with Maastricht University's core principles, which are rooted in the Problem-Based Learning (PBL) approach. Teaching activities emphasize the importance of cultivating and balancing individual responsibility and leadership in education alongside group interaction and collaborative learning.
Student Assessment	The programme has established a valid, transparent, and reliable assessment system. The assessment methods are diverse and align with the programme's objectives.
Preparation for the labour market	The programme prepares students for relevant positions in the professional field and graduates reflect positively on the programme.
Results	The intended learning outcomes of the programme are achieved. In general, the theses demonstrated commendable quality.

Quality monitoring and improvement	The quality monitoring of the programme is in line with the standards.
Faculty	The teaching staff is well-qualified, engaged, and passionate about their role in the programme, fostering a high-quality and dedicated teaching environment.
Diversity	The panel concludes that international diversity and intercultural education play a central role in the classroom, curriculum, and acquiring knowledge and skills. The educational concept implicitly underscores that diverse backgrounds and perspectives are assets contributing to the meaningfulness of education.
Responsibility and autonomy	There is sufficient autonomy for the faculty to shape their own programmes.
Supportive services and facilities	Students have sufficient access to adequate library facilities. Adequate spaces are available for both courses and independent work for faculty and students. Furthermore, faculty and students have access to suitable IT equipment and software.
Research basis	UNU-MERIT hosts researchers whose research informs educational materials and exposes students to ongoing policy research and contemporary debates.
Internationalisation	The programme efficiently harnesses the benefits of the international classroom setting.