



**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 Public Governance of Tilburg University.

Criteria	Summary evaluation
Mission, objectives and competencies	The profile, mission and objectives of the programmes align with the domain-specific reference framework and the Tilburg Educational Profile. The intended learning outcomes take into account the Dublin Descriptors, as well as the Dutch and European Qualification Frameworks, and reflect the substance, level and orientation of the programme.
Entry into the programme	The master programme accepts students with a variety of backgrounds. There is a premaster programme for students without an academic background or without the right knowledge and skills.
Structure of the curriculum	Each programme has a dedicated curriculum that is coherent in itself and aligns with the respective mission and profile of the programme.
Content of the curriculum	The bachelor curriculum offers a solid introduction into the relevant core disciplines of public administration. The master programme continues to occupy a unique position in the Dutch higher education landscape because of the connection between Public Governance and Law. The master programme covers not only advanced level core disciplinary knowledge on public governance, but also a professional career-oriented clinic and the opportunity for specialization.
Didactic approach	The educational philosophy is clearly visible in the specific didactic approaches of the programmes. The modest student intake allows for small-scale education, dynamic and interactive courses and personalised attention from staff. The education is clearly student-centred.
Student Assessment	The programme has a robust assessment system, which is embedded in the provisions and policies of the school and the university. The panel commends the assessment stakeholders for the way in which they addressed the recommendations of the previous panel.

Preparation for the labour market	The programme constitutes an important lever for the career of its graduates who invariably find a job that is commensurate with their level and with the domain of their studies.
Results	Students who eventually graduate the master programme have achieved all learning outcomes. Based on its sample review, the panel thinks highly of the master thesis quality.
Quality monitoring and improvement	The quality monitoring of the programmes is in line with the standards.
Faculty	The teaching staff combine substantive, methodological and research expertise with educational and assessment skills. Their enthusiasm, commitment and availability contribute to a student-centred, safe and inclusive learning community.
Diversity	Diversity is on the radar of the programme, the department, the school and the university. The programme creates a safe and welcoming environment that is inclusive of all forms of diversity. While gender diversity is in balance at student level, the number and rank of female staff teaching in the master programme is still lagging behind.
Responsibility and autonomy	There is sufficient autonomy for the faculty to shape their own programmes.
Supportive services and facilities	Student guidance and support are well-developed.
Research basis	The teaching staff have extensive research experience and are involved in disciplinary networks at national and international level.
Internationalisation	There are sufficient opportunities for internationalisation within the programmes.