



**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 in Public Administration and the MSc European Studies at Twente University.

Criteria	Summary evaluation
Mission, objectives and competencies	The three programmes are distinctive in the Dutch higher education landscape because of their attention to the grand societal and technological challenges in combination with their international outlook. Based on their distinctive profile, the programmes have elaborated a clear and relevant vision, which is operationalized in ambitious and individual missions that align with the educational philosophy and are articulated in the intended learning outcomes.
Entry into the programme	The admission of bachelor and master students is regulated properly and communicated transparently.
Structure of the curriculum	All three programmes have a dedicated curriculum that is coherent in itself and aligns with the respective mission and profile of the programme.
Content of the curriculum	The content of the courses reflects the profile of the three programmes. The connection between the programme learning outcomes and the module and course contents has been strengthened since the previous accreditation visit.
Didactic approach	The educational philosophy is clearly visible in the specific didactic approaches of the programmes. The emphasis on student-centred learning and project work is a sound pedagogic approach, because students are led gradually to a more integrated and independent learning style as they progress on the degree.
Student Assessment	Assessment is organized in a similar – and exemplary – way in all three programmes under review. The quality of assessment is an important and recurring issue in the day-to-day implementation of the three programmes.
Preparation for the labour market	Upon graduation, students find a job that is in line with the objective of their respective programme. In this regard, the panel is convinced that

	the three programmes constitute an important lever for the career of their graduates.
Results	Students who eventually graduate in the three programmes have effectively achieved all learning outcomes. Based on its sample review, the panel thinks highly of the thesis quality in all programmes.
Quality monitoring and improvement	The quality monitoring of the programmes is in line with the standards.
Faculty	Staff is knowledgeable about the domain they teach, but also have the appropriate didactical skills to transfer their knowledge to students.
Diversity	Diversity is on the radar of the programmes, the faculty and the university. Developments at the central university level provide a useful framework for concrete initiatives at the grassroots level.
Responsibility and autonomy	There is sufficient autonomy for the faculty to shape their own programmes.
Supportive services and facilities	There is a positive study environment with students feeling part of both a bigger UT community and a smaller programme community. The panel acknowledges the efforts of the programmes and the study adviser to create and implement a truly student-centred study environment.
Research basis	The teaching staff bring substantive, methodological and research expertise to the programmes and connect their academic knowledge with educational and linguistic qualifications.
Internationalisation	There are sufficient opportunities for internationalisation within the programmes, especially through the extensive cooperation with the University of Münster in Germany.