



**European Association for
Public Administration
Accreditation**

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EAPAA Accreditation Committee Evaluation Report

Bachelor Degree Programme in Administration (academic variant and professional variant), Faculty of Administration, University of Ljubljana, Ljubljana, Slovenia

Evaluation Report with respect to the request for accreditation of 7 April 2010.

In consideration of the Self-Evaluation Report of the above programme of 27 December 2010, the Site Visit Report of 28 July 2011 of the EAPAA Site Visit Team for this programme, and the response of the programme of 3 August 2011 to the draft of the Site Visit Report, the EAPAA Accreditation Committee, at its meeting of 6 September 2011 in Bucharest, Romania, has evaluated this programme against the EAPAA Accreditation Criteria (version 7, September 2009).

1. Accreditation Criteria

2. Applicability/Eligibility	
2.1 Domain	Both programme variants are doubtless in the domain of Public Administration. They cover a broad portfolio of public sector related issues and they prepare for practical functions in the public sector. As a first-cycle programme, the variants under review also qualify for further academic development in the field of PA, primarily by undergoing the second-level study. The degree title is "graduate in Public Administration" with additional indication of the respective variant (academic or professional study). The degree is well-recognized in Slovenia. According to a recent survey, about 60% of young civil servants in the Slovenian public sector have a degree from the Faculty of Administration. The denomination as "Bachelor" is not possible as the HEA does not allow it. About two thirds of graduates go for employment in the public sector (usually after having passed the second-cycle degree), the rest prefers the private sector. Around 70% of graduates continue to study in the second cycle.
2.2 Geography	Slovenia is a member of the Council of Europe, therefore the programme falls within the jurisdiction of EAPAA.
2.3 Programme longevity	In both variants students were enrolled in the programme since 2005. Thus, more than two cohorts have finished the programme. Consequently, this is a "normal" accreditation.
2.4 Programme variants and locations	The first-cycle programme in administration of the FA is offered in two variants: the academic study programme and the professional study programme. The first one is also called "university programme", although both variants are offered by university. The academic variant is more demanding in theoretical reflection and analysis. It is aimed to provide

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	<p>academically trained first-cycle graduates for the public sector and to educate candidates for the second study cycle.</p> <p>The professional variant was introduced already in 1995 with the aim to provide a shorter and more practice-oriented variant for candidates with lower educational prerequisites (only vocational matura). It has similar contents but is more focused on practical public sector problems and their solutions. Consequently, its theoretical and analytical level is less ambitious. Both variants are offered in a fulltime and a part-time mode. While fulltime studies are free of charge, part-time students have to pay tuition fees. The academic variant is only available at the seat of the FA in Ljubljana, the other is also offered at two decentralised study centres (in the municipalities of Žalec and Sežana).</p>
4 Category of accreditation	Both variants are clearly first-cycle study programmes and are equal to a Bachelor's degree.
5. Standards	
5.1 Domain of public administration Score: Good	<p>Both programme variants belong to the Public Administration domain. The academic one is going more deeply in the theoretical aspects of this field. Although the professional variant is more practice-oriented, it contains basic elements of theoretical knowledge in this domain. Both programme variants have an essentially multidisciplinary character and cover, in principle, all main disciplines corresponding to the modern approach of Administrative Sciences. The only field which is lacking a bit is Public Policy. Issues related to policy studies could be integrated more evidently and directly into both programme variants.</p> <p>The core courses and a rich list of the electives of both programme variants offer a broad spectrum of different administrative sciences' issues. Even in the case of the "Business Administration" specialisation of the professional program the content is, in fact, predominantly public sector oriented.</p> <p>Conclusion: Both programme variants are clearly within the Public Administration domain.</p>
5.2 Mission of the programme Score: Adequate	<p>The mission statement of FA is clear and ambitious. They state that they want to be "a high-quality and professional interdisciplinary repository of knowledge". They aim for interesting lectures and innovative educational approaches. The faculty has established quite distinct educational philosophies for the two programme variants. While the academic variant is aiming to analyse and to explain empirical problems from a theoretical perspective and to transfer and to apply theoretical knowledge in practice, the professional variant is based on enabling students to develop expert knowledge for the use of scientific methods in solving demanding professional problems. The mission statement was composed with participation of major stakeholders. The learning objectives and curriculum structures of the programme are in line with the mission.</p> <p>Conclusion: The mission of the programme is plausible and relevant for all further activities.</p>
5.3 Level Score:	Both variants of the programme under review can be characterized as Bachelor programmes. Although the FA has developed a professional degree type which is distinguished from the academic degree type, for the

	<p>SVT it is clear that both variants have the status of an “academic” programme, i.e. of a programme established in the academic framework of a university. Both variants meet the minimum standards of international descriptions of academic qualification, like the Dublin Descriptors.</p> <p>Conclusion: Both programme variants meet this criterion</p>
<p>5.4 Practise and internships Score: Good</p>	<p>The internship which is not very long (20 days) is obligatory for all students. Students demonstrating that in the past two years they have worked in an organisation for at least 6 months, after recognition by the Undergraduate Study Committee are released from internship. They only have to provide the problem analysis and the report (under the supervision of a faculty member). This is mainly applicable for part-time students. Alternatives to performing the internship include work experience abroad (made use of by a number of students last year), which represents a further positive experience in acquiring new knowledge. An internship can also be carried-out in one of the faculty’s extra-curricular activities (e.g. case study section, administrative advisors, etc.). In 2008 a tutor-student was introduced to support students on internships and gaining work experience. The tutor offers basic information and guidelines for preparation for the internship and production of the internship report. The faculty provides students with a methodological seminar to ensure the success of the internship. Apart from internship, both programme variants offer sufficient opportunities to be exposed to practice, e.g. with the regular „practical classes” where exercises and case studies are taught.</p> <p>Conclusion: The Faculty is offering a good internship program and has a structural relation to practice.</p>
<p>5.5.1 Curriculum Content</p>	
<p>5.5.1.1 Core components Score: Adequate</p>	<p>Public Policy issues are not adequately represented as part of the main disciplines covering the field of Public Administration studies. The basic concepts and methods of policy analysis and policy implementation are lacking. Apart from that, the curricula of both programs reflect well the multidisciplinary character of the public administration.</p> <p>The balance of the main disciplines of the programme needs some reflection. The legal issues cover the largest part of the programme: About 30% of core curriculum courses of both variants, the same percentage of the electives of the academic stream and more than 40% of the electives of the professional stream are related to Law.</p> <p>Apart from the lack of policy-related issues, the curricula of the core components of both programme variants are well conceived and are composed according to a logical sequence of the studied subjects. However, the repartition between core disciplines and electives can raise some doubts.</p> <p>The relations and interactions between the political level of government and the executive level of the professional, politically neutral administration could be more explicitly developed in the core disciplines of both programme variants. The SVT appreciates that the contents of the language courses are well coordinated with other core courses which may result in positive synergies to better understand the comparative elements of different public administration systems. Concerning the use of</p>

	<p>international literature, practically all course syllabi include some references to English textbooks. However, the SVT was informed that such textbooks are not considered to be compulsory.</p> <p>The SVT has been informed that FA will introduce a Public Policy course instead of the “Comparative Politics”-course, that they will adjust some of the legal courses and they are aiming to run more elective courses in English in near future.</p> <p>Conclusion: Generally, the core components of both variants are well composed. Some improvements are possible with regard to Public Policy, to some adjustments in Administrative Law, to a broader choice of language courses and to English textbooks.</p>
5.5.1.2 Other Components Score: Adequate	<p>The professional variant contains two – pretty small - specialisations, one is called “Public Administration” and the other “Business Administration”, which could suggest that the second one is more private business oriented. However, looking more closely into the contents of both specialisations, the SVT found that the second one is also mainly focused on public sector activities. It seems to concentrate more on general managerial issues and on elements which can be applied to private sector organisations as well as to public sector ones.</p> <p>Conclusion: The offered specialisations in the professional variant of the programme may need some restructuring. However, the criterion is adequately met.</p>
5.5.1.3 Structure and didactics of the programme Score: Good	<p>The contents of the programme are coherent and plausible. The faculty is using various forms of instructions, from larger lectures to seminars and practical classes. Case studies, group work and other interactive learning styles also play a role. Several students are also involved in research projects which some lecturers perform. Here, they participate in small groups of 4-5 students in “real research” activities. In the last years, the faculty invested considerably into e-learning which is based on the online-platform Moodle. The SVT was impressed about the variation and intensity of blended learning offered in the programme. Both variants are doable in the given time framework, the workload of 22 contact hours per week seems to be adequate (but see 5.5.2 for part-time study).</p> <p>Conclusion: Teaching of the programme is based on a contemporary and motivating mix of teaching styles and didactical tools. E-learning is particularly well developed.</p>
5.5.1.4 Intake Score: Adequate	<p>Formally, the programme is in line with the entering students. However, as the faculty does not have any influence on enrolment decisions (this is done by a central university department) and as a large number of students have a critical basic attitude towards serious studying, a considerable amount of entering students does not fulfil the requirements and expectations of the programme under review (see more details in 5.10).</p> <p>Conclusion: Because of problematic entrance conditions the intake into the programme shows some weaknesses. However, from a formal point, the criterion is met adequately.</p>
5.5.2 Length Score: Complies	<p>Generally, the length of the programme (3 years) is appropriate and fits into the general framework of a first cycle degree. The SVT sees, however, some</p>

	<p>problems with the part-time variant: The study time for both modes (fulltime and part-time) is equal, although the workload of part-time students being (fulltime) employed by a public or private organisation is certainly lower compared with the workload of fulltime students without occupation. Thus, the workload of the part-time mode is unrealistically high and should be adjusted to more realistic conditions.</p> <p>The length of the program (3 years; 180 ECTS) is consistent with European standards.</p>
<p>5.5.2 Results Score: Adequate</p>	<p>The overall results of both variants of the study programme can be positively assessed. The SVT inspected various Bachelor theses and found that they meet the usual expectations to such a piece of academic work. The faculty undertook 2010 a survey on which employers and graduates responded positively. The survey confirmed the well-developed practical skills and professional competences of the graduates but it also made visible some points for improvement.</p> <p>Conclusion: The final qualifications of the graduates of the programme correspond to the learning objectives and enable the graduates to operate successfully in the public sector or to continue their studies.</p> <p>Success Rate: The attrition rates of the two programme variants are comparatively low. In the academic variant the completion rate of the first intake (2005-6) even 6 years after intake start is 44% in the fulltime mode (and in the part-time mode much lower). In the professional variant the rate is 38,7% for fulltime students and only 15% for part-time students. The problem becomes already visible after the first study year, where the progression rate (proportion of students successfully finishing the first year exams) of the last three intakes in the academic variant was around 66%, while in the professional variant the progression rate only was 37%.</p>
<p>5.6 Quality Improvement and Innovation</p>	
<p>5.6.1 Programme accomplishment Score: Good</p>	<p>There are three bodies involved in the process of monitoring of how well the programme is performing in accomplishing its objectives. Each programme, the academic and the professional, have a Director, who is responsible to constantly monitor the content delivery, student assessment and final results of students. Directors also cooperate with a specialised body within the Faculty of Administration, Centre for Development of Pedagogical Excellence (CDPE), whose task is to facilitate such monitoring and to offer additional expertise and knowledge in improving the programme performance. The third level of programme supervision is at the level of Vice-Dean for Student Affairs, who oversees the operations and must insure that programme as a whole delivers the planned results and follows the strategic goals. One feedback instrument are regular student surveys which are performed electronically and anonymously before the exams of the semester. Additionally, the faculty has developed a comprehensive and impressive quality management system which is coordinated by the "Quality Committee" of FA (founded in 2010). The committee regularly asks for feedback from various stakeholder groups, including also employers' organisations. The quality measures are linked to the promotion of faculty members: A scoring model provides points for excellence in teaching and research, promotion and funding are partly</p>

	<p>based on the accumulation of some scores.</p> <p>Conclusion: The programmes are assessed on a regular basis and at adequate decision-making and management levels.</p>
<p>5.6.2 Curriculum Development Score: Adequate</p>	<p>The curriculum development is overseen and coordinated by Vice-Dean for Student Affairs and Vice-Dean for Scientific Research who ensure involvement of the academic faculty. The Centre for Pedagogical Excellence (CDPE) ensures the input from the two other strong stakeholder groups - the students and employers/practitioners. During the site visit we have gained sufficient proof that the process has been and is conducted as described in the Self-Evaluation Report). After finishing the first intake in 2008, for instance, the programme management undertook a first critical evaluation which then led to an adjustment of the curriculum. It should be mentioned, that the cooperation with the practitioners' community is very well developed.</p> <p>Conclusion: The curriculum development involves all stakeholders and is well managed.</p>
<p>5.6.3 External Reviews Score: Good</p>	<p>The programme has been evaluated in 2008 by the national Council of Higher Education and came to mostly very positive results. The programme management indicated that several recommendations of the Council have been turned into practice. Indirectly, the accreditation of the second-cycle programme of the FA in administration by EAPAA in 2008 also had some effects for the further development of the programme under review (e.g. the faculty introduced some courses with a focus on political sciences).</p> <p>Conclusion: The programme management was able to draw conclusions from external reviews and to turn them into practice.</p>
<p>5.7 Student Assessment Score: Adequate</p>	<p>The course lecturers apply various assessment methods in their courses, e.g. written exams, seminar papers and essays, case study analyses, project studies, group presentations, colloquia and oral exams. This is a very positive result. The SVT found that there is a clear tendency among lecturers to prefer written exams. This is obviously understandable because of its efficiency concerning the marking. On the other side, however, the learning effect of written exams for students is rather limited as they just memorize certain knowledge elements in a short-term manner. The FA acknowledges excellent students with a honorary award.</p> <p>Conclusion: The assessment of students in both variants of the programme is well organized and applies different methods.</p>
<p>5.8 Programme Jurisdiction Score: Good</p>	<p>The faculty is organised in accordance with the provisions of the University of Ljubljana Statutes as well as its rules on governing bodies and organisational units. The basic management structure as defined by the university statute includes the following bodies: the Dean, the Senate, the Faculty Assembly, the Management Board, and the Student Council. The dean is the professional and academic head of the faculty and her responsibilities include the coordination of educational, scientific and other activities at the faculty and compliance with law. The dean appoints vice-deans responsible for specific management areas. Currently, the FA has three vice-deans –for Student Affairs; for Research and Development and for International Affairs. The dean and vice deans, together with the</p>

	<p>Secretary General (an administrative director), comprise the faculty's management team.</p> <p>The responsibilities for the programme are clearly allocated at the level of the faculty's management team. Furthermore, two programme managers who are assistant professors of FA have the operative responsibility for the two variants of the programme. All responsible actors are able to influence the important aspects of the programme. There is one problem related to the student's selection process (see 5.10), but it is related to the national laws and regulations. Also the Rector of the university presented to the site visit team a clear involvement in changing the rules and allowing the faculty to be directly responsible for the selection of the students.</p> <p>Conclusion: The Faculty management has clear responsibilities for the programme.</p>
<p>5.9.1 Faculty nucleus Score: Adequate</p>	<p>The faculty nucleus is generally very large: 40 scientists are employed on a fulltime basis and additionally 32 persons worked last study year on a contractual part-time basis. In the last two years almost 100 lecturers were teaching in the two variants of the programme. The faculty distinguishes among lecturers for the academic and for the professional variant. To be a lecturer in both variants requires at least a Master degree. 50% of permanent staff have a PhD. Most of lecturers without a PhD teach in the professional variant where a PhD is not mandatory. Giving lectures in the academic variant is only allowed for professors, i.e. for lecturers having a habilitation. Non-PhDs primarily teach in practical classes. Lecturers are not allowed to teach the same or a similar course in both programme variants. Although the quantitative size of the faculty nucleus obviously is more than sufficient, the SVT got the impression that the involvement of the faculty into the study programme is limited to a modest number of lecturers and that at least some of the faculty "just teach" and don't show strong engagement in the further development of courses or of the programme. The workload of faculty members related to teaching seems to be quite high; some lecturers mentioned a teaching ratio above 50%.</p> <p>Conclusion: The faculty nucleus is appropriate in quantitative terms.</p>
<p>5.9.2 Faculty qualifications Score: Adequate</p>	<p>Faculty members generally show sufficient academic qualifications. There are three large groups of study backgrounds: law, economics and informatics. The number of staff qualified in Public Administration or Political Science/Sociology is rather limited. A very large majority of staff comes from the same faculty or at least from the same university; only 10 members come from outside.</p> <p>The didactical skills of lecturers are generally well developed. The faculty regularly offers a 4 days' didactical training workshop which is almost compulsory for junior lecturers. Senior lecturers seem to be less motivated to participate in those workshops.</p> <p>Most faculty members are considerably involved in research activities. Some members are very active and also show a good international visibility. A modest number of staff is only weakly involved in research. The faculty has been able to attract various – also international – funding institutions for providing research funds. The international focus of research is adequate; while the majority of researchers still concentrates on national</p>

	<p>issues and publications, there is an increasing group of young researchers going for international publications. The faculty is awarding this with specific funding. Recently, international research has become more relevant for habilitation.</p> <p>Conclusion: Faculty qualifications are generally well developed, with some weaknesses in the field of public administration and political sciences. Most of staff are also adequately skilled in didactics. The international recognition of the research activities of faculty members is already good but may further improve in future.</p>
5.9.3 Diversity: gender and minorities Score: Adequate	The gender-related distribution of the faculty is adequate.
5.10 Admission of Students Score: Adequate	<p>To ensure equal opportunities, admission to a university study programme is centralized at university level in Slovenia. This is also the case at University of Ljubljana. Thus, FA has no influence at all on the admission and enrolment of students. Students do apply for university study and can opt for three alternatives in order of preference. Students are then admitted according to their secondary school results (matura). Disciplinary specifics (e.g. social science- or economics-related knowledge) don't play a role at all. The only opportunity of FA to influence the preferences of potential students is to provide some information (brochures, open faculty days). As a result of those procedures, the FA receives students of the academic variant with a rather modest quality (shown by an average score of only 57 of 100% in the recent intake; SER 108). The quality of incoming students in the professional variant seems to be a bit higher (72%).</p> <p>However, in both variants the average scores of intakes have been declining over time. But this is also the case in neighbouring faculties or programmes; FA even has a slightly higher score as some of its competitors, at least in the professional variant.</p> <p>The national education system of Slovenia provides some disincentives for active studying. All secondary school alumni have free access to HE institutions and study for free up to an age of 26. They also enjoy various benefits, e.g. tax-deducted work, subsidized food, cheaper public transport, health insurance.</p> <p>Conclusion: The faculty does not have influence on the admission and selection of their students. There are some external conditions and disincentives which make it difficult to attract and to recruit students with a high intellectual potential and with specific interest in public administration.</p>
5.11 Supportive Services and Facilities Score: Good	<p>Physical Resources: The Faculty of Administration has very modern equipment facilities. The quality of it meets the expectations of staff and students. The infrastructure in general fits the needs of the program.</p> <p>Classrooms and ICT: The classrooms are very modern in all perspectives. Audio-visual equipment is installed and also available in mobile mode. Classrooms have various types of projectors, TV sets, DVD/VCR components and digital cameras. The sound system in the classrooms is efficient. Moreover the biggest two classrooms have additional room for simultaneous translating. The faculty has four computer training rooms,</p>

	<p>which are equipped with powerful computers. Most of the equipment (in three lecture halls) was replaced in 2010. Computers are linked to a local network, which is connected to the university network. The faculty premises are covered by a wireless net (EduRoam education network). Support services and teachers are also equipped with computers; most of the teachers have a laptop in addition to a desktop in their offices.</p> <p>Support staff: Office of Student affairs handles support of students when it comes to matters relating to the study. There are various forms available online. Each student has his/her own password for the so called 'e-index' (all information, requests, notifications, surveys, choosing elective courses, exam registration) with access via the e-learning platform.</p> <p>Library: The library is suitably equipped and provides information and library services in law, public administration, the public sector, economics, and so on for students and employees of the University of Ljubljana. It provides access to its own materials and is connected to other libraries of the University of Ljubljana (students and staff can borrow books from all of them without even paying a fee). Users have full access to online-journals. The amount and quality of books is constantly updated. The SVT, however, found that the amount of textbooks for Public Administration/Management in English language is comparatively low. The library also carries out training courses of how to use the digital library of the University of Ljubljana.</p> <p>Financial Resources: As a higher-education institution, the FA receives funds from the Slovenian budget, from tuition fees (Part-time studies) and from other study contributions, payments for services, grants and funding from other sources. Funds are also provided by various ministries and other government institutions for research programs and projects. Generally, the resources seem to be sufficient. However, the government has recently cut back its university funding by 5-10% which also hits the FA. The faculty is particularly affected by a historically developed uneven system of intra-university funding.</p> <p>Conclusion: The supportive services and facilities are good and more than sufficient in quantity and quality. The financial situation is currently declining and needs future attention.</p>
<p>5.12 Student Services Score: Good</p>	<p>Student advising, tutoring, career advising, the alumni association, and extracurricular activities take place at the Faculty of Administration for all students who attend any program at the faculty. Student services are well organized.</p> <p>Tutoring: is organized for students with special needs, for internship, special subjects/topics and other areas (all together in six forms). The fact that tutors work voluntarily may be one of the reasons why there is too little interest among students to become student-tutor. Tutoring is promoted and well organized.</p> <p>Career service: includes different activities and events (round tables, seminars...) on how to build career. Career advising has one weak point: it does not have a developed network with potential employers which informs faculty graduates about job positions.</p> <p>Success Rate: The attrition rates of the two programme variants are comparatively low (see 5.5.2). The faculty has already undertaken several activities to cope with the attrition problem: Students can only repeat first</p>

	<p>year exams if they have passed 50% of them, otherwise they have to leave the programme. The faculty also established an attendance rate of minimum 60% in all courses. If students don't achieve this target, they cannot get access to exams. Furthermore, the faculty introduced a tutorial system: 15 student-tutors have been appointed since 2010. Finally, the faculty has reduced the capacity of study places in the programme (in each variant 20 places less). However, as long as the faculty is funded by government according to the number of students without any relation to the success rate, there is a goal conflict between attrition rate and funding. Conclusion: The system of student services is well developed and organized. The low attrition rate of the programme, however, is a point of concern and must be handled seriously in future</p>
5.13 Public Relations Score: Good	<p>The Faculty of Administration has established a special PR unit called Public Relations Office as a part of the Dean's Office in 2005/06. The office is involved in both internal and external public relations, with the objective to promote better understanding of the faculty's role, its objectives, needs and accomplishments. The PR Office is also active to promote the first cycle Bologna programme, which they do by distributing printed publications (brochures) and E-mail flyers. They have also organized a website which contains complete information about programmes. Furthermore, the office regularly distributes advertisements and PR articles in the print-media and in the radio. PR Office has also posted an e-advertising on the web portals. Conclusion: There are a lot of PR activities which provide future students and other interested actors with information on the programme. The activities contribute to the enrolment of new students and to the recognition of the Faculty of Administration in the wider society.</p>
6 Additional Criteria Score:	None

2. Conclusion

The two variants of the first-cycle programme in administration of the Faculty of Administration of Ljubljana University are well designed, properly managed and positively recognized by the academic and professional community of the country. The professional variant offers an opportunity for students with a lower educational background for studying public administration at university-level with theoretical grounding but also with a predominantly practical focus. Both variants cover the broad field of public administration quite well, with some gaps in Public Policy. The programme offers sufficient opportunities to gain practical experiences and applies a variety of contemporary didactical concepts and tools, including a range of e-learning modes. The workload of students concerning courses, credits, contact hours and exams is appropriate, only the part-time version of the programme may need some adjustment towards more realistic expectations of studying time. The governance of the programme is well organized and the management team exercises a proper concept of quality assurance which leads to regular adjustments and improvements of the curriculum.

The programme is taught by a quite strong faculty nucleus which is adequately qualified and has sufficient didactical skills. The academic background of faculty is more or less balanced, capacities in public administration and political sciences/sociology could, however, be more developed. Although

the faculty makes a lot of efforts to stimulate lecturers for undertaking internationally visible and recognized research and although the records in research of some faculty members are very impressive, there is some room for improvement for the rest of staff. Students' admission and the success rates of the programme are an issue of concern: The centralised admission procedures don't give the FA any influence on student selection. Several general conditions of the educational system of Slovenia result in disincentives for active studying and contribute to a rather large proportion of students without any interest in serious studying. The same unfortunate situation which, however, is out of control of FA, is also partly responsible for the pretty weak attrition rates of the programme. Success rates of 40% (and much lower in the professional variant) are a signal for a waste of resources but also for a need to critical reflecting the programme elements and the wider context of it. Although most of the causes of the low success rate are beyond the control of FA and although the programme management has taken several measures to cope with the attrition problem, there is a need for further increase of the completion rates of the programme.

The infrastructure of the programme, the support services, the services to students and the public relations policies of the faculty can be positively assessed. The whole framework for studying public administration in Ljubljana is very positive.

Based on the above evaluation of the specific criteria, the EAPAA Accreditation Committee concludes that these programmes meet the criteria for accreditation sufficiently, and so the programmes can be accredited without restrictions.