



**European Association for
Public Administration
Accreditation**

EAPAA Accreditation Committee Evaluation Report

Evaluation Report with respect to the request for accreditation of Bucharest University of Economic Studies, Romania, Public Administration Bachelor Programme (PABP).

The EAPAA Accreditation Committee, at its meeting of 10 September 2019 in Belfast – UK, has evaluated this programme against the EAPAA Accreditation Criteria.

1. Accreditation Criteria

2. Applicability/Eligibility	
2.1 Domain	The PABP is a Bologna-type academic degree programme and aims to provide academic education for positions in the public sector. The Romanian accreditation authority has accredited the programme. The site visit team found clear indications that the programme has an appropriate academic level. The programme fulfils this criterion.
2.2 Geography	Romania is a member of the Council of Europe, therefore the programme falls within the jurisdiction of EAPAA.
2.3 Programme longevity	The PABP is already in operation since 1995, in its present structure since 2010, which means that it has 8 cohorts of graduates so far. The programme fulfils this criterion.
2.4 Programme variants and locations	There are no programme variants or other locations where the programme is taught. The programme is only taught in fulltime and on campus in Bucharest only.
4 Category of accreditation	The programme requests the appropriate category of accreditation (bachelor level programme).
5. Standards	
5.1 Domain of public administration	The overall focus of the programme is on the public sector, although predominantly from a managerial perspective. The view on the public sphere from a political, sociological and Public Policy-related view could be strengthened.
5.2 Mission of the programme	The program is based on a detailed and plausible mission statement and it follows an adequate strategic vision. The 'constructive alignment' of statement and programme could be strengthened.

5.3 Level	In general, the programme is in line with common qualification standards of an academic bachelor programme. This does not exclude that the interdisciplinary profile of the PABP and the constructive alignment of the programme could be strengthened.
5.4 Practice and internships	The programme has a good link to public administration practice.
5.5.1 Curriculum Content	
5.5.1.1 Core components	The site visit team judges the curriculum to be generally adequate within the framework of the mission of the programme, and that it is designed to deliver capable professionals to work in the Romanian public and NGO sector. Although the curriculum is largely in line with the programme mission, the core components of it have a strong focus on managerial issues and disregard to some extent topics dealing with the political and sociological dimension of Public Administration. Several courses are quite narrowly focused.
5.5.1.2 Other Components	Although the number of electives in the programme is not large, it is adequate.
5.5.1.3 Structure and didactics of the programme	The criterion seems to be met, but the justification of the specific structure and didactics is not clearly defined, so that it is difficult to assess the constructive alignment of the programme. With respect to some issues, constructive alignment seems precarious. Does a programme with limited self-study and a rather strong structuration of study activities in fact prepare student for a flexible career in a challenging environment?
5.5.1.4 Intake	The criterion is met.
5.5.2 Length	The programme is a regular Bologna-type degree programme, with 180 Credits, requiring three years of study. The criterion is met.
5.5.3 Results	The criterion is met.
5.6 Quality Improvement and Innovation	
5.6.1 Programme accomplishment	The concept of quality assurance is adequate.
5.6.2 Curriculum Development	The criterion is met.
5.6.3 External Reviews	The criterion is met.
5.7 Student Assessment	The criterion is met.

5.8 Programme Jurisdiction	The formal structure of the faculty responsible for the PABP (the FAPM) under the overall governance of the university system is adequate and plausible. The SER (p. 50-51) describes clearly the different organs responsible for the management and further development of the programme (Dean and Vice Deans, Department structure, Faculty Board, Advisory Board). The responsibilities for the PABP are clearly allocated. The criterion is met.
5.9.1 Faculty nucleus	The core faculty consists of 19 teachers who are all fulltime involved in the teaching activities of the faculty. The number of staff is sufficient for running and further developing the programme. The criterion is met.
5.9.2 Faculty qualifications	The formal academic qualifications of faculty are adequate, but a stronger focus on the major fields of Public Administration and particularly at Political Sciences and Sociology is recommended. The continuation of diversification of the expertise of staff in teaching contents and in research qualifications as well as continuous didactical support is needed.
5.9.3 Diversity: gender and minorities	More than two thirds of faculty are female; thus the gender mix is very appropriate. The criterion is met.
5.10 Admission of Students	The admission concept and procedures are in line with the mission and aims of the programme, but also with government requirements. BUES regularly visits various high schools to inform about the programme and is also present at university fairs. The timing of the admission process follows the schedule of high school exams in the country. As described before, the admission procedures are organized in two stages (motivation letter and ranking based on high school grades). Two thirds of students are female, so diversity is adequate. The criterion is met.
5.11 Supportive Services and Facilities	Students have access to several computer-classrooms in BUES. All classrooms are technically well equipped. BUES also has established a department for didactical training of teaching staff. The criterion is met.
5.12 Student Services	<p>The faculty operates an active student advisory system. Incoming students collaborate in small groups during their first months with a tutor to become acquainted with their new environment and their tasks. Also teachers are involved in taking care of the newcomers. BUES also runs a Counselling and Career Orientation Centre. The department is intensively connected with various employers in the public, non-profit and private sector.</p> <p>According to SER p. 101-102 the attrition rate of students over the last 7 intakes was between 10 and 18%, with a growing tendency. Major reasons of dropping-out were failing the necessary exams and difficulties to pay tuition fees. To cope with the first issue, BUES offers sup-</p>

	plementary courses (but only in Microeconomics and Macroeconomics). To reduce the financial burden for those students who have to charge tuition fees, BUES extended the payment period. The criterion is met.
5.13 Public Relations	The faculty actively engages in various public relation activities. One activity is the “BUES caravan” which travels to various high schools across the country, informing about the programs. Additionally, open days and a faculty fair are organized. The faculty has established several cooperation ventures with selected high schools. Obviously, the internet presentation of the programme is well designed and informative. The criterion is met.
6. Additional Criteria	Not applicable.

2. Conclusion

Based on the above evaluation of the specific criteria, the EAPAA Accreditation Committee concludes that this programme meets the criteria for accreditation sufficiently and can be accredited without restrictions.