



Co-funded by the  
Erasmus+ Programme  
of the European Union

## **PAQUALITY**

**Public Administration Education Quality Enhancement**

**Erasmus+ Strategic Partnership KA203**

**No – 2018-1-SK01-KA203-046330**

**Slovakia, 09/2018-08/2021**

# **PUBLIC ADMINISTRATION EDUCATION IN ROMANIA**

**(country report prepared for the intellectual output 01 – Assessment of  
methodology and materials of public administration teaching and its  
relevance for practice)**

**March 2019**

***Author1***

Octavian MOLDOVAN, Babeş-Bolyai University, Faculty of Political, Administrative and Communication Sciences, Department of Public Administration and Management

E-mail: octavian.moldovan@fspac.ro (corresponding author)

***Author2***

Bogdan Andrei MOLDOVAN, Babeş-Bolyai University, Faculty of Political, Administrative and Communication Sciences, Department of Public Administration and Management

E-mail: moldovan@fspac.ro

*Note: The report expresses an opinion of the authors. The EC doesn't have responsibility for any utilization of included information.*

## CONTENT

• 1. Introduction.....	3
• 2. National educational system and PA education and training .....	4
2.1 Public administration as a discipline in Romania .....	5
2.2 PA education and its specifics .....	7
2.3 Requirements on entrance to civil service and on in-service training.....	8
2.4 Summary.....	10
• 3. Evaluation and accreditation system and PA study programmes .....	11
3.1 Existing evaluation and accreditation system and PA study programmes .....	12
3.2 External quality assurance and PA study programmes.....	16
3.3 Internal quality assurance framework .....	21
3.4 Anticipated changes .....	22
3.5 Summary.....	23
• 4. Existing PA study programmes .....	26
4.1 Data, methods and limitations .....	26
4.2 Existing PA study programmes.....	26
4.3 Availability of information on PA study programmes .....	29
4.4 Summary.....	29
• 5. CONCLUDING REMARKS, POINTS FOR PRACTITIONERS, CHALLENGES FOR FUTURE .....	30
5.1 Concluding remarks.....	30
5.2 Points and recommendations for practitioners .....	31
5.3 Challenges for future.....	32
• REFERENCES .....	33
Annexes .....	36
<i>Table 1 – The ARACIS accreditation.....</i>	<i>15</i>
<i>Table 2 – Synthesis of areas, criteria, standards and performance indicators for quality assurance and accreditation.....</i>	<i>19</i>
<i>Table 3 – Existing PA study programmes .....</i>	<i>27</i>
<i>02-Table 4 – Main areas, criteria, standards and performance indicators for quality assurance and accreditation in Romania .....</i>	<i>36</i>
<i>03-Table 5 – Information provided for each PA study program.....</i>	<i>39</i>

## • 1. INTRODUCTION

The PAQUALITY projects aims to support changes in the area of public administration (PA) education in conformity with Bologna objectives, mainly:

- Promotion of European co-operation in quality assurance with a view to developing comparable criteria and methodologies, and
- Promotion of the necessary European dimensions in higher education, particularly with regards to curricular development, inter-institutional co-operation, mobility schemes and integrated programs of study, training and research, which haven't been fully applied in the area of the public administration high education in Slovakia and the new EU states yet.

High education public administration programs vary a lot especially in the Central and Eastern European member countries of the EU - in the new EU member states (NMS). From this perspective it is highly relevant to facilitate quality assurance mechanism which would ensure not only comparable quality of education processes but also comparable outcomes of the education (e.g. quality of graduates, their knowledge, skills and experience) in these countries.

In addition, the project aims at tackling skills gaps and mismatches in the area of public administration high education through designing and developing curricula that meet the learning needs of students that are relevant to the labor market and societal needs, including through better use of open and on-line, work based, multi - disciplinary learning and new quality assessment criteria. Simultaneously, with a view of this priority, promoting and rewarding excellence in teaching and skills development, training of academics in new and innovative pedagogical approaches, new curriculum design approaches and sharing of good practices through collaborative platforms will be in the center of the project.

This report on ROMANIA represents an input for the intellectual output 01 of the PAQUALITY project. Within this intellectual output country studies developed based on guidelines and surveys are anticipated. The studies will be used in other project phases but also for mutual information of the project partners at the beginning of the project.

This report summarizes findings on the following:

- The national educational system, related to the present state of PA education, previous developments and potential future transformations;
- The system of evaluation and accreditation, with a focus on quality assurance; and
- findings on PA programmes which exist in Romania at the BA, MA and PhD level

The report is based on data available as of march 10, 2019.

## • 2. NATIONAL EDUCATIONAL SYSTEM AND PA EDUCATION AND TRAINING

According to the National Education Law (1/2011), the Romanian national education system is structured on three main levels, as follows: primary education (grades 1<sup>st</sup> through 4<sup>th</sup>), secondary education (5<sup>th</sup> to 9<sup>th</sup> grade) and higher secondary education or high school (10<sup>th</sup> to 12<sup>th</sup> grades) and tertiary (university) education. Participation in an education programme is mandatory until the 10<sup>th</sup> grade and until 18 years old, according to the Romanian National Education Law; the state supports most of the costs of education until this level.

State education is free according to article 32 of the Romanian Constitution, including university education, although there are several merit criteria for the students benefitting from budget financed (thus free) university education. Public universities offer two types of 'slots' into their programs – subsidized slots (in this case the tuition costs are subsidized by the Ministry of National Education and students can also receive scholarships based on several merit criteria) and tuition paying slots (the students need to pay yearly tuition fees; students can also get scholarships mostly financed through own funds by the Universities).

According to the National Education Law study programs are grouped in three cycles: undergraduate programs (3 years), master programs (2 years) and PhD. programs (minimum 3 years for which the PhD students receives financing, but often take longer to complete). The content of the curriculum of all programs needs to be in accordance with the qualification profiles defined by the National Frame of Qualifications, while the curriculum is determined as to offer maximum chances to students to acquire the specific qualifications. The curriculum is approved by the University Senate while the accordance between curriculum and qualification is an essential quality criteria used in the accreditation process (see National Education Law, art. 137).

Access to university (undergraduate) education is based on students passing their baccalaureate<sup>1</sup> exam and getting the baccalaureate degree. The admission criteria used in recent years by universities in order to select their undergraduate students rely on the scores the students get at the baccalaureate exam while other grades and scores obtained during the high school years are used as differentiation criteria.

The National Educational Law distinguishes between three types of masters programs: (1) professional master program, research master program and didactical master program. All master programs are the equivalent of level 7 from EQF/CEC and the National Framework of Qualifications, with a length of 1-2 years and between 60 and 120 credits.

---

<sup>1</sup> Standardized national graduation exam/evaluation at the end of high school.

In regarding to the European Association for Public Administration Accreditation (EAPAA) accreditation criteria the national educational system imposes the following constraints or conditions:

- **Mission criteria:** all of the criteria included in this dimension are established mostly at the university level because of the principle of university autonomy. Some of the criteria (mission statement, long term objectives, and curriculum) can be defined at the department or faculty level but need approval from the University.
- **Curriculum:** regarding the curriculum, Law 1/2011 (National Educational Law) states that the curriculum for all higher education programs (both undergraduate and master's programs) needs to be in accordance with the proposed qualification profile which is defined for that specific specialization/field of study in the National Framework of Qualifications. The actual curriculum is approved by the University Senate. The accordance between the curriculum and the qualifications is a criteria used by the external quality evaluations and accreditation process done by the Romanian Agency for Quality Assurance in Higher Education (ARACIS from here on).
- **Quality system:** the national educational system imposes accreditation procedures for any higher education program, the process being conducted by an external quality assurance agency –Romanian Agency for Quality Assurance in Higher Education (ARACIS). ARACIS defines both the methodology and the quality criteria based on which evaluations and accreditations are done. Only accredited programs can issue diplomas recognized by the Ministry of National Education.
- **Faculty (teaching staff):** the conditions for occupying didactical or research positions –both the methodology and the qualification criteria – are established by CNATDCU (National Council of Attestation of University Diplomas and Documents) and approved by the Ministry of National Education, all universities being required to follow them for the selection, hiring and promotion process.

## 2.1 PUBLIC ADMINISTRATION AS A DISCIPLINE IN ROMANIA

In Romania, higher education is provided by universities, institutes, study academies, schools of higher education, and other similar establishments, collectively referred to as higher education institutions (HEIs). HEIs can be state-owned or private but they are always assume to be non-profit, apolitical in nature and focused on the public interest. Romania has a central government office that authorizes and approves educational institutions; the Romanian Ministry of National Education is the national institution to which all higher education institutions look for guidance and report to.

There are 56 accredited public institutions, and 41 private ones (as of 2016). Universities are divided into three tiers, as follows:

1. Universities focusing on education;

2. Universities focusing on education and scientific research, and universities focusing on education and art;
3. Universities with an advanced research and education focus (which are considered to be the top tier).

Based on this classification, the Ministry of National Education has published a detailed ranking of Romanian universities in 2011.

Romania follows the Bologna scheme and most of its tertiary level programmes are made of three cycles: a three-year bachelor's degree, followed by a two-year master's degree, and a three-year doctoral degree. However, some programmes take longer to complete, for example those in engineering fields and law (four-year programmes), or some bachelor's and master's degree are combined into a unique six-year programme (medicine, and architecture). Master's programs are a prerequisite for admission to PhD programs. Vocational education is handled by post-secondary schools with programmes lasting two years which do not issue university degrees and do not offer access to upper educational levels (MA or PhD). The entire system is based on the European Credit Transfer and Accumulation System (ECTS). Since multiple-major/specialization programs are not available in the Romanian higher education system, a student wishing to specialize in several areas of study is allowed to simultaneously attend several universities (or several programs of the same university) as a full-time student. Accreditation and diploma certification is provided by the National Center for Diploma Certification and Equivalency, and the Romanian Agency for Quality Assurance in Higher Education (ARACIS), both coordinated by the Ministry of National Education. ARACIS is a full member of the European Association for Quality Assurance in Higher Education (ENQA) and is listed in the European Quality Assurance Register for Higher Education (EQAR).

In 2016, 531,586 students were enrolled in Romanian's 97 universities, in all three educational cycles. The vast majority of students, namely 464,642, were enrolled in public institutions. 76.3% of the students were enrolled in the first cycle (bachelor level), 20.1% in the second cycle (master level) and 3.6% in the third cycle (doctoral studies). Romanian universities also attract international students, especially in the fields of medicine and technology; foreign students accounted for 27,510 (5.1% of enrolment, as of 2016).

Universities have full autonomy, in a rather stark contrast from the pre-university segment which is deeply tied to the Ministry of National Education and local decision makers / institutions. Each university is free to decide everything from their management to the organization of classes. Furthermore, many universities devolve this autonomy further down, to each faculty or department.

As in the other Eastern European countries, the Romanian higher education system has witnessed major transformations after 1990, in order to adapt its national educational framework to that of the European Union and make its programs competitive and attractive on an international basis; among these transformation we can include the adoption of the European Credit Transfer and Accumulation System (ECTS), national evaluation of universities, partial tied of funding/financing to performance and so on .

## **Admission**

The admission process is left to the Universities, and, as of 2007, there is no integrated admission scheme (except the requirement of holding a baccalaureate certificate). Some universities will give an "admission exam" in one or more high-school subjects that best correspond to the training offered by the university; also see McGrath (2014) for comparisons with other EU countries. Others, however, due to the lack of relevance of the system have begun implementing a different scheme, based on essays, interviews and performance assessments or simply the baccalaureate grade average. This was done because in most cases admission tests, especially multiple choice ones offered just a superficial assessment and a limited outlook of the students' actual performance.

Public administration education (at bachelor, master and doctoral level) follows the general requirements as other more general fields of study.

## **2.2 PA EDUCATION AND ITS SPECIFICS**

PA education in Romania does not fall outside Central and Eastern Europe characteristics. There are however multiple differences regarding the way in each PA departments from different universities design the curricula for BA, MA and PhD studies (from a traditional continental legalistic approach to the Anglo-Saxon managerial approach or different combinations of the two and others).

PA can be regarded, in general terms, in the Romanian context as an interdisciplinary field of study a fact which can be easily connected with the interdisciplinary nature of the public sector and the initial design of top PA programs (which have latter inspired other BA, MA and PhD programs). However, taking into account the Eastern European specific context, there is a continuous debate of defining public administration either as a subfield of other more established fields – law, economic, political sciences, or as an interdisciplinary new discipline. In Romania, for a long period of time, there was the tendency of creating a so-called national curriculum for PA programs, whose role was to offer a standardize structure for the curriculum in public administration, allowing for little variation, but that has changed after 1989 as university decision-makers could design tailored/specific PA programmes (from the perspective of the curriculum), within the general guidelines established by the legislation (including some core courses and other formal/administrative requirements), the resort Ministry and the Romanian Agency for Quality Assurance in Higher Education. As such, present public administration (BA, MA and even PhD/doctorate level) programmes usually reflect the specific of the university which provides them:

- Programmes established by Law faculties have a more pronounced legal nature, while including disciplines from other fields (economics, sociology and political sciences, research methods, human resource management, etc.);

- Programmes established by Economic studies faculties have an economics/management specific, while also including disciplines from other fields (law, sociology, research methods, political science, urban planning, community development, etc.);
- Programmes established nu Political Science / other faculties which promoted a truly interdisciplinary curriculum, including a more balances mix of disciplines from multiple fields: law, economics, sociology, research methods, political science, urban planning, community development, Human resource management, etc.

## 2.3 REQUIREMENTS ON ENTRANCE TO CIVIL SERVICE AND ON IN-SERVICE TRAINING

Due to the interdisciplinary nature of the public sector and its activities, roles and obligations which are constantly growing alongside the development of the modern state and the diversification of the responsibilities of the public sector, numerous Romanian public sector employees are engineers, lawyers, economists, architects, etc., and not graduates of public administration programs (although some enroll in PA MA programs after gaining employment in the civil service). The diversity of educational backgrounds in the case of Romanian civil servants reflects the diversity and complexity of the public sector.

The Romanian Civil Service is structured in three main types of civil servants according to the level of authority and the obligations entailed by the functions: (a) high ranking officials / public functions corresponding to senior civil servants, (b) civil servants who hold a management position, and (c) civil servants who hold an execution position (execution public functions are further divided in grades: superior, which is the maximum level; principal; assistant; and beginner) (Ministry of the Presidency, 2010; Romanian civil servant law no. 188/1999). The category of high ranking officials / public functions corresponding to senior civil servants includes the following positions: general secretary of the government and deputy general secretary of the government, general secretary in a ministry or other specialized institutions of central public administration, prefect, deputy general secretary in a ministry or other specialized institutions of central public administration, vice-prefect and governmental inspector. These high ranking civil servants are selected through a national evaluation/competition by a special independent permanent commission whose members are appointed by a decision of the prime-minister.

Furthermore, public functions in Romania can also be classified according to:

- The specific of the activity carried out, distinguishing between general public functions and special public functions;
- The educational level required in order to occupy a position, distinguishing between:
  - class I (four years or more licensed university studies);
  - class II (short term licensed university studies);
  - class III (licensed secondary school studies).
- The administrative level of the public institution, distinguishing between:
  - central public functions;

- territorial public functions;
- local public functions
- Their status within the civil service, distinguishing between debutants and definitive.

In order to become a civil servant one needs to take an examination that is administered by the hiring administrative institutions in cooperation with the National Agency for Civil Servants; the entrance examination / hiring procedure is, in general, organized by the public institution which wants to employ a candidate and the National Agency for Civil Servants sends a representative in the evaluation/employment committee. A special admission process is required only for entering the category of high ranking officials (who are employed/appointed after a national competition conducted by an independent commission), as mentioned previously.

The management of the civil service (admission procedures, exams, recruitment, selection, promotion, evaluation, dismissal, sanctions) is done by the National Agency of Civil Servants (ANFP). For the positions that require a higher education degree, the law often requires that these studies are in the field of public administration or law. From this perspective, public administration programs (undergraduate and master's programs) have to offer the specific qualifications that are included in the National Framework of Qualifications that are included under the field of public administration.

Entrance in the civil service (as a civil servant and not as a contractual employee) is conditioned by a formal examination. The examinations usually consist of:

- Dossier (which contains identification documents, information on educational background and professional experience)
- Written evaluation/test (usually based on legal requirements and just partially on professional knowledge/skills and abilities)
- Interviews (which can be less objective and incline the balance towards a certain candidate, desired by the interviewer/institution)

The written examination usually included two broad types of questions, related to:

- The general legislation of the civil service (the professional status and so on), the legislation on which the administrative system is based (such as the Constitution, legal framework of central public administration, legal framework of local public administration) and sometimes legislation pertaining to the functioning of a particular institution (if its status differs from the general norm); and
- Professional knowledge (often demonstrated by theoretical knowledge of the profession/activities and the legislation specific to that activity – for example labor law in case of labor inspectors), skills and abilities (which are rarely tested in an empirical/applied way).

## 2.4 SUMMARY

Based on the above text, the following summary can be made:

<p><b>3.1 Is PA education in your country specific for some reasons? If yes, why?</b></p>	<p>Public administration education (at bachelor, master and doctoral level) follows the general model/requirements of other more general fields of study. The domain is treated as any other academic domain by accreditation, evaluation and funding institutions.</p>
<p><b>3.2 Is PA a well-established own (inter-) discipline?</b></p>	<p>PA education in Romania does not fall outside Central and Eastern Europe characteristics, although there are multiple differences regarding the way in each PA departments from different universities design the curricula for BA, MA and PhD studies (from a traditional continental legalistic approach to the Anglo-Saxon managerial approach or different combinations of the two).</p> <p>PA can be regarded, in general terms, in the Romanian context as an interdisciplinary field of study due to the interdisciplinary nature of the public sector and the initial design of top PA programs (which have latter inspired other BA, MA and PhD programs).</p>
<p><b>3.3 Is any formal exam required for entrance to civil service? If yes, what are the requirements?</b></p>	<p>Entrance in the civil service (as a civil servant and not as a contractual employee or political staff) is conditioned by a formal examination. The examinations usually consist of:</p> <ul style="list-style-type: none"> <li>• Dossier (which contains identification documents, information on educational background and professional experience)</li> <li>• Written evaluation/evaluation (usually based on legal requirements and just partially on professional knowledge/skills and abilities)</li> <li>• Interviews (which can be less objective and incline the balance towards a certain candidate, desired by the interviewer/institution)</li> </ul>

### • 3. EVALUATION AND ACCREDITATION SYSTEM AND PA STUDY PROGRAMMES

The Romanian Agency for Quality Assurance in Higher Education (ARACIS) is the main institutional actor responsible for the accreditation process of Romanian higher education institutions and their specific study programs. ARACIS is part of multiple international networks of quality assurance (The International Network for Quality Assurance Agencies in Higher Education (INQAAHE), The Network of Central and Eastern European Quality Assurance Agencies in Higher Education CEE Network, The European Association for Quality Assurance in Higher Education (ENQA) - full member, Listed in the European Quality Assurance Register for Higher Education (EQAR) and European Network for Accreditation of Engineering Education (ENAE), European Quality Assurance Network for Informatics Education (EQANIE)). With Romania's participation/inclusion/adoption in Bologna Process (Sandor and Junjan, 2008), as of 1999, the evolutions inside the European Higher Education Area required a new approach on the concepts and procedures of quality evaluation and assurance. As such, ARACIS was established in 2005, in compliance with Government Emergency Ordinance no. 75/2005 approved with modifications by Law no. 87/2006. Although, according to the law, ARACIS took the patrimony and all rights and obligations, logistic infrastructure, technical staff and database of the National Council for Academic Evaluation and Accreditation, the new institution's mission and way of operation are defined in compliance with the European trends, and not simply a successor of the previous system. ARACIS is an autonomous public institution, of national interest, having a legal personality and its own income and expenditure budget. The agency is not submitted to political or any other types of interference, although it works in close collaboration with the Ministry of National Education.

ARACIS is also responsible for the external evaluation of all higher education programs with the purpose to assure a high level of quality standards and ensure compliance. ARACIS is doing this by elaborating the methodology and the quality standards for all providers of higher education services and evaluating existing or new programs for accreditation or re-accreditation. The accreditation process itself (which is the same for both undergraduate programs and master's programs) has two stages: (1) a provisional temporary operating authorization which offers the higher education services providers (Universities) to start a new program and secondly (2) final or permanent accreditation which offers the possibility to issue the educational diploma which is recognized by the Ministry of National Education and assures specific qualification of the students.

ARACIS is doing the external evaluation procedure by looking at three major dimensions: institutional capacity, educational effectiveness and quality management (see Table 1). According to the ARACIS methodology, the standards and criteria for quality represent the minimum level the educational service providers (Universities or other HEI) need to satisfy in order to run a bachelor or master's program. In the first phase, if the service provider meets the minimum standards, ARACIS will release a *temporary operating authorization* enables the service provider to run the program. In order to offer diplomas at the end of the education cycle, service providers need to get a full accreditation from ARACIS, which gives them this right and they are integrated in the national network of higher education providers, while the diplomas are recognized by the Ministry of National

Education. The final accreditation is done by ARACIS while the decision is passed through law by the Ministry of National Education.

Besides the external evaluation and accreditation procedure, any new educational program (be it undergraduate level or master level) needs to get approval by the University Senate.

### **3.1 EXISTING EVALUATION AND ACCREDITATION SYSTEM AND PA STUDY PROGRAMMES**

#### **Responsible bodies**

According to the Romanian legislation, the Ministry of National Education has the responsibility to evaluate both the education system and the educational process, according to national standards and through specialized institutions.

Evaluation of the education system and of the educational process has an internal component<sup>2</sup> – entirely performed at the level of the educational institution, and an external component – performed by the following bodies:

- The Romanian Agency for Quality Assurance in Higher Education (ARACIS) for the evaluation of the higher education institutions (both process and institutional evaluation);
- The Ministry of National Education for the evaluation of the entire education system and approaches and methods for quality assurance.

ARACIS and its subordinated evaluation commissions are responsible for the evaluation and accreditation of Romanian higher education institutions. It is an independent, autonomous body, with its own structure and organization; the main duties of the ARACIS are as follows:

- To set up valid standards of academic evaluation and accreditation.
- To draw up a report (based on reports submitted by the evaluation sub-commissions subordinated to it) which proposes the issuing (or not issuing) of the provisory working authorization to each faculty, college or specialization. This report is also submitted to the Ministry of National Education for approval.
- To draw up an academic evaluation report of all faculties, colleges and specializations from higher education institutions, which will be submitted for approval to the Ministry of National Education every five years.
- To perform annual inspections in the institutions which they were granted the provisory working authorization, in order to verify the compliance with the standards stated when the authorization was granted.

---

<sup>2</sup> For example, the Center for University Development and Quality Management (CUDQM), part of the Babes-Bolyai University, is responsible for assuring quality and performance standards for all programs ran by the University. CDQM is responsible for coordinating the quality programs in the faculties together with their self-evaluation, issuing the necessary documentation regarding the quality management, coordinating the students' courses evaluation, the peer evaluation of educational activities along with the necessary undertakings regarding the internal auditing at faculty level. Through the involvement and continuous development of all those participating in the educational process, the internal organization of the university quality assurance process aims at establishing and meeting the performance criteria for the activities that cover the following three dimensions: teaching activities, scientific research and provision of services.

The assurance of the quality of the educational process is accomplished through periodic evaluations. The evaluation is performed at the level of the university specializations and/or at the level of institutional structures. The evaluation at the level of institutional structures is carried out for departments, colleges, faculties and/or higher education institutions. The evaluation process is accomplished through internal evaluation, within the respective higher education institution, and external evaluation accomplished by the Romanian Agency for Quality Assurance in Higher Education (ARACIS), according to the law. Evaluation commissions by reference domain, profile and/or specialization are established as permanent organisms subordinated to ARACIS in order to effectively carry out the external evaluation of the higher education institution.

The academic evaluation and the accreditation procedure are based on an assembly of general criteria and mandatory standards (see Table 2). The criteria refer to the fundamental organizing and functioning domains specific to higher education: teaching staff, educational content, material basis, research activity, financial activity, and institutional, administrative and management structures. The standards refer to each criterion and specify the minimum obligatory levels during the evaluation and accreditation period (these levels are differentiated for the provisory functioning period and for the period subsequent establishment through the law). The general criteria and the basic obligatory standards are set by the law, while the specific criteria by reference domain and specialization of study are established by each evaluation commissions subordinated to ARACIS.

The authorization for provisory functioning is withdrawn through Government Decision for the faculties, colleges and specializations found to be below the national standards, as proved by the negative evaluation reports of the ARACIS. The respective faculties, colleges and specializations enter a liquidation procedure starting with the first year of study. In case of the accredited higher education institution, a negative report of the ARACIS for certain faculties, colleges and specializations determines first a warning from the Ministry of National Education. In case that after one year a second negative report is issued following a second evaluation, the respective faculty, college or specializations enters with the first year of study in liquidation procedure through Ministerial Order.

Public administration programs (at undergraduate, master and PhD level) are subject to the same general HE external quality assurance mechanisms and procedures.

As mentioned earlier, the main provider of programme accreditation is the Romanian Agency for Quality Assurance in Higher Education (ARACIS), an autonomous central organization. ARACIS' mission is to carry out the quality external evaluation of education provided by higher education institutions and by other organizations providing higher education study programmes which operate in Romania, with the aim of:

- certifying, according to quality standards, the capacity of education providing organizations to fulfil the beneficiaries' expectations;
- contributing to the development of an institutional culture of higher education quality;

- assuring the protection of direct beneficiaries of study programmes at higher education level by producing and disseminating systematic, coherent and credible information, publicly accessible, about education quality;
- proposing to the Ministry of National Education strategies and policies of permanently improving higher education quality, in close correlation with pre-university education.

ARACIS has the following main tasks relating to the field of accreditation:

- Periodically draws up the methodology and standards for various types of programmes and higher education providers, which are endorsed by the Ministry of National Education and approved by Government decision.
- Evaluates, according to the standards and methodology approved by Government decisions, on demand or on its own initiative, and proposes the authorization, respectively accreditation of higher education providers and study programmes. On the basis of accreditation reports, the Ministry of National Education draws up the normative acts for setting up higher education structures.

ARACIS has the following principal tasks in the field of quality assurance:

- Periodically formulates and reviews, on the basis of good practice, national reference standards and performance indicators for quality evaluation and assurance in higher education;
- Collaborates with the Ministry of National Education and the Romanian Agency for Quality Assurance in Pre-university Education (ARACIP) in drawing up and promoting policies and strategies of action, in order to increase education quality in Romania;
- Annually organizes consultations with higher education institutions in order to establish the priorities of quality assurance;
- Draws up and publishes its own procedures of external evaluation of education quality;
- Concludes, with Romanian and foreign education institutions, service contracts for the external quality evaluation of higher education programmes and programme providers, as well as for the inter-institutional evaluation of similar programmes;
- Carries out the quality evaluation of higher education institutions and programmes, at the Ministry of National Education's request. The conditions concerning the evaluation activity are established by contract;
- Publishes the external evaluations' results;
- Publishes manuals, guides, synthesis papers of good practice in quality assurance and evaluation;
- Periodically draws up, every 3 years, system analyses on the Romanian higher education quality;

- Collaborates with similar agencies in other countries in order to develop and apply efficient measures of improving the quality of higher education programmes;
- Draws up the Professional code of ethics of ARACIS experts;
- Annually publishes a report on its own activity;
- Draws up, every 3 years, quality self-evaluation reports of its own activity, in order to prepare external evaluation by similar agencies from other countries.

The ARACIS accreditation process, in comparison to EAPAA criteria, is evaluating the following:

**Table 1 – The ARACIS accreditation**

<b>Dimension</b>	<b>Sub dimensions</b>	<b>EAPPA criteria</b>
1. Institutional capacity	1.1 Mission, objectives, academic integrity 1.2 Institutional leadership and management 1.3 Material and technical basis (infrastructure) - property, equipment, financial resources allocated	Mission and overall policies <ul style="list-style-type: none"> <li>• Mission of the institution</li> <li>• Mission of the program</li> </ul>
2. Educational effectiveness	2.1 Academic content/curriculum – admission procedures, structure of program, qualifications in the field 2.2 Results of academic process 2.3 Research activities and results 2.4 Financial activities	<b>Curriculum</b> <ul style="list-style-type: none"> <li>• Academic level consistent with degree level</li> <li>• Domain: Public Administration (see remarks below on core components)</li> <li>• Multidisciplinary Relation to practice (including internships)</li> <li>• Mission-based curriculum content</li> <li>• Consistent and coherent curriculum</li> <li>• Mission-based didactics</li> </ul> <b>Other</b> <ul style="list-style-type: none"> <li>• Admission of students (mission-based; gender &amp; minorities)</li> </ul>

Dimension	Sub dimensions	EAPPA criteria
3. Quality assurance and management	3.1 Quality strategies and procedures 3.2 Periodical evaluation and revision of study programs 3.3 Transparent evaluation procedures for educational results 3.4 Procedures for evaluating teaching staff activity 3.5 Access to learning resources 3.6 Continuous update of informational basis 3.7 Transparency and public information 3.8 Internal quality assurance structures	<b>Quality system</b> <ul style="list-style-type: none"> <li>• Quality assessment of courses and curriculum</li> <li>• Continuous quality improvement</li> <li>• Quality assurance</li> <li>• Continuous innovation</li> <li>• With participation of the field/employers, graduates and students</li> </ul> <b>Faculty (teaching staff)</b> <ul style="list-style-type: none"> <li>• Faculty quantity (core faculty)</li> <li>• Faculty quality (didactical, research, degrees)</li> </ul> <b>Other</b> <ul style="list-style-type: none"> <li>• Student assessment in line with objectives and didactics</li> <li>• Support services and facilities (budget, library, classrooms, support staff, offices, ICT)</li> <li>• Student services (registration, advice, guidance)</li> <li>• Public relations</li> </ul>

### 3.2 EXTERNAL QUALITY ASSURANCE AND PA STUDY PROGRAMMES

All new programs have to be initially evaluated in order to receive accreditation (otherwise the diploma is not recognized); older/existing programs are evaluated every five years in order to maintain their accreditation. State and private universities have to be evaluated and accredited both initially and after a number of five years, but there is a simplified procedure for the initial accreditation / authorization if a new MA program is accredited by a Department/Faculty in an academic domain which has received previous accreditation.

One interesting aspects is the fact that external quality assurance evaluation can be provided by ARACIS or any other organization registered in the European Quality Assurance Register for Higher Education. However, we do not have yet sufficient information in order to further scrutinize this possibility and its potential usage or impact.

Evaluators are academic peers from other universities than that which requests the evaluation (for provisional authorization, accreditation or re-accreditation). Evaluators have to be registered with ARACIS, satisfy certain professional and educational requirements and pass an examination in order to be certified.

ARACIS' external evaluation procedures, criteria, standards, and performance indicators are defined in a methodology and accompanying guides. The guides provide relevant information on quality evaluation procedures, as well as evaluations of learning outcomes. The evaluation process includes four components (ARACIS, Undated:

- (i) A self-evaluation report: The self-evaluation report comprises an analytical component which identifies the strengths and weaknesses, successes, threats, uncertainties of quality assurance, and future improvement measures. The report also includes supporting documents and data to provide evidence for the report's assertions. According to the law, the quality dimensions to be taken into account are institutional capacity, educational effectiveness, and quality management;
- (ii) An external evaluation: the evaluation is conducted by a panel of independent experts selected from ARACIS' register of external evaluators. Site-visits are mandatory, and help evaluators to verify compliance with the criteria and quality standards. An external evaluation report is prepared by the evaluators;
- (iii) Preparation and publication of the report, including follow-up procedure. The report includes decisions, conclusions, and recommendations. For example, in the case of temporary authorization and accreditation, the main decision is whether to grant the status/accreditation/authorization. If the recommendations advise for a supplemental improvement period, an implementation plan should be prepared, which should include specific provisions and deadlines. In evaluations where the highest degree of confidence is awarded to a study program or HEI, the follow-up procedure requires a short site-visit after three years.
- (iv) (iv) Appeal procedure. After the publication of the evaluation report, HEIs have the right to submit a written appeal within two weeks. In this case, ARACIS' Executive Board reviews the report and invites university representatives to a 'clarification' discussion.

According to Eurydice (undated) the main principles of Romanian quality assurance system focus on:

- the European Dimension, characterized by the integration in the European Higher Education Area of all Romanian higher education institutions;
- institutional responsibility, considered as a concept based on the principle of academic autonomy;
- institutional diversity, guaranteed through the external quality evaluation of all study programmes;
- cooperation of all the components of the education system as parts of a whole system;
- a performance-based system, by reference to the position obtained in quality assurance/evaluation;

- institutional identity, by influencing good practices and successful structures in the field of academic quality;
- internal institutional self-evaluation, as universities present the specificity of the quality culture through self-evaluation reports, continuous performance improvements;
- external evaluation, by monitoring the results reported by universities, through analysis of performance and relationship with the stated institutional reality (including student activities, conformity to the stated standards); and
- Improvement of quality – the main objective of all higher education institutions and, therefore, of the Romanian quality assurance system.

In practice, according to ARACIS (2017, pp. 11-12), three fundamental quality assurance areas in education are taken into consideration for the organization and functioning of an organization which aims to become or already operates as a higher education institution. The criteria, the standards and performance indicators presented in Table 2 and Annex 02 (Table 4) are designed to evaluate not only the institution's compliance with a predetermined or predefined set of quantitative and qualitative conditions, but also the deliberate, voluntary and proactive commitment of the institution in achieving a certain level of performance, which can be demonstrated through effective outcomes. The role of the external evaluator, namely ARACIS, is to acknowledge and evaluate the managerial and educational capacity of the education provider, in order to be able, on this basis, to ascertain and then validate or invalidate its functioning publicly and with documentary evidence, as well as to give recommendations aimed at supporting the development of quality assurance and quality culture in the HEI. The Quality Assurance Areas (Domains) are established under art. 10 of the Government ordinance no. 75/2005 on Quality Assurance in Education, approved as amended through Law no. 87/2006. This methodology considers the following:

1. *Institutional Capacity*: the institution is coherently organized, has an adequate management and administration system, and the material basis and financial resources necessary for a stable functioning, in the short and medium term, as well as the necessary human resources for achieving its agreed mission and objectives.
2. *Educational effectiveness* refers to the design and organization of student-centered teaching, learning and research processes in terms of content, methods and techniques, resources, selection of students and teaching and research staff, which would enable the institution to achieve the learning and research outcomes stated in its mission, which should be clearly worded. The evaluation criteria for educational effectiveness refer to:
  - a. objectives and outcomes design: clear and easy to understand design; compliance with the aimed academic qualifications (License/BA or specialization in a certain field, Master's or Doctorate) and differentiated by subject and/or study program; rigorous correspondence of the degree of achievement with adequate internal evaluation procedures; adequate assessment of the of the student workload, correlated with the educational route and success;
  - b. the organization of the learning framework, through: curricula, study programs, teaching methods that are diverse, modern and interactive, objective criteria and

adequate techniques for student evaluation; adequate teaching staff recruitment and development; learning resources and facilities made available, connected with the financial;

- c. activity of the organization, through: coherent organization of the teaching, learning and student examination flows; student services provided, including social services and extra-curricular activities; the existence of procedures for the admission, recognition and completion of studies that are adequate for the purpose, in particular when students are mobile within or between higher education systems; equity and access policies, admission procedures and criteria used, implemented adequately and transparently; the existence and implementation of procedures for the integration and adaptation of students to the institution and study program.

3. *Quality Management* focuses on the strategies, structures, techniques and operations through which the institution demonstrates that it evaluates its own performance in terms of education quality assurance and improvement, and has information systems in place for demonstrating its learning and research outcomes. The importance of this area consists, on the one hand, in the emphasis placed on the quality assurance approach of the institution in all its activities, and on making public the information and data that attest to a certain quality level.

The three aforementioned main domains/areas which are evaluated by ARACIS are presented in more detail in the table below, while also including the criteria, standards and the number of performance indicators used.

**Table 2 – Synthesis of areas, criteria, standards and performance indicators for quality assurance and accreditation**

<b>Domains / Areas</b>	<b>Criteria</b>	<b>Standards</b>	<b>No. of performance indicator</b>
<b>A. INSTITUTIONAL CAPACITY</b>	Criterion A.1 - Institutional, Administrative and Managerial Structures	S.A.1.1. Mission, objectives and academic integrity	3
		S.A.1.2 Management and administration	3
	Criterion A.2 - Material Resources	S.A.2.1. Property, equipment, financial resources allocated, student support	3
<b>B. EDUCATIONAL EFFECTIVENESS</b>	Criterion B.1 - Content of Study Programs	S.B.1.1. Student admission	3
		S.B.1.2. Structure and range of study programs	3
	Criterion B.2 – Learning outcomes	S.B.2.1 Validation of academic qualifications	5
	Criterion B.3 - Scientific Research Activities	S.B.3.1. Research programs	3
	Criterion B.4 – Financial Activity of the	S.B.4.1 Budgeting and accounting	3

	Organization		
<b>C. QUALITY MANAGEMENT</b>	Criterion C.1 – Quality Assurance Strategies and Procedures	S.C.1.1. Quality Assurance Structures and Policies	2
	Criterion C.2 - Procedures for the initiation, monitoring and periodic revision of the programs and activities conducted	S.C.2.1. Approval, monitoring and periodic evaluation of the study programs and of the diplomas corresponding to qualifications	2
	Criterion C.3 - Objective and Transparent Procedures for Evaluating Learning Outcomes	S.C.3.1. Student evaluation	2
	Criterion C.4 - Procedures for the periodic evaluation of the teaching staff quality	S.C.4.1. The quality of the teaching and research staff	5
	Criterion C.5 - Access to Adequate learning resources	S.C.5.1. Learning resources and student services	4
	Criterion C.6 – Regularly Updated database on internal quality assurance	S.C.6.1. Information systems	1
	Criterion C.7 - Transparency of information of public interest with regard to study programs, certificates, diplomas, and qualifications provided	S.C.7.1. Public information	1
	Criterion C.8 – Operational quality assurance structures, according to the Law	S.C.8.1. The institutional structure for quality assurance in education corresponds to the legal provisions and acts on a permanent basis	1
	Criterion C.9 - Periodic (cyclic) external quality assurance	S.C.9.1. Institutions undergo periodic external quality assurance, in compliance with European Standards and Guidelines for Quality Assurance in Higher Education	1

	(ESG)	
--	-------	--

Source: Adapted after ARACIS (2017, pp. 38-40)

### 3.3 INTERNAL QUALITY ASSURANCE FRAMEWORK

In the Romanian higher education system, Quality assurance exists in the current form since 2005, when the government passed an Emergency Ordinance (no. 75/2005) to comply with the ‘European Standards and Guidelines on Quality Assurance in Higher Education’ (2005). Before this date, the idea of quality management was limited to the accreditation of higher education institutions, regulated since 1993 in order to tackle the mushrooming of the private sector—a common phenomenon in post-communist countries (Scott 2002). Throughout the 1990s, a National Council for Academic Evaluation and Accreditation (CNEEA) was appointed by the Ministry of National Education to run the accreditation process, and focused on staffing, infrastructure, management and administration capacities (Păunescu et al. 2012, 317; Drăgulănescu, 2016; Geven et al., 2015).

The 2005 legislation created a new autonomous public institution—the Romanian Agency for Quality Assurance in Higher Education (ARACIS)—that took over the accreditation process and was entrusted with responsibilities in the authorization of study programs and external quality assurance more broadly (Geven et al., 2015). The law explicitly distinguished between internal and external quality assurance, and specific provisions focused on external evaluations—defined as “multi-criteria examinations of the extent to which a higher education institution fulfills the reference standards” (Emergency Ordinance 75/2005, Art 3[2]; also see ARACIS, 2008). Accordingly, quality was to be ‘assured’ through “a set of activities meant to develop the capacity of universities to elaborate, plan and implement study programs, thus gaining beneficiaries’ trust that the institution is maintaining quality standards” (Emergency Ordinance 75/2005, Art 3[3]). More importantly however, external quality assurance was linked with the accreditation of universities, upon which ARACIS was to decide.

Since universities depended on ARACIS for their legal survival, they formally complied with external requirements for quality assurance without necessarily developing systems of their own (Vlăsceanu et al. 2011, 25; also see Geven et al., 2015). As a result, universities failed to consider internal quality assurance (IQA) as a managerial instrument meant to enhance the quality of education (Păunescu et al. 2011, pp. 30-31); instead, university decision-makers often viewed it as an auxiliary bureaucratic procedure mentioned in the organizational chart but separated from the daily activities of teaching and learning in the university. In the absence of a “local culture of quality” (Vlăsceanu et al. 2011, p. 26), internal quality assurance was just another ‘empty-shell’ institution imported into the Romanian higher education landscape, which came to be implemented without substantive effects (Geven et al., 2015). Drăgulănescu (2016, pp. 5-6) goes insofar as to refer to internal quality assurance in the Romanian Higher Education system as ‘forms without substance’, phantoms without bodies’ and ‘pretensions without a foundation.

Looking further into the failure of Romanian universities to internalize quality assurance, Geven et al. (2015, p. 48) propose four potential explanations:

- 'H1 Quality assurance is not internalized because of academic 'complacency'
- H2 Quality assurance is not internalized because of ambiguous and inconsistent national regulations
- H3 Quality assurance is not internalized because it lacks support from people 'on the ground'
- H4 Quality assurance is not internalized because of institutional (communist) legacies from the past
- H5 Quality assurance is not internalized because the market does not reward its operation'.

According to the main findings of Geven et al. (2015, pp. 52-58) only H2 and H3 can be supported by data collected through interviews with university decision makers, as:

- Regarding H2: 'The legislation and the ARACIS methodology are seen by members of the university community to regulate too many activities without actually addressing teaching and learning in any substantive way. Moreover, the policy context was described by our interviewees as highly unstable and inconsistent, creating more problems than solutions for those working in universities' (Geven et al., 2015, p. 53); and
- Regarding H3: 'Actors in universities often consider QA regulations as divorced from problems 'on the ground'. Simultaneously, the multiple evaluation procedures are questioned by many actors in universities in terms of both content and necessity. Some people manifested a need for a bottom-up debate as to what QA should entail' (Geven et al., 2015, p. 53).

### **3.4 ANTICIPATED CHANGES**

Although we do not anticipate any changes in regard to the core overall accreditation system or the functioning of ARACIS, new program (provisional) authorization, accreditation and periodical evaluations will be conditioned by that programme's inclusion in the National Register of Professional Qualification – RNCP (National Agency of Qualifications, undated). This means that each bachelor and master program will have to be registered in RNCP in order to obtain accreditation, authorization or for its continuous functioning; furthermore, each program (be it BA or MA) will have to identify one or more particular professions from the Classification of Occupations in Romania (Ministry of Labor and Social Justice, undated) as its main offered qualification (educational outcome).

However, having to include at least one profession from the Classification of Occupations in Romania in the National Register of Professional Qualification for each bachelor and master programme offered by a university in a particular domain might be problematic, as some universities such as Babes-Bolyai University (from Cluj-Napoca) and the National University of Political Studies and Public Administration (from Bucharest) offer twelve BA and MA programmes in public administration, while the Classification of Occupations in Romania (COR) includes 31 occupations in

the minor group Specialist in the Administrative Domain<sup>3</sup>. However, not all of them are relevant to general programs (for example this list also includes consular agent, road traffic inspector, investigator, civil aviation security auditor or General Data Protection Regulation expert) and only one program from a university can prepare students for a particular profession.

As such, it might be the case that some programmes will not be able to identify an accurate profession from COR or that the identified profession will not be relevant from the perspective of the curricula or for the labor market (for example, a „Public Sector Human Resource Management” MA programme might have to offer „Equality of chances expert” as a single qualification from COR), which would be detrimental to students and their employment chances.

### 3.5 SUMMARY

Based on the above text, the following summary can be made:

<p><b>3.1 What is the general governance structure with regard to external quality assurance of higher education institutions? Is it the same or is it different for PA programmes?</b></p>	<p>According to the Romanian legislation, the Ministry of National Education has the responsibility to evaluate both the education system and the educational process, according to national standards and through specialized institutions. Evaluation of the education system and of the educational process has an internal component – entirely performed at the level of the educational institution, and an external component – performed by the following bodies:</p> <ul style="list-style-type: none"> <li>• The Romanian Agency for Quality Assurance in Higher Education (ARACIS) for the evaluation of the higher education institutions (both process and institutional evaluation);</li> <li>• The Ministry of National Education for the evaluation of the entire education system.</li> </ul>
<p><b>3.2 Which are the main providers of programme accreditation? Is there a national body (regulator etc.), e.g. as an agency under control of the Ministry of Education, responsible for the regulation of accreditation? What is the status of relevant institutions (government authorities, semi-autonomous or</b></p>	<p>ARACIS and its subordinated evaluation commissions are responsible for the evaluation and accreditation of Romanian higher education institutions. The external evaluation can also be conducted by other EQAR members.</p> <p>ARACIS is an independent, autonomous body,</p>

<sup>3</sup> See here, in Romanian: [https://www.rubinian.com/cor\\_5\\_ocupatia.php?id=2422](https://www.rubinian.com/cor_5_ocupatia.php?id=2422).

<p><b>independent organizations)?</b></p>	<p>with its own structure and organization, although it works in close connection to the Ministry of National Education.</p>
<p><b>3.3 What are the rules and requirements for accreditation (e.g. are all programmes subject of accreditation or only new programmes? Are only state or public universities to be evaluated? etc)?</b></p>	<p>All new programs have to be evaluated in order to receive provisory authorization and accreditation (otherwise the diploma is not recognized); older programs are evaluated every five years in order to maintain their accreditation. Both state and private universities have to be evaluated and accredited both initially and after a number of years. There is a simplified procedure if a new MA program is accredited by a Department/Faculty in a domain for which it has received previous accreditation.</p>
<p><b>3.4 Who is allowed to do programme accreditation? Only an official government agency, (like e.g. in Austria) or other (ENQA- or EQAR-) recognized institutions?</b></p>	<p>Accreditation and diploma certification is conducted by the National Center for Diploma Certification and Equivalency and ARACIS, the Romanian Agency for Quality Assurance in Higher Education, both being coordinated by the Ministry of National Education.</p> <p>External quality assurance evaluation can be provided by ARACIS or any other organization registered in the European Quality Assurance Register for Higher Education, but the accreditation has to be provided by the Ministry of National Education.</p>
<p><b>3.5 Who are the evaluators (bureaucrats and/or academic peers, are foreign academic peers involved)?</b></p>	<p>Evaluators are academic peers from other universities than that which requests the evaluation. Evaluators have to be registered with ARACIS, satisfy certain professional and educational requirements and pass an examination for certification.</p>
<p><b>3.6 Which methods of accreditation are</b></p>	<p>The evaluation includes multiple formal criteria</p>

<p><b>primarily applied in the respective country?</b></p>	<p>related to resources and institutional capacity, among others. Some of the standards are based on or inspired by internationally agreed standards (such as academic publications), while others seem to be more specific to the national arena. Both the content of the programs (curricula and syllabi) and didactical/teaching features are evaluated (the latter via interviews). Each accreditation requires an on-site visit by the accrediting team following a comprehensive evaluation of the dossier (documents) submitted by the organization/program being accredited or evaluated.</p>
<p><b>3.7 Who takes the decision to accredit a programme? (is it the institution doing the evaluation or a superior government body?)</b></p>	<p>The decision is made by the Ministry of National Education following the decision adopted by the ARACIS council based on the on-site visit of the experts and the previously submitted documents.</p>

## • 4. EXISTING PA STUDY PROGRAMMES

### 4.1 DATA, METHODS AND LIMITATIONS

The initial step in order to identify existing Public Administration study programmes was to access the site of The Romanian Agency for Quality Assurance in Higher Education (ARACIS) and review the main list<sup>4</sup> with accredited and authorized bachelor (undergraduate) and master programs. Since the aforementioned source provided all BA and MA programs accredited or authorized for the 2018-2019 academic year, we further focused on Public Administration programs (i.e. all programs accredited in the field) and identified the name of the programme and the name of the university (HEI) providing it.

The next step consisted in online searches/queries for these two key terms (name of the programs and universities). After finding the bachelor and master programs of interest, we further scrutinized their websites in order to better assess their orientation toward the public sector and training for practice in the public sector (or public administration education or research), while eliminating programs which were too specialized (i.e. Hospital Management or Social Work and Assistance Policies) or had an inter-disciplinary perspective (cross domain programs) focusing mostly on non-PA related issues. As such, the final criteria for inclusion were as follows:

1. Program accreditation / authorization in Public Administration for the 2018-2019 academic year;
2. Clear orientation toward the public sector and training for practice in the public sector (or public administration education or research);
3. Specialized and inter-disciplinary PA programs were included in the analysis if the general aim towards public administration was present / identifiable.

If a programme is delivered both in full-time, distance and/or combined form, the programme was only counted (included in the list) once and did not consider this to be a situation in which we have two individual study-programmes. Furthermore, if a programme is delivered in more places (different cities or campuses) the programme was also only counted (included in the list) once.

### 4.2 EXISTING PA STUDY PROGRAMMES

According to our findings, 29 Romanian Higher Education Institutions are providing public administration study programs, of which 23 are public HEI and 6 are private; as of 2019 there are no foreign universities / colleges offering BA, MA or PhD courses in the field of public administration on their own, but some of the top tier programs offered by Romanian universities offer additional foreign certifications or even joint degrees.

---

<sup>4</sup> Online available at <http://www.aracis.ro/cadrul-legislativ/iii-specializari-autorizateacreditate/>, only in Romanian.

All universities who offer PA education offer BA programs and two universities, namely Babes-Bolyai and the National University of Political Studies and Public Administration offer more than one undergraduate programme in public administration (see Table 3). A higher level of specialization can be observed in the case of master level studies, as the National University of Political Studies and Public Administration offers 9 MA programs, Babes-Bolyai University offers 8, the Academy of Economic Studies and the University of Bucharest each offer 3 master programs while Ovidius University Constanta offers 2 (Table 3). Smaller public/state universities as well as most private ones (all with the exception of "George Bacovia" University Bacau) do not offer master programs in addition to their undergraduate ones.

There are only two Universities which have PhD programs in public administration and related fields: Babes-Bolyai University from Cluj-Napoca (the Doctoral School of Public Administration and Policies) and The National University of Political Studies and Public Administration (via the Multidisciplinary Doctoral School of SNSPA).

**Table 3 – Existing PA study programmes**

Higher Education Institutions	Bachelor SP	Master SP	PhD	TOTAL
<b>PUBLIC HEIS</b>				
1. Babes-Bolyai University (Cluj-Napoca)	3	8	1	12
2. Academy of Economic Studies (Bucharest)	1	3	0	4
3. National University of Political Studies and Public Administration	2	9	1	12
4. "Alexandru Ioan Cuza" Police Academy	1	0	0	1
5. University of Bucharest	1	3	0	4
6. "Alexandru Ioan Cuza" University of Iasi	1	1	0	2
7. University of Craiova	1	1	0	2
8. "Nicolae Balcescu" Land Forces Academy Sibiu	1	0	0	1
9. Lucian Blaga University Sibiu	1	1	0	2
10. West University Timisoara	1	0	0	1
11. Polytechnics University Timisoara	1	0	0	1

12. Ovidius University Constanta	1	2	0	3
13. "Eftimie Murgu" University Resita/UEMR	1	0	0	1
14. PETROLEUM-GAS UNIVERSITY OF PLOIEȘTI	1	0	0	1
15. Valahia University Targoviste	1	0	0	1
16. "Petru Maior" University Targu Mures	1	0	0	1
17. "Constantin Brancusi" University Târgu Jiu	1	0	0	1
18. University of Petrosani	1	0	0	1
19. "Dunarea de Jos" University Galati	1	0	0	1
20. Oradea University	1	1	0	2
21. University of Pitesti	1	1	0	2
22. "Aurel Vlaicu" University of Arad	1	1	0	2
23. "1 Decembrie 1989" University Alba Iulia	1	0	0	1
<b>PRIVATE HEIS</b>				
1. Athenaeum	1	0	0	1
2. Nicolae Titulescu University Bucharest	1	0	0	1
3. "Spiru Haret" University	1	0	0	1
4. Dimitrie Cantemir University (Bucharest)	1	0	0	1
5. "Andrei Saguna" University Constanta	1	0	0	1
6. "George Bacovia" University Bacau	1	1	0	0
<b>FOREIGN UNIVERSITIES / COLLEGES</b>				
-	-	-	-	-
TOTAL	33	32	2	67

Source: Authors.

### 4.3 AVAILABILITY OF INFORMATION ON PA STUDY PROGRAMMES

The information available online for each PA programme is included in Annex 03, Table 5. The data shows that most of the top tier large public universities include on their website, at least partially, the most important/useful data: the language of the program, information about the curriculum structure (list of courses), ECTS credits for individual courses and their structure, the mandatory readings for individual courses, the requirements (minimum standards) for passing individual classes and details regarding the staff involved in teaching of individual courses. However, data seems to be scarcer in the case of medium and small public universities where there is almost no data on the requirements for passing individual courses and only partial data on the other categories; private universities appear to be closer to small and medium scale public universities as some data/information is posted online but much is missing.

### 4.4 SUMMARY

Based on the above text, the following summary can be made:

<p><b>4.1 How many relevant PA study programmes have you identified and what is their structure?</b></p>	<p>There are 67 Public Administration programmes in Romania, out of which:</p> <ul style="list-style-type: none"> <li>• 2 are PhD / doctoral level;</li> <li>• 33 are BA / bachelor/ undergraduate level;</li> <li>• 32 are MA / master level.</li> </ul> <p>These programmes are provided by 29 HEIs, out of which 23 are public and 6 are private.</p>
<p><b>4.2 What information are available on the study programmes on their web pages?</b></p>	<p>Most top tier large public universities provide online the most important/useful data: the language of the program, information about the curriculum structure (list of courses), ECTS credits for individual courses and their structure, the mandatory readings for individual courses, the requirements (minimum standards) for passing individual classes and details regarding the staff involved in teaching of individual courses.</p> <p>Data seems to be scarcer in the case of medium and small public universities where there is almost no data on the requirements for passing individual courses and only partial data on the other categories; private universities appear to be closer to small and medium public universities as some data/information is posted online but much is missing.</p>

## • 5. CONCLUDING REMARKS, POINTS FOR PRACTITIONERS, CHALLENGES FOR FUTURE

### 5.1 CONCLUDING REMARKS

In Romanian, public administration education (at bachelor, master and doctoral level) follows the general model/requirements of other fields of study. The domain is treated as any other academic domain by accreditation and funding institutions, while PA education in Romania does not fall outside Central and Eastern Europe characteristics. There are however multiple differences regarding the way in each PA departments from different universities design the curricula for BA, MA and PhD studies (from a traditional continental legalistic approach to the Anglo-Saxon managerial approach or different combinations of the two). PA can be regarded, in general terms, in the Romanian context as an interdisciplinary field of study due to the interdisciplinary nature of the public sector and the initial design of top PA programs (which have latter inspired other BA, MA and PhD programs). 29 Romanian Higher Education Institutions are currently providing public administration study programs, out of which 23 are public HEI and 6 are private; as of 2019 there are no foreign universities / colleges offering BA, MA or PhD programmes in the field of public administration on their own, but some of the top tier programs offered by Romanian universities offer additional foreign certifications or even joint degrees.

According to the Romanian legislation, the Ministry of National Education has the responsibility to evaluate both the general education system and the educational process, according to national standards and through specialized institutions. Evaluation of the education system and of the educational process has an internal component – entirely performed at the level of the educational institution, and an external component – performed by:

- The Romanian Agency for Quality Assurance in Higher Education (ARACIS) for the evaluation of the higher education institutions (both process and institutional evaluation);
- The Ministry of National Education for the evaluation of the entire education system.

Romanian Agency for Quality Assurance in Higher Education (ARACISO and its subordinated evaluation commissions are responsible for the evaluation and accreditation of Romanian higher education institutions; ARACIS is an independent, autonomous body, with its own structure and organization.

All new programs have to be evaluated in order to receive accreditation (otherwise the diploma is not recognized); older programs are evaluated every five years in order to maintain their accreditation. Both state and private universities have to be evaluated and accredited both initially and after a number of years, but there is a simplified procedure if a new MA program is accredited by a Department/Faculty in a domain which has received previous accreditation. Accreditation and diploma certification is conducted by the National Center for Diploma Certification and Equivalency and the Agency for Quality Assurance in Higher Education (ARACIS), both being under the coordination of the Ministry of National Education.

External quality assurance evaluation can be provided by ARACIS or any other organization registered in the European Quality Assurance Register for Higher Education, but the accreditation has to be provided by the Ministry of National Education. Evaluators are academic peers from other universities than that which request the evaluation; evaluators have to be registered with ARACIS, satisfy certain professional and educational requirements and pass an examination.

The external evaluation process includes multiple formal criteria related to resources and institutional capacity, among others. Some of the standards (see Table 2) are based on or inspired by internationally agreed standards (such as academic publications), while others seem to be more specific to the national arena. Both the content of the programs (curricula and syllabi) and didactical/teaching features are evaluated (the latter via interviews). Each accreditation requires an on-site visit by the accrediting team following a comprehensive evaluation of the dossier (documents) submitted by the organization/program being accredited or evaluated.

The decision to provide temporary authorization, accreditation or re-accreditation is made by the Ministry of National Education following the decision adopted by the ARACIS council based on the on-site visit of the experts and the previously submitted documents.

## **5.2 POINTS AND RECOMMENDATIONS FOR PRACTITIONERS**

The present analysis has identified a series of problematic issues which have to be addressed in the near future, by national tertiary education decision makers or by university level ones (or a combination of both), as follows:

- Although the legislative framework for internal quality assurance was set up since 2005, its actual implementation at university level seems to be superficial. With the exception of large scale public universities (see for example Babes-Bolyai University, 2009) it seems that most universities addressed only the formal aspects of internal quality assurance, as they were required by the ARACIS accreditation/evaluation (Geven et al., 2015).  
Thus our recommendation for university decision makers would be to actually use the internal quality assurance tools as required by the Romanian legislation and in accordance to international accepted standards in order to increase the quality of their programmes, ensure a competitive advantage and increase the employability of graduates. The Agency for Quality Assurance in Higher Education (ARACIS) and the Ministry of National Education should enforce these standards not only during formal accreditation/evaluation but also by unannounced on site visits, specific grants for those who make exceptional use of internal quality assurance mechanisms or even by tying IQA with the funding public universities receive from the state budget.
- Since MA and BA programs have to identify a profession from the Classification of Occupations in Romania (COR) and register it in the National Register of Professional Qualification and only one qualification can be assigned for each programme per university (in order to avoid overlapping), large universities which offer multiple bachelor and master programs in the same field are faced with a situation in which program managers/decision makers are not able to identify an accurate profession from COR or that the identified profession will not be relevant from the perspective of the curricula or for the labor market,

which would be detrimental to students and their employment chances. Possible solutions for this can be:

- Pro-active approaches from universities and programme decision makers to include more professions and qualifications in COR, which would better reflect the knowledge, skills and competencies developed by each BA or MA programme;
- A more passive approach in which university decision makers lobby national decision makers to remove the „one qualification for only one programme of an university rule” so that multiple programmes can share the same qualification / professions; however, this does not solve the situations in which programmes overlap or are doubled (i.e. two faculties of the same university organize the same bachelor or master study programme under different names).

### **5.3 CHALLENGES FOR FUTURE**

The main challenge for the future consist in the decreasing number of High school students that graduate from higher secondary education, pass the baccalaureate examination and enroll in university studies. The decreased potential candidate pool will force universities to reduce the number of programs, as some of them are sub-optimal from a financial point of view (i.e. the costs are not covered by the budgetary allocation and fee paying students combined) even if they are of high quality. As such, at least two potential solutions can be identified:

- Option A (consolidation ): multiple programs in the same field/domain from the same faculty or even university are combined into a new one in order to reduce costs and cover expenses by the higher number of students; or
- Option B (internationalization): some programs are maintained (especially those in foreign languages) even if they are not currently financially viable with the aim of rising tuition fees in the future and attracting foreign students who can pay those fees.

Even if the aforementioned option A and B represent strategic decisions (Hințea, 2013) of university decision makers, one aspect is certain: internal and external quality assurance has to be strengthened in order to ensure the success of each potential strategy (or the success of a combination/mix of them).

## ● REFERENCES

1. ARACIS, *Code of Good Practice for The Quality Assurance Departments within Romanian Higher Education Institutions*, Bucharest, 2008, [online] available at [http://www.aracis.ro/fileadmin/ARACIS/Publicatii\\_Aracis/Publicatii\\_ARACIS/Engleza/CODUL\\_DE\\_BUNE\\_PRACTICI\\_-\\_ENG.pdf](http://www.aracis.ro/fileadmin/ARACIS/Publicatii_Aracis/Publicatii_ARACIS/Engleza/CODUL_DE_BUNE_PRACTICI_-_ENG.pdf), accessed on February 10, 2019.
2. ARACIS, *Methodology for External Evaluation, Quality Evaluation Activities Guide for University Study Programs and for Higher Education Institutions*, 2006, [online] available at [http://www.aracis.ro/fileadmin/ARACIS/Proceduri/Methodology\\_for\\_External\\_Evaluation.pdf](http://www.aracis.ro/fileadmin/ARACIS/Proceduri/Methodology_for_External_Evaluation.pdf), accessed on January 10, 2019.
3. ARACIS, *Methodology for external evaluation, standards, standards of reference and the list of performance indicators of the Romanian Agency for Quality Assurance in Higher Education*, 2017, Approved by Government Decision No. 915/2007, published in the Romanian Official Gazette no. 25/11.01.2018, [online] available at [http://www.aracis.ro/fileadmin/ARACIS/1\\_Prima\\_Pagina\\_web/2018/Methdology\\_2018\\_EN.pdf](http://www.aracis.ro/fileadmin/ARACIS/1_Prima_Pagina_web/2018/Methdology_2018_EN.pdf), accessed on February 10, 2019.
4. Babes-Bolyai University, 2009, „Internal Institutional Evaluation Report”, [online] available at [http://ga.ubbcluj.ro/en/documents/documente\\_ga/internal\\_assessment\\_report\\_2009.pdf](http://ga.ubbcluj.ro/en/documents/documente_ga/internal_assessment_report_2009.pdf), accessed on January 22, 2019.
5. Brindusa Gorea and Natalia Saharov, „Legislative Bases for Quality Assurance in Romanian Higher Education”, 2015, *Procedia - Social and Behavioral Sciences*, vol. 177, pp. 387 – 391.
6. Cecile Hoareau McGrath, Marie Louise Henham, Anne Corbett, Niccolo Durazzi, Michael Frearson, Barbara Janta, Bregtje W. Kamphuis, Eriko Katashiro, Nina Brankovic, Benoit, Guerin, Catriona Manville, Inga Schwartz and Daniel Schweppenstedde, *Higher Education Entrance Qualifications and Exams In Europe: A Comparison*, Brussels: European Union, 2014, [online] available at [http://www.europarl.europa.eu/RegData/etudes/etudes/join/2014/529057/IPOL-CULT\\_ET\(2014\)529057\\_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/etudes/join/2014/529057/IPOL-CULT_ET(2014)529057_EN.pdf), accessed on January 10, 2019.
7. David William Cairns, Agnes Leinweber, Hannele Marjatta Niemi, Simona Dimovska, *ENQA Agency Review: Romanian Agency for Quality Assurance in Higher Education (ARACIS)*, ENQA, 2018, [online] available at [http://www.aracis.ro/fileadmin/ARACIS/Capacitatea\\_Institutionala/2018/ARACIS\\_External\\_Review\\_Report\\_2018.pdf](http://www.aracis.ro/fileadmin/ARACIS/Capacitatea_Institutionala/2018/ARACIS_External_Review_Report_2018.pdf), accessed on January 10, 2019.
8. Drăgulănescu, N.G., 2016, „European Quality Assurance in Education and Romania’s Position within the European Higher Education Area (EHEA)”, paper presented at the 15th edition of the international Conference for Quality and Dependability, CCF-2016 (14th-16th of September,

- 2016, in Sinaia), organized by Romanian Society for Quality Assurance, [online] available at [https://www.researchgate.net/publication/323218919\\_European\\_Quality\\_Assurance\\_in\\_Education\\_and\\_Romania's\\_Position\\_within\\_the\\_European\\_Higher\\_Education\\_Area\\_EHEA](https://www.researchgate.net/publication/323218919_European_Quality_Assurance_in_Education_and_Romania's_Position_within_the_European_Higher_Education_Area_EHEA), accessed on January 25, 2019.
9. European Association for Quality Assurance in Higher Education (ENQA),. (2005). *Standards and Guidelines for Quality Assurance in the European Higher Education Area*, Helsinki: ENQA, 2005.
  10. European Commission, *The European Higher Education Area in 2018. Bologna Process Implementation Report*, Brussels: European Union, 2018, [online] available at [https://eacea.ec.europa.eu/national-policies/eurydice/sites/eurydice/files/bologna\\_internet\\_0.pdf](https://eacea.ec.europa.eu/national-policies/eurydice/sites/eurydice/files/bologna_internet_0.pdf), accessed on January 10, 2019.
  11. Eurydice, undated, „Romania. Quality Assurance”, [online] available at [https://eacea.ec.europa.eu/national-policies/eurydice/content/quality-assurance-56\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/quality-assurance-56_en), accessed on January 10, 2019.
  12. Geven K., Maricuț A., Sabic N., Santa R., Sârbu O. (2015), ‘Why Do Romanian Universities Fail to Internalize Quality Assurance?’,. in: Curaj A., Deca L., Egron-Polak E., Salmi J. (eds) *Higher Education Reforms in Romania*. Springer, Cham, 2015,, [online] available at [https://link.springer.com/chapter/10.1007/978-3-319-08054-3\\_3](https://link.springer.com/chapter/10.1007/978-3-319-08054-3_3), accessed on January 10, 2019.
  13. Hințea, C.E. and Ringsmuth, D.C., (undated), ‘Public Administration Education in Romania’, United Nations Public Administration Network, [online] available at <http://unpan1.un.org/intradoc/groups/public/documents/NISPAcee/UNPAN006438.pdf>, accessed on December 16, 2018.
  14. Hințea, C.E., (undated), ‘Managerial reform of public sector and Public Administration education in Romania and CEE’, Habilitation Thesis presented at Babeș-Bolyai University, Cluj-Napoca, [online] available at [https://doctorat.ubbcluj.ro/sustinerea\\_publica/sustineri\\_abilitare/pdf/calin\\_hintea/HinteaCalina\\_bstract\(%20En\).pdf](https://doctorat.ubbcluj.ro/sustinerea_publica/sustineri_abilitare/pdf/calin_hintea/HinteaCalina_bstract(%20En).pdf), accessed on January 5, 2019.
  15. Hințea, C.E., ‘Public Administration Schools in Romania: Strategic Choices for the Future’, 2013, *REVISTA DE CERCETARE SI INTERVENTIE SOCIALA*, vol. 42, pp. 294-309.
  16. Ministry of Labor and Social Justice, undated, „The Romanian Classification of Occupations”, online available at <http://www.mmuncii.ro/j33/index.php/ro/legislatie/munca2/2012-10-30-legislatie-munca-cor>, accessed on January 15, 2019.
  17. Ministry of the Presidency, *Public Employment in European Union Member States*, Madrid: Ministry of the Presidency. Technical Secretariat-General, 2010.
  18. National Agency of Qualifications, undated, „The National Register of Professional Qualification – RNCPE”, online available at <http://site.anc.edu.ro/en/rncpe-2/>, accessed on January 10, 2019.

19. Păunescu, M., Florian, B., & Hâncean, G.-M. (2012). 'Internalizing quality assurance in higher education: Challenges of transition in enhancing the institutional responsibility for quality', in A. Curaj, P. Scott, L. Vlasceanu, & L. Wilson (Eds.), *European higher education at the crossroads* (pp. 317–337),. Dordrecht: Springer Netherlands.
20. Păunescu, M., Vlăsceanu, L., & Miroiu, A. (Eds.). (2011). *Calitatea Învățământul Superior Din din România. O Analiză Instituțională a Tendințelor Actuale (The Quality of romanian higher education. An institutionalist analysis on current trends)*, Iași: Polirom.
21. Romanian Government, Emergency Ordinance no. 75 of July 12, 2005 on the education quality assurance.
22. Romanian Parliament, Law no. 188/1999 regarding the Statute of civil servants.
23. Romanian Parliament, Law no. 87/2006 regarding the approval of Emergency Ordinance no. 75 of July 12, 2005 on the education quality assurance.
24. Romanian Parliament, Law of Higher Education, no. 1/2011, [online] available at [https://www.edu.ro/sites/default/files/fi%C8%99iere/Minister/2017/legislatie%20MEN/Legea%20nr.%201\\_2011\\_actualizata2018.pdf](https://www.edu.ro/sites/default/files/fi%C8%99iere/Minister/2017/legislatie%20MEN/Legea%20nr.%201_2011_actualizata2018.pdf), accessed on January 6, 2019.
25. Sandor, D.S. and Junjan, V., 'The Bologna Process in Romania's Public Administration Higher Education Programmes: Case Study on Department of Public Administration', in Jenei, G. and Karoly, M., (eds.), *Public Administration and Public Policy Degree Programmes in Europe: The Road from Bologna*, Bratislava, Nispacee, 2008, pp. 243-263.
26. Scott, P. (2002). Reflections on the reform of higher education in Central and Eastern Europe. *Higher Education in Europe*, vol. 27, no. 1–2, pp. 137–152.
27. The Constitution of Romania, [online] available at <https://www.wipo.int/edocs/lexdocs/laws/en/ro/ro021en.pdf>, accessed on January 6, 2019.
28. The Romanian Agency for Quality Assurance in Higher Education, [online] available at <http://www.aracis.ro/>, accessed on January 10, 2019.
29. The Romanian Ministry of National Education, 'Higher Education Institutions', [online] available at <https://www.edu.ro/institutii-invatamant-superior>, accessed on January 10, 2019.
30. Vlăsceanu, L., Miroiu, A., Păunescu, M., & Hâncean, M.-G. (Ed.) (2011). *Barometrul Calității 2010. Starea Calității În Învățământul Superior Din România (The Barometer on Quality 2010. The State of Quality in Romanian Higher Education)*. Brașov: Editura Universității Transilvania.
31. World Bank, *Quality Assurance in European Higher Education: Using Polarities to Compare Sound Practices in External Quality Assurance in Select Systems*, 2017, [online] available at [http://www.aracis.ro/fileadmin/ARACIS/Proiecte/QAFIN/Rezultate/Rezultat\\_3\\_dec\\_2017\\_Quality\\_Assurance\\_in\\_European\\_Higher\\_Education\\_FINAL\\_1\\_.PDF](http://www.aracis.ro/fileadmin/ARACIS/Proiecte/QAFIN/Rezultate/Rezultat_3_dec_2017_Quality_Assurance_in_European_Higher_Education_FINAL_1_.PDF), accessed on January 10, 2019.

## ANNEXES

01-TASK-COUNTRY-REPORT-ROMANIA-ANNEX-PA-PROGRAMMES.xls

02-Table 4 – Main areas, criteria, standards and performance indicators for quality assurance and accreditation in Romania

Domains / Areas	Criteria	Standards	Performance indicator
<b>A. INSTITUTIONAL CAPACITY</b>	Criterion A.1 - Institutional, Administrative and Managerial Structures	S.A.1.1. Mission, objectives and academic integrity	PI.A.1.1.1. Mission and objectives PI.A.1.1.2. Academic integrity PI.A.1.1.3. Responsibility and public accountability
		S.A.1.2 Management and administration	PI.A.1.2.1. Management System PI.A.1.2.2. Strategic Management PI.A.1.2.3. Effective Administration
	Criterion A.2 - Material Resources	S.A.2.1. Property, equipment, financial resources allocated, student support	PI.A.2.1.1. Facilities for teaching, research and other activities PI.A.2.1.2. Equipment PI.A.2.1.3. Adequate financial resources for teaching and learning activities, adequate support services that are easily accessible to students PI.A.2.1.4. System of scholarship allocation and other forms of material support for students PI.A.2.1.5. Administrative staff for student support services
<b>B. EDUCATIONAL EFFECTIVENESS</b>	Criterion B.1 - Content of Study Programs	S.B.1.1. Student admission	PI.B.1.1.1. Principles of admission policy to study programs provided by the institution PI.B.1.1.2. Admission practices
		S.B.1.2. Structure and range of study programs	PI.B.1.2.1. Structure of study programs PI.B.1.2.2. Differentiation in the implementation of study programs

			PI.B.1.2.3. Relevance of study programs
	Criterion B.2 – Learning outcomes	S.B.2.1 Validation of academic qualifications	PI.B.2.1.1. Validation through access to the labor market PI.B.2.1.2. Validation through access to the next level of academic studies PI.B.2.1.3. Level of student satisfaction with regard to their professional and personal development provided by the higher education institution PI.B.2.1.4. Student-centered learning methods PI.B.2.1.5. Student career guidance
	Criterion B.3 – Scientific Research Activities	S.B.3.1. Research programs	PI.B.3.1.1. Planning of Research PI.B.3.1.2. Undertaking Research PI.B.3.1.3. Validation of research
	Criterion B.4 – Financial Activity of the Organization	S.B.4.1 Budgeting and accounting	PI.B.4.1.1. The income and expense budget PI.B.4.1.2. Accounting PI.B.4.1.3. Auditing and public accountability
<b>C. QUALITY MANAGEMENT</b>	Criterion C.1 – Quality Assurance Strategies and Procedures	S.C.1.1. Quality Assurance Structures and Policies	PI.C.1.1.1. Organization of the quality assurance system PI.C. 1.1.2. Quality assurance policies and strategies
	Criterion C.2 – Procedures for the initiation, monitoring and periodic revision of the programs and activities conducted	S.C.2.1. Approval, monitoring and periodic evaluation of the study programs and of the diplomas corresponding to qualifications	PI.C.2.1.1. Existence and implementation of regulations regarding the initiation, approval, monitoring and periodic evaluation of study programs PI.C.2.1.2. Correspondence Between diplomas and qualifications
	Criterion C.3 – Objective and Transparent Procedures for Evaluating Learning Outcomes	S.C.3.1. Student evaluation	PI.C.3.1.1. The HEI has regulations for student examination and grading which are rigorously and consistently applied. PI.C.3.1.2. Integration of evaluation in the teaching and learning plan (curriculum), by

			courses and study programs
Criterion C.4 - Procedures for the periodic evaluation of the teaching staff quality	S.C.4.1. The quality of the teaching and research staff	PI.C.4.1.1. Teaching staff competence and ratio of teaching staff to students PI.C.4.1.2. Peer evaluation PI.C.4.1.3. Student evaluation of the teaching staff PI.C.4.1.4 University management's evaluation of the teaching staff PI.C.4.1.5 Conditions for an adequate performance of the teaching staff activity	
Criterion C.5 - Access to Adequate learning resources	S.C.5.1. Learning resources and student services	PI.C.5.1.1. Availability of learning resources PI.C.5.1.2. Teaching as a learning resource PI.C.5.1.3. Incentive and remediation programs PI.C.5.1.4. Student services	
Criterion C.6 – Regularly Updated database on internal quality assurance	S.C.6.1. Information systems	PI.C.6.1.1 Databases and information	
Criterion C.7 - Transparency of information of public interest with regard to study programs, certificates, diplomas, and qualifications provided	S.C.7.1. Public information	PI.C.7.1.1 The provision of public information	
Criterion C.8 – Operational quality assurance structures, according to the Law	S.C.8.1.The institutional structure for quality assurance in education corresponds to the legal provisions and acts on a permanent basis	PI.C.8.1.1. The (quality) commission coordinates the implementation of the procedures and activities for quality evaluation and assurance	
Criterion C.9 - Periodic (cyclic) external quality assurance	S.C.9.1. Institutions undergo periodic external quality assurance, in	PI.C.9.1.1. Accredited HEIs and/or their structures take part in the external quality assurance in a cyclic manner, according to	

		compliance with European Standards and Guidelines for Quality Assurance in Higher Education (ESG)	the legal provisions in force. External quality assurance can take different forms and can focus on various levels of organizations, namely study program, master's field, doctoral school, doctoral field or institution.
--	--	---	--

Source: Adapted after ARACIS (2017, pp. 38-40)

03-Table 5 – Information provided for each PA study program

Name of an Institution / University	Name of the programme	Level of Education and length (in years)		Information available online					
		Bachelor (length in years)	MA (length)	Information about curriculum structure (list of courses) (language)	ECTS of individual courses	Structure of individual courses	Literature used in individual courses	Requirements on passing individual courses	Staff involved in teaching of individual courses
Babes Bolyai University	Publ. Admin.	x (3)		yes	partially	yes	yes	yes	yes
	Leadership of the Public Sector	x (3)		Yes	partially	yes	yes	yes	Yes
	Publ. Admin.		x (2)	yes	partially	yes	yes	yes	Yes
	Publ. Admin.		x (2)	yes	partially	yes	yes	yes	Yes
	Management of Public and Not-for-profit Organizations		x (2)	yes	partially	yes	yes	yes	Yes
	Science, Technology and Innovation in Publ. Admin.		x (2)	yes	partially	yes	yes	yes	Yes
	Public Policy and Management		x (2)	yes	partially	yes	yes	yes	Yes
Project Management and Program		x (2)	yes	partially	yes	yes	yes	Yes	

	Evaluation in Publ. Admin.								
	Human Resources Management in Public Sector		x (2)	yes	partially	yes	yes	yes	Yes
	Administration and Public Policy			no	no	no	no	no	No
	European Administration	x(3)		yes	yes	yes	yes	yes	Yes
	European Governance		x (2)	yes	yes	yes	yes	yes	Yes
Academy of Economic Studies (Bucharest)	Publ. Admin.	x (3)		yes	yes	yes	yes	yes	Yes
	Publ. Admin. and Management		x (2)	yes	yes	yes	yes	yes	Yes
	Publ. Admin. and European Integration		x (2)	yes	yes	yes	yes	yes	Yes
	Human Resources Management in Public Sector		x (2)	no	no	no	no	no	no
SNSPA / National University of Political Studies and Public Administration	Publ. Admin.	x (3)		partially	partially	partially	yes	no	Yes
	European Administration	x (3)		partially	partially	partially	yes	no	Yes
	Local communities Law		x (2)	partially	partially	partially	yes	no	Yes
	European Public policies and programs evaluation		x (2)	partially	partially	partially	yes	no	yes
	Public integrity and Anti-corruption policies		x (2)	partially	partially	partially	yes	no	yes
	Management of public affairs		x (2)	partially	partially	partially	yes	no	yes
	Public Sector Management		x (2)	partially	partially	partially	yes	no	yes
	Management		x (2)	no	no	no	no	no	yes

	t and governance								
	Executive power and public administration		x (2)	partially	partially	partially	yes	no	yes
	Project Management and Program Evaluation in Publ. Admin.		x (2)	partially	partially	partially	yes	no	yes
	Administrative European studies		x (2)	partially	partially	partially	yes	no	yes
	Publ. Admin.			partially	partially	partially	yes	no	yes
"Alexandru Ioan Cuza" Police Academy	Publ. Admin.	x (3)		no	partial	no	no	no	yes
University of Bucharest	Publ. Admin.	x (3)		yes	yes	yes	yes	yes	yes
	Administration and development of human resources		x (2)	no	no	no	no	no	no
	Public Policies and Administration in the European Union		x (2)	no	no	no	no	no	no
	Publ. Admin. and the Efficiency of Administrative System		x (2)	partially	no	no	no	no	no
"Alexandru Ioan Cuza" University Iasi	Publ. Admin.	x (3)		no	yes	yes	yes	yes	yes
	Publ. Admin.		x (2)	no	yes	partially	partially	partially	partially
University of Craiova	Publ. Admin.	x (3)		yes	yes	partially	yes	no	yes
	Publ. Admin.		x (2)	yes	yes	no	no	no	no
"Nicolae Balcescu" Land Forces Academy" Sibiu	Publ. Admin.	x (3)		no	no	partially	no	no	yes
Lucian Blaga University Sibiu	European Public Administration		x (2)	no	no	partially	no	no	yes
	Publ. Admin.	x (3)		no	no	partially	no	no	yes

West University Timisoara	Publ. Admin.	x (3)		yes	yes	yes	yes	yes	yes
Polytechnic University Timisoara	Publ. Admin.	x (3)		yes	yes	yes	no	yes	yes
Ovidius University Constanta	Administrative Sciences	x (3)		yes	yes	no	no	no	yes
	European Administration. Public policy and Institutions		x (2)	yes	yes	no	no	no	yes
	Management of Public Institutions		x (2)	yes	yes	no	no	no	yes
"Eftimie Murgu" University Resita/UEMR	Publ. Admin.	x (3)		no	no	no	no	no	yes
Petroleum-Gas University of Ploiești	Publ. Admin.	x (3)		no	no	no	no	no	no
Valahia University Targoviste	Publ. Admin.	x (3)		yes	yes	no	no	no	no
"Petru Maior" University Targu Mures	Publ. Admin.	x (3)		no	no	no	no	no	no
"Constantin Bracusi" University Tgârgu Jiu	Publ. Admin.	x (3)		yes	yes	no	no	no	partially
University of Petrosani	Publ. Admin.	x (3)		no	no	no	yes	no	partially
"Dunarea de Jos" University Galati	Publ. Admin.	x (3)		yes / not functional	partially	not functional	not functional	not functional	yes
Oradea University	Publ. Admin.	x (3)		yes	yes	Partially	no	partially	partially
	Publ. Admin.		x (2)	yes	yes	Partially	no	partially	partially
University of Pitesti	Publ. Admin.	x (3)		yes	yes	yes	no	partially	no
	European Administration in the context of European integration		x (2)	yes	yes	yes	no	partially	no
"Aurel Vlaicu"	Publ. Admin.	x (3)		yes	yes	yes	yes	yes	yes
	Publ. Admin.		x (2)	yes	yes	yes	yes	yes	yes

University from Arad	in European Context								
"1 Decembrie 1989" University Alba Iulia	Publ. Admin.	x (3)		yes	not functional	not functional	no	not functional	Partially
Athenaeum	Publ. Admin.	x (3)		no	no	partially	yes	no	yes
Nicolae Titulescu university Bucharest	Publ. Admin.	x (3)		partially	partially	partially	yes	no	yes
"Spiru Haret" University	Publ. Admin.	x (3)		yes	yes	yes	yes	yes	yes
Dimitrie Cantemir University Bucuresti	Publ. Admin.	x (3)		yes	yes	yes	no	yes	partially
"Andrei Saguna" University Constanta	Publ. Admin.	x (3)		no	partially	no	no	no	Da
"George Bacovia" University Bacau	Publ. Admin.	x (3)		yes	yes	no	no	no	yes
	Management of Publ. Admin. Institutions		x (2)	yes	yes	no	no	no	yes