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## **PAQUALITY**

**Public Administration Education Quality Enhancement**

**Erasmus+ Strategic Partnership KA203, No – 2018-1-SK01-KA203-046330,  
Slovakia, 09/2018-08/2021**

**O3 - Methodological Framework for Quality Improvement of Project Partners**

## **SELF-EVALUATION REPORT**

**October 2019**

**Bachelor of Science in Public Administration and Management Master  
of Science in Public Administration and Management**

Faculty of National Economy  
University of Economics in Bratislava  
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*Note: The report expresses an opinion of the authors. The EC doesn't have responsibility for any utilization of included information.*

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## Programme summary

Item	
1. Title of degree	Bachelor (Public administration and regional development) Master (Public Administration and regional development)
2. Full time/part-time	Full time
3. Off campus locations	none
4. Number of ECTS normally required for the degree	Bachelor 180 credits Master 120 credits
3. Total ECTS in required courses	Bachelor 180 credits Master 120 credits
4. Total ECTS in elective courses	Bachelor 18 credits Master 25 credits
5. Specialisations advertised as available	none
6. Number of ECTS which can be reduced for prior education	none
7. Number of ECTS which can be reduced for significant professional experience	none
8. Number of teaching staff (core faculty) mainly responsible for the programme (specify by rank)	Department of Public Administration and Regional Development: Professors: 1 Associate professors: 2 Assistant professors: 4
9. Number of students in degree programme	See table 0.1
10. Number of students enrolled in the self-evaluation year (2018/2019)	Full-time, Part-time, Total Bachelor: 15/0/15 Master: 64/0/64
11. Is a thesis or major professional report required?	Yes, a thesis
12. Is a comprehensive examination required?	Yes
13. Is an internship available? Is it required?	Yes, a voluntary internship is available
14. Language of the programme	Slovak
15. Language of the Self-Evaluation Report	English
16. Number of articles in international	2018:

refereed journals produced by the core faculty in the self-evaluation year and three years before	2017: 2016: 2015:
17. Main research programmes the core faculty is involved in	See table 0.2

Table 0.1 Number of students in degree programme

	Bachelor's study programme			Master's study programme	
	Year 1	Year 2	Year 3	Year 1	Year 2
2018/2019	10	5	0	23	41
2017/2018	12	0	7	36	25
2016/2017	0	8	12	19	24
2015/2016	9	11	17	20	20
2014/2015	18	13	20	16	37

Table 0.2 Main research programmes the core faculty is involved in

Project scheme	Number of projects
ESPON	1
APVV (Slovak; 1st rank – Agency for Research and Development Support)	1
VEGA (Slovak; 2nd rank – Scientific Grant Agency)	3
KEGA (Slovak; Cultural and Educational Grant Agency)	0
ERASMUS+	1
COST	1

# 1 Background

## 1.1 National educational system

Higher education in Slovakia is the responsibility of the state that is the founder of 20 public and 3 state schools (Academy of the Police Force, Armed Forces Academy and Slovak Medical University). In addition, there are 12 private universities. The right to provide higher education is granted by the Ministry of Education, science, research and sport of the Slovak Republic based on the evaluation of the Accreditation Commission (see chapter 1.2. National evaluation systems).

The language of instruction at the University of Economics is Slovak. The University of Economics also offers study programs in English.

Higher education in Slovakia is organized as bachelor / master with 180/120 ECTS credits. Excepting medical fields, which are conceived as a comprehensive 6 years doctoral study (370 ECTS) and selected bachelor study programmes (architecture) of 4 years (240 ECTS credits). The general language of instruction is Slovak. In the case of J. Seleye University in Komárno, the Hungarian language is also taught.

The general condition for admission to higher education is completed secondary education. Specific admission conditions or procedures are the responsibility of individual HEIs (Higher Education Institutions). Schools either rely on the results of general state graduation exams, their own admission procedures or the results of a test of study predisposition - National Comparative Exams test organized by the Company "Scio" (<https://www.scio.sk/english/national-comparative-exams.asp>).

To continue with the Master studies, it is necessary to be graduated bachelor's degree in the relevant field of study. The decision on the need to take the entrance examination is again the responsibility of the HEI / university itself.

All study programs at the University of Economics are offered as 3-year Bachelor programmes (180 ECTS) with a follow-up 2-year Master Programme (120ECTS). Admission to the Bachelor programme is conditioned with a successful pass of the admission examination or to reach 60% of the National Comparative Exams.

For the admission to the master programme the only requirement is a completed bachelor study with at least 180 ECTS. The selection procedure is based on a weighted average of previous study (more detail in section 5.10)

## 1.2 National evaluation systems

At this time, the national evaluation system in the Slovak republic is under reform. The new accreditation body – Slovak Accreditation Agency for Higher Education will start working on 1. January 2020. At this time the evaluation institution is the Accreditation commission.

The main change that will come with new system of evaluation is the shift to criteria standards defined by Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium.

It also introduces the possibility, to use the evaluation reports from agencies that are members of European Association for Quality Assurance in Higher Education or European

Quality Assurance Register for Higher Education. Evaluation reports from these agencies are by the Slovak Accreditation Agency for Higher Education automatically accepted. The standards, on which the evaluation will be based are currently under public consultation.

### 1.3 Formal exams for entrance to civil service

In Slovakia there are no formal exams to enter the civil service. The general employment policy in Slovak civil service is based on education level and in some cases also in the field of education. Criteria settings and job interviews are set and organised by the employing institution.

## 2 Applicability/Eligibility

The programs are eligible and apply for accreditation

### 2.1 Academic public administration degree programme

Formal name of the programme

Bachelor in Public Administration and Regional Development

Master in Public Administration and Regional Development

The study programmes are accredited by the Ministry of Education of the Slovak Republic based on evaluation of The Accreditation Commission.

Accreditation of a study program is a process in which the Accreditation Commission, an advisory body to the Government of the Slovak Republic, assesses the ability of a higher education institution to carry out the relevant study program in the field of study. The Accreditation Commission shall communicate its statement to the Minister of Education, Science, Research and Sport of the Slovak Republic, who will then decide on the granting of the right to grant graduates of this study program the corresponding academic degree. Such a program is called an accredited study program in the Higher Education Act.

Objectives and attainment targets are clearly stated in 5.2 and fall within the field of Public Administration as used by EAPAA.

### 2.2 Geography

Both programmes, the Bachelor of Public Administration and Regional Development and the Master of Public Administration and Regional Development are organised by the Faculty of National Economy at the University of Economics in Bratislava, Slovakia.

As Slovakia is a member of the Council of Europe, the programme is under the jurisdiction of EAPAA.

### 2.3 Programme longevity

#### 2.3.1 Normal accreditation

Degree programme	Level	Location	Date programme was established (*)	Average time to complete the ECTS degree (theoretical)	N° of students graduated 3 years ago 16/17	N° of students graduated 2 years ago 17/18	N° of students graduated 1 year ago 18/19

Bachelor of Public Administration and Regional Development	BA	Bratislava	2006	180	3 years	11	7	0
Master of Public Administration and Regional Development	MA	Bratislava	2009	120	2 years	20	18	27

(\*) The education in field of Public Administration and Regional Development is realised since 2002, the establishment of BA and MA programmes started with the enrolment of first students to the BA programme in academic year 2006/2007 and to the MA programme 3 years later – in academic year 2009/2010. Until that, the study was organised as an integrated 5 years MA study.

### 2.3.2 Certification for new programmes

Not relevant

### 2.4 Programme variants and locations

There are no programme variants and/or different locations.

## 3 Duration of Accreditation

Accreditation is intended for 7 years for the:

Bachelor of Public Administration and Regional Development

Master of Public Administration and Regional Development

## 4 Categories of accreditation

Slovakia signed the Bologna declaration in 1999, University of Economics is a member of the European Higher Education Area (see [http://www.ehea.info/page-full\\_members](http://www.ehea.info/page-full_members))

In describing the cycles (undergraduate and graduate) the framework makes use of the European Credit Transfer and Accumulation System (ECTS):

- 1st cycle: typically 180–240 ECTS, usually awarding a bachelor's degree. The European Higher Education Area did not introduce the Bachelor with Honours programme, which allows graduates with a "BA hon." degree (e.g. in UK, Australia, Canada) which in some jurisdictions (UK, Australia) may enable graduates to undertake doctoral studies without first having to obtain a master's degree.
- 2nd cycle: typically 90–120 ECTS (a minimum of 60 on 2nd-cycle level). Usually awarding a master's degree.

First cycle:

bachelor level Public Administration and Regional Development programme  
(3 years – 180 ECTS)

Second cycle:

master level Public Administration and Regional Development  
programme (2 years – 120 ECTS)



## 5 'Standards'

### 5.1 5.1 Domain of Public Administration

### 5.2 Mission-based Accreditation

#### 5.2.1 Background

The Department of Public Administration and Regional Development (one of the departments of the Faculty of National Economy, University of Economics in Bratislava) specialises in teaching theoretical and practical problems in the area of public administration and regional development, and in particular, it deals with issues of territorial public administration, regional economics and politics, urban development, regional analysis, environmental policy, economic geography, urban marketing and management and creation projects for regional and local development and policy analysis.

The scientific and research activities of the department contributed to the development of science in the field of regional economics and regional policy and deals with the theory of organization and performance of public administration and the practice of state administration institutions. The department is responsible for all three levels of its only study programme Public Administration and Regional Development. The department initiated the founding of the civic association Society for Regional Science and Policy, which is an association of academics and practitioners in the field of regional development in the Slovak Republic and the Czech Republic. The Society is a representative of the Slovak section of the European Regional Science Association (ERSA). Its main activities include the annual organization of the Winter Science Regional Seminar and the co-organization of the Central European Conference in Regional Science.

Following the socio-political changes in 1989 and the transformation of the Slovak economy, including the regional economy and development, on 1 July 1990, the Department of Spatial Economics and Regional Geography was created. It consisted of teachers from the Department of Macroeconomic Strategy, who provided teaching of spatial economics and regional development and teachers of the Department of Geography and History of National Economy oriented to economic geography. In 1991, the department was part of the Department of Economic Policy as its section. Since March 1992, this department has been transformed into the Department of Regional Economics, Geography and Environmental Economics. At the beginning of 1997, the department's name was changed to the Department of Regional Development and Geography.

An important milestone in the development of the department was the accreditation and establishment of the study field Public Administration and Regional Development. This completed an important stage in the formation of the department, in the education of bachelors, engineers and doctoral students specialized in the subject of study. At the same time, the department harmonized its name with the name of the field of study and since 2002 it has been named the Department of Public Administration and Regional Development.

In the pre-accession period and after the accession of the Slovak Republic to the European Union, the importance of regional policy increased sharply, and the department significantly contributed not only to the preparation of university specialists, but also to activities

affecting the regional development of the Slovak Republic (National Development Plan 2004- 06, Special Preparatory Programme for Structural Funds, National Strategic Reference Framework 2007-13 and its ex-ante evaluation, Vision and Strategy of Regional and Territorial Development of the Slovak Republic, etc.). The Department also participated in the processes associated with decentralization of public administration, creation, operation and financing of self-governing territorial units.

In connection with the above-mentioned changes, the department significantly strengthened education of its own PhD students, which resulted in a substantial rejuvenation of the department. At the same time, the number of members of the department grew along with the growing role in the education of new generations of graduates, the growing interest in studying this field of study, participation in international projects, and the organization of a professional community across Slovakia.

The following table shows the development of the department in terms of the number of departmental staff.

Table 5.1 Number of departmental staff

Staff	1995	1998	2006	2007	2008	2010	2012	2016	2019
professors	2	1	1	1	2	2	2	3	1+1(E)
Associate professors	5	5	5	5	4	4	4	5	2
Research assistants (with PhD., or CSc.)	-	-	3	3	4	5	6	4	3
Research assistants	-	2	1	1	-	1	-	-	1
Assistants	-	-	-	-	-	-	-	-	-
Together	7	8	10	10	10	12	12	12	7+1(E)

(E) –professor emeritus

## 5.2.2 Mission statement

### Department

The Department of Public Administration and Regional Development has the longest tradition in the field of education in the field of Public Administration and Regional Development in Slovakia (more than 25 years of experience and hundreds of graduates), which guarantees the stability of study in the field and its quality.

Communes, towns, cities and regions are a space for the self-realization of each of us. They are a place where we live, create values, have fun, fulfil our plans and meet the needs of a happy life. To meet these challenges in a changing environment, our company needs qualified people who can identify opportunities for development, design creative solutions, and organize the human and financial resources to implement them.

This is one of the reasons why we perceive public administration and regional development as a field within which students develop their creativity and practical skills in addition to extensive economic knowledge. Our graduates are able to initiate changes in society, influence public decisions and participate in the development of state and local government institutions at central, regional and local levels, including European structures. Thus, they are not only applied in the public sector but are also sought in the commercial sphere in the field of consulting.

In carrying out our mission we cooperate with several organizations from practice, which enable solving joint projects, engaging in the educational process and completing internships and internships of students.

Our partners are central institutions of state administration and local self-government, advisory and consulting firms dealing with regional development, cohesion policy, project and program development for public institutions and business support.

#### 5.2.2.1 Bachelor's degree

Graduates master the basic theories, concepts and facts of the general system of economics and economics, with an emphasis on its regional and local subsystem and are able to apply them in the processing of professional documents for decisions of public administration subjects. They are able to systematize and analyse current problems of public administration, they have basic knowledge of legislative environment of public administration, they know methods and techniques of analysis of material problems and methods of management in public administration. Graduates are employed in various fields of organizational structures of public administration at all levels, in subjects dealing with regional and local development and in other public corporations and non-profit organizations.

Bachelor's degree general competencies are divided into the following educational goals and educational outputs:

To improve the ability to acquire and process information and improve communication skills:

- Students are able to independently obtain relevant information on a given topic in the field of public administration and regional development.
- Students are able to process the information obtained into a coherent, appropriately structured written material and present the main ideas to the audience using ICT

developing analytical thinking and skills

- Students are able to acquire the necessary quantitative or qualitative data and descriptively describe the existing state and/or or development in a given topic
- Students are familiar with basic quantitative and qualitative methods through which they can analyse the existing state and background

improving teamwork:

- Students are able to participate in teamwork, understand the assigned tasks and contribute to team results.
- Students are able to estimate the time and content intensity of a given task and identify resources for performing the task and understand the limitations that limit the execution of the task

#### 5.2.2.2 Master's Degree

The graduate of this study program is an expert with basic knowledge of economic theories and policies, regional economics and politics, theory of management and organization of public administration and public sector, constitutional and administrative law, political science and social sciences, methods of analysis and management of economic and social processes. It is able to independently solve interdisciplinary problems characteristic of the performance of public administration at all its levels, analyse and explain socio-economic processes within the competence of public administration, and identify key problems related to the objectives of European regional policy, including the application of adequate tools for

its implementation. The graduate of the study program can work in international institutions, central, regional and local institutions of public administration, public and non-profit sector. The study program prepares graduates also for scientific and educational work in accordance with the focus of the study content.

Master's degree general competencies are divided into the following educational goals and educational outputs:

to improve the ability to acquire and process information and improve communication skills

- Students are able to independently find relevant information on a given topic in the field of public administration and regional development as well as in a foreign language
- Students are able to process acquired information into a structured material, propose a suitable solution and defend their arguments in front of the audience

to improve management skills:

- Students are able to lead a team of people, create, plan and control tasks, organize workshops, and take responsibility for team results
- Students are able to identify the causality of the problem relationship and its solution, they are able to design and defend the choice of adequate solutions, understand the complexity of the problem and its links to other activities of the organization

developing analytical thinking and skills

- Students are able to identify the problem and the underlying context, can identify data requirements, orient themselves in existing resources and/or they can define data collection requirements.
- On the basis of an analysis of the problem using available software, they can explore the context and suggest possible analysis-based solutions.

### 5.2.3 Mission and vision of the Faculty of National Economy and the University of Economics in Bratislava

Faculty

The mission of the Faculty of National Economy of the University of Economics in Bratislava (FNE EUBA) is to provide quality education in all three stages of higher education, to develop knowledge based on free, creative scientific research and to contribute to the development of the knowledge society in Slovakia and the European educational area in the spirit of national and all-human humanitarian and democratic traditions. To fulfil this mission are following priorities set:

1. FNE EUBA as an integral part of a high-quality European higher education area, attractive for applicants from the Slovak Republic as well as for applicants from abroad
2. FNE EUBA as a recognized, research-oriented faculty, which, through its research activities, adds value in the form of new knowledge in economics, thus contributing to addressing current economic, financial, social problems at regional and global levels
3. FNE EUBA as an Accepted Institution in the Field of International Cooperation, Promoting Student Mobility, Integration of Foreign Students, Strengthening the International Recognition of its Members within the International Scientific Community

4. FNE EUBA as a leader of employability of graduates in the labour market, supporting critical thinking and sustainable development of skills of students as well as creative staff and faculty employees, contributing to the development of society
5. FNE EUBA as a high-quality material, technical and cultural environment preferring innovative teaching methods as well as supporting the development of the career development of creative faculty staff

## University

The EU in Bratislava is part of the European Higher Education Area and the Common European Research Area. As part of this integration, its mission is to provide quality higher education in all three degrees of higher education in a complex of economic and managerial programs and selected study programs in the field of humanities and informatics, developing knowledge based on free creative scientific research in economics, economics, IT , humanities and social sciences, thus contributing to the development of the knowledge society in Slovakia and the European area.

The EU in Bratislava, which has already unequivocally confirmed and strengthened its position as a leader in higher education and research in the field of economics and management in Slovakia, will be in 2019 based on the proven level and quality of education, intensity and quality of research, especially within the Slovak Republic and the EU, active cooperation with socio-economic practice in promoting mutually beneficial knowledge transfer, establishing a quality and effective network of international relations, achieving prestigious quality features based on the results of national comprehensive accreditation of its activities and interim results of international accreditation in the system AACSB, as well as based on the visibility and effective communication of results in a relevant public environment perceived and recognized as a modern and dynamic university comparable to major and generally respected higher education institutions and institutions of similar professional orientation, at least in the Central European region, with a high professional and scientific-research level, reflecting social responsibility, which is reflected in concrete cooperation projects with institutions and organizations in the Slovak Republic and abroad.

### 5.2.4 Mission statement of the Public Administration and Regional Development Programmes

The mission and vision of the University of Economics in Bratislava, the Faculty of Economics of the University of Economics in Bratislava and the Department of Public Administration and Regional Development are reflected in the content of the study programs Public Administration and Regional Development at both Bachelor and Master levels. The mission of both programs is given in section 5.2.2 and the details of the programs are 5.5.1.

In the case of the bachelor programme, it is important to note that a small number of compulsory courses focused on public administration is caused by the university-wide common block of courses, which are the same for all “economic” study programs offered at the University of Economics in Bratislava.

In the bachelor’s programme, the students gain a broad economic foundation, which they extend to the specifics of public administration - administrative law, political thinking,

governance theories, organization of public administration, public sector economics and regional economics. This gives them an overview of the organization and functioning of public administration in Slovakia and at European level, as well as the specifics of public service production, the functioning of the public sector and its parts, such as education and health.

The master's degree is characterized by a predominance of subjects of Public Administration. Students deal in detail with public policy issues in public space in general and also focusing on the specifics of public policy making at the municipal level, measuring and evaluating policy impacts. During their studies, they deepen their knowledge through new projects and gain new experience in using the scientific procedures and methods necessary for processing problem driven research.

### 5.2.5 The environment of the Public Administration and Regional Development programmes

The Public Administration and Regional Development programmes (BA and MA) are full-time programmes offered during the day. The entrance to the BA programme is based on an admission procedure mentioned above. The entrance to the MA programme is free for students who have achieved a BA in the field of Public Administration and Regional Development or a close field of study (such as public policy, political science, European studies).

The BA programme in Public Administration and Regional Development is offered only by the University of Economics in Bratislava. Similar programmes one field studies in Public Administration or combined studies with of Public Administration with Public Policy or Public Economy are offered by several universities across Slovakia. In Bratislava itself are offered similar programs at the private universities (High School of Economy and Management of Public Administration), public university (Comenius University – several faculties) and also at the state university (Academy of the Police Force).

## 5.3 Level

### Accreditation

Both study programmes in Public administration and regional development have been accredited by the Slovak Accreditation Committee in 2015. Also due to the change of the accreditation principle, the current accreditation should be valid until 2025 (as mentioned above, there is still a public consultation about the details of the new accreditation standards).

The quality assurance framework and also the competency model have been introduced with the university's attempt to receive the AACSB accreditation and respect the criteria of AACSB.

While the quality assurance framework has been introduced only few years ago, there is still some space to make more advantage from this intervention.

Outcomes of both programmes correspond with the Dublin descriptors.

## Bachelor's degree competences

Bachelor's degree general competencies are divided into the following educational goals and educational outputs:

- 1) Improve the ability to acquire and process information and improve communication skills
  - a) Students are able to independently obtain relevant information on a given topic in the field of public administration and regional development
    - i) The student is well versed in the potential sources of information on a given topic
    - ii) The student can critically evaluate the quality of literature and other information he uses in his final work
    - iii) The student uses resources that can be considered relevant and up to date on the subject
  - b) Students are able to process the information obtained into a coherent, appropriately structured written material and present the main ideas to the audience using ICT
    - i) The aim of the work is clearly defined
    - ii) The conclusion summarizes the main findings
    - iii) In the final thesis the student presents the source of all used data
    - iv) The student explains in detail the selection of the method of analysis used and is aware of its shortcomings
    - v) The presentation of the final thesis describes all the main areas of work
    - vi) The presentation of the final thesis is of appropriate length
    - vii) The student can use ICT appropriately during the presentation of the final thesis
    - viii) Student keeps eye contact with commission during presentation (80% of time)
- 2) Developing analytical thinking and skills
  - a) Students are able to acquire the necessary quantitative or qualitative data and descriptively describe the existing state and/or or development in a given topic
    - i) The student knows the existing data sources on the topic
    - ii) The student chose a suitable data source, resp. appropriate method of data collection
    - iii) The student knows the disadvantages of the data source used in the final thesis
    - iv) The student can defend sample selection for his research
    - v) The student can interpret the state or development of the issue under examination based on the data used
  - b) Students are familiar with basic quantitative and qualitative methods through which they can analyse the existing state and background
    - i) The student can justify the choice of quantitative resp. of the qualitative analytical method in the topic under consideration and the following reasons
    - ii) The student correctly uses the chosen quantitative resp. qualitative analytical method
    - iii) The student can interpret the analysis results in sufficient detail
    - iv) The student identifies the limitations of his / her own research and suggests additional analyses to complement the research
- 3) Improving teamwork
  - a) Students are able to participate in teamwork, understand the assigned tasks and contribute to team results.
    - i) The student actively contributes to the solution of the topic
    - ii) Students can divide the tasks and/or responsibility in the team

- iii) Students can critically evaluate their contribution to teamwork
- b) Students are able to estimate the time and content intensity of a given task and identify resources for performing the task and understand the limitations that limit the execution of the task
  - i) Students can plan work schedules
  - ii) Students can identify in advance their content and can design creative solutions
  - iii) Students deliver their outputs within a set deadline
  - iv) Students deliver their outputs in agreed quality
  - v) Students can critically evaluate their contribution to meeting deadlines and quality of outputs

Bachelor's degree programme-specific competencies are divided into the following educational goals and educational outputs.

Educational goal - Developing knowledge and knowledge in public administration and regional development

Educational output:

- 1) Students have basic knowledge in economics and management
  - The student appropriately uses economic terms in the final thesis and in its presentation
  - The student can explain the basic economic principles that relate to the topic of his final thesis
- 2) Students know the basic mechanisms of regional development and understand the system of public administration
  - The student can determine which public administration institutions are concerned with the topic
  - The student is able to determine what competencies the concerned institutions have in solving the given topic
  - The student is able to explain how the addressed topic affects the development of the concerned region and/or municipality
  - The student can propose a framework solution to the problem he/she is dealing with in the dissertation
  - The student knows the legislative environment that regulates the activities of public administration institutions in regional development

Master's degree competences

Master's degree general competencies are divided into the following educational goals and educational outputs

- 1) Improve the ability to acquire and process information and improve communication skills
  - a) Students are able to independently find relevant information on a given topic in the field of public administration and regional development as well as in a foreign language
    - i) The student is able to find and process information from relevant foreign sources on the given topic



- ii) The student can explain and argue the national and international context of the final thesis
  - iii) The student cites the information used in accordance with the technical standard
  - iv) The student works with the latest information and sufficient domestic and foreign resources
- b) Students are able to process acquired information into a structured material, propose a suitable solution and defend their arguments in front of the audience
- i) The final thesis has a logical and balanced structure
  - ii) The research question is formulated to a clear goal
  - iii) The final thesis has a suitably chosen and sufficiently explained methodology
  - iv) The student knows and can work with basic scientific methods
  - v) Processing the current state of knowledge of the issue
  - vi) The conclusion of the thesis clearly declares the student's contribution to the work theme
  - vii) The presentation of the final thesis describes all the main areas of work
  - viii) The student fulfilled the goal of the thesis by the chosen methodological procedure and answered the research question
  - ix) Student performance meets the requirements of appropriate verbal and non- verbal communication, including the means of communication chosen
  - x) The student is able to justify his / her proposed measures in the context of the current solution in practice
- 2) Improve management skills
- a) Students are able to lead a team of people, create, plan and control tasks, organize workshops, and take responsibility for team results
- i) The student can plan a teamwork schedule
  - ii) The student can plan and divide tasks
  - iii) Students are also able to deal adequately with the limited time for the task
  - iv) Students deliver their outputs in agreed quality
  - v) Students can critically evaluate their contribution to teamwork
  - vi) The output of the work is presented in a form and manner as a result of the joint work, not the partial contributions of individuals
- b) Students are able to identify the causality of the problem relationship and its solution, they are able to design and defend the choice of adequate solutions, understand the complexity of the problem and its links to other activities of the organization
- i) Students are able to disaggregate the problem to the individual factual elements of the problem
  - ii) Students can explain the causality between the elements of the problem
  - iii) The student is able to justify the chosen solution, can identify its advantages and disadvantages to another solution
  - iv) Students can propose systemic solutions to the problem
  - v) Students can identify the impact of proposed solutions on the organization and the environment in which it operates
- 3) Developing analytical thinking and skills

- a) Students are able to identify the problem and the underlying context, can identify data requirements, orient themselves in existing resources and/or they can define data collection requirements.
  - i) The student can identify the problem in relation to the necessary data
  - ii) The student can justify the selection of the sample for its research including its statistical significance
  - iii) The student worked with a sufficient / representative data base obtained in primary research
  - iv) Sampling and data base are the guarantee of originality of work
- b) On the basis of an analysis of the problem using available software, they can explore the context and suggest possible analysis-based solutions.
  - i) The student can justify the choice of quantitative and/or qualitative analytical method in the examined topic
  - ii) The student correctly uses the chosen quantitative and/or qualitative analytical method
  - iii) The student applied the appropriate software for the selected analysis
  - iv) The student can interpret the results of the analysis sufficiently and critically evaluate them
  - v) The student can defend the most important findings in the context of the goal of the work
  - vi) The student is able to formulate the critical points of the studied problem
  - vii) Based on the analysis, the student can propose a systemic solution to the problem

Master's degree programme-specific competencies are divided into the following educational goals and educational outputs. Educational goal - Developing knowledge in public administration and regional development

- 1) Students can analyse the problems of public administration and regional development also with regard to the broader context of economic development at national and international level
  - The student can identify the basic macro / micro economic context of the final thesis topic
  - The student can explain and argue the national and international context of the final thesis
  - The student can explain the link between the topic of the final thesis and the scientific concepts of public administration and regional development
  - The student can formulate appropriate measures to solve the analysed problem
- 2) Students have knowledge of multiple public policies and can identify the interrelationships between them
  - The student is able to critically evaluate the current state of the issue
  - The student can determine the overlap of public policies related to the topic of the final thesis
  - The student can explain how the solved topic uses the synergic effect of multiple policy tools
  - The student is able to synthesize the importance of the topic for different levels of government and sectors of the economy

- The student can explain and argue the benefits of the final thesis

## 5.4 Relation to Practice and Internships

### Training of practical skills

#### Bachelor programme

From the whole amount of 5400 hours (180 ECTS; 30 hours per credit), 1560 are spent as a direct teaching form. 650 hours are “lectures” which are focused mostly on obtaining theoretical background. Another 910 hours are dedicated to seminars, where do the students have more space to train practical skills. 3840 hours are dedicated for student’s individual work (study, projects elaboration, seminar works, essays, etc.).

#### Master programme

From the whole amount of 3600 hours (120 ECTS; 30 hours per credit), 780 are spent as a direct teaching form. 364 hours are “lectures” which are focused mostly on obtaining theoretical background. Another 416 hours are dedicated to seminars, where do the students have more space to train practical skills. 2820 hours are dedicated for student’s individual work (study, projects elaboration, seminar works, essays, etc.).

To ensure, the students are gaining practical skills and are able to deal with complex problems in the field of study, there are 2 workshops courses a part of every study programme – one in the field of Public administration and one in the field of Regional policy. In addition to these workshops, there are several courses offered by the Department of Public Administration and Regional Development, which are focused on project elaboration (bachelor programme. - Creating Programs and Projects; master programme - Regional Business Environment, Municipal Credit Worthiness, Political Cohesion - Case Studies from Practice).

#### Internship

The internship is into the study programme incorporated as an elective course with 3 ECTS credits. After the student enters this course, there are two options. The student finds his/her own internship or chooses one of the internships provided by the cooperating institutions of the Department of Public Administration and Regional Development. If the student finds his/her own internship, the institution has to be approved by the department. There is an obligation, that the receiving institution has to be an institution from public administration or public sector. The internship lasts at least 3 weeks and 45 hours (equal to 6 working days). After the internship, the student elaborates a “Report on the internship” and sends it to the responsible person at the department. A report from the institution, where the internship was realised, is a part of the Report on the internship. The report is approved by the department. I case, the prescribed conditions of the report are not fulfilled, the student has to rewrite the report. After fulfilling all conditions, the student is awarded with the assignment.

Since the introduction of the internship as an elective course, there have been 9 students at the bachelor programme and 45 students at the master programme who enrolled for this course.

The most internships were in municipal offices in the hometowns of students. The most preferred institution from the department offer was the Office of the Bratislava region, Ministry of economy, Ministry of Interior and Ministry of finance.

## 5.5 Curriculum

### 5.5.1 Curriculum Content

#### Background information

The study at the University of economics is organised in 2 semesters – winter and summer semester. Both semesters lasts 13 weeks, exception is the summer semester of last year of study, which lasts 11 weeks. The examination period is 6 weeks and starts just after the end of the semester. After the examination period of the winter semester, there is one week of holidays.

The winter semester starts usually on the 3<sup>rd</sup> week of September and the summer semester on the 2<sup>nd</sup> week of February. The academic year ends after the examination period of the summer semester.

The students have 2 examination terms per course – 1 regular, 1 repair.

For both programmes the foreseen workload for one year of fulltime study is 60 ECTS. The workload in the bachelor programme is 180 ECTS, what makes 3840 hours of work. In the master programme, the workload is 120 ECTS and 3600 hours.

The minimum of credits, that have to be taken in one year of full-time study is defined as 60% of the “prescribed” amount of credits, that means 36 ECTS.

The study cannot, due to the legislation – Act no. 131/2002 Coll. On Higher education institutions, exceed the foreseen length of the study more than 2 years. That means, the length of the bachelor study cannot exceed 5 years and the length of the master study 4 years.

The most usual course organisation is 2 hours of lectures combined with 2 hours of seminars per week (56 hours of contact hours per semester), with a workload of 5 ECTS (bachelor programme) or 6 ECTS (master programme), or a course with 2 hours of lecture or seminar per week with the workload of 3 ECTS (26 contact hours per semester). The average amount of contact hours per semester is 312 hours (6 courses with 52 hours). For more detail see table 5.1 and 5.2.

#### Prerequisites

To enter the bachelor programme a secondary level education is prescribed. To enter the master programme, a finished bachelor programme in the same or related field is required. There are no special prerequisites connected to specific public administration knowledge when entering the bachelor programme. In case of the master programme, the only prerequisite to enter the programme is a bachelor degree. If the degree is in a field of public administration or a similar field, such as public policy or public sector economy, the student can be enrolled without entrance exams. If this is not the case, the entrance exams have to be passed.

#### Course distribution

Table 5.1: Bachelor’s study programme structure

Study Programme: Public Administration and Regional Development
Study Field: Public Administration and Regional Development

Form: full-time							
Block – Compulsory courses							
Name	Recommended Study Plan* (tuition time i.e. no. of hours per week per semester)						
	No. of credits	S1	S2	S3	S4	S5	S6
Economic Theory 1	5	2/2 S					
Business Economy	5	2/2 S					
Mathematics	5	2/2 S					
World Economy	5	2/2 S					
Informatics I	4	2/2 S					
Foreign Language 1	3	0/2 S					
World Economic Geography	3		2/0 S				
Economic Theory 2	5		2/2 S				
Informatics II	3		0/2 S				
Finance	5		2/2 S				
The Basics of Law	5		2/2 S				
Statistics	5		2/2 S				
Foreign Language 1	3		0/2 S				
Foreign Language 1	3			0/2 S			
Foreign Language 2	3			0/2 S			
Public Administration 1	3			2/0 S			
Regional Economics and Policy 1	6			2/2 S			
Economic Policy	5			2/2 S			
Accounting	5			2/2 S			
Physical activities - sport	1			0/2 Z			
Foreign Language 2	3				0/2 S		
Physical Activities - sport	1				0/2 Z		
Public Administration 2	5				2/2 S		
Marketing	5				2/2 S		
Management	5				2/2 S		
History of Economic Theories	4				2/0 S		
Quantitative Methods in Economics	5				2/2 S		
Final Thesis Seminar BP 1	2				0/2 Z		
Foreign Language 2	3					0/2 S	
Methods and Techniques of Regional Analysis	5					2/2 S	
Social Policy	5					2/2 S	
Tax Theory and Politics I	6					2/2 S	
Final Thesis Seminar BP 2	2					0/2 Z	
Public Sector Economy	5						2/2 S
Creating Programs and Projects	5						2/2 S
Administrative Law	3						2/0 S
National Economy	3						

Public Administration and Regional Development 1	3						
Final Thesis and its Defense	4						
SUM compulsory courses	156	27	29	26	30	21	23
Compulsory courses offered in foreign languages:							
Informatics II in English	3		0/2 S				
Economic Policy in English	5			2/2 S			
Economic Theory 1 in English	5	2/2 S					
Economic Theory 2 in English	5		2/2 S				
Economic Theory 1 in French	5	2/2 S					
Economic Theory 2 in French	5		2/2 S				
Regional Economics and Politics 1 in English	6	2/2 S		2/2 S		2/2 S	
Methods and Techniques of Regional Analysis in English	5	2/2 S		2/2 S		2/2 S	
Public Administration 1 in German	3	2/2 S		2/2 S		2/2 S	
Block – Compulsorily optional courses for Public Administration and Regional Development							
Name	Recommended Study Plan (tuition time i.e. no. of hours per week per semester)						
	No. of credits	1. s	2. s	3. s	4. s	5. s	6. s
Sociology	3	0/2 S		0/2 S		0/2 S	
Politics	3	0/2 S		0/2 S		0/2 S	
Philosophy	3	0/2 S					
Public Administration Workshop 1	3					0/2 S	
Regional Development Workshop 1	3				0/2 S		
Public Procurement	3			0/2 S		0/2 S	
Geographic Information Systems	3				0/2 S		0/2 S
Minimum no. of credits for compulsorily optional courses	6	Minimum 6 credits					
Sum minimum no. of credits for compulsory courses and compulsorily optional courses	162	Minimum 162 credits					
<p>For successful completion of the bachelor's degree, it is necessary to obtain at least 180 credits, which can be obtained by completing other compulsorily optional subjects in addition to the minimum number, or by completing elective courses from the following offer:</p> <p>Applied social policy, Training firm, Training firm in GER, History of insurance, Economics of labour and human capital, Economics of Labour and Human Capital in EN, Empirical economic research, Empirical Economic Research in English, Economic Development 1, European programs and project development, Financial markets and banking, Economic policy in the era of globalization, Informatics III, Informatics III in EN, Innovative management in practice, Critical thinking and argumentation, Human Resources and Personnel Management in EN, National accounts, Insurance, Political geography, Political thinking, management and decision making, Psychology Practicum, Case studies from economic practice, Risk management and insurance, Risk Management and Insurance in EN, Budget theory and politics, Job interview simulator, Social security systems, Theory and Policy of Business Finance, Creation of professional papers and presentation skills, Public Administration 1 in GER, General economic history, Selected Problems of Social Policy in EN, Fundamentals of Rhetoric, Basics of stylistics</p>							
Recommended credit load for elective courses	18	Minimum 18 credits					
Sum minimum no. of credits for compulsory courses, compulsorily	180	Minimum 180 credits					

optional courses and elective courses		
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**Table 5.2: Master's Study Programme**

Study Programme: Public Administration and Regional Development					
Study Field: Public Administration and Regional Development					
Form: full-time					
Block – Compulsory courses					
Name	Recommended Study Plan* (tuition time i.e. no. of hours per week per semester)				
	No. of credits	S1	S2	S3	S4
	*S = a course ends with an exam Z = a course ends without an exam				
Microeconomics 2	6	2/2 S			
Regional Geography of Slovakia	6	2/2 S			
Communal Policy	6	2/2 S			
Macroeconomics 2	6		2/2 S		
Urban Economics and Planning	6		2/2 S		
Regional Economics and Policy 2	6		2/2 S		
Final Thesis Seminar DP1*	2		0/2 Z		
Environmental Economics	3			2/0 S	
Comparative Public Administration	3			2/0 S	
Public Policy	6			2/2 S	
Regional Development Workshop 2	3			0/2 S	
Public Administration Workshop 2	3			0/2 S	
Final Thesis Seminar DP2 *	2			0/2 Z	
Regional and Urban Management	6				2/2 S
Microeconomics and Macroeconomics	3				
Public administration and regional development 2	3				
Final Thesis and its Defense	4				
SUM compulsory courses	74	18	20	20	16
Compulsory courses offered in foreign languages:					
Comparative Public Administration in English	3	2/0 S		2/0 S	
Microeconomics 2 in English	6	2/2 S			
Macroeconomics 2 in English	6		2/2 S		
Public Policy in German	6	2/2 S		2/2 S	
Public Policy in English	6	2/2 S		2/2 S	
Public Policy in English	6		2/2 S		2/2 S
Block – Compulsorily optional courses for Public Administration and Regional Development					
Name	Recommended Study Plan (tuition time i.e. no. of hours per week per semester)				
	No. of credits	S1	S2	S3	S4
EU Regional Policy	3		2/0 S		2/0 S

Ethics, Corruption and Transparency	6	2/2 S		2/2 S	
Regional Business Environment	6		2/2 S		0/2 S
Municipal Credit Worthiness	6	2/2 S		2/2 S	
Political Cohesion - Case Studies from Practice	3		0/2 S		0/2 S
Academic Debate	3		0/2 S		0/2 S
Minimum no. of credits for compulsorily optional courses	21	Minimum 21 credits			
Sum minimum no. of credits for compulsory courses and compulsorily optional courses	95	Minimum 95 credits			
For successful completion of the engineering study degree, it is necessary to obtain at least 120 credits, which can be obtained by completing other compulsorily optional subjects in addition to the minimum number, or by passing elective courses from the following offer: Analysis and forecasting in finance, Efficiency and productivity analysis, Efficiency and Productivity Analysis in EN, Housing policy, Tax Theory and Politics II., Labour Market Economics, Economic growth in EN, Economic Development 2, Empirical analysis of economic growth, European social systems, Experimental Economics, Third sector finance, financial econometrics, Geography of network industries, Investment and innovation in the economy, Capital structure of business entities, Quality of life, Quality of Life in EN, Risk management in insurance, Public Finance Management, Knowledge management and organizational behaviour, Methodology of scientific work, Professional seminar in economic analysis, Insurance market, insurance market in EN, Teacher's presentation skills - only for supplementary pedagogical study students, Rhetoric and Styling, Risk and uncertainty in finance, Macroeconomic Policy Seminar 1, Microeconomic Policy Seminar 1, Social entrepreneurship, Social work, Current political decision-making, Special Seminar on Macroeconomics, Introduction to public choice theory, Workshop in cooperation with NBS: regulation of insurance sector, Reinsurance, Reinsurance in EN, Health policy, Green economy, Green Economy in EN, Green economy in SPA					
Recommended credit load for elective courses	25	Minimum 25 credits			
Sum minimum no. of credits for compulsory courses, compulsorily optional courses and elective courses	120	Minimum 120 credits			
Recommended study plan recap					
Courses		Credit load			
	No. of credits	S1	S2	S3	S4
compulsory courses	74	18	20	20	16
Compulsorily optional courses	21	minimum 21			
Elective courses	25	minimum 25			
Sum for study programme	120	minimum 120 credits			

### 5.5.1.1 Core components

Core curriculum courses  
See tables 5.1 and 5.2

#### Bachelor programme

The basic concepts, theories, methods and history (classics) of Public Administration  
Public Administration 1  
Public Administration 2

Concepts, theories and research methods from the disciplines of economics, law, political science and sociology

Economic theory 1



Economic theory 2  
The basics of law  
Regional economics and Policy 1  
Economic Policy  
Administrative law  
Sociology  
Politics  
Philosophy

Public finances, informatisation, and public management”.

Informatics 1  
Informatics 2  
Finance  
Public sector economy  
Tax theory and policy 1

Master programme

The basic concepts, theories, methods and history (classics) of Public Administration Comparative public administration

Concepts, theories and research methods from the disciplines of economics, law, political science and sociology

Public policy  
Microeconomics 2  
Macroeconomics 2  
Urban economics and Planning

Public finances, informatisation, and public management”.

Communal policy  
Regional and Urban Management

#### 5.5.1.2 Other components and specializations

Other courses

There are no other courses than listed in tables 5.1, 5.2. and course catalogues (see appendix, file bachelor\_programme.html and master\_programme.html)

Objectives

There are no other components of the curriculum

Rationale

Specialisation

#### 5.5.1.3 Structure and didactics of the programme

Screening and reviewing of competencies and/or programme structure have been carried out so far for internal purposes. Some form has been created recently for the purpose of international accreditation at the faculty level.

Students every semester complete survey regarding quality of tuition and individual courses but the department does not have access to the individual and/or aggregated results – they stay within the faculty officials. Faculty uses the data for personal assessment of faculty staff. If performance is not satisfactory, then the faculty may ask the teacher to undertake a teaching skills course. If performance has not improved both in terms of teaching and research, then this can be a reason not to renew the job contract. The faculty has been testing different methods of data collection. Currently, it is carried out via external website during tuition process. The faculty representatives come to the students during lectures or seminars and ask them to fill in the online survey. Since the students have to fill in the survey in that particular moment and the survey asks about all the courses and teachers they have, the return rate is not satisfactory and there has also been criticism regarding the quality of evaluation.

The faculty asks its departments to plan and carry out own course tuition quality assessment. Each academic year, the department chooses two or three courses that undergo this assessment. Course assessment is carried out via peer review process. Lecturer or teaching assistant is being assessed by one of his or her departmental colleagues who attends and observes his/her lecture or seminar. The reviewer then fills in the form and asks the reviewed staff to add comments and express approval or disapproval with the review. It is then submitted to the faculty management staff who can further analyse the data and use it for instance in staff appraisal, job interviews, staff selection process and promoting staff and granting staff bonuses or extra pay.

Also, each course is every two years being subject to internal course assessment. This is a mixture of self-assessment and peer-review assessment carried out by one of departmental staff and approved by the guarantor of the course, Head of Department and in cases of faculty-wide or university-wide courses also by the faculty's dean or rector (not the case/not applicable for our study programme).

#### 5.5.1.4 Intake

Admission to the Bachelor programme is conditioned with a successful pass of the admission examination or to reach 60% of the National Comparative Exams.

It is not necessary to take an admission examination to be admitted to the Master Studies in the same field. In the case of a change in the field, the admission examination is necessary.

#### 5.5.2 Length

##### Bachelor

The bachelor is a three-year programme with total of 180 ECTS credits. The programme was accredited by the Ministry of Education, Science, Research and Sport of the Slovak Republic since 2005. The last accreditation was in 2015.

## Master

The programme's length differs from some other countries standard, with a master study of 60 ECTS credits, and is designed as a 2 years study with 120 ECTS credits to fit (together with the bachelor's programme) into the former (before Bologna) common study length of 5 years master's programme. The programme was accredited by the Ministry of Education, Science, Research and Sport of the Slovak Republic since 2005. The last accreditation was in 2015.

### 5.5.3 Results

Based on evaluations on mastering the programme specific competencies, the results show that at the master level are the required results of 85% of evaluated students meet or exceed the required criteria not met.

The detailed score for general competencies is:

Final score:

Overall exceeds expectations (no., %): 7 (= 28%)

Overall meets expectations: 12 (= 48 %)

Overall does not meet expectations: 6 (= 24 %)

Required performance level: At least 85% of students should meet or exceed expectations.

Comparison of the final score to the desired performance level:

76% of students' overall meet and/or exceed expectations, i. e. minimum of 85% is unfulfilled

programme specific competencies

Final score:

Overall exceeds expectations (no., %): 7 (= 28%)

Overall meets expectations: 13 (= 52 %)

Overall does not meet expectations: 5 (= 20 %)

Required performance level: At least 85% of students should meet or exceed expectations.

Comparison of the final score to the desired performance level:

80% of students' overall meet and/or exceed expectations, i. e. minimum of 85% is unfulfilled.

The evaluation of bachelor programme did not been carried out yet.

## 5.6 Quality Improvement and Innovation

### 5.6.1 Programme accomplishment

### 5.6.2 Curriculum Development

### 5.6.3 External reviews

There has not been any previous review by EAPAA or any other international accreditation organisation for the programmes in Public administration and regional development. The accreditation by AACSB is still in progress.

The only external review was during the regular accreditation by the Accreditation committee of the Ministry of education, science, research and sport.

## 5.7 Student Assessment

The method of student's assessment varies from course to course. There are several ways of assessing courses in Public Administration and Regional Development programmes - some courses end with a written test with more or just one correct answer, some with a written exam or a combination of the above mentioned. In the case of practically focused subjects are the elaborated projects / papers basis for the student evaluation. In some courses essays are peer reviewed by students. Oral exams occur in minor courses.

Students are made familiar with the assessment method at the beginning of each course. If they receive an interim evaluation during the semester, the results of this evaluation(s) is available through the information system.

In addition to the given oral information about the assessment method, this information is also available to students through course sheets, which are available via the academic information system.

The choice of assessment method depends on the examiner and is often determined by the number of students to be evaluated (which is why the number of oral examinations is relatively low). The chosen method of assessment is then binding for all teachers on the course. Students are entitled to one regular term and one "repair" exam.

Thesis evaluation:

The evaluation of final theses is carried out in two phases and is the same for both study programmes - BA and MA. The first is after the elaboration and before the defence of the thesis at state exams. The work is evaluated by 2 reviewers - the supervisor and the opponent, whose selection is on the supervisor. In both cases there is a written assessment, which evaluates the work with marks varying from A to FX. Even if the work received from both evaluators FX, the student can and in some way must proceed to its defence. The reason is, that only the state exam examination committee can grade the thesis with final mark (FX) and state whether the student reworks the thesis or elaborates a completely new one.

Along this evaluation, all theses are automatically checked for plagiarism in a nationwide system. The comparison base are all theses (BA, MA, PhD.) and qualification theses (for becoming an associate professor or professor) defended since 2009.

The defence of the final thesis is a part of the final state examination, which consists of two subjects – Micro and Macroeconomics and the subject Public Administration and Regional Development. In both cases, the student demonstrates theoretical knowledge of core courses (micro and macroeconomics and core courses of the PAaRD study programme).

## Organization and management

The academic year schedule is generally determined for the University of Economics by the rectorate of the university. This determines the exact duration of individual semesters, examination, the state final examination periods, as well as the dates of holidays.

In the case of course evaluation, the number of offered exams is up to the particular examiner. However, they must offer enough dates to allow students to attend regular and repair exam. The dates should be distributed evenly throughout the exam period (6 weeks). The only condition is that the minimum number of places on the dates must be at least 1.5 times the number of course participants. The exam schedule management is in the hands of the students.

In the past, there has been an effort to centrally manage exam dates to avoid overlaps or concentrations. But after a relatively short period of time (1 academic year, 2 exam periods), this arrangement was based on responses from teachers and students evaluated as ineffective and cancelled.

## 5.8 Programme Jurisdiction

The composition of the current programme of Public Administration and Regional Development in both, Bachelor and Master degree is based on a curriculum which was prepared by the Ministry of Education. The philosophy of the current accreditation system was based on a prescribed fix structure for core courses in a field of study from the ministry and a group of courses (divided into groups of compulsory, compulsory elective and elective courses), which could be added by the university applying for the accreditation. Once the study programme was accredited only some minor changes in the study programme structure (mostly only in elective courses). Any change in structure of courses would be possible only with a new accreditation.

As the University of Economy applies for an international accreditation by the AACSB, study programme committees have had to be introduced. There are at this time 3 Study programme committees on the study programme of Public Administration and Regional Development, 1 for every level – Bachelor, Master, PhD.. Due to the limitation of the current accreditation system, the Programme Committees focuses on possible changes and applies them into the content of selected courses (such as workshops on public administration or workshops on regionalistics) or the introduction of new elective courses (there is a possibility to introduce new elective courses after an approval of a faculty accreditation committee).

The body responsible for the programmes is at this time the Management of the Department of Public Administration and Regional Development and the Programme Guarantees, who are employees of the Department (Professors and Associate Professors).

## Administrative arrangement

The University of Economics in Bratislava consist of 7 faculties, where 6 of them are located in the university campus in Bratislava (Faculty of National Economy, Faculty of Commerce, Faculty of Economic Informatics, Faculty of Business Management, Faculty of International Relations and Faculty of Applied Languages) and 1 faculty (Faculty of Business Economy) is located in Košice.

The University is led by Rector, elected for 4 years by the Academic Senate of the University. The limitation for 2 contiguous election periods for the position of rector and dean has been abolished recently. The Academic senate consists from elected representatives of university faculties and administrative staff – employees and students. The student part of senate is always at least one third of all senate members. The election period of the Academic senate is 4 years.

The financial and operational tasks are in general carried out by the university (communication with the ministry, procurement, etc.), the faculties are responsible for the management of the study.

The faculties are led by Dean, elected by the Academic Senate of the Faculty for 4 years. The Academic Senate consists from elected representatives of the departments, administrative staff and students. The student part of senate is always at least one third of all senate members. The election period of the Academic senate is 4 years.

The Faculty of National Economy consist of 9 departments responsible for teaching and research, an administrative department and Student management office. The structure of departments is linked to offered study programmes.

The departments of the Faculty of National Economy are:

Department of Applied Informatics and Computing Technology

Department of Banking and International Finance

Department of Finance

Department of Economic Policy

Department of Pedagogy

Department of Insurance

Department of Social Development and Labour

Department of Public Administration and Regional Development

The faculty offers following bachelor, master and doctoral study programmes:

Bachelor programmes

Finance, Banking and Investment (SK, EN)

Economic Theory and Economic Journalism (SK)

Economics and Law (SK)

Human Resources and Social Management (SK)

Insurance (SK)

National Economy (SK)

Public Administration and Regional Development (SK)

Master Programmes

Global Finance (EN, SK)

International Finance (EN, SK)

Banking (SK)

Economic Policy (SK)

Economic Theory and Economic Journalism (SK)

Finance (SK)  
 Insurance (SK)  
 Public Administration and Regional Development (SK)  
 Social Development and Social Policy (SK)  
 Tax System and Tax Consultancy (SK)

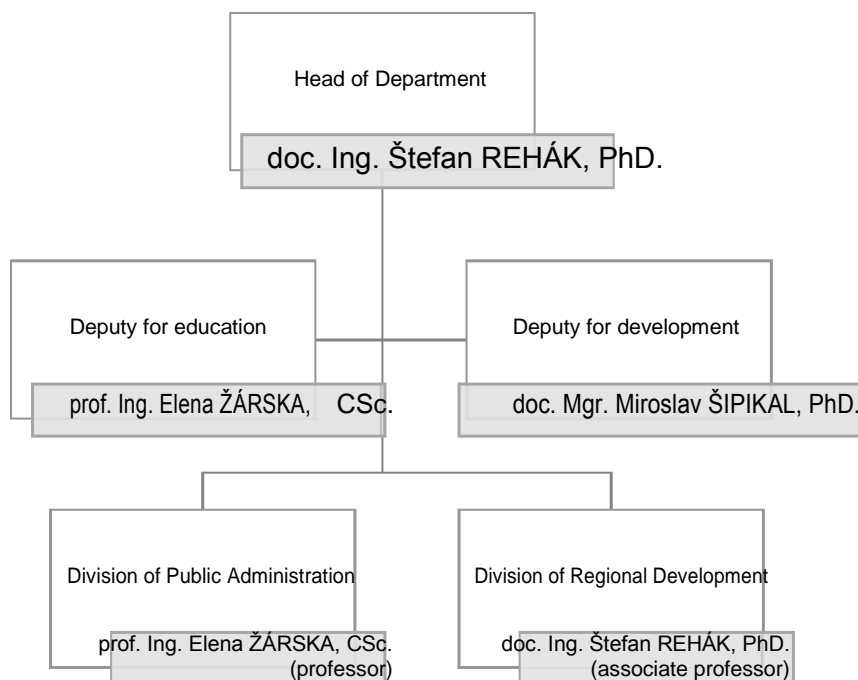
Doctoral studies (PhD.)  
 Economic Policy (SK)  
 Economic Theory (SK)  
 Finance and Banking (SK)  
 Insurance (SK)  
 Public Administration and Regional Development (SK)

Each department has a department chair. The chair is responsible for the management of the department. The study programme should be managed by the Study programme guarantee. But as already mentioned the possibility to change the programme within an accreditation period is very limited, so the position is mostly very formal.

Since the University of Economics applies for accreditation by the AACSB, Study programme committees have been established and introduced. In the period before, the dialogue with representatives of employers and alumni was based mostly on informal base and personal contacts. However, the limitation of the study programme curriculum prescribed by the ministry was (is) relatively strong.

### Programme structure and Programme management

#### Department of Public Administration and Regional Development



Division of Public Administration members:

- Prof. Ing. Elena ŽÁRSKA, CSc., professor
- Mgr. Ing. Tomáš ČERNĚNKO, PhD., assistant professor
- Tomáš JACKO, MPA. PhD., lecturer

Division of Regional Development members:

- Doc. Ing. Štefan REHÁK, PhD., associate professor
- Doc. Mgr. Miroslav ŠIPIKAL, PhD., associate professor
- Ing. Oliver RAFAJ, PhD., assistant professor
- Ing. Valéria NÉMETHOVÁ, PhD., maternity leave

Both programmes in Public Administration and Regional Development – bachelor and master have a Study programme committee. The members are:

Bachelor programme committee

University members

Doc. Ing. Štefan Rehák, PhD. (study programme guarantee and Head of Department)

Prof. Ing. Elena Žárska, CSc.

Doc. Mgr. Miroslav Šipikal, PhD.

Mgr. Ing. Tomáš Černěnko, PhD. –  
administrator Employers member

Mgr. et Mgr. Monika Filipová, PhD., Ministry of  
Interior Student Member

Ms. Simona Škrabáková (bachelor programme, 3<sup>rd</sup> year)

Master programme committee

University members

Prof. Ing. Elena Žárska, CSc. (study programme guarantee)

Doc. Ing. Štefan Rehák, PhD. (Head of Department)

Doc. Mgr. Miroslav Šipikal, PhD.

Mgr. Ing. Tomáš Černěnko, PhD. –  
administrator Employers member

Ing. Martin Bezek, Office of the deputy prime minister for informatisation and  
investment Student member

Bc. Natália Boháčiková (master programme, 2<sup>nd</sup> year)

Determining influence

## 5.9 Faculty

### 5.9.1 Faculty nucleus (core faculty)

The core faculty for the both programmes is the Department of public administration and regional development. The department is undergoing a personal reconstruction due to the retirement of some department members or the leave of others. At this time, the department misses 2 full time employees what led to rearrangement of some courses. Compared to previous state (2015), the department misses 5 full time employees.

Table 5.9.1 List of core faculty

Name	Rank & Title	Tenure	Administrative	Degree & Field
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		Status	unit	
Elena Žárska	Full professor	FT	DePARD	PhD. Economy planning
Štefan Rehák	Associate professor	FT	DePARD	PhD. Economic Theory
Miroslav Šipikal	Associate professor	FT	DePARD	PhD. Economic Theory
Tomáš Černěňko	Assistant professor	FT	DePARD	PhD. Public Administration and Regional Development
Tomáš Jacko	Lecturer	FT	DePARD	PhD. Public Policy
Oliver Rafaj	Assistant professor	FT	DePARD	PhD. Public Administration and Regional Development

The typical task assignment of teaching is 130 hour per academic year for a professor, 180 hours per academic year for an associate professor, 260 hours per academic year for an assistant professor and 340 hours for a lecturer. The full-time employment is in average 1560 hours per year.

Table 5.9.2 Teaching assignments core faculty

Name of Faculty	Academic Year	Course	Course ECTS/contact hours	
Elena Žárska	2015-2019	Public Administration 1	3/26	
		Communal Policy	6/52	
		Municipal Credit Worthiness	6/52	
Štefan Rehák	2015-2019	Regional Economics and Policy 1	6/52	
		Regional Economics and Policy 2	6/52	
		Urban economics and Policy	6/52	
Miroslav Šipikal	2015-2019	Methods and Techniques of Regional Analysis	5/52	
		EU Regional Policy	3/26	
		Regional Business Environment	6/52	
		2017-2019	Political Cohesion – Case studies from practice	3/26
Tomáš Černěňko	2015-2019	Public Administration 1	3/26	
		Public Administration 2	6/52	
		Public Sector Economy	6/52	
		Public Procurement	6/52	
		Public Policy	6/52	
		Regional and Urban Management	6/52	
		2017-2019	Public administration workshop 2	3/26
Tomáš Jacko	2015-2017	Political Thought, Governance and Decision Making	6/26	
		Public administration workshop 2	3/26	
		2015-2019	Public Administration Workshop 1	3/26
		Political Thought, Governance and Decision Making	6/26	
		Comparative public administration	3/26	
		Ethics, Corruption and Transparency	6/52	
Oliver Rafaj	2018-2019	Critical Thought and Argumentation	3/26	
		Regional and Urban Management	6/52	
		Urban economics and Policy	6/52	
		Regional Economics and Policy 1	6/52	
		Regional Economics and Policy 2	6/52	

## 5.9.2 Faculty qualifications

For all members of the faculty please see faculty data sheets in Volume 2.

Table 5.9.3 International and/or foreign conferences in PA attended during last 4 years

Tomáš Černěňko	2019	Veřejná ekonomika a správa 2019, Ostrava, Czech republic
	2019	Current Trends in Public Sector Research, Brno, Czech republic
	2018	Current Trends in Public Sector Research, Brno, Czech republic
Tomáš Jacko	2017	Veřejná ekonomika a správa 2017, Ostrava, Czech republic
	2017	Veřejná ekonomika a správa 2017, Ostrava, Czech republic

Promotion

Research

The research programmes the core faculty has been involved during the last 4 years are listed in table 5.9.4


### Quality of instruction

The quality of instruction is scrutinised in 2 ways. As every faculty member has to be evaluated at least every 2 years by a visit in his/her lecture/seminar of an older colleague. After such a visit a report is carried out and discussed with the evaluated teacher.

The second way of evaluation is via a student evaluation. This is carried out on a faculty level, with a survey on every course. The results of this evaluation are also a part of a biannual employee evaluation.

### 5.9.3 Diversity: gender and minorities

At this time the gender balance at the Department is significantly shifted to men, where the ratio is 1 female to 5 male. This is caused by the retirement of 3 colleagues and 1 colleague on the maternity leave. Until that point, the gender ration was more to 60:40 (male:female). There is no gender policy at the University of Economics at the present time.

### 5.10 Admission of Students

The general condition for admission to University of Economics is a completed secondary education. Admission to the Bachelor programme is conditioned with a successful pass of the admission examination or the reach of 60% of the National Comparative Exams.

The admission to the master programme, it is necessary to be graduated at least at the bachelor level in the relevant field of study. In this case, the student can enrol without any admission examination.

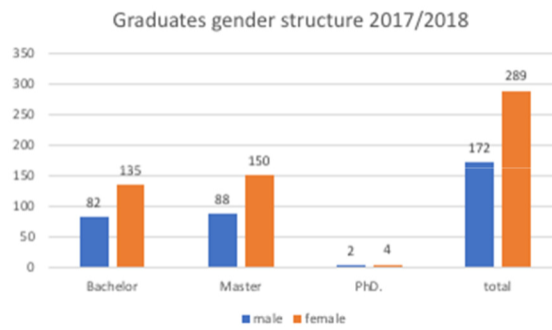
Qualitative selection of applicants for study programme Public Administration and Regional Development at the NHF EU in Bratislava is based on study results at the bachelor's degree. The criterion for admission is the weighted arithmetic mean for the whole period of the bachelor study, except for the last (summer) semester of study.

In both cases, the admission form can be submitted online (<https://e-prihlaska.euba.sk/ais/eprihlas/#!/home>)

A candidate with specific needs can request a change in the manner of the admission examination so that his/her specific needs will be taken into account. The decision in this topic is on the Dean of the Faculty of National Economy.

The entrance requirements leave no room for specific schemes for gender equality.

### Graduates gender structure



Level	male	female
Bachelor	82	135
Master	88	150
PhD.	2	4
total	172	289

## 5.11 Supportive Services and Facilities

### Budget process

The funds are not allocated at the departments securing the study programmes but on the faculty. The budget is designed by the university. The rector's office sends money to faculties based on same criteria as they are sent from the Ministry of education, science, research and sport. That means the number of students and publications (research).

The faculty uses the money mostly for personal costs. All larger investments are made by the university.

### Budget sufficiency

Due to the shrinking number of enrolled students and also not that good performance in research are is the university budget not able to cover the expenses in the same structure as before. So, budget cuts had to be introduced. That caused a visible reduction of FNE staff. The Department of Public Administration and Regional Development was not influenced due to the retirement and leave of several members. At this time, the financial resources are sufficient to cover the needs of the programmes and also to cover the costs for 2 new department members.

### Library support

The University of Economics has an own library – The Slovak Economy Library. The library is situated in the building of the university, so it is very good reachable both for students and teachers.

The library tries to make the best according to available resources. Unfortunately, the University of Economics does not have full text access to major scientific databases. It can at least provide access to Scopus and Web of Knowledge databases to search for articles.

The collection of books and journals in field of Public administration is small and outdated. This is caused also by the small number of students and the related position of the programme in importance to be supported with new books and journals. The only possibility how to buy new books is by the teaching staff using their project funds.

The library operates only from 08:00 to 18:00. During the week and from 07:30 to 15:00 Saturdays'.

### Library Programme Role

The acquisition is being described above. Regarding instruction and research, the library offers courses for students to teach them how to find information in scientific databases. It also provides services for researchers.

### Support staff

The support staff has been reduced recently by 2 full time employees – 1 in project management, 1 in faculty librarian service – publication registration. At the department level, all departments have one administrative worker, who carries out the everyday administrative routine.

The ICT support and the maintenance are provided at the university level. The requests are managed via a computer system, so your task can be traced, and you can see the progress of your request.

### Computer support

The computer coverage of the faculty is sufficient. The faculty has several computer classrooms. Almost all faculty members have one desktop and a laptop. There are also several laboratories with high performance computers and software.

### Audio visual support

The larger lecture rooms are equipped with an installed beamer and computer. The support of technicians could be improved. Also, the dispatching period could be improved. The department has an own seminar room equipped with projector, TV and a tele-conference set.

### Offices

The faculty provides enough offices for the department of public administration and regional development. The offices are spread in one building, but as the number of department members decreases, the colleagues are coming closer together and leaving offices remoted from the department HQ.

### Classrooms

The university provides a sufficient number of classrooms. All classrooms dedicated for lectures (with capacity more than 30 people) are equipped with an installed beamer and computer. In smaller classrooms for seminars (capacity up to 30 people) is no such an equipment and the teaching staff has to carry their own projector and laptop. The capacity varies from 30 to 300 in large lecture rooms. If necessary, the university aula with capacity of 600 people is also available.

## 5.12 Student Services

### Advising system

Several years ago, the department has re-introduced the role of class tutors. These are department members, who serve as consultants for students in topics of study related problems.

At the faculty level, there is an organisation called Student parliament, what is in some kind a student union, which also offers advisory for the students.

For student with special needs are the support services provided at the university level.

Student Attrition

Placement Assistance

### 5.13 Public Relations

The University of Economics has a dedicated department – Centre of communication. The Faculty of National Economy has a marketing manager in the administrative staff.

The faculty prepares in cooperation with the University of Economics on annual base so called “Information days” for students interested to study at the faculty – for Bachelor study programmes and also for master programmes.

The departments responsible for the faculty study programmes visit science fairs to promote their study programme.

All promotional materials about the study programme have been prepared by the managing department. For the academic year 2019/2020, this service is centralised by the dean office to secure a common design.

