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PAQUALITY: Public Administration Education Quality Enhancement Erasmus+ Strategic Partnership KA203

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Intellectual Output 3:

Methodological framework for quality improvement of project partners

Programmes under the evaluation within the project are evaluated by selected project partners based on review of their self-evaluation studies against the EAPAA accreditation criteria. Site visits were not included into the project activities; therefore the evaluation statements are limited to the available written information and discussion among project partners during the Project Transnational Meeting held in Ljubljana on November 15, 2019.

EVALUATION REPORT

Name of the programme: European Public Administration

Level: Bachelor, 1st cycle

Name of the Institution: Pavol Jozef Šafárik University in Košice, Faculty of Public Administration

Address: Popradská 66, 040 11 Košice

Country: Slovakia

Evaluator/s:

Evaluator 1:

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Country: Slovakia

DATE: December 2019

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

Part 1: Accreditation Criteria

2. Applicability/Eligibility	
2.1 Domain	The bachelor study programme European Public Administration was accredited within the study field Public Policy and Public Administration. The orientation of this study field is in its nature interdisciplinary and is oriented on political and sociological aspects of public policy and the components of public administration, from the public law disciplines point of view on examination of constitutional-legal bases of the nature and realization of public policy and public administration, and from the economic aspects point of view on principles of economic functioning of public policy and public administration. Domain and the level are thus clearly stated and aligned with the criteria.
2.2 Geography	The Faculty of Public Administration providing the bachelor study programme European Public Administration is located in Košice, Slovakia. The geography requirement is clearly observed.
2.3 Programme longevity	The programme brings 180 ECTS, and lasts for 3 academic years. The bachelor study programme European Public Administration had first graduates in 2014, thus the longevity criterion has been met.
2.4 Programme variants and locations	The bachelor study programme European Public Administration is provided by the Faculty of Public Administration in one location, in Košice, and is provided only as a full-time study programme in Slovak language.
4 Category of accreditation	The programme is eligible for the normal accreditation. The bachelor study programme European Public Administration had first graduates in 2014.
5. Standards	
5.1 Domain of public administration	The bachelor study programme European Public Administration is constructed interdisciplinary what is reflected in the curriculum. The graduates of the bachelor study programme European Public Administration, will gain competencies, which can be specified into following these main areas. Theoretical knowledge from the field of public administration and from other related scientific fields, as for example politics, sociology, law and economics, altogether with the emphasis specifically orienting on the functioning of the European Union. Interconnection and knowledge of the political and sociological principles of the functioning of the public administration in a democratic state, especially in the Slovak Republic and wider in the European Union context. Constitutional and legal basis of the public administration with the focus on state government and self-government. Economic principles and contexts,

	<p>including organisational questions and management and their practical application in real public administration practice. Knowledge needed to perform different work activities with a predominance of intellectual work in public administration.</p> <p>The programme clearly states Public Administration in the title, and is multi-disciplinary in nature, where the specific focus is given to the European topics and gaining of language based skills. Thus, domain standard is met. The potential improvement lies in the addition of ICT for PA based topics when addressing PA fields to broaden the spectrum of multi-disciplinarity.</p>
<p>5.2 Mission of the programme</p>	<p>The mission of the bachelor study programme European Public Administration is to prepare graduates to be ready to obtain positions as professionals in all parts of public administration and public sector in the Slovak Republic, in the European Union institutions, as well as in different international organizations. Following competencies have been put out by the programme:</p> <ul style="list-style-type: none"> - Implementing theoretical knowledge for improving the functioning of the public administration and for a more effective public administration, - Processing and statistically evaluating simple analyses by using modern scientific and technological methods and managing work techniques to process bulk data, - Using fundamentals and principles of communication skills in the intra-organizational environment, but also in the relations of public administration employee versus citizen, - Planning and organizing of processes and activities typical for the public administration, - Applying of primary and secondary legislative norms of the European Union related with the public administration's problematic into the practice, - Issuing simple individual legal acts and preparing the basis for the adoption of normative legal acts in the field of public administration. <p>The mission is stated and translated into specific competencies, and the recommendation is that these competencies are developed further, in particular to justify the „European“ dimension</p>
<p>5.3 Level</p>	<p>The programme is a 3 year first cycle programme acquiring 180 ECTS, which corresponds to the bachelor level of study. Thus, the accreditation criteria is met.</p>
<p>5.4 Practice and</p>	<p>Practice and internship are not specified as the formal parts (course) within</p>

internships	the programme. Given the EAPAA accreditation criteria, it would be recommended that amendments to the programme are considered, where internship should be made available by the programme. Alternatively, it should be at least specified, how training of practical skills is otherwise covered by the programme.
5.5.1 Curriculum Content	
5.5.1.1 Core components	Compulsory (core) elements of the programme take 116 ECTS minimum, and are oriented towards teaching public administration, where significant portion of the programme is focusing on the EU-related topics. Although multidisciplinary of the programme is ensured in very extensive manner (law, public policy, organizational sciences, economics, management, political science), and language learning is ensured, it would be suggested, in order to ensure comprehensive multidisciplinary, that also ICT in PA related courses are added to the compulsory part of the programme. Alternatively, it might be described and explained, where these topics are actually covered within core components.
5.5.1.2 Other Components	<p>Programme does not offer any specializations. At least 48 ECTS should be acquired by students from compulsory elective courses. A list of the offered courses is extensive, although it needs to be acknowledged that the demand for achieving 48 ECTS requires from the students that they select approximately 10 of those courses at least. Since the programme is oriented towards full-time studies, and given this volume, it would be suggested that consideration is done to partially restructure this part of the programme in a few related specializations containing topic-related courses.</p> <p>The programme states that „The students can choose also from a list of certified study courses, which are offered at the entire Pavol Jozef Šafárik University in Košice for all the students from every faculty, regardless of the study programme they are studying.“ But it does not offer any available ECTS on optional elective course and hence students are not really motivated to choose from other fields and broaden their horizons.</p>
5.5.1.3 Structure and didactics of the programme	The report presents an insight into delivery of the programme, didactics and teaching methods. We would recommend that a note is given on the content of the programme, in a sense how different courses are horizontally and vertically related to each other. This would be needed to justify the coherence of its contents. Further, it would be recommended that the actual organization of the study process is acknowledged for core and elective courses.
5.5.1.4 Intake	The entrance requirements are clearly presented in the report. A further note should be given on technical issues, like e.g. deadlines for the

	<p>applications, how selection procedures are performed and by whom, etc.</p> <p>The university does not take into consideration the matura examination but only year-end high school grades and half year high school grades in the last study year. Since these grades are not nationally comparable and can largely depend on the quality of the respective school, a national state examination, which consists of independent external “matura” examination, would be recommended as an admission criterion.</p> <p>Foreign country applicants face a tedious bureaucratic exercise applying to the course based on the requirements compared to Slovak students. In order to make the programme more attractive for foreign students and by doing so making it more beneficial to Slovak students as well, the admission criteria for foreign students should be simplified.</p>
5.5.2 Length	Length of the programme (3 years bachelor) corresponds to the objectives of the programme and would-be applied accreditation category.
5.5.3 Results	This criteria should be explained in a more detailed manner, a simple sentence is not sufficient. It should be reported how the evaluation of the actual qualifications’ achievements is actually performed, a feedback loop should be presented, how it is scrutinized, if graduates are able to operate in PA environment, etc.
5.6 Quality Improvement and Innovation	
5.6.1 Programme accomplishment	A description of the methodology of monitoring, assessment and evaluation of the programme is provided. A suggestion would be that this description in both broadened and deepened, in a sense that an insight is provided how the feedbacks from the students are collected, how the recognition of these feedbacks is then transferred into the improvements of the programme etc. E.g., an evidence can be provided on the improvements implemented so far, the ones that are planned to be implemented etc.
5.6.2 Curriculum Development	Curriculum development procedures are presented, but similarly to the previous note, an evidence should be provided on the developments implemented so far, i.e. new courses introduction, potential suggestions that were observed on the improvements, missing topics, courses’ horizontal and vertical alignments etc.
5.6.3 External Reviews	Since the programme is, for now, only nationally accredited, a suggestion would be that some information is provided on the feedbacks from national accreditation body, even if only the initial accreditation procedure has been implemented so far.
5.7 Student	Student assessment methodology is provided. A suggestion would be that potentially some of the available statistics is added to the description, e.g.,

Assessment	on the success and failure rate of the students within particular courses, drop out rates etc.
5.8 Programme Jurisdiction	Programme jurisdiction is presented. The suggestion would be that the procedures are described a little more in detail, thus an insight into the operationalization of the activities is given.
5.9.1 Faculty nucleus	Faculty nucleus is adequately presented.
5.9.2 Faculty qualifications	Faculty qualifications are adequately presented. A potential for the improvement exists in specifying the most important publications and achievements.
5.9.3 Diversity: gender and minorities	The issue is acknowledged in the report, though it is suggested that gender and minorities representation is also supported with the data, an additional information might be given on the age structure. There is no presumption usually on this, so a suggestion is that explanations are provided for the existence of situation. Also, more concrete goals and results/data would be beneficial.
5.10 Admission of Students	The report should again state the admission procedures, and given the criteria, the gender structure of students should be presented and explained, as suggestion.
5.11 Supportive Services and Facilities	The services and facilities are adequately described.
5.12 Student Services	A report should be clearly deepened here. A reference to the support of the students' office should be given. A note on the policy to deal with the student attrition should be delivered.
5.13 Public Relations	PR activities are acknowledged, though suggestion is that the description is given, how PR is actually done, by whom, how it is monitored etc.
6 Additional Criteria	/

Part 2: Conclusions and recommendations

Besides to the already stated recommendations in the part 1 of the evaluation report, we draft also following conclusions and recommendations for the improvement of the programme and report. The following statements should also be taken as recommendations, in order to get an insight into potential improvements and to increase the possibility for the successful outcome, if the formal accreditation procedure will take place.

In general, the programme seems to support well the multi-disciplinary nature of PA and its teaching. We would still recommend that topics like ICT in PA or e-government might be considered to be more explicitly covered among obligatory courses. The same holds also for statistics and quantitative/qualitative (research and application) methods, as we might assume that they might be highly appreciated in the preparation of the final theses and for the continuum of education. In this context, it might be of value to stress how the introduction to the research is covered within the programme. More specifically, since one of the courses is Macroeconomics, it might be of value to stress, how the basics of economics is supposed to be covered by students, in particular microeconomic ones. In this context, it might be considered to introduce more general economic course in the first year of the programme.