



**European Association for  
Public Administration  
Accreditation**

## **EAPAA Accreditation Committee Summary Evaluation**

Bachelor and Master in Administrative Sciences programmes (specialisation in Public Sector Management), National University of Political Studies and Public Administration, Faculty of Public Administration – Romania.

Summary evaluation with respect to the request for accreditation of the Bachelor and Master in Administrative Sciences programmes (specialisation in Public Sector Management), National University of Political Studies and Public Administration, Faculty of Public Administration – Romania.

In consideration of the Self-Evaluation Report of the above programmes, the Site Visit Report of 19 May 2025 of the EAPAA Site Visit Team for these programmes, and the response of the programme to the draft of the Site Visit Report, the EAPAA Accreditation Committee, at its meeting of 26 August 2025 in Glasgow, Scotland, has evaluated these programmes against the EAPAA Standards (September 2023).

### **Bachelor in Administrative Sciences**

<b>Criteria</b>	<b>Summary evaluation</b>
Mission, objectives and competencies	The programme presents a clear mission, and well-defined objectives aligned with EQF Level 6, focusing on multidisciplinary education, professional competence, and ethical engagement in public administration. Core competencies are relevant and operationalised effectively, preparing students for entry-level roles through foundational knowledge, practical skills, and an introduction to research methods. However, the programme could benefit from enhanced emphasis on research skills and innovation to better support evidence-based practice and further academic progression.
Entry into the programme	Entry into the programme follows national admission criteria but reveals challenges with student preparedness and motivation, likely influenced by the limited focus on social sciences in secondary education. The resulting high drop-out rate suggests a need for improved guidance and orientation at entry, potentially through diagnostic assessments and strengthened engagement strategies. Student support structures such as mentoring and counselling are in place and appreciated. While flexible attendance policies accommodate the prevalence of part-time work (common in Romania and the broader region), they may, in some cases, also reduce class participation, potentially undermining student engagement, learning outcomes, and overall completion rates.

Structure of the curriculum	The curriculum structure is coherent and well aligned with the stated objectives, effectively balancing professional training, transversal skills, and research preparedness—though with a stronger emphasis on professional skills. Its modular structure, mix of compulsory and elective courses and interdisciplinary foundation support broad topical coverage and skill development. While the credit distribution, academic workload and curriculum content are largely regulated by national legislation, there remains some flexibility. A relatively high number of smaller course units may lead to fragmentation and limit opportunities for in-depth academic exploration of key topics; however, this structure allows for balanced by the inclusion of new and innovative subjects that can enhance the programme's relevance and adaptability.
Content of the curriculum	The curriculum offers a broad, multidisciplinary foundation in public administration, combining core subjects such as law, management, economics, political science, and digital governance. Research training begins in the third semester and is reinforced later through a practice-oriented methods course, though the development of applied research skills—particularly in quantitative methods—could be strengthened. A mandatory internship supports practical learning, and the curriculum reflects a strong commitment to both academic and professional development.
Didactic approach	The programme employs a multitude of didactic approaches. Specific to its approach are the large emphasis on administrative practice and practical application of knowledge, including seminar work emulating real-life problem solving and an extensive internship scheme.
Student Assessment	The assessment methods are diverse and generally in line with the character and mission of the program. However, the SVT has some concerns about the role of dissertation research and defence in the learning and assessment system. The methodological preparation of students hardly enables them to collect and analyse empirical evidence, although this is part of the thesis requirements and the standards against which their theses are assessed. Moreover, the methodologically somewhat limited character of the thesis research, in turn, may limit the potential of the thesis research to trigger a learning process whereby the student synthesizes the diverse curricular elements into a more coherent body of knowledge, skills and attitudes.
Preparation for the labour market	The programme places significant emphasis on preparing students for the labour market, balancing training for civil service roles with skills applicable to the private sector. Students seem well-prepared to enter the job market, often finding fulfilling and relevant careers post-graduation. The emphasis on internships during the programme is a core strength, offering early insight into possible career paths. Career counselling and advice is available through introducing more structured support for entrance on the labour market (e.g. on soft skills such as CV writing) could be beneficial.

Results	Significant non-completion rates represent a continuous and relatively significant challenge for the programme. This is a result of a range of broader social, economic and educational factors acting complementarily. However, some of these factors are also related to the programme and its mode of delivery.  The faculty are well-aware of the issue and have continuously sought to address it. Those efforts are commendable and relatively adequate, but their effectiveness in eliminating the problem has been modest due to the complexity of underlying causes.
Quality monitoring and improvement	The programme incorporates a number of formal and informal mechanisms for the (internal) monitoring of the quality of the curriculum and teaching. There are tangible ways for students to provide feedback on course content, which appear to work relatively well. Opportunities for external quality assurance exist, notably through national accreditation procedures. Providing more opportunities for monitoring and (external) peer review of research outputs, specifically, could further strength the research component of the programme.
Faculty	Members of the faculty, generally, regularly engage in research related to their field. Almost all of them have PhDs, and many of them have some practitioner experience or, as part time instructors, are practitioners.
Diversity	The programme benefits from a faculty body, which is diverse in terms of gender, disciplinary backgrounds and levels of seniority.  Students enrolled on the programme represent diverse sections of society, including different socio-economic groups. Some adequate support is provided to students from potentially vulnerable groups to ensure their continued access to education. Such mechanism are notable but do not fully eliminate the disproportionate challenges and exclusion risks such students face in the Romanian context.
Responsibility and autonomy	The collegial governance of the programme has its virtues, but the large number of veto players can create strong institutional inertia. In addition, there is a strong centralization of decision-making power at the university level, where final decisions are often made (or blocked). Although the SVT understands the limitations imposed by the strict and very detailed and specific national legislation on faculty governance, there is a risk that the agency and room for manoeuvre of programme management is too limited, which in turn limits the programme's capacity to change and adapt.
Supportive services and facilities	The supportive services and the facilities available for the students are adequate and up to standards.
Research basis	The faculty is involved in a wide range of research networks, projects and activities, and regularly publishes the results of its research. However, the visibility of the faculty in terms of publications in top international academic PA journals is minimal. Moreover, there are very few incentives, institutional attention and support (such as open access publication funds) to encourage such publication activities.

Internationalisation	Membership in the CIVICA University Alliance provides an excellent venue for the internationalization of teaching, research and study. The faculty seem to be well aware of these opportunities and to want to make use of them. However, there is still untapped potential, as very few students in international (Erasmus) mobility to the prestigious CIVICA partner institutions.
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## Master in Administrative Sciences

Criteria	Summary evaluation
Mission, objectives and competencies	The programme demonstrates strong alignment with EQF Level 7, aiming to develop advanced expertise, leadership competencies, and capacity for applied research in public administration. While the mission and competencies are well-articulated and suited for mid-level and leadership roles, the limited depth and coherence of research methods training constrain the programme's potential to fully support research-oriented or policy innovation careers. Strengthening the integration of advanced methodologies, innovation, and applied learning would enhance the programme's responsiveness to the evolving demands of the public sector.
Entry into the programme	The programme admits a diverse student body through an open and inclusive process. In addition to documentation of a BA degree completion and reviewing grades, it uses an English language motivation letter as an important assessment tool. Variation in prior knowledge and language skills can affect the pace and depth of learning, suggesting the value of introducing disciplinary prerequisites and formal language assessments. While the diversity of the student intake seems to be an important and functional feature of the programme, the challenges posed by the differences in entry-level preparedness need to be tackled carefully.
Structure of the curriculum	The programme is well-structured to develop competencies progressively from foundational to advanced levels, aligning with the programme's goals—though with a stronger emphasis on professional training than research preparedness. While the initial semester benefits students without a public administration background, it may be repetitive for others. While the progression from foundational to advanced content is well-intentioned, it may not fully accommodate the varied academic backgrounds of incoming students. Limited electives and varied student preparedness can hinder deeper, more advanced learning across courses.

Content of the curriculum	The programme builds on a strong multidisciplinary foundation, with a clear focus on professional training and practical relevance, reinforced by a mandatory internship and the inclusion of timely topics such as e-governance and AI. However, research methods training remains limited and largely introductory. Expanding some methodological courses and elective options could strengthen research capacity and enrich the student experience. The CIVICA Alliance presents valuable opportunities for international collaboration and learning, but their impact depends on effective implementation and student access.
Didactic approach	The programme uses a variety of didactic approaches. Similar to the BA program, there is a strong emphasis on administrative practice and practical application of knowledge. Most students have full-time jobs and/or are concurrently enrolled in another academic program, which places significant constraints and requirements on class scheduling and attendance. In addition, although the language of instruction is English, English proficiency is only superficially assessed prior to entry into the program, which poses a risk to effective teaching and learning.
Student Assessment	The assessment methods are diverse and generally in line with the character and mission of the program. However, the SVT has concerns about the role of dissertation research and defence in the learning and assessment system. These concerns are similar to those expressed in relation to the BA programme but are more serious for two reasons. First, the programme does hardly include any systematic methodological preparation. As it might be expected, this leads to theses that may be inferior to those at the BA level, thereby creating a greater gap between required and actual learning outcomes.
Preparation for the labour market	The programme places significant emphasis on preparing students for the labour market, both in civil service roles and in the private sector. Students seem well-prepared to enter the job market though many of them already work full-time, which creates slightly different incentive structure. For those who are not already employed, the programme offers internship opportunities, which appear to provide tangible benefits and occasionally a springboard to full-time employment.  Career counselling and advice is available through introducing more structured support for entrance on the labour market (e.g. on soft skills such as CV writing) could be beneficial.
Results	Significant non-completion rates represent a continuous and relatively significant challenge for the programme. This is a result of a range of factors, including the high rate of students in full-time employment and mature students with carrying and other responsibilities.  Faculty is well-aware of the issue and has continuously sought to address it through various instruments. Those efforts are commendable and relatively adequate. Some important drivers of non-completion, such as greater work and family commitments, cannot necessarily be easily addressed through such interventions, though.

Quality monitoring and improvement	The programme incorporates a number of formal and informal mechanisms for (internal) monitoring the quality of the curriculum and teaching. There are tangible ways for students to provide feedback on course content, which appear to work relatively well. Mechanisms for external quality assurance exist, notably through national accreditation procedures. However, providing more opportunities for monitoring and (external) peer review of research outputs, specifically, could further strengthen the research component of the programme.
Faculty	Members of the faculty, generally, regularly engage in research related to their field. Almost all of them have PhDs, and many of them have some practitioner experience or, as part time instructors, are practitioners.
Diversity	The programme benefits from a faculty body, which is diverse in terms of gender, disciplinary backgrounds and levels of seniority. Student body is similarly diverse bringing together recent graduates and more mature students with first-hand experience in public administration. This contributes to a good mix of experiences and perspectives in the classroom.
Responsibility and autonomy	The collegial governance of the programme has its virtues, but the large number of veto players can create strong institutional inertia. In addition, there is a strong centralization of decision-making power at the university level, where final decisions are often made (or blocked). Although the SVT understands the limitations imposed by the strict and very detailed and specific national legislation on faculty governance, there is a risk that the agency and room for manoeuvre of programme management is too limited, which in turn limits the programme's capacity to change and adapt.
Supportive services and facilities	The supportive services and the facilities available for the students are adequate and up to standards
Research basis	The faculty is involved in a wide range of research networks, projects and activities, and regularly publishes the results of its research. However, the visibility of the faculty in terms of publications in top international academic PA journals is minimal. Moreover, there are very few incentives, institutional attention and support (such as open access publication funds) to encourage such publication activities
Internationalisation	Membership in the CIVICA University Alliance provides an excellent venue for the internationalization of teaching, research and study. The Faculty of PA seems to be well aware of these opportunities and to want to make use of them. However, there is still untapped potential in this regard, as very few students in international (Erasmus) mobility to the prestigious CIVICA partner institutions.