

STATUTE  
OF  
THE POLISH ACCREDITATION COMMITTEE

§ 1.

1. The Polish Accreditation Committee, hereafter referred to as 'the Committee', is an institution established on the basis of the Act of 27 July 2005, Law on Higher Education (Official Journal of 2012, item 572, as amended by subsequent legislation), hereafter referred to as 'the Act', and acting independently for enhancing the quality of higher education.
2. The activities of the Committee shall cover public and non-public higher education institutions, which are governed by the Act.
3. The Committee shall cooperate with national and international institutions and organisations active in the field of higher education, and in particular with those concerned with the assessment of education quality or accreditation.
4. The activities of the Committee shall be subject to external reviews at least once every five years and in accordance with operational arrangements for accreditation agencies working within the European Higher Education Area.

§ 2.

1. The Committee's term of office shall be four years and shall begin on 1 January.
2. The President of the Committee and its Secretary shall be appointed and dismissed by the minister responsible for higher education, hereafter referred to as 'the Minister'.
3. Members of the Committee shall be appointed by the Minister, except for the President of the Students' Parliament of the Republic of Poland who shall be a member of the Committee by virtue of law.
4. A member of the Committee may be dismissed by the Minister at the request of the Presidium of the Committee, hereafter referred to as 'the Presidium'.
5. The first plenary session of the Committee in a new term of office shall be convened by the Minister.

§ 3.

The Committee shall include:

- 1) sections working within academic areas, hereafter referred to as 'the Sections' i.e. Sections for:

- Humanities,
- Social Sciences in the scope of Economic Sciences,
- Social Sciences in the scope of Social Sciences and Law,
- Science,
- Biological, Agricultural, Forestry and Veterinary Sciences,
- Technical Sciences,
- Medical, Health and Physical Culture Sciences,
- Arts.

## 2) The Appeals Body

### § 4.

1. In accordance with art. 49 (1) of the Act, the Committee shall present to the Minister:
  - 1) opinions on the establishment of higher education institutions and granting them or their basic organisational units authorisations to provide degree programmes in specific fields of study, at specific levels and with specific degree profiles;
  - 2) results of programme evaluation, including the evaluation of initial teacher training programmes and institutional evaluation, including compliance with the requirements for the provision of degree programmes;
  - 3) opinions on re-granting of suspended authorisations to provide degree programmes in specific fields of study at specific levels and with specific degree profiles;
  - 4) opinions on the establishment of a higher education institution or a branch campus in the territory of the Republic of Poland by a foreign higher education institution.
2. The Committee shall present to the Minister opinions on requests for reconsideration of the matter, as stipulated in art. 52 (2) of the Act.
3. The Committee shall also present opinions and evaluations referred to in section 1, (1-3) and section 2 also to ministers stipulated in art. 33 (2).
4. The Committee shall issue opinions referred to in section 1, (2):
  - 1) on its own initiative, in accordance with the work programme adopted by the Presidium of the Committee;
  - 2) at the request of the Minister - immediately, outside the work programme – in cases stipulated in art. 11a, (2) and (3), and in art. 49, (4) of the Act;
  - 3) at the request of the higher education institution concerned, if the task is included in the work programme of the Committee.
5. The Committee may request clarification and information from higher education institutions concerning matters within its remit, undertake site visits to higher education institutions and process the personal data of academic staff, students and doctoral students in as much as it is indispensable to perform tasks referred to in section 1 and 2.
6. At the request of a unit applying for authorisation to confer degrees, the Committee shall give its

opinion on the quality of education provided by the unit concerned.

7. The Committee shall give its opinion on draft legislation concerning higher education and science received from competent ministers.
8. In performing their duties, members of the Committee and its experts shall be guided by the principles of diligence, impartiality and transparency, and shall give their opinions and evaluations in accordance with the evaluation criteria and conditions for the award of evaluations adopted by the Committee, which are laid down in annexes 1-4 to the Statute.
9. Evaluation criteria referred to in section 8 shall include basic criteria for programme and institutional evaluation stipulated in regulations issued by the under art. 9 (3), (3-4) of the Act and European quality assurance standards and guidelines valid in the European Higher Education Area.

#### § 5.

1. The Committee shall work at plenary sessions and through its bodies.
2. At plenary sessions, the Committee shall, in particular:
  - 1) adopt and amend its Statute;
  - 2) adopt its mission statement, strategy and quality policy;
  - 3) adopt and amend its Code of Ethics;
  - 4) appoint the Section for Ethics;
  - 5) elect its Vice-Presidents;
  - 6) undertake a summary review of its performance;
  - 7) take its position on matters presented by the Minister.
3. The bodies of the Committee shall be:
  - 1) the President,
  - 2) the Secretary,
  - 3) the Presidium.

#### § 6.

1. The Code of Ethics shall lay down the principles of ethical conduct for members and experts of the Committee and specify the extent of liability for violations.
2. The provisions of the Code of Ethics shall apply accordingly to the staff of the Bureau of the Polish Accreditation Committee, hereafter referred to as 'the Bureau'.
3. Should Committee members and experts violate the rules of conduct laid down in the Code of Ethics, they shall be accountable to the Section for Ethics.
4. The Section for Ethics, composed of five members, shall be appointed from among Committee members at the first plenary session of the Committee in a particular term of office.

5. Detailed organisational and operational arrangements for the Section for Ethics shall be laid down in the rules of procedure adopted by the Section.

#### § 7.

1. The President shall manage the work of the Committee and represent it in external relations.
2. The President shall take decisions concerning the activities of the Committee which are not reserved for its other bodies or the Chairs of the Sections and the Appeals Body.
3. The President shall in particular:
  - 1) convene, subject to § 2 (5), and chair plenary sessions of the Committee;
  - 2) convene and chair meetings of the Presidium;
  - 3) sign resolutions of the Committee and of the Presidium and contracts or agreements concluded with institutions and organisations referred to in § 1 (3);
  - 4) establish criteria and procedures for the appointment of experts who are not members of the Committee, and keep a list of such experts;
  - 5) appoint the Sections and specify the fields of study falling within their remit and appoint the Appeals Body;
  - 6) confirm the expiry of the mandate of a Committee member for reasons referred to in Article 46b (1) of the Act;
  - 7) exclude a Committee member or expert for reasons referred to in Article 48a (6) of the Act;
  - 8) submits to the Minister a request for extending the time limit stipulated in art. 49 (7) of the Act;
  - 9) lay down the principles of procedure in matters falling within the remit of the Committee;
  - 10) lay down the procedure for electronic voting, taking into consideration the need to maintain voters' accountability and voting confidentiality, i.e. to ensure clear identification of individuals taking part in voting and prevent unauthorised access to information;
  - 11) supervise the Committee's internal quality assurance system, and appoint a representative for the quality management system;
  - 12) appoint working groups and stipulate the scope of their competencies;
  - 13) determine the rules for raising fees for issuing opinions.

#### § 8.

1. The President may appoint an Advisory Council, hereafter referred to as 'the Council', which shall perform opinion-giving and advisory functions for the Committee.
2. The Council may be composed of former Presidents of the Committee, representatives of Conference of Rectors of Academic Schools in Poland, Conference of Rectors of Non-University Higher Education Institutions in Poland, employers' organisations, representatives of foreign accreditation agencies and international experts who display knowledge and experience in quality assurance in education and managing higher education institutions, and

a representative appointed by the Students' Parliament of the Republic of Poland and the National Representation of Doctoral Students.

3. Detailed organisational and operational arrangements for the Council shall be laid down in the rules of procedure adopted by the Council.

§ 9.

1. The Secretary shall ensure the efficient functioning of the Committee and the performance of its tasks.

2. The Secretary shall in particular:

- 1) organise and verify prompt completion and the quality of the Committee's work
- 2) sign documents related to the Committee's work;
- 3) resolve remit-related disputes between the Sections;
- 4) appoint evaluation panels, which participate in individual programme and institutional evaluations;
- 5) appoint from among Committee members and its experts persons responsible for delivering opinions on individual matters.

3. The President of the Committee may appoint the Secretary to replace him/her in specific matters.

§ 10.

1. The Presidium shall be composed of:

- 1) the President,
- 2) the Secretary,
- 3) the Chairs of the Sections,
- 4) the President of the Students' Parliament of the Republic of Poland,
- 5) two representatives of employers' organisations, elected from among themselves by members of the Committee put forward by employers' organisations.

2. The Chair of the Appeals Body shall attend the meetings of the Presidium, during which resolutions are adopted on requests for reconsideration of a matter, and shall have a voting right.

3. The powers of the Presidium shall include in particular:

- 1) adopting resolutions on matters referred to in § 4 (1, 2, 6, 7);
- 2) adopting resolutions on the recognition of accreditation decisions issued by or certificates issued by international institutions;
- 3) drawing up a work schedule, including programme and institutional evaluations carried out in an academic year;
- 4) adopting guidelines for self-evaluation reports and templates for such reports;
- 5) adopting rules for conducting site visits and templates for site visit reports;
- 6) drawing up templates of opinions on matters referred to in § 4, section 1 subsection (1) and section 2 and 6,

- 7) submitting an application to the Minister to dismiss a member of the Committee.
4. In adopting resolutions on matters referred to in § 4 (1, 2, 6) the Presidium shall be guided by reports submitted by individual Sections or opinions of the Appeals Body.

§ 11.

1. At the request of the President, the Committee shall elect no more than two Vice-Presidents.
2. The powers of the Vice-Presidents shall include:
  - 1) participating in the work of the Presidium;
  - 2) planning and coordinating activities leading to the implementation of the Committee's strategy;
  - 3) analysing the activities of the Committee, and preparing self-evaluation reports indispensable for an external review of the Committee referred to in § 1 (4);
  - 4) organising cooperation with employers or organisations representing them and other national organisations and institutions, in particular with those concerned with quality evaluation or accreditation;
  - 5) cooperating with foreign institutions and international organisations concerned with the assessment of education quality or accreditation;
  - 6) preparing documents and papers related to the implementation of arrangements established as part of cooperation referred to in subsections 4 and 5;
  - 7) presenting the achievements of the Committee abroad;
  - 8) developing Committee members' awareness of arrangements in the area of accreditation and assessment of education quality adopted in other countries.
3. The precise remit of the Vice-Presidents shall be defined by the President of the Committee.
4. The President of the Committee may authorise a Vice-President or the Secretary to perform specific activities other than those referred to in section 2.

§ 12.

1. The Chairs of the Sections and the Appeals Body shall be elected by their members from among themselves. The Chairs of the Sections and the Appeals Body shall organise their work, convene and chair meetings and shall be responsible for ensuring the quality and prompt completion of performed tasks.
2. At the request of the Chair of the Section or the Appeals Body, approved by the President of the Committee, a Section or the Appeals Body may elect a Vice-Chair from among its members.
3. In justified cases, the Chair of the Section or the Appeals Body where no Vice-Chair has been elected may authorise a member of the Section or the Appeals Body to represent him or her in specific matters.
4. A Committee member may be a member of not more than one Section only. Membership of a Section cannot be combined with membership of the Appeals Body.

5. The provisions of sections 1 to 3 shall apply accordingly to working groups referred to in § 7 (3) (12).

§ 13.

1. The Sections shall prepare reports containing opinions, ratings and draft resolutions, together with their justifications, on matters referred to in § 4 (1, 2, 6, 7).
2. Where an institutional evaluation is conducted in a basic organisational unit of a higher education institution, which provides degree programmes in the fields of study falling within the remit of a few different Sections, a report and draft resolution shall be prepared by the Section competent for the majority of fields of study offered by the unit. A member of this Section shall preside over such an evaluation panel.
3. In order to deal with other matters falling within the remit of more than one Section, the President of the Committee or its Secretary shall appoint a Section responsible for coordination and give consent to the participation of members of the other Sections to attend a meeting of this Section with the right to exercise casting votes.
4. The President of the Committee, Vice-President or its Secretary may attend meetings of the Sections with the right to exercise casting votes.
5. The President of the Committee and the Chairs of the Sections may also invite experts who are not included in the list of the Committee's experts to attend meetings in advisory capacity.
6. The Appeals Body shall prepare opinions and draft resolutions with justifications on matters referred to in § 4 (2). The provisions of section 4 and 5 shall apply accordingly.

§ 14.

1. Subject to § 28, resolutions at plenary sessions and resolutions of the Presidium on matters referred to in § 4, sections (1, 2, 6, 7) shall be adopted in an open ballot by a simple majority of votes in the presence of at least half of members of the Committee or the Presidium respectively.
2. Resolutions of the Presidium on personal matters shall be adopted in a secret ballot by an absolute majority of votes, in the presence of at least three-fourths of members of the Presidium.
3. Voting may be conducted electronically in duly justified cases. Electronic voting shall be conducted in accordance with a procedure laid down by the President of the Committee.
4. The provisions of sections 1 and 3 shall apply accordingly to voting conducted within the Sections and the Appeals Body.
5. The Vice-Presidents of the Committee, Chairs and Vice-Chairs of the Sections and the Appeals Body, representatives of employers' organisations in the Presidium, and members and the Chair of the Section for Ethics shall be elected in a secret ballot by a simple majority of votes, in the presence of at least half of members of the Committee, Sections, Appeals Body, members of

the Committee appointed by employers' organisations or the Section for Ethics respectively. The provisions of section 3 shall apply accordingly.

§ 15.

1. In performing tasks referred to in § 4 (1-6), the Committee shall rely on opinions given by its members and experts referred to in section 2.
2. The following persons may be experts:
  - 1) an academic teacher who has recognised achievements in a domain of science or fine arts, considerable teaching experience and experience in accreditation or the assessment of education quality;
  - 2) a person who has extensive knowledge of the legal and organisational framework for the operation of higher education institutions;
  - 3) a student put forward by the competent body of the Students' Parliament of the Republic of Poland;
  - 4) a doctoral student put forward by the competent body of the National Representation of Doctoral Students;
  - 5) a person put forward by employers or employers' organisations;
  - 6) a domestic or international quality assurance expert.
3. Upon their consent, ex-members of the Committee shall be included in the list of its experts.
4. Experts referred to in section 2 and 3 are required to be familiar with the operational arrangements of the Committee and apply its evaluation procedures and criteria.
5. Members and experts of the Committee shall receive a fee for written opinions and evaluations.

§ 16.

1. A Section shall prepare a report on matters referred to in § 4 (1) (1, 3, 4) based on submitted documentation of applications and reviews.
2. Acting on their own initiative or at the request of the Chair of a Section, the President of the Committee or its Secretary may decide that a site visit should be undertaken, and determine its date and outline schedule.
3. Reviews referred to in section 1 shall be prepared by members of the Section or experts appointed by the Secretary in consultation with the Chair of the Section. The Chair of the Section shall put forward candidates for reviewers to the Secretary within a deadline not exceeding two weeks of the date of receipt of an application by the Committee.
4. A review or a report on a site visit referred to in section 2 above shall be prepared not later than within three weeks of the date of receipt of an application or of the end date of a site visit.
5. Where a review has not been prepared by the set deadline, the relevant matter shall be

presented at the next meeting of the Section concerned by its Chair or a member appointed by the Chair, after having prepared the review. This provision shall apply accordingly to reviews drawn up by experts who are not members of the Section.

6. The report referred to in section 1 above shall be prepared by the Section concerned not later than within two weeks of the date of receipt of a review or a report on a site visit referred to in section 2 above.
7. Matters referred to in section 1 above shall be considered by the Presidium not later than within three weeks of the date when the Section concerned prepared the report.
8. Resolutions of the Presidium shall be forwarded to the Minister and higher education institutions or applicants not later than within two weeks of the date of their adoption. In the case of higher education institutions supervised by ministers other than the minister responsible for higher education, a resolution shall also be forwarded to the competent minister.

#### § 17.

1. Ratings in matters referred to in § 4 (1) (2) shall be given following an evaluation process.
2. The evaluation process shall comprise:
  - 1) a self-evaluation report prepared by the higher education institution concerned;
  - 2) a site visit undertaken in accordance with the rules laid down by the Presidium;
  - 3) a report prepared by an evaluation panel in accordance with the template adopted by the Presidium;
  - 4) submission of the evaluation panel's report to the higher education institution;
  - 5) feedback on the evaluation panel's report provided by the higher education institution;
  - 6) a proposed quality rating together with its justification prepared by the Section concerned;
  - 7) a resolution on the programme or institutional evaluation adopted by the Presidium.
3. Higher education institutions shall prepare their self-evaluation reports in accordance with the template and guidelines adopted by the Presidium.
4. Higher education institutions shall provide their self-evaluation reports to the Committee within six weeks of the date of receipt of evaluation notice. In duly justified cases, the Secretary may extend the deadline for the submission of self-evaluation reports only once and by no more than five weeks.
5. A site visit should be conducted not later than within eight weeks of the date of receipt of the self-evaluation report. In duly justified cases, the Secretary may extend the time limit for conducting a site visit.
6. Failure of a higher education institution to provide its self-evaluation report or feedback on the report from the evaluation panel shall not prevent further action within the evaluation process.
7. The Director of the Committee's Bureau shall notify the higher education institution concerned of the date of a site visit and shall provide the institution with an outline agenda for the visit not later than two weeks before the starting date of the visit.

§ 18.

1. The evaluation process referred to in § 17 (1) shall be conducted by an evaluation panel composed of Committee members and experts.
2. The Chair of the evaluation panel shall be a member of the Committee or, in duly justified cases, an expert referred to in § 15 (3).
3. An evaluation panel, composed of two to seven members in the case of programme evaluations and three to nine members in the case of institutional evaluations, shall be appointed by the Secretary in consultation with the Chair of the Section concerned. The Secretary may increase the number of evaluation panel members in particularly justified cases.

§ 19.

1. Following the analysis of a self-evaluation report and after a site visit, the evaluation panel shall prepare a report within a period of six weeks. The report shall contain:
  - 1) in the case of a programme evaluation: the assessment of education quality provided as part of a programme, taking into consideration learning outcomes meeting the requirements of National Qualifications Framework in the scope of academic areas and fields of study and the compliance with the requirements for the provision of a particular degree programme, which have impact on its quality, as laid down in the regulations issued on the basis of Article 9 (3) (1-3) and Article 9c of the Act in the case of initial teacher training and the functioning of learning outcomes' attestation;
    - a) in the case of an institutional evaluation: an assessment of the activities of the basic organisational unit of the higher education institution concerned, and the assessment of education quality provided as part of third-cycle programmes and non-degree postgraduate programmes.
2. The report of the evaluation panel referred to in section 1 above shall be sent to the higher education institution concerned, which may provide its feedback on the report within three weeks of the date of its receipt. In duly justified cases, the Secretary may extend the time limit by three weeks.
3. The Chair of the evaluation panel shall present, at a meeting of the Section concerned, assessments referred to in section 1, which are contained in the report and feedback received from the higher education institution concerned.
4. The minutes of the Section's meeting on the rating given as a result of the evaluation referred to in § 17 (1) shall be presented at a meeting of the Presidium by the Chair of the Section concerned or, in duly justified cases, by a person appointed by the Chair not later than within six weeks of the date of receipt of feedback from the higher education institution concerned.
5. The provisions of § 16, (7, 8) shall apply accordingly.

§ 20.

1. A resolution of the Presidium on matters referred to in § 17, section 1 shall include a rating awarded in accordance with the scale established in Article 49 (6) of the Act, and its justification.
2. A resolution may also include recommendations.
3. The President of the Committee shall put proposed quality ratings to the vote, starting from those with an outstanding rating.
4. Re-evaluations are conducted:
  - 1) after 8 years in the case of a an outstanding rating,
  - 2) after 6 years in the case of a positive rating, unless there are reasons to conduct them at an earlier date.

#### § 21.

1. Where a conditional rating is awarded, a resolution of the Presidium shall identify shortcomings to be eliminated and set a deadline for a follow-up evaluation.
2. Where a follow-up evaluation is conducted, the President of the Committee or its Secretary shall determine the scope and procedure for staging another site visit, taking into consideration the shortcomings mentioned in the resolution, as referred to in section 1, and information included in the documentation submitted by the higher education institution concerning the corrective measures taken.
3. Failure to provide information on corrective measures taken by the higher education institution shall not prevent the evaluation panel from conducting the site visit
4. The provisions of § 16 (7, 8), § 19 (4) and § 20 shall apply accordingly.

#### § 22.

1. In the case of ratings referred to in art. 11a (2, 3) and art. 49 (4) of the Act, provisions of § 17-21 shall apply accordingly, however:
  - 1) Upon the Minister's request, a notification on the rating shall be submitted to the higher education institution immediately on receipt of the request;
  - 2) The higher education institution shall submit a self-evaluation report providing information in the scope referred to in the Minister's request within four weeks from the date of obtaining the notification on the rating;
  - 3) A site visit shall be conducted within a time limit not exceeding three weeks of the date of receipt of the self-evaluation report;
  - 4) The report of the evaluation panel shall be sent immediately to the higher education institution, which may provide feedback within three weeks of its receipt.

#### § 23.

1. A party dissatisfied with a resolution adopted by the Presidium on matters referred to in § 4 (1) may submit a request for reconsideration of the matter within 30 days of the date of delivery of the resolution.
2. An opinion on the request referred to in section 1 shall be issued by the Appeals Body not later than within six weeks of the date of receipt of the request.
3. The Presidium shall consider the request within a time limit not exceeding two weeks from the date of issuing the opinion by the Appeals Body.

§ 24.

1. The Committee shall post resolutions on programme and institutional evaluations on its website and in the Public Information Bulletin.
2. The Committee shall also post reports of evaluation panels on its website.

§ 25.

1. Minutes shall be taken of Committee, Presidium and the Appeals Body meetings, and reports shall be drawn up from Section meetings.
2. Minutes and reports shall include at least the reference titles of matters under consideration, names of speakers, an opinion or a rating put to the vote and voting results.
3. Documentation relating to the scope of Committee's operations and produced by the Committee shall be archived in accordance with separate legislation.

§ 26.

1. The Bureau of the Polish Accreditation Committee shall provide administrative and financial services to the Committee, its bodies and Sections, Appeals Body, Section for Ethics and working groups. The President of the Committee shall supervise the work of the Bureau.
2. The precise remit of the Bureau's responsibilities and its organisational structure shall be specified in its organisational regulations provided by the President of the Committee after consultation with the Presidium.
3. The President of the Committee shall appoint and dismiss the Director of the Bureau.

§ 27.

Fees paid to members of the Committee and experts referred to in § 15 and costs of site visits referred to in § 16 (2), § 17 (2) (2), § 21, (2) and § 22 (3) shall be covered by funds allocated for the activities of the Committee in section 803, Higher Education of the State budget.

§ 28.

The Statute of the Committee shall be adopted at a plenary session of the Committee by a simple majority of votes, in the presence of at least half of its members, at the request of the President or at least 30 members of the Committee.

§ 29.

The Statute adopted by Resolution no. 1/2011 of 10 November 2011 is hereby repealed.

§ 30.

1. When carrying out evaluations of study programmes introduced prior to the adaptation of study profiles and programmes referred to in art. 23 (1, 2) of the Act of 11 July 2014 amending the act – Law on Higher Education and some other acts (OJ of 2014, item 1198), the previous regulations shall apply until the end of the period given for the adaptation of the study programmes and profiles.
2. In accordance with art. 44 of the Act referred to in section 1, criterion 1.6.2 referred to in Annex 1 and 2 shall apply starting on 1 July 2015.

§ 31.

The Statute shall come into force, unless the minister responsible for higher education submits reservations concerning its legal compliance within thirty days of receipt of the Statute.

**Annex No. 1  
to the Statute of the Polish  
Accreditation Committee**

**Detailed criteria for programme evaluation  
General academic profile**

- 1. The unit has formulated a concept of education and implements a study programme as part of the programme under evaluation allowing for the achievement of intended learning outcomes.**
  - 1.1 The concept of education in the programme subject to evaluation corresponds to the mission statement and development strategy of the higher education institution, to the aims set in the strategy of the unit and in the quality assurance policy, and takes account national and international models and experiences linked to a particular scope of education.\*
  - 1.2 The development plans for the programme take account of the current trends and changes in the domains and disciplines of science<sup>1</sup> from which the programme stems, and are geared towards the needs of the social, economic and cultural environment and of the labour market in particular.
  - 1.3 The unit has assigned the programme under evaluation to an area/areas of study and indicated a domain/domains and a discipline/disciplines to which the learning outcomes defined for the programme under evaluation relate.
  - 1.4 The intended learning outcomes for the programme under evaluation are coherent with selected learning outcomes for the area/areas of study, level and the general academic profile to which the programme has been assigned, set out in the National Qualifications Framework for Higher Education, and clearly formulated in order to create a system for their verification. In the case of the programmes that are listed in Article 9b, and of the education and training of students preparing for the profession of a teacher as set out in Article 9c of the Act of 27 July 2005 – Law on Higher Education (OJ of 2005, item 572, as amended), the learning outcomes also correspond to the education and training standards that are stipulated in regulations issued on the basis of the aforementioned articles of the Act. The learning outcomes intended for the programme under evaluation particularly take account of students' acquisition of advanced knowledge, research skills and social competences indispensable to undertake research work, on the labour market and in further education. \*
  - 1.5 The study programme under evaluation and the organisation and implementation of the educational process enable students to achieve all intended learning outcomes and to acquire qualifications whose level corresponds to the level of study indicated for the general academic profile programme under evaluation. \*
    - 1.5.1 In the case of the programmes that are listed in Article 9b, and of the education and training of students preparing for the profession of a teacher as set out in Article 9c of the Act on Law on Higher Education, the study programme is adapted to the conditions stipulated in the standards included in regulations issued on the basis of the aforementioned articles of the Act.
    - 1.5.2. The selection of the contents of the study programme under evaluation corresponds to its intended learning outcomes and, in particular, takes account of the present state of knowledge linked to the scope of the programme under evaluation. \*
    - 1.5.3. The teaching/learning methods applied build on self-study and on active forms of working with students, as well as allow them to achieve the intended learning outcomes, and - particularly in

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<sup>1</sup>Whenever reference is made to science, scientific research, scientific degree and title, this shall also apply to the arts, artistic activity, degrees and titles in the arts.

- the case of students of first-cycle programmes – at least to prepare for conducting research involving basic research skills such as: formulation and analysis of research problems, choice of methods and measures, preparation and presentation of research results, and - in the case of students of second cycle or long cycle programmes – to participate in research in conditions appropriate for the scope of research activities linked to the programme under evaluation, in a way that enables students to directly undertake research activities.\*
- 1.5.4. The length of study affords the implementation of the study programme contents and corresponds to the learning outcomes for the programme under evaluation taking account of student workload measured in ECTS credits.
  - 1.5.5. ECTS corresponds to the requirements that have been stipulated in the applicable legislation, and - in particular - it provides for assigning more than 50% of the general number of ECTS credits to programme modules linked to scientific research conducted in the higher education institution in the area/areas of science related to the programme under evaluation. \*
  - 1.5.6. The unit should afford students flexibility in their choice of programme components, not lower than 30% of ECTS credits required for the acquisition of qualifications corresponding to the level of instruction within the programme under evaluation, unless otherwise provided in separate regulations.\*
  - 1.5.7. The selection of forms of classes linked to the programme under evaluation, their organisation, including the size of groups participating in individual classes and the proportions between the numbers of hours of various forms of classes allow students to achieve their intended learning outcomes, in particular in the scope of advanced knowledge, research skills and social competences indispensable to undertake research activities. The provision of courses using distance learning methods and techniques meets the criteria stipulated by the law.\*
  - 1.5.8. If the study programme of the programme under evaluation includes student placements, the unit determines their learning outcomes and verification methods, and ensures that such placements are properly organised, including - in particular - the choice of host institutions whose scope of activities corresponds to the educational aims and learning outcomes intended for the programme under evaluation, and that the number of places where such placements are served corresponds to the number of students following this programme.
  - 1.5.9. The study programme facilitates the internationalisation of the educational process, e.g. through the provision of study programmes in foreign languages, conducting classes in foreign languages, providing an educational offer intended for foreign students and through joint study programmes in partnership with foreign higher education institutions or research institutes.
  - 1.6 The student admission policy ensures the proper selection of applicants.
    - 1.6.1 The principles and procedures of student admission ensure that applicants are properly selected to commence studying at the appropriate level of the programme under evaluation while also ensuring that they have equal opportunities to start education in the field of study under evaluation.
    - 1.6.2 The principles, conditions and mode of confirming the achievement of the learning outcomes of the programme under evaluation allow for the identification of learning outcomes achieved outside the higher education system and for the evaluation of their adequacy to the intended learning outcomes intended for the programme under evaluation.\*
  - 1.7 The system of verification and assessment monitors progress in learning and evaluates the degree to which students have achieved intended learning outcomes. \*

- 1.7.1 The applied methods of verification and assessment of learning outcomes are adequate to the intended learning outcomes, support students in the process of learning and efficiently verify and evaluate the degree to which each intended learning outcome has been achieved, in particular in the scope of advanced knowledge, research skills and social competences indispensable to undertake research activities at each stage of the educational process, also at the stage of preparing and presenting a final thesis, and in relation to all classes, including language classes.
- 1.7.2 The system of verification and assessment of learning outcomes is transparent and ensures reliability, credibility and comparability of verification and assessment results, as well as guarantees an evaluation of the degree to which students have achieved their intended learning outcomes. Where courses involving distance learning methods and techniques are provided, methods of verification and assessment of learning outcomes appropriate for this form of education are applied.\*

**2. The number and quality of research and teaching staff as well as research conducted in the unit ensure that the programme of study under evaluation is implemented and that students achieve their intended learning outcomes.**

- 2.1 Academic staff constituting minimum staff resources possess research achievements guaranteeing the implementation of the study programme in the area of knowledge corresponding to the area of study indicated for this programme, in the scope of one of the disciplines of science to which the intended learning outcomes indicated for this programme relate. The structure of qualifications of academic staff forming minimum staff resources complies with legal requirements for general academic profile study programmes and the number of staff is appropriate to the number of students of the programme.\*
- 2.2 The research achievements, experience in conducting research and the teaching skills of staff conducting classes provided as part of the programme under evaluation are adequate to the programme implemented and its intended learning outcomes. Where classes are conducted using methods and techniques of distant learning, teaching staff have been prepared to provide courses in this form.\*
- 2.3 The current staff policy ensures that staff is properly selected, and motivates academic staff to raise their academic qualifications and develop teaching competences, as well as facilitates academic and research staff internationalisation.
- 2.4 The unit conducts scientific research in the scope of the area/areas of knowledge corresponding to the academic area/areas to which the programme has been assigned and in the field/fields and discipline/disciplines of science to which its learning outcomes relate.\*
- 2.5 The results of scientific research conducted in the unit are used in the process of designing and improving the study programme under evaluation and in the course of its implementation.

**3. The unit cooperates with the social, economic and cultural environment in the educational process.**

- 3.1 The unit cooperates with the social, economic and cultural environment, including employers and employers' organisations, in particular in order to ensure the participation of environment representatives in the determination of learning outcomes, verification and evaluation of the degree to which they have been achieved, and organisation of practical

placements, where such placements have been included in the study programme under evaluation.\*

3.2 Where study programmes are provided in cooperation with or with the participation of external entities representing the social, economic or cultural environment, the way in which such study programmes are provided and organised is stipulated in an agreement or a written contract concluded between the higher education institution and a particular entity.\*

**4. The unit provides adequate teaching and research facilities ensuring the implementation of general academic profile study programmes and students' achievement of intended learning outcomes while enabling the conduct of scientific research.**

4.1 The number, area and equipment of teaching rooms, including research and specialist laboratories, are adapted to the needs resulting from the provision of the programme under evaluation - that is to the number of students and to scientific research currently conducted. The unit ensures that students have access to laboratories to perform tasks resulting from the study programme and to participate in research.\*

4.2 The unit offers the students of the programme under evaluation the opportunity to use library and information resources, in particular access to compulsory reading and reading recommended in syllabuses, and to the Virtual Science Library.\*

4.3 Where distance learning courses are provided, the unit grants its students and academic staff access to an educational platform that ensures at least learning materials (text and multimedia), personalisation of students' access to the resources and tools of the platform, communication between teachers and students and between students, creation of conditions and tools for team work, monitoring and assessment of student work, and the creation of examination sheets and tests.

**5. The unit supports students in the process of learning, conducting research and entering the labour market.**

5.1 Academic, learning and financial support facilitates students' academic, social and professional development through ensuring academic staff availability, assistance in the process of learning and the effective achievement of intended learning outcomes as well as in acquiring research skills also outside of organised courses. Where distance learning programmes are provided, the unit ensures organisational, technical and methodical support for participation in e-classes.\*

5.2 The unit has created conditions for student participation in national and international mobility programmes, also through the organisation of an educational process facilitating in-country and international exchanges and through establishing contacts with the academic environment.\*

5.3 The unit supports the contacts of students of the programme under evaluation with the academic, social, economic or cultural environment and the process of their entering the labour market, in particular by cooperating with institutions active on this market.\*

5.4 The unit offers to disabled students academic, learning and financial support to ensure their full participation in the educational process and in research.

5.5 The unit provides students with effective and competent administrative services in matters linked to the teaching/learning process and financial support, as well as with public access to information on the study programme and procedures.

**6. The unit has developed an effective internal quality assurance system geared towards assessing learning outcomes and improving the programme of study as well as towards achieving high education quality culture within the programme under evaluation.**

- 6.1 With the quality assurance policy in mind, the unit has implemented an internal quality assurance system enabling systematic monitoring, evaluation and improvement of the educational process within the programme under evaluation, including the evaluation of the degree to which the intended learning outcomes have been achieved, and a periodical review of study programmes aimed at their improvement, including:\*
  - 6.1.1 The designing of learning outcomes and their modification as well as the involvement of external and internal stakeholders in this process, \*
  - 6.1.2 the monitoring of the degree to which the intended learning outcomes have been achieved for all types of classes at each level of education, including the process of awarding diplomas,
  - 6.1.3 the verification of learning outcomes achieved by students at each stage of education and for all types of classes, including the prevention of plagiarism and its detection, \*
  - 6.1.4 the principles, conditions and the mode of attestation of learning outcomes achieved outside of the higher education system,
  - 6.1.5 using the results of graduate career monitoring to evaluate the relevance of their learning outcomes to the labour market',
  - 6.1.6 staff conducting and supporting the teaching/learning process within the programme under evaluation and the current staff policy, \*
  - 6.1.7 making use of conclusions resulting from student evaluations of academic staff in the process of evaluation of teaching staff quality,
  - 6.1.8 material resources, including teaching/learning facilities and financial support for students,
  - 6.1.9 methods of collecting, analysing and documenting activities aimed at ensuring education quality,
  - 6.1.10 access to information on the programme and educational process linked to the programme under evaluation and its outcomes.
- 6.2 The unit carries out systematic evaluations of the internal quality assurance system and of its influence on raising education quality within the programme under evaluation, and uses its outcomes to improve the system.

When carrying out programme evaluations, the Committee also takes into consideration:

- outcomes of site visits to the higher education institution,
- accreditations and certificates obtained as a result of evaluations carried out by international and national professional committees evaluating selected areas of education and by accreditation agencies registered in the European Quality Assurance Register (EQAR) or by agencies with whom the Committee has concluded agreements on the recognition of accreditation-related ratings.

**Detailed criteria for programme evaluation  
Practical profile**

**2. The unit has formulated a concept of education and implements a study programme as part of the programme under evaluation allowing for the achievement of expected learning outcomes.**

- 1.1 The concept of education corresponds to the mission statement and development strategy of the higher education institution, to the aims set in the strategy of the unit and in the quality assurance policy, and takes account of national and international models and experiences linked to a particular scope of education.\*
- 1.2 The development plans for the programme take account of the current trends and changes of requirements relating to preparation for practicing a profession linked to the programme under evaluation, and are geared towards the needs of students and of the social, economic and cultural environment, and of the labour market in particular.
- 1.3 The unit has assigned the programme under evaluation to an area/areas of study and indicated a field/fields and a discipline/disciplines of science<sup>2</sup> to which the learning outcomes defined for the programme under evaluation relate.
- 1.4 The intended learning outcomes for the programme under evaluation are coherent with selected learning outcomes for the area/areas of study, level and the practical profile to which the programme has been assigned, set out in the National Qualifications Framework for Higher Education and clearly formulated in order to create a system for their verification. In the case of the programmes that are listed in Article 9b, and of the education and training of students preparing for the profession of a teacher as set out in Article 9c of the Act of 27 July 2005 – Law on Higher Education (OJ of 2005, item 572, as amended), the learning outcomes also correspond to the education and training standards that are stipulated in regulations issued on the basis of the aforementioned articles of the Act. The learning outcomes intended for the programme under evaluation particularly take account of students' acquisition of practical skills, including authorisation to perform a profession, competences indispensable on the labour market and further education. \*
- 1.5 The study programme under evaluation and the organisation and implementation of the educational process enable students to achieve all expected learning outcomes and to acquire qualifications whose level corresponds to the level of study indicated for the practical profile programme under evaluation. \*
- 1.5.2 In the case of the programmes that are listed in Article 9b, and of the education and training of students preparing for the profession of a teacher as set out in Article 9c of

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<sup>2</sup> Whenever reference is made to science, scientific research, scientific degree and title, this shall also apply to the arts, artistic activity, degrees and titles in the arts.

the Act on Law on Higher Education, the study programme is adapted to the conditions stipulated in the standards included in regulations issued on the basis of the aforementioned articles of the Act. For programmes in medicine and dentistry it is also based on the framework programme of practical classes defined by the Minister of Health.

- 1.5.3 The selection of the contents of the study programme under evaluation corresponds to its intended learning outcomes and, in particular, takes account of currently applied scientific solutions linked to the scope of the programme under evaluation and the needs of the labour market. \*
  - 1.5.4 The teaching/learning methods applied build on self-study and on active forms of working with students, as well as allow them to achieve their expected learning outcomes, and in particular – practical skills and social competences indispensable on the labour market. \*
  - 1.5.5 The length of study affords the implementation of the programme contents and corresponds to the learning outcomes for the programme under evaluation taking account of student workload measured in ECTS credits.
  - 1.5.6 ECTS corresponds to the requirements that have been stipulated in the applicable legislation, and - in particular – it provides for assigning more than 50% of the general number of ECTS credits to programme modules linked to practical preparation for practicing a profession. \*
  - 1.5.7 The unit should afford students flexibility in their choice of programme components, not lower than 30% of ECTS credits required for the acquisition of qualifications corresponding to the level of instruction within the programme under evaluation unless otherwise provided in separate regulations. \*
  - 1.5.8 The selection of forms of classes linked to the programme under evaluation, their organisation, including the size of groups participating in particular classes and the proportions between the numbers of hours of various forms of classes allow students to achieve their expected learning outcomes, in particular practical skills and social competences indispensable on the labour market. Classes preparing for practicing a profession take place in conditions appropriate for the scope of profession linked to the programme under evaluation and in a way that enables students the direct performance of practical activities. The provision of courses using distance learning methods and techniques meets the criteria stipulated by the law, also in the scope of student acquisition of practical skills which should take place in real-life conditions.\*
  - 1.5.9 The unit has determined learning outcomes and their verification methods for practical placements, ensures that the workload at such placements corresponds to a practical profile study programme and that they are properly organised, including in particular the choice of host institutions whose scope of activities corresponds to the learning outcomes intended for the programme under evaluation, and that the number of places where such placements are served corresponds to the number of students of this programme. \*
  - 1.5.10 The study programme facilitates the internationalisation of the educational process, e.g. through the provision of study programmes in foreign languages, conducting classes in foreign languages, providing an educational offer intended for foreign students and through joint study programmes in partnership with foreign higher education institutions or research institutes.
- 1.7 The student admission policy ensures the proper selection of applicants.
    - 1.6.3 The principles and procedures of student admission ensure that applicants are properly selected to commence studying at the appropriate level of the programme under evaluation while also ensuring that they have equal opportunities to start education in the field of study under evaluation.
    - 1.6.4 The principles, conditions and mode of confirming the achievement of the learning outcomes of the programme under evaluation allow for the identification of learning

outcomes achieved outside the higher education system and for the evaluation of their adequacy to the expected learning outcomes intended for the programme under evaluation.

**1.7 The system of verification and assessment monitors progress in learning and evaluates the degree to which students have achieved intended learning outcomes. \***

1.7.3 The applied methods of verification and assessment of learning outcomes are adequate to the expected learning outcomes, support students in the process of learning and efficiently verify and evaluate the degree to which each intended learning outcome has been achieved, in particular in the scope of practical skills and social competences indispensable on the labour market, at each stage of the educational process, also at the stage of preparing a final thesis and taking final examinations, in the course of practical placements and in relation to all classes, including language classes.

1.7.4 The system of verification and assessment of learning outcomes is transparent and ensures reliability, credibility and comparability of verification and assessment results, as well as guarantees an evaluation of the degree to which students have achieved their intended learning outcomes. Where courses involving distance learning methods and techniques are provided, methods of verification and assessment of learning outcomes appropriate for this form of education are applied.\*

**3. The number and quality of research and teaching staff ensure that the programme of study under evaluation is implemented and that students achieve their intended learning outcomes.**

2.1 Academic staff constituting minimum staff resources possess research achievements guaranteeing the implementation of the study programme in the area of knowledge corresponding to the area of study indicated for this programme, in the scope of one of the disciplines of science to which the intended learning outcomes indicated for this programme relate, or they possess professional experience acquired outside of the higher education institution and linked to skills specified in the statement of expected learning outcomes for the programme under evaluation. The structure of qualifications of academic staff forming minimum staff resources complies with the legal requirements for practical profile study programmes and the number of staff is appropriate to the number of students of the programme. \*

2.2 The research achievements, professional experience acquired outside of the higher education institution and the teaching skills of staff conducting classes provided as part of the programme under evaluation are adequate to the programme implemented and its intended learning outcomes. Classes consisting in practical preparation for practicing a profession, including workshops, are conducted by persons the majority of whom have professional experience acquired outside of the higher education system and corresponding to the scope of such classes. Where classes are conducted using methods and techniques of distant learning, teaching staff have been prepared to provide courses in this form. \*

2.3 The current staff policy ensures that staff is properly selected, and motivates academic staff to raise their academic and professional qualifications and develop teaching competences, as well as facilitates academic staff internationalisation.

**4. The unit cooperates with the social, economic and cultural environment in the educational process.**

- 3.3 The unit cooperates with the social, economic and cultural environment, including employers and employers' organisations, in particular in order to ensure the participation of representatives of this environment in the determination of learning outcomes, verification and evaluation of the degree to which they have been achieved, and organisation of practical placements, as well as in order to recruit teaching staff with considerable professional experience acquired outside of the higher education system.\*
- 3.4 Where study programmes are provided in cooperation with or with the participation of external entities representing the social, economic or cultural environment, the way in which such study programmes are provided and organised is stipulated in an agreement or a written contract concluded between the higher education institution and a particular entity.\*

**5. The unit provides adequate teaching and research facilities ensuring the implementation of practical profile study programmes and students' achievement of their expected learning outcomes while enabling the conduct of scientific research.**

- 4.3 The number, area and equipment of teaching rooms, including general purpose and specialist laboratories, are adapted to the needs resulting from the provision of the programme under evaluation – including the number of students. The unit ensures teaching and learning facilities for classes consisting in practical preparation for practicing a profession that offer an opportunity to acquire skills in line with the current state of practice applicable to the programme under evaluation. It also ensures that students have access to laboratories to perform tasks resulting from the study programme.\*
- 4.4 The unit offers the students of the programme under evaluation the opportunity to use library and information resources, in particular access to compulsory reading and reading recommended in syllabuses, and to the Virtual Science Library.\*
- 4.4 Where distance learning courses are provided, the unit grants its students and academic staff access to an educational platform that ensures at least learning materials (text and multimedia), personalisation of students' access to the resources and tools of the platform, communication between teachers and students and between students, creation of conditions and tools for team work, monitoring and assessment of student work, and the creation of examination sheets and tests.

**6. The unit supports students in the process of learning, conducting research and entering the labour market.**

- 5.6 Academic, learning and financial support facilitates students' academic, social and professional development through ensuring academic staff availability, assistance in the process of learning and the effective achievement of expected learning outcomes as well as in acquiring practical skills also outside of organised courses. Where distance learning programmes are provided, the unit ensures organisational, technical and methodical support for participation in e-classes.\*
- 5.7 The unit has created conditions for student participation in national and international mobility programmes, also through the organisation of an educational process facilitating in-country and international exchanges.\*
- 5.8 The unit supports the contacts of students of the programme under evaluation with the academic, social, economic or cultural environment and the process of their entering the labour market, in particular by cooperating with institutions active on this market.\*
- 5.9 The unit offers to disabled students, learning and financial support to ensure their full participation in the educational process.

5.10 The unit provides students with effective and competent administrative services in matters linked to the teaching process and financial support, as well as with public access to information on the study programme and procedures.

**7. The unit has developed an effective internal quality assurance system geared towards assessing learning outcomes and improving the programme of study as well as towards achieving high education quality culture within the programme under evaluation.**

6.2 With the quality assurance policy in mind, the unit has implemented an internal quality assurance system enabling systematic monitoring, evaluation and improvement of the educational process within the programme under evaluation, including the evaluation of the degree to which the expected learning outcomes have been achieved, and a periodical review of study programmes aimed at their improvement, including:\*

6.1.1 The designing of learning outcomes and their modification as well as the involvement of external and internal stakeholders in this process, \*

6.1.2 the monitoring of the degree to which the expected learning outcomes have been achieved for all types of classes at each level of education, including the process of awarding diplomas,

6.1.3 the verification of learning outcomes achieved by students at each stage of education and for all types of classes, including the prevention of plagiarism and its detection, \*

6.1.4 the principles, conditions and the mode of confirmation of learning outcomes achieved outside of the higher education system,

6.1.5 using the results of graduate career monitoring to evaluate the relevance of their learning outcomes to the labour market,

6.1.6 staff conducting and supporting the teaching/learning process within the programme under evaluation and the current staff policy, \*

6.1.7 making use of conclusions resulting from student evaluations of academic staff in the process of evaluation of teaching staff quality,

6.1.8 material resources, including teaching/learning facilities and financial support for students,

6.1.9 methods of collecting, analysing and documenting activities aimed at ensuring education quality,

6.1.10 access to information on the programme and educational process linked to the programme under evaluation and its outcomes.

6.3 The unit carries out systematic evaluations of the internal quality assurance system and of its influence on raising education quality within the programme under evaluation, and uses its outcomes to improve the system.

When carrying out programme evaluations, the Committee also takes into consideration:

- outcomes of site visits to the higher education institution,
- accreditations and certificates obtained as a result of evaluations carried out by international and national professional committees evaluating selected areas of education and by accreditation agencies registered in the European Quality Assurance Register (EQAR) or by agencies with whom the Committee has concluded agreements on the recognition of accreditation-related ratings.

**Detailed criteria for institutional evaluation**

**1. The unit acts in accordance with the mission statement and development strategy of the higher education institution.**

- 1.1 The unit recognises its role and position on the education market and in the socio-economic environment and applies this knowledge to set objectives and priorities for the development strategy.
- 1.2 The unit has determined and implements an education quality policy corresponding to the mission statement and development strategy of the higher education institution, and facilitating the process of learning encompassing all programmes, all levels, profiles and forms of instruction.\*
- 1.3 The unit monitors the implementation of the strategy from the perspective of effective use of academic<sup>3</sup>, teaching and material potential to multiply achievements in the scope of particular strategic objectives.
- 1.4 The unit conducts scientific research in the areas of science related to general academic profile programmes and/or in those fields and disciplines of science where doctoral programmes are offered, incorporating the results of this research in the educational process at all programme levels.\*

**2. The unit operates and improves an internal quality assurance system.**

- 2.1 The unit operates a coherent system of internal regulations governing an internal quality assurance system and its improvement, compliant with the unit strategy, quality assurance policy and general legislation in force determining:
  - 2.1.1 the scope and objectives of the internal quality assurance system,
  - 2.1.2 a transparent organisational structure and the assignment of responsibilities and rights,\*
  - 2.1.3 the participation of internal and external stakeholders in ensuring education quality,
  - 2.1.4 key processes in the area of study, and procedures as well as tools serving the purpose of the monitoring, assessment and improvement of education quality as well as of the system.\*
- 2.2 The internal quality assurance procedures are comprehensive, prevent pathologies and ensure that the unit can verify, assess and improve the quality of all identified processes, in particular in the scope of:
  - 2.2.1 the designing, approving and periodical reviewing of programmes and evaluations of expected learning outcomes for first-cycle, second-cycle, long-cycle, third-cycle and postgraduate programmes,\*
  - 2.2.2 the participation of labour market representatives, including employers, in the determination and evaluation of learning outcomes,\*
  - 2.2.3 student admission, evaluation of students', doctoral students' and post-graduate students' learning progress and making use of the results of graduate career monitoring in order to evaluate learning outcomes on the labour market, as well as the principles,

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<sup>3</sup> Whenever reference is made to science, scientific research, scientific degree and title this shall also apply to the arts, artistic activity, degreed and titles in the arts.

- conditions and mode of confirming learning outcomes achieved outside of the higher education system,
- 2.2.4 staff providing and supporting the educational process and the staff policy,\*
  - 2.2.5 material resources, including teaching and academic facilities as well as resources available to support students and doctoral students,
  - 2.2.6 managing information relating to the educational process, e.g.: the method of collecting, analysing and using relevant information for the purposes of education quality assurance,
  - 2.2.7 public access to the current education quality policy, updated and objective information on the study programmes, expected learning outcomes, and the organisation and procedures of study programmes.
- 2.3 The unit monitors the operation of the internal quality assurance system, regularly evaluates its effectiveness and uses the results thereof to improve the quality policy and to build an education quality culture.

### **3. The unit operates an efficient staff policy.**

- 3.1 The unit has sufficient staff adequate to the needs resulting from its research, teaching and RD activities.\*
- 3.2 The unit operates an effective staff policy allowing for good use of the potential of academic staff, enabling the development of their qualifications, recruitment of new employees and the internationalisation of academic and research staff.

### **4. The unit ensures that the teaching and scientific facilities are developed in line with its development strategy.**

- 4.1 The unit has teaching and scientific facilities adequate to the needs resulting from its teaching activities, ensuring that expected learning outcomes are achieved within all kinds of programmes and scientific or RD activities.\*
- 4.2 The unit ensures the achievement of its strategic objectives linked to its teaching and scientific facilities while taking account of the needs resulting from the provision of instruction or from scientific and RD activities, and of the achievement of expected learning outcomes.

### **5. The unit cooperates with the social, economic and cultural environments, and with national and international academic and scientific institutions.**

- 5.1 While implementing its development strategy, the unit cooperates with national and international academic and scientific institutions as well as with institutions active in its social, economic and cultural environment, and it participates in national and international exchanges of students, doctoral students and academic staff.\*
- 5.2 The unit strives for the internationalisation of the educational process, e.g. through student, doctoral student and staff mobilities, provision of programmes in foreign languages, conducting classes in foreign languages, educational offer for foreign students and through operating joint programmes with foreign higher education institutions or scientific institutes.

### **6. The unit operates a system supporting students and doctoral students.**

- 6.1. The unit provides financial support to students and doctoral students in the process of achieving learning outcomes and in their scientific, artistic or sports development.\*
  - 6.1.1 The unit provides academic, learning and financial support geared towards the needs of students and doctoral students and takes account of the needs of disabled persons.\*
  - 6.1.2 The unit has implemented an effective and transparent system of complaints and conflict solving.

6.2 The unit supports the activities of the student government and other student or doctoral student organisations and cooperates with them with the unit strategy in mind; the unit takes up initiatives aimed at including students and doctoral students in the work of the unit's collective bodies, statutory or temporary commissions and panels, especially those whose purpose is teaching process management, providing high quality education and its improvement and providing academic, learning and financial support.\*

#### **7. Doctoral programmes education quality.**

7.1 The unit has developed doctoral programmes ensuring the achievement of intended learning outcomes linked to a particular field of knowledge, area or discipline of science that those programmes are based on, which lead to attaining the degree of a *doktor*.\*

7.2 The unit enables its doctoral students to conduct research also outside of the unit where they study and to establish national and international academic contacts.

7.3 The unit operates ECTS where the number of credits corresponds to a doctoral student's workload indispensable for the achievement of expected learning outcomes.

7.4 Within doctoral programmes the unit operates a reliable, credible and transparent system assessing the achievement of expected learning outcomes.\*

#### **8. Postgraduate programmes education quality.**

8.1 The unit enables its students to achieve the intended learning outcomes which are based on the requirements of professional and employers' organisations and which enable them to acquire a licence to practice a profession or new skills indispensable on the labour market.\*

8.2 Within postgraduate programmes, the unit operates a reliable, credible and transparent system assessing the achievement of intended learning outcomes.

8.3 Internal and external stakeholders participate in the process of determining learning outcomes and in the verification and assessment of intended learning outcomes.\*

8.4 The unit operates ECTS where the number of credits corresponds to a postgraduate programme student's workload indispensable for the achievement of intended learning outcomes.

When carrying out institutional evaluations, the Committee also takes into consideration:

-programme evaluation ratings,

- results of a comprehensive evaluation of the unit's scientific or RD activities referred to in the regulations on the principles of science financing,

- accreditations and certificates obtained as a result of evaluations carried out by international and national professional committees evaluating selected areas of education and by accreditation agencies registered in the European Quality Assurance Register (EQAR) or by agencies with whom the Committee has concluded agreements on the recognition of accreditation-related ratings.

### **Conditions for Awarding Ratings**

1. When awarding ratings in accordance with the scale set out in Article 49 (6) of the Act, the Committee shall take into consideration the following conditions:

1) the degree of the fulfilment of the criteria set out in Annexes 1-3, i.e.:

the 1st degree criteria – marked with a single-digit symbol,

the 2nd degree criteria – marked with a two-digit symbol,

the 3rd degree criteria – marked with a three-digit symbol,

2) the rule that the degree of the fulfilment of the 3rd and 2<sup>nd</sup> degree criteria marked with an asterisk conditions the degree of the fulfilment of the criteria that are immediately superior in the hierarchy, i.e.: of the 2nd and 1<sup>st</sup> degree respectively, and that the degree of meeting the 1<sup>st</sup> degree criteria conditions the final rating; the Committee may waive this requirement in duly justified cases.

2. In the case of programme evaluations performed for general academic and practical profiles:

- an outstanding rating may be awarded where at least 50% of the 1<sup>st</sup> degree criteria have been fulfilled to an outstanding degree, including criteria 1, 2 and 6, and the remaining ones have been fully met;

- a positive rating may be awarded where the criteria for awarding an outstanding rating have not been fulfilled, at least 50% of the 1<sup>st</sup> degree criteria have been at least fully met, including criteria 1, 2 and 6, and the remaining ones have been met to a significant degree;

- a conditional rating may be awarded where the criteria for awarding a positive rating have not been fulfilled, at least 50% of the 1<sup>st</sup> degree criteria have been met to at least a significant degree, including criteria 1, 2 and 6, and the remaining ones have been partly met;

- a negative rating may be awarded where the criteria for awarding a conditional rating have not been fulfilled.

3. In the case of institutional evaluations:

- an outstanding rating may be awarded where at least 50% of the 1<sup>st</sup> degree criteria have been fulfilled to an outstanding degree, including criteria 1 and 2, and the remaining ones have been fully met;

- a positive rating may be awarded where the criteria for awarding an outstanding rating have not been met, at least 50% of the 1<sup>st</sup> degree criteria have been at least fully met, including criteria 1 and 2, and the remaining criteria have been met to a significant degree;

- a conditional rating may be awarded where the criteria for awarding a positive rating have not been met, at least 50% of the 1<sup>st</sup> degree criteria have been met to at least a significant degree, including criteria 1 and 2, and the remaining ones have been partly met;

- a negative rating may be awarded where the criteria for a conditional rating have not been met.