Annex No. 2

to Resolution No. 1

of the Presidium of the Polish Accreditation Committee

of 12 January 2017

|  |
| --- |
| **Template**  **SELF-EVALUATION REPORT[[1]](#footnote-1)** |

PROGRAMME EVALUATION (PRACTICAL PROFILE)

**Name of the higher education institution:**

**Name of the basic organisational unit providing the field of study under evaluation**

**Name of the field of study under evaluation**:

* - Level(-s) of study:

- Mode(-s) of study:

- area(-s) of education, field(-s) of science and scientific discipline(-s) [[2]](#footnote-2), to which learning outcomes mentioned in a resolution of the HEI’s senate relate.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Item no.** | **Area name** | **Fields of science** | **Scientific disciplines** | **ECTS credits[[3]](#footnote-3)** | |
| **Number** | **%** |
|  |  |  |  |  |  |

**Composition of the panel preparing the self-evaluation report**

|  |  |  |
| --- | --- | --- |
| First name and surname |  | Title or degree/position/function  held in the higher education institution |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

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# Instructions for drawing a self-evaluation report

A self-evaluation report prepared by a HEI’s basic organizational unit forms a basic source of information used by an evaluation panel of the Polish Accreditation Committee in the process of evaluating education quality in a given field of study (programme evaluation) Its main objective is to present the concept and study programme of a field of study, its implementation factors, and the place and role of education in social and economic environment in relation to detailed criteria for programme evaluation adopted by the Polish Accreditation Committee, as well as to reflect on the degree of fulfilling these criteria.

**Analytical and self-reflective approach to contents presented in the report and providing examples of adopted solution in terms of study programme and its implementation, as well as placing special emphasis on its characteristics and best practices form important aspects of a self-evaluation report. The report should be concise, and its Part 1 should not exceed 40,000 characters.**

The template of self-evaluation report adopted by the Presidium of the Polish Accreditation Committee features instructions for drawing the report (in italics). Elements corresponding to individual criteria of programme evaluation have been pointed out, and relating to them will facilitate full self-evaluation.

**However, HEIs preparing self-evaluation reports do not need to treat the instructions as mandatory. The instructions only aim to facilitate understanding the essence of each individual criterion, indicate information that is vital for the evaluation process, and inspire the formulation of questions worth answering in the process of self-evaluation and drawing the report, as well as to improve the quality of education in the field of study under evaluation.**

# Presentation of the HEI/unit[[4]](#footnote-4)

*Briefly present up to date, relevant information, which characterise the HEI/unit in the context of the field of study under evaluation (1800 characters at maximum are recommended).*

# Part 1 - self -evaluation of the unit’s meeting education quality evaluation criteria in a field of study with practical profile

# Concept of education and its conformity with HEI’s mission and strategy

## Concept of education

*In the report, it is worth to consider and relate to:*

*Links between the concept of education and the mission and main strategic objectives of the HEI and the unit (taking into account each level of study subject to evaluation); expectations towards the candidates; offered specialisms/specialisation tracks; relationship between education and areas of professional and economic activity typical for the field of study under evaluation; compliance of the concept of education with the needs of socio-economic environment and the labour market; graduate profile; anticipated places of graduates’ employment, and also to indicate the features distinguishing the evaluated concept of education and national and/or international models used.*

*The main assumptions and objectives of quality policy and the impact of its implementation on the improvement of the concept of education, including the role and importance of internal and external stakeholders in the process of developing and improving the concept of education.*

## Development work in the areas of professional/economic activity typical for the field of study

*In the report, it is worth to consider and relate to:*

*Methods for using research and development achievements for the development of the concept of education and the implementation of the study programme, with placing special emphasis on the possibilities for acquiring professional competences by the students.*

*Development works conducted in the areas of professional/economic activity, to which learning outcomes relate, and to the use of such works’ results in designing the concept of education for the field of study under evaluation, and for its implementation and improvement*

*Aspects of domestic and international cooperation with education and economic entities, which have an impact on the concept of education, on establishing learning outcomes and developing study programme of the field of study under evaluation, and the methods of implementing the teaching process.*

## Learning outcomes

*In the report, it is worth to consider and relate, individually for each evaluated level of study, to:*

*Key learning outcomes for the field of study in the scope of knowledge, skills and social competences, including practical skills and social competence indispensable in the labour market, showing their relationship with the concept, level and profile of education and the fields of science or arts and scientific or artistic disciplines, to which the learning outcomes relate.*

*Examples of learning outcomes at the module level, in particular the modules relating to practical preparation for practising a profession, student placements and optional modules.*

*Learning outcomes in the scope of knowledge, skills and social competences leading to the acquisition of engineering competences or those entitling to perform the teaching profession, and to present learning outcomes at the level of selected modules aiming at the acquisition of such competences in the case of fields of study leading to the award of an inżynier/magister inżynier degree (bachelor/master of science degree) or preparing for the teaching profession.*

**Additional information, which the unit considers important for the evaluation of this criterion:**

# Study programme and possibility for achieving intended learning outcomes

## Study programme and programme of study - selection of course contents and teaching methods

*In the report, it is worth to consider and relate, individually for each evaluated level of study, to:*

*Key course contents, including these related to practical preparation for practising a profession, student placements and in the scope of language proficiency, and to present examples of links between course contents and learning outcomes for the field of study and the scope of professional activity, fields of science or arts and scientific/artistic disciplines, to which the learning outcomes relate.*

*Teaching methods used in the field of study under evaluation, and to present examples of links between them and learning outcomes in the scope of knowledge, skills and social competences, including outcomes in the scope of practical professional skills indispensable in the labour market, and social competences acquired in conditions typical for professional activity, as well as learning in foreign languages, and team management skills in the case of second-cycle programmes or long-cycle programmes.*

*Teaching methods allowing for the identification and meeting of individual students’ needs, including students with disabilities and individualisation of learning.*

*Programme of study, including: modules, which require personal participation of academic teachers and students (if the unit offers full time and part time study programmes in the field of study under evaluation, the description should be provided individually for full time and part time studies), modules related to practical preparation for practising a profession and optional classes.*

*Forms of classes, proportion of the number of hours ascribed to individual forms, the size of student groups, and the organisation of the education process, with placing special emphasis on the timetable (if the unit offers full time and part time study programmes in the field of study under evaluation, the description should be provided individually for full time and part time studies).*

*The organisation of placements, including in particular the number of hours and dates for their serving, the selection of institutions offering placements, and the number of placements offered.*

## Effectiveness of achieving intended learning outcomes

*In the report, it is worth to consider and relate, individually for each evaluated level of study, to:*

*General rules for verifying and assessing the degree of learning outcomes’ achievement.*

*Methods for verifying and assessing learning outcomes achieved by the students in the course of and at the completion of the education process (diploma award), including methods for verifying learning outcomes achieved during student placements, and to present examples of links between the methods for verifying and assessing and learning outcomes in the scope of knowledge, skills and social competences, including the outcomes in the scope of practical professional skills indispensable in the labour market and social competences acquired in conditions typical for professional activity, as well as in the scope of language proficiency.*

*Methods for using educational performance analysis for the improvement of student teaching and learning process.*

*Moreover, it is worth to provide for each evaluated level a concise description of:*

*Types, topics and methodology of mid-term and examination papers, projects and placements.*

*Types, topics and methodology of final theses, with placing special emphasis on the acquisition and verification of students’ vocational and engineering competences (if the evaluated field of study leads to the award of an inżynier or magister inżynier degree (bachelor of science or master of science).*

*Methods of documenting learning outcomes achieved by the students (e.g. tests, examination papers, written mid-term papers, reports, tasks completed by the students, projects carried out by the students, student placement journals, artistic works, final theses, graduation examination protocols, etc.).*

*Graduate career monitoring results, which confirm the usefulness for the labour market of learning outcomes achieved in the evaluated field of study, which identify competence gaps and provide information on the continuation of education by the graduates of the field of study under evaluation.*

## Student admission, completion of a given stage of a study programme, awarding diplomas, recognition and attestation of learning outcomes.

*In the report, it is worth to consider and relate, individually for each evaluated level of study, to:*

*Requirements for candidates and criteria used in the admission procedure.*

*Conditions and rules for the recognition of learning outcomes, periods of study and qualifications obtained in higher education.*

*Principles, conditions and the mode of attesting learning outcomes achieved outside of the higher education system.*

*Diploma award process.*

*Methods and tools for monitoring and assessing the progression of students (e.g. the number of candidates admitted for studies, student dropout rate, the number of students who completed studies on time) and actions taken on the basis of this information.*

**Additional information, which the unit considers important for the evaluation of this criterion:**

# Effectiveness of internal education quality assurance system

## Design, approval, monitoring and periodic reviews of study programme

*In the report, it is worth to consider and relate to:*

*Principles for designing, introducing changes to and approving the study programme.*

*Methods and scope of periodic reviews of the study programme of the field of study under evaluation.*

*Methods of assessing the achievement of learning outcomes by the students of tthe field of study under evaluation, with taking into consideration individual stages of education, its completion and learning outcomes’ fitness for the labour market or for further education, as well as using the results of the assessment for improving the study programme.*

*The scope, forms of participation and impact of internal stakeholders, including students, and external stakeholders on the improvement and implementation of the study programme of the field of study under evaluation.*

*Methods for using the results of external education quality evaluations and formulated recommendations for the improvement of the study programme of the field of study under evaluation.*

## Public access to information

*In the report, it is worth to consider and relate to:*

*The scope and relevance of public information about admission conditions, study programme, and its implementation, and information’s consistency with the needs of different groups, including future and current students.*

*The scope and accessibility of information on the recognition of learning outcomes and qualifications acquired in higher education, rules for diploma awards, and rules for attesting learning outcomes achieved outside of the higher education system.*

*Methods for, frequency and scope of the assessment of public access to information, participation in assessing various stakeholder groups, including students, and the effectiveness of improvement measures in this respect.*

**Additional information, which the unit considers important for the evaluation of this criterion:**

# Staff providing the education process

## The number, scientific/artistic achievements, professional experience gained outside the HEI and teaching competences of staff

*In the report, it is worth to consider and relate to the number, qualifications structure and scientific/artistic achievements of academic teachers, and their professional experience acquired outside of the HEI, including in particular academic teachers constituting the minimum staff resources for the field of study, and other persons teaching classes to students of the field of study under evaluation and their teaching competences (including qualifications for teaching classes using distance learning methods and techniques and teaching classes in foreign languages, if distance learning or instruction in foreign languages are offered as part of the field of study under evaluation). In this context, it is worth mentioning the most important teaching achievements of the unit of the past five years in the scope of the field of study under evaluation (own teaching resources, textbooks authored by the staff, places taken in prestigious teaching rankings, popularisation, etc.).*

## Staffing of classes

*In the report, it is worth to consider and relate to the rules for the staffing of classes from the angle of teaching competences and the consistency of professional experience and achievements of teachers gained outside of the HEI, with the scope of classes and practical skills listed in the description of learning outcomes or consistency of scientific/artistic achievements of teachers with scientific/artistic disciplines related with such classes, with placing special emphasis on classes, which lead to the acquisition by students of vocational and engineering competences (if the evaluated field of study leads to the award of an inżynier or magister inżynier degree (bachelor of science or master of science)), combining by academic teachers and other persons teaching classes of teaching with professional activity, and involving students in practical project work.*

## 4.3. Professional development and in-service training of staff

*In the report, it is worth to consider and relate to:*

*Assumptions, objectives and efficiency of HR policy, including methods and criteria for the selection and recruitment of staff, methods, rules and criteria for the assessment of staff quality, and the participation in the assessment of various stakeholder groups, including students, and using the assessment results for staff development and in-service training.*

*A system for supporting and motivating staff to scientific or artistic development and to raising teaching competences. In this context, it is worth mentioning scientific/professional promotion of staff related to the field of study under evaluation.*

**Additional information, which the unit considers important for the evaluation of this criterion:**

# Cooperation with representatives of social and economic stakeholders in the education process

*In the report, it is worth to consider and relate to:*

*The scope and forms of the unit’s cooperation with economic, research and development institutions, and its impact on the study programme of the field of study under evaluation and its implementation.*

*The scope and forms of the unit’s cooperation with socio-economic environment, with placing special emphasis on employers, aimed at the development of the study programme and implementation of the education process in the field of study under evaluation, including mid-term and graduation works and student placements.*

**Additional information, which the unit considers important for the evaluation of this criterion:**

# Internationalisation

*In the report, it is worth to consider and relate to:*

*The role the internationalisation of the education process plays in the concept of education and plans for the development of the field of study (taking into account each of the evaluated levels of education).*

*Aspects of the study programme and its implementation contributing to internationalisation, with particular regard to instruction in foreign languages.*

*The degree of students’ preparedness for learning in foreign languages and ways to verify the achievement by students of the required language competence and their assessment.*

*International mobility of students and staff.*

**Additional information, which the unit considers important for the evaluation of this criterion:**

# Infrastructure used in the education process

## Teaching infrastructure and this used for practical training

*In the report, it is worth to consider and relate to:*

*Condition, novelty and comprehensiveness of the teaching, including this used for practical training allowing to achieve vocational competences in conditions appropriate for the scope of professional activity linked to the programme under evaluation and in a way that enables students the direct performance of practical activities and carrying out projects.*

*Institution’s infrastructure and equipment used for teaching classes outside of the HEI and for student placements.*

*Access to information and communication technology (including the Internet, and an e-learning platform, if the field of study under evaluation offers education using distance learning methods and techniques), and the degree of its use in the education process.*

*Facilities for the disabled in the scope of infrastructure and equipment.*

*Availability of infrastructure, including apparatus and teaching materials, for students in order to carry out tasks resulting from the study programme and as part of individual work.*

## Library, IT and education resources

*Concisely describe the library information system of the unit/HEI, including access to current scientific information on paper and in electronic format, with international range and scope relevant to practical training in the field of study under evaluation (including in particular access to the literature recommended in individual course syllabuses).*

## Development and improvement of infrastructure

*In the report, it is worth to consider and relate to: methods, frequency and scope of monitoring, assessment and improving of teaching base, including its use for practical training, and library information system, as well as the participation in the assessment of various stakeholder groups, including students,*

**Additional information, which the unit considers important for the evaluation of this criterion:**

# Care and support provided to students in the process of learning and attaining learning outcomes

## Effectiveness of care and support system and of motivating students to achieve learning outcomes

*In the report, it is worth to consider and relate to:*

*Care and support provided to students in the process of learning.*

*Support for:*

* 1. *domestic and international mobility of students,*
  2. *carrying out vocational projects, including artistic ones, and publishing or presenting their results in another form,*
  3. *activities aimed at preparing students for entry onto the labour market or for further education.*

*motivating students to achieve better results of teaching and learning and to professional development.*

*methods for informing students about possibilities for obtaining support and the scope of financial help.*

*methods for handling complaints and applications lodged by the students.*

*the scope, level and effectiveness of administrative services provided to students, including the qualifications of staff supporting the education process.*

## Development and improvement of the system to support and motivate students

*In the report, it is worth to consider and relate to: methods, frequency and scope of monitoring, assessment and improving of the care, support and motivation system addressed to students, and the assessment of staff supporting the education process, as well as the participation in the assessment of various stakeholder groups, including students,*

**Additional information, which the unit considers important for the evaluation of this criterion:**

# Part 2 - Prospects for the development of education in the field of study under evaluation

|  |
| --- |
| SWOT analysis of the study programme of the field of study under evaluation and its implementation, with having regard to programme evaluation criteria |

|  |  |  |
| --- | --- | --- |
|  | **POSITIVE** | **NEGATIVE** |
| Internal origin | **Strengths**  *Please indicate* ***no more than five*** *key strengths of education in the field of study under evaluation.* | **Weaknesses**  *Please indicate* ***no more than five*** *major constraints, which hamper the implementation of the education process and the achievement of intended learning outcomes by the students.* |
| External origin | **Opportunities**  *Please indicate* ***no more than five*** *major phenomena and trends in the unit’s environment, which may provide impetus for the development of education in the field of study under evaluation.* | **Threats**  *Please indicate* ***no more than five*** *external factors, which hamper the development of education in the field of study under evaluation and the achievement of intended learning outcomes by the students.* |

(HEI’s seal)

|  |  |
| --- | --- |
| ………………………………………………… | ………………………………………… |
| (signature of the Dean/Head of Unit) | (Rector’s signature) |

…………………..……., date: ………………….

(place)

# Part 3 - Annexes

**Annex No. 1 Data on the field of study under evaluation**

### Table 1. Number of students in the field of study under evaluation:[[5]](#footnote-5)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Level of study | Year of study | Full-time programmes | | Part-time programmes | |
| Data from  three years ago | Current academic year | Data from 3 years ago | Current academic year |
| First cycle | 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| Second cycle | 1 |  |  |  |  |
| 2 |  |  |  |  |
| Long-cycle programmes | 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| **Total:** | |  |  |  |  |

### Table 2. The number of graduates of the field of study under evaluation over the past three years preceding the year of staging evaluation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Level of study | Year of graduation | Full-time programmes | | Part-time programmes | |
| The number of students who started the education cycle ending  in a given year | The number of graduates  in a given year | The number of students who started the education cycle ending in a given year | The number of graduates  in a given year |
| First cycle | **...** |  |  |  |  |
| **...** |  |  |  |  |
| **...** |  |  |  |  |
| Second cycle | **...** |  |  |  |  |
| **...** |  |  |  |  |
| **...** |  |  |  |  |
| Long-cycle programmes | **...** |  |  |  |  |
| **...** |  |  |  |  |
| **...** |  |  |  |  |
| **Total:** | |  |  |  |  |

### Table 3. Indicators concerning the study programme in the field of study under evaluation, level and profile of education stipulated in the regulation of the Minister of Science and Higher Education of 26 September 2016 on the terms and conditions of study programmes (OJ 2016. item 1596)[[6]](#footnote-6)

|  |  |
| --- | --- |
| **Name of the indicator** | **Number of ECTS credits[[7]](#footnote-7)** |
| Indicated in the programme of study as required for the award of qualification corresponding to the level of study |  |
| Assigned to classes, for which personal participation of academic teachers and students is required |  |
| Assigned to modules related to practical training aimed at acquiring practical skills and social competences by the students |  |
| Assigned to classes in the area of humanities or social sciences (in the case of fields of study assigned to areas other than humanities or social sciences) |  |
| Assigned to optional classes/modules |  |
| Assigned to student placements/the number of hours of student placements | / |
| **In the case of classes conducted using distance learning methods and techniques:** | |
| 1. The total number of teaching hours indicated in the study programme of the full-time programme/ The number of teaching hours of the full-time programme taught using distance learning methods and techniques  2. The total number of teaching hours indicated in the study programme of the part-time programme/ The number of teaching hours of the part-time programme taught using distance learning methods and techniques | 1. /  2. / |
| Total number of physical education classes in the case of a first-cycle programme and a long-cycle programme. |  |

### Table 4. Modules related to practical training aimed at acquiring practical skills and social competences by the students[[8]](#footnote-8)

|  |  |  |  |
| --- | --- | --- | --- |
| The name of the module | Type(-s) of classes | Total number of hours  Full-time/part-time | Number of ECTS credits |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Total:** | |  |  |

### Table 5. Modules aimed at acquiring engineering competences by the students/ Modules aimed at acquiring teaching qualifications by the students[[9]](#footnote-9)

|  |  |  |  |
| --- | --- | --- | --- |
| The name of the module | Type(-s) of classes | Total number of hours  Full-time/part-time | Number of ECTS credits |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Total:** | |  |  |

### Table 6. List of academic staff members forming minimum staff resources in the field of study under evaluation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Item no. | Degree/  title | First name and surname | Area of knowledge, field of science, scientific discipline, professional experience gained outside of the HEI | Level of study |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

### Table 7. Information on study programmes/classes delivered in foreign languages[[10]](#footnote-10)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course/programme name | Form of implementation | Semester | Mode of study | Language of instruction | Number of students  (including foreigners) |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

## Annex no. 2 - List of supplementary materials

### Part 1. Documents to be attached to the self-evaluation report (in electronic format only):

1. Study programme for the field of study, profile and level of study including:
2. Description of intended learning outcomes.
3. Study programme taking into account the provisions of Article 4 (1) (1-8) of the regulation of the Minister of Science and Higher Education of 26 September 2016 on the terms and conditions of study programmes.
4. Staffing of classes in the field of study, profile and at the level of study in the academic year, in which the evaluation is conducted.
5. Full-time and part-time programme timetable for the academic year, in which the evaluation is conducted, and for each level of study.
6. The description of staff teaching classes in the evaluated field of study, including academic teachers constituting minimum staff resources, academic teachers teaching modules listed in Table 4, Table 5 (if relevant for the field of study under evaluation), and thesis supervisors (if relevant for the field of study under evaluation), and in the case of programmes in nursing or midwifery, academic teachers teaching classes in the introduction to nursing or introduction to midwifery respectively, in specialist care, and practical classes, prepared in accordance with the template as below:

|  |
| --- |
| First name and surname |
| Title/area/field, degree/field and discipline, degree and specialisation (in the case of a medical practitioner), and in the case of a field of study in nursing or midwifery - information on the qualifications to practice the profession of a nurse or midwife), year of being awarded the title/degree: |
|  |
| Description of academic/professional output with indicating its area(-s) of knowledge/arts, field(-s) of science/arts and scientific/artistic disciplines (up to 600 characters), and a list of **up to 10** major scientific/artistic/professional achievements and their dates, with placing special emphasis on the past 10 years (scientific publications, artistic achievements, patents and rights of protection, completed research or deployment projects, national/international awards for scientific/artistic/professional achievements, etc.), with particular regard to achievements relating to field of study under evaluation and classes taught as part of it. |
|  |
| Description of teaching experience and output (up to 600 characters), and a list of up to 10 major teaching achievements and their dates, with placing special emphasis on the past 10 years (e.g. authoring textbooks/teaching materials, introducing teaching innovations, awards granted to students under scientific/teaching supervision of the academic teacher, assistance provided to the holder of a Diamond Grant, launching a new field of study/specialisation track/module, supervising a students’ club, teaching classes in a foreign language, also at a HEI abroad, e.g. as part of the mobility of academic teachers, etc.). |
|  |
| A list of modules/courses and hours taught by the academic teacher in a given academic year. |
|  |

1. Description of equipment at lecture rooms, class rooms, laboratories and other facilities, where classes are taught, with taking into consideration the needs of the field of study under evaluation, in particular classes related to practical professional preparation (data should include own facilities and these made available by other entities), and information about the library and available library and information resources.
2. A list of theses’ topics (in electronic format), organised by date, divided into levels of education and modes of study. The list can be prepared using the following template:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **First-cycle full-time programme[[11]](#footnote-11)** | | | | | | | |
| Student’s book no. | Thesis title | Year | Full name and degree/title of thesis supervisor | Full name and degree/title of thesis reviewer | Grade awarded for the thesis | Grade awarded for the final examination | Grade at the diploma |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **First-cycle part-time programme** | | | | | | | |
| Student’s book no. | Thesis title | Year | Full name and degree/title of thesis supervisor | Full name and degree/title of thesis reviewer | Grade awarded for the thesis | Grade awarded for the final examination | Grade at the diploma |
|  |  |  |  |  |  |  |  |
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| **Second-cycle full-time programme** | | | | | | | |
| Student’s book no. | Thesis title | Year | Full name and degree/title of thesis supervisor | Full name and degree/title of thesis reviewer | Grade awarded for the thesis | Grade awarded for the final examination | Grade at the diploma |
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| **Second-cycle part-time programme** | | | | | | | |
| Student’s book no. | Thesis title | Year | Full name and degree/title of thesis supervisor | Full name and degree/title of thesis reviewer | Grade awarded for the thesis | Grade awarded for the final examination | Grade at the diploma |
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| **Long-cycle full-time programme** | | | | | | | |
| Student’s book no. | Thesis title | Year | Full name and degree/title of thesis supervisor | Full name and degree/title of thesis reviewer | Grade awarded for the thesis | Grade awarded for the final examination | Grade at the diploma |
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### Part 2. Materials to be prepared for inspection during the site visit, including additional materials indicated by the evaluation panel of PKA after becoming acquainted with the self-evaluation report:

1. Examination papers, mid-term papers, projects implemented by the students, artistic works created a part of a major, etc. (of the two semesters preceding the site visit) as indicated by the evaluation panel.
2. Examination/credit grades awarded for courses and examination sessions (of the two semesters preceding the site visit) indicated by the evaluation panel.
3. Documentation concerning the diploma award process to graduates indicated by the evaluation panel.
4. Documentation concerning the organisation, course and giving credits for student placements.
5. A list and description of the profiles of institutions (in electronic format), in which students serve placements and with which the unit cooperates on the implementation of study programme, including in particular modules related with practical professional preparation.
6. A list of achievements authored/created/conducted or co-authored/co-created/co-conducted by the students of the field of study under evaluation of the five years preceding the year, in which the site-visit is staged (in electronic format).
7. Description of improvement measures taken in response to the recommendations of PKA presented as part of the previous evaluation, and the results of such measures (in electronic format).
8. Information about ratings/accreditations of the field of study awarded by international institutions or other domestic institutions and description of improvement measures taken in response to their recommendations (in electronic format).

1. The list of documents to be enclosed to the self-evaluation report or to be prepared for inspection during the site visit is included in Annex no. 2. [↑](#footnote-ref-1)
2. The terms: area of knowledge, field of science, scientific discipline, academic achievements, degree and title, mean respectively: area of arts, field of arts, artistic discipline, artistic achievements and degree and title in the arts. [↑](#footnote-ref-2)
3. Relates to fields of study assigned to more than one area of education. [↑](#footnote-ref-3)
4. A unit should be understood as a basic organizational unit of a HEI. [↑](#footnote-ref-4)
5. Quote the number of students in the field of study divided into levels, years and modes of study (taking into consideration only those levels and modes of study, which are provided in the field of study under evaluation). [↑](#footnote-ref-5)
6. The table must be completed separately for each of the levels of education under evaluation. [↑](#footnote-ref-6)
7. If classes are taught using distance learning methods and techniques, please quote the number of hours of such classes. [↑](#footnote-ref-7)
8. The table must be completed separately for each of the levels of education under evaluation. [↑](#footnote-ref-8)
9. The table must be completed separately for each of the levels of education under evaluation, if the graduates of a given field of study are awarded inżynier/magister inżynier degree (bachelor/master of science degree) or if the study programme includes the preparation for the teaching profession. [↑](#footnote-ref-9)
10. The table must be completed separately for each of the levels of education under evaluation. If all the classes are conducted in a foreign language, such information should be provided in the table. [↑](#footnote-ref-10)
11. You should take into consideration all the theses for all levels and modes of study in the evaluated field of study of the two years preceding the year, in which the evaluation is conducted. If the total number of graduates of the past two years exceeds 100 - you should take into consideration all the theses for all levels and modes of study in the evaluated field of study of the year preceding the year, in which the evaluation is conducted. [↑](#footnote-ref-11)