Annex no. 1 to Resolution No. 67/2019

of the Presidium of the Polish Accreditation Committee

of 28 February 2019

General Academic Profile

Report of the Assessment Panel of the Polish Accreditation Committee

Name of the degree programme:

Name and registered seat of the higher education institution providing the degree programme:

Date of staging the site visit:

Warsaw, ……..

(year of issuing the report)

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1. Information about the visit and its course;

1.1. Composition of the Polish Accreditation Committee’s assessment panel

Chair:……………………….., PKA member;

Members:

1………………………………….

2. …………………………………

3. …………………………………

4. …………………………………

1.2. Information about the assessment process;

…………………………………………………………………………………………………

You should indicate if it is the first or a subsequent visit, mention the grounds of the site visit; PKA’s initiative, request of the minister responsible for higher education, HEI’s request, and briefly present the assessment procedure, major actions taken by the members of the assessment panel during the site visit and meetings held with internal and external stakeholders. If the assessment is a subsequent programme assessment, you should provide information on the results of the last programme assessment.

Legal basis for the assessment is mentioned in Annex 1, and a detailed schedule of the site visit, including the division of tasks between individual members of the assessment panel, is mentioned in Annex 2.

1. Basic information about the degree programme and the study programme being assessed

(if the degree programme is offered at different cycles of study, information should be provided for each cycle of study)

|  |  |
| --- | --- |
| Name of the degree programme |  |
| Cycle of studies(First-cycle, second-cycle, long-cycle programme) |  |
| Study profile | general academic |
| Mode of studies (full-time/part-time) |  |
| Name of the discipline, to which the degree programme has been assigned[[1]](#footnote-1),[[2]](#footnote-2) |  |
| Number of semesters and number of ECTS credits required to complete the degree programme at a given cycle specified in the study programme |  |
| Total number of hours/ of ECTS credits assigned to student placements (if the study programme of the degree programme provides for student placements) |  |
| Specialities/ Specialisation tracks offered as part of the degree programme |  |
| identification of the degree awarded to graduates |  |
|  | Full-time programmes | Part-time programmes |
| Number of students of the degree programme |  |  |
| Number of hours of classes with direct participation of academic teachers or other persons teaching courses and students  |  |  |
| Number of ECTS credits covered by the study programme to be earned as part of the courses taught with the direct participation of academic teachers or other persons teaching courses and students |  |  |
| Total number of ECTS credits assigned to courses related to academic activity of the HEI in the discipline(-s) to which the degree programme is assigned  |  |  |
| Number of ECTS credits covered by the study programme obtained within the framework of optional courses |  |  |

1. Description of the fulfilment of detailed criteria for programme assessment and education quality standards

Criterion 1. Structure of the study programme: concept of education, learning objectives and outcomes

Analysis of actual facts and the assessment of the degree of satisfying Criterion 1.

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Proposal for the rating describing the degree of satisfying criterion 1.[[3]](#footnote-3) (criterion fulfilled/ criterion partially fulfilled/ criterion not fulfilled)

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Justification

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Good practices, including those that may form the basis for awarding to higher education institution a Certificate of Educational Excellence

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Recommendations

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Criterion 2. Implementation of the study programme: programme contents, timetable for the implementation of the study programme, forms and organisation of classes, methods of education, student placements, organisation of the teaching and learning process

Analysis of actual facts and the assessment of the degree of satisfying Criterion 2.

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Proposal for the rating describing the degree of satisfying criterion 2. (criterion fulfilled/ criterion partially fulfilled/ criterion not fulfilled)

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Justification

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Good practices, including those that may form the basis for awarding to higher education institution a Certificate of Educational Excellence

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Recommendations;

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Criterion 3. Admission to studies, verification of learning outcomes achievement by students, giving credit for individual semesters and years and awarding diplomas

Analysis of actual facts and the assessment of the degree of satisfying Criterion 3.

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Proposal for the rating describing the degree of satisfying criterion 3. (criterion fulfilled/ criterion partially fulfilled/ criterion not fulfilled)

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Justification

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Good practices, including those that may form the basis for awarding to higher education institution a Certificate of Educational Excellence

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Recommendations;

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Criterion 4. Competence, experience, qualifications and the number of staff providing education. Staff development and in-service training

Analysis of actual facts and the assessment of the degree of satisfying Criterion 4.

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Proposal for the rating describing the degree of satisfying criterion 4. (criterion fulfilled/ criterion partially fulfilled/ criterion not fulfilled)

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Justification

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Good practices, including those that may form the basis for awarding to higher education institution a Certificate of Educational Excellence

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Recommendations;

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Criterion 5. Education infrastructure and resources used in the implementation of the study programme and their improvement

Analysis of actual facts and the assessment of the degree of satisfying Criterion 5.

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Proposal for the rating describing the degree of satisfying criterion 5. (criterion fulfilled/ criterion partially fulfilled/ criterion not fulfilled)

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Justification

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Good practices, including those that may form the basis for awarding to higher education institution a Certificate of Educational Excellence

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Recommendations;

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Criterion 6. Cooperation with representatives of social and economic stakeholders on the development, implementation and improvement of the study programme and its impact on the development of the degree programme

Analysis of actual facts and the assessment of the degree of satisfying Criterion 6.

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Proposal for the rating describing the degree of satisfying criterion 6. (criterion fulfilled/ criterion partially fulfilled/ criterion not fulfilled)

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Justification

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Good practices, including those that may form the basis for awarding to higher education institution a Certificate of Educational Excellence

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Recommendations;

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Criterion 7. Conditions for and methods of improving the internationalisation of education provided as part of the degree programme

Analysis of actual facts and the assessment of the degree of satisfying Criterion 7.

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Proposal for the rating describing the degree of satisfying criterion 7. (criterion fulfilled/ criterion partially fulfilled/ criterion not fulfilled)

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Justification

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Good practices, including those that may form the basis for awarding to higher education institution a Certificate of Educational Excellence

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Recommendations;

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Criterion 8. Supporting learning, social, academic or professional development of students and their entry on the labour market. Development and improvement of such support

Analysis of actual facts and the assessment of the degree of satisfying Criterion 8.

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Proposal for the rating describing the degree of satisfying criterion 8. (criterion fulfilled/ criterion partially fulfilled/ criterion not fulfilled)

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Justification

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Good practices, including those that may form the basis for awarding to higher education institution a Certificate of Educational Excellence

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Recommendations;

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Criterion 9. Public access to information about the study programme, conditions for its implementation and achieved results

Analysis of actual facts and the assessment of the degree of satisfying Criterion 9.

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Proposal for the rating describing the degree of satisfying criterion 9. (criterion fulfilled/ criterion partially fulfilled/ criterion not fulfilled)

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Justification

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Good practices, including those that may form the basis for awarding to higher education institution a Certificate of Educational Excellence

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Recommendations;

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Criterion 10. Quality assurance policy, designing, approving, monitoring, reviewing and improving the study programme

Analysis of actual facts and the assessment of the degree of satisfying Criterion 10.

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Proposal for the rating describing the degree of satisfying criterion 10. (criterion fulfilled/ criterion partially fulfilled/ criterion not fulfilled)

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Justification

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Good practices, including those that may form the basis for awarding to higher education institution a Certificate of Educational Excellence

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Recommendations;

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1. Assessment of a higher education institution's acting on the recommendations presented in the justification of the PKA Presidium's resolution on programme assessment of the degree programme, which preceded the current assessment (in the order of individual recommendations)

Recommendation

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Description of preventive measures taken by the higher education institution to remove errors and inconsistencies and assessment of their effectiveness

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1. Annexes:

Annex 1. Legal basis of the assessment of education quality;

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Annex 2. Detailed schedule of the site visit and the division of tasks between individual members of the assessment panel

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Annex 3. Assessment of selected mid-term papers and of final theses

Part 1. Assessment of randomly selected mid-term papers

(divided into the following categories: mid-term papers written during first-cycle full-time programmes, mid-term papers written during first-cycle part-time programmes, mid-term papers written during second-cycle full-time programmes, mid-term papers written during second-cycle part-time programmes. Mid-term papers written during long-cycle full-time programmes, mid-term papers written during long-cycle part-time programmes - if applicable)

|  |  |
| --- | --- |
| Course name / module, mode of class: lecture, tutorial, seminar, laboratory, language course, etc.) |  |
| Full name, degree/title of the academic teacher teaching the class |  |
| Academic Year |  |
| Degree programme / specialisation / mode of studies (full-time/part-time) / cycle of studies / year of study / semester |  |
|  |
| a. forms of mid-term papers |  |
| b. conformity of the paper topic with the course/module syllabus |  |
| d. correctness of the selection of methods for verifying the outcomes |  |
| e. legitimacy of the assessment |  |

Part 2. Assessment of randomly selected final theses

(divided into the following categories: theses written at the end of first-cycle full-time programmes - if applicable, theses written at the end of first-cycle part-time programmes - if applicable, theses written at the end of second-cycle full-time programmes, theses written at the end of second-cycle part-time programmes. Theses written at the end of long-cycle full-time programmes, theses written at the end of long-cycle part-time programmes - if applicable)

|  |  |
| --- | --- |
| Graduate’s full name(student’s book number) |  |
| Cycle of studies (first-cycle/second-cycle/ long-cycle programme)Mode of study (full-time/part-time) |  |
| Degree programme / specialisation track |  |
| Thesis title |  |
| Full name, degree/title of thesis supervisor and thesis grade awarded by the supervisor |  |
| Full name, degree/title of thesis reviewer and thesis grade awarded by the reviewer |  |
| Overall grade |  |
| Grade awarded for the final examination |  |
| Grade at the diploma |  |
| Questions asked during the final examination |  |
| Type (nature of the work) and a brief description of the contents |  |
| Assessment of the degree, to which the thesis meets the requirements relevant for the field of study under evaluation, level of study and general academic profile, including: |  |
| a. conformity of the topic of the thesis with learning outcomes for the degree programme under assessment and its scope  | YES/NO[[4]](#footnote-4) |
|  b. conformity of the contents and structure of the thesis with its topic  | YES/NO |
| c. correctness of applied methods, terminology, grammar and style | YES/NO |
| d. selection of literature used in the thesis | YES/NO |
| Does the thesis satisfy the criteria typical for master or bachelor of science degree theses if the programme leads to the award of an inżynier or magister inżynier qualification (bachelor of science or master of science degree) | YES/NO/NOT APPLICABLE |
| Legitimacy of grades for final theses awarded by supervisors and reviewers |  |

Annex 4. List of courses/group of courses, for which staffing of classes is improper;

|  |  |  |
| --- | --- | --- |
| Name of the course or group of courses/cycle of studies/year of study | Full name, degree/title of the academic teacher | Justification  |
|  |  |  |
|  |  |  |

Annex 5. Information on inspected courses/group of courses and their assessment

(divided into the following categories: classes as part of first-cycle full-time programmes, classes as part of first-cycle part-time programmes, classes as part of second-cycle full-time programmes, classes as part of second-cycle part-time programmes. classes as part of long-cycle full-time programmes, classes as part of long-cycle part-time programmes - if applicable)

|  |  |
| --- | --- |
| Names of courses/ group of courses, mode of class (lecture, tutorial, seminar, laboratory, language course, etc.) |  |
| Full name, degree/title of the academic teacher teaching the class |  |
| Specialisation track/mode (full-time/part-time) year/semester/group |  |
| Date, time, room in which the classes are held |  |
| Field of study / specialisation track |  |
| The number of students enrolled for the class/present in class |  |
| Topic of the class under inspection  |  |
| Rating: |
| a. form of activity in the class and the academic teacher’s contact with the group |  |
| b. conformity of the class topic with course/module syllabus |  |
| c. preparedness of the academic teacher for the class |  |
| d. correctness of the selection of teaching methods |  |
| e. correctness of the selection of teaching materials |  |
| f. use of teaching infrastructure, information technology, access to apparatus, etc. |  |

Annex 2

to the Statutes of the Polish Accreditation Committee

Detailed criteria for programme assessment

General profile

Criterion 1. Structure of the study programme: concept of education, learning objectives and outcomes

Quality education standard 1.1

The concept of education and learning objectives: correspond to the strategy of the HEI; are covered by the discipline(-s) to which the degree programme is assigned; are related to research activity carried out by the institution in that discipline(-s); are geared towards the needs of social and economic stakeholders, and of the labour market in particular.

Quality education standard 1.2

Learning outcomes correspond to the concept of education and learning objectives and the discipline(-s) to which the degree programme is assigned, describe in an accurate, specific, realistic and verifiable manner knowledge, skills and social competences acquired by students, and correspond to the appropriate level of the Polish Qualifications Framework and the general profile.

Quality education standard 1.2a

In the case of degree programmes preparing for professions referred to in Article 68(1) of the act, learning outcomes include the full scope of general and specific learning outcomes stipulated in education standards specified in the regulations issued on the strength of Article 68(3) of the act.

Quality education standard 1.2b

Learning outcomes for degree programmes leading to the award of the qualification of *inżynier* or *magister inżynier* include the full scope of learning outcomes leading to the award of *inżynier* qualification featured in the second stage descriptors stipulated in regulations issued on the strength of Article 7 (3) of the act of 22 December 2015 on Integrated Qualifications System (OJ of 2018 , item 2153 and 2245).

Criterion 2. Implementation of the study programme: programme contents, schedule for implementation of the study programme, forms and organisation of classes, teaching methods, student placements, organisation of the teaching and learning process

Quality education standard 2.1

Programme contents correspond to learning outcomes and take into account, in particular, the current state of knowledge and research methodology in the discipline(-s) to which the degree programme is assigned, as well as the results of research activities of the HEI in the discipline(-s).

Quality education standard 2.1a

In the case of degree programmes offering education for professions referred to in Article 68 (1) of the act, programme contents include the full scope of programme contents included in education standards specified in the regulations issued on the strength of Article 68 (3) of the act.

Quality education standard 2.2

The Schedule for the implementation of the study programme; the forms and organisation of courses; the number of semesters; the number of hours of classes taught directly by academic teachers or other persons teaching classes and the estimated workload of students calculated based on the number of ECTS credits enable students to achieve all learning outcomes.

Quality education standard 2.2a

In the case of degree programmes providing education for professions referred to in Article 68 (1) of the act, the schedule for the implementation of the study programme; the forms and organisation of courses; the number of semesters; the number of hours of classes conducted with the direct participation of academic teachers or other persons teaching classes, and the estimated workload of students calculated based on the number of ECTS credits comply with the rules and requirements contained in education standards specified in the regulations issued on the strength of Article 68 (3) of the act.

Quality education standard 2.3

Teaching methods are student-centred, motivate students to actively participate in the teaching and learning process and enable students to achieve learning outcomes, and, in particular, allow for the preparation for conducting research or participation in research.

Quality education standard 2.4

If the study programme includes student placements, their programme, organisation and supervision over their implementation, the selection of placement venues and the environment, in which they take place, as well as infrastructure and competence of placement supervisors ensure that the placements are carried out correctly and that the students achieve learning outcomes, especially those related to the acquisition of research competences.

Quality education standard 2.4a

In the case of degree programmes providing education for professions referred to in Article 68 (1) of the act, student placement programme, organisation and supervision over their implementation, the selection of placement venues and the environment, in which they take place, as well as infrastructure and competence of placement supervisors comply with the rules and requirements contained in education standards specified in the regulations issued on the strength of Article 68 (3) of the act.

Quality education standard 2.5

The organisation of the teaching process ensures effective use of time spent on teaching and learning and the verification and assessment of learning outcomes.

Quality education standard 2.5a

In the case of degree programmes providing education for professions referred to in Article 68 (1) of the act, the organisation of teaching and learning complies with the rules and requirements concerning the organisation of education contained in education standards specified in the regulations issued on the strength of Article 68 (3) of the act.

Criterion 3. Admission to studies, verification of learning outcomes achievement by students, giving credit for individual semesters and years and awarding diplomas

Quality education standard 3.1

Formally accepted and published, coherent and transparent conditions for the admission of candidates for studies, which allow for the selection of right candidates; rules for student progression, giving credit for individual semesters and years of studies, and for awarding diplomas; recognition of learning outcomes, periods of learning and qualifications obtained in higher education; and the validation of learning outcomes achieved as part of the learning process outside the system of higher education are applied.

Quality education standard 3.2

The system for learning outcomes verification enables the monitoring of students’ progress and guarantees reliable assessment of the achievement of learning outcomes by the students. Verification and assessment methods used are student-centred, provide feedback on the achievement of learning outcomes, and motivate students to actively participate in teaching and learning. They also allow for the verification and assessment of all learning outcomes, including, in particular, preparation for conducting research or participation in research.

Quality education standard 3.2a

In the case of degree programmes providing education for professions referred to in Article 68 (1) of the act, the methods for learning outcomes verification comply with the rules and requirements concerning the organisation of education contained in education standards specified in the regulations issued on the strength of Article 68 (3) of the act.

Quality education standard 3.3

Mid-term and examination papers, student projects, placement journals (provided student placements are included in the study programme), diploma theses, students’ academic/artistic or other achievements related to the degree programme, as well as documented graduates’ standing in the labour market or their further education confirm that they have achieved the learning outcomes.

Criterion 4. Competence, experience, qualifications and the number of staff providing education. Staff development and in-service training

Quality education standard 4.1

Competence and experience, qualifications and the number of academic teachers and other persons teaching classes to students ensure that the classes are conducted correctly and that the students achieve their learning outcomes.

Quality education standard 4.1a

In the case of degree programmes providing education for professions referred to in Article 68 (1) of the act, competence, experience and qualifications of academic teachers and other persons teaching classes to students comply with the rules and requirements contained in education standards specified in the regulations issued on the strength of Article 68 (3) of the act.

Quality education standard 4.2

Staffing policy ensures the selection of academic teachers and other persons teaching classes, which is based on transparent rules and allows for the proper staging of classes. It takes into account regular assessment of teaching staff carried out with the participation of students. The results of such assessment are used in in-service staff training. The staffing policy creates conditions that stimulate staff’s continuing development.

Criterion 5. Education infrastructure and resources used in the implementation of the study programme and their improvement

Quality education standard 5.1

Teaching, academic, library and IT infrastructure; technical equipment in classrooms and labs; teaching aids and resources; library, information, educational resources and laboratory test equipment, as well as infrastructure of other entities used for teaching classes are modern, allow for proper staging of classes and the achievement of learning outcomes by students. They also allow for the preparation for or participation in research and are adapted to the needs of people with disabilities in a way as to ensure their full participation in education and conducting research by them.

Quality education standard 5.1a

In the case of degree programmes providing education for professions referred to in Article 68(1) of the act, teaching and research infrastructure of HEIs, as well as infrastructure of other entities used for teaching classes comply with the rules and requirements concerning the organisation of education contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.

Quality education standard 5.2

Teaching, research, library and IT infrastructure; technical equipment in classrooms and labs; teaching aids and resources; library, information, educational resources and laboratory test equipment are subject to regular inspections, in which students participate. The results of such inspections are taken into consideration in improvement measures.

Criterion 6. Cooperation with representatives of social and economic stakeholders on the development, implementation and improvement of the study programme and its impact on the development of the degree programme

Quality education standard 6.1

Cooperation with social and economic stakeholders, including employers, on the development, implementation and improvement of the study programme is ensured.

Quality education standard 6.2

Relations with social and economic stakeholders in relation to the study programme and their impact on the programme and its implementation are subject to regular reviews carried out with the participation of students. The results of reviews are taken into consideration in improvement measures.

Criterion 7. Conditions for and methods of improving the internationalisation of education provided as part of the degree programme

Quality education standard 7.1

Conditions conducive for the internationalisation of education provided as part of the degree programme are created in accordance with the adopted concept of education. Academic teachers are capable to teach and students are capable to learn in foreign languages; international mobility of students and academic teachers is supported; foreign language instruction is ensured, which results in a systematic improvement of internationalisation and in student and staff exchanges.

Quality education standard 7.2

The internationalisation of education is subject to regular reviews carried out with the participation of students. The results of reviews are taken into consideration in improvement measures.

Criterion 8. Supporting learning, social, academic or professional development of students and their entry on the labour market. Development and improvement of such support

Quality education standard 8.1

Students are offered comprehensive support in their learning. Such support: takes different forms, depending on learning outcomes; takes into account the diverse needs of students; promotes academic, social and professional development of students by ensuring the availability of academic staff. The support includes providing assistance in learning; in the achievement of learning outcomes, and in preparing for or participating in research. It motivates students to achieve very good learning outcomes, and includes competent assistance in student matters provided by administration staff.

Quality education standard 8.2

Support provided to students in their learning is subject to regular reviews carried out with the participation of students. The results of reviews are taken into consideration in improvement measures.

Criterion 9. Public access to information about the study programme, conditions for its implementation and achieved results

Quality education standard 9.1

Public access to information about: the study programme; the implementation of teaching and learning processes as part of the degree programme; awarded qualifications; admission requirements; opportunities for further education; the employability of graduates, which is up-to-date, comprehensive, comprehensible and consistent with the needs of different audiences, is provided.

Quality education standard 9.2

The scope and quality of information about the degree programme is subject to regular reviews carried out with the participation of students. The results of reviews are taken into consideration in improvement measures.

Criterion 10. Quality assurance policy, designing, approving, monitoring, reviewing and improving the study programme

Quality education standard 10.1

The rules for designing, approving, and modifying the study programme have been formally adopted and applied. With a view of improving the quality of education, regular reviews of the study programme are conducted based on the results of analysis of reliable data and information and with the participation of internal stakeholders, including students, and external stakeholders.

Quality education standard 10.2

The quality of education provided as part of the degree programme is subject to regular external assessments of education quality, the results of which are made public and taken into consideration in quality improvement measures.



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1. If the degree programme is assigned to more than one discipline, the name of the leading discipline, under which more than one half of learning outcomes are achieved, with specifying the percentage share of ECTS credits of the leading discipline in the total number of ECTS credits required to complete the programme. [↑](#footnote-ref-1)
2. Names of the disciplines should be given in accordance with the Regulation of the Ministry of Science and Higher Education of 20 September 2018 on the fields of science and scientific disciplines and artistic disciplines (Journal of Laws of 2018, item 1818). [↑](#footnote-ref-2)
3. If the proposal for the ratings for individual cycles of studies vary, you should quote the rating for each individual cycle. [↑](#footnote-ref-3)
4. Delete as appropriate. If you selected answer NO, justify briefly [↑](#footnote-ref-4)