Substantive Change Report
by the Polish Accreditation Committee (PKA)

Decision of:	18/10/2017
Report received on:	28/03/2017
Agency registered since:	08/04/2009
Last external review report:	December 2013
Registered until:	31/12/2018
Absented themselves from decision-making:	Izabela Kwiatkowska Sujka
Attachments:	1. Substantive Change Report 2. Clarification request of 22/07/2017 3. Clarification response of 17/09/2017

The Register Committee considered the Substantive Change Report of 28 March 2017.

The Committee noted that the Polish Accreditation Committee (PKA) revised its programme evaluation criteria and discontinued institutional evaluations following the amendment on the Law on Higher Education in September 2016.

The Register Committee requested PKA to elaborate on the changes in the criteria and procedure for programme evaluation and to clarify if the agency has completely discontinued its institutional evaluations. According to its website the agency still offers/carries out institutional evaluations.

Considering the revised statute of the organisation (on 29 November 2016) PKA was further asked to clarify what are the main changes to its statute compared to the statute in force when PKA was last externally reviewed.

Having examined the provided clarifications, the Register Committee noted that the changes introduced by the new Law were intended to reduce costs and to make the review process less bureaucratic.

The Register Committee took note of the detailed explanations considering the changes to the programme evaluation criteria for general academic and practice-oriented profile and the mapping on how the ESG are addressed in these evaluations. The Committee understood that the new criteria were subject to an extensive consultation process with various stakeholders and that PKA followed its regular practice (process of planning, implementation, assessment and improvement) in their design.

The Register Committee understood that while PKA discontinued its institutional evaluations there are still a number of ongoing evaluations

initiated before the Law on higher education was amended. The Register Committee expects that PKA updates its website and its communication accordingly once the institutional evaluations have been concluded.

The Register Committee noted that PKA made a number of changes to the Statute that reflect the earlier mentioned changes.

The Register Committee also remarked that in addition to the changes added in November 2016, that the Statute of the agency had already been changed in February 2015. The Committee underlined that the introduced changes constitute substantive change and should have been reported by PKA already after they were introduced in February 2015.

Reference #	11336084
Status	Complete
Login Username	
Login Email	
Agency #1 *	Polish Accreditation Committee
Expiry date #1 *	31/12/2018
Contact #1 *	Izabela Kwiatkowska Sujka
Phone #1 *	+48 5631759
Email #1 *	sujka@pka.edu.pl
Other organisations? *	No
A. Has the organisational identity of the registered agency changed? *	No
B. Has the organisational structure changed? *	No
C.i. Are there new types of activities? *	No
C.ii. Are there changes in existing activities? *	Yes
C.iii. Have some or all existing activities been discontinued? *	Yes
Description new/changed *	Following the amendment to the Law on Higher Education Polish Accreditation Committee rearranged programme evaluation criteria.
List discontinued *	Following the amendment to the Law on Higher Education Polish Accreditation Committee discontinued institutional evaluation.
File #1	statute_EN.docx (33k)
File #2	zal_1_Kryteria_oceny_programowej_oglnoakademicki_EN.docx (23k)
File #3	zal_2_Kryteria_oceny_programowej_praktyczny_EN.docx (23k)
File #4	zal_3_Warunki_przyznawania_ocen_EN.docx (25k)
Last Update	2017-03-28 18:20:55

Polish Accreditation Committee
Wojciech Wrona

– via email –

Brussels, 22 August 2017

PKA Substantive Change Report – Clarification Request

Dear Wrona,

We wish to thank you for the Substantive Change Report of 23 March 2017. Your report has been reviewed by two rapporteurs before being brought to the attention of the EQAR Register Committee.

In order to prepare consideration by the Committee, we would be obliged if you could clarify the following queries:

- What are the specific aspects that have changed in the procedure for programme evaluation? How did the agency ensure the fitness for purpose of the revised programme evaluation criteria and how were stakeholders involved? (ESG 2.2)

- Considering the revised statute of the organisation (on 29 November 2016) could you please clarify what are the major changes compared to the statute in force when PKA was last externally reviewed, e.g. establishment or discontinuing of governing or managing bodies, or changes in their composition.

- While PKA stated that the agency has discontinued its institutional evaluation, according to its website it still offers/carries out institutional evaluations[1]. Could you please clarify whether this is still the case?

We be would grateful if it was possible for you to **respond by 5 September 2017,** In order to expedite proceedings. Please inform us if any difficulties arise in meeting this deadline.

I shall be at your disposal if you have any further questions or inquiries.

Kind regards,

---

[1] http://www.pka.edu.pl/en/types-of-evaluations/

Kind regards,

Colin Tück
(Director)

Substantive change report – explanatory note

Table of Content

1. Foreword

Legislation in Polish higher education is constantly changing as a result of the need to adapt them to the evolving nature of education, the trends in research, and the progressive economic and socio-cultural transformations. Therefore, 2016 was the year of legal changes in Polish higher education, aimed at the process of diminishing bureaucracy in higher education sector. These changes also concerned the Polish Accreditation Commission (PKA), which had to adapt its internal regulations to new legal conditions. The new legal regulations entered into force on 1 October 2016, while the new PKA Statute was adopted at the plenary session on 29 November 2016 after extensive consultations. An important change for the Commission was the withdrawal from institutional evaluation and the focus on program one. The aim of the adopted solutions is to emphasize more strongly in the evaluations made by PKA and its opinions, substantive aspects of quality of education and a clear dominance of their significance over formal and legal aspects. New internal regulations are being implemented from 1 January 2017 and their utility is subjected to ongoing monitoring process. Conclusions from the monitoring will be used not only to improve these regulations, but also will be used in the profound reforms of higher education in Poland that are currently conducted within the framework of the National Congress of Science.

The purpose of this document is to provide EQAR with more detailed scheme of changes that took places in Polish quality assurance system in 2016. Besides it provides explicit answers to EQAR specific questions that aroused while examining the PKA's report on Substantive Changes.

2. Explanatory note

In 2016, the Law on Higher Education was amended three times, including the Act of 23 June 2016 amending the Higher Education Act and some other acts (Journal of Laws of 2016, item 1311), which has made significant changes to the PKA's activities.

According to art. 49 sec. 1 Law on Higher Education PKA shall present to the minister competent for higher education:

- opinions on the establishment of higher education institutions, and the granting of authorisation for a higher education institution or its academic unit to provide degree programmes in a given field and level of study and with a given degree profile;

- the results of a programme evalution, including the evaluation of education and training for the practice of the profession of a teacher, as well as compliance with the requirements for the provision of degree programmes;

- its opinions on reinstatement of suspended authorisations to provide degree programmes in a given field and level of study and with a given degree profile;

- opinions on the establishment of a higher education institution or a branch campus by a foreign higher education institution.

In connection with art. 1 sec. 13 Law on Higher Education, starting from 1 October 2016, PKA does not evaluate the basic activity of the organizational unit of higher education

institutions. The institutional evaluation was carried out by the Commission in 2012-2016 and included the assessment of:

- the functioning and improvement of quality assurance systems in the unit taking into account their design and impact on quality of education;
- compliance of the unit with the development strategy of the higher education institution, taking into account the results of a comprehensive evaluation of the quality of the research or research and development activities of individuals;
- coherence of the development of the didactic and scientific base with the development strategy of the unit;
- social and economic cooperation, including academic and scientific cooperation in the implementation of the individual development strategy;
- effectiveness of staff policy implemented by the unit, including the development of teaching and scientific staff;
- a system of students and doctoral support, including the helpdesk and the development of scientific, artistic and sports activities, as well as the adaptation of the infrastructure to the needs of the disabled;
- the quality of postgraduate education, including the achievement of the learning outcomes and the means of verifying the learning outcomes achieved;
- the quality of education at doctoral studies, including the conduct of doctoral studies, the implementation of the intended learning outcomes and the means of verifying the learning outcomes achieved.

The suspension of the institutional evaluation was an important topic for internal discussions in 2016 by both the PKA's sections working in the fields of education as well as various experts' groups. Besides the general discussion on quality assurance system and its scope were also carried out outside by external stakeholders of higher education (i.e. Conferences of Rectors, Main Council for Science and Higher Education, Ministry for Higher Education and Science etc.). The PKA's leaders took an active role in creating whole discussion relying on previous PKA's experience and feedback received from higher education institutions. One of the important aspects taken into consideration while re-designing legal solutions concerning the new quality assurance formula was in-depth analysis of strains to HEIs (especially those offering several fields of study) caused by PKA's external review process. The aim of the development process was to make the review process less bureaucratic and resource intensive but on the other hand reducing costs and seeking ways to make it more effective. Besides in recent years, more various data about the higher education system has been collected in the country: register of fields of studies, students and lecturers was introduced; information about the actual facilities and resources of higher education institutions was gathered, etc. All data is stored in the state register – POLON. Since the data for several years has been collected already, therefore the PKA has been looking for the possibility of using systematised data in external evaluation. Analyses of data on both the general state of the system and on the activities of a higher education institution could be used by the panel of experts, thus reducing the amount of data to be provided by higher education institutions in self-evaluation reports or during site-visits and allowing experts to focus more attention on qualitative analysis rather than on quantitative or legal one.

The final compromise achieved among different stakeholders' groups was reflected in the last amendment to the Law on Higher Education in 2016. However, it should be noted that

mentioned above amendment did not complete the list of changes in Polish higher education landscape since at the same time the process of transformation was launched respectively. Undoubtedly, in the context of still on-going discussions on new legal solutions for higher education, including the Polish Accreditation Commission, the exchange of views on the subject of institutional evaluation has been continued. Besides the President of Polish Accreditation Committee was appointed by the Minister as a member of the Council of National Congress of Science in charge of quality assurance reforms. The National Congress of Science looked at the potential of Poland's research and reflected on the priorities and tools of policy in the field of science and higher education. During the Congress, the concept of a new statutory framework for higher education in Poland was presented and discussed further in the course of program conferences in nine Polish academic hubs. The conferences discussed key issues and challenges facing science and higher education, including legislative proposals developed by three independent teams under the draft of the new law that is called Act 2.0. By the end of September 2017 the final draft of Act 2.0. is expected to be presented and put under consultation process.

Following the amendment to the Law on Higher Education from 2016, PKA adjusted its internal regulations to legal framework for higher education. Since general objectives for quality assurance processes are determined in the Law on Higher Education as well as in executive acts, PKA's is obliged to incorporate them directly into Statutory tasks. Actually, since the last verification of PKA's mission that was held directly after external review in 2014, basics remained unchanged because the only difference to the last version was caused only by the withdrawal from institutional evaluation procedure. Similarly, to the previous period the activity of PKA is matched to the obligations resulting from the PKA's mission and the following strategic areas:

I - PKA as a guardian of quality standards in Polish higher education,
II - PKA as a partner in building a quality assurance culture,
 III - PKA as an active and globally recognized accreditation agency.

Thus, the most important change in Statute in 2016 resulted from the need to redefine the program evaluation criteria in terms of the practical and general academic profile as well as the necessity to verify conditions for granting the final assessments (see Annex 1, p. 9). PKA developed, in accordance with its powers set out in art. 53 section 1 of the Law on Higher Education, the catalog of program evaluation criteria. The criteria proposals were subjected to an extensive consultation process in November 2016 and made available for public discussion along with the proposal of self-evaluation reports for practice-oriented profiles and general academic profiles. Such consultations included PKA's members and external experts; Students' Parliament of the Republic of Poland; Ministry of Science and Higher Education, Conference of Rectors of Academic Schools in Poland; Conference of Rectors of Non-University Higher Education Institutions in Poland; Conference of Rectors of Polish Universities, PKA's Advisory Board etc. Moreover, consultation process of new program evaluation criteria met with great interest and involvement of employers' organizations who had also the opportunity to submit comments and proposals. The feedback from the stakeholders was generally positive. The consultation also gave insight into the way PKA is perceived in Poland. This led to discussions on the future of quality assurance systems and its enhancement. PKArecognizes its comprehensive cooperation and dialogue with all stakeholders in higher education and while continuing to contribute to the development

and improvement of the quality of education, it will continue to be involved in the development and improvement of the law in the field of higher education.

Nowadays, the criteria for general academic and practice-oriented profile are constructed, as a matter of principle, likewise. The difference in applied approaches is reflected in the guidelines and proposal of the self-evaluation reports. Within the development process of the guidelines concerning the quality assessment of general academic programmes the Committee was driven by the rule that quality of education is a derivative of quality of research in the given institutions or department whereas, in the case of practice-oriented programmes, the effectiveness of achieving professional competencies by students determines the quality of education provided. Therefore, the self-evaluation reports are constructed in a manner that enables the higher education institution to characterize the education provided within a given field of study and the conditions for studying and to indicate both strengths and weaknesses.

To sum up at the moment there are 8 general and 16 specific criteria, which are in line with the general program evaluation criteria set by the Minister of Science and Higher Education in the relevant regulation. The program evaluation criteria include: the concept of education and its compliance with the mission and the university strategy, the educational program and the ability to achieve the expected learning outcomes, the effectiveness of the internal quality assurance system, the education staff, cooperation with the socio-economic environment education process, internationalization of the learning process, infrastructure. Besides the assessment criteria for study programme groups have been updated in line with the principles of the renewed ESG (see Annex 3, p. 65), which take into account the paradigm shift to student-centred teaching, learning and assessment. The criteria and conditions for assigning evaluations, which specify the rules of awarding the grades: distinctive, positive, conditional and negative, have also been developed. PKA clarified the decision-making criteria in order to guarantee the consistency and predictability of assessment results among different profiles. Criteria for programme evaluation and the criteria and conditions for granting evaluations were adopted at the plenary meeting of the Polish Accreditation Commission on 29 November 2016 and constitute annexes to the Statute (see Annexes 2a, 2b, p. 19, p. 37).

PKA has also taken on a regular basis actions aimed at the propagation of new accreditation rules among the stakeholders through direct channels (i.e. thematic conferences for PKA's members, experts and representatives of higher education institutions, meetings with Rector's Conferences, etc.) as well as indirect contacts (i.e. HE journals, annual reports on its activity, etc.). Besides in 2016 PKA organized the Quality Forum dedicated to practice-oriented profile and its evaluation. The intention of the organizers was to make the Forum a platform for exchanging experiences, good practices, expectations and concerns in the education process of this profile. The 2016 Quality Forum was welcomed with great interest by academics responsible for co-creating and implementing teaching programs with a practice -oriented profile. More than 200 participants in the conference, and in particular 20

speakers, were able to present their own experiences, good practices, and share their views on difficulties with implementing practice-oriented education.

And last but not least, while developing internal regulations for external evaluations, PKA always follows the logic of the Quality Cycle (PDCA): the process of planning, implementation, assessment and improvements. The ultimate goal of the PKA's internal quality management system is to raise the effectiveness of activities undertaken in relation to the implementation of the mission statement and strategy of the Polish Accreditation Committee, their continuous improvement, as well as to ensure that the statutory tasks are implemented in a way that guarantees the repetitiveness of quality characteristics. The objectives of the system include ensuring professionalism and objectivism in the scope of processes implemented, providing resources guaranteeing high standards in processes implementation and improving communication channels and cooperation with Committee stakeholders. All processes are monitored and supervised in accordance with the requirements stipulated in generally binding and internal regulations of the Polish Accreditation Committee, with taking into consideration indispensable facilities and qualifications of human resources. Besides PKA, taking into account the calendar for cyclical external review of its activities in line with ESG 2015, is obliged to undergo the ENQA scrutiny process at the beginning of next year.

Finally, as it was already mentioned, the new internal regulations came into force at the beginning of this year, however, to the matters (e.g. institutional evaluations) initiated before that time, the previous regulations are still in force. It should be clarified here that last institutional evaluation is still pending and that requires full information on institutional evaluation procedure on PKA's website.

Annexes

Annex 1 PKA's Statute – matrix of major changes

Field of changes	Statute of the Polish Accreditation Committee adopted on 10 November 2011 (internal regulations valid during last external review)	Statute of the Polish Accreditation Committee adopted on 23 February 2015	Statute of the Polish Accreditation Committee adopted on 29 November 2016
Tasks and competences	**§ 4. 1.** The Committee shall present to the Minister opinions and motions concerning in particular: **1)** programme evaluation, including the evaluation of initial teacher training programmes; **2)** institutional evaluation, including the quality evaluation of third-cycle programmes and non-degree postgraduate programmes; **3)** the compliance with the requirements for the provision of programmes as laid down in the legislation; **4)** the re-granting of suspended authorisations to provide programmes in specific fields of study and at specific levels of study; **5)** the establishment of higher education institutions; **6)** the granting of authorisations to organisational units of higher education institutions to provide programmes	**§ 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	**§ 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, 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.

	in specific fields of study and at specific levels of study where the field of study concerned covers an academic area and domains of science or fi ne arts which do not correspond to authorisations to confer post-doctoral degrees (doktor habilitowany) held by a given unit; **7)** 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.	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.	**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.
Structure and name of Sections	**§ 3.** The Commitee shall include sections, working within academic areas which cover the following domains of science and fine arts: 1) Humanities and Theology, 2) Economics, 3) Social Sciences and Law, 4) Mathemathics, Physical and Chemical Sciences, 5) Biological, Earth, Agricultural, Forestry and Veterinary Sciences, 6) Engineering and Technology, 7) Medical, Pharmaceutical, Health and Physical Culture Sciences, 8) Film, Music, Visual Art and Theatre Sciences.	**§ 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.	**§ 3.** **unchanged.**

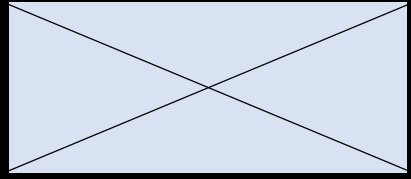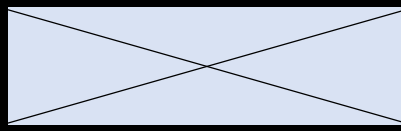| **Conditions for awarding final assessments /ratings**	**Annex to the Statutes of the Polish Accreditation Committee adopted on 10 November 2011**	**Annex No. 4 to the Statute of the Polish Accreditation Committee adopted on 23 February 2015**	**Annex No. 3 to the Statutes of the Polish Accreditation Committee adopted on 29 November 2016**
	1. The provisions of Parts I and II shall apply accordingly to evaluations and opinions referred to in Article 49, section 1, subsections 1, 3 and 4 of the Act of 27 July 2005, the Law on Higher Education (Journal of Law No. 164, item 1365, as amended by subsequent legislation). **2.** Conducting evaluations referred to in Article 49, sec on 1, subsection 2, and section 4 of the Act and § 21 of the Statutes, in accordance with the criteria set out in Parts I and II, the Committee shall use the scale of quality ratings established in Article 49, section 6 of the Act, taking into consideration the following conditions for awarding individual ratings: **1)** in the case of programme evaluation: **a)** an outstanding rating may be given where the criteria defined in Part I, sections 2, 3, 4 and 8 are fulfilled at an outstanding level, and the other criteria concerning the quality of a given programme are at least fully met; **b)** a positive rating may be given where the criteria defined in Part I, sections 2, 3, 4 and 8 are at least fully met and the other criteria	**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 2nd 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 1st degree respectively, and that the degree of meeting the 1st 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	With taking into consideration the rating scale stipulated in Article 49 (6) of the Act, the Committee shall award: - an outstanding rating - if more than 50% of the criteria are met at outstanding level, including criterion 1, 2, 4 and 7, and the remaining ones are fully met. - a positive rating - if more than 50% of the criteria are at least fully met, including criterion 1, 2, 4 and 7, and the remaining ones are met at satisfying level. - a conditional rating - if more than 50% of the criteria are at least met at satisfying level, including criterion 1, 2, 4 and 7, and the remaining ones are partially met. - a negative rating - if the criteria defined for a conditional rating are not met;

concerning the quality of a given programme are largely or par ally met; however, no more than 25% of the total number of the criteria can be only partially met;

c) a conditional rating may be given where the criteria defined in Part I, sections 2, 3, 4 and 8 are at least largely met, and the other criteria concerning the quality of a given programme are at least partially met;

d) a negative rating may be given where the criteria defined for a conditional rating are not met.

2) in the case of institutional evaluation:

a) an outstanding rating may be given where the criteria defined in Part II, sections 1 and 2 are fulfilled at an outstanding level, and the other criteria concerning the types of programmes provided by the unit are at least fully met;

b) a positive rating may be given where the criteria defined in Part II, sections 1 and 2 are at least fully met, and the other criteria concerning the types of programmes provided by the unit are at least largely or par ally met; however, no more than 25% of the total number of the criteria can be only partially met;

c) a conditional rating may be given where

where at least 50% of the 1st 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 1st 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 1st 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 1st degree criteria have been fulfilled to an outstanding degree, including criteria 1 and 2, and the remaining ones have been fully met;

	the criteria defined in Part II, sections 1 and 2 are at least largely met, and the other criteria concerning the types of programmes provided by the unit are at least partially met; **d)** a negative rating may be given where the criteria defined for a conditional rating are not met.	- a positive rating may be awarded where the criteria for awarding an outstanding rating have not been met, at least 50% of the 1st 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 1st 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.	
Appeal procedure	**§ 23.** **1.** A party which is dissatisfied with a resolution adopted by the Presidium on matters referred to in § 4, section 1 may submit a request for reconsideration of the matter within 30 days of the date of the delivery of the resolution. 2. The request referred to in section 1 shall be considered by the Section concerned and the Presidium at a joint meeting not later than within two months of the date of the receipt of the request.	**§ 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	**§ 23.** **unchanged** **§ 12.** **unchanged**

3. The request shall be presented at a meeting of the Presidium by the Chair of the Sec on concerned or a person appointed by the Chair.

§ 12.
1. The Chairs of the Sections shall be elected by their members from among themselves. The Chairs of the Sections shall organise the work of the Sections and ensure that their tasks are performed in a proper and timely manner. The Chairs of the Sections shall convene and chair meetings of the Sections.
2. At the request of the Chair of the Section approved by the President of the Committee, the Section may elect a Vice-Chair from among its members.
3. In justified cases, the Chair of the Section where no Vice-Chair has been elected may authorise a member of the Section to act on his or her behalf in specific matters.
4. A Committee member may only be a member of one Sec on. 5. The provisions of sections 1 to 3 shall apply accordingly to working groups referred to in § 7, subsection 11. §

within a time limit not exceeding two weeks from the date of issuing the opinion by the Appeals Body

§ 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).	
Composition of Advisory Board	**§ 8.** **1.** The President may establish a Advisory Board, hereafter referred to as 'the Board', which shall perform opinion-giving and advisory functions for the Committee. **2.** The Board may be composed of former Presidents of the Committee, representatives of the Conference of Rectors of Academic Schools in Poland, the Conference of Rectors of Non-University Higher Education Institutions in Poland and employers' organisations, and representatives and experts of international accreditationon agencies who have extensive knowledge and experience in quality evaluation of education and in the management of higher education institutions. 3. Detailed organisational and operational arrangements for the Council shall be laid down in the rules of procedure adopted by the Board.	**§ 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 5 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.	**§ 8.** **unchanged**

Annex 2 Criteria for evaluation – matrix of general changes

2011	2015		2016 – till now	
Criteria for programme evaluation (annex 2a, 2b)	**Detailed criteria for programme evaluation**		**Detailed criteria for programme evaluation**	
	General academic profile (annex 2a)	**Practical profile** (annex 2b)	**General academic profile** (annex 2a)	**Practical profile** (annex 2b)
Criteria for institutional evaluation (annex 2c)	**Criteria for institutional evaluation** (annex 2c)			

Annex 2a Criteria for programme evaluation (general academic profile) – matrix of detailed changes

Criteria for Programme Evaluation Annex to the Statute of the Polish Accreditation Committee adopted on 10 November 2011	Detailed criteria for programme evaluation General academic profile Annex to the Statute of the Polish Accreditation Committee adopted on 23 February 2015	Detailed criteria for programme evaluation General academic profile Annex to the Statute of the Polish Accreditation Committee adopted on 29 November 2016
1.The unit has formulated a concept for the development of the programme under evaluation. 1) The concept of education refers to the mission statement of the higher education insti- tution and corresponds to the aims set in the strategy of the unit. 2) Internal and external stakeholders are involved in the process of defining the concept of education for the programme concerned, including its profile/orientation, aims, out- comes and development prospects. **2.The unit has developed and applies a coherent description of stated educational aims and expected learning outcomes for the programme under evaluation and a system for verifying their achievement.** 1) Expected learning outcomes, which refer to a given study programme, its level/cycle and profile/orientation, are in conformity with the requirements of the National Qualifications Framework (NQF) and the concept for the development of the programme in the field	**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 from which the programme stems, and are geared towards	Criterion 1. The concept of education and its relevance to the HEI's mission statement and strategy **1.1. The concept of education** *Guidelines:* The concept of education offered as part of the degree programme under evaluation and its development plans should correspond to the mission statement and development strategy of the higher education institution and to the aims set in the strategy of the unit and in the quality assurance policy. They should take account of progress in academic fields [1] and disciplines from which the programme stems. They should be geared towards the needs of the environment, and of the labour market in particular, and towards the internationalisation of the education process. They should also take into consideration national and international models and experiences linked to a particular scope of education.

---

[1]Terms: field of knowledge, field and discipline of science, academic output, academic achievements, and academic degree and title shall mean accordingly: field of arts, field and discipline of arts, artistic output, artistic achievements, and a degree and title in arts.

of study concerned. Expected learning outcomes for practically-oriented programmes take into consideration expectations of the labour market or requirements of professional organisations, enabling students to acquire qualifications necessary to practise a given profession. Expected learning outcomes for general academically-ori- ented programmes take into consideration the requirements defined for a given aca- demic area from which the field of study concerned stems. The description of learning outcomes is published.

2) Learning outcomes for a given programme are easily understandable and assessable.

3) The unit applies a transparent system for the assessment of learning outcomes which makes it possible to verify stated aims and to assess the achievement of learning out- comes at each stage of education. This system is accessible to all.

4) The unit tracks its graduates' careers on the labour market and makes use of findings to enhance the quality of the teaching/learning process.

3. The study programme enables the achievement of expected learning outcomes.

1) The study programme implemented by the unit enables students to achieve each of the stated educational aims of the programme and expected learning outcomes and the

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

In the case of degree programmes stipulated in Article 9b of the Act of 27 July 2005 - Law on Higher Education (O.J. of 2012, item 527 as amended), the concept of education should correspond to education and training standards stipulated in regulations issued based on the above mentioned Article of the Act.

1.2. Research into the field(s) of science/arts related to the degree programme
Guidelines:
The unit should conduct research in the scope of the field(s) of knowledge corresponding to the area(s) of study to which the programme has been assigned, and in the field(s) and discipline(s) of science to which its learning outcomes relate. It should also apply research results in designing, implementing and improving study programme of the degree programme under evaluation.

1.3. Learning outcomes
Guidelines:
The intended learning outcomes for the programme under evaluation and modules of courses forming the study programme should describe the level and profile of qualifications, to which the programme leads; Their scope should relate to fields of knowledge, fields and disciplines of science, which form the basis for the concept of education of the degree programme and to research conducted at the

expected structure of the graduate's qualifications.

2) Expected learning outcomes, programme contents, types of classes, and teaching and learning methods used make up a coherent whole.

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

unit; They should be consistent with the description of learning outcomes relevant to a given level of Polish Qualifications Framework; They should be clearly formulated in order to allow for the creation of a system for their verification; In particular, they should take account of students' acquisition of advanced knowledge, research skills, foreign languages and social competences, which are indispensable to undertake research work, on the labour market and in further education.

In the case of degree programmes leading to an engineering degree, the intended learning outcomes for the degree programme under evaluation should include the full scope of learning outcomes for general academic programmes leading to the award of engineering qualifications in accordance with the descriptions of learning outcomes stipulated in the Regulation of Minister of Science and Higher Education of 26 September 2016 on the description of the second level of Polish Qualifications Framework typical for qualifications awarded in higher education after the award of full qualification on the level 4 - levels 6-8 (O.J of 2016 item 1594).

In the case of degree programmes that are listed in Article 9b, and of the education and

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

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

training of students preparing them for practising the profession of a teacher as set out in Article 9c of the Act of 27 July 2005 - Law on Higher Education (O.J. of 2012, item 527 as amended), the intended learning outcomes for the degree programme under evaluation should include the full scope of learning outcomes included in education and training standards stipulated in regulations issued based on the above mentioned Articles of the Act.

Criterion 2. Study programme and possibility of achieving intended learning outcomes
2.1. Study plan and programme of study - selection of programme contents and teaching methods

Guidelines:
Study programme and programme of study *(Polish: program i plan studiów)* of the degree programme under evaluation and forms and organisation of courses, as well as the duration of study and estimated student workload measured in ECTS credits should allow students to achieve all the intended learning outcomes and to earn qualifications corresponding to a given level of education.

In the case of degree programmes that are listed in Article 9b, and of the education and training of students preparing them for

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

practising the profession of a teacher as set out in Article 9c of the Act of 27 July 2005 - Law on Higher Education (O.J. of 2012, item 527 as amended), programme of study, forms and organisation of courses, including the organisation of placements, as well as the duration of the education process and estimated student workload measured in ECTS credits should correspond to education and training standards stipulated in regulations issued based on the above mentioned Articles of the Act.

The selection of the contents of the degree programme under evaluation should correspond to intended learning outcomes and, in particular, should take account of current knowledge in the scope of scientific/artistic disciplines, to which the learning outcomes relate, including the results of research conducted at a given unit related to the fields of science or arts relevant to the degree programme.

The selection of the contents of degree programmes that are listed in Article 9b, and of the education and training of students preparing them for practising the profession of a teacher should take account of the full scope of programme contents stipulated in education

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

and training standards set out in regulations issued based on Article 9b and Article 9c of the Act of 27 July 2005 - Law on Higher Education (O.J. of 2012, item 527 as amended).

The teaching/learning methods applied should be student-centred, should motivate students to actively participate in the teaching and learning process and should allow the achievement of intended learning outcomes, including, in particular, at least preparation for conducting research in the case of first cycle programmes, and participation in research in the case of second cycle and long cycle programmes.

2.2. Effective achievement of intended learning outcomes

Guidelines:

The system of verification and assessment should allow for monitoring the progress in learning and reliable assessment of the degree to which students have achieved the intended learning outcomes. The applied methods of verification and assessment should be student-centred, should allow for obtaining feedback on the degree to which learning outcomes have been achieved, and should motivate students to actively participate in the teaching and learning

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

process.

Mid-term and examination papers, projects, placement journals, dissertations, students' academic and other achievements, graduates' standing on the labour market and their further education and training should be taken into consideration when verifying the scope and degree of learning outcomes achievement by the students.

2.3. Admission rules, credits, diplomas, learning outcomes recognition and validation

Guidelines:

The unit should apply formally adopted and published, coherent and clear admission rules, which take into consideration learning outcomes to be achieved by students; the rules for giving credits for consecutive stages of studies, including the award of diplomas; the rules for the recognition of learning outcomes and study periods, as well as of qualifications earned in higher education; and the rules for the validation of learning outcomes achieved outside formal studies.

	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.*	
4. The number and quality of staff guarantees the achievement of educational aims set for the study programme. 1) The number of research and teaching staff and the structure of their qualifications enable the achievement of the stated educational aims of the programme concerned and the expected outcomes of its implementation. 2) Research achievements and teaching skills of	**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	**Criterion 4. Teaching staff** **4.1. The number, academic/artistic achievements and competences of the teaching staff** *Guidelines:* The number, academic achievements and teaching competences of academic teachers, including those forming minimum staff

staff, in particular staff members counted towards the minimum staff resources, are adequate for the programme implement- ed and expected learning outcomes. Where programmes are practically oriented, the teaching process involves teachers with practical experience related to a given field of study.

3) The unit pursues a staff policy encouraging skills enhancement and provides conditions for staff to develop their research and teaching competence and career through, among other things, exchanges with higher education institutions and research institutions within the country and abroad.

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

resources and other persons conducting classes, as well as the current staff policy of the unit should ensure the implementation of the study programme of the degree programme under evaluation and students' achievement of intended learning outcomes.

4.2. Teachers conducting classes

Guidelines:

The unit should ensure adequate staffing of classes with taking into consideration the relevance of academic achievements and teaching competences of academic teachers and other persons conducting classes to academic disciplines related to the classes.

In the case of degree programmes stipulated in Article 9b of the Act of 27 July 2005 - Law on Higher Education (O.J. of 2012, item 527 as amended), classes should be conducted by academic teachers meeting the requirements stipulated in regulations issued based on the above mentioned Article of the Act.

In the case of programmes in medicine, classes in clinical sciences related to a given specialisation in the scope of medical sciences should be conducted by academic teachers holding qualifications for practising the profession of a physician and of a consultant in a relevant field of medicine

	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.	**4.3. Development and in-service training of the staff** *Guidelines:* The unit should care for adequate selection of staff, should ensure conditions motivating them to recognise their development needs and their comprehensive in-service training. It should ensure continuing development of staff and conduct comprehensive and multifaceted assessment of staff quality, with taking into consideration their teaching achievements as a selection and assessment criterion. It should also use the assessment results, including the conclusions stemming from the assessment conducted by students, as a basis for staff in-service training and HR policy.
	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	**Criterion 5. Cooperation with the socio-economic environment in the education process** *Guidelines:* The unit should cooperate with the socio-economic and research environment, including the employers, on the development and implementation of study programme.

	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.*	
	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.	**Criterion 6. The internationalisation of the education and training process** *Guidelines:* The unit should ensure conditions for the internationalisation of the education and training process. It should prepare students and provide them with opportunities for learning in foreign languages. It should support international mobility of students of the degree programme under evaluation and academic teachers conducting classes forming part of the degree programme. It should also present an offer of instruction in foreign languages. The unit should cooperate with academic/scientific institutions abroad in terms of teaching activity and should apply the results

		of such cooperation when implementing and improving the degree programme under evaluation.
5. The unit provides adequate teaching/learning and research facilities ensuring the achievement of expected learning outcomes and enabling the conduct of scientific research. The higher education institution provides facilities which are necessary to achieve the final learning outcomes defined for the programme under evaluation, and which take into con- sideration the needs of disabled people.	**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.*	**Criterion 7. Facilities used in the education process** **7.1. Teaching and scientific facilities** *Guidelines:* The unit should possess teaching and scientific facilities allowing for the implementation of the study programme, the achievement of intended learning outcomes by students, including the disabled students, and conducting research. *In the case of degree programmes stipulated in Article 9b of the Act of 27 July 2005 - Law on Higher Education (O.J. of 2012, item 527 as amended), HEI-owned teaching, scientific and research facilities, as well as these owned by other entities, where classes in the scope of basic sciences, clinical sciences and placements are conducted, should meet the requirements stipulated in education and training standards set out in regulations issued based on the above mentioned Article of the Act and in the case of a programme in medicine also the requirements set out in the regulation of the Minister of Science and Higher Education of 26 September 2016 on conditions for offering study programmes (O.J. of 2016, item 1596).*

	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.	**7.2. Library, information and educational resources** *Guidelines:* The unit should offer to the students of the degree programme under evaluation the opportunities to use current library and information resources, including these with international scope, as well as other educational resources typical for the degree programme under evaluation, and in particular access to compulsory reading and reading recommended in syllabuses. **7.3. Development and improvement of facilities** *Guidelines:* The unit should monitor and improve teaching and scientific facilities, as well as library and information system and educational resources. It should also ensure the participation of students in these processes.
6. **The unit conducts scientific research within the academic area(s) to which the field of study of the programme under evaluation is assigned.** Results of scientific research conducted are used in the teaching/learning process. Where a general academically-oriented programme is offered, the unit enables students to participate in scientific research and acquire	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.*	**1.2. Research into the field(s) of science/arts related to the degree programme** *Guidelines:* The unit should conduct research in the scope of the field(s) of knowledge corresponding to the area(s) of study to which the programme has been assigned, and in the field(s) and

knowledge and skills which are useful in research work.		discipline(s) of science to which its learning outcomes relate. It should also apply research results in designing, implementing and improving study programme of the degree programme under evaluation.
7. The higher education institution provides students with adequate support in the learning process. 1) Student admission rules and procedures are transparent, take into consideration the principle of equal opportunities and ensure proper selection of applicants for the pro- gramme concerned. 2) The system for assessing student achievements is oriented towards the learning proc- ess, includes standard requirements, and ensures the transparency and objectivity in marking. 3) The structure and organisation of the programme under evaluation is conducive to in- country and international mobility of students. 4) The system for research, learning and financial support is conducive to the academic, social and professional development of students and to the effective achievement of expected learning outcomes.	**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	**Criterion 8. Providing care and support to students in the process of their learning and achieving learning outcomes** **8.1. The effectiveness of the care and support system addressed to students and motivating them to achieve learning outcomes** *Guidelines:* Care and support provided to students of the degree programme under evaluation should cater for diversified needs of the students, including these of the disabled students. They should motivate them for comprehensive development, including academic, social and professional development through ensuring academic staff availability, providing support in learning and achieving intended learning outcomes and research skills, and support in entering the labour market. The unit should support students' self-government and academic clubs and provide assistance of competent academic and administration staff in solving students' matters. **8.2. Development and improvement of the**

	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.*	**student support and motivation system**
		Guidelines:
		The unit should provide students with access to information on the forms of supporting and motivating them. It should in a comprehensive and multifaceted way evaluate and improve the care system and staff responsible for supporting education. It should also ensure the participation of students in the processes.
	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.	
8. The unit develops an internal quality assurance system geared towards achieving high education quality culture within the programme under evaluation 1) The unit has developed a transparent structure for the management of the programme under evaluation and undertakes a comprehensive evaluation of learning outcomes on a regular basis. Results of such evaluations provide a basis for a review and revision of the study programme and methods for its implementation, geared towards enhancing	**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	**Criterion 3. Effectiveness of internal education quality assurance system** **3.1. Design, validation, monitoring and periodic review of study programme** *Guidelines:* The unit should adopt and apply the principles of study programme design and validation. It should monitor and conduct periodic reviews of the study programme of the degree programme under evaluation, with taking labour market needs into consideration. It should also

the quality of the final outcomes of the programme concerned.

2) The process of assuring quality and developing a quality culture involves staff, students, graduates and other external stakeholders.

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

evaluate the achievement of the intended earning outcomes by students, and monitor graduates' careers in order to enhance the quality of education. All this should be done with the participation of internal and external stakeholders

3.2. Public access to information

Guidelines:

The unit should ensure public access to information about the study programme; the implementation of the education and training process and qualifications awarded; admissions; opportunities for further education; and graduate employment that is up to date, comprehensive and comprehensible, and which corresponds to the needs of various audience groups.

4.3. Development and in-service training of the staff

Guidelines:

The unit should care for adequate selection of staff, should ensure conditions motivating them to recognise their development needs and their comprehensive in-service training. It should ensure continuing development of staff and conduct comprehensive and multifaceted assessment of staff quality, with taking into

	market',	consideration their teaching achievements as a selection and assessment criterion. It should also use the assessment results, including the conclusions stemming from the assessment conducted by students, as a basis for staff in-service training and HR policy.
	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,	**7.3. Development and improvement of facilities** *Guidelines:* The unit should monitor and improve teaching and scientific facilities, as well as library and information system and educational resources. It should also ensure the participation of students in these processes.
	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,	**8.2. Development and improvement of the student support and motivation system** *Guidelines:* The unit should provide students with access to information on the forms of supporting and motivating them. It should in a comprehensive and multifaceted way evaluate and improve the care system and staff responsible for supporting education. It should also ensure the participation of students in the processes.
	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.	

Annex 2b Criteria for programme evaluation (practice-oriented profile) – matrix of detailed changes

Criteria for Programme Evaluation Annex to the Statutes of the Polish Accreditation Committee adopted on 10 November 2011	Detailed criteria for programme evaluation Practical profile Annex to the Statutes of the Polish Accreditation Committee adopted on 23 February 2015	Detailed criteria for programme evaluation Practical profile Annex to the Statutes of the Polish Accreditation Committee adopted on 29 November 2016
1. The unit has formulated a concept for the development of the programme under evaluation. 1) The concept of education refers to the mission statement of the higher education insti- tution and corresponds to the aims set in the strategy of the unit. 2) Internal and external stakeholders are involved in the process of defining the concept of education for the programme concerned, including its profile/orientation, aims, out- comes and development prospects. **2. The unit has developed and applies a coherent description of stated educational aims and expected learning outcomes for the programme under evaluation and a system for verifying their achievement.** 1) Expected learning outcomes, which refer to a given study programme, its level/cycle and profile/orientation, are in conformity with the requirements of the National Qualifications Framework (NQF) and the concept for development of the programme in the field of study concerned. Expected learning outcomes for practically-oriented programmes take into	**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 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	**Criterion 1. The concept of education and its relevance to the HEI's mission statement and strategy** **1.1. The concept of education** *Guidelines:* The concept of education offered as part of the degree programme under evaluation and its development plans should correspond to the mission statement and development strategy of the higher education institution and to the aims set in the strategy of the unit and in the quality assurance policy. They should take account of progress in the fields of professional/economic activity relevant to the degree programme under evaluation. They should be geared towards the needs of the environment, and of the labour market in particular, and towards the internationalisation of the education process. They should also take into consideration national and international models and experiences linked to a particular scope of education. *In the case of degree programmes stipulated in*

consideration expectations of the labour market or requirements of professional organisations, enabling students to acquire qualifications necessary to practise a given profession. Expected learning outcomes for general academically-ori- ented programmes take into consideration the requirements defined for a given aca- demic area from which the field of study concerned stems. The description of learning outcomes is published.

2) Learning outcomes for a given programme are easily understandable and assessable.

3) The unit applies a transparent system for the assessment of learning outcomes which makes it possible to verify stated aims and to assess the achievement of learning out- comes at each stage of education. This system is accessible to all.

4) The unit tracks its graduates' careers on the labour market and makes use of findings to enhance the quality of the teaching/learning process.

3. The study programme enables the achievement of expected learning outcomes.

1) The study programme implemented by the unit enables students to achieve each of the stated educational aims of the programme and expected learning outcomes and the expected structure of the graduate's qualifications.

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 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

Article 9b of the Act of 27 July 2005 - Law on Higher Education (O.J. of 2012, item 527 as amended), the concept of education should correspond to education and training standards stipulated in regulations issued based on the above mentioned Article of the Act.

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

Guidelines:
The unit should conduct development works in the areas of professional/economic activity, to which learning outcomes relate, and use such works' results in designing the curriculum for the field of study under evaluation, and for its implementation and improvement.

1.3. Learning outcomes

Guidelines:

The intended learning outcomes for the programme under evaluation and modules of courses forming the study programme should describe the level and profile of qualifications, to which the programme leads; Their scope should be related to the scope of professional activity, as well as fields of knowledge and fields

2) Expected learning outcomes, programme contents, types of classes, and teaching and learning methods used make up a coherent whole.	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. *

1.5.1 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. For programmes in medicine and dentistry it is also based on the framework programme of practical classes defined by the Minister of Health.

1.5.2 The selection of the contents of the study programme under evaluation corresponds to its intended learning | and disciplines of science, which are relevant to the degree programme under evaluation; They should be consistent with the description of learning outcomes relevant to a given level of Polish Qualifications Framework; They should be clearly formulated in order to allow for the creation of a system for their verification; In particular, they should take account of students' acquisition of practical skills, foreign languages and social competences, which are indispensable on the labour market and in further education.

In the case of degree programmes leading to an engineering degree, the intended learning outcomes for the degree programme under evaluation should include the full scope of learning outcomes for practical profile study programmes leading to the award of engineering qualifications in accordance with the descriptions of learning outcomes stipulated in the Regulation of Minister of Science and Higher Education of 26 September 2016 on the description of the second level of Polish Qualifications Framework typical for qualifications awarded in higher education after the award of full qualification on the level 4 - levels 6-8 (O.J of 2016 item 1594).

In the case of degree programmes that are listed in Article 9b, and of the education and |

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. *

1.5.3 The teaching/learning methods applied build on self-study and on active forms of working with students, as well as allow them to achieve their expected learning outcomes, and in particular – practical skills and social competences indispensable on the labour market. *

1.5.4 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.

1.5.5 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 practical preparation for practicing a profession. *

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

training of students preparing them for practising the profession of a teacher as set out in Article 9c of the Act of 27 July 2005 - Law on Higher Education (O.J. of 2012, item 527 as amended), the intended learning outcomes for the degree programme under evaluation should include the full scope of learning outcomes included in education and training standards stipulated in regulations issued based on the above mentioned Articles of the Act.

Criterion 2. Study programme and possibility of achieving intended learning outcomes

2.1. Study plan and programme of study - selection of programme contents and teaching methods

Guidelines:

Study programme and programme of study *(Polish: program i plan studiów)* of the degree programme under evaluation and forms and organisation of courses, as well as the duration of study and estimated student workload measured in ECTS credits should allow students to achieve all the intended learning outcomes and to earn qualifications corresponding to a given level of education.

In the case of degree programmes that are listed in Article 9b, and of the education and

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 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.*

1.5.8 The unit has determined learning outcomes and their verification methods for practical placements, ensures that the workload at such placements corresponds

training of students preparing them for practising the profession of a teacher as set out in Article 9c of the Act of 27 July 2005 - Law on Higher Education (O.J. of 2012, item 527 as amended), programme of study, forms and organisation of courses, including the organisation of placements, as well as the duration of the education process and estimated student workload measured in ECTS credits should correspond to education and training standards stipulated in regulations issued based on the above mentioned Articles of the Act.

The selection of the contents of the degree programme under evaluation should correspond to intended learning outcomes and, in particular, should take account of current standards of professional activity, the needs of the labour market, and current results of research related to the degree programme under evaluation.

The selection of the contents of degree programmes that are listed in Article 9b, and of the education and training of students preparing them for practising the profession of a teacher should take account of the full scope of programme contents stipulated in education and training standards set out in regulations issued based on Article 9b and Article 9c of the

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. *

1.5.9 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.

Act of 27 July 2005 - Law on Higher Education (O.J. of 2012, item 527 as amended).

The teaching/learning methods applied should be student-centred, should motivate students to actively participate in the teaching and learning process and should allow the achievement of intended learning outcomes, including, in particular, practical vocational skills in conditions typical for a given scope of professional activity related to the degree programme under evaluation, and social competences indispensable on the labour market, and team management skills in the case of of second cycle and long cycle programmes.

2.2. Effective achievement of intended learning outcomes

Guidelines:

The system of verification and assessment should allow for monitoring the progress in learning and reliable assessment of the degree to which students have achieved the intended learning outcomes. The applied methods of verification and assessment should be student-centred, should allow for obtaining feedback on the degree to which learning outcomes have been achieved, and should motivate students to actively participate in the teaching and learning

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 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. *

1.7.1 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.

process.

Mid-term and examination papers, projects, placement journals, dissertations, students' academic and other achievements, graduates' standing on the labour market and their further education and training should be taken into consideration when verifying the scope and degree of learning outcomes achievement by the students.

2.3. Admission rules, credits, diplomas, learning outcomes recognition and validation

Guidelines:

The unit should apply formally adopted and published, coherent and clear admission rules, which take into consideration learning outcomes to be achieved by students; the rules for giving credits for consecutive stages of studies, including the award of diplomas; the rules for the recognition of learning outcomes and study periods, as well as of qualifications earned in higher education; and the rules for the validation of learning outcomes achieved outside formal studies.

	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.*	
4. The number and quality of staff guarantees the achievement of educational aims set for the study programme. 1) The number of research and teaching staff and the structure of their qualifications enable the achievement of the stated educational aims of the programme concerned and the expected outcomes of its implementation. 2) Research achievements and teaching skills of staff, in particular staff members counted towards the minimum staff resources, are adequate for the programme implement- ed and expected learning outcomes. Where programmes are practically oriented, the teaching process involves teachers with practical experience related to a given field of study.	**2. The number and quality of 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	**Criterion 4. Teaching staff** **4.1. The number, academic/artistic achievements, professional experience acquired outside the HEI and competences of the teaching staff** *Guidelines:* The number, academic achievements, professional experience acquired outside the HEI and teaching competences of academic teachers, including those forming minimum staff resources and other persons conducting classes, as well as the current staff policy of the unit should ensure the implementation of the study programme of the degree programme under evaluation and students' achievement of

3) The unit pursues a staff policy encouraging skills enhancement and provides conditions for staff to develop their research and teaching competence and career through, among other things, exchanges with higher education institutions and research institutions within the country and abroad.

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

intended learning outcomes.

4.2. Teachers conducting classes

Guidelines:

The unit should ensure adequate staffing of classes with taking into consideration the relevance of teaching competences of academic teachers and other persons conducting classes, as well as the relevance of their professional experience acquired outside the HEI to the scope of classes and practical skills indicated in the description of learning outcomes for the degree programme under evaluation or the relevance of academic/artistic achievements of the teachers to academic/artistic disciplines related to the classes.

In the case of degree programmes stipulated in Article 9b of the Act of 27 July 2005 - Law on Higher Education (O.J. of 2012, item 527 as amended), classes should be conducted by academic teachers meeting the requirements stipulated in regulations issued based on the above mentioned Article of the Act.

In the case of programmes in medicine, classes in clinical sciences related to a given specialisation in the scope of medical sciences should be conducted by academic teachers holding qualifications for practising the profession of a physician and of a consultant in

	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.	*a relevant field of medicine.* **4.3. Development and in-service training of the staff** *Guidelines:* The unit should care for adequate selection of staff, should ensure conditions motivating them to recognise their development needs and their comprehensive in-service training. It should ensure continuing development of staff and conduct comprehensive and multifaceted assessment of staff quality, with taking into consideration their teaching achievements as a selection and assessment criterion. It should also use the assessment results, including the conclusions stemming from the assessment conducted by students, as a basis for staff in-service training and HR policy.
	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 representatives of this environment in the determination of learning outcomes, verification and evaluation of the degree to which they have	**Criterion 5. Cooperation with the socio-economic environment in the education process** *Guidelines:* The unit should cooperate with the socio-economic and research environment, including the employers, on the development and implementation of study programme, including work placements, and on the preparation of students' mid-term assignments and graduation works.

	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.* 3.2 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.*	
	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.	**Criterion 6. The internationalisation of the education and training process** *Guidelines:* The unit should ensure conditions for the internationalisation of the education and training process. It should prepare students and provide them with opportunities for learning in foreign languages. It should support international mobility of students of the degree programme under evaluation and academic teachers conducting classes forming part of the degree programme. It should also present an offer of instruction in foreign languages.

		The unit should cooperate with academic/vocational education and training institutions abroad in terms of teaching and VET activity and should apply the results of such cooperation when implementing and improving the degree programme under evaluation.
5. The unit provides adequate teaching/learning and research facilities ensuring the achievement of expected learning outcomes and enabling the conduct of scientific research. The higher education institution provides facilities which are necessary to achieve the final learning outcomes defined for the programme under evaluation, and which take into con- sideration the needs of disabled people.	**4. The unit provides adequate teaching and research facilities ensuring the implementation of practical profile study programmes and students' achievement of their expected learning outcomes** 4.1 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.* 4.2 The unit offers the students of the programme under evaluation the	**Criterion 7. Facilities used in the education process** **7.1. Teaching facilities used for practical professional preparation** *Guidelines:* The unit should possess teaching facilities and these indispensable for practical professional preparation allowing for the implementation of the study programme, the achievement of intended learning outcomes by students, including the disabled students, and carrying out practical assignments by students, including the implementation of projects. *In the case of degree programmes stipulated in Article 9b of the Act of 27 July 2005 - Law on Higher Education (O.J. of 2012, item 527 as amended), HEI-owned teaching, scientific and research facilities, as well as these owned by other entities, where classes in the scope of basic sciences, clinical sciences and placements are conducted, should meet the requirements stipulated in education and training standards set out in regulations issued based on the above*

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.

mentioned Article of the Act and in the case of a programme in medicine also the requirements set out in the regulation of the Minister of Science and Higher Education of 26 September 2016 on conditions for offering study programmes (O.J. of 2016, item 1596).

7.2. Library, information and educational resources

Guidelines:

The unit should offer to the students of the degree programme under evaluation the opportunities to use current library and information resources, including these with international scope, as well as other educational resources typical for the degree programme under evaluation, and in particular access to compulsory reading and reading recommended in syllabuses.

7.3. Development and improvement of facilities

Guidelines:

The unit should monitor and improve teaching facilities and these used for practical professional preparation, as well as library and information system and educational resources. It should also ensure the participation of students in these processes.

6. The unit conducts scientific research within the academic area(s) to which the field of study of the programme under evaluation is assigned. Results of scientific research conducted are used in the teaching/learning process. Where a general academically-oriented programme is offered, the unit enables students to participate in scientific research and acquire knowledge and skills which are useful in research work.		**1.2. Development work in the areas of professional/economic activity typical for the field of study** *Guidelines:* The unit should conduct development works in the areas of professional/economic activity, to which learning outcomes relate, and use such works' results in designing the curriculum for the field of study under evaluation, and for its implementation and improvement.
7. The higher education institution provides students with adequate support in the learning process. 1) Student admission rules and procedures are transparent, take into consideration the principle of equal opportunities and ensure proper selection of applicants for the pro- gramme concerned. 2) The system for assessing student achievements is oriented towards the learning proc- ess, includes standard requirements, and ensures the transparency and objectivity in marking. 3) The structure and organisation of the programme under evaluation is conducive to in- country and international mobility of students.	**5. The unit supports students in the process of learning 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 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	**Criterion 8. Providing care and support to students in the process of their learning and achieving learning outcomes** **8.1. The effectiveness of the care and support system addressed to students and motivating them to achieve learning outcomes** *Guidelines:* Care and support provided to students of the degree programme under evaluation should cater for diversified needs of the students, including these of the disabled students. They should motivate them for comprehensive development, including social and professional development through ensuring academic staff

4) The system for research, learning and financial support is conducive to the academic, social and professional development of students and to the effective achievement of expected learning outcomes.	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.* 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, learning and financial support to ensure their full participation in the educational process. 5.5 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.	availability, providing support in learning and achieving intended learning outcomes and practical vocational skills, and support in entering the labour market. The unit should support students' self-government and academic clubs and provide assistance of competent academic and administration staff in solving students' matters. **8.2. Development and improvement of the student support and motivation system** *Guidelines:* The unit should provide students with access to information on the forms of supporting and motivating them. It should in a comprehensive and multifaceted way evaluate and improve the care system and staff responsible for supporting education. It should also ensure the participation of students in the processes.
8. The unit develops an internal quality assurance system geared towards achieving high education quality culture within the	**6. The unit has developed an effective internal quality assurance system geared**	**Criterion 3. Effectiveness of internal education quality assurance system** **3.1. Design, validation, monitoring and**

programme under evaluation

1) The unit has developed a transparent structure for the management of the programme under evaluation and undertakes a comprehensive evaluation of learning outcomes on a regular basis. Results of such evaluations provide a basis for a review and revision of the study programme and methods for its implementation, geared towards enhancing the quality of the final outcomes of the programme concerned.

2) The process of assuring quality and developing a quality culture involves staff, students, graduates and other external stakeholders.

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

periodic review of study programme

Guidelines:

The unit should adopt and apply the principles of study programme design and validation. It should monitor and conduct periodic reviews of the study programme of the degree programme under evaluation, with taking labour market needs into consideration. It should also evaluate the achievement of the intended earning outcomes by students, and monitor graduates' careers in order to enhance the quality of education. All this should be done with the participation of internal and external stakeholders

3.2. Public access to information

Guidelines:

The unit should ensure public access to information about the study programme; the implementation of the education and training process and qualifications awarded; admissions; opportunities for further education; and graduate employment that is up to date, comprehensive and comprehensible, and which corresponds to the needs of various audience groups.

4.3. Development and in-service training of the staff

	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.	*Guidelines:* The unit should care for adequate selection of staff, should ensure conditions motivating them to recognise their development needs and their comprehensive in-service training. It should ensure continuing development of staff and conduct comprehensive and multifaceted assessment of staff quality, with taking into consideration their teaching achievements as a selection and assessment criterion. It should also use the assessment results, including the conclusions stemming from the assessment conducted by students, as a basis for staff in-service training and HR policy.
		7.3. Development and improvement of facilities *Guidelines:* The unit should monitor and improve teaching and scientific facilities, as well as library and information system and educational resources. It should also ensure the participation of students in these processes.
		8.2. Development and improvement of the student support and motivation system *Guidelines:* The unit should provide students with access to information on the forms of supporting and motivating them. It should in a comprehensive

	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.	and multifaceted way evaluate and improve the care system and staff responsible for supporting education. It should also ensure the participation of students in the processes.

Annex 2c Criteria for institutional evaluation – matrix of detailed changes

Criteria for institutional evaluation Annex to the Statute of the Polish Accreditation Committee adopted on 10 November 2011	Criteria for institutional evaluation Annex to the Statute of the Polish Accreditation Committee adopted on 23 February 2015	Statute of the Polish Accreditation Committee adopted on 29 November 2016
1. The unit has a development strategy in place. 1) The strategy for the development of the unit is convergent with the mission statement and strategy of the higher educations on institutions on and takes into consideration on the policy for assuring high quality of education. 2) The unit has developed a concept of education covering first-cycle, second-cycle, thirdcycle (doctoral) and non-degree postgraduate programmes, hereafter referred to as 'programmes', which is consistent with its strategic aims and objectives. 3) The unit defines its role and position on the education market while taking into consideration the importance of the quality of education. 4) Internal and external stakeholders are involved in the process of determining the range and contents of programmes and courses offered and building a high education quality culture.	**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 , 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.*	**abolished**

2. The unit applies an effective internal quality assurance system.	2. The unit operates and improves an internal quality assurance system.	abolished
1) The structure for decision-making in quality management is transparent and ensures the involvement of staff , students, doctoral students, learners following non-degree postgraduate programmes and external stakeholders in important decisions concerning the quality of education. 2) Internal quality assurance procedures are comprehensive, prevent pathologies and ensure that the unit may verify and assess the effectiveness of all factors which have impact on the quality of education. In particular, the internal procedures in place enable the unit to: a) assess the extent to which the learning outcomes defined for the programmes provided by the unit have been achieved; b) ensure the involvement of employers and other representatives of the labour market in defining and assessing learning outcomes; c) track graduates' careers in order to assess training outcomes on the labour market; d) monitor and review study programmes on a periodic basis; e) evaluate the rules for the assessment of students, doctoral students and learners following non-degree postgraduate programmes, and verify the outcomes of their training; f) assess the quality of staff involved in, and supporting,	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	

the teaching process, including the appraisal by students, doctoral students and learners following non-degree postgraduate programmes, and the staff policy pursued by the unit; g) assess the research quality of the unit; h) assess material resources, including teaching/learning and research facilities as well as resources available to support students; i) operate an information system, covering arrangements for the collection, analysis and use of relevant information in quality assurance; j) ensure public access to up-to-date and objective information about study programmes, expected learning outcomes, and organisational and procedural arrangements for following programmes. 3) The unit evaluates the effectiveness of its internal quality assurance system on a regular basis and uses results of such evaluations to improve its quality assurance policy and build a quality culture.	making use of the results of graduate career monitoring in order to evaluate learning outcomes on the labour market, as well as the principles, 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 uses a coherent description of educational aims and learning outcomes for doctoral (third-cycle) and non-degree postgraduate programmes offered, and applies an efficient and credible system to verify and confirm the achievement of the aims and outcomes. 1) The unit ensures that the doctoral programmes offered lead to the achievement of learning outcomes relevant to the research area concerned and enables students to obtain a doctoral degree. 2) The unit ensures that the non-degree postgraduate programmes offered lead to the achievement of learning outcomes which comply with the requirements of professional organisations and employers and enable the acquisition of qualifications to practise a profession or new skills necessary on the labour market. 3) Internal and external stakeholders are involved in the process of defining learning outcomes. 4) The unit applies ECTS where the number of credits corresponds to the workload of the doctoral student or the learner following a non-degree postgraduate programme, with the workload being proportionate to the learning outcomes achieved. 5) The unit has put in place a credible and transparent system accessible to all, in particular students, doctoral students and learners following non-degree postgraduate programmes, which makes it possible to assess the extent to which the stated educational aims and expected learning outcomes have been achieved.	**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.	**abolished**

4. The unit has sufficient staff , material and financial resources to achieve the stated strategic aims and objectives and expected learning outcomes. 1) The unit provides staff resources adequate to the needs resulting from research, teaching and organisational activities undertaken and pursues a staff policy which enables its staff to develop their research and teaching competence. 2) The unit has adequate teaching and learning facilities which are adjusted to the specificity of the programmes offered and which ensure the achievement of expected learning outcomes. 3) The financial policy of the unit ensures its sustainable development.	**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.	**abolished**
5. The unit conducts scientific research. The unit conducts scientific research in the areas, domains and disciplines of science related to the programmes offered, and it uses findings from its research and the latest scientific achievements in a given area in the teaching process. The unit provides conditions for doctoral students to conduct independent scientific research and enables them to participate in the research conducted.	**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	**abolished**

	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 participates in in-country and international exchange of students, doctoral students, research and teaching staff and cooperates with national and international academic institutions, other institutions and enterprises. 1) Students, doctoral students and staff of the unit participate in international programmes. 2) The unit undertakes activities aimed at the internationalisation of the teaching/learning process, covering, among other things, the definition of learning outcomes and the delivery of programmes. 3) The unit cooperates with national and international academic institutions. 4) The unit cooperates with its social and economic environment with a view to achieving relevant learning outcomes.	**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.*	**abolished**

7. The unit provides adequate research, learning and financial support for students and doctoral students in the process of attaining learning outcomes. 1) The unit has put in place a system for research, learning and financial support which also takes into consideration the needs of disabled people. 2) The unit has put in place an effective system for considering complaints and conflict resolution. 3) The unit supports the activities of, and cooperates with, student and doctoral student self-government bodies and organisations. The governing bodies of the unit undertake activities on their own initiative in order to ensure wide participation of students, doctoral students and their representatives in the work carried out by the governing bodies and statutory and ad-hoc committees, in particular those whose activities are centred around the teaching/learning process and matters concerning students and doctoral students.	**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.*	**abolished**

8. The unit has in place a coherent system of internal regulations underpinning the quality assurance process which is in conformity with the national legislation.	**8. Postgraduate programmes education quality.**	**abolished**
	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.	

Annex 3 Mapping of PKA's programme evaluation criteria vs. ESG 2015

General academic profile	Practice-oriented profile	ESG 2015
CRITERION 1. THE CONCEPT OF EDUCATION AND ITS RELEVANCE TO THE HEI'S MISSION STATEMENT AND STRATEGY		
1.1. The concept of education *Guidelines:* The concept of education offered as part of the degree programme under evaluation and its development plans should correspond to the mission statement and development strategy of the higher education institution and to the aims set in the strategy of the unit and in the quality assurance policy. They should take account of progress in academic fields[2] and disciplines from which the programme stems. They should be geared towards the needs of the environment, and of the labour market in particular, and towards the internationalisation of the education process. They should also take into consideration national and international models and experiences linked to a particular scope of education.	**1.1. The concept of education** *Guidelines:* The concept of education offered as part of the degree programme under evaluation and its development plans should correspond to the mission statement and development strategy of the higher education institution and to the aims set in the strategy of the unit and in the quality assurance policy. They should take account of progress in the fields of professional/economic activity relevant to the degree programme under evaluation. They should be geared towards the needs of the environment, and of the labour market in particular, and towards the internationalisation of the education process. They should also take into consideration national and international models and experiences linked to a particular scope of education.	**1.1 Policy for quality assurance**

---

[2]Terms: field of knowledge, field and discipline of science, academic output, academic achievements, and academic degree and title shall mean accordingly: field of arts, field and discipline of arts, artistic output, artistic achievements, and a degree and title in arts.

In the case of degree programmes stipulated in Article 9b of the Act of 27 July 2005 - Law on Higher Education (O.J. of 2012, item 527 as amended), the concept of education should correspond to education and training standards stipulated in regulations issued based on the above mentioned Article of the Act.	*In the case of degree programmes stipulated in Article 9b of the Act of 27 July 2005 - Law on Higher Education (O.J. of 2012, item 527 as amended), the concept of education should correspond to education and training standards stipulated in regulations issued based on the above mentioned Article of the Act.*	
1.2. Research into the field(s) of science/arts related to the degree programme *Guidelines:* The unit should conduct research in the scope of the field(s) of knowledge corresponding to the area(s) of study to which the programme has been assigned, and in the field(s) and discipline(s) of science to which its learning outcomes relate. It should also apply research results in designing, implementing and improving study programme of the degree programme under evaluation.	**1.2. Development work in the areas of professional/economic activity typical for the field of study** *Guidelines:* The unit should conduct development works in the areas of professional/economic activity, to which learning outcomes relate, and use such works' results in designing the curriculum for the field of study under evaluation, and for its implementation and improvement.	**1.1 Policy for quality assurance**
1.3. Learning outcomes	**1.3. Learning outcomes**	**1.2 Design and approval of programmes**

Guidelines:

The intended learning outcomes for the programme under evaluation and modules of courses forming the study programme should describe the level and profile of qualifications, to which the programme leads; Their scope should relate to fields of knowledge, fields and disciplines of science, which form the basis for the concept of education of the degree programme and to research conducted at the unit; They should be consistent with the description of learning outcomes relevant to a given level of Polish Qualifications Framework; They should be clearly formulated in order to allow for the creation of a system for their verification; In particular, they should take account of students' acquisition of advanced knowledge, research skills, foreign languages and social competences, which are indispensable to undertake research work, on the labour market and in further education.

In the case of degree programmes leading to an engineering degree, the intended learning outcomes for the degree programme under evaluation should include the full scope of learning outcomes for general academic programmes leading to the award of engineering qualifications in accordance with the descriptions of learning outcomes

Guidelines:

The intended learning outcomes for the programme under evaluation and modules of courses forming the study programme should describe the level and profile of qualifications, to which the programme leads; Their scope should be related to the scope of professional activity, as well as fields of knowledge and fields and disciplines of science, which are relevant to the degree programme under evaluation; They should be consistent with the description of learning outcomes relevant to a given level of Polish Qualifications Framework; They should be clearly formulated in order to allow for the creation of a system for their verification; In particular, they should take account of students' acquisition of practical skills, foreign languages and social competences, which are indispensable on the labour market and in further education.

In the case of degree programmes leading to an engineering degree, the intended learning outcomes for the degree programme under evaluation should include the full scope of learning outcomes for practical profile study programmes leading to the award of engineering qualifications in accordance with the descriptions of learning outcomes stipulated in the Regulation of Minister of Science and

stipulated in the Regulation of Minister of Science and Higher Education of 26 September 2016 on the description of the second level of Polish Qualifications Framework typical for qualifications awarded in higher education after the award of full qualification on the level 4 - levels 6-8 (O.J of 2016 item 1594).	*Higher Education of 26 September 2016 on the description of the second level of Polish Qualifications Framework typical for qualifications awarded in higher education after the award of full qualification on the level 4 - levels 6-8 (O.J of 2016 item 1594).*	
In the case of degree programmes that are listed in Article 9b, and of the education and training of students preparing them for practising the profession of a teacher as set out in Article 9c of the Act of 27 July 2005 - Law on Higher Education (O.J. of 2012, item 527 as amended), the intended learning outcomes for the degree programme under evaluation should include the full scope of learning outcomes included in education and training standards stipulated in regulations issued based on the above mentioned Articles of the Act.	*In the case of degree programmes that are listed in Article 9b, and of the education and training of students preparing them for practising the profession of a teacher as set out in Article 9c of the Act of 27 July 2005 - Law on Higher Education (O.J. of 2012, item 527 as amended), the intended learning outcomes for the degree programme under evaluation should include the full scope of learning outcomes included in education and training standards stipulated in regulations issued based on the above mentioned Articles of the Act.*	

CRITERION 2. STUDY PROGRAMME AND POSSIBILITY OF ACHIEVING INTENDED LEARNING OUTCOMES	

2.1. Study plan and programme of study - selection of programme contents and teaching methods	**2.1. Study plan and programme of study - selection of programme contents and teaching methods**	**1.2 Design and approval of programmes**

		1.3 Student-centred learning, teaching and assessment
Guidelines:	*Guidelines:*	
Study programme and programme of study *(Polish: program i plan studiów)* of the degree programme under evaluation and forms and organisation of courses, as well as the duration of study and estimated student workload measured in ECTS credits should allow students to achieve all the intended learning outcomes and to earn qualifications corresponding to a given level of education.	Study programme and programme of study *(Polish: program i plan studiów)* of the degree programme under evaluation and forms and organisation of courses, as well as the duration of study and estimated student workload measured in ECTS credits should allow students to achieve all the intended learning outcomes and to earn qualifications corresponding to a given level of education.	
In the case of degree programmes that are listed in Article 9b, and of the education and training of students preparing them for practising the profession of a teacher as set out in Article 9c of the Act of 27 July 2005 - Law on Higher Education (O.J. of 2012, item 527 as amended), programme of study, forms and organisation of courses, including the organisation of placements, as well as the duration of the education process and estimated student workload measured in ECTS credits should correspond to education and training standards stipulated in regulations issued based on the above mentioned Articles of the Act.	*In the case of degree programmes that are listed in Article 9b, and of the education and training of students preparing them for practising the profession of a teacher as set out in Article 9c of the Act of 27 July 2005 - Law on Higher Education (O.J. of 2012, item 527 as amended), programme of study, forms and organisation of courses, including the organisation of placements, as well as the duration of the education process and estimated student workload measured in ECTS credits should correspond to education and training standards stipulated in regulations issued based on the above mentioned Articles of the Act.*	

The selection of the contents of the degree programme under evaluation should correspond to intended learning outcomes and, in particular, should take account of current knowledge in the scope of scientific/artistic disciplines, to which the learning outcomes relate, including the results of research conducted at a given unit related to the fields of science or arts relevant to the degree programme.

The selection of the contents of degree programmes that are listed in Article 9b, and of the education and training of students preparing them for practising the profession of a teacher should take account of the full scope of programme contents stipulated in education and training standards set out in regulations issued based on Article 9b and Article 9c of the Act of 27 July 2005 - Law on Higher Education (O.J. of 2012, item 527 as amended).

The teaching/learning methods applied should be student-centred, should motivate students to actively participate in the teaching and learning

The selection of the contents of the degree programme under evaluation should correspond to intended learning outcomes and, in particular, should take account of current standards of professional activity, the needs of the labour market, and current results of research related to the degree programme under evaluation.

The selection of the contents of degree programmes that are listed in Article 9b, and of the education and training of students preparing them for practising the profession of a teacher should take account of the full scope of programme contents stipulated in education and training standards set out in regulations issued based on Article 9b and Article 9c of the Act of 27 July 2005 - Law on Higher Education (O.J. of 2012, item 527 as amended).

The teaching/learning methods applied should be student-centred, should motivate students to actively participate in the teaching and learning process and should allow the achievement of intended learning outcomes, including, in particular, practical vocational skills in conditions typical for a given scope

process and should allow the achievement of intended learning outcomes, including, in particular, at least preparation for conducting research in the case of first cycle programmes, and participation in research in the case of second cycle and long cycle programmes.	of professional activity related to the degree programme under evaluation, and social competences indispensable on the labour market, and team management skills in the case of of second cycle and long cycle programmes.	
2.2. Effective achievement of intended learning outcomes *Guidelines:* The system of verification and assessment should allow for monitoring the progress in learning and reliable assessment of the degree to which students have achieved the intended learning outcomes. The applied methods of verification and assessment should be student-centred, should allow for obtaining feedback on the degree to which learning outcomes have been achieved, and should motivate students to actively participate in the teaching and learning process. Mid-term and examination papers, projects, placement journals, dissertations, students' academic and other achievements, graduates' standing on the labour market and their further education and training should be taken into	**2.2. Effective achievement of intended learning outcomes** *Guidelines:* The system of verification and assessment should allow for monitoring the progress in learning and reliable assessment of the degree to which students have achieved the intended learning outcomes. The applied methods of verification and assessment should be student-centred, should allow for obtaining feedback on the degree to which learning outcomes have been achieved, and should motivate students to actively participate in the teaching and learning process. Mid-term and examination papers, projects, placement journals, dissertations, students' academic and other achievements, graduates' standing on the labour market and their further education and training should be taken into consideration when	**1.3 Student-centred learning, teaching and assessment**

consideration when verifying the scope and degree of learning outcomes achievement by the students.	verifying the scope and degree of learning outcomes achievement by the students.	
2.3. Admission rules, credits, diplomas, learning outcomes recognition and validation *Guidelines:* The unit should apply formally adopted and published, coherent and clear admission rules, which take into consideration learning outcomes to be achieved by students; the rules for giving credits for consecutive stages of studies, including the award of diplomas; the rules for the recognition of learning outcomes and study periods, as well as of qualifications earned in higher education; and the rules for the validation of learning outcomes achieved outside formal studies.	**2.3. Admission rules, credits, diplomas, learning outcomes recognition and validation** *Guidelines:* The unit should apply formally adopted and published, coherent and clear admission rules, which take into consideration learning outcomes to be achieved by students; the rules for giving credits for consecutive stages of studies, including the award of diplomas; the rules for the recognition of learning outcomes and study periods, as well as of qualifications earned in higher education; and the rules for the validation of learning outcomes achieved outside formal studies.	**1.4 Student admission, progression, recognition and certification**

CRITERION 3. EFFECTIVENESS OF INTERNAL EDUCATION QUALITY ASSURANCE SYSTEM		
3.1. Design, validation, monitoring and periodic review of study programme	**3.1. Design, validation, monitoring and periodic review of study programme**	**1.9 On-going monitoring and periodic review of programmes**

Guidelines: The unit should adopt and apply the principles of study programme design and validation. It should monitor and conduct periodic reviews of the study programme of the degree programme under evaluation, with taking labour market needs into consideration. It should also evaluate the achievement of the intended earning outcomes by students, and monitor graduates' careers in order to enhance the quality of education. All this should be done with the participation of internal and external stakeholders.	*Guidelines:* The unit should adopt and apply the principles of study programme design and validation. It should monitor and conduct periodic reviews of the study programme of the degree programme under evaluation, with taking labour market needs into consideration. It should also evaluate the achievement of the intended earning outcomes by students, and monitor graduates' careers in order to enhance the quality of education. All this should be done with the participation of internal and *external stakeholders*.	**1.1 Policy for quality assurance** **1.2 Design and approval of programmes** **1.7 Information management** **1.10 Cyclical external quality assurance**
3.2. Public access to information *Guidelines:* The unit should ensure public access to information about the study programme; the implementation of the education and training process and qualifications awarded; admissions; opportunities for further education; and graduate employment that is up to date, comprehensive and comprehensible, and which corresponds to the needs of various audience groups.	**3.2. Public access to information** *Guidelines:* The unit should ensure public access to information about the study programme; the implementation of the education and training process and qualifications awarded; admissions; opportunities for further education; and graduate employment that is up to date, comprehensive and comprehensible, and which corresponds to the needs of various audience groups.	**1.8 Public Information**

CRITERION 4. TEACHING STAFF		
4.1. The number, academic/artistic achievements and competences of the teaching staff *Guidelines:* The number, academic achievements and teaching competences of academic teachers, including those forming minimum staff resources and other persons conducting classes, as well as the current staff policy of the unit should ensure the implementation of the study programme of the degree programme under evaluation and students' achievement of intended learning outcomes.	**4.1. The number, academic/artistic achievements, professional experience acquired outside the HEI and competences of the teaching staff** *Guidelines:* The number, academic achievements, professional experience acquired outside the HEI and teaching competences of academic teachers, including those forming minimum staff resources and other persons conducting classes, as well as the current staff policy of the unit should ensure the implementation of the study programme of the degree programme under evaluation and students' achievement of intended learning outcomes.	**1.5 Teaching staff**
4.2. Teachers conducting classes *Guidelines:* The unit should ensure adequate staffing of classes with taking into consideration the relevance of academic achievements and teaching competences of academic teachers and other persons conducting classes to academic disciplines related to the classes.	**4.2. Teachers conducting classes** *Guidelines:* The unit should ensure adequate staffing of classes with taking into consideration the relevance of teaching competences of academic teachers and other persons conducting classes, as well as the relevance of their professional experience acquired outside the HEI to the scope of classes and practical	**1.5 Teaching staff** **1.3 Student-centred learning, teaching and assessment**

<table>
<tr>
<td>

In the case of degree programmes stipulated in Article 9b of the Act of 27 July 2005 - Law on Higher Education (O.J. of 2012, item 527 as amended), classes should be conducted by academic teachers meeting the requirements stipulated in regulations issued based on the above mentioned Article of the Act.

In the case of programmes in medicine, classes in clinical sciences related to a given specialisation in the scope of medical sciences should be conducted by academic teachers holding qualifications for practising the profession of a physician and of a consultant in a relevant field of medicine.

</td>
<td>

skills indicated in the description of learning outcomes for the degree programme under evaluation or the relevance of academic/artistic achievements of the teachers to academic/artistic disciplines related to the classes.

In the case of degree programmes stipulated in Article 9b of the Act of 27 July 2005 - Law on Higher Education (O.J. of 2012, item 527 as amended), classes should be conducted by academic teachers meeting the requirements stipulated in regulations issued based on the above mentioned Article of the Act.

In the case of programmes in medicine, classes in clinical sciences related to a given specialisation in the scope of medical sciences should be conducted by academic teachers holding qualifications for practising the profession of a physician and of a consultant in a relevant field of medicine.

</td>
<td></td>
</tr>
<tr>
<td>

4.3. Development and in-service training of the staff

</td>
<td>

4.3. Development and in-service training of the staff

Guidelines:

</td>
<td>

1.5 Teaching staff

</td>
</tr>
</table>

		1.7 Information management
Guidelines: The unit should care for adequate selection of staff, should ensure conditions motivating them to recognise their development needs and their comprehensive in-service training. It should ensure continuing development of staff and conduct comprehensive and multifaceted assessment of staff quality, with taking into consideration their teaching achievements as a selection and assessment criterion. It should also use the assessment results, including the conclusions stemming from the assessment conducted by students, as a basis for staff in-service training and HR policy.	The unit should care for adequate selection of staff, should ensure conditions motivating them to recognise their development needs and their comprehensive in-service training. It should ensure continuing development of staff and conduct comprehensive and multifaceted assessment of staff quality, with taking into consideration their teaching achievements as a selection and assessment criterion. It should also use the assessment results, including the conclusions stemming from the assessment conducted by students, as a basis for staff in-service training and HR policy.	

CRITERION 5. COOPERATION WITH THE SOCIO-ECONOMIC ENVIRONMENT IN THE EDUCATION PROCESS

| *Guidelines:*

The unit should cooperate with the socio-economic and research environment, including the employers, on the development and implementation of study programme. | *Guidelines:*

The unit should cooperate with the socio-economic and research environment, including the employers, on the development and implementation of study programme, including work placements, and on the preparation of students' mid-term assignments and graduation works. | **1.2 Design and approval of programmes**

1.9 On-going monitoring and periodic review of programmes |

CRITERION 6. THE INTERNATIONALISATION OF THE EDUCATION AND TRAINING PROCESS

Guidelines:	*Guidelines:*	**1.1 Policy for quality assurance**

		1.2 Design and approval of programmes
The unit should ensure conditions for the internationalisation of the education and training process. It should prepare students and provide them with opportunities for learning in foreign languages. It should support international mobility of students of the degree programme under evaluation and academic teachers conducting classes forming part of the degree programme. It should also present an offer of instruction in foreign languages.	The unit should ensure conditions for the internationalisation of the education and training process. It should prepare students and provide them with opportunities for learning in foreign languages. It should support international mobility of students of the degree programme under evaluation and academic teachers conducting classes forming part of the degree programme. It should also present an offer of instruction in foreign languages.	
The unit should cooperate with academic/scientific institutions abroad in terms of teaching activity and should apply the results of such cooperation when implementing and improving the degree programme under evaluation.	The unit should cooperate with academic/vocational education and training institutions abroad in terms of teaching and VET activity and should apply the results of such cooperation when implementing and improving the degree programme under evaluation.	

CRITERION 7. FACILITIES USED IN THE EDUCATION PROCESS

7.1. Teaching and scientific facilities	7.1. Teaching facilities used for practical	1.6 Learning resources and student support

professional preparation

Guidelines:

The unit should possess teaching facilities and these indispensable for practical professional preparation allowing for the implementation of the study programme, the achievement of intended learning outcomes by students, including the disabled students, and carrying out practical assignments by students, including the implementation of projects.

In the case of degree programmes stipulated in Article 9b of the Act of 27 July 2005 - Law on Higher Education (O.J. of 2012, item 527 as amended), HEI-owned teaching, scientific and research facilities, as well as these owned by other entities, where classes in the scope of basic sciences, clinical sciences and placements are conducted, should meet the requirements stipulated in education and training standards set out in regulations issued based on the above mentioned Article of the Act and in the case of a programme in medicine also the requirements set out in the regulation of the Minister of Science and Higher Education of 26 September 2016 on conditions for offering study programmes (O.J. of 2016, item 1596).

Guidelines:

The unit should possess teaching and scientific facilities allowing for the implementation of the study programme, the achievement of intended learning outcomes by students, including the disabled students, and conducting research.

In the case of degree programmes stipulated in Article 9b of the Act of 27 July 2005 - Law on Higher Education (O.J. of 2012, item 527 as amended), HEI-owned teaching, scientific and research facilities, as well as these owned by other entities, where classes in the scope of basic sciences, clinical sciences and placements are conducted, should meet the requirements stipulated in education and training standards set out in regulations issued based on the above mentioned Article of the Act and in the case of a programme in medicine also the requirements set out in the regulation of the Minister of Science and Higher Education of 26 September 2016 on conditions for offering study programmes (O.J. of 2016, item 1596).

7.2. Library, information and educational resources *Guidelines:* The unit should offer to the students of the degree programme under evaluation the opportunities to use current library and information resources, including these with international scope, as well as other educational resources typical for the degree programme under evaluation, and in particular access to compulsory reading and reading recommended in syllabuses.	**7.2. Library, information and educational resources** *Guidelines:* The unit should offer to the students of the degree programme under evaluation the opportunities to use current library and information resources, including these with international scope, as well as other educational resources typical for the degree programme under evaluation, and in particular access to compulsory reading and reading recommended in syllabuses.	**1.6 Learning resources and student support**
7.3. Development and improvement of facilities *Guidelines:* The unit should monitor and improve teaching and scientific facilities, as well as library and information system and educational resources. It should also ensure the participation of students in these processes.	**7.3. Development and improvement of facilities** *Guidelines:* The unit should monitor and improve teaching facilities and these used for practical professional preparation, as well as library and information system and educational resources. It should also ensure the participation of students in these processes.	**1.6 Learning resources and student support** **1.7 Information management**

CRITERION 8. PROVIDING CARE AND SUPPORT TO STUDENTS IN THE PROCESS OF THEIR LEARNING AND ACHIEVING LEARNING OUTCOMES

8.1. The effectiveness of the care and support system addressed to students and motivating them to achieve learning outcomes *Guidelines:* Care and support provided to students of the degree programme under evaluation should cater for diversified needs of the students, including these of the disabled students. They should motivate them for comprehensive development, including academic, social and professional development through ensuring academic staff availability, providing support in learning and achieving intended learning outcomes and research skills, and support in entering the labour market. The unit should support students' self-government and academic clubs and provide assistance of competent academic and administration staff in solving students' matters.	**8.1. The effectiveness of the care and support system addressed to students and motivating them to achieve learning outcomes** *Guidelines:* Care and support provided to students of the degree programme under evaluation should cater for diversified needs of the students, including these of the disabled students. They should motivate them for comprehensive development, including social and professional development through ensuring academic staff availability, providing support in learning and achieving intended learning outcomes and practical vocational skills, and support in entering the labour market. The unit should support students' self-government and academic clubs and provide assistance of competent academic and administration staff in solving students' matters.	**1.6 Learning resources and student support**
8.2. Development and improvement of the student support and motivation system *Guidelines:* The unit should provide students with access to	**8.2. Development and improvement of the student support and motivation system** *Guidelines:* The unit should provide students with access to	**1.6 Learning resources and student support** **1.7 Information management**

information on the forms of supporting and motivating them. It should in a comprehensive and multifaceted way evaluate and improve the care system and staff responsible for supporting education. It should also ensure the participation of students in the processes.	information on the forms of supporting and motivating them. It should in a comprehensive and multifaceted way evaluate and improve the care system and staff responsible for supporting education. It should also ensure the participation of students in the processes.	**1.8 Public Information**