

**Approval of the Application
by PKA - Polish Accreditation Committee
for Renewal of Inclusion on the Register**

Register Committee
18/19 June 2019

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Ver. 1.0
Date 2019-06-26
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Application of:	28/01/2018
Agency registered since:	08/04/2009
External review report of:	17/10/2018
Review coordinated by:	ENQA - European Association for Quality Assurance of Higher Education
Review panel members:	Jacques Lanares (chair), Ronny Heintze, Angeline Aubert-Lotarsky (academic expert), Inguna Zarina (student)
Decision of:	19/06/2019
Registration until:	31/10/2023
Absented themselves from decision-making:	Izabela Kwiatkowska Sujka
Attachments:	<ol style="list-style-type: none"> 1. Confirmation of eligibility, 15/02/2018 2. External Review Report, 17/10/2018 3. Applicant's statement on the report of 26/03/2019 4. Substantive Change Report of 26/03/2019 5. Clarification Request to the Agency 07/05/2019 6. Clarification by the Agency 21/05/2019

1. The application of 28/01/2018 adhered to the requirements of the EQAR Procedures for Applications.
2. The Register Committee confirmed eligibility of the application on 15/02/2018.
3. The Register Committee considered the external review report of 17/10/2018.
4. The Register Committee further considered PKA's statement on the review report of 26/03/2019.
5. The Register Committee also considered the Substantive Change Report of 26/03/2019 and the information provided by PKA on its new tasks and new criteria for ex-post programme assessments.

6. The Register Committee sought and received further clarification from PKA on 21/05/2019.

Analysis

7. In considering PKA's compliance with the ESG, the Register Committee took into account the following activities:

- Programme evaluations
- Formulating opinions to the Minister for:
 - ex-ante accreditation of higher education institutions and branch campuses
 - authorisation to provide degree programmes

8. With regard to the specific European Standards and Guidelines, the Register Committee considered the following:

ESG 2.1 Consideration of internal QA

9. The panel noted that criteria for programme evaluation are in line with Part 1 of the ESG. However, the panel expressed concerns with the opinion giving process as the alignment with some standards of the ESG (i.e. 1.2, 1.4) was much weaker or some standards (i.e. ESG 1.7, 1.8 and 1.9) were not specifically represented within PKA's methodology for this procedure.

10. The agency explained in its statement to the review report that PKA has requested the Minister to extend the scope of information on the proposed regulation in the opinion giving process for study programme, and that the request was accepted in September 2018. PKA further detailed in its Substantive Change Report the new criteria adopted in December 2018 for granting permission to provide a degree programme.

11. The Register Committee took note of the detailed criteria and confirmed that the new assessment framework addresses the standards from Part 1 of the ESG more comprehensively.

12. In light of the enacted changes, the Register Committee concluded that PKA now complies with standard 2.1.

ESG 2.4 Peer review experts

13. The panel's findings show that in the opinion-giving process students are not involved as members of review panels. Opinions are prepared by members of relevant Sections or PKA experts, following which the Presidium prepares a resolution that is forwarded to the Minister and higher education institutions. The panel noted that students are to a certain extent involved as members of the Presidium of PKA.

14. In its statement to the review report PKA acknowledged its shortcoming regarding the student involvement in the opinion giving processes and decided to set up a team of student experts to issue opinions on applications.

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15. The Register Committee welcomed PKA's intention but found that the composition of the relevant sections and experts panels is still unchanged. The Committee further underlined that students are normally expected to be involved as part of the peer-review expert groups and to contribute as equal partners. As the current arrangement of PKA could not yet be reviewed by an external panel the Committee was unable to conclude whether the way students are involved meets the requirements of the standard.

16. Register Committee therefore concurred with the review panel's view and concluded that PKA complies only partially with ESG 2.4.

ESG 2.6 Reporting

17. In the previous decision of renewal the Register Committee flagged for attention PKA's publication of reports of its ex-ante evaluations.

18. The panel's findings show that while the reports for programme accreditation and resolutions are published the reports and resolutions of the opinion-giving process are however not published online.

19. PKA explained in its statement to the review report that all reports have been published since October 2018.

20. The Register Committee noted that according to the information published by PKA on its website some of the reports of its opinion-giving process are not published and has therefore asked the agency to clarify the delay and timeline of their expected publication.

21. In its clarification letter, the agency explained that the publication of resolutions before 2018 are delayed due to the changes in the legal framework and due to the requirements of the European Unions' General Data Protection Regulation adopted in 2018. This required changes in PKA's internal reporting templates and procedures.

22. PKA added that legal grounds for publishing opinion-giving resolutions and reviews was established with its Statute as approved in 2018, but explained that this regulation does not apply retroactively.

23. Having considered the additional clarifications given by the agency, the Register Committee noted that PKA would, however, be able to publish already prepared reports from 2016 and 2017.

As this issue was already flagged in PKA's last application, the Register Committee therefore concurred with the review panel's conclusion that PKA complies only partially with the standard, pending the publication of the remaining reports.

ESG 3.1 Activities, policy and processes for quality assurance

24. In its confirmation of eligibility, the Register Committee noted that PKA is expected to also address activities carried out by the agency abroad i.e. in Lithuania. As it was unclear on whether such activities were addressed in the external review of PKA, the Committee asked PKA for further clarifications.

25. PKA explained that the external QA activities carried out in Lithuania only extended to one foreign branch of a Polish higher education institution and that the procedures and criteria used were identical with those applied in the case of national HE providers.

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ESG 3.5 Resources

26. In its analysis, the review panel commented that, while the situation of resources is acceptable in the short to medium term, some of PKA's activities "cannot be addressed appropriately due to the lack of resources". The Panel further expressed concerns with regards to the high turnover of the Bureau staff, who perform the functions of secretaries for the sections Committee.

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27. The Register Committee further underlined the review panel's recommendations on the need to increase the agency's capacity to perform thematic analysis.

28. The Register Committee was therefore unable to follow the panel's conclusion of (substantially) compliant but concluded that PKA complies only partially with the standard.

29. For the remaining standards, the Register Committee was able to concur with the review panel's analysis and conclusion without further comments.

Conclusion

30. Based on the external review report and the considerations above, the Register Committee concluded that PKA demonstrated compliance with the ESG (Parts 2 and 3) as follows:

Standard	Review panel conclusion	Register Committee conclusion
2.1	Partial compliance	Compliance
2.2	Substantial compliance	Compliance
2.3	Substantial compliance	Compliance
2.4	Partial compliance	Partial compliance
2.5	Substantial compliance	Compliance
2.6	Partial compliance	Partial compliance
2.7	Substantial compliance	Compliance
3.1	Full compliance	Compliance
3.2	Full compliance	Compliance
3.3	Full compliance	Compliance
3.4	Substantial compliance	Compliance
3.5	Substantial compliance	Partial compliance
3.6	Substantial compliance	Compliance
3.7	(not expected)	Compliance (by virtue of applying)

31. The Register Committee considered that PKA only achieved partial compliance with some standards. In its holistic judgement, the Register Committee concluded that these are specific and limited issues, but that PKA continues to comply substantially with the ESG as a whole.

32. The Register Committee therefore approved the application for renewal of inclusion on the Register. PKA's renewed inclusion shall be valid until 31/10/2023.¹

33. The Register Committee further underlined that PKA is expected to address the issues mentioned appropriately and to resolve them at the earliest opportunity.

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¹ Inclusion is valid for five years from the date of the external review report, see §4.1 of the EQAR Procedures for Applications.

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Polish Accreditation Committee (PKA)

Łukasz Sułkowski

Zurawia 32/34

00-515 Warsaw

Poland

Brussels, 15 February 2018

Confirmation of Eligibility: Application for Inclusion on the Register

Application no. A67 of 28/01/2018

Dear Łukasz,

We hereby confirm that the application by PKA for renewal of registration is eligible.

Based on the information and draft terms of reference provided, the external review coordinated by ENQA - European Association for Quality Assurance of Higher Education fulfils the requirements of the EQAR Procedures for Applications.

We confirm that the following activities of PKA are within the scope of the ESG:

- *Programme evaluations.*
- *Formulating opinions to Minister regarding the establishment of higher education institutions and branch campuses (ex-ante accreditation) including granting/re-granting the authorization to HEI's units to provide first-, second- or long- cycle programs with specific fields of study and programs.*

Please ensure that PKA's self-evaluation report covers all the aforementioned activities, including the activities carried out by PKA abroad i.e. Lithuania.

Furthermore, the self-evaluation report and external review report should also address how PKA recognises the accreditations and certificates provided by other quality assurance agencies in cases where the external quality assurance activity is carried out by an agency that is not registered on EQAR.

We further remind you that the following issue was flagged when PKA's registration was last renewed and should be addressed in your self-evaluation report and the external review report:

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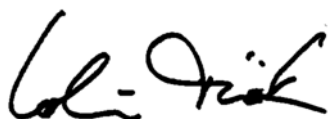
ESG 2.6 – Reporting [ESG 2005: standard 2.5]

It should receive attention whether PKA, in consultation with the ministry, has considered to publish reports from ex-ante evaluations of authorised programmes and higher education institutions

We will forward this letter to ENQA in its capacity of the coordinator of the external review. At the same time we underline that it is PKA's responsibility to ensure that the coordinator and review panel take account of the present confirmation, so as to ensure that all activities mentioned are analysed by the panel.

This confirmation is made according to the relevant provisions of the EQAR Procedures for Applications. PKA has the right to appeal this decision in accordance with the Appeals Procedure; any appeal must reach EQAR within 90 days from receipt of this decision.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Colin Tück".

Colin Tück
(Director)

Cc: ENQA (coordinator)

ENQA AGENCY REVIEW: Polish Accreditation Committee (PKA)

Jacques Lanarès, Ronny Heintze, Angeline Aubert-Lotarski, and Inguna Zarina
17 October 2018

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EXECUTIVE SUMMARY

This report results from an external review assessing the compliance of the Polish Accreditation Committee, Polish: Polska Komisja Akredytacyjna (PKA) against the 2015 Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). As it is already the third review of PKA, it is important to recognize that in 2015 the ESG were updated potentially requiring agencies to adjust some of their processes. PKA is a member of the European Association for Quality Assurance in Higher Education (ENQA) and has been listed in the European Quality Assurance Register for Higher Education (EQAR) since 2009. PKA is the only recognized institution in Poland responsible for external Quality Assurance in the field of higher education (HE). PKA operates on a national level with some international activities as part of European Projects. This external review report is based on the review process that primarily used PKA's self-assessment report, a site visit of the ENQA appointed review panel to Warsaw, and published information available on PKA's website.

Comparable to the change of ESG in 2015, since the last review of PKA the legal regulations pertaining to Polish higher education were repeatedly adjusted. The dynamics of changes, particularly these in the scope of legal regulations, has resulted in the need for the Polish Accreditation Committee to adapt as well. After an introduction of institutional review mechanisms in 2011, these operations were again suspended in 2016 putting the focus of PKA on programme evaluations as well as opinion giving processes.

While PKA is funded from the state budget, the operational use of the funds remains within its self-governing responsibility. PKA does not charge any fees to institutions.

Based not only on the written documentation and the manifold evidence reviewed by the panel of experts, but equally considering the numerous stakeholder interviews and impressions while talking to PKA members and employees, it became obvious that PKA is a well-respected institution in the Polish HE system. In the past years, PKA has started to adjust its procedures in a way that perception of its activities moves away from being a control-oriented body, towards an institution that supports enhancement and focuses on the support of internal quality assurance procedures. With a clear focus on enhancing the national system and performance of programmes, PKA – much to the benefit of its operations – also increased to include international experiences. Connections with stakeholders are in place and adjustments that were implemented after 2015 start showing effects. The review also identified a number of recommendations, strongly targeting the different dimensions of the opinion giving process, like the criteria alignment with the requirements of ESG 2.1, but also the publication of reports for this activity.

In light of repeated and also current change of the legal context of its operations, PKA successfully manages to maintain good relations with the relevant stakeholders by implementing procedures sound with the Polish HE system.

The panel wish to make explicit that the Opinion Giving Process, one of PKA's two main activities, and its specificities, significantly prevented a more positive assessment of some standards. The panel was fully aware of the fact that important work was in progress to change the legal framework of PKA activities and the new rules could also improve the Opinion Giving Process. However, in line with ENQA rules and recommendations, the panel analysed and assessed the current context or framework and cannot make assessments based on expected future developments.

The panel found PKA's level of alignment with the ESG is the following:

- Fully compliant for the following ESGs – 3.1, 3.2, 3.3, and 3.7
- Substantially compliant in the following ESGs – 3.4, 3.5, 3.6, 2.2, 2.3, 2.5, and 2.7
- Partially compliant: 2.1, 2.4 and 2.6

The panel underlines that the main recommendations, particularly addressing the ESG 2.1, 2.4 and 2.6, refer strongly to the opinion giving process. The panel believes that the programme evaluation process of PKA is generally well adjusted. The panel hopes that its analyses and recommendations will support PKA in its continued efforts to enhance their procedures and thus the quality of the Polish HE system while at the same time raising the impact of its quality assurance activities.

INTRODUCTION

This report analyses the compliance of the Polish Accreditation Committee (Polska Komisja Akredytacyjna, PKA) with the 2015 *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG). It is based on an external review conducted in 5 months from April to August 2018. The review was commissioned in view of the agency's wish to reconfirm its membership of ENQA and its listing in EQAR.

BACKGROUND OF THE REVIEW AND OUTLINE OF THE REVIEW PROCESS

BACKGROUND OF THE REVIEW

ENQA's regulations require all member agencies to undergo an external cyclical review, at least once every five years, in order to verify that they act in substantial compliance with the ESG as adopted at the Yerevan ministerial conference of the Bologna Process in 2015.

As this is PKA's third review, the panel is expected to provide clear evidence of results in all areas and to acknowledge progress from the previous review. The panel has adopted a developmental approach, as the *Guidelines for ENQA Agency Reviews* aim at constant enhancement of the agencies.

MAIN FINDINGS OF THE 2013 REVIEW

In its 2013 report, the panel concluded that the Polish Accreditation Committee is in compliance with the ENQA Membership provisions. The panel therefore recommended to the Board of ENQA that PKA should have its Full Membership in ENQA confirmed for a further period of five years. The same report was the basis for listing PKA in EQAR.

Already the 2013 report recognized the responsiveness of PKA towards developments in the HE system and emphasized that PKA had taken the lead in helping to create a climate in which the quality of education is a paramount concern in Poland. The detailed findings of the review, that followed the then relevant review methodology were as follows:

- ***ESG 2.1 (Use of internal quality assurance procedures): substantial compliance***

PKA should strengthen the assessment of quality assurance policies and procedures (ESG 1.1) as part of its programme evaluation by including explicit references to both elements in the relevant (sub-) criteria.

- ***ESG 2.2 (Development of external quality assurance processes): substantial compliance***

PKA should put in place a formal mechanism for consultations with its external stakeholders on, and impact assessment of, prospective changes in its processes, procedures and / or criteria which identifies stakeholders to be obligatorily targeted and methods to do so.

- ***ESG 2.3 (Criteria for decisions): full compliance***

- ***ESG 2.4 (Processes fit for purpose): substantial compliance***

PKA should review and revise its arrangements for the recruitment and training of experts so that academic experts are recruited through a fully transparent procedure, a mechanism is put in place to assess training needs of all categories of experts on a regular basis, and the training or briefing of international experts ensures that all of them are well prepared for their tasks in terms of familiarity with the national context and PKA's procedures. To increase

transparency, PKA may consider adopting a rule that a certain minimum proportion of new experts are recruited after the end of each evaluation cycle or PKA's term of office.

PKA should make early progress in securing the targeted increase of international experts, including non-Polish speaking, in its external quality assurance processes.

- **ESG 2.5 (Reporting): substantial compliance**

Pursuing its thoughts as part of the work already initiated, PKA should revise its evaluation report templates so that they include recommendations and suggestions on quality improvement and enhancement, in particular IQA systems, and a clear distinction is made between recommendations and suggestions.

- **ESG 2.6 (Follow-up procedures): full compliance**

- **ESG 2.7 (Periodic reviews): full compliance**

- **ESG 2.8 (System-wide analyses): substantial compliance**

In addition to publications already planned, PKA should produce a more fine-grained publication specifically devoted to internal quality assurance systems at Polish HEIs, preferably with a Code of Good Practice or guidelines on how current approaches could be improved.

- **ENQA membership criterion 4 / ESG 3.5 (Mission statement)**

PKA should revise its mission statement so that it clarifies that its external quality assurance processes have a double purpose of quality enhancement and accountability / compliance, and that its ex-post evaluation decisions lead to legal consequences for HEIs.

- **ENQA membership criterion 7 / ESG 3.8 (Accountability procedures)**

In line with its plans and preliminary arrangements, PKA should implement fully its internal quality management system and assess regularly its fitness for purpose and effectiveness.

PKA should introduce a formal mechanism for the periodic collection of feedback from a sample of experienced HEIs on its overall evaluation methodology (i.e. institutional and programme evaluation processes considered jointly as making up a whole), in addition to feedback now collected on individual evaluations.

Pursing its initial thoughts, PKA should make arrangements for maximising and exploiting more extensively the potential of its Advisory Board in terms of its input on the work and operations of the Agency, and for reviewing its effectiveness. Information about the activities of the Board should be easily available on the PKA website.

REVIEW PROCESS

The 2018 external review of PKA was conducted in line with the process described in the *Guidelines for ENQA Agency Reviews* and in accordance with the timeline set out in the Terms of Reference. The panel for the external review of PKA was appointed by ENQA and composed of the following members:

- **Jacques Lanarès (Chair)**, Vice Rector for Quality, HR and Development of Teaching University of Lausanne (Unil), Switzerland, (EUA nominee);
- **Ronny Heintze (Secretary)**, Commissioner for International Affairs, Agency for Quality Assurance through Accreditation of Study Programmes (AQAS), Germany (ENQA nominee);
- **Angeline Aubert-Lotarski**, Quality Coordinator at the Faculty of Engineering, University of Mons, Belgium, (ENQA nominee);

- **Inguna Zariņa**, Master Student at University of Latvia, Latvia (ESU nominee)

Agnė Grajauskienė coordinated the review on behalf of the ENQA Secretariat and was supported by Milja Homan, who participated as an observer. The panel is thankful to the important support delivered by Agnė Grajauskienė, which was a decisive factor in allowing the panel to process the review in a well-structured way.

The review followed the broadly accepted sequence of the agency producing a self-assessment report (SAR) that is then reviewed by a nominated panel of international experts who use a site visit to interview all relevant stakeholders during their visit. The interviews aim at clarifying and gathering additional evidence. Based on the SAR, the information gathered during the interviews as well as considering additionally presented information, the panel produces the final review report.

Self-assessment report

PKA started the self-evaluation process in the second half of 2017 with a team of seven people appointed by the President of PKA and composed of the Committee's Vice-President, members and experts, including representatives of students and employers, and the Bureau. The self-assessment focussed on the ESG 2015 as well as the EQAR policy paper *Use and Interpretation of the ESG* and was complemented by a SWOT analysis, which was prepared in consultation with the management and members of PKA. PKA also explained that the inclusion of a large number of people from different stakeholder perspectives in the self-assessment report consultation process was of special importance to the organization.

The SAR also contained an introduction to the Polish higher education system and explanations on the different tasks of PKA. It followed the guidelines provided by ENQA, which was helpful for the panel as relevant information could be found easily. The panel found the SAR to be clear, open and honest providing a factual and self-reflective attitude. It also explained the impacts of numerous legal changes of the past years that impacted work and structures of PKA.

The final version of the SAR consisted of 82 pages and was accompanied by 16 appendixes that were available to download for the panel.

Site visit

The site visit took place at PKA premises in Warsaw on 22-25 May 2018. The first day served for an internal meeting of the panel to discuss and agree on issues that required further discussion and clarification during the interviews. During this preparation there was also a meeting with the agency's resource persons to clarify on broader questions helping the panel to understand the system PKA works in as well as relevant background information regarding changes in the Polish HE system.

Starting on 23 May, there were 13 meetings with different stakeholders with relevance to the activities of PKA. These meetings included meetings with the:

- CEOs of PKA and PKA Bureau,
- Team responsible for drafting the SAR,
- Senior Management – Presidium and Chairman of the sections,
- Agency staff,
- Ministry of Higher Education as well as the Parliament,
- Members of different sections,
- Appeals Body and the Section for Ethics as well as Sections for Complaints and Motions,
- Heads of reviewed institutions,
- Quality Assurance officers of HEI,

- Representatives of the pool of reviewers,
- Students' experts,
- Other External Stakeholders (Rectors conference, employers organizations, Parliament of students).

A full list of meetings including the names of interviewees can be found in Annex 1 to this report.

It should be mentioned that the atmosphere of the interviews was constructive and that questions were raised and replied openly. The panel appreciates the openness of interviewees also to provide self-critical responses and present future oriented ideas that underline the potential of the organization towards further enhancement out of its own capacity. PKA supported the success of the site visit not only by an exemplary logistic, but also by creating a positive atmosphere.

Some members of the groups interviewed by the panel required translation from English to Polish and vice versa. Hence, in all interviews simultaneous translation was used. The panel was aware of this procedure in advance and the timelines were planned accordingly. The interpreters were independent and ENQA agreed to them before the site visit took place. The panel recognizes the important role of the interpreters for the efficient progress of the site visit.

HIGHER EDUCATION AND QUALITY ASSURANCE SYSTEM OF THE AGENCY

HIGHER EDUCATION SYSTEM

The LoHE from 2005 constitutes the legal basis for providing higher education programmes in Poland. Public higher education institutions and since 1990 private HEIs operate in Poland. Public HEIs are founded by the state, whereas natural or legal persons can establish non-public institutions.

Both groups include university- and non-university-type higher education institutions. Pursuant to the LoHE, a university-type HEI is an institution conducting research, whose at least one academic unit is authorised to confer the degree of doktor. University-type HEIs can offer first cycle tertiary education programmes leading to the award of licencjat (bachelor's) or inżynier (engineer) degree and second cycle or long cycle studia magisterskie (master's degree courses) leading to the award of the magister (master's) or an equivalent degree, as well as doctoral programmes. Non-university-type higher education institutions are HEIs, which offer first cycle, second cycle or uniform master's degree programmes, but which are not authorised to award the degree of doktor.

Changes initiated at the turn of the 1990s spurred the establishment of first non-public universities in Poland in 1991, and their number continued to grow until the academic year 2010/2011, when there were 328 non-public higher education institutions in Poland. From that point their number started to constantly decrease to 265 in 2017. The number of public HEIs remained constant in the past years at 134. Together with eight church-run HEIs the Polish HE system is set up of 408 institutions.

Poland has established a National Qualifications Framework of eight levels that sets standards for all degree programmes.

There are three cycles in the HE system of Poland, while a secondary education graduation certificate (świadectwo dojrzałości) is a precondition for entering first cycle or long cycle programmes. The first cycle leads to the degree of licencjat (bachelor's) degree or inżynier (engineering) degree after at least 180 ECTS credits. The second cycle requires a degree from the first cycle to enter the programme, lasts at least 90 ECTS credits and leads to a magister (master's) degree or a magister inżynier (master of science in engineering) degree. It is also possible to directly enter long cycle programmes, which lead to the same degrees as the second cycle. However, they comprise of 300 to 360 ECTS credits and do

not require a first cycle degree to enter. The third cycle marks the doctorate and comprises of 30-45 ECTS credits following a second or long cycle degree. Additionally, there are post-graduate programmes of at least two semesters and a minimum of 30 ECTS credits which may lead to various different degrees.

Besides the different degrees depending on the respective cycle, programmes offered by HEIs can be differentiated in two types, which are called profiles. There is a general profile as well as a practical profile. For the general profile it is required that more than one half of the degree programme (defined based on ECTS credits) includes activities aimed at ensuring that students gain in-depth knowledge corresponding with research. There is no need for any internship in these programmes. The practical profile aims at student's acquisition of practical skills and social competences, based on the assumption that more than one half of a degree programme (defined based on ECTS credits) includes practical activities that develop such skills and competencies, including skills acquired in workshops conducted by persons having professional experience gained outside of a higher education institution. An internship of at least three months is obligatory for these programmes.

In 2016/17 approximately 1/3 of the 5.843 programmes offered by polish HEI belonged to the practical profile, while 2/3 could be assigned in the general profile. The past years – also due to legislative changes in 2014 – have seen a slow but steady shift towards more programmes with practical profiles.

The growth of the number of HEIs in the 1990s was accompanied by an increase in the number of students. The academic year 2005/2006 saw the largest number of students amounting to 1.953.800. Since then, due to the decline in the population aged 19-24, the number of students has consistently decreased, reaching 1.318.500 in the academic year 2016/2017 which marks a decrease of 30% compared to the peak. At the same time, there is a steady increase in the number of international (incoming) students, which was at 6.563 in 2000/01 and grew to 62.434 in 2016/17.

QUALITY ASSURANCE

The LoHE and relevant implementing acts constitute the basis for the operation of quality assurance activities in Poland, by incorporating two parallel and complementing dimensions; internal and external quality assurance.

Based on legal requirements HEIs themselves are obliged to ensure high quality education and to provide internal quality assurance systems. Certain requirements towards these systems are explicitly defined in the regulations, e.g. the consideration of the needs of the social and economic stakeholders, including the labour market. Also some elements of the system, such as student opinion questionnaires and periodical academic staff evaluations, are compulsory.

The LoHE also regulates the second dimension – external QA. This responsibility is assigned to the Polish Accreditation Committee. PKA is the sole body responsible for higher education, and PKAs opinions and resolutions enjoy legal validity. Undergoing assessment by PKA is obligatory and negative evaluation brings consequences stipulated by law. The MoHE defines regulations and general criteria for programme evaluation while the detailed criteria for programme evaluation are specified in the Statutes adopted by PKA itself. However, HEIs develop their own quality assurance systems, which allow a reflection of individual characteristics of a given HEI, its mission statement, education profile, students, staff, tradition and external conditions.

POLISH ACCREDITATION COMMITTEE

The Polish Accreditation Committee (PKA) was established under the name of the State Accreditation Committee on 1 January 2002. The Committee assumed all responsibilities of the State Accreditation Committee for Higher Vocational Education (Komisja Akredytacyjna Wyzszego Szkolnictwa Zawodowego (KAWSZ)) and some of the responsibilities of the General Council for Higher Education (Rada Główna Szkolnictwa Wyzszego (RGSW)) pertaining to giving opinions on applications for the establishment of new HEIs and their academic units, fields of study and occupational majors. However, PKA was given broader powers, and evaluations made by the Committee are far more binding for the minister responsible for higher education than it was the case with opinions given its predecessors.

Since its establishment PKA underwent numerous changes and adaptations to its tasks based on changes to the legal system. Recognizing the last review of PKA took place in 2013 the focus of the historical explanation will be on the relevant adjustments from thereon.

2011 – 2016:

Based on legislative changes in 2011 the name of PKA was changed from the State Accreditation Committee to the Polish Accreditation Committee. Two types of evaluation were introduced: programme and institutional reviews. During this phase PKA also covered third cycle and post-graduate programmes with quality assurance activities. The regulations on the ratings in programme evaluations (outstanding, positive, conditional and negative) were moved from the PKA Statutes to the LoHE while at the same time reconfirming PKAs right to define detailed criteria for the evaluations in its Statutes.

At the same time a number of structural changes were implemented, e.g. it was defined that the MoHE when appointing committee members should respect the requirement that all areas of study are represented and should ensure that at least 30% of the number of Committee members are women. Also the minimum and maximum number of committee members was increased and since from then on representatives of employers' organisations were appointed as Committee members, two of them sit on the Presidium of PKA.

An amendment of the LoHE in 2014 introduced changes in the organisational structure of the Polish Accreditation Committee by establishing a separate Appeals Body. Membership in the Appeals Body cannot be combined with membership in a section, and at least one Member of the appeals body should come from the respective study fields connected to the sections. Furthermore, the rules for appointing members of the Committee were modified by introducing a provision stating that during each term of office not more than 50% of the members of Committee are appointed from among persons acting as members of the Committee in the previous term of office.

At the same time the amended law lead to the full publication of PKA resolutions concerning its programme and institutional evaluations together with their reasoning, as well as full reports of evaluation panels within fourteen days from the date of a resolution becoming final.

2016 – today

In 2016 the LoHE was amended three times introducing major changes affecting PKA. Resulting from a broad discussion in the academic community, which identified too much bureaucratisation of the provisions causing excessive load on HEIs resulting from formal requirements related to the process of creating internal quality assurance systems, PKA no longer conducts institutional evaluations (which were introduced with the change in 2011). As this type of evaluation also involved activities addressing the quality of post-graduate and third cycle programmes, currently these programmes are no longer covered by PKA activities. PKA outlines that the debate regarding institutional reviews and activities

connected with it is ongoing in the academic community and that also within the Committee there are strong opinions regarding this issue.

Another change affecting PKAs competences concerns the replacement of the use of the National Qualifications Framework for Higher Education and the introduction of the Polish Qualifications Framework covering the whole system of education, starting from primary school.

Based on the general regulations defined in the new LoHE in 2016 PKA developed – as mandated by the law - a catalogue of programme evaluation criteria in consultation with relevant stakeholders. Eight general and 16 detailed criteria demonstrating compliance with general evaluation criteria of programme evaluation laid down by the MoHE were defined. Consequently, PKA Statutes were adjusted to reflect the new requirements.

Even at the time of the site visit legal changes to the Higher Education System were underway probably also leading to adjustments of PKA work. For this purpose that panel believes that it is important to underline that only the current status was subject to the review and numerous changes and adjustments that were outlined to be on the horizon could not yet be part of the assessment as they lie in the non- evidenced future.

PKA'S ORGANISATION/STRUCTURE

As defined in the LoHE, the Minister for Higher Education appoints the members of the Polish Accreditation Committee. Prior to being appointed, candidates have to be nominated by one of the following bodies/institutions:

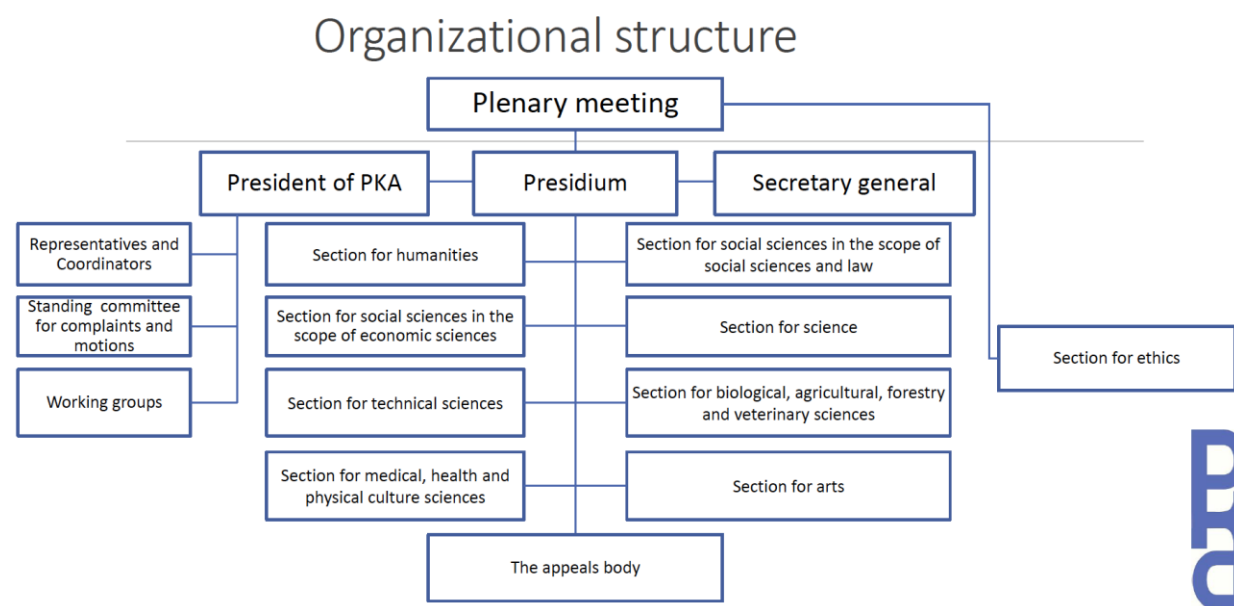
- General Council for Science and Higher Education,
- Conference of Rectors of Academic Schools in Poland,
- Conference of Rectors of Non-University Higher Education Institutions in Poland,
- Students' Parliament of the Republic of Poland,
- National Representation of Doctoral Students,
- HEI senates,
- Poland-wide academic associations,
- employers' organisations.

The Committee is composed of not less than 80 and not more than 90 members with a term-duration of four years. When appointing the committee for the next term, 50% of its members should be current committee members in order to reach continuity and avoid a loss of experience and consistency. Appointees have to be academic teachers holding at least the degree of doktor and having a higher education institution as their place of primary employment. However, this requirement does not apply to representatives of employers' organisations and the President of Students' Parliament of the Republic of Poland, who is a PKA member by virtue of law. Dismissal of a PKA member by the minister is only possible at the request of the Committee's Presidium.

The main organisational structure of the Committee comprises nine sections, including eight sections responsible for individual areas of science and the section for ethics.

The President of the Committee and its Secretary are appointed and removed from office by a decision of the minister for higher education. The PKA Presidium is composed of: the President, Secretary, President of the Students' Parliament of the Republic of Poland, two representatives of employers' organisations and the Chairs of the eight Sections. The Chair of the Appeals Body attends the meetings of the Presidium and has voting rights during such meetings when a resolution regarding an appeal is

decided. The specific functions and powers of individual bodies are set out in the Statutes of PKA. The organizational structure is shown in the following chart.



To support the work of the committee there is a Bureau providing administrative and financial services with currently 23 employees.

PKA'S FUNCTIONS, ACTIVITIES, PROCEDURES

The LoHE defines four areas of activity for PKA:

- evaluations of programmes, including the evaluation of initial teacher training programmes, as well as compliance with the requirements for the provision of degree programmes;
- 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;
- opinions on re-granting of suspended authorisations to provide degree programmes in specific fields of study at specific levels and with specific degree profiles;
- opinions on the establishment of a higher education institution or a branch campus by the foreign higher education institutions.

The procedures for programme evaluation differ from the opinion giving process procedures. At the same time, there is no differentiation in methodologies for domestic procedures or for procedures in the foreign branches of Polish HEIs abroad.

Programme evaluation

Programme evaluation criteria include: the concept of education and its conformity with HEI's mission and strategy; study programme and possibility for achieving intended learning outcomes; effectiveness of internal education quality assurance system; teaching staff; cooperation with representatives of social and economic stakeholders in the education process; internationalisation of the education process; infrastructure used in the education process; care and support provided to students and support in the process of learning and achieving learning outcomes.

As in the programme evaluation process specific ratings are awarded to as part of the assessment. Ratings can be: outstanding, positive, conditional and negative. Programme evaluation criteria and the criteria and conditions for the award of assessments were adopted at a plenary session of the Polish Accreditation Committee and form an annex to the Statutes of the Committee.

If an outstanding rating is awarded, the next evaluation is conducted after 8 years, in cases of a positive rating the next evaluation takes place after 6 years, unless there are reasons to conduct them at an earlier date. Where a conditional rating is awarded, a resolution of the Presidium identifies shortcomings to be eliminated and sets a deadline for a follow-up evaluation. If the assessment of quality of programmes made by PKA is negative, the minister for higher education can revoke or suspend the authorisation to provide the programme.

Evaluations made by the Committee, result in specific consequences for HEIs or their academic units. Currently, in the state budget subsidies are allocated for programmes to which PKA awarded an outstanding rating.

The programme evaluation procedure followed by PKA includes:

- self-assessment;
- site visit by an evaluation panel including external stakeholders;
- decision – resolution of PKA’s Presidium;
- publication of a report and resolution of the Presidium including any comments, recommendations or other formal outcomes;
- follow-up procedure.

Opinion giving process

The scope of PKA’s opinions on granting an academic unit of a HEI or a HEI the authorisation to provide degree programmes is set out specifically in the LoHE and additional regulations by the MoHE, which also stipulates in detail the contents of an application for such authorisation. The opinions given by the Committee are not legally binding to the Minister.

Opinions are prepared by members of relevant Sections or experts appointed by the Secretary of the Committee in consultation with the Chair of the Section. The Chair of the Section or a member appointed by the Chair gives account of the matter at a meeting of the Section. The Section prepares opinions and resolutions and the Presidium considers the procedure based on the input provided by the section. Resolutions of the Presidium are forwarded to the Minister and higher education institutions or applicants following the decision.

PKA’S FUNDING

The operations of PKA are fully funded by the state budget. HEIs do not bear any financial costs of accreditation. Currently the annual budget of PKA is PLN 9,719,000.00, which constitutes ca. 0.0075% of all expenditures on higher education. Remuneration for PKA members and experts for participation in the external accreditation process forms the biggest part of PKA’s expenditure. The amount and principles for paying such remuneration are determined regulations defined by the MoHE.

FINDINGS: COMPLIANCE OF PKA WITH THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG)

ESG PART 3: QUALITY ASSURANCE AGENCIES

ESG 3.1 ACTIVITIES, POLICY, AND PROCESSES FOR QUALITY ASSURANCE

Standard:

Agencies should undertake external quality assurance activities as defined in Part 2 of the ESG on a regular basis. They should have clear and explicit goals and objectives that are part of their publicly available mission statement. These should translate into the daily work of the agency. Agencies should ensure the involvement of stakeholders in their governance and work.

2013 review recommendation

(ENQA membership criterion 4 / ESG 3.5):

PKA should revise its mission statement so that it clarifies that its external quality assurance processes have a double purpose of quality enhancement and accountability / compliance, and that its ex-post evaluation decisions lead to legal consequences for HEIs.

(ENQA membership criterion 7/ESG 3.8):

(...) Pursing its initial thoughts, PKA should make arrangements for maximising and exploiting more extensively the potential of its Advisory Board in terms of its input on the work and operations of the Agency, and for reviewing its effectiveness. Information about the activities of the Board should be easily available on the PKA website.

Evidence

External Quality Assurance is the main activity of the Polish Accreditation Committee as stated in Article 48a of the Polish Law on Higher Education as well as in the Mission Statement of the Agency that is published on its website and explains that “The Polish Accreditation Committee is an independent institution dedicated to quality assurance and enhancement in higher education.” The Mission statement was adjusted in 2014 and in its current version mentions the double purpose of compliance as well as enhancement orientation.

As explained in the SAR, in the period from 2002 to 2017, on average, PKA processed 380 education quality evaluations per year indicating that regular external quality assurance is a key activity of the agency.

Two main activities for External Quality Assurance are explained in Article 49 of the act of 27 July 2005 Law on Higher Education: “The Polish Accreditation Committee carries out its mission by conducting obligatory programme evaluations and by giving opinions on applications for the authorization to provide degree programmes submitted by higher education institutions.” These tasks are also reflected in §4 of the PKA Statutes.

Regarding stakeholder involvement, the Mission Statement of PKA indicates “The Polish Accreditation Committee makes its duty comprehensive cooperation and dialogue with all stakeholders of the education process, including the academic community, candidates for studies, employers, state authorities and public administration.” The SAR as well as interviews with stakeholders confirmed this intention of the agency. Decisions regarding governance of the agency as well as regarding evaluations are made at the level of the Presidium that comprises representatives of HEI, students and employers’ organizations. The President of the Students’ Parliament of the Republic of Poland is a member of the Presidium by law (not by appointment by the Ministry).

Following the Statutes of PKA, in the programme evaluation process the panels comprise of a member of the PKA section who serves as a president of the panel, representatives of HEI/academics, students and employers’ representatives. The president of the panel coordinates the drafting of the report (including the rating) that is then agreed upon by the section, where no student is represented. PKA’s final decision is made at the level of the Presidium. It was explained during the interviews that in the past years the level of student involvement has increased. Their participation in the site visit was enhanced as well as a student coordinator position was established. An equal position is in place for the coordination of the employers.

In the case of the opinion giving process no student expert is assigned to the review panel that is coordinated by the section and a clear policy regarding the involvement of employers at the review stage could not be identified. The opinion is drafted at the level of the section and decided upon by the Presidium where students as well as employers are represented.

In the SAR (p.75) PKA also outlines other forms of work or exchange with stakeholders (e.g. the General Council for Science and Higher Education, Conference of Rectors, Central Commission for Degrees and Titles) and the content presented in the SAR is in line with the oral evidence presented to the panel during the interviews.

Following § 8 of the Statutes of PKA there is also an Advisory Board that includes international experts. Its members are listed publicly on the PKA website. As described in the SAR as well as confirmed in the interviews, the Advisory Board has not met in the current term of PKA and its members act more as individual advisors when requested by PKA. The Advisory Board is not mentioned in the organizational chart of PKA (page 23 of the SAR).

Looking at the level of review panels in the programme evaluation there is yet a limited number of international experts. Consistent reflection in the interviews during the site visit showed that language is a limiting factor to increase the number of international experts as all reviews happen in Polish language.

In 2016 PKA has defined a strategy for the period 2017-2020 that is based on an internal SWOT analysis. It defines five main strategic objectives that have been translated into operational objectives and actions. In addition, ownership and indicators of strategy implementation effectiveness are indicated.

Analysis

The revised Mission Statement of PKA in its current version clearly states the double purpose of quality enhancement and accountability/compliance and thus also reflects the recommendation given in the 2013 review. It is also important to recognize that during the interviews with the different stakeholder groups the notion of enhancement orientation was clearly reflected in the understanding of PKA’s work. Hence it can be concluded that not only a change in the Mission Statement was processed, but also stakeholders are aware of this double purpose of PKA work.

While the panel recognizes that the Mission Statement of PKA still doesn't clarify that its programme evaluation decisions lead to legal consequences for HEIs (recommendation in the 2013 review) it is clear that the programme evaluations are obligatory and all stakeholders have a clear idea about the consequences of the procedures. Hence the necessary transparency is well achieved. In this context the panel recognizes that in its Mission Statement PKA does not outline that its opinion giving process is addressed to the Ministry and part of the Ministry's decision process of authorizing the opening of a new programme. The programme evaluation process as well as the opinion giving process are both outlined next to each other as core activities of the agency.

Considering especially the evidence provided in the Law of Higher Education, combined with the Statutes of PKA including its appendixes the panel concludes that external quality assurance is the core activity of PKA and that these activities are processed on a regular basis. Their goals as well as objectives are defined and are reflected in the relevant documents.

Interviews with the stakeholders indicated that they trust the procedures of PKA and that they are also satisfied with their involvement in the governance of the organization. The involvement of students has increased over the last years while they are still not equal members of the system, particularly since they are not members of the sections. Based on interviews, PKA members were opposed to the idea of including students in the sections, no clear reason could be identified that would speak against student involvement at this point.

The appointment of a student- as well as an employer-coordinator has led to a facilitation of the stakeholder involvement in the proceedings of PKA as they are also valuable resource persons to support the members of the committee and its sections. Clearly these positions can be seen as an added value.

The opportunities offered by international experts in the Advisory Board are not really used as the role of the Board itself remains underdeveloped (it does not have a place in the organizational chart nor did it ever come together for a meeting in the current term of the Committee).

The numerous legislative changes of the past and present cause a key challenge for PKA. In this situation there is a critical need for being proactive in establishing priorities, determining a strategy to be implemented and systematically taking into account the monitoring of all actions. The panel does not have a clear view on how PKA will address new key challenges (i.e. new format for institutional evaluation, organizational changes for the Bureau, etc.).

The panel noted that some aspects of the opinion giving process (for instance involvement of students and stakeholders, publication of decision and reports) are not fully in compliance, but since these aspects are further mentioned when assessing part 2 of the ESG and will be considered in these chapters, to avoid duplication of critical elements, they are not taken into account in the judgment of this standard.

Panel commendations

PKA has appointed an employer's representative as coordinator for cooperation with employers and a student as a coordinator for cooperation with student experts. Interviews clearly showed the added value of these functions in terms of support to members and experts and of coordination with the Bureau and Presidium.

Panel suggestions for further improvement

- The potential of the Advisory Board should be better used and the international component in it should be strengthened as it allows an increase of expertise in the structures of PKA.
- PKA should consider including students as members of sections as well.

Panel conclusion: fully compliant

ESG 3.2 OFFICIAL STATUS

Standard:

Agencies should have an established legal basis and should be formally recognised as quality assurance agencies by competent public authorities.

Evidence

The status of the Polish Accreditation Committee is established in Article 48a of the Law on Higher Education, where it is explained that “the Committee is an independent institution dedicated to enhancing the quality of education”. Article 53(1) of the law confirms the independence of the Committee in formulating its criteria and procedures for external quality assurance.

The Committee commenced operations on 1 January 2002 in accordance with the act of 12 September 1990 on higher education. Its role and tasks have been expanded in the act of 27 July 2005 Law on Higher Education and its further amendments.

All HEIs offering first and second cycle study programmes must undergo evaluation carried out by PKA. A negative rating awarded by PKA as part of programme evaluation can result in suspending or revoking the authorisation to provide degree programmes (Article 11(b)(3) of the act). In case of being awarded an outstanding rating in the programme evaluation procedure, a higher education institution unit obtains additional funds from the state budget (Art. 94B(1)).

Article 7(1) of the act of 14 March 2003 - Law on Academic Degrees and Title and Degrees and Title in the Arts, requires cooperation between the Polish Accreditation Committee and Central Commission for Degrees and Titles in the scope of the opinion giving process.

The SAR explains that PKA is not a public administration body and the Code of Administrative Procedure does not govern its operations. Consequently, decisions taken by PKA cannot be appealed at any administrative court. According to the SAR, the operations of the Committee and their consistency with legal regulations are subject to regular audits by the Supreme Audit Office.

In its meeting with the Ministry of Education the panel learned that currently a major change in the legislation is part of the parliamentary discussion. A new Law on higher education is supposed to be voted upon shortly. In the meeting it was clearly expressed that the status of PKA will not be subject to any changes. Furthermore, PKA itself was involved in the hearing process as a stakeholder of the new law.

Analysis

The legislative basis for the operations of PKA was thoroughly examined by the panel. For this purpose, the Act of 27 July 2005 Law on Higher Education as well as the Act of 14 March 2003 - Law on Academic Degrees and Title and Degrees and Title in the Arts were reviewed.

Further questions, particularly with regard to the expected new law on higher education, were discussed in the meeting with the Ministry of Education.

Based on the content of the documents as well as the consistent statements during the interviews the panel concludes that the official status and legal basis of PKA is properly defined directly in the relevant laws. The Polish Ministry of Education recognizes PKA as the only institution in Poland responsible for external accreditation and quality assurance of higher education.

Panel conclusion: fully compliant

ESG 3.3 INDEPENDENCE

Standard:

Agencies should be independent and act autonomously. They should have full responsibility for their operations and the outcomes of those operations without third party influence.

Evidence

The principle of independence is officially stated in § 48a of the LoHE as well as in the Statutes of PKA. It recognizes both the operational independence as well as the organizational autonomy of the Committee. During the interview with MoHE the Minister himself confirmed that also the currently discussed new LoHE will not change the status of PKA and will continue to secure its independence and autonomy. In further interviews with CRASP as well as RCHEIP representatives it was also mentioned that the new law would not affect PKAs independence.

As defined in § 48 of the LoHE, all members of the Committee are appointed by the Minister, except for the President of the SPRP, who is a member of the Presidium of PKA by office. The Minister appoints the members based on nominations coming from different stakeholders of the HE system in Poland. When appointing committee members for a new term, the LoHE also regulates that 50% of all members must be chosen among acting members of the committee, taking into account the evaluation of their work by the Presidium of the Committee. During the interview with the Minister the panel learned that the number of nominations to become PKA members is very high leaving a real choice for appointments to the MoHE.

While the Ministry could not provide the panel with clear criteria and quantitative indicators regarding the selection and appointment of members, during interviews external stakeholders, and in particular HEI representatives as well as CRASP and RCHEIP members were confident that the procedure in place was not biased by a political agenda or third party influence.

A Committee member can only be dismissed at the request of the Presidium of PKA, which limits the possibility for external intervention. The President and Secretary General are appointed by the Minister from among members of PKA. §§ 7 and 9 of the Statutes of PKA give them a wide scope of authority over PKA's key procedures and members.

The annual schedule for programme evaluations is decided and adopted by the Presidium of the PKA while the MoHE can ask for additional ad hoc evaluations as defined in §48a of the LoHE. Since 2014, the MoHE determines, by way of a regulation, general criteria and the scope of evaluation, while leaving to the Committee the powers to determine detailed criteria and mode of evaluation. (§48 of the LoHE, SAR p.43)

PKA has the autonomy to define the Bureau's internal structure and tasks. Up to now, the Director of the PKA Bureau is appointed and dismissed by the PKA President, and staff reports to the Director.

The panel learned during the interviews with the Minister and the Presidium that, as a result of the new LoHE, it is considered to organize a competition to select and appoint a new Director who will be responsible for selecting and employing the Bureau's staff.

The SAR as well as the Statutes of PKA outline the procedure and criteria for selecting experts. Candidates are proposed by different bodies depending on their profile of expertise (Appendix 14 to the SAR). The formal appointment is made by President of PKA while Secretary General is in charge of appointing evaluation panels for programme evaluation. In order to avoid third party influence, HEIs do not know the panel members'/experts' names until the start of the site visit, with the exception of the chair of the panel. All members and experts sign a declaration of no conflict of interest (Code of Ethics; Appendix 10 to the SAR).

As defined in §18 (2) of the Statutes of PKA, the chair of an expert panel shall be a committee member or a former committee member of PKA.

Regarding the independence of formal outcomes, the panel learned that evaluation resolutions and ratings go through several stages of discussion before being adopted: within the panel, within a section, within the Presidium. During the discussions with the heads of sections, section members, as well as reviewers the decision-making procedure was described as collegial and contributing to the independence of the structures.

Interviews with HEI representatives as well as CRASP and RCHEIP members did not raise issues regarding the independence of formal outcomes. HEIs can raise any issue regarding potential conflicts of interest or appeal against decisions made and opinions given.

As described in the LoHE, PKA's resolutions regarding programme evaluation have legal consequences while PKA's opinions on planned programmes are not legally binding for the MoHE and the MoHE takes the final decision in these cases. Based on the discussion during the interviews PKA is informed about the decision of the ministry and the decision is recorded in a database, however there is no monitoring mechanism of the Minister's decisions in cases of the opinion giving process that would allow a comparison of PKA's opinion and the Ministers decision.

Analysis

The panel recognizes that regarding the appointment of its members, PKA's independence relies on a system of "checks and balances" to limit the influence of the Minister on the one hand and of other stakeholders on the other hand. As the Minister appoints based on nominations by the stakeholders, this checks and balance system seems to work well. Also, the panel recognizes that in no interview any concern of ministerial influence to everyday proceedings was raised. Reflecting on initial concerns by the panel, that the power of the MoHE would be very explicit in selecting preferred appointees, following the analysis of the documents combined with the information gained from the interviews the panel concludes that the system is sound, accepted by all stakeholders and does not threaten/jeopardise the independence of PKA. Recognizing the high number of nominations and the fact that the selection criteria of the Ministry are not fully transparent, in order to further diffuse any initial taste of bias, it might be wise for the Ministry to establish some selection criteria in order to increase transparency.

On the other end the procedure for the dismissal of PKA members, that gives the initial responsibility to the Presidium, does not enable the Minister to influence PKA during its term of office.

Evidently – also recognizing the changes made in 2014 - PKA autonomously defines its evaluation procedures and criteria and appoints its external experts serving as a clear indicator for operational independence. The clearly defined decision processes within PKA (panel – section – Presidium) limit

the possibility to promote possible particular interests and enable an independent decision making process.

In this context, the panel initially was concerned about the role of the president of review panels, as he/she is a member of PKA itself. In this case the same person is involved in making the assessment in the panel (in the role of its president), discussing the report in the section, and in cases when the panel is chaired by the president of the section also in the final decision of the Presidium. This set up creates a high level of dependence on the opinion of a single person who is involved in all steps of the procedure limiting checks and balances. The panel learned during the interviews that in cases where the president of the section acts as a president of the review panel, he/she abstains from voting in the Presidium in order to avoid conflicts of interest. Also the panel recognizes that this strong role of the individual person in the review process in practice has not yet created any conflict, and thus does not affect the judgement with regards to independence of the decision making process. However, the panel believes that this design of the procedure requires special attention when it comes to the requirements to the internal quality assurance system, where it has to be assured that there are appropriate checks and balances regarding this constellation. (see ESG 3.6)

The panel recognizes the central role of the President as well as the Secretary General of PKA. The task assigned to these positions in the Statutes is central for the operations of PKA and bring a large workload and responsibility. At the same time lots of power and knowledge is centred in them. The structure in place, as defined in the Statutes, enables the President and the Secretary General to exercise a substantial control over PKA's operations. Moreover, the panel could not identify any procedure related to the evaluation of their work by PKA's members.

Based on the analysis of the relevant documents and interviews, the panel does not question/doubt the present independence of PKA and its authorities from third party influence. Thanks to a high level of professionalism exercised by all parties, the system operates as independent.

Another dimension of independence however should be looked at as well. To a recognizable extent the system is currently depending on continuity and professionalism of two central positions within the organisation. While the panel is impressed and undoubtedly respects and acknowledges the high level of professionalism of all people interviewed, a side effect of this high level of power centralization might result in decisions that may not always reflect the diversity of stakeholder's expectations on the one hand and on the other hand it creates some fragility in the system in case one of the main actors mentioned above would not be available.

Panel suggestions for further improvement

When continuously developing the PKA structures, it should be considered to implement a checks and balances system related to the scope of authority and tasks of PKA's President and Secretary General. At the same time, it might be helpful to look at tasks, presently exclusively attributed to the President or Secretary General and assess which of them:

- could benefit from a collegial decision-making process (for instance evaluation panel appointment);
- could be assigned to the Bureau (for instance proof-reading the reports to insure their methodological consistency).

Panel conclusion: fully compliant

ESG 3.4 THEMATIC ANALYSIS

Standard:

Agencies should regularly publish reports that describe and analyse the general findings of their external quality assurance activities.
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Evidence

PKA outlines in its SAR that the main source relevant for the description and analysis of their findings is the annual report as well as the reports covering the terms of the Committee (SAR p.44). Annual reports, which are publicly available on the website, are published regularly. The data presented in them give grounds for drawing conclusions on the whole system. The reports contain general observations of PKA evaluation panels with reference to specific fields of study. These observations are based on the analyses of reports covering the whole reporting period. Reports address the most frequent reasons for reservations expressed by PKA and indicate the main reasons for awarding individual ratings. This approach allows the identification of the challenges for the improvement of the quality of education provided by HEIs.

During the interviews with different stakeholders, it was also explained to the panel that an important part of analysis takes place during the so called “Quality Forum”, an event bringing together HEIs and relevant stakeholders to discuss issues related to Quality Assurance and development of QA. PKA is actively involved in the arranging these fora.

In its SAR, PKA also outlines that activities linked to thematic analyses are mainly taken in the framework of international projects. PKA explains that there is no dedicated analytical unit within PKA, and that such operations are cost intensive. As examples, the EIQAS and IMPEA projects are mentioned, focussing on specific aspects that are of priority on the European level. Analysis happens in form of intellectual outputs of these projects. Beyond this, there are also expert Task Forces appointed by the President of PKA who are instructed on a case-by-case level and consist of PKA members and experts.

The SAR also explains that PKA publishes articles in Polish academic magazines for the general public in order to reflect on trends and areas requiring public or enhanced academic attention.

Analysis

The panel recognizes the important role annual reports play for the accountability of PKA as well as their contribution towards a thematic analysis. Clearly also the mentioned “Quality Forum” contributes to the further development of the HE system in a way that trends can be highlighted and PKA can actively contribute to a dialogue with the institutions in order to highlight good practice.

At the same time, the panel recognizes that the focus of the available annual reports as well as term reports of PKA is not primarily a thematic analysis but the explanation of the activities of PKA and a way of accountability towards the public. In this context also the thematic analysis as part of international projects can be seen as a progressive way to use the potential of such projects, however it cannot be overseen that international projects have their own priorities and do not necessarily meet the requirements that the current activities of PKA would pose. Projects on a European or international level always bring their own application requirements and as more proposals exist than are selected it is dangerous to rely on these projects in order to fulfil a vital requirement such as thematic reporting.

The panel clearly agrees with the conclusions of the discussions during the site visit that the activities of PKA in this field are particularly limited as no resources are assigned to this task. Furthermore, the panel believes that at this point a clear chance is lost to make use of the knowledge and experience that is already in place in the Bureau of the committee. Particularly analysing across procedures is a

task that Bureau staff could be much more involved as they bring not only the experience but also the distance to each individual procedure, as they are not involved in the substantial assessment.

Consequently, it can be concluded that PKA undertakes a number of activities in the field of thematic analysis resulting in a substantial reflection of their activities within the Polish HE system showing developments and areas of good practice. However, a meta analysis and full reflection on the improvement of quality assurance policies and processes in institutional, national and international contexts cannot be reached with the current approach. Currently thematic analysis is not part of the regular activity planning, so there is no pre-defined time or occasion when it should take place, hence also no resources are allocated to this activity.

Panel recommendations

PKA should strengthen their initiatives to develop a more structured approach towards thematic analysis leading to analysis meeting the requirements of the Polish HE system, independently from international projects as well as adding additional resources. Mobilizing resources from within the Bureau should be considered.

Panel conclusion: substantially compliant

ESG 3.5 RESOURCES

Standard:

Agencies should have adequate and appropriate resources, both human and financial, to carry out their work.

Evidence

Financial resources

§ 53 of the LoHE defines that the operations of PKA are fully funded by the state budget. HEIs do not pay any fee for PKA services. Currently the annual budget of PKA amounts to PLN 9,719,000.00 of which the largest single position being spent for the remuneration for PKA members and experts for participation in the external accreditation procedures.

Human resources

The Committee is composed of not less than 80 and not more than 90 members that are appointed in accordance with § 48 of the LoHE by the Minister. During the current term of office, PKA has 90 members, including 36 members who acted as its members during the last term. Approximately 50% of the members hold the Degree of a Doctor, with the vast majority of them being habilitated.

In its SAR PKA explains that its members, including the President, Vice-President and Secretary, are not officially employed at the Committee, but may be fully or partially exempted from the obligation to teach classes at their HEIs to fulfil their PKA activities. The SAR mentions that apart from benefits this solution also results in negative consequences consisting in the fact that PKA members are not always fully focused on the implementation of PKA's statutory tasks, as they have to fulfil tasks at their home institutions at the same time.

As outlined in the SAR and also discussed during the meeting with the MoHE, the Bureau of PKA is a state-owned independent budgetary unit that provides administrative and financial services to the Committee. The Director of the Bureau, appointed and dismissed by the President of PKA, is responsible for HR policy and organising the work of the Bureau. Currently the Bureau employs 23

staff members. The employees of the Bureau perform the functions of secretaries of Committee sections. They are also responsible for international activities, accountancy as well as legal and organizational matters at the Committee. The SAR also recognizes that due to low remuneration rates and the freeze on wages in the public sector, Bureau staff does not obtain sufficient compensation for their qualifications resulting in a high staff turnover during the last years.

During the interview with the staff of the agency, the panel learned that due to the implementation of the new LoHE all staff contracts in the Bureau would be terminated. The president confirmed that staff would receive new contracts under the responsibility of the new director. As these are consequences of the new LoHE at this point there can be no individual guarantees.

The SAR also outlines the growing need to enhance analytical operations of PKA creating the requirement to increase the budget for these activities and looking for alternative sources of funding of some of its expenditure. The bulk of analytical and/or development activities is currently financed with external funds, such as European grants, e.g. as part of the Erasmus+ programme and restricted grants awarded by the European Commission and OECD.

Based on the numbers presented in the SAR, 1,300 external experts, including 49 internationals, support the work of PKA in their review activities. While these individuals are part of the reviewer database, the level of activity differs and the number of active reviewers is actually smaller.

Analysis

PKA committee members are not employees by the committee but instead receive compensation for their duties and activities based on a predefined scale. Not making them full employees of PKA ensures that they remain part of the academic community as they are only appointed for a fixed term. It was explained in the SAR and discussed with the head of sections as well as PKA members that this solution has benefits and downsides. The panel believes that there might be cases where the different tasks to be fulfilled have led to timely constraints and limitations for some Members that had to be solved from case to case. The principle of having the decision body not being fully employed by the Committee however has more benefits than downsides.

The panel recognizes the perception of the President of PKA that the Committee has appropriate human and financial resources allowing them to efficiently conduct their work. In general, the panel agrees to this perception, however the challenging situation of the Bureau should not be underestimated. During the interviews with the members of PKA, its Presidium as well as with the chairs of the sections it appears to the panel, that the contribution of the Bureau to the successful implementation of the work of PKA remains under-reflected. When looking at the organizational chart of PKA the Bureau is not even mentioned. The panel concludes that the importance of the work of the Bureau is underestimated and hence its potential is not fully implemented in the work of the organization. While there was concurring agreement between the different interviewees that after ending all contracts of the Bureau new contracts would be offered as the budget is still assigned, the panel believes that PKA should pay closer attention to the Bureau staff in terms of stability and competitive compensation. Additionally, in a context of a lack of resources for thematic analysis and a need to develop them, the Bureau could actively contribute creating value-adding activities.

Consequently, the panel believes that the resource situation with regards to the Bureau can be seen as partly adequate to fulfil the mission of PKA. Some activities cannot be addressed appropriately due to a lack of resources at this level. Even though the situation of resources is currently acceptable in the short/medium term, the Bureau's situation should be addressed.

Panel recommendations

PKA should take action to improve the situation of staff in its Bureau. Valuing – in terms of remuneration as well as job profiles – and capitalizing on its acquired expertise, should decrease staff turnover and increase PKA’s capacity to invest time and knowledge in thematic analysis and internal enhancement.

Panel conclusion: substantially compliant

ESG 3.6 INTERNAL QUALITY ASSURANCE AND PROFESSIONAL CONDUCT

Standard:

Agencies should have in place processes for internal quality assurance related to defining, assuring and enhancing the quality and integrity of their activities.

2013 review recommendation

ENQA membership criterion 7 / ESG 3.8 (Accountability procedures):

In line with its plans and preliminary arrangements, PKA should implement fully its internal quality management system and assess regularly its fitness for purpose and effectiveness. PKA should introduce a formal mechanism for the periodic collection of feedback from a sample of experienced HEIs on its overall evaluation methodology (i.e. institutional and programme evaluation processes considered jointly as making up a whole), in addition to feedback now collected on individual evaluations.

Evidence

PKAs commitment to IQA is mentioned in its Mission statement and the way it is translated into practice is outlined in the Quality Management System (QMS) described in Appendix 8 to the SAR. Beyond this, the enhancement of the System is particularly addressed in PKA’s Strategy 2017-2010 (Appendix 5 to the SAR).

The Quality Management System of PKA outlines that “The ultimate goal of the quality management system is to raise the effectiveness of activities undertaken in relation to the implementation of the mission statement, strategy and the quality policy of the Polish Accreditation Committee, their continuous improvement, as well as to ensure that the statutory tasks are implemented in a way guaranteeing the repetitiveness of quality characteristics.” (Appendix 8: IQA p. 3) Annex 2 of the IQA mentions the following processes:

- Quality assessment (programme evaluation)
- Opinion giving
- Resource management
- Maintenance and development of the quality management system
- Information policy.

Each process is described in a detailed way outlining how the PDCA cycle is implemented and how responsibilities are divided between the Committee and the Bureau.

Maintenance and development of the IQA is assessed by the so-called “Quality management system review” that is done at PKA’s President initiative. There are no formalized procedures assessing or ensuring effective internal feedback, as they rely on “opinions formulated by members, experts and employees”. Similarly, some management processes (such as decision making process; definition and implementation of the strategic plan; establishing partnerships, etc.) are not embedded in the IQA and, consequently, mainly rely on initiatives or work habits.

Beyond this and in line with its intent to be open to dialogue with internal stakeholders as explained in the SAR on page 53, PKA has put into place several procedures to evaluate and improve PKA's activities, regarding their compliance as well as their relevance to stakeholders (SAR page 52):

- Questionnaires to HEI after being reviewed (survey monitoring procedure)
- External consultation process was implemented in addition to regular meetings between the Presidium and HEI / HE bodies
- Quality window (that is yet used very little by HEI)
- Quality Forum with broad participation

Stakeholders such as CRASP, the RCHEIP, the MoHE or the National Council of Higher Education, as well as the Students Parliament have commended the work of PKA in form of letters that are annexed to the SAR. In their letters they also describe their involvement as stakeholders in the processes of PKA. These commendations were also confirmed during the stakeholder interviews during the site visit.

A general analysis of questionnaires that are received from HEI is presented in various meetings as well in the annual report of PKA. It is outlined in the SAR and was confirmed in the interviews with the heads of sections that a dedicated staff member is in charge of alerting the section for complaints and requests if a motive for dissatisfaction is expressed in one of the questionnaires.

As part of PKA's IQA and to ensure that all persons involved in its activities are competent and act professionally and ethically, the SAR explains that:

- PKA trains and assesses its staff (Bureau), members and experts.
- All members are assessed on their level of participation in PKA's activities (number of visits, attendance to meetings, etc.). Some sections add qualitative comments on the members' work but there are no explicit criteria (Additional document 21: Evaluation of PKA members).
- There is a Section for Ethics as well as a Code of Ethics, and all members and experts sign declarations of no conflict of interest
- The selection criteria for experts are publicly available.

During the interview with the Presidium, the experts learned that PKA does not involve any external actors (like subcontractors etc.) in its assessment activities and that in any case all activities would have to fulfil the standards of PKA.

Interviews during the site visit showed that the Secretary General plays an important role in the quality assurance for the consistency of evaluation reports. All draft reports are delivered to the Secretary General for review and comments. The commented version is then returned to the President of the review panel for further development. The panel president is free to implement the comments of the Secretary General. The review panel also reviewed an exemplary report with the comments of the Secretary General.

The interview with panel members and stakeholders as well as students showed that the experiences in review panels are generally positive and cooperation is seen to be respectful. At the same time, the panel heard that practice on how to come to the final review report differs between panels and also differs between the different sections. Reporting will be addressed with more detail under ESG 2.6.

Analysis

The panel positively recognizes that generally appropriate IQA processes are defined and in place. This not only reflects the high level of professionalism of the involved people but also aligns positively to

the recommendations of the last review. Additional progress has been achieved regarding external feedback mechanisms. The panel has no doubt that PKA is highly committed to ensure that all persons (staff, members and experts) are competent and act professionally and ethically.

The panel recognizes that the QMS main focus is on effectiveness of activities with regard to PKA's Statutes. In this context some mechanisms to ensure consistency, improvement and quality of results are not yet formalised. For instance: procedure and criteria for the assessment of panel-experts and PKA members; ensuring consistency of reports; internal feedback for improvement. The panel positively recognizes the crucial role of the Secretary General when it comes to the quality assurance of the panel reports. After reviewing a sample report including the comments, the panel commends the level of comments not only considering completeness but also addressing inconsistencies and contradictions. When formalizing this procedure, it might also be considered to utilize the experience and knowledge combined in the Bureau which also ensures consistency over time.

The panel is aware that in all of these areas PKA is already active and has practices in place and operational, which leaves the panel confident that PKA is acting in these matters but, as no procedure is established, actions depend on individual willingness and availability.

As outline in the assessment of ESG 3.3 Independence, the role of each member of the Committee is especially strong in both review processes – programme evaluation and opinion giving process. A PKA member acting as a President of a review panel, combines the review report, presents the report (and in cases of programme evaluation also the rating) in the section, and then discusses within the section about the rating. Recognizing this strong position of a single individual being involved in the process, it could be expected that the IQA system sets some clear regulations reassuring the role of other stakeholders. The review panel carefully analysed the defined processes and learned that the written procedures generally divide the tasks and steps between PKA and the Bureau. The descriptions of tasks of the Bureau are usually very detailed with clear definitions of timeframes and required signatures, while the whole process of the evaluation visit including the drafting of the report is defined in two lines without further specifications. Consequently, the variety of experiences of panel members in this matter can be explained and it can be stated that there is no mechanism in place to guarantee that all panel members are involved in the drafting of the report or informed about requirements to make adjustments. Recognizing the above-mentioned strong position of a PKA member when also being President of a review panel, clear safeguard mechanisms as part of the IQA could be expected.

The panel believes that comprehensiveness of the IQA should be developed in the areas of management procedures (decision-making process; definition and implementation of the strategic plan, etc.), role of the President of panel in programme evaluation and internal feedback.

It can be positively mentioned that indicators are used to monitor procedures with a focus on reporting and compliance. As a potential step for future developments, it should be recognized that the panel did not yet find examples of strategic use of indicators to monitor the implementation of the strategic plan or to monitor key aspects of procedure (for instance, on how the Appeals body is used by HEI). Considering the potential of the results of a monitoring of these aspects as a feedback mechanism towards the further development of a qualitative procedure could be reinforced.

Some clarification might also be helpful in the field of the procedures related to the complaints, requests and appeals. Documentation is available regulating each procedure, however, different options exist and the specificity of the procedure remained unclear. During the interviews the panel learned that that HEIs tend to write directly to the Heads of section or the President of PKA who then decides which way a request should take. The experts were unable to identify a clear procedure

outlining the separation between these different bodies nor procedures ensuring that each complaint is analysed and followed through. While this does not put into question the existence of complaints and appeal procedures (compare ESG 2.7) an appropriate reflection in the QMS should be reached.

Panel recommendations

- The panel believes that comprehensiveness of the IQA should be developed in the areas of management procedures (decision-making process; definition and implementation of the strategic plan, etc.), role of the President of panel in programme evaluation and internal feedback.
- PKA should update its internal Quality Assurance for the procedure for programme evaluation in a way that there is a checks and balance system for the strong role of the PKA member serving as president of the review panel.

Panel suggestions for further improvement

Existing informal procedures and criteria for the assessment of panel-experts and PKA members, ensuring consistency of reports, and internal feedback for improvement should be formalized.

Panel conclusion: substantially compliant

ESG 3.7 CYCLICAL EXTERNAL REVIEW OF AGENCIES

Standard:

Agencies should undergo an external review at least once every five years in order to demonstrate their compliance with the ESG.

Evidence

Article 1(4) of the Statutes of the Polish Accreditation Committee stipulates that in accordance with the operational arrangements for accreditation agencies working within the European Higher Education Area the activities of the Committee are subject to external review at least once every five years. The review conducted in 2018 is the third review of this type.

In a separate chapter of the SAR PKA also outlines how the recommendations received by the last ENQA review have been implemented and at what stage of implementation they are. Also, PKA explains in its SAR in which way they made systemic adjustments to their methodology considering the review against the updated version of the ESG.

Analysis

The panel confirms that PKA undergoes periodic external review as requested by the ESG. This can be demonstrated by the prominent placement of this requirement in § 1 of the Statutes of PKA and is seen by the panel as a clear commitment of PKA to the standards of ENQA and EQAR.

Panel conclusion: fully compliant

ESG PART 2: EXTERNAL QUALITY ASSURANCE

ESG 2.1 CONSIDERATION OF INTERNAL QUALITY ASSURANCE

Standard:

External quality assurance should address the effectiveness of the internal quality assurance processes described in Part 1 of the ESG.

2013 review recommendation

ESG 2.1 (Use of internal quality assurance procedures) PKA should strengthen the assessment of quality assurance policies and procedures (ESG 1.1) as part of its programme evaluation by including explicit references to both elements in the relevant (sub-) criteria.

Evidence

Since the last review in 2013, PKA has undergone several modifications of laws and regulations. One of the main changes is that PKA is no longer conducting institutional evaluations (quality assurance activities related to the operations of academic units of HEIs), as they were considered as too bureaucratic and excessively burdensome (SAR, Interview with PKA Presidium, Interview with HEI's). Therefore, PKA is currently focusing on two procedures: conducting obligatory programme evaluations and giving opinions on applications for the authorisation to provide degree programmes submitted by higher education institutions (Statute §4).

The criteria for programme evaluation are mentioned in the current Statutes of PKA, particularly in Annex 1&2 of these Statutes and in the LoHE (Article 48a/3). They cover 9 areas (study programmes, education and training standards, qualification of persons involved in teaching, cooperation with employers, effectiveness of the IQA system, learning outcome validation, internationalisation of the education process, infrastructure and student's support). The standards for programme evaluation are divided in two different categories that are used depending on the profile of the study programme under review: general academic profile or practical profile. The statutes defining these standards explicitly refer to the ESG (§4 /9).

The following table was presented by PKA to the panel and reviewed carefully. It shows the alignment of Part 1 of the ESG with the relevant criteria of PKA for programme evaluation:

General profile	Practical 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	1.1. The concept of education	ESG 1.1 Policy for quality assurance
1.2. Research into the field(s) of science/arts related to the degree programme	1.2. Development work in the areas of professional/economic activity typical for the field of study	ESG 1.1 Policy for quality assurance
1.3. Learning outcomes	1.3. Learning outcomes	ESG 1.2 Design and approval of programmes

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	ESG 1.2 Design and approval of programmes ESG 1.3 Student-centred learning, teaching and assessment
2.2. Effective achievement of intended learning outcomes	2.2. Effective achievement of intended learning outcomes	ESG 1.3 Student-centred learning, teaching and assessment
2.3. Admission rules, credits, diplomas, learning outcomes recognition and validation	2.3. Admission rules, credits, diplomas, learning outcomes recognition and validation	ESG 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	ESG 1.9 On-going monitoring and periodic review of programmes ESG 1.1 Policy for quality assurance ESG 1.2 Design and approval of programmes ESG 1.7 Information management ESG 1.10 Cyclical external quality assurance
3.2. Public access to information	3.2. Public access to information	ESG 1.8 Public Information
CRITERION 4. TEACHING STAFF		
4.1. The number, academic/ artistic achievements and competences of the teaching staff	4.1. The number, academic/artistic achievements, professional experience acquired outside the HEI and competences of the teaching staff	ESG 1.5 Teaching staff
4.2. Teachers conducting classes	4.2. Teachers conducting classes	ESG 1.5 Teaching staff ESG 1.3 Student-centred learning, teaching and assessment
4.3. Development and in-service training of the staff	4.3. Development and in-service training of the staff	ESG 1.5 Teaching staff ESG 1.7 Information management
CRITERION 5. COOPERATION WITH THE SOCIO-ECONOMIC ENVIRONMENT IN THE EDUCATION PROCESS		
		ESG 1.2 Design and approval of programmes ESG 1.9 On-going monitoring and periodic review of programmes
CRITERION 6. THE INTERNATIONALISATION OF THE EDUCATION AND TRAINING PROCESS		
		ESG 1.1. Policy for quality assurance ESG 1.2 Design and approval of programmes
CRITERION 7. FACILITIES USED IN THE EDUCATION PROCESS		
7.1. Teaching and scientific facilities	7.1. Teaching facilities used for initial practical training	ESG 1.6 Learning resources and student support
7.2. Library, information and educational resources	7.2. Library, information and educational resources	ESG 1.6 Learning resources and student support
7.3. Development and improvement of facilities	7.3. Development and improvement of facilities	ESG 1.6 Learning resources and student support ESG 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	8.1. The effectiveness of the care and support system addressed to students and motivating them to achieve learning outcomes	ESG 1.6 Learning resources and student support

8.2. Development and improvement of the student support and motivation system	8.2. Development and improvement of the student support and motivation system	ESG 1.6 Learning resources and student support ESG 1.7 Information management ESG 1.8 Public Information
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In the case of the opinion giving process, PKA is not formally taking a decision on the institution but gives an opinion to the Ministry, which will take the decision. The criteria to be taken into account are defined in the Law.

PKA outlines in its SAR that the opinion giving process is not an ex-ante evaluation in the classic sense of the term, but that PKA is a participant in a decision-making process, through which the Minister of science and higher education goes, and which results in the issuance by the Minister of a decision to grant an academic unit of a HEI or a HEI the authorisation to provide degree programmes at a given level and with a given degree profile. During interviews with the Presidium as well as the members of PKA it was expressed that PKA does not have or take any ownership regarding the administrative process of the procedure and understands itself as part of a process that is owned by the MoHE. However, PKA explains that PKA has full independence in the design of this process. At the same time, it was also explained and documented in the SAR that this activity does not fully align with Part 1 of the ESG and some standards are not covered in this approach.

The SAR further explains that after a HEI obtains a favourable decision from the Ministry of Science and Higher Education and launches a degree programme, PKA conducts programme evaluation, usually upon the completion of the first cycle of education. Such programme evaluation also includes an assessment of the effectiveness of the internal education quality assurance system.

The following table was presented by PKA to the panel and reviewed carefully. It shows, from the point of view of PKA, the alignment of Part 1 of the ESG with their relevant criteria of PKA for opinion giving process:

General profile	Practical Profile	ESG 2015
1. OPINION ABOUT GENERAL CHARACTERISTICS OF THE DEGREE PROGRAMME		
		1.1 Quality Assurance Policy 1.2 Design and approval of programmes
2. OPINION ABOUT THE RATIONALE FOR ESTABLISHING THE DEGREE PROGRAMME IN A GIVEN FIELD OF STUDY, AT A GIVEN LEVEL OF EDUCATION AND WITH A PARTICULAR EDUCATION PROFILE		
		1.1 Quality Assurance Policy 1.2 Design and approval of programmes
		1.1 Quality Assurance Policy 1.2 Design and approval of programmes
4/3 OPINION ABOUT LEARNING OUTCOMES INTENDED FOR THE DEGREE PROGRAMME		
		1.2 Design and approval of programmes
5/4 OPINION ABOUT THE STUDY PROGRAMME AND STUDY PLAN OF THE DEGREE PROGRAMME		
		1.2 Design and approval of programmes 1.3 Student-centred learning, teaching and assessment
6/5 OPINION ABOUT THE METHODS OF VERIFYING AND ASSESSING LEARNING OUTCOMES ACHIEVED BY STUDENTS THROUGHOUT THE LEARNING PROCESS		
		1.3 Student-centred learning, teaching and assessment 1.4 Student admission, progression, recognition and certification

7/6 OPINION ABOUT THE DESCRIPTION OF COMPETENCES EXPECTED FROM CANDIDATES FOR THE DEGREE PROGRAMME		
		1.4 Student admission, progression, recognition and certification
8/7 OPINION ABOUT THE CONDITIONS FOR PROVIDING THE DEGREE PROGRAMME AND THE ORGANISATION AND IMPLEMENTATION OF THE TEACHING AND LEARNING PROCESS		
8.1 Opinion about the minimum staff resources		
		1.5 Teaching staff
8.3/7.3 Opinion about infrastructure that is at the disposal of the basic organisational unit of the HEI.		
		1.6 Learning resources and student support
8.4/7/4 Opinion about providing access to library and digital knowledge resources.		
		1.6 Learning resources and student support

Even though institutional evaluation is not anymore in the scope of PKA, the new law underlines the responsibility of HEIs for IQA (articles 8/3; 48a/3; 66/3a). The panel also learned from the letter of CRASP that PKA procedures clearly address the IQA in their evaluation procedures. Even more, some experts explained in the interviews during the site visit that and how they check how all criteria relate to the relevant IQA.

Analysis

The panel recognizes that since the last review explicit reference to ESG and the importance of internal quality mechanisms have been introduced in legal texts as well as in the Statutes of PKA. Even though the panel believes that the termination of the institutional evaluation weakens the impact of PKA on assuring these aspects in a global perspective, several requirements in the LoHE and the statute as well as feedback from HEIs made the panel rather confident that this dimension is indeed present in the activities and also represented in the standards.

The panel scrutinized the methodologies for PKA's quality assurance activities and confirms the direct link between internal (ESG Part 1) and external (ESG Part 2) quality assurance as far as the procedure of programme evaluation is concerned. The alignment table presented by PKA was carefully reviewed and the respective underlying documents were analysed. The panel particularly concludes that the empty boxes for Criteria 5 & 6 in the alignment table do not represent a lack of alignment; instead, it is important to recognize that in these standards of PKA no sub standards exist that could be added in the respective boxes.

The situation for the opinion giving process is different as full alignment is not the case and the PKA recognizes this difficulty. While ESG 1.1; 1.3 and 1.5 can be easily aligned with the Standards of PKA, the alignment of ESG 1.2 and 1.4 is already much weaker. However, the analysis identified that the ESG 1.7, 1.8 as well as 1.9 are not represented in the PKA methodology in the opinion giving process. This was also not disputed during the interviews and the panel recognizes the explanation of PKA that ownership would not be within the Commission but the MoHE.

The panel considers acceptable PKA's reasoning that if run, the programme will undergo an evaluation based on criteria in compliance with the requirements of the ESG. However, the opinion giving process is an activity of PKA (reflected in its Statutes) and despite the final decision being taken by the Ministry as such should be based on the same criteria, and the full set, to be compliant with the requirements of the ESG. Also, the panel does not fully agree with the argument of lack of ownership of this procedure. As the panel has learned during interviews, HEIs have the opportunity to appeal against an opinion of PKA following the PKA appeals procedure. The panel sees that as a clear indicator for

the fact that a certain ownership lies with the Committee as otherwise an appeal would not be placed within PKA but with the institution that holds ownership of the procedure.

As obviously this is not the case, the panel could not evaluate this standard as fully compliant.

Panel recommendations

The opinion giving procedure should be fully aligned with the standards of Part 1 of the ESG.

Panel conclusion: partially compliant

ESG 2.2 DESIGNING METHODOLOGIES FIT FOR PURPOSE

Standard:

External quality assurance should be defined and designed specifically to ensure its fitness to achieve the aims and objectives set for it, while taking into account relevant regulations. Stakeholders should be involved in its design and continuous improvement.

2013 review recommendation

ESG 2.2 (Development of external quality assurance processes):

PKA should put in place a formal mechanism for consultations with its external stakeholders on, and impact assessment of, prospective changes in its processes, procedures and/or criteria which identifies stakeholders to be obligatorily targeted and methods to do so.

Evidence

According to its mission statement, PKA is “dedicated to quality assurance and enhancement in higher education” through “observance of higher education quality standards”, including European standards and “providing support for public and non-public higher education institutions in the process of enhancing the quality of education and building quality culture”. As an expected result of the work of PKA, it is described “to ensure graduates of Polish higher education institutions top position on the domestic and international labour market”.

As already mentioned in the assessment of Part 3 of the ESG, aims and purpose of PKA’s quality assurance activities, as well as evaluation criteria, are defined in the LoHE. The focus is on evaluation of programmes while these are divided into programmes with general academic and practical profiles. The criteria defined in the regulations are reflected in guidelines and report templates for institutions that PKA produced and the review panel carefully reviewed. For some specific areas of studies more detailed criteria are available (e.g. Pedagogy). The programme report template also requires the programme to outline a SWOT analysis to identify room for further developments. Several interviewees during the site visit mentioned consistently that the nature of reviews has evolved over the past years and nowadays – besides discussing the fulfilment of criteria – aims at supporting the development of programmes.

As described in the SAR, following adjustments to the legal system for HEI in Poland, in 2016 PKA procedures were adapted. It is described how PKA introduced modifications in the procedure to make the processes less bureaucratic (SAR p 59). The process took place under broad participation firstly of internal stakeholders of PKA. The resulting draft document was then put on the PKA website and external stakeholders were specifically requested to comment on the suggested paper. PKA staff has described the consequences of the changes in a reduction of documents required and in a simplified approach to site visits. Furthermore, HEI’s representatives have confirmed positive effects of these

modifications during the site visit and the different stakeholder groups have also confirmed their involvement in the consultation process.

The panel recognizes that it is the intention of PKA to increase interactions with stakeholders as reflected in the strategic plan 2017-2020 (objective 2.2). Also, the involvement of stakeholders by the institutions is now included in evaluation criteria for programme review (criteria 3.1 /4 Template report).

As described in the SAR, the criteria for the opinion giving process are part of the LoHE and PKA does not describe any bigger changes to the procedure lately.

The European Approach for Quality Assurance of Joint Programmes is not mentioned in the SAR. In interviews with the MoHE as well as PKA Presidium it was concurrently confirmed that the current legislation does not allow the application of the European Approach but that the currently debated LoHE that is expected to come into force shortly would implement all the required adjustment to enable the full use of the European Approach.

Analysis

With reference to the 2013 review, the panel welcomes the adjustments put in place and is convinced that the implemented approach towards stakeholder involvement is a progress that also increases the acceptance of the applied framework. The consulting process with stakeholders has been developed and structured; their input is taken into account when revising the methodologies. Moreover, the panel recognizes that different stakeholders confirmed that the bureaucracy of procedures has been reduced. This does not only leave more room for discussion of the particularities of the programme, it is also in line with the intention of PKA to design the procedures more towards enhancement and less towards control.

The panel positively confirms that the aims and purpose of PKA's quality assurance activities, as defined by the LoHE, are reflected in criteria and its processes. Examples can be seen in the collaboration with employers that is in line with the aim to assess the positioning of graduates on the job market or the integration of a SWOT analysis in the SAR for programme reviews to support further development in line with a developmental orientation. The panel recognizes this clear orientation towards development in the adjusted approach of PKA for the programme reviews. Recognizing that in most interviews the focus on the developmental dimension has been expressed quite explicitly, the panel also recognizes that in the same context the site visits were referred to as "inspection". The panel takes this as an indicator that the cultural change from compliance to development orientation still needs time to reach all areas of practice, as currently for some actors the compliance orientation is still perceived to be dominant.

The panel also positively recognizes that following the changes in the methodology modifications have been made to the templates and guidelines and the panel confirms that these are all in line with the evolution of the regulations. Furthermore, the panel has heard solid feedback from HEI as well as CRASP and RCHEIP that the methodologies implemented by PKA are fit for purpose.

Regarding the opinion giving process, it can be stated that it fulfils the purpose defined by the MoHE. However, considering ("dual") ownership, the non-existing involvement of stakeholders and the specifics of the procedure, the opinion giving process is not fully meeting the requirements. Several examples for the non-alignment with the ESG are explained in different sections of the report; to name only one example external stakeholders are not involved in the procedure at the assessment level as it is run by PKA committee members of the relevant sections. Furthermore it is generally a desk based exercise and institutions do not see the report they are subject to. Also the fact that there is a very

high number of successful appeals (see ESG 2.7 Complaints and Appeals) creates doubts in the panel, whether this procedure is at a high level of fitness for purpose.

Panel recommendations

The opinion giving process should be further developed in consultation with stakeholders, to increase its fitness for purpose.

Panel conclusion: substantially compliant

ESG 2.3 IMPLEMENTING PROCESSES

Standard:

External quality assurance processes should be reliable, useful, pre-defined, implemented consistently and published. They include:

- a self-assessment or equivalent
- an external assessment normally including a site visit
- a report resulting from the external assessment
- a consistent follow-up

Evidence

PKA outlines in its SAR that both procedures, the programme evaluation as well as the opinion giving process include a self-assessment report/application, supplemented with key figures on programmes. In the case of the opinion giving process, the required contents of the application are defined in the law as well as the scope of the opinion of PKA. The review panel also reviewed templates for these SARs / applications. In programme evaluations, there is a site visit that typically lasts for two days and involves independent external experts (see ESG 2.4 for details). The panel of experts also reviewed exemplary schedules of site visits.

In each procedure the final decision is the results of decisions at different levels: reviewers, section, Presidium. In case of accreditation with conditions, there is a defined follow up including another visit one year after (SAR p60 & 61). A template is provided which supports self-reflexion on measures taken but also on changes that occurred since the previous evaluation (SAR p 61). If minor irregularities are observed, the Decision of the Presidium includes deadlines and methodology for acceptance. In case of recommendations, not conditions, made only to improve good education, the follow-up is done during the next review. There are internal checking mechanisms to follow up the implementation of recommendations (meeting 10, QA staff). The opinion giving process is paper based (institutions application and documentation). There is no site visit unless necessary to get additional information as PKA explains that the nature of information required due to the scope of the activity generally can be achieved with a desk review.

The different steps of the procedures are defined and described in several documents of PKA that were reviewed by the panel: Statutes of PKA including the annexes, Resolutions of the Presidium, report templates, and Internal Quality Management System. The relevant documents are also publicly available on the website.

The panel also recognized that the evaluation reports and decisions on programmes are published on PKA's website. Concerning the opinion giving process the panel learned from the SAR as well as during the interviews that the decision of the PKA Presidium on authorisations is sent to the MoHE as well as to the applying institution. According to the SAR and concurrent explanations during the interviews,

the decision of the Presidium contains detailed justification, particularly in case of negative decisions. In case of a negative opinion – when the institution intends to appeal the decision of the PKA Presidium – the full/detailed opinion can also be made available to the institution.

Consistent use and application of the standards is also ensured as all draft reports are scrutinized by the Secretary General to ensure implementation of rules and coherence before they are discussed in the sections.

The panel also learned that PKA has done an effort in training and supporting panels throughout the evaluation process and in assuring consistency in conducting the procedures. A list of training for PKA members and experts in the years 2015-2017 showed trainings for different target groups and different formats.

Analysis

Regarding both relevant procedures, the panel finds the external quality assurance processes in general to be reliable and pre-defined. Information about both processes is presented transparently and known to the relevant stakeholders. By nature, complex procedures tend to produce a complex system of documentation and information. Hence the panel considers that gathering all information relevant to the processes in one document would contribute to increase usefulness and transparency.

The panel observes that all programme evaluations include a self-evaluation, an external evaluation, a panel report and a follow-up procedure as outlined above if required. Relevant documents including outcomes (evaluations reports and evaluation decisions) are posted on the PKA website. The panel found no evidence for inconsistencies in the application of the methodology.

For the opinion giving process there is also an application by the institutions, the desk-based assessment usually happens by reviewers who are members of PKA, their report is then discussed by the section which forms the baseline for the decision that is then made by the PKA Presidium. The decision is made available to the MoHE and the institutions, however it is not published. (see ESG 2.6) Students are only involved in the decision making process at its final stage in the Presidium of PKA. The panel found no indication for inconsistencies in the use of the predefined and reliable implementation. However, understanding that the institution only receives the decision of the PKA Presidium and not the full opinion that was formulated by the reviewers of the section, the panel found no predefined and transparent way how the opinion is then made available to the institution in cases it wants to appeal the decision. The explanations the panel received in the interviews with institutions and the Appeals committee could not produce a consistent picture of the procedures in these cases.

The fact that the Secretary General scrutinizes all reports on the one hand ensures consistency of reports but on the other hand this consistency relies on one extremely dedicated person. It might be wise to consider broadening the basis of this important mechanism by formalizing and diversifying the workload (see ESG 3.6).

Panel recommendations

PKA should increase the transparency of the process in the opinion giving procedure, particularly regarding the availability of documents for the applying institution.

Panel conclusion: substantially compliant

ESG 2.4 PEER-REVIEW EXPERTS

Standard:

External quality assurance should be carried out by groups of external experts that include (a) student member(s).
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Evidence

For the programme evaluation procedure, the assessment is carried out by an evaluation panel composed of PKA members and external experts including a student as well as – under predefined circumstances – a representative of the labour market. The Secretary of PKA appoints evaluation panels, which are composed of up to seven members. The relevant criteria and mode of appointing experts are predefined in a separate document that served as Annex 13 to the SAR. The Secretary of PKA appoints evaluation panels, which are composed of from up to seven members (SAR p.61), student and employer representatives are appointed by relevant coordinator (SAR p.41). No external institution is authorised to affect the composition of PKA evaluation panels or the list of experts (SAR p.43). As described in the SAR (p.50) PKA members and experts sign a declaration of no conflict of interest to reassure independence and a Section for Ethics has been appointed together with the adoption of a Code of Ethics.

PKA has developed a list of experts that are selected and trained for external evaluations. As explained during the interviews, the database of experts holds 1.300 people, including 49 international experts. The student experts' pool has approximately 60 students who can be selected for review (currently each student has approximately 10 evaluations per year). Experts may be invited to participate also in other duties and tasks of agency. Experts undergo a selection procedure with several stages, including analyses of their CV, motivation letter, knowledge test and training. New selection procedures include face-to-face meetings with potential student-experts. In a second step their knowledge and soft skills are tested as well. Every new student-expert is accompanied with student mentor who is more experienced in evaluation process in the first evaluation visit. Students and employers have separate training sessions specifically developed and dedicated for their needs and role in review panels. All trainings and seminars for experts are organised by the Secretary General. As explained during the site visit, additionally to the regular training sessions, thematic seminars organised or co-organised by PKA are offered for experts.

Participation of international experts in evaluation procedures is limited due to the criteria for selection of experts. One of criteria is knowledge of Polish language as majority of documents are prepared and evaluation procedures usually are conducted in Polish language. During the interviews representatives from HEI's – to a certain extent - showed willingness to host evaluation process in English language, they noted that it might be especially beneficial for international study programmes. At the same time, PKA representatives explained that the amount for expert compensation is not sufficient to attract a larger number of high-level international experts for PKA reviews.

During the programme evaluations responsibilities are divided among review panel members according to their role in the panel. Consequently, as explained during the interviews, the level of involvement of experts in the different steps of the procedure including the preparation of the final report can differ between panels. Employers and students are required to assess and analyse one specific criterion independently (e.g. students assess "Support and motivation system of students"). The chair of the panel prepares the report. During the interviews the panel learned that there are cases where not all experts see and agree on the last version of panels' report as it lies within the responsibility of the chairman, who is at the same time a member or a former member of PKA. For evaluation of interdisciplinary programmes experts from both disciplines are selected in a review panel.

As outlined in the SAR and confirmed during interviews with PKA, for the opinion giving process the review is conducted by members of PKA coming from the relevant sections without additional input of external stakeholders like students or labour market representatives.

Currently each PKA evaluation panel includes academic staff representation. At the same time representatives of HEI indicated the necessity and expressed their wish that PKA should stronger take into account the respective profile of study programme (academic or professional), particularly when it comes to the professional profile. During interviews with PKA members the panel learned that also PKA is aware of the need to increase the involvement of academics with relevant experience for the professional profile of study programmes.

Analysis

The panel positively concludes that the composition of review panels for evaluations of study programmes generally complies with the ESG and does include representatives from the different stakeholder groups. Attention should be paid to the fact that the procedures are not solely carried out by external experts, as the chair of the review team is a PKA member his/herself. Additionally former PKA members can act as reviewers, too. The panel already expressed its view that this specific design of a review panel would require appropriate reflection in the IQA mechanisms in order to guarantee a fair and free assessment by all reviewers (ESG 3.6). The composition of panels for evaluations of study programmes with a professional profile sometimes creates challenges when experts do not have personal experience with these kinds of programmes. While the panel found during the interviews that to a certain extent there is awareness within PKA, the panel believes that in the future development special attention should be given to the involvement of academic experts with relevant professional and academic experience.

For the opinion giving process, the composition of review panels is not fully compliant with the ESG standard because no external stakeholders - students or labour market representatives - are involved in the review process. The panel does not ignore the stakeholder involvement in the decision making process through representation in the statutory bodies. However, the panel thinks that involvement of stakeholder should happen at the level of the assessment and not only in the statutory bodies to be in line with the ESG.

Clearly, it can be stated that the selection and training process of experts is very well developed, intense and contains important parts and aspects to assure experts' competence in evaluation process. While the panel agrees with PKA, that different stakeholder groups have different training needs, the fact that in none of the systematic training activities the stakeholders interact, they lose opportunity to share their perspectives and interpretation of standards. Joint elements of trainings could benefit both sides, as (ideally) during the review procedure experts will have to work together successfully.

While lots of attention is given to expert training and selection, the division of responsibilities and tasks among review panel members heavily depends on the chairman of the expert group. As the review panel was informed during the interviews that the level of involvement of the stakeholder's differs between the individual groups, the panel believes that PKA should stronger focus on this area in their IQA. In the current practice, students and employers are not necessarily included in the whole process of evaluation as equal members with the opportunity to comment on any aspect or criteria. Clearly, this makes the evaluation process less transparent. In this regard the panel respectfully recognizes that the information received during stakeholder interviews differs from the intended situation as described by PKA.

Regarding potential conflicts of interest, the panel believes that appropriate measures are in place. While it first seemed unusual that the members of the panel (despite the chair) are not announced to the institutions before the site visit happens, the panel particularly investigated in different interviews regarding any signs for concern due to this practice. Consequently, the panel concludes that this practice is sound for the academic environment PKA operates in and does not cause a cause for larger concern.

The panel agrees with PKA that the use of polish language in the evaluation procedures is a key limiting factor for a further internationalisation of the review process. For this reason, the panel can only encourage PKA to further work to increase the number of international experts in their pool while also further looking into options to facilitate reviews in English language.

Regarding the overall assessment of the standard the panel underlines that it is clear that the opinion giving process marks a regular activity of PKA which is also supported by the case numbers Hence assessing compliance with ESG 2.4 will have to reflect this.

Panel commendations

The PKA selection process and training for new experts is well developed and assures experts knowledge, skills and competence are sufficient for their work.

Panel recommendations

- PKA should develop a practice reassuring the equal involvement of stakeholders across the different procedures making sure all experts are involved in the relevant key steps of each procedure.
- External experts, particularly students should be used in the opinion giving process.

Panel suggestions for further improvement

- To improve evaluation of study programmes with professional profile PKA should increase the number of experts in their pool who have relevant experience and qualification.
- PKA should further work to increase the number of international experts in their pool while at the same time look into options to enable reviews in English language.
- PKA should organise joint trainings for experts from different stakeholder groups to facilitate peer learning between different representative groups and improve their further communication during the evaluation process.

Panel conclusion: partially compliant

ESG 2.5 CRITERIA FOR OUTCOMES

Standard:

Any outcomes or judgements made as the result of external quality assurance should be based on explicit and published criteria that are applied consistently, irrespective of whether the process leads to a formal decision.

Evidence

As described by PKA, the law confirms PKA's right to stipulate in its Statutes detailed criteria for the evaluations and outcomes (SAR p.19). For the programme evaluation the Polish Accreditation Committee applies programme evaluation criteria adopted by its plenary session, which constitute an annex to its Statutes. (SAR p.69; Annex 1). The same source provides criteria and conditions for the award of assessments, which specify the rules for the award of the following ratings: outstanding, positive, conditional and negative. The conditions for the award of ratings are also publicly available and form an Annex to the statutes of PKA.

Programme evaluation criteria include: the concept of education and its conformity with HEI's mission and strategy; study programme and possibility for achieving intended learning outcomes; effectiveness of internal education quality assurance system; teaching staff; cooperation with representatives of social and economic stakeholders in the education process; internationalisation of the education process; infrastructure used in the education process; care and support provided to students and support in the process of learning and achieving learning outcomes" (SAR p.27, Annex 1).

The panel learned during the interviews on site that the MoHE defines criteria for the opinion giving procedures. PKA has developed templates to be used by reviewers in order to reach a consistent assessment. The templates form an Annex to a resolution by the PKA Presidium. The templates demonstrate that there are a number of issues assessed in the opinion giving process, e.g. learning outcomes, allocation of ECTS, and appropriateness of learning/teaching methods as well as assessment methods.

During the interviews with PKA members but as well with reviewers and stakeholders it was explained on multiple occasions that the approach in the programme evaluations has changed its focus from study programmes quality criteria to more holistic approach and that the new criteria are focused on evaluating broad aspects and not so much on controlling as it was before. PKA intends to change public and stakeholder perception of its role from being controlling to being more reflective external evaluation agency to support enhancement and development. While the overall agreement in the statements of PKA members were that criteria were improved based on the ESG2015, the reflection on specific aspects in the criteria that would now be more enhancement oriented received only few examples.

As described in the SAR (p.70) consistency in the decision is reached by multi-step decision-making process which includes:

- the evaluation panel or a reviewer proposing the rating,
- the proposed rating by the evaluation panel is analysed at a meeting of the Committee's Section for the study area,
- the decision is then taken by the PKA Presidium,
- the option of the appeal procedure.

Furthermore, consistency of decisions and in reports is supported by the Secretary General (with a help of few PKA members) who reviews all panels' reports to assure the correct use and interpretation of criteria as well as consistency of panels judgements in similar situations. After proofreading the Secretary General sends a report with her comments to a chair of review panel. As confirmed during the interviews this procedure is highly valued among Committee and experts.

The SAR also presented statistics on the use of the appeal procedure (p. 76 of the SAR). From 2014-2017 there were 90 appeals in programme evaluation procedures of which 40 were decided positively. The total number of programme evaluations in the same period were 1.181 (SAR p.28., table 10).

programme evaluations) In the opinion giving process during the same period there were 293 appeals, of which 160 ended positively. The total number of opinions given alone in 2016 and 2017 is 540 (SAR p.30., table 12. opinions)

For the programme evaluation procedure, where there is also a rating on the achievement of different standards the relevant criteria are clearly defined in Annex 3 to the Statutes of PKA and the conditions to obtain a global “outstanding” rating are explicit. However, the conditions to obtain an outstanding evaluation in the separate criteria are not fully developed and interviews with representative from HEI’s mentioned that this appreciation was not always predictable. The panel also learned from interviews with the Appeals committee that often appeals address the rating that was awarded.

Currently the MoHE is changing state level regulations. In various meetings it was explained that part of this change happens through active stakeholder involvement and consultation. From these meetings it arises that PKA has limited possibilities to influence new state regulations despite its’ competence, proficiency and previous experiences in the field. The panel learned during the interviews that the previously adopted institutional accreditation approach was not implemented successfully, there were many complains from different HEI’s and stakeholders which was the reason for moving back to programme evaluation.

Analysis

The panel positively recognizes that there is shared understanding regarding the use of the criteria and the intentions of the procedure. The new focus, as consistently explained in all relevant interviews, is much more towards enhancement than control. The panel believes that it is beneficial to share this overall understanding as it shapes decision-making processes and practice. However, when it came to the specific examples how criteria adjustments supported this intention the panel mainly received responses on adjustments on the application and operational level. Presented examples focussed on changes in the requested documents or new/less annexes that have to be presented as part of the programme evaluation procedure. On a more global level, since PKA’s work is also based on ESG, a common understanding of ESG 2015 between members as well as staff could be further developed. Analysis of materials and oral presented evidences does not yet fully confirm a comprehensive implementation of a new – more reflective evaluation approach. The panel learned from interviews with stakeholders and experts that there are still indications of control-based approach in the evaluation process. At the same time, the panel believes that PKA is in the process of finding the right balance between control and enhancement orientation fulfilling its role as defined in the LoHE.

The procedure of reading all review panel reports by Secretary General is impressive and seems to be good practice to ensure consistency of interpretation and judgements of standards among all Sections taking into account specifics of each Section. Nevertheless, it is important to address risks of mainly one person being responsible for overiewing all reports, interpretation of standards and evaluation of experts’ individual work. This puts lots of responsibility for a process on the shoulders of an individual. While clearly it is effective, activating Bureau resources in this context could increase efficiency.

Regarding the consistency of the decisions, the panel recognized with interest that there is a relatively high number of appeals in the opinion giving process. The fact that the majority of them succeed was explained by the fact that meanwhile the University already put improvements into practice, which can then lead to a more positive decision. The panel appreciates this enhancement-oriented approach, however this situation can also be an indicator for a need for greater transparency in the opinion giving process, particularly with regards to criteria for decisions. The panel recognizes the

limited flexibility of PKA in this procedure as regulations come from the MoHE, however, since PKAs decision can be appealed using the PKA appeal procedure, it indicates that there is responsibility on the side of PKA and this leads to the need for a greater transparency and consistency in the decision making process of the opinion giving process.

Another area that was discussed by the panel is the consistency of the ratings in programme evaluation. While the multiple levels of decision (panel, section, Presidium) could contribute to increasing the consistency of evaluation and ratings, the panel considers the fact that a majority of appeals concerns the granting of “outstanding” ratings as an indication that the evaluation of criteria could be further developed and clarified.

Panel is very well aware that due to its unique competency and experience PKA can provide valuable thematic analyses and additional information for improvements of external quality assurance procedures at state level, including new regulations with new criteria. PKA has numerous useful information, experience, power and trust from stakeholders to involve more in revision and improvements of quality assurance in higher education.

Panel recommendations

- The opinion giving procedure should be made more transparent and decision-making process should become more consistent in order to improve the procedure and decrease number of appeals.
- The criteria to grant respective ratings for the different standards in the programme evaluation procedures should be further developed and clarified.

Panel suggestions for further improvement

It is important that PKA takes an active role in analysing and discussing developments, processes, and implementation of new regulations that affect quality assurance of higher education.

Panel conclusion: substantially compliant

ESG 2.6 REPORTING

Standard:

Full reports by the experts should be published, clear and accessible to the academic community, external partners and other interested individuals. If the agency takes any formal decision based on the reports, the decision should be published together with the report.

2013 review recommendation

Pursuing its thoughts as part of the work already initiated, PKA should revise its evaluation report templates so that they include recommendations and suggestions on quality improvement and enhancement, in particular IQA systems, and a clear distinction is made between recommendations and suggestions.

This standard was flagged by EQAR *“it should receive attention whether PKA, in consultation with the ministry, has considered to publish reports from ex-ante evaluations of authorised programmes and higher education institutions”*.

Evidence

As described in the SAR, the amended law imposed an obligation on the Polish Accreditation Committee to publish on its website not only resolutions concerning its programme and institutional evaluations together with grounds for them, but also reports of evaluation panels within fourteen days from the date of a resolution becoming final” (SAR p.20). Additionally – in reflection of the recommendation of the review in 2013 – PKA introduced changes to the templates of the reports with a clear distinction between recommendations and suggestions on quality improvement and enhancement. In order to ensure adequate quality of site visit reports sent to HEI authorities, PKA has implemented a procedure for internal control of the reports: each report drawn by a chair of the evaluation panel is approved by the Secretary General. (p.79 of the SAR) Drafting the report lies within the responsibility of the chair of the review team. The panel reviewed both the templates as well as draft reports edited by the Secretary General. During the interviews with the heads of sections it was also explained that sections would also recognize good practice as part of their work so IQA could not only benefit from recommendations, but also recognition of good practice.

PKA explains in the SAR and presents on its website, that for the programme evaluation procedure the panel report and the resolution of the Presidium including any comments or recommendations are published. (SAR p.32). In order to address the results of IQA, PKA also reflects on changes that were made as a result of prior PKA reviews. (SAR p. 62)

Reports in the opinion giving process are not published. PKA explained during the interviews that ownership of this procedure does not lie with PKA but the MoHE, hence it is up to them to decide upon publication. During the interview with the MoHE, the panel recognized with interest that publishing the reports for the opinion giving process was part of the discussion when debating about the current change of the LoHE. As described during this interview, the MoHE intended to include the need to publish the reports, however it was explained that upon recommendation of PKA this change was not implemented to prevent to confuse HEI.

Regarding the same issue the panel learned during the interviews that HEI do not receive the report of the reviewers in the opinion giving process. However, once a HEI intends to appeal against the outcome it was described that they would have access. It could not be clarified how exactly this step of the procedure is processed and it would depend on the outcome whether HEI would receive the report or not.

As described in the SAR as well as confirmed by the HEIs during the interviews, in the programme evaluation HEIs have the opportunity to comment on potential factual errors in the reports before the PKA presidium takes a decision. Consequently, as HEIs do not receive the report in the opinion giving process, such an option does not exist for these procedures.

As explained above, the chair of the panel is responsible for drafting the programme evaluation assessment report. During the interviews with experts as well as students the panel learned that practice of this part of the procedure differs between panels resulting in different levels of expert involvement in the drafting process. In some cases it was even explained that students found the final outcome once it was published on the website but did not participate in the editing process after submitting their contributions to the report.

Analysis

For the programme evaluation procedure, publishing reports on the PKA website is an adequate way to inform relevant stakeholders, particularly HEIs, students, labour market, but as well the interested public. The templates developed by PKA are very helpful tools to reach consistency and completeness.

Design of the templates and the way they are used result in reports that also provide feedback regarding the IQA to the institutions. Of course, templates depend on the people who use them, so the practice of editing by the Secretary General is a very positive one to assure completeness as well as consistency in the assessment process. Potential weaknesses of the practice have already been mentioned above and only cover the strong centralization of this important process in one person.

The panel recognizes very positively the very transparent way of publishing the reports and resolutions in the programme evaluation procedure. By the way of presentation, it is very clear what is the resolution of the PKA's Presidium and what is the report coming from the panel of experts.

As not disputed by anybody, reports in the opinion giving process are not published by PKA. Following the discussion with stakeholders, PKA as well as the MoHE the panel cannot find strong reasoning for not publishing the reports. While it was explained that PKA would only fulfil a role in a procedure that would follow the rules of the MoHE, the panel learned with surprise that the suggestion to publish the reports was introduced in the debate on the new LoHE and it was upon PKAs recommendation that this change did not become part of the proposal. The panel does not conclude with PKAs position that this would confuse HEIs, instead this transparency would respect their role and responsibility in setting up new programmes. In this context, the panel also reflects on the fact that HEI's see the report if they intend to appeal the resolution of PKA that is based upon it. Publishing the report as well as the PKA resolution will lead to increased transparency and underline the sovereignty of each actor.

As already explained in the analysis of standard 2.4, the involvement of individual experts in the preparation of assessment reports in the programme evaluation procedures may differ between panels. Recognizing the need for appropriate involvement of each expert in this process, the panel can only reconfirm its recommendation to further develop the IQA mechanisms of PKA in a way that appropriate expert involvement in this process is guaranteed. The opinion giving process is less problematic in this aspect as it usually happens without further stakeholder involvement by members of the sections themselves.

Panel recommendations

- Expert reports and resolutions of the opinion giving process should be published.
- When drafting the assessment reports for the programme evaluation procedures by the chair of the panel, PKA should setup a mechanism reassuring appropriate involvement of all experts.

Panel conclusion: partially compliant

ESG 2.7 COMPLAINTS AND APPEALS

Standard:

Complaints and appeals processes should be clearly defined as part of the design of external quality assurance processes and communicated to the institutions.

Evidence

Since 2014, the organisational structure of the Polish Accreditation Committee has a separate Appeals Body. It is a fixed organisational structure of the Committee (SAR p.22) and membership in the Appeals Body cannot be combined with membership in a section operating in a given area of study. (SAR p.19). The Appeals Committee is composed of Committee members, and at least one "body member" represents each area of study (SAR p.73).

To connect the Appeals Committee with the decision making structure of PKA, the Chair of the Appeals Committee attends the meetings of the Presidium with a voting right when reconsidering a decision (SAR p.24). The Presidium, having heard the chair of the Appeals Body, makes the final decision. (SAR p.70).

A detailed procedure for examining an application for reconsideration of the matter was adopted in the framework of the quality assurance system and published on PKA website as well as explained in the PKA Statutes. In addition, each resolution of PKA offers instructions on how and when to submit an appeal. The Supreme Administrative Court of Poland stated that a resolution of PKA does not constitute a public administration act and as such cannot be governed by administrative jurisdiction and cannot be assessed by an Administrative Court. Therefore, resolutions adopted by the Committee are final and can be altered only by PKA. (SAR p.72).

In 2018 PKA appointed a Section for complaints and requests composed of: PKA President, the Secretary General, the Vice-President, the chair of the Section for Ethics, a representative for PKA internal quality assurance system, the coordinator of cooperation with employers, and the student coordinator. The Section examines remarks expressing dissatisfaction with the course of evaluation procedure or with the conduct of persons involved in it expressed in the questionnaires, as well as complaints and requests addressed to the Committee submitted by individuals and institutions otherwise. The Section adopts resolutions on its decisions in open voting by a simple majority of votes cast. If the Section finds that the standards set out in the Code of Ethics have been violated, the matter is referred to the Section for Ethics. (SAR p.72).

From 2014 to 2017 there were 90 appeals in the field of programme evaluation of which 39 were decided positively. (SAR p.74., table 19. Appeals) The total number of programme evaluations in the same period were 1.181 (SAR p.28., table 10. programme evaluations). From 2014 to 2017 there were 293 appeals regarding resolutions in the opinion giving process of which 133 resulted in positive opinion (SAR p.74., table 21.) The total number of opinions given alone in 2016 and 2017 is 540 (SAR p.30., table 12. opinions). Approximately 25% of all appeals address study programme evaluation while 75% refer to the opinion giving process.

During the interviews, the panel learned that every institution that underwent a review is asked to fill a questionnaire where they can express their complaints. Representatives from HEIs explained that issues mentioned in these questionnaires may be discussed in annual meeting, though the panel did not see written meta-analysis based on the results of these questionnaires.

The panel also learned when interviewing with PKA members and HEI representatives that it is possible to appeal also positive decisions of the Committee and that this tool is commonly used in order to improve the rating and increase prestige of the programme as outstanding study programmes are eligible to apply for extra funding from state. In the same interviews the panel was explained that when appealing in the opinion giving process, HEIs often present improvements and adjustments they made after considering the opinion. E.g., adjustments to the course order in a study programme or new academic staff are presented. The Appeals Committee then tends to a more positive opinion in order to support the development in the institutions.

The panel also recognizes the comments of the prior ENQA review of PKA where experts stated that “a large proportion of appeals are considered favourably”.

Analysis

It is easily recognizable the PKA has used the past years intensively to continuously improve its appeals and complaints procedures. The introduction of an Appeals Committee in 2014 as well as a complaints section in 2018 – together with a section for ethics - present a remarkable portfolio of internal institutions safeguarding the quality of procedures in cases of (perceived) injustices or mistakes. The panel is convinced, particularly with the clearly defined appeals procedure when it comes to PKA resolutions, that effective measures are in place granting institutions the right to appeal an unjust decision. This is the case for both main activities of PKA under review.

In continuation of the remarks of the ENQA reviewers of 2013, the panel recognizes a relatively high percentage of appeals that are decided positively. While the reasoning – particularly when it comes to the opinion giving process – can explain the numbers, at the same time it raises the question how the facts that lead to a change of the decision can be implemented constructively into the procedure, to avoid the necessity of an appeal on the first hand. The panel believes that PKA could improve the way it uses the information available in the appeals and complaints procedures as a source for its IQA to remedy the sources for the high number of successful complaints.

Particularly when looking at the high number of appeals in the opinion giving process where one can argue that almost 25% of all decisions are appealed with a success rate of over 40%, it seems that the mechanism is not used to correct errors, mistakes or misjudgements. Instead, it is used creatively to present new facts that lead to a different decision. The panel believes that the procedure should be adjusted in a way that the number of appeals can be reduced without reducing the options of enhancement for HEIs.

While the situation in the programme evaluation procedure is less intense when it comes to the numbers, the success rates of appeals is also very high in this field. The panel learned that often the intention is to improve the rating. The panel is surprised about the high success rate in this area as it could imply that clearer guidelines for the award of ratings would be helpful to better justify them and not come to a different conclusion in the appeals procedure. This again underlines the recommendation to improve the inclusion of information from the appeals procedures in the IQA system.

Panel recommendations

- The implementation of the appeals procedure should be improved to avoid creative use of this system and decrease the number of appeals.
- PKA should implement a more systematic analysis of received feedback, recommendations, complaints and data from appeals procedures to facilitate IQA and improvements of procedures.

Panel conclusion: substantially compliant

CONCLUSION

SUMMARY OF COMMENDATIONS

ESG 3.1

PKA has appointed an employer's representative as coordinator for cooperation with employers and a student as a coordinator for cooperation with student experts. Interviews clearly showed the added value of these functions in terms of support to members and experts and of coordination with the Bureau and Presidium.

ESG 2.4

The PKA selection process and training for new experts is well developed and assures experts knowledge, skills and competence are sufficient for their work.

OVERVIEW OF JUDGEMENTS AND RECOMMENDATIONS

The panel found PKA in full compliance with the ESG in four out of 14 standards reflecting the many years of experience of the organization and its orientation towards the implementation of the European perspective of QA in Poland. In seven out of 14 standards the panel found PKA to be substantially compliant with the ESG, while the three standards that were assessed only partially compliant, namely 2.1 Consideration of internal quality assurance, 2.4 Peer-Review experts and 2.6 Reporting all refer directly to the opinion giving process. The summary of the compliance assessment by the panel looks as follows:

- Fully compliant for the following ESGs – 3.1, 3.2, 3.3, and 3.7
- Substantially compliant in the following ESGs – 3.4, 3.5, 3.6, 2.2, 2.3, 2.5, and 2.7
- Partially compliant: 2.1, 2.4 and 2.6

ESG 3.1 - Fully compliant

ESG 3.2 – Fully compliant

ESG 3.3 – Fully compliant

ESG 3.4 – Substantially compliant

Panel recommendations:

PKA should strengthen their initiatives to develop a more structured approach towards thematic analysis leading to analysis meeting the requirements of the polish HE system, independently from international projects as well as adding additional resources. Mobilizing resources from within the Bureau should be considered.

ESG 3.5 – Substantially compliant

Panel recommendations:

PKA should take action to improve the situation of staff in its Bureau. Valuing – in terms of remuneration as well as job profiles – and capitalizing on its acquired expertise, should decrease staff turnover and increase PKA's capacity to invest time and knowledge in thematic analysis and internal enhancement.

ESG 3.6 – Substantially compliant

Panel recommendations:

- The comprehensiveness of the IQA, should be developed in the areas of management procedures (decision-making process; definition and implementation of the strategic plan, etc.), role of the President of panel in programme evaluation and internal feedback.
- PKA should update its internal Quality Assurance for the procedure for programme evaluation in a way that there is a checks and balance system for the strong role of the PKA member serving as president of the review panel.

ESG 3.7 – Fully compliant

ESG 2.1 – Partially compliant

Panel recommendations:

The opinion giving procedure should be fully aligned with the requirements of Part 1 of the ESG.

ESG 2.2 – Substantially compliant

Panel recommendations:

The opinion giving process should be further developed in consultation with stakeholders, to increase its fitness for purpose.

ESG 2.3 – Substantially compliant

Panel recommendations:

PKA should increase the transparency of the process in the opinion giving procedure, particularly regarding the availability of documents for the applying institution.

ESG 2.4 – Partially compliant

Panel recommendations:

- PKA should develop a practice reassuring the equal involvement of stakeholders across the different procedures making sure all experts are involved in the relevant key steps of each procedure.
- External experts, particularly students should be used in the opinion giving process.

ESG 2.5 – Substantially compliant

Panel recommendation:

- The opinion giving procedure should be made more transparent and decision-making process should become more consistent in order to improve the procedure and decrease number of appeals.
- The criteria to grant respective ratings for the different standards in the programme evaluation procedures should be further developed and clarified.

ESG 2.6 – Partially compliant

Panel recommendations:

- Expert reports and resolutions of the opinion giving process should be published.

- When drafting the assessment reports for the programme evaluation procedures by the chair of the panel, PKA should setup a mechanism reassuring appropriate involvement of all experts.

ESG 2.7 – Substantially compliant

Panel recommendations:

- The implementation of the appeals procedure should be improved to avoid creative use of this system and decrease the number of appeals.
- PKA should implement a more systematic analysis of received feedback, recommendations, complaints and data from appeals procedures to facilitate IQA and improvements of procedures.

In light of the documentary and oral evidence considered by it, the review panel is satisfied that, in the performance of its functions, PKA is in substantial compliance with the ESG.

SUGGESTIONS FOR FURTHER DEVELOPMENT

The panel would like to make some general and more detailed suggestions, extending beyond strictly interpreted ESG and/or linking several ESG, which PKA may wish to consider when reflecting on its further development. These suggestions have already been signalled in the previous sections

ESG 3.1

The potential of the Advisory Board should be better used and the international component in it should be strengthened as it allows an increase of expertise in the structures of PKA.

PKA should consider including students as members of sections as well.

ESG 3.3

When continuously developing the PKA structures it should be considered to Implement a checks and balances system related to the scope of authority and tasks of PKA's president and secretary general. At the same time, it might be helpful to look at tasks, presently exclusively attributed to the President or Secretary General and assess which of them:

- could benefit from a collegial decision-making process (for instance evaluation panel appointment);
- could be assigned to the Bureau (for instance proof-reading the reports to insure their methodological consistency)

ESG 3.6

Existing informal procedures and criteria for the assessment of panel-experts and PKA members; ensuring consistency of reports, and internal feedback for improvement should be formalized.

ESG 2.4

To improve evaluation of study programmes with professional profile PKA should increase the number of experts in their pool who have relevant experience and qualification.

PKA should further work to increase the number of international experts in their pool while at the same time look into options to enable reviews in English language.

PKA should organise joint trainings for experts from different stakeholder groups to facilitate peer learning between different representative groups and improve their further communication during the evaluation process.

ESG 2.5

It is important that PKA takes an active role in analysing and discussing developments, processes, and implementation of new regulations that affect quality assurance of higher education.

ANNEXES

ANNEX 1: PROGRAMME OF THE SITE VISIT

22.05.2018		
16.00 – 19.30	Review panel's kick-off meeting and preparations for Day I A pre-visit meeting with the agency's resource persons to clarify elements related to the overall system and context	prof. dr hab. Łukasz Sułkowski, Vice President of PKA MSc Maciej Markowski, international cooperation officer
23.05.2018		
TIMING	TOPIC	PERSONS FOR INTERVIEW
8.30 – 9.00	Review panel private meeting	
9:00 - 10:15	Meeting with CEOs of PKA and PKA's Office	prof. dr hab. Krzysztof Diks, President of PKA prof. dr hab. Łukasz Sułkowski, Vice- President of PKA prof. dr hab. Maria Próchnicka, Secretary General of PKA MSc Barbara Wojciechowska, Director General of PKA's Office MSc Barbara Bryzek, Deputy Director General of PKA's Office MSc Izabela Kwiatkowska Sujka, Deputy Director General of PKA's Office
10.20-11.30	Meeting with the team responsible for preparation of the self-assessment report	prof. dr hab. Łukasz Sułkowski, Vice- President of PKA prof. dr hab. Janusz Uriasz, Chairmen of PKA's Section for Technical Sciences MSc Maciej Markowski, international advisor of PKA MSc Grzegorz Kołodziej, staff of PKA's Office Paweł Adamiec, PKA's students' expert, coordinator MSc Marcin Wojtkowiak, PKA's employers' expert, coordinator
11.30-11.45	Review panel's discussion	
11.45 - 13.00	Meeting with the representatives from Senior Management Team (PKA's Presidium - Chairmen of the Sections)	prof. dr hab. Janusz Uriasz, Chairman of PKA's Section for Technical Sciences prof. dr hab. Michał Kozakiewicz, Chairman of PKA's Section for Life Agricultural, Forestry and Veterinary Sciences prof. dr hab. Bożena Pączek, Chairman of PKA's Section for Medical, Health and Physical Culture Sciences prof. dr hab. Stanisław Wrzosek, Chairman of PKA's Section for Social Sciences prof. dr hab. Tadeusz Kufel, Chairman of PKA's Section for Economics prof. dr hab. Marek Kowalski, Employers' Organisation representative, Chairman of PKA's Section for Ethics prof. dr hab. Sławomir Kaczorowski, Chairman of the PKA's Section for Fine Arts
13.00 - 14.00	Lunch (panel only)	
14.00 - 15.10	Meeting with key staff of the agency/ staff in charge of evaluations	MSc Hanna Chrobak, Secretary of the Section for Economics MSc Jakub Kozieł, Secretary of the Section for Medical Sciences (...) MSc Artur Gawryszewski, Secretary of the Section for Social Sciences MSc Małgorzat Piechowicz, Secretary of the Section for Humanities MSc Agnieszka Socha Woźniak, Secretary of the Section for Life, Agriculture (...) MSc Edyta Lasota Bełżek, Secretary of the Section for Science

		MSc Jolanta Janas, Chief Accountant MSc Karolina Martyniak, international officer
15.10 – 15.30	Review panel's discussion - walk to the Ministry of Science and Higher Education	
15.30 - 16.45	Meeting with the ministry and parliament representatives (in the Ministry of Science and Higher Education)	dr Jarosław Gowin, Minister of Science and Higher Education MSc Piotr Muller, Vice-Minister of Science and Higher Education MSc Marcin Czaja, Director of the Department for Higher Education in the Ministry MSc Rafał Grupiński, Chairman of Parliamentary Committee for Education, Science and Youth (Sejm) Prof. dr hab. Kazimierz Wiatr, Chairman of Parliamentary Committee for Science, Education and Sports (Senat)
16.45 - 17.10	Review panel's discussion - walk to the PKA's office	
17.10 - 18.15	Meeting with members of PKA's Sections (usually in charge of chairing the evaluations panels)	prof. dr hab. Marek Lisiński, member of the Section for Economics dr Agnieszka Janiak-Jasińska, member of the Section for Humanities prof. dr hab. Bożena Muchacka, member of the Section for Social Sciences dr hab. Anna Bąkiewicz, member of the Section for Life, Agriculture (..) prof. dr hab. Teresa Kaszuba, member of the Section for Fine Arts prof. dr hab. Jerzy Garus, member of the Section for Technical Sciences
As necessary	Wrap-up meeting among panel members and preparations for Day II	
20.00	Dinner (panel only)	
24.05.2018		
8.30 – 9.00	Review panel private meeting at PKA's Office	
9.00-11.00	Meeting with Appeals' Body, Section for Ethics, and Section for Complaints and Motions	prof. dr hab. Wojciech Satuła, Chairman of Appeals' Body prof. dr hab. Tadeusz Boruta, member of Appeals' Body prof. dr hab. Mirosława Buchholtz, member of Appeals' Body prof. dr hab. Grzegorz Wójtowicz, member of Appeals' Body prof. dr hab. Marek Kowalski, Chairman of the Section for Ethics, member of the Section for Complaints and Motions MSc Grzegorz Kołodziej, member of the Section for Complaints and Motions MSc Marcin Wojtkowiak, member of the Section for Complaints and Motions
11.00 - 11.15	Review panel's private discussion	
11.15 – 12.30	Meeting with heads of some reviewed HEIs/ HEI representative	Warsaw University, Rector prof. dr hab. Marcin Pałys Jagiellonian University in Cracow, Vice-Rector prof. dr hab. Tomasz Grodzicki Technical University in Łódź, Vice-Rector prof. dr hab. Witold Pawłowski PWSZ (The State University of Applied Sciences) in Oświęcim, Rector prof. dr hab. Witold Stankowski WSB consortium of Non-public HEIs in Wrocław, Toruń, Gdańsk, Gdynia, Szczecin, Bydgoszcz, Chorzów, Opole, Poznań, Owner representatives, dr hab. Paweł Zygański and MSc Arkadiusz Doczyk PWSZ (The State University of Applied Sciences) in Raciborz, Rector prof. dr hab. Ewa Stachura Kozmiński University in Warsaw, Vice-Rector prof. dr hab. Grzegorz Maurek

		Wyższa Szkoła Gospodarki Krajowej w Kutnie, Rector prof. dr hab. Sławomira Białobłocka
12.30 – 12.45	Review panel's private discussion	
12.45 – 14.00	Meeting with the Quality Assurance Officers of HEIs	Nicolaus Copernicus University in Toruń, dr hab. Agata Sudolska, Member of the University Council for Quality University of Life Sciences in Warsaw, dr Paweł Jankowski, Member of the Rector's Council for Quality Social Academy of Science (in Warsaw, Lodz, London, Kołobrzeg, etc.), dr Zdzisław Szymański, Rector's Proxy for Quality Assurance Maria Grzegorzewska University, dr Marlena Grzelak-Klus, Rector's Proxy for Quality Assurance AGH University of Sciences and Technology, dr hab. Jacek Tarasiuk, Rector's Proxy for Quality Assurance
14.20 – 15.20	Lunch	
15.30 – 16.15	Meeting with the representatives from reviewers' pool	prof. dr hab. Magdalena Osieńska, academics' expert prof. dr hab. Danuta Strahl, academics' expert prof. dr hab. Mansur Rahnema, academics' expert dr hab. Jacek Kropiwnicki, academics' expert dr hab. Artur Stefański, employers' expert MSc Waldemar Razik, employers' expert MSc Zbigniew Rudnicki, employers' expert professor Kamil Kardis, international expert MSc Wioletta Marszelewska, expert for assessment procedure
16.15 – 16.30	Review panel's private discussion	
16.30 – 17.15	Meeting with the students' experts	Michał Klimczyk, students' expert Paweł Miry, students' expert Przemysław Ogórek, students' expert Paulina Okrzymowska, students' expert Julia Sobolewska, students' expert Michał Dzieciuch, students' expert
17.15 – 17.30	Review panel's private discussion	
17.30 – 18.45	Meeting with the stakeholders representatives (Conferences of Rectors, General Council for Science and Higher Education, Parliament of Students, Employers Organization)	Conference of Rectors of Academic Schools in Poland, Chairman prof. dr hab. Jan Szmidt and Secretary General prof. dr hab. Andrzej Kraśniewski Conference of Rectors of Non-University Schools in Poland, Chairman prof. dr hab. Waldemar Tłokiński and Vice-Chairman dr Włodzimierz Banasik General Council for Science and Higher Education, member MSc Michał Goszczyński Polish Chamber of Crafts, representative and expert MSc Marta Jankowska Polish Chamber of Commerce, Vice-Chairman of the Committee dr hab. Waldemar Grądzki Students' Parliament of Republic of Poland, representative Jakub Grodecki
As necessary	Wrap-up meeting among panel members and preparations for Day III and provisional conclusions	
20.00	Dinner (panel only)	

25.05.2018		
9.00-10.00	Morning meeting among panel members to agree on final issues to clarify	
10.00 – 11.00	Meeting with CEOs to clarify any pending issues	prof. dr hab. Krzysztof Diks, President of PKA prof. dr hab. Łukasz Sułkowski, Vice- President of PKA prof. dr hab. Maria Próchnicka, Secretary General of PKA MSc Barbara Wojciechowska, Director General of PKA's Office MSc Barbara Bryzek, Deputy Director General of PKA's Office MSc Izabela Kwiatkowska Sujka, Deputy Director General of PKA's Office
11.00 – 12.30	Private meeting among panel members to agree on the main findings	
12.30 – 14.00	Lunch (panel only)	
14.00 – 14.20	Final de-briefing meeting with staff and Council/Board members of the agency to inform about preliminary findings	prof. dr hab. Krzysztof Diks, President of PKA prof. dr hab. Łukasz Sułkowski, Vice- President of PKA prof. dr hab. Maria Próchnicka, Secretary General of PKA MSc Barbara Wojciechowska, Director General of PKA's Office MSc Barbara Bryzek, Deputy Director General of PKA's Office MSc Izabela Kwiatkowska Sujka, Deputy Director General of PKA Office prof. dr hab. Marek Kowalski, Chairman of the Section for Ethics, member of the Section for Complaints and Motions prof. dr hab. Wojciech Satuła, Chairman of Appeals' Body prof. dr hab. Michał Kozakiewicz, member of PKA's Presidium prof. dr hab. Janusz Uriasz, member of PKA's Presidium MSc Maciej Markowski, International advisor of PKA MSc Grzegorz Kołodziej, staff of PKA's Office MSc Karolina Martyniak, international officer Paweł Adamiec, PKA's students' expert, coordinator

ANNEX 2: TERMS OF REFERENCE OF THE REVIEW

External review of the Polish Accreditation Committee (PKA) by the European Association for Quality Assurance in Higher Education (ENQA)

Annex I: TERMS OF REFERENCE

January 2018

1. Background and Context

PKA was established as the State Accreditation Committee on 1 January 2002 on the basis of the amended Higher Education Act of 1990 and currently operates on the basis of the 2005 Law on Higher Education, amended in 2011, and resulting Regulations of the Minister of Science and Higher Education. It is the only statutory body responsible for external quality assurance in all Polish HEIs which operate on the basis of Law on Higher Education. PKA is a quality assurance agency conducting systematic activities in order to enhance the quality of education. Evaluations conducted by PKA are obligatory and negative assessment of the Committee may cause suspension or withdrawal of authorisation to provide degree programme in a given field of study and at a given level of study on the basis of a decision of Minister responsible for higher education.

PKA's main functions include:

- conducting programme evaluations;
- giving opinions to the Minister of Science and Higher Education on (applications for):
 - the establishment of HEIs, including HEIs or branch campuses to be established by foreign HEIs;
 - the granting of authorisations to HEIs' units to provide first-, second- or long-cycle programmes with specific fields of study and profiles (in cases where a given unit is not authorised to award postdoctoral degrees or the field of study concerned covers an academic area and domains of science / fine arts which do not correspond to those where the unit is authorised to award postdoctoral degrees; for the extent of HEIs' curricular autonomy).

In other words, PKA conducts mandatory ex-post programme evaluations and gives opinions or acts in an advisory capacity to the Minister of Science and Higher Education as part of what may be called ex-ante programme evaluation / accreditation (though the term 'evaluation' or 'accreditation' is not used in law to refer to this process). Additionally, it gives opinions to the Minister on matters related to: the re-granting to HEIs' units of suspended authorisations to provide first-, second- or long-cycle programmes; the compliance of first, second- and long-cycle programmes with the conditions for the provision of programmes laid down in national legislation; and the quality of education at HEIs' units applying for an authorisation to award doctoral and postdoctoral degrees.

National legislation sets a general framework for PKA's activities, including ex-post evaluations and the assessment of applications concerning the establishment of HEIs and programmes as part of ex-ante evaluation. However, pursuant to Law on Higher Education, PKA is free to determine detailed criteria and procedures for evaluation / assessment and to appoint experts or reviewers.

PKA's term of office is four years. The Agency may include 80 to 90 members who may be only academic staff holding at least a doctoral degree and employed at an HEI as the place of primary employment, except that the President of the Students' Parliament of the Republic of Poland (SPRP,

a national student organisation) is a PKA member by virtue of law. Besides, under the law the representatives of employers' organizations are also appointed to the PKA bodies and sections.

PKA has been a full member of ENQA and has been registered in EQAR since 2009, a member of several multilateral networks, including CEENQA since 2002, of ECA and INQAAHE since 2005. It has also signed bilateral cooperation agreements with a number of accreditation agencies across Europe.

PKA has been a member of the European Association for Quality Assurance in Higher Education (ENQA) since 2009 and is applying for renewal of membership.

PKA has been registered on the European Quality Assurance Register for Higher Education (EQAR) since 2009 and is applying for renewal of EQAR registration.

2. Purpose and Scope of the Evaluation

This review, will evaluate the way in which and to what extent PKA fulfils the *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)*. Consequently, the review will provide information to the ENQA Board to aid its consideration of whether membership of PKA should be reconfirmed/granted and to EQAR to support PKA application to the register.

The review panel is not expected, however, to make any judgements as regards granting membership.

2.1 Activities of PKA within the scope of the ESG

In order for PKA to apply for ENQA membership and for registration in EQAR, this review will analyse all activities of PKA that are within the scope of the ESG, i.e. reviews, audits, evaluations or accreditation of higher education institutions or programmes that relate to teaching and learning (and their relevant links to research and innovation). This is regardless of whether these activities are carried out within or outside the EHEA, and whether they are obligatory or voluntary.

The following activities of PKA have to be addressed in the external review:

- programme evaluations; (ex-post)
- opinions to the Minister of Science and Higher Education on (applications for): the establishment of HEIs, including HEIs or branch campuses to be established by foreign HEIs or/and the granting /re-granting of authorisations to HEIs' units to provide first-, second- or long-cycle programmes (ex-ante)

3. The Review Process

The process is designed in the light of the *Guidelines for ENQA Agency Reviews* and in line with the requirements of the *EQAR Procedures for Applications*.

The evaluation procedure consists of the following steps:

- Formulation of the Terms of Reference and protocol for the review;
- Nomination and appointment of the review panel;
- Self-assessment by PKA including the preparation of a self-assessment report;
- A site visit by the review panel to PKA;
- Preparation and completion of the final evaluation report by the review panel;
- Scrutiny of the final evaluation report by the ENQA Review Committee;
- Analysis of the scrutiny by the ENQA Board and their decision regarding ENQA membership;
- Follow-up of the panel's and/or ENQA Board's recommendations by the agency, including a voluntary follow-up visit.

3.1 Nomination and appointment of the review team members

The review panel consists of four members: one or two quality assurance experts, an academic employed by a higher education institution, student member, and eventually a labour market representative (if requested). One of the members will serve as the chair of the review panel, and another member as a review secretary. For ENQA Agency Reviews at least one of the reviewers is an ENQA nominee (most often the QA professional[s]). At least one of the reviewers is appointed from the nominees of either the European University Association (EUA) or the European Association of Institutions in Higher Education (EURASHE), and the student member is always selected from among the ESU-nominated reviewers. If requested, the labour market representative may come from the Business Europe nominees or from ENQA. An additional panel member may be included in the panel at the request of the agency under review. In this case an additional fee to cover the reviewer's fee and travel expenses is applied.

The panel will be supported by the ENQA Secretariat review coordinator who will monitor the integrity of the process and ensure that ENQA expectations are met throughout the process. The ENQA staff member will not be the Secretary of the review and will not participate in the discussions during the site visit interviews.

Current members of the ENQA Board are not eligible to serve as reviewers.

ENQA will provide PKA with the list of suggested experts with their respective curriculum vitae to establish that there are no known conflicts of interest. The experts will have to sign a non-conflict of interest statement as regards the PKA review.

3.2 Self-assessment by PKA, including the preparation of a self-assessment report

PKA is responsible for the execution and organisation of its own self-assessment process and shall take into account the following guidance:

- Self-assessment is organised as a project with a clearly defined schedule and includes all relevant internal and external stakeholders;
- The self-assessment report is broken down by the topics of the evaluation and is expected to contain, among others: a brief description of the national HE and QA system; background description of the current situation of the Agency; an analysis and appraisal of the current situation; proposals for improvement and measures already planned; a SWOT analysis; each criterion (ESG part II and III) addressed individually. All agency's QA activities (whether within their national jurisdiction or outside of it, and whether obligatory or voluntary) will be described and their compliance with the ESG analysed.
- The report is well-structured, concise and comprehensively prepared. It clearly demonstrates the extent to which PKA fulfils its tasks of external quality assurance and meets the ESG and thus the requirements of ENQA membership.
- The self-assessment report is submitted to the ENQA Secretariat who has 4 weeks to pre-scrutinise it before forwarding the report to the panel of experts. The purpose of the pre-scrutiny is to ensure that the self-assessment report is satisfactory for the consideration of the panel. The Secretariat will not judge the content of information itself but whether the necessary information, as stated in the ENQA Guidelines for External Review of Quality Assurance Agencies, is present. For the second and subsequent reviews, the agency is expected to enlist the recommendations provided in the previous review and to outline actions taken to meet these recommendations. In case the self-assessment report does not contain the necessary information and fails to respect the requested form and content, the ENQA Secretariat reserves the right to reject the report and ask for a revised version within 4 weeks. In such cases, an additional fee of 1000 € will be charged to the agency.

- The report is submitted to the review panel a minimum of six weeks prior to the site visit.

3.3 A Site Visit by the Review Panel

PKA will draw up a draft proposal of the schedule for the site visit to be submitted to the review panel at least two months before the planned dates of the visit. The schedule includes an indicative timetable of the meetings and other exercises to be undertaken by the review panel during the site visit, the duration of which is 2,5 days. The approved schedule shall be given to PKA at least one month before the site visit, in order to properly organise the requested interviews.

The review panel will be assisted by PKA in arriving in Warsaw, Poland

The site visit will close with a final de-briefing meeting outlining the panel's overall impressions but not its judgement on the granting or reconfirmation of ENQA membership.

3.4 Preparation and completion of the final evaluation report

On the basis of the review panel's findings, the review secretary will draft the report in consultation with the review panel. The report will take into account the purpose and scope of the evaluation as defined under articles 2 and 2.1. It will also provide a clear rationale for its findings with regards to each ESG. A draft will be first submitted to the ENQA review coordinator who will check the report for consistency, clarity and language and it will be then submitted to PKA within 11 weeks of the site visit for comment on factual accuracy. If PKA chooses to provide a statement in reference to the draft report it will be submitted to the chair of the review panel within two weeks after the receipt of the draft report. Thereafter the review panel will take into account the statement by PKA, finalise the document and submit it to ENQA.

The report is to be finalised within three months of the site visit and will not exceed 40 pages in length.

When preparing the report, the review panel should also bear in mind the *EQAR Policy on the Use and Interpretation of the ESG*, so as to ensure that the report will contain sufficient information for the Register Committee for application to EQAR.

PKA is also requested to provide a letter addressed to the ENQA Board outlining its motivation applying for membership and the ways in which PKA expects to contribute to the work and objectives of ENQA during its membership. This letter will be discussed along with the final evaluation report.

4. Follow-up Process and Publication of the Report

PKA will consider the expert panel's report and will publish it on its website once the ENQA Board has made its decision. The report will also be published on the ENQA website, regardless of the review outcome and decision by the ENQA Board. PKA commits to preparing a follow-up plan in which it addresses the recommendations of the review panel and to submitting a follow-up report to the ENQA Board. The follow-up report will be published on the ENQA website, in addition to the full review report and the Board's decision.

The follow-up report will be complemented by a small-scale visit to the agency performed by two members of the original panel (whenever possible). This visit will be used to discuss issues, based on the ESG, considered as of particular importance or challenge by PKA. Its purpose is entirely developmental and has no impact on the judgement of membership and/or compliance of the agency with the ESG. Should the agency not wish to take advantage of this opportunity, it may opt out by informing the ENQA Review Coordinator about this.

5. Use of the report

ENQA shall retain ownership of the report. The intellectual property of all works created by the expert panel in connection with the review contract, including specifically any written reports, shall be vested in ENQA.

The review report is used by the Board of ENQA for the purpose of reaching a conclusion on whether PKA has met the ESG and can be thus admitted/reconfirmed as a member of ENQA. The report will also be used for registration on EQAR, and is designed so as to serve these two purposes. However, the review report is to be considered final only after being approved by the ENQA Board. Once submitted to PKA and ENQA and until it is approved by the Board the report may not be used or relied upon by PKA, the panel and any third party and may not be disclosed without the prior written consent of ENQA. PKA may use the report at its discretion only after the Board has approved of the report. The approval of the report is independent of the decision on membership.

The Chair of the panel shall remain available to respond to questions of clarification or further information from the EQAR Register Committee provided that the ENQA Secretariat is copied in all such requests.

6. Budget

PKA shall pay the review related fees as specified in the agreement between the external review coordinator and the PKA.

It is understood, that the fee of the follow-up visit is included in the overall cost of the review and will not be reimbursed in case the agency does not wish to benefit from it.

In the event of a second site visit required by the ENQA Board and aiming at completing the assessment of compliance, and should the agency accept a second visit, additional fees will be charged.

7. Indicative Schedule of the Review

Agreement on terms of reference	January 2018
Appointment of review panel members	January/February 2018
Self-assessment completed	By the end of February 2018
Pre-screening of SAR by ENQA coordinator	March 2018
Preparation of site visit schedule and indicative timetable	April 2018
Briefing of review panel members	May 2018
Review panel site visit	Late May/Early June 2018
Draft of evaluation report and submitting it to ENQA coordinator for pre-screening	July 2018
Draft of evaluation report to PKA	August 2018
Statement of PKA to review panel if necessary	August 2018
Submission of final report to ENQA	By Mid-September 2018
Consideration of the report by ENQA Board and response of PKA	October 2018
Publication of report	October/November 2018

ANNEX 3: GLOSSARY

CRASP	Conference of Rectors of Academic Schools in Poland
ENQA	European Association for Quality Assurance in Higher Education
ESG	<i>Standards and Guidelines for Quality Assurance in the European Higher Education Area, 2015</i>
HE	higher education
HEI	higher education institution
LoHE	Law on Higher Education
MoHE	Ministry of Higher Education
PKA	Polish Accreditation Committee (<i>Polish: Polska Komisja Akredytacyjna</i>)
QA	quality assurance
RCHEIP	Conference of Rectors of Non-University Higher Education Institutions in Poland
SAR	self-assessment report

ANNEX 4: DOCUMENTS TO SUPPORT THE REVIEW

DOCUMENTS PROVIDED BY PKA

Before the site visit as Annex to the SAR

- The Statutes of PKA including evaluation criteria and conditions for awarding ratings
- Law on Higher Education
- Mission Statement
- The Statutes of PKA - matrix of changes since the last external review
- Strategy for the period 2017-2020
- Mapping of PKA's international activities
- Code of Ethics
- Quality Management System
- Templates for self-assessment report, site visit report, report on corrective measures
- Rules for conducting site visits
- List of training for PKA members and experts in the years 2015 - 2017
- Regulations of the Section for Ethics
- Rules and criteria for the selection of PKA experts
- PKA Follow-up Report
- Opinions of Stakeholders on PKA's SAR and its activity:
 - Ministry of Science and Higher Education
 - General Council for Science and Higher Education
 - Conference of Rectors of Academic Schools in Poland
 - Conference of Rectors of Non-University Higher Education Institutions in Poland
 - Students' Parliament of the Republic of Poland
 - National Chamber of Commerce
- Mapping detailed criteria against ESG standards, Part 1

Before the site visit at the request of the panel

- Agenda of a meeting of PKA plenary
- Agenda of a meeting of PKA Presidium
- Sample of minutes of the committees (section, Presidium, plenary)
- Reports or minutes that document the outcomes of described internal quality assurance
- Document explaining the composition & role of the mentioned advisory board
- List of members of PKA
- 4 sample expert teams from procedures (team composition)

During the site visit

- Statistic on the number of appeals and their outcome 2014-2017
- Exemplary schedules of a site visit
- sample for a report with the edits of the Secretary General

OTHER SOURCES USED BY THE REVIEW PANEL

- The website of the Ministry for Education in Poland
- The website of the Agency – PKA



THIS REPORT presents findings of the ENQA Agency Review of the Polish Accreditation Committee (PKA), undertaken in 2018.



2018 ENQA AGENCY REVIEW

THE POLISH ACCREDITATION COMMITTEE

PKA STATEMENT

General Comments

Taking the opportunity of this statement Polish Accreditation Committee (PKA) would like to underline that ENQA external review process took place in the period of significant changes in Polish higher education landscape. That was caused by the introduction of the new Law on Higher Education and Science ([see Substantive Change Report](#)). In spite of the fact, that the ENQA review panel was fully aware of the fact that during the on-site visit the parliamentary work on the shape of the new Law on Higher Education and Science continued, and that in the near future the entire higher education system, including PKA, would be subjected to dynamic changes, that wasn't adequately highlighted in the external review report. On July 20, 2018, the new Law on Higher Education and Science was signed by the President of the Republic of Poland and the process of preparing executive acts was initiated. This opened the possibility of submitting by PKA to the Minister of Higher Education (MoHE) proposals of new legal solutions to the opinion giving process in order to adapt them to the recommendations of the ENQA review panel and achieve full alignment with Part I of ESG in the context of the criteria used by PKA (ESG 2.1) as well as ensuring publication conditions resolutions and reports in the opinion giving process (ESG 2.6). Although in the course of PKA's previous activity, students had the opportunity to express their opinion in the opinion giving process through the participation of their representative in the decision-making body PKA's Presidium, following the recommendation of ENQA review panel PKA's President decided to set up a team of students' experts whose purpose is to present additional opinions on applications (ESG 2.4). The above mentioned fundamental changes were immediately reported to the external review panel in September 2018, however, information wasn't included in the external review report.

The main objections of the ENQA review panel in 2018 related to the opinion giving process, which is the reason why PKA wishes to refer the issue primarily in the statement. Information on the sharing of responsibility with the Minister of Higher Education for the opinion giving process as well as legal solutions in this area was presented in details in the PKA's SAR. PKA does not agree with the ENQA panel's view that the agency is not responsible for the application review procedures or treats them as a secondary/less important activity. PKA's equal attitude to the process is evidenced by the provisions in the agency Statute and the applicable procedures for issuing opinions on applications as well as prepared templates of documents related to this process. PKA still recognizes that the administrative process is being carried out by the MoHE which is not tantamount to releasing PKA from responsibility for the procedures for issuing opinions on applications conducted by members and experts of the Committee. The opinion giving process is conducted with the MoHE according to the same rules from the beginning of the PKA's activity and has not been the subject of fundamental changes in the recent period and the subject of doubts of previous ENQA review panels in 2008 and 2013. On the contrary, in the review report from 2013 the following opinions of the ENQA review panel were included: *"(...) the panel notes that PKA and the Minister of Science and Higher Education are still in a sense jointly responsible for ex-ante evaluation, but the information gathered indicates that clearly a distinction is made between the role of the Ministry as an institution that checks "formal compliance" and makes decisions, and "quality-oriented" and advisory role of PKA."* and *"Though the process of reviewing applications (ex-ante evaluation) does not always cover all relevant "model" stages, the panel thinks it is adequate enough for the purpose."*

Specific comments

ESG 2.1. PKA's specific comments:

- *During interviews with the Presidium as well as the members of PKA it was expressed that PKA does not have or take **any ownership** regarding this procedure and understands itself as part of a process that is owned by the MoHE. At the same time it was also explained, that this is one of the reasons why this activity does not fully align with Part 1 of the ESG and some standards are not covered in this approach. (external review report, p.30)*

In the opinion of PKA, the shortcut used by the ENQA review panel in the above commentary, and lack of description of the legal context within which the opinion giving process is conducted fundamentally distorts the essence of applying for the right to run study programme at the given field of study and the issue of PKA's participation in the process. PKA upholds the statement presented in the SAR and during the visit that PKA is not the owner of the administrative process maintained by the MoHE, which is not synonymous with as well as should not be treated as an exemption from responsibility for the opinion-giving procedure carried out in PKA. In this respect PKA bears full responsibility. The entire procedure for granting rights to run study programme at the given field of study is conducted by the MoHE from the moment of submission by HEIs the application to final Minister's decision in accordance with the provisions of the Code of Administrative Procedure. On the other hand, the Minister, as the body responsible for conducting his administrative process, consults the PKA as a fully independent quality assurance organ. The PKA has full operational independence and therefore is the sole designer of the procedure for issuing opinions. However, since HEIs submit applications to the Minister, the Minister may only decide in the regulation on the scope of information described in the application. So far, the limited scope of information in the HEI's application implied the inability of PKA to assess them in terms of meeting all ESG Part I standards. **Therefore, having regard to the argumentation of the ENQA review panel, PKA applied to the Minister for immediate introduction to the proposed regulation on studies, a provision extending the scope of information on missing aspects covered by ESG Part I. The submitted request was accepted by MoHE in September 2018 and on the ground of new PKA's Statute the set of criteria for granting the rights to provide a degree programme were adopted as fully aligned with Part I of ESG.** For more details, see Substantive Changes Report.

ESG 2.2 PKA's specific comments:

- *Regarding the opinion giving process, it can be stated that it fulfils the purpose defined by the MoHE. However, considering ("dual") ownership, the non-existing involvement of stakeholders and the specifics of the procedure, the opinion giving process is not fully meeting the requirements. Several examples for the non-alignment with the ESG can be summarized: external stakeholders are not involved in the procedure itself as it is run by PKA committee members of the relevant sections, **also stakeholders are not really involved in design and continuous improvement.** (external review report, p. 33)*

PKA does not agree with the statement that stakeholders are not involved in the design and continuous improvement of the opinion giving process. Both regulations (HE act and following executive acts) and the PKA Statute as well as templates of documents are subjected to a wide consultation system and all stakeholders can submit comments to the process being designed or improved at this stage, for which PKA has documented evidence. The consultations serve not only to give opinions on internal acts adopted by the PKA, but also to a broader reflection on the quality assurance system and the current activity in the higher education system. In addition, as explained in the correspondence sent prior to the visit of the review panel and the SAR, "Stakeholders are involved in the process of shaping and improving external quality assurance system, both at the stage of drafting legal regulations (stakeholder consultation process) and drafting of PKA's internal regulations (procedure for giving opinions on internal regulations)." Drafting legal regulations refers to the level of legislator (Minister), therefore the consultation process is run according to the procedure of adapting legislative acts (e.g. Law on HE) and always requires public consultation (SAR, p. 59) with all stakeholders involved including PKA. In this way, a bilateral relationship emerges, resulting from the initiative of the state administration. At the level of PKA consultation process refers to internal regulations and is run according to the procedure for giving opinions on internal regulations adapted in the PKA's management system under the name of "Procedure for preparing the Committee' internal regulations". Details on the consultation process are provided in SAR, p. 59.

- *Furthermore it is generally a desk based exercise and institutions do not see the report they are subject to. Also the fact that there is a very high number of successful appeals (see ESG 2.7 Complaints and Appeals) creates doubts in the panel, whether this procedure is at a high level of fitness for purpose. (external review report, p.33)*

We regret to note that the ENQA review panel did not refer to the clarifications provided by the PKA during the visit (Meeting with CEOs to clarify pending issues), connected with a dynamic change in legal regulations in the recent period in the opinion giving process, as well as in the procedure of requesting for reconsideration of the case during

the transitional period between two legal states, in particular with reference to the study programmes regulated by national education standards and / or standards of performing the profession (i.e. medicine, physiotherapy, veterinary, etc.). In the event of a change in the rules while reviewing the applications, PKA attempts to take legal action in favor of the party seeking re-examination of the case, if circumstances brought about in the course of the proceedings change the original opinion. **Criteria for the evaluation of applications are the same at the stage of initial application as well as appeals and are widely available. In addition, as was also stressed during the visit, the procedure for opinion giving process is covered by special attention, because PKA opinions influence the shaping of the policy and system of higher education in Poland.**

ESG 2.5. PKA's specific comments:

- *Regarding the consistency of the decisions, the panel recognized with interest that there is a relatively high number of appeals in the opinion giving process. The fact that the majority of them succeed was explained by the fact that meanwhile the University already put improvements into practice, which can then lead to a more positive decision. The panel appreciates this enhancement-oriented approach, however this situation can also be an indicator for a need for greater transparency in the opinion giving process, particularly with regards to criteria for decisions (external review report, p. 40)*

As it was already mentioned PKA regrets to note that the ENQA review panel did not refer to PKA's clarifications given during the visit (Meeting with CEOs to clarify pending issues), related to the dynamic changes in legal regulations in the recent period and necessity to proceed opinion giving process, as well as requests for reconsideration cases at the junction of two legal statuses, especially in relation to the study programmes specified in the standards (i.e. medicine, physiotherapy, veterinary, etc.).

PKA does not see the connection between the enhancement-oriented approach in re-consideration of applications and the transparency of the opinion giving process, including criteria affecting decision-making process. As noted, the justifications of negative opinions are very detailed, they also constitute guidelines for the HEIs in which the study programme should be changed so that the application could be positively evaluated, which becomes the basis for the application for a re-examination of the case. PKA considers the enhancement-oriented approach as a significant contribution to fulfilling its mission of institution responsible for the quality assurance and stands on position that the possibility of correcting the application and its reconsideration in the appeal process creates a chance for HEI to be able, on the one hand, to shape their didactic offer in accordance with the adopted development strategy, and on the other to receive support in correct design of the study program and creating conditions for its implementation. Enhancement-oriented approach is an incentive for the HEIs to appeal, and in turn clear guidance on the improvements included in the resolution, result in an effective improvement of the application. In the opinion of PKA, this is the reason for the high number of appeals and their relatively frequent recognition, not the lack of transparency of the process suggested by the ENQA review panel. PKA considers itself as a self-reflective institution and study the results and reasoning of applications/appeals.

ESG 2.6 PKA's specific comments:

- *Reports in the opinion giving process are not published. PKA explained during the interviews that ownership of this procedure does not lie with PKA but the MoHE, hence it is up to them to decide upon publication. During the interview with the MoHE, the panel recognized with interest that publishing the reports for the opinion giving process was part of the discussion when debating about the current change of the LoHE. As described during this interview, the MoHE intended to include the need to publish the reports, however it was explained that upon recommendation of PKA this change was not implemented to prevent to confuse HEI. (external review report, p. 42)*

With great regret PKA noted that the ENQA review panel, having become acquainted with the position of the Ministry of Science and Higher Education regarding the publication of opinions for the opinion giving process that stated that PKA advised against publishing them, did not attempt to explain this issue with PKA's management team and confront both positions of MoHE and PKA. PKA treats the transparency of its activities as a **sine qua non** condition of the agency's operational quality and independence. **The original proposal of the PKA was aimed at ensuring that both the resolution with the PKA opinion and the final decision of the Minister were published simultaneously on the websites, especially considering the requirements of the provisions of the Code of Administrative Procedure.** The

position of PKA was not a refusal to publish opinions and resolutions regarding applications, but it was a proposal aimed at improving the whole opinion giving process held by both institutions. It is worth emphasizing that the applicant HEI, as a part of administrative proceedings, has the right at any time to read the full documentation resulting from this procedure. Since October 2018 PKA's resolutions and reports in the opinion giving process have been published on PKA's website. <http://www.pka.edu.pl/2019/02/01/recenzje-oraz-uchwaly-podjete-przez-prezydium-pka-w-postepowaniu-opiniodawczym/>; <http://www.pka.edu.pl/2018/10/16/recenzje-oraz-opinie-podjete-przez-prezydium-pka-w-postepowaniu-opiniodawczym/> Besides the resolutions and reports in the opinion giving process have been also submitted to DEQAR database.

ESG 2.7 PKA's specific comments:

- *During the interviews, the panel learned that every institution that underwent a review is asked to fill a questionnaire where they can express their complaints. Representatives from HEIs explained that issues mentioned in these questionnaires may be discussed in annual meeting, though, the panel did not see written meta-analysis based on the results of these questionnaires. (external review report, p. 44)*

In PKA's opinion, the situation described above is incomprehensible. The questionnaire analysis is carried out in PKA on an ongoing basis in accordance with the procedure for analyzing them, constituting an annex to the quality management system (SAR Appendix). **In each quarter, the PKA publishes a summary of the questionnaire analysis on the website and annually presents it in the annual reports (SAR, p. 51).** The results of the analysis along with the annual reports were presented to the review panel before the visit (see document List of additional documents requested), while the analysis reports are published on the PKA's website <http://www.pka.edu.pl/zadania-zrealizacji-w-ramach-szi-pka/> and also in the annual report made available to all stakeholders via the website and on paper. In the case of examining complaints and applications, as highlighted in the self-assessment report (SAR, p. 73) and confirmed in talks with review panel during the visit, a separate complaint and application procedure was set up and a complaints and proposals team was established, which is currently being processed all complaints lodged with PKA.

ESG 3.1. PKA's specific comments:

- *In the case of the opinion giving process no student expert is assigned to the review panel that is coordinated by the section and **a clear policy regarding the involvement of employers could not be identified.** (external review report, p. 15)*

In the PKA's opinion, the statement about the lack of a clear policy regarding the involvement of employers' representatives in the opinion giving process is not reflected in the facts. In the SAR there is information that the representatives of external stakeholders, students and employers, by law, are members of the PKA, joining the Presidium (2 representatives of employers and President of the Students' Parliament), Sections (1 representative of employers per each Section). Representatives of students and employers are also members of the evaluation panels. Appropriate regulations in this regard were included in the Law on Higher Education and Science as well as in the PKA Statute (§18). The participation of stakeholder representatives in the PKA structure and decision-making processes guarantees their direct influence in the opinion giving procedure. In addition, each member of the Section is obliged to read the documentation considered in the opinion-making or evaluation process and has the opportunity to express their opinions in relation to issues remaining within their expert interests. The documentation is made available using the PKA's repository and Fregata internal disk. **Moreover, although in the course of PKA's current activity, students were able to express an additional opinion in the opinion giving process through the participation of their representative in the PKA Presidium, the PKA's President, acknowledging the recommendation of the ENQA review panel, immediately decided to set up a team of student experts to issue opinions on applications. whose activities ensure systemically participation of students in the process of reviewing applications.**

- *The panel does not have a clear view of the extent to which PKA is a force for bringing forward proposals regarding new key challenges (i.e. new format for institutional evaluation, organizational changes for the Bureau, etc.). (external review report, p. 17)*

We regretfully noted the fact that the ENQA review panel did not address questions to the PKA management team during the visit about the scope of submitting new proposals on key challenges. Already in the SAR, PKA indicated that it was in the process of legal transformation, generated by dynamic legislative changes, due to the proposed new Law on Higher Education and Science and related executive acts. **The direct and intense involvement of the PKA's President in the bodies preparing the Act, as well as the PKA itself in the process of consulting and reviewing legal solutions created the opportunity to include many regulations in the area of quality assurance suggested by PKA (e.g. return to institutional / comprehensive assessment, PKA analytical activity, abolition of core staff requirements, etc.). PKA members and experts took part in numerous consultations and submitted a number of documented comments to the subsequent proposals of statutory provisions.**

In addition, issues related to piloting new solutions with regard to institutional assessment have been included in the PKA 2020 strategy. **The legislator left PKA with the freedom to create new solutions related to institutional / comprehensive assessment, and a two-year transition period for its implementation.** ENQA review panel should have noted during the visit that the discussion on previous institutional assessments and lessons learnt from them is kept up to date both at the Polish Accreditation Commission and among its stakeholders. The new shape of institutional assessment will be relying on previous experience and new approaches to quality assurance in higher education. Undoubtedly, evaluation procedures are strongly correlated with new legal regulations, although, as the review panel rightly pointed out in further parts of the report, PKA autonomously defines its evaluation procedures and calls its external experts - clear indicator for operational independence. (external review report, p. 19) Moreover, the situation is similar with the PKA Bureau recalled *"PKA has the autonomy to define the Bureau's internal structure and tasks"* (external review report, p. 18). PKA's concern is to ensure institutional continuity, and its inherent element is the Bureau of the Polish Accreditation Committee and human resources potential.

- *Based on the discussion during the interviews there is no monitoring mechanism of the Minister's decisions in cases of the opinion giving process that would allow a comparison of PKA's opinion and the Ministers decision. (external review report, p. 19)*

The PKA cannot acknowledge the above statement since the provisions of the HE Law impose an obligation on HEIs and the Minister to inform the PKA each time about taking a decision on the launching, withdrawal or suspension of rights to run study programme, or changes in the scope of education. Each time after the decision of the MoHE, the decisions are passed to the PKA, which maintains a database related to the founding, suspension of education or withdrawal of the rights granted. In addition, the PKA is a user of the POLON Integrated Information System for Higher Education (<https://polon.nauka.gov.pl>) and monitors the changes on an ongoing basis and refers to them during the evaluation procedures or reviewing applications. Therefore, the PKA is fully aware of what decisions are made in the opinion giving process or the evaluation procedure.

ESG 3.6. PKA's specific comments:

- *The review panel carefully analysed the defined processes and learned that the written procedures generally divide the tasks and steps between PKA and the Bureau. The descriptions of tasks of the Bureau are usually very detailed with clear definitions of timeframes and required signatures, while the whole process of the evaluation visit including the drafting of the report is defined in two lines without further specifications. (external review report, p. 26)*

The PKA quality management system is an integral element of the whole set of external and internal law acts related to the functioning of the PKA, i.e. the LoHE, Regulations, PKA Statute, Bureau organizational regulations, decisions and orders of the PKA President or resolutions of the Presidium. Interoperability and compatibility of the applied formal solutions is a prerequisite for achieving operational effectiveness of each organization, while duplicating entries in many documents may have the opposite effect to the intended one. Having above in mind, considering the system as a separate entity in the opinion of PKA constitutes a misunderstanding of local solutions and normative conditions. In the PKA's understanding, the system's procedures are to specify the consecutive stages leading to the result of the main process. However, their natural complement is the requirements set out in the accompanying acts of internal law.

Similarly, the evaluation procedure should be read, the clarification of which has been included in the PKA Statute and applicable resolutions of the Presidium, for example on the rules for carrying out the site visit; templates of reports, guidelines for the preparation of a report, or division of duties between members of evaluation panel.. Therefore, one

cannot agree with the remark that the report preparation process was reduced to two lines without further specification. In addition, in accordance with the requirements of the quality policy, all members and experts of PKA are subjected to systematic training, which among others aim towards development of common understanding and application of specific rules of procedures.

- *Some clarification might also be helpful in the field of the procedures related to the complaints, requests and appeals. Here, many different options exist and the specificity of the procedure remained unclear. (external review report, p. 27)*

There are clear and defined procedures related to the operation of the Appeals Body and the Section for Complaints and Motions (SAR Appendix QMS). PKA strongly disagrees with the statement that there are different ways to implement these procedures, and the ENQA review panel did not provide any convincing evidence that the procedures are unclear. Given as an example in the external review report of HEIs writing to Heads of the Section is beyond the reality since HEIs cannot write to the “Heads of Sections” because their addresses are unknown due to the data protection restrictions and the only way to communicate the issue via formal procedure is through the Bureau’s Secretariat or anonymous questionnaire and then is directed to the appropriate Section.

FOLLOW – UP REPORT 2019

ESG	Panel recommendations	Measures already taken
<p>ESG 3.4 – Substantially compliant</p>	<p>PKA should strengthen their initiatives to develop a more structured approach towards thematic analysis leading to analysis meeting the requirements of the polish HE system, independently from international projects as well as adding additional resources. Mobilizing resources from within the Bureau should be considered.</p>	<p>PKA believes that recent changes in the Law on HE reflected PKA long-term experience in thematic analysis and address the ENQA recommendation directly. It should be highlighted that analytical and training activities have now been included in the specific tasks of the PKA on the ground of the Act of 20 July 2018 Law on Higher Education and Science. Therefore, the analytical activity has found formal confirmation in legal acts and has been reflected in the structural solutions of PKA's Bureau. A special unit for analyses has been formed since the beginning of the year and Bureau's resources were dedicated to the activity. It should be emphasized that long-term PKA procedures in the area of formalizing PKA analytical activity have now been confirmed in generally applicable regulations. Both in the previous and current PKA's strategy, this area of activity has been effectively addressed, which is confirmed by numerous publications that appear in the Commission's output as a result of its on-going analysis of activities as well as targeted and systematic project activities.</p> <p>Annual reports are published regularly, as well as after ending of PKA's terms of office, providing quantitative and qualitative data on the functioning of PKA in the analyzed period. (SAR, p. 44). Therefore, it is not in accordance with the factual state that they summarize only one year of PKA activity. In PKA's opinion, it is also not consistent with the reality that the reports are only a tool of accountability for the tasks performed. Thus, it is difficult to agree with the thesis that they are only factual. The data collected in annual reports give grounds for inference about the entire population, based on research carried out on a sample of this population (read data from assessments made as part of a given year or term). The presented research is used to recognize the frequency of the occurrence of the studied phenomenon, and to determine the level of dependence that occur between various data. Often, in annual reports you can find statements that, for example, the number of conditional assessments has decreased compared to the previous period because universities have implemented a rehabilitation program, which is tangible proof of the impact of the Polish Accreditation Commission on improving the quality of education at HEIs, and also helps to foster continuous improvement of PKA's quality assurance processes. In addition, the mentioned reports indicate the main reasons for the issued assessments, which allows identification of challenges for improving the quality of education at HEIs or identifying areas requiring remedial measures (SAR, p. 45).</p>

		<p>In the PKA's view, PKA has recently had a significant impact on the design of local, national and international projects, being at the same time the initiator and contractor for other international organizations. In the opinion of PKA, it is difficult to agree with the statement that international projects are adapted to the requirements of funders. Each time the project activity is carefully planned by PKA, and the research or analytical aspects are a priority in the search for funding opportunities, and not vice versa. The project activity is also linked to the strategy or needs of the PKA in a given period (vide European Approach for Quality Assurance of Joint Programs) and is a response to the needs related to analyzing, testing or searching for new innovative solutions that guarantee the further development of external quality assurance procedures. at the level of the PKA itself and national solutions. Moreover, in support of this thesis, it should be recalled that thanks to highly qualified PKA staff involved in initiating and implementing projects, many research topics were brought up to discussion on a local, national and international scale, with the participation of international institutions such as ECA, ENQA, EQAR, OECD. At the moment, another two projects have been developed by PKA and will be submitted in the Erasmus + call deadline by the end of March concerning equal access to HE from the perspective of QA as well as SCL issues in the quality assurance processes. Besides in November PKA joined new ECA initiatives Barometer where is responsible for developing report on new skills from the perspective of HE/Labour Market/QA. Besides recently PKA brought up the idea in the ECA to lunch new working group composed from QA agencies that will be responsible for developing universal methodology of thematic analysis responding to the internal and external needs.</p>
ESG 3.5 – Substantially compliant	<p>PKA should take action to improve the situation of staff in its Bureau. Valuing – in terms of remuneration as well as job profiles – and capitalizing on its acquired expertise, should decrease staff turnover and increase PKA's capacity to invest time and knowledge in thematic analysis and internal enhancement.</p>	<p>According to the Law on Higher Education and Science Bureau of the Polish Accreditation Committee is a state-owned independent budgetary unit that provides administrative and financial services to the Committee. At the beginning of this year new Director of the Bureau after successful run in the open contest, was appointed by the President of PKA. Following the changes the new structure of the Bureau was introduced that explore and capitalize human potential in New Public Management manner. All persons already hired in the office received job proposals and decided to prolong their contracts stepping into new responsibilities. Intensive plan of trainings and further skills development have been already adopted. However, Bureau still faces freeze on wages in the public sector, that is a wide-national problem in public administration sector not only individual.</p>
ESG 3.6 – Substantially compliant	<p>The comprehensiveness of the IQA, should be developed in the areas of management procedures (decision-making process; definition and implementation of the strategic plan, etc.),</p>	<p>As the ENQA review panel was informed during the visit, the PKA's management team and the PKA's Presidium are responsible for monitoring the implementation of the strategy. Monitoring is periodic and the monitoring results collected usually are reflected in the PKA's term of office reports, which are published on the PKA website. In addition, the responsibility for the implementation of strategic tasks has been distributed in the Strategy, and the accountability of their implementation is of a</p>

	<p>role of the President of panel in programme evaluation and internal feedback.</p> <p>PKA should update its internal Quality Assurance for the procedure for programme evaluation in a way that there is a checks and balance system for the strong role of the PKA member serving as president of the review panel.</p>	<p>current nature within the scope of business subordination. The new PKA Strategy was adopted at the end of 2017 and the results of its monitoring will only be presented in the next annual report. The Appeals Body referred to in the example is monitored on an ongoing basis, see the annual report http://www.pka.edu.pl/.</p> <p>The responsibility of the Chairmen was a bit released recently by introducing by the end of the last year Secretary function in the panel who is responsible for drafting the report and coordinating the entire programme evaluation procedure since its beginning to the end. <i>According to the article 18 of the PKA's Statute the assessment process is conducted by an assessment panel composed of Committee members, experts and a person acting as the assessment panel's secretary.</i> Besides according to the same article <i>a member of the Committee or, in duly justified cases, an expert – academic teachers, can perform the function of the chair of an assessment panel.</i> So the chairman role is not only limited to the member or former member of PKA.</p>
ESG 2.1 – Partially compliant	<p>The opinion giving procedure should be fully aligned with the requirements of Part 1 of the ESG.</p>	<p>Following ENQA review panel recommendation PKA on the basis of the recent changes in the Law on HE Act of 20 July 2018, PKA developed new criteria for the opinion giving process that are aligned with requirements of Part 1 of the ESG. The table of reference is available in the Significant Changes Report attached to this document. The new criteria together with the Statute were published on the website http://www.pka.edu.pl/.</p>
ESG 2.2 – Substantially compliant	<p>The opinion giving process should be further developed in consultation with stakeholders, to increase its fitness for purpose.</p>	<p>PKA does not agree with the statement that stakeholders are not involved in the design and continuous improvement of the opinion giving process. Both regulations (HE act and following executive acts) and the PKA Statute as well as templates of documents are subject to a wide consultation system and all stakeholders can submit comments to the process being designed or improved at this stage, for which PKA has documented evidence. The consultations serve not only to give opinions on internal acts adopted by the PKA, but also to a broader reflection on the quality assurance system and the current activity in the higher education system. In addition, as explained in the correspondence sent prior to the visit of the review panel and the SAR, "Stakeholders are involved in the process of shaping and improving external quality assurance system, both at the stage of drafting legal regulations (stakeholder consultation process) and drafting of PKA's internal regulations (procedure for giving opinions on internal regulations)." Drafting legal regulations refers to the level of legislator (Ministry), therefore the consultation process is run according to the procedure of adapting legislative acts (e.g. Law on HE) and always requires public consultation (SAR, p. 59) with all stakeholders involved included PKA. In this way, a bilateral relationship emerges, resulting from the initiative of the state administration. At the level of PKA consultation process</p>

		refers to internal regulations and is run according to the procedure for giving opinions on internal regulations adapted in the PKA's management system under the name of "Procedure for preparing the Committee' internal regulations". Details on the consultation process are provided in SAR, p. 59 besides evidences of holding such a process on regular basis can be easily found on PKA website http://www.pka.edu.pl/2019/01/25/otwarte-konsultacje-projektu-wzorow-dokumentacji-wykorzystywanej-przez-pka/ .
ESG 2.3 – Substantially compliant	PKA should increase the transparency of the process in the opinion giving procedure, particularly regarding the availability of documents for the applying institution.	As it was stated in the response to the ENQA panel of experts in September 2018, the new Law on Higher Education and Science was signed in July 2018 by the President of the Republic of Poland and the process of preparing executive acts was initiated. This opened the possibility of submitting by PKA to the MoHE proposals of new legal solutions to the opinion giving process in order to adapt it to the recommendations of the ENQA review panel and achieve full alignment with Part I ESG in the context of the criteria used by PKA (ESG 2.1) as well as ensuring publication resolutions and reports in the opinion giving process (ESG 2.6). Since October 2018 also PKA's resolutions and reports in the opinion giving process are published on PKA's website on a regular basis. They were also submitted to DEQAR database.
ESG 2.4 – Partially compliant	PKA should develop a practice reassuring the equal involvement of stakeholders across the different procedures making sure all experts are involved in the relevant key steps of each procedure.	<p>PKA is profoundly convinced that the adopted procedures, described in the SAR, referring to the program evaluation, guarantee that all experts, including employers' representatives, are equal in the assessment process. Students and representatives of employers are also active participants in the opinion giving process through participation in the PKA's statutory bodies responsible for this process.</p> <p>The opinion giving procedure is initiated and implemented by the PKA's Section, which always includes representatives of employers. Pursuant to the provisions of the LoHE and the PKA's Statute, representatives of employers are members of the PKA's Presidium (2 representatives) and Sections (1 representative per each Section) while the President of the Students Parliament of the Republic of Poland is a member of the PKA's Presidium. Both in the procedure of opinion giving on applications and evaluations, all members of the Section as well as the Presidium are obliged to read the source documentation, which is made available via the PKA's repository or the internal Fregata disk, and express their opinion on the matter during the meetings. It is also worth noting that the opinion of the students' self-government at the applying HEI concerning the study program is obligatory element of each application and is used in the opinion giving procedure by PKA. Thus, representatives of students as well as employers have a significant impact on the opinions regarding the applications. In 2018 PKA reconfirmed students' status in the opinion giving process as an equal participants involved in the procedure by providing requirement in the PKA's Statute.</p>

		<p>The opinion giving process has been conducted in PKA since 2002 in a systematic manner, regulated by procedures, subjected to continuous improvement, based on uniform documentation templates, in close cooperation with the Minister as well as with the involvement of different categories of stakeholders (mentioned above). Besides so far none of the national supervisory bodies and external control institutions hasn't raised any concerns to its conduct.</p> <p>In the case of programme evaluation PKA elaborated the rules for the division of duties between the members of the evaluation panels (SAR, p. 64), which are binding for all chairmen of the panels. At the same time, the PKA has evidence from each evaluation procedure, i.e. reports from meetings of evaluation panel prepared by experts on the assessment procedure, which confirm arrangements between all panel members with regard to final assessments under each criterion as well as the most important issues that should be highlighted in the site visit report.</p>
	External experts, particularly students should be used in the opinion giving process.	<p>Although in the course of PKA's current activities, students had the opportunity to express an additional opinion in the opinion giving process through the participation of their representative in the PKA's Presidium, PKA's President acknowledging the recommendations of the ENQA review panel, immediately decided to set up a team of student experts to issue their judgements in opinion giving procedure, whose activities will ensure more systematic participation of students in the process of reviewing applications. The task of this team includes presentation opinions on applications regarding the awarding to HEI or its basic organizational unit the right to run study programme in a specific field, level and profile. On the other hand, PKA believes that employers at the current stage, as mentioned above, are involved respectively in the work of PKA's Sections and the Presidium.</p>
ESG 2.5 – Substantially compliant	The opinion giving procedure should be made more transparent and decision-making process should become more consistent in order to improve the procedure and decrease number of appeals.	<p>Since the October 2018 the results of opinion giving process are published on PKA website. The procedure, decision making process and criteria have been published on PKA website. The composition of PKA Sections and lists of experts are also public information. The appeal procedure is described in the Statute that has been also always published on PKA website together with detailed procedure http://www.pka.edu.pl/system-zarzadzania-jakoscia-pka/ . Besides the membership of Appeals Body is also transparent and published on website http://www.pka.edu.pl/struktura-i-sklad/. Concerning the decision making process and its consistency it should be underlined that PKA's Section, Presidium and Appeals Body follow the same criteria.</p>

	The criteria to grant respective ratings for the different standards in the programme evaluation procedures should be further developed and clarified.	Recent changes in the Law on Higher Education and Science enabled further development of program evaluation criteria. PKA decided to formulate standards for each of the evaluation criteria and introduced detailed quality indicators to strengthen the consistency of criteria applying between the panels of experts. Criteria development was consulted with the stakeholders.
ESG 2.6 – Partially compliant	Expert reports and resolutions of the opinion giving process should be published.	<p>Since October 2018 PKA's resolutions and reports in the opinion giving process have been published on PKA's website.</p> <p>http://www.pka.edu.pl/2019/02/01/recenzje-oraz-uchwaly-podjete-przez-prezydium-pka-w-postepowaniu-opiniotawczym/</p> <p>http://www.pka.edu.pl/2018/10/16/recenzje-oraz-opinie-podjete-przez-prezydium-pka-w-postepowaniu-opiniotawczym/</p> <p>Besides the resolutions and reports in the opinion giving process have been also submitted to DEQAR database.</p>
	When drafting the assessment reports for the programme evaluation procedures by the chair of the panel, PKA should setup a mechanism reassuring appropriate involvement of all experts.	<p>PKA informed ENQA review panel that PKA set up a mechanism reassuring the appropriated involvement of experts by setting the rules for the division of duties between the members of the evaluation panel (SAR, p. 64), which are binding for all chairmen of the evaluation panels. At the same time, the PKA has evidence from each evaluation procedure, i.e. reports from meetings of evaluation panels prepared by experts on assessment procedure, which confirm the arrangements between members of the whole panels with regard to final assessments under each criterion, as well as the most important issues that should be addressed in the site visit report. Besides so far, PKA hasn't received any complaints from group of experts or individuals that they are not treated equally during the procedure or some problems might have occurred. Besides the President of Students' Parliament who is the member of PKA's Presidium never raised the issue as a problematic.</p> <p>However, at the end of the last year PKA decided to introduce the Secretary function in the panel who is responsible for drafting the report and coordinating the entire programme evaluation procedure since its beginning to the end. The Secretary, while preparing the draft report, is obliged by the procedure to consult all steps with panel's members and after the final acceptance of all panel members report is forwarded to the appropriate PKA's Section.</p> <p><i>Article 18 of the PKA's Statute states that the assessment process is conducted by an assessment panel composed of Committee members, experts and a person acting as the assessment panel's secretary.</i></p>

ESG 2.7 – Substantially compliant	The implementation of the appeals procedure should be improved to avoid creative use of this system and decrease the number of appeals.	<p>PKA strongly disagree with the statement that PKA's criteria are creatively used in the appeal procedure. Taking into account that issues are further proceeded by the Ministry and have legal consequences (e.g. suspension of rights etc.) resolutions taken by PKA were never doubted in further procedure by Ministry or national court in a sense of criteria inconsistency or their creative use. PKA has been investigated several times by National Chamber of Auditors and results of control which were also published and discussed in the Polish Parliament never showed any creative use of PKA criteria.</p> <p>So far consistency use of PKA criteria have been safeguarded by detailed guidelines for members and experts, since the beginning of the year the additional quality checklist have been introduced to each standards that PKA experts and bodies are required to follow.</p>
	PKA should implement a more systematic analysis of received feedback, recommendations, complaints and data from appeals procedures to facilitate IQA and improvements of procedures.	<p>The Appeals Body activity is monitored on an ongoing and regular basis, see the annual report published on PKA's website http://www.pka.edu.pl/. In a sense of enhancing PKA's works the Chairman of the Appeals Body is responsible for providing regular feedback (quarterly and annual basis) for the observation of the procedure.</p> <p>As we informed ENQA review panel the high level of appeals results mainly from the dynamic changes of the Law on HE or its regulation and rather enhance-oriented approach of PKA than the other faults of the procedure.</p>

Substantive change report

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Foreword

Polish higher education landscape has been significantly changed in 2018. This was caused by the introduction of a new Law on Higher Education and Science. It needs to be noted, that unlike previous amendments to the legal system, this is completely new set of rules and regulations. Their main aim is to facilitate greater European and global competitiveness of Polish higher education institutions. Enhancement of quality of education and scientific outcomes are the overarching principle of the new Law (called Law 2.0). Therefore, the new legal framework introduces greater institutional autonomy in its organisational aspect. Higher education institutions received greater flexibility in reshaping their own internal structures, processes and policies.

The changes in the most important legal act in Polish higher education has its impact also on the Polish Accreditation Committee (PKA). PKA has been granted new tasks, which would strengthen its systematic impact on quality in Polish higher education. Moreover, introduction of a new type of external quality assurance procedure has been initiated. Such significant changes required adjusting of the PKA Statute and quality assurance procedures.

Finally, for the third time PKA has successfully completed the external review against its compliance with the Standards and Guidelines for Quality Assurance in European Higher Education Area (ESG). Following the recommendations formulated by the review panel, PKA has, among other issues, modified its approach to the opinion-giving procedure.

The purpose of this document is to provide EQAR with more detailed scheme of changes that took places in Polish quality assurance system in 2018.

Explanatory note

National policy context

Introduction of the new Law on Higher Education has significantly reshaped the national policy context of PKA's operations. First of all, PKA's tasks has been significantly extended. In the current legal framework these are:

- 1) expressing opinions on the entry of a non-public higher education institutions in the register;
- 2) expressing opinions on meeting the conditions for conducting studies in a specific field, level and profile, and the relationship of studies with the higher education institutions 's strategy;
- 3) conducting a programme evaluation;
- 4) conducting a comprehensive evaluation;
- 5) conducting analytical and training activities as well as disseminating good practices in the field of the quality of education;
- 6) cooperation with national and international institutions and organizations operating in the area of higher education;
- 7) giving opinions on other matters presented by the minister.

In particular, the tasks 4 and 5 are completely new and introduce new areas of PKA activities.

A comprehensive evaluation

Comprehensive evaluation is meant to be a new form of institutional evaluation. During the preparatory works on the new Law on Higher Education, the experience with the previous institutional evaluation has been strongly taken into account. One of the key improvements is the fact, that this new external quality assurance procedure will focus on the effectiveness of a higher education institution's quality improvement activities. Therefore, it will shift the scope of evaluation to the entire institution, instead of its organisational units.

However, the final developmental efforts towards introduction of the comprehensive evaluation, including development of the criteria, are currently at the beginning stage. They are planned to be concluded by 2020 when the comprehensive evaluation will be fully introduced.

New tasks of PKA

Polish Accreditation Committee has been assigned with new tasks, which aim to stimulate the quality enhancement in Polish higher education through new type of activities. These are:

- analytical activities
- training activities
- dissemination of good practices.

The new tasks correspond with one of the recommendations formulated by the external review panel regarding ESG Standard 3.4. According to the panel, PKA should *“strengthen their initiatives to develop a more structured approach towards thematic analysis leading to analysis meeting the requirements of the polish HE system, independently from international projects as well as adding additional resources.”*. The new Law 2.0 facilitates development of this strand of PKA activities by acknowledging it as a legal PKA obligation.

Following those new circumstances, in January 2019 Bureau of the Polish Accreditation Committee has introduced a new internal unit for analysis, research, training and public communication. Currently it is composed of 2 FTE and is at stage of development of the comprehensive plan for realisation of the new PKA tasks.

Internal context

Introduction of the new Law on higher education, resulted also in important internal changes in the PKA activities. First of all, Plenary session of the Polish Accreditation Committee on 13 December 2018 approved the new Statutes. It introduced significant changes regarding the criteria for programme assessments and introduction of the separate criteria for the opinion-giving procedure.

Criteria for reviewing requests for granting permission to provide a degree programme

Following the recommendations of the external review panel, PKA has introduced the separate criteria for reviewing requests for granting permission to provide a degree programme. They follow ESG standards and are composed of the following criteria:

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

2. Implementation of the study programme: programme contents, timetable for the implementation of the study programme, forms and organisation of classes, methods of education, student placements, organisation of the teaching and learning process
3. Admission to studies, verification of learning outcomes achievement by students, giving credit for individual semesters and years and awarding diplomas
4. Competence, experience, qualifications and the number of staff providing education. Staff development and in-service training
5. Education infrastructure and resources used in the implementation of the study programme and their improvement
6. Cooperation with social and economic stakeholders on the development, implementation and improvement of the study programme and its impact on the development of the degree programme
7. Conditions for and methods of improving the internationalisation of education provided as part of the degree programme
8. Supporting learning, social, academic or professional development of students and their entry on the labour market. Development and improvement of such support
9. Public access to information about the study programme, conditions for its implementation and achieved results
10. Quality assurance policy, designing, approving, monitoring, reviewing and improving the study programme

Furthermore, up to 5 quality education standards have been formulated for each of the 10 criteria. Detailed description of the new criteria can be found in the annex to this note.

Finally, a new procedural change has been introduced regarding the reviewers' panel composition. According to the Article 7 point 3. 12) of the new PKA Statutes, a student experts' section for reviewing requests will be appointed by the President of PKA from among student experts of the Committee. Article 10 point 2. 5) indicates that the Secretary of the PKA appoints the review panel and one of the reviewers must be a member of student experts' section for reviewing requests.

Moreover, since the October 2018 the reviews in the opinion-giving matters are being published.

New criteria for ex-post programme assessments

New PKA Statutes also introduced new set of criteria and organizational changes regarding the programme evaluation procedure. The updated assessment framework covers all the ESG standards and is composed of 10 following criteria:

1. Structure of the study programme: concept of education, learning objectives and outcomes
2. Implementation of the study programme: programme contents, timetable for the implementation of the study programme, forms and organisation of classes, methods of education, student placements, organisation of the teaching and learning process
3. Admission to studies, verification of learning outcomes achievement by students, giving credit for individual semesters and years and awarding diplomas
4. Competence, experience, qualifications and the number of staff providing education. Staff development and in-service training
5. Education infrastructure and resources used in the implementation of the study programme and their improvement

6. Cooperation with social and economic stakeholders on the development, implementation and improvement of the study programme and its impact on the development of the degree programme
7. Conditions for and methods of improving the internationalisation of education provided as part of the degree programme
8. Supporting learning, social, academic or professional development of students and their entry on the labour market. Development and improvement of such support
9. Public access to information about the study programme, conditions for its implementation and achieved results
10. Quality assurance policy, designing, approving, monitoring, reviewing and improving the study programme

Detailed criteria can be found in the annex 8 and 9 to this note.

Furthermore, the new Statutes introduces the new function of the panel secretary, whose main task will be to support the methodological correctness and efficiency of the renewed programme assessment procedure.

Annexes

Annex 1. PKA's tasks – matrix of changes

Law on Higher Education Till 1 October 2018	Law on Higher Education and Science Since 1 October 2018
	In accordance with Article 258(1) of the Law on Higher Education and Science, the Committee's tasks include:
	1) expressing opinions on the entry of a non-public higher education institutions in the register;
In accordance with Article 49(1) of the Law on Higher Education, the Committee submits to the minister competent for higher education: <ol style="list-style-type: none"> 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, as well as 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 by a foreign higher education institution. 	2) expressing opinions on meeting the conditions for conducting studies in a specific field, level and profile, and the relationship of studies with the higher education institutions' strategy;
Article 48a of the Law on Higher Education stipulates the scope of programme evaluation, in accordance with which PKA evaluates the quality of education provided as part of individual fields of study with taking into consideration: <ol style="list-style-type: none"> 1) concept of education; learning outcomes; study programmes; 2) standards of education and training; 3) qualifications of academic teachers and other persons teaching classes to students; 	3) conducting a programme evaluation;

<p>4) cooperation with representatives of social and economic stakeholders in the education process;</p> <p>5) effectiveness of internal education quality assurance system;</p> <p>6) functioning of the procedures for the validation of learning outcomes;</p> <p>7) internationalisation of the education process;</p> <p>8) accreditation and certificates of domestic and international institutions;</p> <p>9) infrastructure used to achieve learning outcomes;</p> <p>10) support provided to students in the learning process.</p> <p>In accordance with the law, the minister competent for higher education determines by way of a regulation general criteria for programme evaluation, whereas the Committee has retained the right to develop detailed evaluation criteria and modes of conducting programme evaluation and methods for appointing experts.</p>	
	4) conducting a comprehensive evaluation;
	5) conducting analytical and training activities as well as disseminating good practices in the field of the quality of education;
<p>Article 49a of the Law on Higher Education</p> <p>The Commission cooperates with national and international institutions and organizations operating in the area of higher education, in particular with those whose subject of activity is the assessment of the quality of education and accreditation.</p>	6) cooperation with national and international institutions and organizations operating in the area of higher education;
	7) giving opinions on other matters presented by the minister.

Annex 2. PKA– matrix of major changes

Statutory bodies	
Presidium President Secretary General	Presidium President Since the Secretary General is still the member of Presidium that is the formal collegiate body. It was rather legal correct and didn't affect Secretary General current role and competences.
Programme evaluation rating	
Negative Positive Conditional Outstanding	Negative Positive
Comprehensive evaluation	
	<p>The comprehensive assessment ends with the issuance of a positive grade or the refusal of a positive grade.</p> <p>A positive comprehensive assessment is issued for a period of 3 to 8 years.</p> <p>PKA, issuing a positive comprehensive assessment, may indicate areas in which the quality of education is particularly high. In the period referred to in paragraph 6, no program evaluation is carried out in the fields of study assigned to disciplines within these fields, unless the Minister applies for a motion to conduct it.</p> <p>In the case of refusal to issue a positive comprehensive assessment, the university can not apply for such an assessment for a period of 5 years, unless PKA indicates a shorter deadline.</p>
Composition of the panel of experts	
Chairman Academic teachers Representative of employers International expert Student Expert for assessment procedure	Chairman Academic teachers Representative of employers International expert Student Secretary of the panel
Students participation in the opinion-giving process on granting rights to run study programme (ex-ante)	
Guaranteed by Law students' representative participation in decision-making body - Presidium	Guaranteed by Law students' representative participation in decision-making body – Presidium Team of students' experts participating in the opinion-giving procedure

**STATUTES
OF THE POLISH ACCREDITATION COMMITTEE**

Article 1.

1. The Polish Accreditation Committee, hereafter referred to as 'the Committee', is an institution established on the basis of the Act of 20 July 2018, Law on Higher Education (Official Journal of 2018, item 1668, as amended), hereafter referred to as 'the Act', acting independently to enhance the quality of higher education.
2. The Committee's activity includes the assessment of education provided as part of degree programmes.
3. The Committee cooperates with domestic and international institutions and organisations active in the field of higher education, and in particular with those focussing on higher education quality assurance.
4. At least once every five years, the activity of the Committee is subject to external review in order to demonstrate that its operations are consistent with standards and guidelines specified for quality assurance agencies working within the European Higher Education Area.

Article 2.

1. The Committee's term of office lasts four years and begins on 1 January.
2. Members of the Committee are appointed by the Minister competent for higher education, hereinafter referred to as 'the Minister', except for the President of the Students' Parliament of the Republic of Poland who is a member of the Committee by virtue of law.
3. The President of the Committee, hereinafter referred to as 'the President', is appointed from among the Committee's membership and dismissed by the Minister.

Article 3.

The Committee is composed of:

1) sections working in the fields of science and the field of arts, hereinafter referred to as 'the Sections', i.e.:

- a) Section for Humanities and Theological Sciences;
- b) Section for Engineering and Technical Sciences;
- c) Section for Medical and Health Sciences;
- d) Section for Agricultural Sciences;
- e) Section for Science and Natural Sciences;
- f) Section for Social Sciences 1 working in the following disciplines: safety science, public communication and media science, political science and administration, law, sociology, pedagogy, canon law, psychology;
- g) Section for Social Sciences 2 working in the following disciplines: economics and finance, socio-economic geography and spatial planning, management and quality studies;
- h) Section for Arts

2) Section for Teacher Education;

3) The Appeals Section.

Article 4.

1. The Committee presents to the Minister:

- 1) opinions on the entry of a non-public higher education institutions in the register;
 - 2) opinions on the fulfilment of conditions for the provision of degree programmes in a given field of study, at a given level and with a specific degree profile, and on the relationship between a degree programme and the strategy of a higher education institution;
 - 3) resolutions on programme assessment;
 - 4) resolutions on comprehensive assessment;
 - 5) opinions on other matters presented by the Minister.
2. The Committee also presents to the Minister:
 - 1) opinions on requests for reconsideration of the matter, as stipulated in Article 1(1-4);
 - 2) 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.
 3. The Committee also presents opinions and resolutions on assessments referred to in section 1 and 2 to ministers who supervise higher education institutions referred to in Article 433(1) of the Act.
 4. The Committee makes the assessments referred to in section 1(3):
 - 1) on its own initiative - in accordance with the work programme adopted by the Committee's Presidium, with taking into account the rules for the selection of degree programmes for programme assessment set out in Annex 1;
 - 2) at the request of the Minister - immediately, outside the adopted work programme;
 - 3) at the request of a higher education institution.
 5. The Committee undertakes assessments referred to in section 1(4) at the request of a higher education institution holding a positive rating under programme or comprehensive assessment only.
 6. When carrying out a programme or comprehensive assessment, the Committee can:
 - 1) issue a rating on the basis of an assessment, accreditation or certificate awarded by a body responsible for education quality assurance:
 - a) which is registered at the European Quality Assurance Register for Higher Education (EQAR), or
 - b) with which the Committee has concluded an agreement on the recognition of assessments;
 - 2) take into account the assessment, accreditation or certificate awarded by an international or domestic body responsible for education quality assessment.
 7. The Committee may request clarification and information from higher education institutions concerning matters within its remit, undertake site visits to higher education institutions and process the personal data of academic staff and students in as much as it is indispensable to perform tasks referred to in section 1 and 2.
 8. The Committee gives its opinion on draft legislation concerning higher education and science received from competent ministers who supervise higher education institutions.
 9. The Committee carries out analytical and training activities and disseminates good practice in the field of education quality assurance.
 10. In performing their duties, members of the Committee and its experts are guided by the principles of diligence, impartiality and transparency. They apply detailed assessment criteria and procedures adopted by the Committee, comply with the conditions for the award of ratings, and follow detailed criteria for the review of requests for granting permission to provide a degree programme.
 11. The detailed programme assessment criteria and the conditions for the award of ratings are set out in Annexes 2 and 3 respectively .
 12. The detailed criteria for programme assessment take into account the provisions of Article 242(2) of the Act and the implementing act issued on the basis of Article 248(1) of the Act, as well as the Standards and Guidelines for Quality Assurance in the European Higher Education Area.

13. In the case of degree programmes referred to in Article 60(1) of the Act provided together with a higher education institution or research institution from abroad, the Committee conducts education quality assessments with the observance of international standards for education quality assurance of double degree programmes.
14. In accordance with the rules stipulated in Annex 4, the Committee may award certificates attesting the attainment of an outstanding level of education by a higher education institution.
15. Detailed criteria for reviewing requests for granting permission to provide a degree programme are stipulated in Annex 5.

Article 5.

1. The Committee works at plenary sessions and through its bodies.
2. At plenary sessions, the Committee, in particular:
 - 1) adopts its mission statement, strategy and quality assurance policy;
 - 2) adopts and amends its Statutes;
 - 3) adopts and amends its Code of Ethics;
 - 4) appoints the Section for Ethics;
 - 5) undertakes a summary review of its performance.
3. The bodies of the Committee are:
 - 1) the President;
 - 2) the Presidium.

Article 6.

1. The Code of Ethics sets out ethical standards and values applied by Committee members and experts, the rules of conduct and the scope of liability in the event of infringements.
2. The provisions of the Code of Ethics apply accordingly to the secretaries of assessment panels and staff of the Bureau of the Polish Accreditation Committee, hereafter referred to as 'the Bureau'.
3. The Section for Ethics initiates investigation procedure in the case of violation of ethical standards laid down in the Code of Ethics.
4. The Section for Ethics, composed of five members, is appointed from among Committee members at the first plenary session of the Committee in a particular term of office.
5. Detailed organisational and operational arrangements for the Section for Ethics are laid down in the rules of procedure adopted by the Section.

Article 7.

1. The President manages the work of the Committee and represents it in external relations.
2. The President makes decisions concerning the activity of the Committee which are not reserved for its Presidium or the Chairs of the Sections, Section for Teacher Education and the Appeals Section.
3. The powers of the President include in particular:
 - 1) convening and chairing plenary meetings of the Committee;
 - 2) convening and chairing the meetings of the Presidium;
 - 3) appointing the Secretary from among the members of the Committee;
 - 4) signing resolutions of the Committee and of the Presidium and contracts or agreements concluded with institutions and organisations referred to in Article 1(3);
 - 5) appointing experts in accordance with the rules and procedure set out in Annex 6 and keeping the list of experts;
 - 6) determining the rules and procedure for the appointment of assessment panel secretaries;

- 7) appointing assessment panel secretaries and keeping the list of the secretaries;
- 8) appointing Section members from among the members of the Committee;
- 9) appointing members of the Section for Teacher Education from among the members of the Committee and defining the scope of the Section's competences;
- 10) appointing members of the Appeals Section from among the members of the Committee with the observance of the rule that the Appeals Section includes at least one representative of each field of science and art;
- 11) appointing members of the Section for Examining Complaints and Requests from among the members of the Committee;
- 12) appointing members of the student experts section for reviewing requests from among student experts of the Committee; appointing the chair of the section and defining the scope of competences of the section;
- 13) confirming the expiry of the mandate of a Committee member for reasons referred to in Article 252(2) of the Act;
- 14) excluding a Committee member or expert for reasons referred to in Article 245(3) of the Act;
- 15) laying down the procedures applied in matters falling within the remit of the Committee;
- 16) laying down the procedures for electronic voting, with taking into consideration the need to maintain voters' accountability and voting confidentiality, i.e. to ensure clear identification of individuals taking part in voting and prevent unauthorised access to information;
- 17) exercising supervision over the internal quality management system;
- 18) appointing plenipotentiaries to carry out tasks related to the activity of the Committee and defining the scope of their competences;
- 19) appointing members of working groups from among the members and experts of the Committee and defining the scope of their competences;
- 20) determining the rules for increasing fees paid to members and experts of the Committee and persons acting as assessment panel secretaries, in accordance with the regulations issued on the basis of Article 403(4) of the Act;
- 21) establishing policies and procedures relating to personal data processing and protection.

Article 8.

1. The President can appoint an Advisory Council, which performs opinion-giving and advisory functions for the Committee concerning strategic directions for the development of the Committee. The President determines the Council's composition and scope of its activity.
2. President of the Advisory Council appointed by the President from among the members of the Council convenes the Council's meetings at least once a year.
3. The Advisory Council adopts its position by adopting resolutions by simple majority of votes.

Article 9.

1. The Presidium is composed of:
 - 1) the President;
 - 2) the Secretary,
 - 3) the Chairs of the Sections;
 - 4) the Chair of the Section for Teacher Education;
 - 5) the President of the Students' Parliament of the Republic of Poland;
 - 6) A representative of employers' organisations elected by members of the Committee put forward by employers' organisation.

2. The Chair of the Appeals Section attends the meetings of the Presidium, during which resolutions on requests for reconsideration of a matter, as referred to Article 4(1)(1-4) are adopted, and enjoys voting rights during such meetings.
3. The powers of the Presidium include in particular:
 - 1) adopting resolutions on matters referred to in Article 258(1)(1-4 and 7) of the Act;
 - 2) adopting resolutions on the award of ratings by the Committee on the basis of an assessment, accreditation or certificate awarded by a body responsible for education quality assessment or with taking into account assessment, accreditation or certificate awarded by an international or domestic body responsible for education quality assessment;
 - 3) adopting resolutions on carrying out a comprehensive assessment or refusal to carry it out;
 - 4) setting out the work programme, including the selection of degree programmes for programme assessments carried out in a given academic year, with taking into account the Rules for the selection of degree programmes for assessment, which form Annex 1;
 - 5) establishing guidelines for the preparation of a self-assessment report and report on the implementation of recommendations by a higher education institution after the award of a positive rating under programme assessment for a period of up to 2 years, as well as templates for such reports;
 - 6) determining the procedure for staging a site visit by an assessment panel and a template for a site visit report, as well as a template report on the assessment of the implementation by the HEI of recommendations following the award of a positive rating under programme assessment for a period of up to 2 years, as well as a template for opinions concerning programme and comprehensive assessments;
 - 7) formulating the rules for drawing reviews and opinions and templates of such documents published in matters referred to in Article 4(1)(1-2 and 5);
 - 8) formulating the rules for drawing reviews and opinions concerning requests for reconsideration of the matter, as referred to in Article 4(1)(1-4), and adopting templates of such documents;
 - 9) proposing to the Minister candidates for Committee members;
 - 10) at the request of the Sections or the Section for Teacher Education, awarding to higher education institutions Education Excellence Certificates, which attest an outstanding level of education provided as part of a degree programme at a given level and with a given profile, in accordance with the rules set out in Annex 4.
4. In adopting resolutions on matters referred to in Article 4(1) and on requests for the reconsideration of the matter referred to in Article 4(1)(1-4), the Presidium is guided by opinions drawn by the Sections, the Section for Teacher Education and the Appeals Section.

Article 10.

1. The Secretary ensures the efficient functioning of the Committee and the performance of its tasks.
2. The Secretary, in particular,:
 - 1) organises the day-to-day work of the Committee and monitors the quality and timeliness of conducted activities;
 - 2) signs documents related to the Committee's work;
 - 3) resolves remit-related disputes between the Sections and between the Sections and the Section for Teacher Education;
 - 4) appoints members of assessment panels referred to in Article 4(1)(3-4);
 - 5) appoints from among Committee members or experts persons responsible for preparing reviews in matters referred to in Article 4(1)(1-2 and 5), whereas in matters referred to in Article 4(1)(2), one of the reviewers must be a member of student experts section for reviewing requests;

- 6) appoints from among Committee members or experts persons responsible for preparing reviews concerning requests for reconsideration of the matter referred to in Article 4(1)(1-4);
- 7) coordinates analytical, training and good practice dissemination functions in scope of education quality assurance.

Article 11.

1. Authorised by the President, the Secretary replaces him/her in certain matters.

Article 12.

1. The Chairs of the Sections, the Section for Teacher Education and the Appeals Section are elected by their members from among themselves.
2. The Chairs of the Sections, the Section for Teacher Education and the Appeals Section organise the Sections' work, convene and chair meetings, appoint members of the Sections, the Section for Teacher Education and the Appeals Section who draw draft opinions in matters referred to in Article 4(1) or in matters concerning requests for reconsideration of matters referred to in Article 4(1)(1-4) and are responsible for ensuring the quality and timeliness of performed tasks.
3. At the request of a Chair of a Section, the Section for Teacher Education and the Appeals Section approved by the President, the Section, the Section for Teacher Education and the Appeals Section can elect a Vice-Chair from among its members.
4. In justified cases, a Chair of the Section, the Section for Teacher Education or the Appeals Section where no Vice-Chair has been elected can authorise a member of the Section, the Section for Teacher Education and the Appeals Section to replace him/her in specific matters.
5. A Committee member can be a member of one Section only. Membership of one of the Sections or the Section for Teacher Education cannot be combined with membership of the Appeals Section. The chairmanship of one of the Sections cannot be combined with the chairmanship of the Section for Teacher Education.
6. The provisions of sections 1 to 3 apply accordingly to working groups referred to in Article 7(3)(19).

Article 13.

1. The Sections and the Section for Teacher Education draw up opinions on the basis of:
 - 1) reviews prepared by Committee members or experts and by members of the student experts section for reviewing requests - in matters referred to in Article 4(1)(2) - or prepared by Committee members or experts - in matters referred to in Article 4(1)(1 and 5);
 - 2) a report by an assessment panel and the position of a higher education institution, in matters referred to in Article 4(1)(3 and 4).
2. An opinion on a matter falling within the remit of at least two Sections is prepared by the Section responsible for the area, in which the field of science or arts forms the leading discipline, as part of which more than 50% of learning outcomes are achieved. Members of other Sections can attend the meeting of such a Section and enjoy voting rights.
3. In the case of degree programmes referred to in Article 53(8) of the Act, the Section appointed by the Secretary draws an opinion.
4. The President or the Secretary can attend meetings of the Sections, the Section for Teacher Education and the Appeals Section and enjoy voting rights.

Article 14.

1. Subject to Article 27, resolutions adopted at plenary sessions and resolutions of the Presidium in matters referred to in Article 4(1-2) are adopted in an open ballot by a simple majority of votes in the presence of at least 50% of members of the Committee or the Presidium, respectively.
2. Resolutions of the Presidium on personal matters are adopted by a secret ballot by an absolute majority of votes, in the presence of at least 75% of the Presidium members.
3. In duly justified cases, voting can be conducted electronically.
4. The provisions of sections 1 and 3 apply accordingly to voting conducted within the Sections, the Section for Teacher Education and the Appeals Section.
5. Members and the Chair of the Section for Ethics, Chairs and Vice-Chairs of the Sections, the Section for Teacher Education and the Appeals Section, and representatives of employers' organisations in the Presidium are elected in a secret ballot by an absolute majority of votes in the presence of at least 50% of members of the Committee, the Sections, the Section for Teacher Education and the Appeals Section, and members of the Committee appointed by employers' organisations, respectively.

Article 15.

1. When performing its tasks referred to in Article 4(1-2), the Committee uses reviews and reports of assessment panels prepared by members and experts referred to in section 2.
2. The following persons can be experts:
 - 1) an academic teacher;
 - 2) a student put forward by a competent body of the Students' Parliament of the Republic of Poland;
 - 3) a person designated by employers or employer organisations;
 - 4) an international education quality assurance expert;
 provided they meet the requirements set out in Article 255(2-3) of the Act.
3. Experts are required to observe the Code of Ethics, be familiar with the operational arrangements of the Committee and apply its detailed assessment criteria and procedures.
4. Committee members and experts are remunerated for their participation in the works of the Committee in accordance with the provisions issued on the basis of Article 403(4) of the Act and are reimbursed travel expenses.
5. An assessment panel can be assisted by a person acting as a secretary.
6. A person who has an unblemished reputation and meets the criteria defined by the President and requirements referred to in Article 20(1)(1-6) of the Act can act as an secretary of an assessment panel.
7. Persons acting as assessment panel secretaries are remunerated for their participation in the works of assessment panels in accordance with the provisions issued on the basis of Article 403(4) of the Act and are reimbursed travel expenses.

Article 16.

1. The opinions referred to in Article 4(1)(1-2 and 5) are drawn up by a Section concerned or the Section for Teacher Education on the basis of reviews prepared by Committee members and experts appointed by the Secretary.
2. In matters referred to in Article 4(1)(1-2 and 5), a request to enter a non-public higher education institution in the register accompanied by a justification and attachments, a request for a granting permission to provide a degree programme accompanied by attachments, or a request from the Minister to issue an opinion accompanied by documentation form the basis for preparing reviews.
3. In matters referred to in Article 4(1)(1-2), the President, acting on his/her own initiative or at the request of a Chair of a Section concerned or the Section for Teacher Education, can request

clarification and information from the founder or authorities of a higher education institution, and decide to carry out a site visit, specifying the date and outline agenda for the visit.

4. Reviews referred to in section 2 are prepared by Committee members or experts appointed by the Secretary in consultation with the Chair of a given Section or the Section for Teacher Education, and in matters referred to in Article(4)(1)(2) also in consultation with the Chair of the student experts section for reviewing requests. The Chair presents to the Secretary the candidates for reviewers within 7 days of the date of registration of the motion in matters referred to in Article 4(1)(1-2 and 5).
5. Reviews in matters referred to in Article 4(1)(1-2) or a report on a site visit referred to in section 3 are prepared not later than within two weeks of the date of the receipt by the reviewer of a request in matters referred to in Article 4(1)(1-2) or of the completion of the site visit.
6. A review in the matter referred to in Article 4(1)(5) is prepared not later than within two weeks of the date of the receipt by the reviewer of the Minister's request to issue an opinion.
7. Where a review has not been prepared by the set deadline, the relevant matter is presented at the next meeting of the Section concerned or the Section for Teacher Education by its Chair or a member of the Section or the Section for Teacher Education appointed by the Chair, after having prepared the review.
8. In the case of conducting a site visit, the opinion referred to in section 1 above is prepared by the Section concerned or the Section for Teacher Education not later than within two weeks of the date of receipt of the review and a report on a site visit referred to in section 3 above.
9. Opinions of the Section concerned or the Section for Teacher Education in matters referred to in Article 4(1)(1-2 and 5) are presented at a meeting of the Presidium by the Chair of the Section or the Section for Teacher Education or, in particularly justified cases, a person appointed by him/her, within 14 days of the date of drawing up the opinion by the he Section or the Section for Teacher Education.
10. The President puts to vote by the Presidium a draft resolution in matters referred to in Article 4(1)(1-2 and 5) .
11. Resolutions of the Presidium are forwarded to the Minister and higher education institutions or applicants not later than within seven days of the date of their adoption. In the case of higher education institutions supervised by ministers other than the minister competent for higher education and science, the resolution is also forwarded to competent ministers.

Article 17.

1. Ratings in matters referred to in Article 4(1)(3-4) are given after the completion of an assessment process.
2. The assessment process comprises:
 - 1) the preparation of a self-assessment report by a higher education institution, in accordance with the guidelines and template adopted by the Presidium;
 - 2) a site visit conducted in accordance with the rules adopted by the Presidium;
 - 3) a report prepared by an assessment panel in accordance with the template adopted by the Presidium;
 - 4) submitting the assessment panel's report to the higher education institution;
 - 5) The higher education institution adopts its position on the assessment panel's report;
 - 6) the Section concerned or the Section for Teacher Education prepares an opinion on the basis of the report of the assessment panel and the position of the higher education institution adopted in response to the report;
 - 7) the Presidium adopts a resolution on the rating.
3. The higher education institution prepares a self-assessment report in accordance with the template and guidelines established by the Presidium and publishes the report on its website 14 days before the date of the site visit by the assessment panel.

4. The higher education institution presents the self-assessment report to the Committee within six weeks of the date of the receipt of an assessment notice. In duly justified cases, the Secretary can extend the deadline for the submission of the self-assessment report only once and by no more than three weeks.
5. A site visit should be conducted not later than within eight weeks of the date of the receipt of the self-assessment report. In duly justified cases, the Secretary can extend the time limit for conducting a site visit.
6. A negative rating as referred to in Article 242(6) of the Act is issued, in particular, in the case of:
 - 1) ineffective delivery of letters to the official address of the higher education institution and failed attempts to contact it by e-mail;
 - 2) preventing the assessment panel from entering the premises of a higher education institution;
 - 3) during the site visit, preventing the assessment panel from contacting persons authorised to represent the higher education institution and persons responsible for activities related to the subject of the programme assessment or refusing to provide explanations in matters related to the subject of the programme assessment;
 - 4) preventing the assessment panel from accessing documents, which in accordance with template for self-assessment report adopted by the Presidium, should be presented for inspection during the site visit.
8. Failure to present higher education institution's position in response to the assessment panel's report within the time limit specified in Article 19(2) does not prevent taking further actions as part of the assessment process specified in section 2.
9. The Director of the Bureau notifies the higher education institution concerned of the date of the site visit and provides the institution with an outline agenda for the site visit not later than within two weeks before the starting date of the site visit.
10. If the Presidium has issued a positive rating under programme assessment valid for a period of up to two years, after the expiry of its validity period, a re-assessment process is carried out, which includes the following:
 - 1) the higher education institution prepares a report on its implementation of the recommendations referred to in Annex 3, section 3(2), in accordance with the guidelines and template adopted by the Presidium;
 - 2) the assessment panel prepares a report on the assessment of the implementation by the higher education institution of the recommendations referred to in Annex 3, section 3(2), in accordance with a template adopted by the Presidium;
 - 3) the Section concerned or the Section for Teacher Education prepares an opinion on the basis of the report of the assessment panel and the position of the higher education institution;
 - 4) the Presidium adopts a resolution on programme assessment.
11. In the case of a re-assessment process, the President, acting on his/her own initiative or at the request of a Chair of a Section concerned or the Section for Teacher Education, can request clarification and information from the authorities of a higher education institution, and decide to carry out a site visit, specifying the date and outline agenda for the visit.
12. The re-assessment process referred to in section 10 is conducted by an assessment panel composed of Committee members and experts.
13. The provisions of Article 17(3-7 and 9), Article 18(2-3) and Article 19 apply accordingly.
14. The Committee will not carry out a programme assessment of a degree programme selected to be assessed in a given academic year, if that year:
 - 1) the higher education institution has been put into liquidation;
 - 2) two consecutive academic years have passed, which precede the year, in which the degree programme was selected for assessment, over which no student was admitted to the degree programme;

- 3) the Minister withdrew the permission to provide a degree programme in a specific field, at a specific level of study and with a specific degree profile for reasons referred to in Article 56(1)(2-5) of the Act.

Article 18.

1. The assessment process referred to in Article 17(1) is conducted by an assessment panel composed of Committee members, experts and a person acting as the assessment panel's secretary.
2. A member of the Committee or, in duly justified cases, an expert referred to in Article 15(2)(1), can perform the function of the chair of an assessment panel.
3. An assessment panel composed of up to seven members is appointed by the Secretary, in consultation with the Chair of the Section concerned or the Section for Teacher Education. In duly justified cases, the Secretary can increase the number of assessment panel members.

Article 19.

1. The assessment panel, having become acquainted with the self-assessment report and having conducted the site visit, within 6 weeks presents a report featuring the assessment of the quality of education offered as part of a degree programme (programme assessment) or the assessment of the effectiveness of education quality assurance measures taken by the HEI in all fields of science and art, in which education is provided (comprehensive assessment), made on the basis of detailed criteria.
2. The assessment panel's report referred to in section 1 above is sent to the higher education institution, which, within three weeks of the date of its receipt, presents its position in response to the report. In duly justified cases, the Secretary can extend the above deadline by no more than three weeks.
3. At a meeting of the Section concerned or the Section for Teacher Education, the chair of the assessment panel presents the ratings included in the assessment report, as referred to in section 1, and the position of the higher education institution adopted in response to the report. The Section concerned or the Section for Teacher Education prepares an opinion on the basis of the report of the assessment panel and the position of the higher education institution adopted in response to the report. Within six weeks of the date of receiving the position of the higher education institution presented in response to the report, at a meeting of the Presidium, the Chair of the Section concerned or the Section for Teacher Education or, in duly justified cases, a person appointed by him/her, presents the opinion of the Section or of the Section for Teacher Education on programme assessment or comprehensive assessment.
4. The President presents for discussion and puts to vote by the Presidium a draft resolution on programme assessment or comprehensive assessment.
5. The provisions of Article 16(11) apply accordingly.

Article 20.

1. A resolution of the Presidium on programme assessment or comprehensive assessment includes the rating awarded in accordance with Article 242(4) of the Act, in the case of a programme assessment, or in accordance with Article 243(5) of the Act, in the case of a comprehensive assessment and its justification.
2. A resolution can also include recommendations.
3. Programme assessment results in the award of a positive or negative rating.
4. A positive rating under programme assessment is awarded for up to six years.

5. In the case of a positive rating under programme assessment valid for a period of up to two years, after the expiry of this period, the Presidium:
 - 1) adopts a resolution on a positive rating under programme assessment valid for a period of six years, if, as a result of a re-assessment process referred to in Article 17(10-13), the higher education institution has implemented recommendations referred to in Annex 3, section 3(2);
 - 2) adopts a resolution on a negative rating under programme assessment, if, as a result of a re-assessment process referred to in Article 17(10-13), it has found that the higher education institution had not acted upon recommendations referred to Annex 3, section 3(2).
6. A comprehensive assessment closes with an award of a positive rating or a refusal to award a positive rating.
7. A positive rating under comprehensive assessment is awarded for a period ranging from three to eight years.
8. In the case of a refusal to issue a positive rating under comprehensive assessment, a higher education institution cannot request that such an assessment is conducted over a period of five consecutive years, unless the Committee indicates a shorter deadline.
9. The next programme assessment is carried out after the expiry of the period, for which the assessment was issued, unless there are reasons to carry it out at an earlier date.
10. The Committee, when awarding a positive rating under comprehensive assessment, can identify the field of science or art, in which the quality of education is particularly high. Over the period referred to in section 7, degree programmes assigned to disciplines forming a part of these fields are not subject to programme assessment, unless the Minister presents a request to that end.

Article 21.

In the case of programme assessments conducted at the Minister's request, as referred to in Article 242(3) of the Act, the provisions of Article 17-20 apply accordingly, however:

- 1) a notification of the assessment to be conducted at the Minister's request is sent to a higher education institution immediately upon the receipt of such a request;
- 2) Within four weeks of the date of obtaining the notification of the assessment, the higher education institution submits a self-assessment report providing information in the scope referred to in the Minister's request;
- 3) a site visit is conducted within three weeks of the date of the receipt of the self-assessment report;
- 4) the assessment panel's report is immediately sent to the higher education institution, which presents its position in response to the report within three weeks of the date of its receipt.

Article 22.

1. Within 14 days of the date of delivery of the resolution and informing the Minister about that, a party dissatisfied with a resolution adopted by the Presidium on matters referred to in Article 4 (1)(1-4) can submit a request for reconsideration of the matter.
2. Not later than within four weeks of the date of the receipt of the request by the Committee, the Appeals Section presents an opinion on the request referred to in section 1.
3. The Appeals Section presents the opinion referred to in section 2 on the basis of a review prepared by a Committee member or expert appointed by the Secretary. Within three days of the date of the receipt by the Committee of the request referred to in section 1, the Chair of the Appeals Section puts forward to the Secretary the candidate for the reviewer.
4. The Secretary, on his/her own initiative or at the request of Chair of the Appeals Section, can appoint more than one, but not more than three reviewers.

5. The request referred to in section 1 and supporting documentation forms the basis for preparing the review referred to in section 3.
6. The review referred to in section 3 above is prepared not later than within two weeks of the date of the receipt by the reviewer of the request referred to in section 1 above.
7. Where a review has not been prepared by the set deadline, the relevant matter is presented at the next meeting of the Appeals Section by its Chair or a member appointed by the Chair, after having prepared the review.
8. Within one week of the date of drawing the opinion, the Chair of the Section, or, in duly justified cases the person appointed by him/her, presents the opinion of the Appeals Section at a meeting of the Presidium.
9. The President puts to vote by the Presidium a draft resolution on the request referred to in section 1 above.
10. The provisions of Article 16(11) apply accordingly.

Article 23.

1. Within 14 days of the date on which the resolution becomes final, the Committee posts in the Public Information Bulletin on its website the resolution of the Presidium on programme assessment or comprehensive assessment accompanied by a justification and the report of the assessment panel accompanied by the position of the higher education institution.
2. After the Minister takes a decision on the permission to provide a degree programme, the Committee posts in the Public Information Bulletin on its website an opinion on meeting the requirements for the provision of degree programmes in a given field, at a given level and with a given degree profile and on the relevance of the degree programme with the strategy of the higher education institution, as well as a resolution of the Presidium to that end.

Article 24.

1. Minutes are taken of meetings of the Committee, the Presidium, the Sections, the Section for Teacher Education and the Appeals Section.
2. Minutes include at least the reference titles of matters under consideration, names of reporters, opinions or resolutions put to the vote and voting results.
3. Documentation relating to the scope of Committee's operations produced by the Committee is archived in accordance with separate legislation.

Article 25.

1. The Bureau of the Polish Accreditation Committee provides administrative and financial services to the Committee, its bodies, The Secretary, the Sections, the Section for Teacher Education, the Appeals Section, the Section for Ethics, working groups, experts and assessment panel secretaries. The President supervises the work of the Bureau.
2. The detailed scope of the Bureau's responsibilities and its organisational structure are specified in organisational regulations adopted by the President with the approval of the Presidium.
3. The President appoints and dismisses the Director of the Bureau. The Director of the Bureau is appointed in a competition.
4. The remaining staff of the Bureau are employed by the Director after conducting an open and competitive recruitment procedure.

Article 26.

Fees paid to Committee members, experts and assessment panel secretaries referred to in Article 15(4 and 7) and travel costs relating to site visits are covered by state budget funds allocated for the operations of the Committee.

Article 27.

The Statutes of the Committee or amendments to them are adopted at the request of the President or of at least of 30 Committee members during plenary sessions of the Committee by an absolute majority of votes in the presence of at least 50% of its members.

Article 28.

The Statutes adopted by Resolution no. 3/2016 of the Polish Accreditation Committee of 29 November 2016 are hereby repealed, except for Article 3 and 5(3), which will remain in force until 31 December 2019.

Article 29.

1. In programme assessment processes initiated and not completed prior to the entry into force of the Act, the previous regulations apply.
2. In proceedings concerning the granting of the authorisation to provide degree programmes in a specific field, at a specific level and with a specific degree profile initiated and not completed before the entry into force of the Act, the Committee issues opinions with applying the previous provisions.
3. In proceedings concerning the granting of the authorisation to provide degree programmes in a specific field, at a specific level and with a specific degree profile initiated in the period from 1 October 2018 to 30 April 2019, the Committee issues opinions with applying the previous provisions, except for the deadline for the adoption of a resolution by the Presidium, to which the provisions of Article 245(2) of the Act apply.
4. In proceedings concerning the requests for the reconsideration of the matter referred to in section 2 and 3, the Committee applies the previous provisions, except for the deadline for the adoption of a resolution on the request for reconsideration of the matter referred to in section 3, to which the provisions of Article 245(7) of the Act apply.

Article 30.

Provided that within 30 days of the receipt of the Statues the Minister does not raise reservations concerning their legal compliance, the Statues will enter into force after the expiry of the deadline, except for Article 3(1 and 3) and Article 5(3), which will enter into force on 1 January 2020, and provisions concerning comprehensive assessment referred to in Article 4(1)(4), which will enter into force on 1 October 2020.

Annex. 4. Matrix of changes in detailed criteria for programme evaluation- general profile

Detailed criteria for programme evaluation – 2016-2018/2019	Detailed criteria for programme evaluation - 2019
<p>1. Concept of education and its conformity with HEI's mission and strategy</p> <p>1.1 Concept of education.</p> <p>1.2 Scientific research in the area(-s) of science/arts related to the field of study.</p> <p>1.3 Learning outcomes.</p>	<p>Criterion 1. Structure of the study programme: concept of education, learning objectives and outcomes</p> <p>Quality education standard 1.1</p> <p>The concept of education and learning objectives: correspond to the strategy of the HEI; are covered by the discipline(-s) to which the degree programme is assigned; are related to research activity carried out by the institution in that discipline(-s); are geared towards the needs of social and economic stakeholders, and of the labour market in particular.</p> <p>Quality education standard 1.2</p> <p>Learning outcomes correspond to the concept of education and learning objectives and the discipline(-s) to which the degree programme is assigned, describe in an accurate, specific, realistic and verifiable manner knowledge, skills and social competences acquired by students, and correspond to the appropriate level of the Polish Qualifications Framework and the general profile.</p> <p>Quality education standard 1.2a</p> <p>In the case of degree programmes preparing for professions referred to in Article 68(1) of the act, learning outcomes include the full scope of general and specific learning outcomes stipulated in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Quality education standard 1.2b</p> <p>Learning outcomes for degree programmes leading to the award of the qualification of inżynier or magister inżynier include the full scope of learning outcomes leading to the award of inżynier qualification featured in the second stage descriptors stipulated in regulations issued on the strength of Article 7(3) of the act of 22 December 2015 on Integrated Qualifications System (OJ of 2018 , item 2153 and 2245).</p>
<p>2. Study programme and possibility for achieving intended learning outcomes.</p> <p>2.1 Programme of study and study programme - selection of course contents and teaching methods.</p>	<p>Criterion 2. Implementation of the study programme: programme contents, timetable for the implementation of the study programme, forms and organisation of classes, methods of education, student placements, organisation of the teaching and learning proces</p>

Detailed criteria for programme evaluation – 2016-2018/2019	Detailed criteria for programme evaluation - 2019
<p>2.2 Effectiveness of achieving intended learning outcomes.</p> <p>2.3 Student admission, completion of a given stage of a study programme, awarding diplomas, recognition and attestation of learning outcomes.</p>	<p>Quality education standard 2.1</p> <p>Programme contents correspond to learning outcomes and take into account, in particular, the current state of knowledge and research methodology in the discipline(-s) to which the degree programme is assigned, as well as the results of research activities of the HEI in the discipline(-s).</p> <p>Quality education standard 2.1a</p> <p>In the case of degree programmes offering education for professions referred to in Article 68(1) of the act, programme contents include the full scope of programme contents included in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Quality education standard 2.2</p> <p>The timetable for the implementation of the study programme; the forms and organisation of courses; the number of semesters; the number of hours of classes taught directly by academic teachers or other lecturers, and the estimated workload of students calculated based on the number of ECTS credits enable students to achieve all learning outcomes.</p> <p>Quality education standard 2.2a</p> <p>In the case of degree programmes providing education for professions referred to in Article 68(1) of the act, the timetable for the implementation of the study programme; the forms and organisation of courses; the number of semesters; the number of hours of classes conducted with the direct participation of academic teachers or other lecturers, and the estimated workload of students calculated based on the number of ECTS credits comply with the rules and requirements contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Quality education standard 2.3</p> <p>Teaching methods are student-centred, motivate students to actively participate in the teaching and learning process and enable students to achieve learning outcomes, and, in particular, allow for the preparation for conducting research or participation in research.</p> <p>Quality education standard 2.4</p> <p>If the study programme includes student placements, their programme, organisation and supervision over their implementation, the selection of placement venues and the</p>

Detailed criteria for programme evaluation – 2016-2018/2019	Detailed criteria for programme evaluation - 2019
	<p>environment, in which they take place, as well as infrastructure and competence of placement supervisors ensure that the internships are carried out correctly and that the students achieve learning outcomes, especially those related to the acquisition of research competences.</p> <p>Quality education standard 2.4a</p> <p>In the case of degree programmes providing education for professions referred to in Article 68(1) of the act, student placement programme, organisation and supervision over their implementation, the selection of placement venues and the environment, in which they take place, as well as infrastructure and competence of placement supervisors comply with the rules and requirements contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Quality education standard 2.5</p> <p>The organisation of the teaching process ensures effective use of time spent on teaching and learning and the verification and assessment of learning outcomes.</p> <p>Quality education standard 2.5a</p> <p>In the case of degree programmes providing education for professions referred to in Article 68(1) of the act, the organisation of teaching and learning complies with the rules and requirements concerning the organisation of education contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Criterion 3. Admission to studies, verification of learning outcomes achievement by students, giving credit for individual semesters and years and awarding diplomas</p> <p>Quality education standard 3.1</p> <p>Formally accepted and published, coherent and transparent conditions for the admission of candidates for studies, which allow for the selection of right candidates; rules for student progression, giving credit for individual semesters and years of studies, and for awarding diplomas; recognition of learning outcomes, periods of learning and qualifications obtained in higher education; and the validation of learning outcomes achieved as part of the learning process outside the system of higher education are applied.</p> <p>Quality education standard 3.2</p>

Detailed criteria for programme evaluation – 2016-2018/2019	Detailed criteria for programme evaluation - 2019
	<p>The system for learning outcomes verification enables the monitoring of students' progress and guarantees reliable assessment of the achievement of learning outcomes by the students. Verification and assessment methods used are student-centred, provide feedback on the achievement of learning outcomes, and motivate students to actively participate in teaching and learning. They also allow for the verification and assessment of all learning outcomes, including, in particular, preparation for conducting research or participation in research.</p> <p>Quality education standard 3.2a</p> <p>In the case of degree programmes providing education for professions referred to in Article 68(1) of the act, the methods for learning outcomes verification comply with the rules and requirements concerning the organisation of education contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Quality education standard 3.3</p> <p>Mid-term and examination papers, student projects, placement journals (provided student placements are included in the study programme), diploma theses, students' academic/artistic or other achievements related to the degree programme, as well as documented graduates' standing in the labour market or their further education confirm that they have achieved the learning outcomes.</p>
<p>3. Effectiveness of internal education quality assurance system.</p> <p>3.1 Design, approval, monitoring and periodic reviews of study programme.</p> <p>3.2 Public access to information.</p>	<p>Quality education standard 9.1</p> <p>Public access to information about: the study programme; the implementation of teaching and learning processes as part of the degree programme; awarded qualifications; admission requirements; opportunities for further education; the employability of graduates, which is up-to-date, comprehensive, comprehensible and consistent with the needs of different audiences, is provided.</p> <p>Quality education standard 9.2</p> <p>The scope and quality of information about the degree programme is subject to regular reviews carried out with the participation of students. The results of reviews are taken into consideration in improvement measures.</p>

Detailed criteria for programme evaluation – 2016-2018/2019	Detailed criteria for programme evaluation - 2019
	<p>Criterion 10. Quality assurance policy, designing, approving, monitoring, reviewing and improving the study programme</p> <p>Quality education standard 10.1</p> <p>The rules for designing, approving, and modifying the study programme have been formally adopted and applied. With a view of improving the quality of education, regular reviews of the study programme are conducted based on the results of analysis of reliable data and information and with the participation of internal stakeholders, including students, and external stakeholders.</p> <p>Quality education standard 10.2</p> <p>The quality of education provided as part of the degree programme is subject to regular external assessments of education quality, the results of which are made public and taken into consideration in quality improvement measures.</p>
<p>4. Staff providing the education process.</p> <p>4.1 The number, scientific/artistic achievements and teaching competences of staff.</p> <p>4.2 Staffing of classes.</p> <p>4.3 Professional development and in-service training of staff.</p>	<p>providing education. Staff development and in-service training</p> <p>Quality education standard 4.1</p> <p>Competence and experience, qualifications and the number of academic teachers and other persons teaching classes to students ensure that the classes are conducted correctly and that the students achieve their learning outcomes.</p> <p>Quality education standard 4.1a</p> <p>In the case of degree programmes providing education for professions referred to in Article 68(1) of the act, competence, experience and qualifications of academic teachers and other persons teaching classes to students comply with the rules and requirements contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Quality education standard 4.2</p> <p>Staffing policy ensures the selection of academic teachers and other persons teaching classes, which is based on transparent rules and allows for the proper staging of classes. It takes into account regular assessment of teaching staff carried out with the participation of students. The results of such assessment are used in in-service staff training. The staffing policy creates conditions that stimulate staff's continuing development.</p>
<p>5. Cooperation with representatives of social and economic stakeholders in the education process.</p>	<p>Criterion 6. Cooperation with social and economic stakeholders on the development, implementation and improvement of the</p>

Detailed criteria for programme evaluation – 2016-2018/2019	Detailed criteria for programme evaluation - 2019
	<p>study programme and its impact on the development of the degree programme</p> <p>Quality education standard 6.1</p> <p>Cooperation with social and economic stakeholders, including employers, on the development, implementation and improvement of the study programme is ensured.</p> <p>Quality education standard 6.2</p> <p>Relations with social and economic stakeholders in relation to the study programme and their impact on the programme and its implementation are subject to regular reviews carried out with the participation of students. The results of reviews are taken into consideration in improvement measures.</p>
<p>6. Internationalisation of the education process.</p>	<p>Criterion 7. Conditions for and methods of improving the internationalisation of education provided as part of the degree programme</p> <p>Quality education standard 7.1</p> <p>Conditions conducive for the internationalisation of education provided as part of the degree programme have been created in accordance with the adopted concept of education. Academic teachers are capable to teach and students are capable to learn in foreign languages; international mobility of students and academic teachers is supported; foreign language instruction is ensured, which results in a systematic improvement of internationalisation and in student and staff exchanges.</p> <p>Quality education standard 7.2</p> <p>The internationalisation of education is subject to regular reviews carried out with the participation of students. The results of reviews are taken into consideration in improvement measures.</p>
<p>7. Infrastructure used in the education process.</p> <p>7.1 Teaching and research infrastructure.</p> <p>7.2 Library, IT and education resources.</p> <p>7.3 Development and improvement of infrastructure.</p>	<p>Criterion 5. Education infrastructure and resources used in the implementation of the study programme and their improvement</p> <p>Quality education standard 5.1</p> <p>Teaching, research, library and IT infrastructure; technical equipment in classrooms and labs; teaching aids and resources; library, information, educational resources and laboratory test equipment, as well as infrastructure of other entities used for teaching classes are modern, allow for proper staging of classes and the achievement of learning outcomes by students. They also allow for the preparation for or</p>

Detailed criteria for programme evaluation – 2016-2018/2019	Detailed criteria for programme evaluation - 2019
	<p>participation in research and are adapted to the needs of people with disabilities in a way as to ensure their full participation in education and conducting research by them.</p> <p>Quality education standard 5.1a</p> <p>In the case of degree programmes providing education for professions referred to in Article 68(1) of the act, teaching and research infrastructure of HEIs, as well as infrastructure of other entities used for teaching classes comply with the rules and requirements concerning the organisation of education contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Quality education standard 5.2</p> <p>Teaching, research, library and IT infrastructure; technical equipment in classrooms and labs; teaching aids and resources; library, information, educational resources and laboratory test equipment are subject to regular inspections, in which students participate. The results of such inspections are taken into consideration in improvement measures.</p>
<p>8. Care and support provided to students in the process of learning and attaining learning outcomes.</p> <p>8.1 Effectiveness of care and support system and of motivating students to achieve learning outcomes.</p> <p>8.2 Development and improvement of the system to support and motivate students.</p>	<p>Criterion 8. Supporting learning, social, academic or professional development of students and their entry on the labour market. Development and improvement of such support</p> <p>Quality education standard 8.1</p> <p>Students are offered comprehensive support in their learning. Such support: takes different forms, depending on learning outcomes; takes into account the diverse needs of students; promotes academic, social and professional development of students by ensuring the availability of academic staff. The support includes providing assistance in learning; in the achievement of learning outcomes, and in preparing for or participating in research. It motivates students to achieve very good learning outcomes, and includes competent assistance in student matters provided by administration staff.</p> <p>Quality education standard 8.2</p> <p>Support provided to students in their learning is subject to regular reviews carried out with the participation of students. The results of reviews are taken into consideration in improvement measures.</p>

Annex. 5. Matrix of changes in detailed criteria for programme evaluation – practical profile

Detailed criteria for programme evaluation – 2016 - 2018/2019	Detailed criteria for programme evaluation - 2019
<p>1. Concept of education and its conformity with HEI's mission and strategy</p> <p>1.1 Concept of education.</p> <p>1.2 Development work in the areas of professional/economic activity typical for the field of study.</p> <p>1.3 Learning outcomes.</p>	<p>Criterion 1. Structure of the study programme: concept of education, learning objectives and outcomes</p> <p>Quality education standard 1.1</p> <p>The concept of education and learning objectives: correspond to the strategy of the HEI; are covered by the discipline(-s) to which the degree programme is assigned; take account of progress in the fields of professional/economic activity relevant to the degree programme; are geared towards the needs of social and economic stakeholders, and of the labour market in particular.</p> <p>Quality education standard 1.2</p> <p>Learning outcomes correspond to the concept of education and learning objectives and the discipline(-s) to which the degree programme is assigned, describe in an accurate, specific, realistic and verifiable manner knowledge, skills and social competences acquired by students, and correspond to the appropriate level of the Polish Qualifications Framework and the practical profile.</p> <p>Quality education standard 1.2a</p> <p>In the case of degree programmes preparing for professions referred to in Article 68(1) of the act learning outcomes include the full scope of general and specific learning outcomes stipulated in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Quality education standard 1.2b</p> <p>Learning outcomes for the fields of study leading to the award of the qualification of inżynier or magister inżynier include the full scope of learning outcomes leading to the award of inżynier qualification featured in the second stage descriptors stipulated in regulations issued on the strength of Article 7(3) of the act of 22 December 2015 on Integrated Qualifications System (OJ of 2018 , item 2153 and 2245).</p>
<p>2. Study programme and possibility for achieving intended learning outcomes.</p>	<p>Criterion 2. Implementation of the study programme: programme contents, timetable for the implementation of the study programme, forms and organisation of classes, methods of education, student</p>

Detailed criteria for programme evaluation – 2016 - 2018/2019	Detailed criteria for programme evaluation - 2019
<p>2.1 Programme of study and study programme - selection of course contents and teaching methods.</p> <p>2.2 Effectiveness of achieving intended learning outcomes.</p> <p>2.3 Student admission, completion of a given stage of a study programme, awarding diplomas, recognition and attestation of learning outcomes.</p>	<p>placements, organisation of the teaching and learning proces</p> <p>Quality education standard 2.1</p> <p>Programme contents correspond to learning outcomes and take into account: current knowledge and its application in the discipline(-s) to which the degree programme is assigned; rules and standards; the current state of practice in the areas of professional/business activity and the labour market relevant to the degree programme.</p> <p>Quality education standard 2.1a</p> <p>In the case of degree programmes offering education for professions referred to in Article 68(1) of the act, programme contents include the full scope of programme contents included in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Quality education standard 2.2</p> <p>The timetable for the implementation of the study programme; the forms and organisation of courses; the number of semesters; the number of hours of classes taught directly by academic teachers or other lecturers, and the estimated workload of students calculated based on the number of ECTS credits enable students to achieve all learning outcomes.</p> <p>Quality education standard 2.2a</p> <p>In the case of degree programmes providing education for professions referred to in Article 68(1) of the act, the timetable for the implementation of the study programme; the forms and organisation of courses; the number of semesters; the number of hours of classes conducted with the direct participation of academic teachers or other lecturers, and the estimated workload of students calculated based on the number of ECTS credits comply with the rules and requirements contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Quality education standard 2.3</p> <p>Teaching methods are student-centred, motivate students to actively participate in the teaching and learning process and enable students to achieve learning outcomes, and, in particular, allow for the preparation for practising the profession in the labour market in the areas typical for the degree programme.</p> <p>Quality education standard 2.4</p>

Detailed criteria for programme evaluation – 2016 - 2018/2019	Detailed criteria for programme evaluation - 2019
	<p>The programme, organisation and supervision over the implementation of student placements, the selection of placement venues and the environment, in which they take place, as well as infrastructure and competence of placement supervisors ensure that placements are carried out correctly and that students achieve learning outcomes, especially those related to initial practical training.</p> <p>Quality education standard 2.4a</p> <p>In the case of degree programmes providing education for professions referred to in Article 68(1) of the act, student placement programme, organisation and supervision over their implementation, the selection of placement venues and the environment, in which they take place, as well as infrastructure and competence of placement supervisors comply with the rules and requirements contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Quality education standard 2.5</p> <p>The organisation of the teaching process ensures effective use of time spent on teaching and learning and the verification and assessment of learning outcomes.</p> <p>Quality education standard 2.5a</p> <p>In the case of degree programmes providing education for professions referred to in Article 68(1) of the act, the organisation of teaching and learning complies with the rules and requirements concerning the organisation of education contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Criterion 3. Admission to studies, verification of learning outcomes achievement by students, giving credit for individual semesters and years and awarding diplomas</p> <p>Quality education standard 3.1</p> <p>Formally accepted and published, coherent and transparent conditions for the admission of candidates for studies, which allow for the selection of right candidates; rules for student progression, giving credit for individual semesters and years of studies, and for awarding diplomas; recognition of learning outcomes, periods of learning and qualifications obtained in</p>

Detailed criteria for programme evaluation – 2016 - 2018/2019	Detailed criteria for programme evaluation - 2019
	<p>higher education; and the validation of learning outcomes achieved as part of the learning process outside the system of higher education are applied.</p> <p>Quality education standard 3.2</p> <p>The system for learning outcomes verification enables the monitoring of students' progress and guarantees reliable assessment of the achievement of learning outcomes by students. Verification and assessment methods used are student-centred, provide feedback on the achievement of learning outcomes, and motivate students to actively participate in teaching and learning. They also allow for the verification and assessment of all learning outcomes, including, in particular, the acquisition of practical skills and preparedness to conduct business activity in the labour market area corresponding to the degree programme.</p> <p>Quality education standard 3.2a</p> <p>In the case of degree programmes providing education for professions referred to in Article 68(1) of the act the methods for learning outcomes verification comply with the rules and requirements concerning the organisation of education contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Quality education standard 3.3</p> <p>Mid-term and examination papers, student projects, placement journals, diploma theses, students' academic/artistic or other achievements related to the degree programme, as well as documented graduates' standing in the labour market or their further education confirm that they have achieved the learning outcomes.</p>
<p>3. Effectiveness of internal education quality assurance system.</p> <p>3.1 Design, approval, monitoring and periodic reviews of study programme.</p> <p>3.2 Public access to information.</p>	<p>Criterion 9. Public access to information about the study programme, conditions for its implementation and achieved results</p> <p>Quality education standard 9.1</p> <p>Public access to information about: the study programme; the implementation of teaching and learning processes as part of the degree programme; awarded qualifications; admission requirements; opportunities for further education; the employability of graduates, which is up-to-date, comprehensive, comprehensible and consistent with the needs of different audiences, is provided.</p> <p>Quality education standard 9.2</p>

Detailed criteria for programme evaluation – 2016 - 2018/2019	Detailed criteria for programme evaluation - 2019
	<p>The scope and quality of information about the degree programme is subject to regular reviews carried out with the participation of students. The results of reviews are taken into consideration in improvement measures.</p> <p>Criterion 10. Quality assurance policy, designing, approving, monitoring, reviewing and improving the study programme</p> <p>Quality education standard 10.1</p> <p>The rules for designing, approving, and modifying the study programme have been formally adopted and applied. With a view of improving the quality of education, regular reviews of the study programme are conducted based on the results of analysis of reliable data and information and with the participation of internal stakeholders, including students, and external stakeholders.</p> <p>Quality education standard 10.2</p> <p>The quality of education provided as part of the degree programme is subject to regular external assessments of education quality, the results of which are made public and taken into consideration in quality improvement measures.</p>
<p>4. Staff providing the education process.</p> <p>4.1 The number, scientific/artistic achievements, professional experience gained outside the HEI and teaching competences of staff.</p> <p>4.2 Staffing of classes.</p> <p>4.3 Professional development and in-service training of staff.</p>	<p>Criterion 4. Competence, experience, qualifications and the number of staff providing education. Staff development and in-service training</p> <p>Quality education standard 4.1</p> <p>Competence and experience, qualifications and the number of academic teachers and other persons teaching classes to students ensure that the classes are conducted correctly and that the students achieve their learning outcomes.</p> <p>Quality education standard 4.1a</p> <p>In the case of fields of study offering education for professions referred to in Article 68(1) of the act, competence, experience and qualifications of academic teachers and other persons teaching classes to students comply with the rules and requirements contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Quality education standard 4.2</p> <p>Staffing policy ensures the selection of academic teachers and other persons teaching classes, which is based on transparent rules and allows</p>

Detailed criteria for programme evaluation – 2016 - 2018/2019	Detailed criteria for programme evaluation - 2019
	for the proper staging of classes. It takes into account regular assessment of teaching staff carried out with the participation of students. The results of such assessment are used in in-service staff training. The staffing policy creates conditions that stimulate staff's continuing development.
5. Cooperation with representatives of social and economic stakeholders in the education process.	<p>Criterion 6. Cooperation with social and economic stakeholders on the development, implementation and improvement of the study programme and its impact on the development of the degree programme</p> <p>Quality education standard 6.1</p> <p>Cooperation with social and economic stakeholders, including employers, on the development, implementation and improvement of the study programme is ensured.</p> <p>Quality education standard 6.2</p> <p>Relations with social and economic stakeholders in relation to the study programme and their impact on the programme and its implementation are subject to regular reviews carried out with the participation of students. The results of reviews are taken into consideration in improvement measures.</p>
6. Internationalisation of the education process.	<p>Criterion 7. Conditions for and methods of improving the internationalisation of education provided as part of the degree programme</p> <p>Quality education standard 7.1</p> <p>Conditions conducive for the internationalisation of education provided as part of the degree programme have been created in accordance with the adopted concept of education. Academic teachers are capable to teach and students are capable to learn in foreign languages; international mobility of students and academic teachers is supported; foreign language instruction is ensured, which results in a systematic improvement of internationalisation and in student and staff exchanges.</p> <p>Quality education standard 7.2</p> <p>The internationalisation of education is subject to regular reviews carried out with the participation of students. The results of reviews</p>

Detailed criteria for programme evaluation – 2016 - 2018/2019	Detailed criteria for programme evaluation - 2019
	are taken into consideration in improvement measures.
<p>7. Infrastructure used in the education process.</p> <p>7.1 Teaching infrastructure and this used for practical training.</p> <p>7.2 Library, IT and education resources.</p> <p>7.3 Development and improvement of infrastructure.</p>	<p>Criterion 5. Education infrastructure and resources used in the implementation of the study programme and their improvement</p> <p>Quality education standard 5.1</p> <p>Teaching, library and IT infrastructure; technical equipment in classrooms and labs; teaching aids and resources; library, information, educational resources and laboratory test equipment, as well as infrastructure of other entities used for teaching classes are modern, allow for proper staging of classes and the achievement of learning outcomes by students, including the acquisition of practical skills and preparedness to conduct business activity in the labour market area corresponding to the degree programme. They are also adapted to the need of the disabled and ensure their full participation in education.</p> <p>Quality education standard 5.1a</p> <p>In the case of degree programmes providing education for professions referred to in Article 68(1) of the act, teaching infrastructure of HEIs, as well as infrastructure of other entities used for teaching classes comply with the rules and requirements concerning the organisation of education contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Quality education standard 5.2</p> <p>Teaching, library and IT infrastructure; technical equipment in classrooms and labs; teaching aids and resources; library, information and educational resources are subject to regular inspections carried out with the participation of students. The results of such inspections are taken into consideration in improvement measures.</p>
<p>8. Care and support provided to students in the process of learning and attaining learning outcomes.</p> <p>8.1 Effectiveness of care and support system and of motivating students to achieve learning outcomes.</p>	<p>Criterion 8. Supporting learning, social, academic or professional development of students and their entry on the labour market. Development and improvement of such support</p> <p>Quality education standard 8.1</p> <p>Students are offered comprehensive support in their learning. Such support: takes different forms, depending on learning outcomes; takes into account the diverse needs of students;</p>

Detailed criteria for programme evaluation – 2016 - 2018/2019	Detailed criteria for programme evaluation - 2019
8.2 Development and improvement of the system to support and motivate students.	<p>promotes social and professional development of students by ensuring the availability of academic staff. The support includes providing assistance in learning; in the achievement of learning outcomes, and in preparing for preparation for practising the profession in the labour market areas typical for the degree programme. It motivates students to achieve very good learning outcomes, and includes competent assistance in student matters provided by administration staff.</p> <p>Quality education standard 8.2</p> <p>Support provided to students in their learning is subject to regular reviews carried out with the participation of students. The results of reviews are taken into consideration in improvement measures.</p>

Annex. 6.Detailed criteria for reviewing requests for granting permission to provide a degree programme at a specific level of study and with a specific degree profile of the Polish Accreditation Committee - general profile

Detailed criteria for reviewing requests for granting permission to provide a degree programme at a specific level of study and with a specific degree profile	ESG 2015
<p>Criterion 1. Structure of the study programme: concept of education, learning objectives and outcomes</p> <p>Standard 1.1</p> <p>The concept of education and learning objectives: correspond to the strategy of the HEI; are covered by the discipline(-s) to which the degree programme is assigned; are related to research activity carried out by the institution in that discipline(-s); are geared towards the needs of social and economic stakeholders, and of the labour market in particular.</p> <p>Standard 1.2</p> <p>Learning outcomes correspond to the concept of education and learning objectives and the discipline(-s) to which the degree programme is assigned, describe in an accurate, specific, realistic and verifiable manner knowledge, skills and social competences acquired by students, and correspond to the appropriate level of the Polish Qualifications Framework and the general profile.</p> <p>Standard 1.2a</p> <p>In the case of degree programmes preparing for professions referred to in Article 68(1) of the act learning outcomes include the full scope of general and specific</p>	<p>1.1 Policy for quality assurance</p> <p>1.2 Design and approval of programmes</p>

Detailed criteria for reviewing requests for granting permission to provide a degree programme at a specific level of study and with a specific degree profile	ESG 2015
<p>learning outcomes stipulated in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Standard 1.2b</p> <p>Learning outcomes for degree programmes leading to the award of the qualification of inżynier or magister inżynier include the full scope of learning outcomes leading to the award of inżynier qualification featured in the second stage descriptors stipulated in regulations issued on the strength of Article 7(3) of the act of 22 December 2015 on Integrated Qualifications System (OJ of 2018 , item 2153 and 2245).</p>	
<p>Criterion 2. Implementation of the study programme: programme contents, timetable for the implementation of the study programme, forms and organisation of classes, teaching – learning methods, student placements, organisation of the teaching and learning proces</p> <p>Standard 2.1</p> <p>Programme contents correspond to learning outcomes and take into account, in particular, the current state of knowledge and research methodology in the discipline(-s) to which the degree programme is assigned, as well as the results of research activities of the HEI in the discipline(-s).</p> <p>Standard 2.1a</p> <p>In the case of degree programmes offering education for professions referred to in Article 68(1) of the act, programme contents include the full scope of programme contents included in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Standard 2.2</p> <p>The timetable for the implementation of the study programme; the forms and organisation of courses; the number of semesters; the number of hours of classes taught directly by academic teachers or other lecturers, and the estimated workload of students calculated based on the number of ECTS credits enable students to achieve all learning outcomes.</p> <p>Standard 2.2a</p> <p>In the case of degree programmes providing education for professions referred to in Article 68(1) of the act, the timetable for the implementation of the study programme; the forms and organisation of courses; the number of semesters; the number of hours of classes conducted with the direct participation of academic teachers or other lecturers, and the estimated workload of students calculated based on the number of ECTS credits comply with the rules and requirements contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Standard 2.3</p> <p>Teaching methods are student-centred, motivate students to actively participate in the teaching and learning process and enable students to achieve learning outcomes, and, in particular, allow for the preparation for conducting research or participation in research.</p>	<p>1.2 Design and approval of programmes</p> <p>1.3 Student-centred learning, teaching and assessment</p>

Detailed criteria for reviewing requests for granting permission to provide a degree programme at a specific level of study and with a specific degree profile	ESG 2015
<p>Standard 2.4</p> <p>If the study programme includes student placements, their programme, organisation and supervision over their implementation, the selection of placement venues and the environment, in which they take place, as well as infrastructure and competence of placement supervisors ensure that the internships are carried out correctly and that the students achieve learning outcomes, especially those related to the acquisition of research competences.</p> <p>Standard 2.4a</p> <p>In the case of degree programmes providing education for professions referred to in Article 68(1) of the act, student placement programme, organisation and supervision over their implementation, the selection of placement venues and the environment, in which they take place, as well as infrastructure and competence of placement supervisors comply with the rules and requirements contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Standard 2.5</p> <p>The organisation of the teaching process ensures effective use of time spent on teaching and learning and the verification and assessment of learning outcomes.</p> <p>Standard 2.5a</p> <p>In the case of degree programmes providing education for professions referred to in Article 68(1) of the act, the organisation of teaching and learning complies with the rules and requirements concerning the organisation of education contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p>	
<p>Criterion 3. Admission to studies, verification of learning outcomes achievement by students, giving credit for individual semesters and years and awarding diplomas</p> <p>Standard 3.1</p> <p>Competences expected from candidates applying for admission to degree programmes, rules for student progression, giving credit for individual semesters and years of studies, and for awarding diplomas have been specified. Admission rules and criteria allow for the selection of right candidates.</p> <p>Standard 3.2</p> <p>The system for learning outcomes verification enables the monitoring of students' progress and guarantees reliable assessment of the achievement of learning outcomes by the students. Verification and assessment methods used allow for the verification and assessment of all learning outcomes, including, in particular, preparation for conducting research or participation in research.</p> <p>Standard 3.2a</p> <p>In the case of degree programmes providing education for professions referred to in Article 68(1) of the act the methods for learning outcomes verification comply with the rules and requirements concerning the organisation of education</p>	<p>1.4 Student admission, progression, recognition and certification</p> <p>1.3 Student-centred learning, teaching and assessment</p>

<p>Detailed criteria for reviewing requests for granting permission to provide a degree programme at a specific level of study and with a specific degree profile</p>	<p>ESG 2015</p>
<p>contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p>	
<p>Criterion 4. Competence, experience, qualifications and the number of staff providing education. Staff development and in-service training</p> <p>Standard 4.1</p> <p>Competence and experience, qualifications and the number of academic teachers and other persons teaching classes to students ensure that the classes are conducted correctly and that the students achieve their learning outcomes.</p> <p>Standard 4.1a</p> <p>In the case of degree programmes providing education for professions referred to in Article 68(1) of the act, competence, experience and qualifications of academic teachers and other persons teaching classes to students comply with the rules and requirements contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Standard 4.2</p> <p>The measures aimed to improve the study programme and ensure the quality of education include: rules for the selection of academic teachers and other lecturers, which are transparent and adequate to the needs of proper teaching of classes; regular assessment of teaching staff carried out with the participation of students, and the use of assessment results in staff development; providing conditions, which motivate staff to continuously develop.</p>	<p>1.5 Teaching staff</p>
<p>Criterion 5. Education infrastructure and resources used in the implementation of the study programme and their improvement</p> <p>Standard 5.1</p> <p>Teaching, academic, library and IT infrastructure; technical equipment in classrooms and labs; teaching aids and resources; library, information, educational resources and laboratory test equipment, as well as infrastructure of other entities used for teaching classes are modern, allow for proper staging of classes and the achievement of learning outcomes by students. They also allow for the preparation for or participation in research and are adapted to the needs of people with disabilities in a way as to ensure their full participation in education and conducting research by them.</p> <p>Standard 5.1a</p> <p>In the case of degree programmes providing education for professions referred to in Article 68(1) of the act, teaching and research infrastructure of HEIs, as well as infrastructure of other entities used for teaching classes comply with the rules and requirements concerning the organisation of education contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Standard 5.2</p> <p>The measures aimed to improve the study programme and ensure the quality of education include regular inspections of teaching, academic, library and IT</p>	<p>1.6 Learning resources and student support</p>

Detailed criteria for reviewing requests for granting permission to provide a degree programme at a specific level of study and with a specific degree profile	ESG 2015
infrastructure, technical equipment in classes and labs, teaching aids and resources; library, information and educational resources, as well as laboratory test equipment. Such inspections are carried out with the participation of students and their results are taken into consideration in improvement measures.	
Criterion 6. Cooperation with social and economic stakeholders on the development, implementation and improvement of the study programme and its impact on the development of the degree programme Standard 6.1 The concept of education is consistent with the needs of social and economic stakeholders.	
Criterion 7. Conditions for and methods of improving the internationalisation of education provided as part of the degree programme Standard 7.1 Conditions conducive for the internationalisation of education provided as part of the degree programme have been created in accordance with the adopted concept of education. They ensure that students achieve learning outcomes concerning language skills. Courses or groups of courses taught in a foreign language are included in the study programme.	
Criterion 8. Supporting learning, social, academic or professional development of students and their entry on the labour market. Development and improvement of such support Standard 8.1 Students are offered comprehensive support in their learning. Such support: takes different forms, depending on learning outcomes; takes into account the diverse needs of students; promotes academic, social and professional development of students by ensuring the availability of academic staff. The support includes providing assistance in learning; in the achievement of learning outcomes, and in preparing for or participating in research. Standard 8.2 The measures aimed to improve the study programme and ensure the quality of education include regular inspections of the system aimed to support students in their learning, in which students participate, and their results are taken into consideration in improvement measures.	1.6 Learning resources and student support
Criterion 9. Public access to information about the study programme, conditions for its implementation and achieved results Standard 9.1 The measures aimed to improve the study programme and ensure the quality of education include: ensuring public access to information about the study	1.8 Public Information

Detailed criteria for reviewing requests for granting permission to provide a degree programme at a specific level of study and with a specific degree profile	ESG 2015
<p>programme, the implementation of teaching and learning processes as part of the degree programme, which is up-to-date, comprehensive, comprehensible and consistent with the needs of different groups of recipients; regular reviews of public access to information, in which students and other recipients of information participate; the use of review results in improvement measures.</p>	
<p>Criterion 10. Quality assurance policy, designing, approving, monitoring, reviewing and improving the study programme</p> <p>Standard 10.1</p> <p>The measures aimed to improve the study programme include: the management of education provided as part of the degree programme and the allocation of responsibilities in the area of quality assurance and improvement; the rules for designing, approving, monitoring, reviewing and improving the study programme; and regular reviews of the study programme, which are based on the results of reliable data and information analysis, carried out with the participation of internal stakeholders, including students, and external stakeholders, and which aim at improving the quality of education.</p> <p>Standard 10.2</p> <p>The measures aimed to improve the study programme and ensure the quality of education include regular external assessments of education quality, the results of which are made public and taken into consideration in quality improvement measures.</p>	<p>1.1 Policy for quality assurance</p> <p>1.2 Design and approval of programmes</p> <p>1.7 Information management</p> <p>1.9 On-going monitoring and periodic review of programmes</p> <p>1.10 Cyclical external quality assurance</p>

Annex 7. Detailed criteria for reviewing requests for granting permission to provide a degree programme at a specific level of study and with a specific degree profile of the Polish Accreditation Committee - practical profile

Detailed criteria for reviewing requests for granting permission to provide a degree programme at a specific level of study and with a specific degree profile	ESG 2015
<p>Criterion 1. Structure of the study programme: concept of education, learning objectives and outcomes</p> <p>Standard 1.1</p> <p>The concept of education and learning objectives: correspond to the strategy of the HEI; are covered by the discipline(-s) to which the degree programme is assigned; take account of progress in the fields of professional/economic activity relevant to the degree programme; are geared towards the needs of social and economic stakeholders, and of the labour market in particular.</p> <p>Standard 1.2</p> <p>Learning outcomes correspond to the concept of education and learning objectives and the discipline(-s) to which the degree programme is assigned, describe in an accurate, specific, realistic and verifiable manner knowledge, skills and social competences acquired by students, and correspond to the appropriate level of the Polish Qualifications Framework and the practical profile.</p> <p>Standard 1.2a</p> <p>In the case of degree programmes preparing for professions referred to in Article 68(1) of the act learning outcomes include the full scope of general and specific learning outcomes stipulated in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Standard 1.2b</p> <p>Learning outcomes for degree programmes leading to the award of the qualification of inżynier or magister inżynier include the full scope of learning outcomes leading to the award of inżynier qualification featured in the second stage descriptors stipulated in regulations issued on the strength of Article 7(3) of the act of 22 December 2015 on Integrated Qualifications System (OJ of 2018 , item 2153 and 2245).</p>	<p>1.1 Policy for quality assurance</p> <p>1.2 Design and approval of programmes</p>
<p>Criterion 2. Implementation of the study programme: programme contents, timetable for the implementation of the study programme, forms and organisation of classes, methods of education, student placements, organisation of the teaching and learning proces</p> <p>Standard 2.1</p> <p>Programme contents correspond to learning outcomes and take into account: current knowledge and its application in the discipline(-s) to which the degree programme is assigned; rules and standards; the current state of practice in the areas of professional/business activity and the labour market relevant to the degree programme.</p> <p>Standard 2.1a</p>	<p>1.2 Design and approval of programmes</p> <p>1.3 Student-centred learning, teaching and assessment</p>

Detailed criteria for reviewing requests for granting permission to provide a degree programme at a specific level of study and with a specific degree profile	ESG 2015
<p>In the case of degree programmes offering education for professions referred to in Article 68(1) of the act, programme contents include the full scope of programme contents included in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Standard 2.2</p> <p>The timetable for the implementation of the study programme; the forms and organisation of courses; the number of semesters; the number of hours of classes taught directly by academic teachers or other lecturers and the estimated workload of students calculated based on the number of ECTS credits enable students to achieve all learning outcomes.</p> <p>Standard 2.2a</p> <p>In the case of degree programmes providing education for professions referred to in Article 68(1) of the act, the timetable for the implementation of the study programme; the forms and organisation of courses; the number of semesters; the number of hours of classes conducted with the direct participation of academic teachers or other lecturers, and the estimated workload of students calculated based on the number of ECTS credits comply with the rules and requirements contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Standard 2.3</p> <p>Teaching methods are student-centred, motivate students to actively participate in the teaching and learning process and enable students to achieve learning outcomes, and, in particular, allow for the preparation for practising the profession in the labour market in the areas typical for the degree programme.</p> <p>Standard 2.4</p> <p>The programme, organisation and supervision over the implementation of student placements, the selection of placement venues and the environment, in which they take place, as well as infrastructure and competence of placement supervisors ensure that placements are carried out correctly and that students achieve learning outcomes, especially those related to initial practical training.</p> <p>Standard 2.4a</p> <p>In the case of degree programmes providing education for professions referred to in Article 68(1) of the act, student placement programme, organisation and supervision over their implementation, the selection of placement venues and the environment, in which they take place, as well as infrastructure and competence of placement supervisors comply with the rules and requirements contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Standard 2.5</p> <p>The organisation of the teaching process ensures effective use of time spent on teaching and learning and the verification and assessment of learning outcomes.</p> <p>Standard 2.5a</p> <p>In the case of degree programmes providing education for professions referred to in Article 68(1) of the act, the organisation of teaching and learning complies with</p>	

Detailed criteria for reviewing requests for granting permission to provide a degree programme at a specific level of study and with a specific degree profile	ESG 2015
<p>the rules and requirements concerning the organisation of education contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p>	
<p>Criterion 3. Admission to studies, verification of learning outcomes achievement by students, giving credit for individual semesters and years and awarding diplomas</p> <p>Standard 3.1</p> <p>Competences expected from candidates applying for admission to degree programmes, rules for student progression, giving credit for individual semesters and years of studies, and for awarding diplomas have been specified. Admission rules and criteria allow for the selection of right candidates.</p> <p>Standard 3.2</p> <p>The system for learning outcomes verification allows for monitoring students' progress and guarantees reliable assessment of the achievement of learning outcomes by students. Verification and assessment methods used allow for the verification and assessment of all learning outcomes, including, in particular, the acquisition of practical skills and preparedness to conduct business activity in the labour market area corresponding to the degree programme.</p> <p>Standard 3.2a</p> <p>In the case of degree programmes providing education for professions referred to in Article 68(1) of the act the methods for learning outcomes verification comply with the rules and requirements concerning the organisation of education contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p>	<p>1.4 Student admission, progression, recognition and certification</p> <p>1. 3 Student-centred learning, teaching and assessment</p>
<p>Criterion 4. Competence, experience, qualifications and the number of staff providing education. Staff development and in-service training</p> <p>Standard 4.1</p> <p>Competence and experience, qualifications and the number of academic teachers and other persons teaching classes to students ensure that the classes are conducted correctly and that the students achieve their learning outcomes.</p> <p>Standard 4.1a</p> <p>In the case of degree programmes providing education for professions referred to in Article 68(1) of the act, competence, experience and qualifications of academic teachers and other persons teaching classes to students comply with the rules and requirements contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Standard 4.2</p> <p>The measures aimed to improve the study programme and ensure the quality of education include: rules for the selection of academic teachers and other lecturers, which are transparent and adequate to the needs of proper teaching of classes; regular assessment of teaching staff carried out with the participation of</p>	<p>1.5 Teaching staff</p>

<p>Detailed criteria for reviewing requests for granting permission to provide a degree programme at a specific level of study and with a specific degree profile</p>	<p>ESG 2015</p>
<p>students, and the use of assessment results in staff development; providing conditions, which motivate staff to continuously develop.</p>	
<p>Criterion 5. Education infrastructure and resources used in the implementation of the study programme and their improvement</p> <p>Quality education standard 5.1</p> <p>Teaching, library and IT infrastructure; technical equipment in classrooms and labs; teaching aids and resources; library, information, educational resources and laboratory test equipment, as well as infrastructure of other entities used for teaching classes are modern, allow for proper staging of classes and the achievement of learning outcomes by students, including the acquisition of practical skills and preparedness to conduct business activity in the labour market area corresponding to the degree programme. They are also adapted to the need of the disabled and ensure their full participation in education.</p> <p>Standard 5.1a</p> <p>In the case of degree programmes providing education for professions referred to in Article 68(1) of the act, teaching infrastructure of HEIs, as well as infrastructure of other entities used for teaching classes comply with the rules and requirements concerning the organisation of education contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Standard 5.2</p> <p>The measures aimed to improve the study programme and ensure the quality of education include regular inspections of teaching, library and IT infrastructure, technical equipment in classes and labs; teaching aids and resources; library, information and educational resources. Such inspections are carried out with the participation of students and their results are taken into consideration in improvement measures.</p>	<p>1.6 Learning resources and student support</p>
<p>Criterion 6. Cooperation with social and economic stakeholders on the development, implementation and improvement of the study programme and its impact on the development of the degree programme</p> <p>Standard 6.1</p> <p>The concept of education is consistent with the needs of social and economic stakeholders.</p>	
<p>Criterion 7. Conditions for and methods of improving the internationalisation of education provided as part of the degree programme</p> <p>Standard 7.1</p> <p>Conditions conducive for the internationalisation of education provided as part of the degree programme have been created in accordance with the adopted concept of education. They ensure that students achieve learning outcomes</p>	

Detailed criteria for reviewing requests for granting permission to provide a degree programme at a specific level of study and with a specific degree profile	ESG 2015
concerning language skills. Courses or groups of courses taught in a foreign language are included in the study programme.	
<p>Criterion 8. Supporting learning, social, academic or professional development of students and their entry on the labour market. Development and improvement of such support</p> <p>Standard 8.1</p> <p>Students are offered comprehensive support in their learning. Such support: takes different forms, depending on learning outcomes; takes into account the diverse needs of students; promotes social and professional development of students by ensuring the availability of academic staff. The support includes providing assistance in learning; in the achievement of learning outcomes, and in preparing for preparation for practising the profession in the labour market areas typical for the degree programme.</p> <p>Standard 8.2</p> <p>The measures aimed to improve the study programme and ensure the quality of education include regular inspections of the system aimed to support students in their learning, in which students participate, and their results are taken into consideration in improvement measures.</p>	1.6 Learning resources and student support
<p>Criterion 9. Public access to information about the study programme, conditions for its implementation and achieved results</p> <p>Standard 9.1</p> <p>The measures aimed to improve the study programme and ensure the quality of education include: ensuring public access to information about the study programme, the implementation of teaching and learning processes as part of the degree programme, which is up-to-date, comprehensive, comprehensible and consistent with the needs of different groups of recipients; regular reviews of public access to information, in which students and other recipients of information participate; the use of review results in improvement measures.</p>	1.8 Public Information
<p>Criterion 10. Quality assurance policy, designing, approving, monitoring, reviewing and improving the study programme</p> <p>Standard 10.1</p> <p>The measures aimed to improve the study programme include the rules for designing, approving, monitoring, reviewing and improving the study programme and regular reviews of the study programme, which are based on the results of reliable data and information analysis, carried out with the participation of internal stakeholders, including students, and external stakeholders, and which aim at improving the degree programme and quality of education.</p> <p>Standard 10.2</p> <p>The measures aimed to improve the study programme and ensure the quality of education include regular external assessments of education quality, the results</p>	1.1 Policy for quality assurance 1.2 Design and approval of programmes 1.7 Information management 1.9 On-going monitoring and periodic review of programmes

Detailed criteria for reviewing requests for granting permission to provide a degree programme at a specific level of study and with a specific degree profile	ESG 2015
of which are made public and taken into consideration in quality improvement measures.	1.10 Cyclical external quality assurance

Annex 8. Detailed criteria for programme evaluation of the Polish Accreditation Committee - general profile

<p>The Act of 20 July 2018. The Law on Higher Education and Science Article 242, paragraph 2 When conducting the programme evaluation, shall be taken into account in particular:</p>	<p>Regulation of the Minister of Science and Higher Education of 12 September 2018 on the cooperation of programme evaluation § 1. Criteria for programme evaluaion:</p>	<p>Detailed criteria for programme evaluation</p>	<p>ESG 2015</p>
<p>study programmes and educational standards;</p>	<p>method of the study programme structure and its compliance with the standard of education;</p>	<p>Criterion 1. Structure of the study programme: concept of education, learning objectives and outcomes</p> <p>Standard 1.1</p> <p>The concept of education and learning objectives: correspond to the strategy of the HEI; are covered by the discipline(-s) to which the degree programme is assigned; are related to research activity carried out by the institution in that discipline(-s); are geared towards the needs of social and economic stakeholders, and of the labour market in particular.</p> <p>Standard 1.2</p> <p>Learning outcomes correspond to the concept of education and learning objectives and the discipline(-s) to which the degree programme is assigned, describe in an accurate, specific, realistic and verifiable manner knowledge, skills and social competences acquired by students, and correspond to the appropriate level of the Polish Qualifications Framework and the general profile.</p> <p>Standard 1.2a</p> <p>In the case of degree programmes preparing for professions referred to in Article 68(1) of the act, learning outcomes include the full scope of general and</p>	<p>1.1 Policy for quality assurance</p> <p>1.2 Design and approval of programmes</p>

<p>The Act of 20 July 2018. The Law on Higher Education and Science Article 242, paragraph 2 When conducting the programme evaluation, shall be taken into account in particular:</p>	<p>Regulation of the Minister of Science and Higher Education of 12 September 2018 on the cooperation of programme evaluation § 1. Criteria for programme evaluation:</p>	<p>Detailed criteria for programme evaluation</p>	<p>ESG 2015</p>
		<p>specific learning outcomes stipulated in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Standard 1.2b</p> <p>Learning outcomes for degree programmes leading to the award of the qualification of inżynier or magister inżynier include the full scope of learning outcomes leading to the award of inżynier qualification featured in the second stage descriptors stipulated in regulations issued on the strength of Article 7(3) of the act of 22 December 2015 on Integrated Qualifications System (OJ of 2018 , item 2153 and 2245).</p>	
	<p>Implementation of the study programme;</p>	<p>Criterion 2. Implementation of the study programme: programme contents, timetable for the implementation of the study programme, forms and organisation of classes, methods of education, student placements, organisation of the teaching and learning process</p> <p>Standard 2.1</p> <p>Programme contents correspond to learning outcomes and take into account, in particular, the current state of knowledge and research methodology in the discipline(-s) to which the degree programme is assigned, as well as the results of research activities of the HEI in the discipline(-s).</p> <p>Standard 2.1a</p> <p>In the case of degree programmes offering education for professions referred to in Article 68(1) of the act, programme contents include the full scope of</p>	<p>1.2 Design and approval of programmes</p> <p>1.3 Student-centred learning, teaching and assessment</p>

<p>The Act of 20 July 2018. The Law on Higher Education and Science Article 242, paragraph 2 When conducting the programme evaluation, shall be taken into account in particular:</p>	<p>Regulation of the Minister of Science and Higher Education of 12 September 2018 on the cooperation of programme evaluation § 1. Criteria for programme evaluation:</p>	<p>Detailed criteria for programme evaluation</p>	<p>ESG 2015</p>
		<p>programme contents included in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Standard 2.2</p> <p>The timetable for the implementation of the study programme; the forms and organisation of courses; the number of semesters; the number of hours of classes taught directly by academic teachers or other lecturers, and the estimated workload of students calculated based on the number of ECTS credits enable students to achieve all learning outcomes.</p> <p>Standard 2.2a</p> <p>In the case of degree programmes providing education for professions referred to in Article 68(1) of the act, the timetable for the implementation of the study programme; the forms and organisation of courses; the number of semesters; the number of hours of classes conducted with the direct participation of academic teachers or other lecturers, and the estimated workload of students calculated based on the number of ECTS credits comply with the rules and requirements contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Standard 2.3</p> <p>Teaching methods are student-centred, motivate students to actively participate in the teaching and learning process and enable students to achieve learning outcomes, and, in particular, allow for the preparation for conducting research or participation in research.</p>	

<p>The Act of 20 July 2018. The Law on Higher Education and Science Article 242, paragraph 2 When conducting the programme evaluation, shall be taken into account in particular:</p>	<p>Regulation of the Minister of Science and Higher Education of 12 September 2018 on the cooperation of programme evaluation § 1. Criteria for programme evaluation:</p>	<p>Detailed criteria for programme evaluation</p>	<p>ESG 2015</p>
		<p>Standard 2.4</p> <p>If the study programme includes student placements, their programme, organisation and supervision over their implementation, the selection of placement venues and the environment, in which they take place, as well as infrastructure and competence of placement supervisors ensure that the internships are carried out correctly and that the students achieve learning outcomes, especially those related to the acquisition of research competences.</p> <p>Standard 2.4a</p> <p>In the case of degree programmes providing education for professions referred to in Article 68(1) of the act, student placement programme, organisation and supervision over their implementation, the selection of placement venues and the environment, in which they take place, as well as infrastructure and competence of placement supervisors comply with the rules and requirements contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Standard 2.5</p> <p>The organisation of the teaching process ensures effective use of time spent on teaching and learning and the verification and assessment of learning outcomes.</p> <p>Standard 2.5a</p>	

<p>The Act of 20 July 2018. The Law on Higher Education and Science Article 242, paragraph 2 When conducting the programme evaluation, shall be taken into account in particular:</p>	<p>Regulation of the Minister of Science and Higher Education of 12 September 2018 on the cooperation of programme evaluation § 1. Criteria for programme evaluation:</p>	<p>Detailed criteria for programme evaluation</p>	<p>ESG 2015</p>
		<p>In the case of degree programmes providing education for professions referred to in Article 68(1) of the act, the organisation of teaching and learning complies with the rules and requirements concerning the organisation of education contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p>	
	<p>admission conditions for studies and verification of learning outcomes obtained, including at the diploma exam stage</p>	<p>Criterion 3. Admission to studies, verification of learning outcomes achievement by students, giving credit for individual semesters and years and awarding diplomas</p> <p>Standard 3.1</p> <p>Formally accepted and published, coherent and transparent conditions for the admission of candidates for studies, which allow for the selection of right candidates; rules for student progression, giving credit for individual semesters and years of studies, and for awarding diplomas; recognition of learning outcomes, periods of learning and qualifications obtained in higher education; and the validation of learning outcomes achieved as part of the learning process outside the system of higher education are applied.</p> <p>Standard 3.2</p> <p>The system for learning outcomes verification enables the monitoring of students' progress and guarantees reliable assessment of the achievement of learning outcomes by the students. Verification and assessment methods used are student-centred, provide feedback on the achievement of learning outcomes, and motivate students to actively participate in teaching and learning. They also allow for the verification and assessment of all learning</p>	<p>1.4 Student admission, progression, recognition and certification</p> <p>1. 3 Student-centred learning, teaching and assessment</p>

<p>The Act of 20 July 2018. The Law on Higher Education and Science Article 242, paragraph 2 When conducting the programme evaluation, shall be taken into account in particular:</p>	<p>Regulation of the Minister of Science and Higher Education of 12 September 2018 on the cooperation of programme evaluation § 1. Criteria for programme evaluation:</p>	<p>Detailed criteria for programme evaluation</p>	<p>ESG 2015</p>
		<p>outcomes, including, in particular, preparation for conducting research or participation in research.</p> <p>Standard 3.2a</p> <p>In the case of degree programmes providing education for professions referred to in Article 68(1) of the act, the methods for learning outcomes verification comply with the rules and requirements concerning the organisation of education contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Standard 3.3</p> <p>Mid-term and examination papers, student projects, placement journals (provided student placements are included in the study programme), diploma theses, students' academic/artistic or other achievements related to the degree programme, as well as documented graduates' standing in the labour market or their further education confirm that they have achieved the learning outcomes.</p>	
<p>eaching staff;</p>	<p>he level of competence and experience of the teaching staff</p>	<p>Criterion 4. Competence, experience, qualifications and the number of staff providing education. Staff development and in-service training</p> <p>Standard 4.1</p> <p>Competence and experience, qualifications and the number of academic teachers and other persons teaching classes to students ensure that the</p>	<p>1.5 Teaching staff</p>

<p>The Act of 20 July 2018. The Law on Higher Education and Science Article 242, paragraph 2 When conducting the programme evaluation, shall be taken into account in particular:</p>	<p>Regulation of the Minister of Science and Higher Education of 12 September 2018 on the cooperation of programme evaluation § 1. Criteria for programme evaluation:</p>	<p>Detailed criteria for programme evaluation</p>	<p>ESG 2015</p>
		<p>classes are conducted correctly and that the students achieve their learning outcomes.</p> <p>Standard 4.1a</p> <p>In the case of degree programmes providing education for professions referred to in Article 68(1) of the act, competence, experience and qualifications of academic teachers and other persons teaching classes to students comply with the rules and requirements contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Standard 4.2</p> <p>Staffing policy ensures the selection of academic teachers and other persons teaching classes, which is based on transparent rules and allows for the proper staging of classes. It takes into account regular assessment of teaching staff carried out with the participation of students. The results of such assessment are used in in-service staff training. The staffing policy creates conditions that stimulate staff's continuing development.</p>	
<p>3) education infrastructure used in the implementation of the study programme;</p>	<p>adaptation of the infrastructure used in the implementation of the study programme to the needs and objectives of education;</p>	<p>Criterion 5. Education infrastructure and resources used in the implementation of the study programme and their improvement</p> <p>Standard 5.1</p> <p>Teaching, research, library and IT infrastructure; technical equipment in classrooms and labs; teaching aids and resources; library, information, educational resources and laboratory test equipment, as well as infrastructure of other entities used for teaching classes are modern, allow for proper staging</p>	<p>1.6 Learning resources and student support</p>

<p>The Act of 20 July 2018. The Law on Higher Education and Science Article 242, paragraph 2 When conducting the programme evaluation, shall be taken into account in particular:</p>	<p>Regulation of the Minister of Science and Higher Education of 12 September 2018 on the cooperation of programme evaluation § 1. Criteria for programme evaluation:</p>	<p>Detailed criteria for programme evaluation</p>	<p>ESG 2015</p>
		<p>of classes and the achievement of learning outcomes by students. They also allow for the preparation for or participation in research and are adapted to the needs of people with disabilities in a way as to ensure their full participation in education and conducting research by them.</p> <p>Standard 5.1a</p> <p>In the case of degree programmes providing education for professions referred to in Article 68(1) of the act, teaching and research infrastructure of HEIs, as well as infrastructure of other entities used for teaching classes comply with the rules and requirements concerning the organisation of education contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Standard 5.2</p> <p>Teaching, research, library and IT infrastructure; technical equipment in classrooms and labs; teaching aids and resources; library, information, educational resources and laboratory test equipment are subject to regular inspections, in which students participate. The results of such inspections are taken into consideration in improvement measures.</p>	
<p>4) cooperation with social and economic stakeholders;</p>	<p>cooperation with social and economic stakeholders in relation to the study programme;</p>	<p>Criterion 6. Cooperation with social and economic stakeholders on the development, implementation and improvement of the study programme and its impact on the development of the degree programme</p>	

<p>The Act of 20 July 2018. The Law on Higher Education and Science Article 242, paragraph 2 When conducting the programme evaluation, shall be taken into account in particular:</p>	<p>Regulation of the Minister of Science and Higher Education of 12 September 2018 on the cooperation of programme evaluation § 1. Criteria for programme evaluation:</p>	<p>Detailed criteria for programme evaluation</p>	<p>ESG 2015</p>
		<p>Standard 6.1</p> <p>Cooperation with social and economic stakeholders, including employers, on the development, implementation and improvement of the study programme is ensured.</p> <p>Standard 6.2</p> <p>Relations with social and economic stakeholders in relation to the study programme and their impact on the programme and its implementation are subject to regular reviews carried out with the participation of students. The results of reviews are taken into consideration in improvement measures.</p>	
<p>5) internationalisation;</p>	<p>internationalisation of education;</p>	<p>Criterion 7. Conditions for and methods of improving the internationalisation of education provided as part of the degree programme</p> <p>Standard 7.1</p> <p>Conditions conducive for the internationalisation of education provided as part of the degree programme have been created in accordance with the adopted concept of education. Academic teachers are capable to teach and students are capable to learn in foreign languages; international mobility of students and academic teachers is supported; foreign language instruction is ensured, which results in a systematic improvement of internationalisation and in student and staff exchanges.</p> <p>Standard 7.2</p>	

<p>The Act of 20 July 2018. The Law on Higher Education and Science Article 242, paragraph 2 When conducting the programme evaluation, shall be taken into account in particular:</p>	<p>Regulation of the Minister of Science and Higher Education of 12 September 2018 on the cooperation of programme evaluation § 1. Criteria for programme evaluation:</p>	<p>Detailed criteria for programme evaluation</p>	<p>ESG 2015</p>
		<p>The internationalisation of education is subject to regular reviews carried out with the participation of students. The results of reviews are taken into consideration in improvement measures.</p>	
<p>6) supporting students in the learning process.</p>	<p>quality of student support in the learning process;</p>	<p>Criterion 8. Supporting learning, social, academic or professional development of students and their entry on the labour market. Development and improvement of such support</p> <p>Standard 8.1</p> <p>Students are offered comprehensive support in their learning. Such support: takes different forms, depending on learning outcomes; takes into account the diverse needs of students; promotes academic, social and professional development of students by ensuring the availability of academic staff. The support includes providing assistance in learning; in the achievement of learning outcomes, and in preparing for or participating in research. It motivates students to achieve very good learning outcomes, and includes competent assistance in student matters provided by administration staff.</p> <p>Standard 8.2</p> <p>Support provided to students in their learning is subject to regular reviews carried out with the participation of students. The results of reviews are taken into consideration in improvement measures.</p>	<p>1.6 Learning resources and student support</p>
	<p>availability and quality of information about studies;</p>	<p>Criterion 9. Public access to information about the study programme, conditions for its implementation and achieved results</p>	<p>1.8 Public Information</p>

<p>The Act of 20 July 2018. The Law on Higher Education and Science Article 242, paragraph 2 When conducting the programme evaluation, shall be taken into account in particular:</p>	<p>Regulation of the Minister of Science and Higher Education of 12 September 2018 on the cooperation of programme evaluation § 1. Criteria for programme evaluation:</p>	<p>Detailed criteria for programme evaluation</p>	<p>ESG 2015</p>
		<p>Quality education standard 9.1</p> <p>Public access to information about: the study programme; the implementation of teaching and learning processes as part of the degree programme; awarded qualifications; admission requirements; opportunities for further education; the employability of graduates, which is up-to-date, comprehensive, comprehensible and consistent with the needs of different audiences, is provided.</p> <p>Quality education standard 9.2</p> <p>The scope and quality of information about the degree programme is subject to regular reviews carried out with the participation of students. The results of reviews are taken into consideration in improvement measures.</p>	
	<p>methods to improve the quality of education and their effectiveness</p>	<p>Criterion 10. Quality assurance policy, designing, approving, monitoring, reviewing and improving the study programme</p> <p>Standard 10.1</p> <p>The rules for designing, approving, and modifying the study programme have been formally adopted and applied. With a view of improving the quality of education, regular reviews of the study programme are conducted based on the results of analysis of reliable data and information and with the participation of internal stakeholders, including students, and external stakeholders.</p> <p>Standard 10.2</p>	<p>1.1 Policy for quality assurance</p> <p>1.2 Design and approval of programmes</p> <p>1.7 Information management</p> <p>1.9 On-going monitoring and periodic review of</p>

<p>The Act of 20 July 2018. The Law on Higher Education and Science Article 242, paragraph 2 When conducting the programme evaluation, shall be taken into account in particular:</p>	<p>Regulation of the Minister of Science and Higher Education of 12 September 2018 on the cooperation of programme evaluation § 1. Criteria for programme evaluation:</p>	<p>Detailed criteria for programme evaluation</p>	<p>ESG 2015</p>
		<p>The quality of education provided as part of the degree programme is subject to regular external assessments of education quality, the results of which are made public and taken into consideration in quality improvement measures.</p>	<p>programmes 1.10 Cyclical external quality assurance</p>

Annex 9. Detailed criteria for programme evaluation of the Polish Accreditation Committee - practical profile

<p>The Act of 20 July 2018. The Law on Higher Education and Science Article 242, paragraph 2 When conducting the programme evaluation, shall be taken into account in particular:</p>	<p>Regulation of the Minister of Science and Higher Education of 12 September 2018 on the cooperation of programme evaluation § 1. Criteria for programme evaluation:</p>	<p>Detailed criteria for programme evaluation</p>	<p>ESG 2015</p>
<p>study programmes and educational standards;</p>	<p>method of the study programme structure and its compliance with the standard of education;</p>	<p>Criterion 1. Structure of the study programme: concept of education, learning objectives and outcomes</p> <p>Standard 1.1</p> <p>The concept of education and learning objectives: correspond to the strategy of the HEI; are covered by the discipline(-s) to which the degree programme is assigned; take account of progress in the fields of professional/economic activity relevant to the degree programme; are geared towards the needs of social and economic stakeholders, and of the labour market in particular.</p> <p>Standard 1.2</p> <p>Learning outcomes correspond to the concept of education and learning objectives and the discipline(-s) to which the degree programme is assigned, describe in an accurate, specific, realistic and verifiable manner knowledge, skills and social competences acquired by students, and correspond to the appropriate level of the Polish Qualifications Framework and the practical profile.</p> <p>Standard 1.2a</p> <p>In the case of degree programmes preparing for professions referred to in Article 68(1) of the act learning outcomes include the full scope of general and</p>	<p>1.1 Policy for quality assurance</p> <p>1.2 Design and approval of programmes</p>

<p>The Act of 20 July 2018. The Law on Higher Education and Science Article 242, paragraph 2 When conducting the programme evaluation, shall be taken into account in particular:</p>	<p>Regulation of the Minister of Science and Higher Education of 12 September 2018 on the cooperation of programme evaluation § 1. Criteria for programme evaluation:</p>	<p>Detailed criteria for programme evaluation</p>	<p>ESG 2015</p>
		<p>specific learning outcomes stipulated in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Standard 1.2b</p> <p>Learning outcomes for the fields of study leading to the award of the qualification of inżynier or magister inżynier include the full scope of learning outcomes leading to the award of inżynier qualification featured in the second stage descriptors stipulated in regulations issued on the strength of Article 7(3) of the act of 22 December 2015 on Integrated Qualifications System (OJ of 2018 , item 2153 and 2245).</p>	
	<p>Implementation of the study programme;</p>	<p>Criterion 2. Implementation of the study programme: programme contents, timetable for the implementation of the study programme, forms and organisation of classes, methods of education, student placements, organisation of the teaching and learning process</p> <p>Standard 2.1</p> <p>Programme contents correspond to learning outcomes and take into account: current knowledge and its application in the discipline(-s) to which the degree programme is assigned; rules and standards; the current state of practice in the areas of professional/business activity and the labour market relevant to the degree programme.</p> <p>Standard 2.1a</p>	<p>1.2 Design and approval of programmes</p> <p>1.3 Student-centred learning, teaching and assessment</p>

<p>The Act of 20 July 2018. The Law on Higher Education and Science Article 242, paragraph 2 When conducting the programme evaluation, shall be taken into account in particular:</p>	<p>Regulation of the Minister of Science and Higher Education of 12 September 2018 on the cooperation of programme evaluation § 1. Criteria for programme evaluation:</p>	<p>Detailed criteria for programme evaluation</p>	<p>ESG 2015</p>
		<p>In the case of degree programmes offering education for professions referred to in Article 68(1) of the act, programme contents include the full scope of programme contents included in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Standard 2.2</p> <p>The timetable for the implementation of the study programme; the forms and organisation of courses; the number of semesters; the number of hours of classes taught directly by academic teachers or other lecturers, and the estimated workload of students calculated based on the number of ECTS credits enable students to achieve all learning outcomes.</p> <p>Standard 2.2a</p> <p>In the case of degree programmes providing education for professions referred to in Article 68(1) of the act, the timetable for the implementation of the study programme; the forms and organisation of courses; the number of semesters; the number of hours of classes conducted with the direct participation of academic teachers or other lecturers, and the estimated workload of students calculated based on the number of ECTS credits comply with the rules and requirements contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Standard 2.3</p> <p>Teaching methods are student-centred, motivate students to actively participate in the teaching and learning process and enable students to achieve learning outcomes, and, in particular, allow for the preparation for practising</p>	

<p>The Act of 20 July 2018. The Law on Higher Education and Science Article 242, paragraph 2 When conducting the programme evaluation, shall be taken into account in particular:</p>	<p>Regulation of the Minister of Science and Higher Education of 12 September 2018 on the cooperation of programme evaluation § 1. Criteria for programme evaluation:</p>	<p>Detailed criteria for programme evaluation</p>	<p>ESG 2015</p>
		<p>the profession in the labour market in the areas typical for the degree programme.</p> <p>Standard 2.4</p> <p>The programme, organisation and supervision over the implementation of student placements, the selection of placement venues and the environment, in which they take place, as well as infrastructure and competence of placement supervisors ensure that placements are carried out correctly and that students achieve learning outcomes, especially those related to initial practical training.</p> <p>Standard 2.4a</p> <p>In the case of degree programmes providing education for professions referred to in Article 68(1) of the act, student placement programme, organisation and supervision over their implementation, the selection of placement venues and the environment, in which they take place, as well as infrastructure and competence of placement supervisors comply with the rules and requirements contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Standard 2.5</p> <p>The organisation of the teaching process ensures effective use of time spent on teaching and learning and the verification and assessment of learning outcomes.</p> <p>Standard 2.5a</p>	

<p>The Act of 20 July 2018. The Law on Higher Education and Science Article 242, paragraph 2 When conducting the programme evaluation, shall be taken into account in particular:</p>	<p>Regulation of the Minister of Science and Higher Education of 12 September 2018 on the cooperation of programme evaluation § 1. Criteria for programme evaluation:</p>	<p>Detailed criteria for programme evaluation</p>	<p>ESG 2015</p>
		<p>In the case of degree programmes providing education for professions referred to in Article 68(1) of the act, the organisation of teaching and learning complies with the rules and requirements concerning the organisation of education contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p>	
	<p>admission conditions for studies and verification of learning outcomes obtained, including at the diploma exam stage</p>	<p>Criterion 3. Admission to studies, verification of learning outcomes achievement by students, giving credit for individual semesters and years and awarding diplomas</p> <p>Standard 3.1</p> <p>Formally accepted and published, coherent and transparent conditions for the admission of candidates for studies, which allow for the selection of right candidates; rules for student progression, giving credit for individual semesters and years of studies, and for awarding diplomas; recognition of learning outcomes, periods of learning and qualifications obtained in higher education; and the validation of learning outcomes achieved as part of the learning process outside the system of higher education are applied.</p> <p>Standard 3.2</p> <p>The system for learning outcomes verification enables the monitoring of students' progress and guarantees reliable assessment of the achievement of learning outcomes by students. Verification and assessment methods used are student-centred, provide feedback on the achievement of learning outcomes, and motivate students to actively participate in teaching and learning. They also allow for the verification and assessment of all learning outcomes,</p>	<p>1.4 Student admission, progression, recognition and certification</p> <p>1.3 Student-centred learning, teaching and assessment</p>

<p>The Act of 20 July 2018. The Law on Higher Education and Science Article 242, paragraph 2 When conducting the programme evaluation, shall be taken into account in particular:</p>	<p>Regulation of the Minister of Science and Higher Education of 12 September 2018 on the cooperation of programme evaluation § 1. Criteria for programme evaluation:</p>	<p>Detailed criteria for programme evaluation</p>	<p>ESG 2015</p>
		<p>including, in particular, the acquisition of practical skills and preparedness to conduct business activity in the labour market area corresponding to the degree programme.</p> <p>Standard 3.2a</p> <p>In the case of degree programmes providing education for professions referred to in Article 68(1) of the act the methods for learning outcomes verification comply with the rules and requirements concerning the organisation of education contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Standard 3.3</p> <p>Mid-term and examination papers, student projects, placement journals, diploma theses, students' academic/artistic or other achievements related to the degree programme, as well as documented graduates' standing in the labour market or their further education confirm that they have achieved the learning outcomes.</p>	
<p>eaching staff;</p>	<p>he level of competence and experience of the teaching staff</p>	<p>Criterion 4. Competence, experience, qualifications and the number of staff providing education. Staff development and in-service training</p> <p>Standard 4.1</p> <p>Competence and experience, qualifications and the number of academic teachers and other persons teaching classes to students ensure that the</p>	<p>1.5 Teaching staff</p>

<p>The Act of 20 July 2018. The Law on Higher Education and Science Article 242, paragraph 2 When conducting the programme evaluation, shall be taken into account in particular:</p>	<p>Regulation of the Minister of Science and Higher Education of 12 September 2018 on the cooperation of programme evaluation § 1. Criteria for programme evaluation:</p>	<p>Detailed criteria for programme evaluation</p>	<p>ESG 2015</p>
		<p>classes are conducted correctly and that the students achieve their learning outcomes.</p> <p>Standard 4.1a</p> <p>In the case of fields of study offering education for professions referred to in Article 68(1) of the act, competence, experience and qualifications of academic teachers and other persons teaching classes to students comply with the rules and requirements contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Standard 4.2</p> <p>Staffing policy ensures the selection of academic teachers and other persons teaching classes, which is based on transparent rules and allows for the proper staging of classes. It takes into account regular assessment of teaching staff carried out with the participation of students. The results of such assessment are used in in-service staff training. The staffing policy creates conditions that stimulate staff's continuing development.</p>	
<p>3) education infrastructure used in the implementation of the study programme;</p>	<p>adaptation of the infrastructure used in the implementation of the study programme to the needs and objectives of education;</p>	<p>Criterion 5. Education infrastructure and resources used in the implementation of the study programme and their improvement</p> <p>Standard 5.1</p> <p>Teaching, library and IT infrastructure; technical equipment in classrooms and labs; teaching aids and resources; library, information, educational resources and laboratory test equipment, as well as infrastructure of other entities used for teaching classes are modern, allow for proper staging of classes and the</p>	<p>1.6 Learning resources and student support</p>

<p>The Act of 20 July 2018. The Law on Higher Education and Science Article 242, paragraph 2 When conducting the programme evaluation, shall be taken into account in particular:</p>	<p>Regulation of the Minister of Science and Higher Education of 12 September 2018 on the cooperation of programme evaluation § 1. Criteria for programme evaluation:</p>	<p>Detailed criteria for programme evaluation</p>	<p>ESG 2015</p>
		<p>achievement of learning outcomes by students, including the acquisition of practical skills and preparedness to conduct business activity in the labour market area corresponding to the degree programme. They are also adapted to the need of the disabled and ensure their full participation in education.</p> <p>Standard 5.1a</p> <p>In the case of degree programmes providing education for professions referred to in Article 68(1) of the act, teaching infrastructure of HEIs, as well as infrastructure of other entities used for teaching classes comply with the rules and requirements concerning the organisation of education contained in education standards specified in the regulations issued on the strength of Article 68(3) of the act.</p> <p>Standard 5.2</p> <p>Teaching, library and IT infrastructure; technical equipment in classrooms and labs; teaching aids and resources; library, information and educational resources are subject to regular inspections carried out with the participation of students. The results of such inspections are taken into consideration in improvement measures.</p>	
<p>4) cooperation with social and economic stakeholders;</p>	<p>cooperation with social and economic stakeholders in relation to the study programme;</p>	<p>Criterion 6. Cooperation with social and economic stakeholders on the development, implementation and improvement of the study programme and its impact on the development of the degree programme</p>	

<p>The Act of 20 July 2018. The Law on Higher Education and Science Article 242, paragraph 2 When conducting the programme evaluation, shall be taken into account in particular:</p>	<p>Regulation of the Minister of Science and Higher Education of 12 September 2018 on the cooperation of programme evaluation § 1. Criteria for programme evaluation:</p>	<p>Detailed criteria for programme evaluation</p>	<p>ESG 2015</p>
		<p>Standard 6.1</p> <p>Cooperation with social and economic stakeholders, including employers, on the development, implementation and improvement of the study programme is ensured.</p> <p>Standard 6.2</p> <p>Relations with social and economic stakeholders in relation to the study programme and their impact on the programme and its implementation are subject to regular reviews carried out with the participation of students. The results of reviews are taken into consideration in improvement measures.</p>	
<p>5) internationalisation;</p>	<p>internationalisation of education;</p>	<p>Criterion 7. Conditions for and methods of improving the internationalisation of education provided as part of the degree programme</p> <p>Standard 7.1</p> <p>Conditions conducive for the internationalisation of education provided as part of the degree programme have been created in accordance with the adopted concept of education. Academic teachers are capable to teach and students are capable to learn in foreign languages; international mobility of students and academic teachers is supported; foreign language instruction is ensured, which results in a systematic improvement of internationalisation and in student and staff exchanges.</p> <p>Standard 7.2</p>	

<p>The Act of 20 July 2018. The Law on Higher Education and Science Article 242, paragraph 2 When conducting the programme evaluation, shall be taken into account in particular:</p>	<p>Regulation of the Minister of Science and Higher Education of 12 September 2018 on the cooperation of programme evaluation § 1. Criteria for programme evaluation:</p>	<p>Detailed criteria for programme evaluation</p>	<p>ESG 2015</p>
		<p>The internationalisation of education is subject to regular reviews carried out with the participation of students. The results of reviews are taken into consideration in improvement measures.</p>	
<p>6) supporting students in the learning process.</p>	<p>quality of student support in the learning process;</p>	<p>Criterion 8. Supporting learning, social, academic or professional development of students and their entry on the labour market. Development and improvement of such support</p> <p>Standard 8.1</p> <p>Students are offered comprehensive support in their learning. Such support: takes different forms, depending on learning outcomes; takes into account the diverse needs of students; promotes social and professional development of students by ensuring the availability of academic staff. The support includes providing assistance in learning; in the achievement of learning outcomes, and in preparing for preparation for practising the profession in the labour market areas typical for the degree programme. It motivates students to achieve very good learning outcomes, and includes competent assistance in student matters provided by administration staff.</p> <p>Standard 8.2</p> <p>Support provided to students in their learning is subject to regular reviews carried out with the participation of students. The results of reviews are taken into consideration in improvement measures.</p>	<p>1.6 Learning resources and student support</p>

<p>The Act of 20 July 2018. The Law on Higher Education and Science Article 242, paragraph 2 When conducting the programme evaluation, shall be taken into account in particular:</p>	<p>Regulation of the Minister of Science and Higher Education of 12 September 2018 on the cooperation of programme evaluation § 1. Criteria for programme evaluation:</p>	<p>Detailed criteria for programme evaluation</p>	<p>ESG 2015</p>
	<p>availability and quality of information about studies;</p>	<p>Criterion 9. Public access to information about the study programme, conditions for its implementation and achieved results</p> <p>Standard 9.1</p> <p>Public access to information about: the study programme; the implementation of teaching and learning processes as part of the degree programme; awarded qualifications; admission requirements; opportunities for further education; the employability of graduates, which is up-to-date, comprehensive, comprehensible and consistent with the needs of different audiences, is provided.</p> <p>Standard 9.2</p> <p>The scope and quality of information about the degree programme is subject to regular reviews carried out with the participation of students. The results of reviews are taken into consideration in improvement measures.</p>	<p>1.8 Public Information</p>
	<p>methods to improve the quality of education and their effectiveness</p>	<p>Criterion 10. Quality assurance policy, designing, approving, monitoring, reviewing and improving the study programme</p> <p>Standard 10.1</p> <p>The rules for designing, approving, and modifying the study programme have been formally adopted and applied. With a view of improving the quality of education, regular reviews of the study programme are conducted based on the results of analysis of reliable data and information and with the</p>	<p>1.1 Policy for quality assurance</p> <p>1.2 Design and approval of programmes</p> <p>1.7 Information management</p>

<p>The Act of 20 July 2018. The Law on Higher Education and Science Article 242, paragraph 2 When conducting the programme evaluation, shall be taken into account in particular:</p>	<p>Regulation of the Minister of Science and Higher Education of 12 September 2018 on the cooperation of programme evaluation § 1. Criteria for programme evaluation:</p>	<p>Detailed criteria for programme evaluation</p>	<p>ESG 2015</p>
		<p>participation of internal stakeholders, including students, and external stakeholders.</p> <p>Standard 10.2</p> <p>The quality of education provided as part of the degree programme is subject to regular external assessments of education quality, the results of which are made public and taken into consideration in quality improvement measures.</p>	<p>1.9 On-going monitoring and periodic review of programmes</p> <p>1.10 Cyclical external quality assurance</p>

EQAR | Aarlenstraat 22 rue d'Arlon | BE-1050 Brussels

Polish Accreditation Committee (PKA)

Łukasz Sułkowski

– by email –

Brussels, 7 May 2019

Application by PKA for renewal of registration on EQAR

Dear Łukasz,

The EQAR Register Committee's rapporteurs have been considering PKA's application for renewal of registration, based on the External Review Report of 17/10/2018.

We kindly ask you to clarify the following matters to inform the Register Committee's consideration and decision-making:

1. We noted from PKA's Statement to the review report (p.4), that starting with October 2018 reports in the opinion giving process have been published on PKA's website. According to the information on your website, PKA has so far published "first collection of documentation" while "subsequent reviews and resolutions will be published successively".

Could you please clarify to what extent old reports, i.e. from the opinion-giving processes launched before October 2018, will be published? If there are still further old reports to be published, please also indicate when their publication is expected.

2. In the Confirmation of Eligibility of 15/02/2018, the Register Committee noted that PKA should also address activities carried out by the agency abroad, i.e. in Lithuania. Neither the Self-Assessment Report nor the External Review Report do so.

Could you please clarify the nature of these activities as well as the criteria and processes applied there?

We would be grateful if it was possible for you to respond by 21/05/2019, and we would appreciate if you get in contact with us should that not be feasible.

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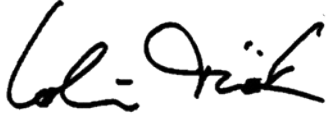
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EQAR Founding Members:



Please note that EQAR will publish this request and your response together with the final decision on PKA's application.

Kind regards,

A handwritten signature in black ink, appearing to read "Colin Tück".

Colin Tück
(Director)



Polska Komisja Akredytacyjna

Warsaw, 21 May 2019

**Colin Tuck
Director
European Quality Assurance Register**

Dear Mr Tuck,

Following your kind request of 7 May 2019 please find attached PKA's clarifications to the issues raised by the rapporteurs of PKA's application for renewal of EQAR registration.

Should you require any further information please do not hesitate to contact us again.

Kind regards,

Krzysztof Diks

President

We noted from PKA's Statement to the review report (p.4) that starting with October 2018 reports in the opinion giving process have been published on PKA's website. According to the information on your website, PKA has so far published "first collection of documentation" while 'subsequent reviews and resolutions will be published successively". Could you please verify to what extent old reports, i.e. from the opinion giving process launched before October 2018 will be published? If there are still further old reports to be published please also indicate when their publication is expected.

Following the ENQA review panel's recommendation PKA has already published resolutions and reviews in the opinion giving process starting from the beginning of the year 2018 see recent website update (<http://www.pka.edu.pl/en/2019/03/20/reviews-and-resolutions-adopted-by-the-presidium-of-pka-in-the-opinion-giving-proceedings-2/>). With regard to the next steps towards publishing further documents in the opinion giving process it should be noted here that upcoming resolutions and reviews taken in 2019 will be published in the due course of process conduct. Concerning the older resolutions and reviews issued before 2018 it is worth pointing out that documents from the last terms of PKA's office (2016 and 2017) have been already prepared for publishing, however, before that happen PKA would like to draw EQAR RC attention to the following issues:

- 1) The substantive changes in the legal framework took places in Poland in 2017 and 2018. First of all, the EU general data protection regulation as of 25 May 2018 has been implemented. It required also adjustment of PKA's internal templates, procedures and in some extend, manner of report/review writing by experts. Following, the templates for discussed resolutions and reviews in the opinion giving process have also needed adjustment in order to be fully compliant with new requirements. Moreover, at the same time the major legal changes concerning the Polish higher education system, including the external quality assurance system were in the final stage of the legislative process that successfully resulted in the new Law on Higher Education and Science since the beginning of October 2018. Changes in the Law on Higher Education and Science were also followed by major modifications in PKA's processes and procedures (already presented in the Substantive Change Report as of March 2019). Therefore, PKA decided to implement both changes simultaneously, to make sure that they satisfy both goals.
- 2) PKA introduced legal grounds for publishing of discussed documents in the opinion giving process in the new Statute approved in December 2018. It was a very remarkable step, as the new Statute regulations explicitly enabled and provided legal grounds for publishing the resolutions and reviews in the opinion giving process starting from 2018. Having that said, it should be also stressed out, that the reports developed within the opinion giving procedure before discussed changes in 2018 in PKA's opinion were not fully aligned with the data protection regulations since all of them included personal data and required a manual anonymization creating a heavy burden for the agency. Moreover, the previous PKA's Statute was not foreseeing such activity aiming towards public utility of documents in the opinion giving process. Besides having in mind that *lex retro non agit* still in PKA's opinion the legal ground for publication of older than 2018 documents in opinion giving process is not so obvious mainly in a sense of stakeholders awareness. Nevertheless, should EQAR Registry Committee decides that publishing of older than 2018 documents in opinion giving process is a *sine qua non* condition of the PKA compliance with ESG PKA will take an effort to publish already prepared documents from 2017 and 2016 immediately.
- 3) Nowadays PKA website is under new development including upgrading of current search engine that is being prepared for user friendly publication of documents in opinion giving process.

In the Confirmation of Eligibility of 15/02/2018, the Register Committee noted that PKA should also address activities carried out by the agency abroad, i.e. in Lithuania. Neither the Self - Assessment Report nor the External Review Report do so.

PKA provided such information in the Self-Assessment Report twice. However, it should be noticed that quality assurance activities carried out by PKA in Lithuania refer only to the foreign branch in Vilnius of Polish University in Bialystok.

“Besides in the case of conducting programme evaluation procedures in the foreign branches of Polish HEIs abroad or giving opinions on applications for establishment of such branches abroad, the procedure and criteria are identical to that carried out with reference to national providers because the provisions of the Law on Higher Education remain still in force.” (SAR, p. 27)

“In the case of programme evaluations held in Polish HEI branches abroad the above mentioned procedure is followed accordingly.” (SAR, p. 33)