



Statutes of the Polish Accreditation Committee



Statutes of the Polish Accreditation Committee

(consolidated text taking into account changes introduced by the Resolutions of the Polish Accreditation Committee of February 18, 2019 No. 1/2019, February 16, 2022 No. 1/2022 and January 19, 2023 No. 1/2023):

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 Family Sciences and Theological Sciences;
 - b) Section for Engineering and Technical Sciences;
 - c) Section for Medical and Health Sciences;
 - d) Section for Agricultural and Veterinary 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;
 - 1a) opinions on the application for the extension of the validity of the entry of a non-public higher education institution in the register of non-public higher education institutions;
 - 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) resolutions 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;
 - 12a) appointing from among experts indicated by employers or representing their organisations, a team of experts indicated by employers or representing their organisations for reviewing applications, indicating its chair and determining the scope of competences of this team;
 - 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 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 nominated by employers' organisations from among themselves.
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 its template;
 - 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 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;
 - 11) formulating interpretative positions;
 - 12) the definition of the Committee quality policy and the definition of the areas of operation, structure and tasks of the Committee quality management system.
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, and in the case of fields of study with a practical profile or fields of study referred to in art. 68 sec. 1 of the Act, one of the reviewers may also be a member of the team of experts indicated by employers or organisations representing them for reviewing applications;
- 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. Unless otherwise specified by the President, the authorisation shall remain in effect until a new Secretary is appointed.

Article 11a.

1. The President may appoint the Quality Council of PKA's activity, whose tasks may include, in particular:
 - 1) monitoring the quality of the assessment panel reports, in particular in terms of compliance with the law, internal consistency, precision and transparency of the formulated assessments and recommendations, as well as their importance for justifying the opinion of Section or the Section for Teacher Education and the resolutions of the Committee;
 - 2) evaluation of the quality of work of the members of the Committee and experts, after obtaining the authorisation of the Presidium;
 - 3) preparation of draft interpretative positions;
 - 4) preparation of draft templates or guidelines or changes to the templates or guidelines referred to in Article 9(3)(5-8).

2. The composition of the Council referred to in par. 1 include:
 - 1) Secretary;
 - 2) at least 6 members appointed by the President from among members of the Committee or experts, including at least one student expert and at least one from a group of experts indicated by employers or representing employers' organisations.
3. The President shall appoint the Chair of the Council referred to in par. 1.
4. The council referred to in par. 1 performs its tasks on the basis of the Regulations adopted by the Presidium at the request of the President.

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:
 - 1) organise the work of the Sections, the Section for Teacher Education and the Appeals Section, respectively, including convening and chairing meetings;
 - 2) appoint members of the Sections, the Section for Teacher Education and the Appeals Section to prepare a draft opinion on the matters referred to in Article 4(1) or in matters relating to applications for reconsideration of the matters referred to in Article 4(1)(1-4);
 - 3) are responsible for the quality and timeliness of tasks performed by the members of the Sections, the Section for Teacher Education and the Appeals Section, respectively, and cooperating experts;
 - 4) are responsible for the quality of the draft resolutions of the Presidium, respectively prepared by the Section, the Section for Teacher Education and the Appeals Section, until the date of the Presidium meeting at which the resolution is to be adopted, in particular in terms of compliance with the law, internal consistency, precision and transparency of theses formulated in the project as well as their justification.
- 2a. If the draft resolution of the Presidium does not meet the requirements referred to in par. 2 point 4, the Chairman removes from the agenda the item concerning the adoption of the proposed resolution and sends the matter for consideration to the next meeting of the Presidium.
- 2b. If the theses of a resolution of the Presidium or their justification differ significantly from the draft resolution prepared by the Section, the Section for Teacher Education and the Appeals Section, the Chairman may oblige a member of the Committee to prepare the text of the resolution taking into account the differences.
3. The Chair of the Section, the Section for Teacher Education and the Appeals Section may appoint one to two Vice-Presidents from among the members of the Section, the Section for Teacher Education and the Appeals Section, respectively.

4. The Vice-Presidents of the Section, the Section for Teacher Education or the Appeals Section, under the authority of the Chair of the Section, the Section for Teacher Education or the Appeals Section, respectively, shall replace him in specific cases. In justified cases, the Chair of the Section, the Section for Teacher Education or the Appeals Section, in which the Vice-Presidents has not been appointed, may authorise a member of the Section, the Section for Teacher Education or the Appeals Section to replace him in specific cases.
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. (repealed)

Article 13.

1. The Sections and the Section for Teacher Education draw up opinions on the basis of:
 - 1) reviews prepared by members of the Committee or experts in the case of matters referred to in Article 4(1-2 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. The election of the members and the Chair of the Section for ethics, the Chairs of the Sections, the Section for Teacher Education and the Appeals Section as well as the representative of the employers' organisation in the Presidium are made by secret ballot, by an absolute majority of votes, with at least half of the members of the Committee, the Sections, the Section for Teacher Education and the Appeals Section as well as members of the Committee designated by employers' organisations.

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 their representative 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. The function referred to in par. 5 may be performed by 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.
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 15a.

1. The quality of work of Committee members, experts and persons acting as secretaries of assessment panels is subject to ongoing and periodic evaluation.
2. Detailed rules and procedure for assessing the quality of work of Committee members, experts and persons acting as secretaries in the assessment panel are specified in the regulations adopted by the Presidium.
3. The Presidium or the Quality Council of PKA's activity may request the President to be removed from the list of experts or from the list of persons acting as the secretary in the assessment panel due to gross or repeated failures in the scope of performed duties or repeated refusals to undertake the performance duties.

4. In the case of student experts and experts indicated by employers or their representative organisations, the President may remove from the list of experts upon a justified request of the person responsible for coordinating the work of one of these two groups of experts, due to the circumstances referred to in par. 3.

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.
- 6a. The Chair of the Section, the Section for Teacher Education and the Appeals Section ensures that the work of members of the Committee and experts is evenly loaded.
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 or 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. The resolutions of the Presidium referred to in par. 10 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.
- 2a. The assessment process is initiated on the day the higher education institution receives the an assessment notice of the commencement of the assessment process.
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. Failure to submit the self-assessment report will not stop the assessment process.
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 referred to in the preceding sentence.

6. (repealed)
7. Preventing or obstructing the programme assessment referred to in Article 242(6) of the Act, in particular in the case of:
 - 1) (repealed);
 - 2) ineffectiveness of the delivery of letters to the given address of the higher education institution and the lack of contact via e-mail;
 - 3) preventing the assessment panel from entering the higher education institution premises during the visit or refusing to participate in the visit carried out using means of distance communication;
 - 4) 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 during the visit or refusal to provide explanations in relation to matters related to the subject of the programme assessment;
 - 5) prevent access to documents which, in accordance with the model self-assessment report established by the Presidium, should be presented for inspection during the 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 about the initiation of the assessment process and the date of the visit, and not later than 2 weeks before the visit, he / she provides the institution with an outline agenda for the site visit prepared by the assessment panel.
10. (repealed)
11. (repealed)
12. (repealed)
13. (repealed)
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) the rector presented the Committee with a copy of the act issued on the liquidation of the field of study designated for assessment, together with proof of prior delivery of this act to the Minister;
 - 3) the Minister withdrew the permission to provide a degree programme in a specific field.
15. In the event of the circumstances referred to in sec. 14, after initiating the assessment process, the Presidium discontinues the process.

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. To the resolutions referred to in par. 4, 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 programme assessment is issued for a period of up to six years or for a period of up to two years.
5. (repealed)
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 in the academic year in which the period, for which the assessment was issued expires, 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.

- 2a. In justified cases, after submitting an application for reconsideration of the case, the Secretary may oblige a member of the Committee or an expert to prepare an additional review on the matter referred to in Article 4(1)(2).
- 2b. The review referred to in par. 2a may not be prepared by a member of the Committee or an expert who previously prepared a review on the same matter.
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. To the resolutions referred to in par. 9, the provisions of Article 16(11) apply accordingly.

Article 22a.

1. When the procedure to express an opinion on the fulfilment of the conditions for conducting studies at a specific field, level and profile, and the relationship between the studies and the university's strategy, for any reason, has become redundant, in whole or in part, and in particular due to the discontinuation of administrative proceedings conducted by the minister in on the issue of a permit to establish studies, the Presidium adopts a resolution to discontinue the indicated procedure.
2. The Presidium may, ex officio or at the request of the university, correct typing and calculation errors as well as other obvious errors in the resolutions issued by it. The resolution referred to in the preceding sentence is not eligible for an application for reconsideration of the case.

Article 22b.

1. The Polish Accreditation Committee may present legally non-binding interpretative positions, which are a form of disseminating good practices in the understanding of generally applicable legal norms relating to matters related to the Committee activities.
2. The formulated interpretative position shall be announced immediately.

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. Minutes are signed by the recording clerk and, respectively, the President, the chair of the Section, the Section for Teacher Education or 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.
4. Minutes referred to in par. 1. are subject to approval at the next meeting.

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, Quality Council of PKA's activity, 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.

Rules for the selection of degree programmes for assessment in a given academic year

1. In a given academic year, the Committee selects for programme assessment:
 - 1) all degree programmes whose six-year period of programme assessment validity expires, in order to ensure cyclical assessment of the quality of education provided as part of degree programmes;
 - 2) (repealed);
 - 3) degree programmes, which have not undergone programme assessment, as part of which at least one full cycle of education has been completed and at least one year of graduates has completed their studies, with taking into account the organisational, staffing and financial capacity of the Committee;
 - 4) (repealed).
2. In a given academic year, the Committee selects for programme assessment all degree programmes whose two-year period of programme assessment validity expires.

Detailed criteria for programme assessment

General profile

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

Quality education standard 1.1

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

Quality education standard 1.2

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

Quality education standard 1.2a

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

Quality education standard 1.2b

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

Criterion 2. Implementation of the study programme: programme contents, 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

Quality education standard 2.1

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

Quality education standard 2.1a

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

Quality education standard 2.2

The 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.

Quality education standard 2.2a

In the case of degree programmes providing education for professions referred to in Article 68(1) of the act, the 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.

Quality education standard 2.3

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

Quality education standard 2.4

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

Quality education standard 2.4a

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

Quality education standard 2.5

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

Quality education standard 2.5a

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

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

Quality education standard 3.1

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

Quality education standard 3.2

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

Quality education standard 3.2a

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

Quality education standard 3.3

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

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

Quality education standard 4.1

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

Quality education standard 4.1a

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

Quality education standard 4.2

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

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

Quality education standard 5.1

Teaching, 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 participation in research and are adapted to the needs of people with disabilities in a way as to ensure their full participation in education and conducting research by them.

Quality education standard 5.1a

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

Quality education standard 5.2

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

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

Quality education standard 6.1

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

Quality education standard 6.2

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

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

Quality education standard 7.1

Conditions conducive for the internationalisation of education provided as part of the degree programme 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.

Quality education standard 7.2

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

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

Quality education standard 8.1

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

Quality education standard 8.2

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

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

Quality education standard 9.1

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

Quality education standard 9.2

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

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

Quality education standard 10.1

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

Quality education standard 10.2

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

Practical profile

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

Quality education standard 1.1

The concept of education and learning objectives: correspond to the strategy of the HEI; are covered by the discipline(-s) to which the degree programme is assigned; 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.

Quality education standard 1.2

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

Quality education standard 1.2a

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

Quality education standard 1.2b

Learning outcomes for 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).

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

Quality education standard 2.1

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.

Quality education standard 2.1a

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

Quality education standard 2.2

The 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.

Quality education standard 2.2a

In the case of degree programmes providing education for professions referred to in Article 68(1) of the act, the 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.

Quality education standard 2.3

Teaching methods are student-centred, motivate students to actively participate in the teaching and learning process and enable students to achieve learning outcomes, and, in particular, allow for the preparation for practising the profession in the labour market in the areas typical for the degree programme.

Quality education standard 2.4

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.

Quality education standard 2.4a

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

Quality education standard 2.5

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

Quality education standard 2.5a

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

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

Quality education standard 3.1

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

Quality education standard 3.2

The system for learning outcomes verification enables the monitoring of students' progress and guarantees reliable assessment of the achievement of learning outcomes by 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.

Quality education standard 3.2a

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

Quality education standard 3.3

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

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

Quality education standard 4.1

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

Quality education standard 4.1a

In the case of 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.

Quality education standard 4.2

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

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

Quality education standard 5.1

Teaching, 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.

Quality education standard 5.1a

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

Quality education standard 5.2

Teaching, 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.

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

Quality education standard 6.1

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

Quality education standard 6.2

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

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

Quality education standard 7.1

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

Quality education standard 7.2

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

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

Quality education standard 8.1

Students are offered comprehensive support in their learning. Such support: takes different forms, depending on learning outcomes; takes into account the diverse needs of students; promotes 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.

Quality education standard 8.2

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

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

Quality education standard 9.1

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

Quality education standard 9.2

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

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

Quality education standard 10.1

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

Quality education standard 10.2

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

Conditions for the award of ratings as part of programme assessment

1. The Presidium adopts a resolution on the award of rating as part of programme assessment on the basis of an opinion of a relevant section or the section for teacher training, drawn up on the basis of a report of the assessment panel and the standing of the higher education institution, taking into account the profile, level and form of studies as part of a given degree programme, including in particular the assessment of the degree to which each of the detailed programme assessment criteria set out in Annex 2 have been met.
2. The following rating scale is used to assess the degree to which the detailed programme assessment criteria set out in Annex 2 have been met:
 - 1) the criterion has been met;
 - 2) the criterion has been partially met;
 - 3) the criterion has not been met.
3. The Presidium awards:
 - 1) a positive rating as part of programme assessment valid for six years, if all the detailed programme assessment criteria set out in Annex 2 have been met and the opinion of a relevant section or the section for teacher education contains only recommendations indicating new opportunities for improving the quality of education;
 - 2) a positive rating as part of programme assessment valid for two years, if at least one of the detailed programme assessment criteria specified in Annex 2 is partially fulfilled, and none of the criteria has been assessed as not fulfilled, and the opinion of the Section or the Section for Teacher Education contains recommendations of a corrective measures, indicating the need to immediately remove errors and non-conformities, as well as to take effective preventive actions.
4. The Presidium awards a negative rating, if:
 - 1) at least one detailed programme assessment criterion specified in Annex 2 is not met, because errors and shortcomings related to the scope of assessment in this criterion are gross;
 - 2) the higher education institution has not complied with the recommendations referred to in section 3(2);
 - 3) a higher education institution hinders or obstructs conducting programme assessment, in particular when the circumstances specified in par. 17, section 7, subsections 1-5 occur.

Rules for the award of Education Excellence Certificates

1. In accordance to par. 9, section 3, subsection 11, the Presidium can award to a HEI an Education Excellence Certificate, hereinafter referred to as the "Certificate", which attests an outstanding level of education provided as part of a degree programme at a given level and with a given profile in one the following categories:
 - 1) *Excellent degree programme* - excellence in providing education as part of a degree programme;
 - 2) *Student-centred* - excellence in supporting the development of students;
 - 3) *Open to the world* - excellence in international cooperation;
 - 4) *Partner for development* - excellence in cooperation with social and economic stakeholders.
2. Acting upon a recommendation contained in the opinion of a relevant Section or the section for teacher education, the chair of a given section or the section for teacher education makes a request for the award of a certificate. The request should specify the category of certificate and provide justification to confirm that the criteria for the award of a certificate in a given category set out in section 3(3), (4), (5) and (6) respectively have been met.
3. Rules for the award of Education Excellence Certificates:
 - 1) Education Excellence Certificate in a given category can be awarded to a higher education institution running a degree programme, which has been awarded a positive rating under programme assessment valid for six years and which has been supported by good practices in education quality or by documented, regular achievements of students and graduates (up to 5 years after graduation). Also a recommendation to award the certificate and justification included in a report of an assessment panel is required;
 - 2) good practice is considered to be an effective, innovative and exemplary solution concerning the quality of education provided by a higher education institution that stands out in terms of:
 - a) effectiveness, i.e. the ability to achieve objectives in the sphere of improving the quality of education;
 - b) universality, i.e. the transferability to other universities;
 - c) innovativeness, i.e. an innovative character in the sphere of improving the quality of education;
 - d) exemplariness, i.e. possibility of serving as a point of reference;
 - e) ethicality, i.e. compliance with standards and ethical values and the principles of social responsibility;
 - f) sustainability, i.e. repetitiveness and durability of impact on education quality improvement.

- 3) *Excellent degree programme* - excellence in providing education as part of a degree programme Certificate can be awarded to a higher education institution offering a degree programme, which:
 - a) meets the requirement set out in section 1;
 - b) in the assessment panel's report, assessments under programme assessment detailed criteria 1, 2, 3, 4, 5, and 10 set out in Annex 2 are supported by good practices in the scope of education quality and by recommendation to award an excellence certificate with a justification.
- 4) *Student-centred* - excellence in supporting the development of students Certificate can be awarded to a higher education institution offering a degree programme, which:
 - a) meets the requirement set out in point 1;
 - b) in the assessment panel's report, rating under detailed programme assessment criterion 8 set out in Annex 2 is supported by good practices in the scope of supporting students in the learning process and by recommendation to award an excellence certificate with a justification;
 - c) in the assessment panel's report, the justification of rating under detailed programme assessment criterion 4, 5, 9 and 10 set out in Annex 2 confirms that students have a significant impact on the assurance and improvement of the quality of education provided as part of the degree programme and present good practices in this respect.
- 5) *Open to the world* - excellence in international cooperation Certificate can be awarded to a higher education institution offering a degree programme, which:
 - a) meets the requirement set out in point 1;
 - b) in the assessment panel's report, rating under programme assessment detailed criterion 7 set out in Annex 2 is supported by good practices in the scope of internationalisation of education and by recommendation to award an excellence certificate with a justification;
 - c) in the assessment panel's report, the justification of rating under detailed programme assessment criterion 1, 2 and 4 set out in Annex 2 confirms that international cooperation has a significant impact on the concept of education, implementation of the study programme and the development of human resources and present good practices in this respect.
- 6) *Partner for development* - excellence in cooperation with social and economic stakeholders Certificate can be awarded to a higher education institution offering a degree programme, which:
 - a) meets the requirement set out in section 1;
 - b) in the assessment panel's report, rating under detailed programme assessment criterion 6 set out in Annex 2 is supported by good practices in the scope of cooperation with social and economic stakeholders and by recommendation to award an excellence certificate with a justification;

c) in the assessment panel's report, the justification of rating under detailed programme assessment criterion 1, 2, 4 and 10 set out in Annex 2 confirms that external stakeholders have a significant impact on the development and implementation of the study programme and on improving the quality of education provided as part of the degree programme, and present good practices in this respect.

4. The Education Excellence Certificate award ceremony takes place once a year.

**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**

General profile

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

Quality education standard 1.1

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

Quality education standard 1.2

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

Quality education standard 1.2a

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

Quality education standard 1.2b

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

Criterion 2. Implementation of the study programme: programme contents, 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

Quality education standard 2.1

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

Quality education standard 2.1a

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

Quality education standard 2.2

The 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.

Quality education standard 2.2a

In the case of degree programmes providing education for professions referred to in Article 68(1) of the act, the 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.

Quality education standard 2.3

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

Quality education standard 2.4

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

Quality education standard 2.4a

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

Quality education standard 2.5

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

Quality education standard 2.5a

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

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

Quality education standard 3.1

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.

Quality education standard 3.2

The system for learning outcomes verification enables the monitoring of students' progress and guarantees reliable assessment of the achievement of learning outcomes by the students. Verification and assessment methods used allow for the verification and assessment of all learning outcomes, including, in particular, preparation for conducting research or participation in research.

Quality education standard 3.2a

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

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

Quality education standard 4.1

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

Quality education standard 4.1a

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

Quality education standard 4.2

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.

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

Quality education standard 5.1

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

Quality education standard 5.1a

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

Quality education standard 5.2

The measures aimed to improve the study programme and ensure the quality of education include regular inspections of teaching, academic, library and IT 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 representatives of social and economic stakeholders on the development, implementation and improvement of the study programme and its impact on the development of the degree programme

Quality education standard 6.1

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

Quality education 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

Quality education standard 8.1

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

Quality education 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.

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

Quality education 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 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.

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

Quality education standard 10.1

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.

Quality education standard 10.2

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.

Practical profile

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

Quality education standard 1.1

The concept of education and learning objectives: correspond to the strategy of the HEI; are covered by the discipline(-s) to which the degree programme is assigned; 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.

Quality education standard 1.2

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

Quality education standard 1.2a

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

Quality education standard 1.2b

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

Criterion 2. Implementation of the study programme: programme contents, 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

Quality education standard 2.1

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.

Quality education standard 2.1a

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

Quality education standard 2.2

The 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.

Quality education standard 2.2a

In the case of degree programmes providing education for professions referred to in Article 68(1) of the act, the 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.

Quality education standard 2.3

Teaching methods are student-centred, motivate students to actively participate in the teaching and learning process and enable students to achieve learning outcomes, and, in particular, allow for the preparation for practising the profession in the labour market in the areas typical for the degree programme.

Quality education standard 2.4

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.

Quality education standard 2.4a

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

Quality education standard 2.5

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

Quality education standard 2.5a

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

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

Quality education standard 3.1

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.

Quality education standard 3.2

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.

Quality education standard 3.2a

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

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

Quality education standard 4.1

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

Quality education standard 4.1a

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

Quality education standard 4.2

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.

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

Quality education standard 5.1

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.

Quality education standard 5.1a

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

Quality education standard 5.2

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.

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

Quality education 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

Quality education 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

Quality education standard 8.1

Students are offered comprehensive support in their learning. Such support: takes different forms, depending on learning outcomes; takes into account the diverse needs of students; promotes 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.

Quality education 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.

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

Quality education 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 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.

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

Quality education standard 10.1

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.

Quality education standard 10.2

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.

Rules and procedure for the appointment of Polish Accreditation Committee's experts

1. Selection of candidates for experts:
 - 1) candidates for experts from among academic teachers are proposed by relevant sections, section for teacher education or the appeals body with taking into considerations their academic or artistic achievements and teaching or professional experience or experience in the scope of education quality assessment gained in accreditation agencies;
 - 2) candidates for experts from among students are proposed by a competent body of the Students' Parliament of the Republic of Poland with taking into consideration their knowledge and practical experience concerning the organisational arrangements for higher education institutions and degree programmes, with special regard to the rights and duties of students;
 - 3) candidates for international experts are proposed by the President with taking into consideration their international experience in education quality assessment;
 - 4) candidates for experts from among employers are proposed by employers or employer organisations with taking into consideration their knowledge of organisational arrangements for higher education institutions and cooperation with social and economic stakeholders and their experience related to cooperation with higher education institutions.
2. Qualifying procedure for the appointment of PKA experts from among academic teachers:
 - 1) members of sections, section for teacher education or the appeals body indicate the discipline(-s), in which the appointment of experts is needed, as well as leading higher education institutions with academic or teaching achievements in this/these discipline(-s);
 - 2) rectors of higher education institutions referred to in section 1 are requested to appoint candidates with recognised academic and teaching achievements in the discipline(-s). Such a request features a list of requirements to be met by the candidates and the deadline for the receipt of applications;
 - 3) applications meeting the conditions specified in section 1 (1) and in Article 251 (5) and (6) of the Act are collected;
 - 4) relevant sections, section for teacher education or the appeals body make an initial assessment of candidates' qualifications and achievements;
 - 5) candidates who have been positively verified by relevant sections, section for teacher education or the appeals body are presented to the Secretary for initial approval;
 - 6) the list of candidates for experts is submitted to the President who makes the decision on the appointment of experts.

3. Qualifying procedure for the appointment of PKA experts from among students:
 - 1) announcement on the selection of experts featuring the timetable and requirements for candidates, is published on the website of the Students' Parliament of the Republic of Poland. Student self-governments and provided with information on the selection of experts;
 - 2) the selection team composed of the President's plenipotentiary for cooperation with experts on student matters and a representative of the Students' Parliament of the Republic of Poland collects applications meeting the conditions specified in section 1 (2) and in Article 251 (5)(1) and (4) of the Act;
 - 3) the selection team makes a pre-selection of candidates based on the criteria set out in the selection announcement;
 - 4) candidates undergo training on detailed procedures and criteria for programme and comprehensive assessment;
 - 5) candidates attend interpersonal training;
 - 6) the list of successful candidates for experts is submitted to the President who makes the decision on the appointment of experts.
4. Qualifying procedure for the appointment of PKA experts from among international experts:
 - 1) information about the selection of experts featuring a list of requirements to be met by the candidates and the deadline for the receipt of applications is sent to relevant sections, section for teacher education, the appeals body and international accreditation agencies;
 - 2) applications meeting the conditions specified in section 1 (3) and in Article 251 (5) and (6) of the Act are collected;
 - 3) the President assesses the qualifications and achievements of the candidates;
 - 4) the President makes the decision on the appointment of experts.
5. Qualifying procedure for the appointment of PKA experts from among employers or employer organisations:
 - 1) information about the selection of experts featuring a list of requirements to be met by the candidates and the deadline for the receipt of applications is sent to employers or employer organisations;
 - 2) the President's plenipotentiary for cooperation with employers collects applications meeting the conditions specified in section 1 (4) and in Article 251 (5) and (6) of the Act;
 - 3) the President's plenipotentiary for cooperation with employers assesses the qualifications of the candidates;
 - 4) the list of candidates, together with necessary supporting documents, is submitted to the Secretary for approval;
 - 5) candidates undergo training on the Committee's internal rules, including detailed programme assessment procedures and criteria, and their application as part of expert's duties;
 - 6) the list of successful candidates for experts is submitted to the President who makes the decision on the appointment of experts.