

Standards for the Study Programme

Bratislava, 2 July 2020

Article 1

Introductory provisions and scope of standards

1. *Standards for the study programme* shall mean the set of requirements whose fulfillment is conditional on the granting of the accreditation of the study programme¹ and the Agency's decision on the authority of a higher education institution for design, implementation, and modification of the study programmes in the relevant field of study and degree². These requirements are set out in Articles 2 – 10 of these standards. The standards for the study programme also serve to evaluate the compliance of the institution's internal system with the standards for the internal quality system³.
2. A set of procedures, criteria, and indicators for benchmarking through which the Agency's Executive Board Working Group (hereinafter referred to as the „working group“) and Agency's staff evaluate compliance with the standards and measures to ensure compliance of the study programme with the Standards for the study programme or its implementation with is set in the Methodology for standard evaluation issued by the Agency.
3. A set of procedures, criteria, and indicators for benchmarking through which the working group evaluates the level of creative activities of a higher education institution is set in the Evaluation methodology of creative activities issued by the Agency.
4. Standards use defined terms, the interpretations of which are set out in Article 12 of these standards. Defined terms are in italics when they first appear in the text.
5. Standards for the study programme are consistently based on the European Standards and Guidelines for Higher Education Area⁴ (ESG 2015) and take into account generally binding regulations.
6. Standards for the study programme regulate the requirements for the evaluation of the study programme of higher education institutions based in the Slovak Republic. They shall apply *mutatis mutandis* to the evaluation of the study programmes of applicants for State consent⁵. For the evaluation of the study programmes of higher education institutions based abroad, they shall apply, as appropriate, with an emphasis on the evaluation of compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area⁶ from 2015.

¹ According to Sect. 30 of the Quality Assurance Act.

² According to Art. 3 point 10 of Standards for the internal system issued by the Slovak Accreditation Agency for Higher Education.

³ According to Art. 3 point 4 of Standards for the internal system issued by the Slovak Accreditation Agency for Higher Education.

⁴ Standards and Guidelines for Quality Assurance in the European Higher Education Area – ESG 2015.

⁵ According to Sect. 33 of the Quality Assurance Act

⁶ Standards and Guidelines for Quality Assurance in the European Higher Education Area – ESG 2015.

Article 2

Design and modification of the study programme

1. The design of a new study programme or *modification of the study programme* is elaborated by formalized processes of the internal quality assurance system of the institution (hereinafter referred to as the „*internal system*“). If the higher education institution does not have an internal system approved, the quality assurance rules are set out directly in the proposal.
2. The study programme is elaborated on by the mission and strategic objectives of the institution, determined in the long-term plan of the institution⁷.
3. The persons responsible for the implementation, development, and quality assurance of the study programme are designated.
4. Students, employers, and other stakeholders are involved in the preparation of the design of the study programme.
5. The study programme shall be assigned to the field of study⁸ and shall be justified to the extent of its content consistent with the field of study concerned. In the case of study programmes combining two fields of study or interdisciplinary studies, the study programme shall be assigned to the relevant fields of study and the degree of consistency with the relevant fields of study shall be justified.
6. The study programme clearly defines and communicates the level of qualifications that students achieve upon their successful completion, with the qualification corresponding to the appropriate level of education under *the qualification framework*.
7. The study programme clearly defines a specified graduate profile and, whereby the descriptors⁹ define and communicate the learning objectives and learning outcomes that are verifiable and appropriate to the institution mission, level of qualification and the field knowledge according to the relevant field of study or a combination of fields of study in which graduates obtain their university degree.
8. The learning outcomes and qualifications obtained by completing the study programme meets the sector-specific professional expectations for the pursuit of the profession. The study programme indicates the professions for which the acquired qualification is necessary. This is confirmed by the statements of the relevant external stakeholders or by the agreement of the legal entity indicated in the description of the relevant field of study¹⁰ if required by the descriptions, or by a favorable opinion of the relevant ministry for the implementation of the study programme in the case of a state higher education institution or qualification for the performance of regulated professions.

⁷ The strategic objectives take into account the needs for the preparation of human resources in the public interest.

⁸ Fields of study in which universities in the Slovak Republic can provide higher education, and their descriptions are given in the Decree of the Ministry of Education, Science, Research and Sports of the Slovak Republic No. 244/2019 Coll. on the system of study branches in the Slovak Republic.

⁹ Dublin descriptors are recommended.

¹⁰ Descriptions of fields of study are listed in the Decree of the Ministry of Education, Science, Research and Sports of the Slovak Republic No. 244/2019 Coll. on the system of study branches in the Slovak Republic.

9. The professional content, structure, and sequence of the profile subjects and other educational activities of the study programme and the conditions for successful completion of the study shall enable the learning outcomes specified in the graduate profile to be achieved and guarantee access to current *knowledge, skills, and competences*, including *transferable competencies* that affect their personal development and can be used in their future careers and life as active citizens in democratic societies. In the case of professionally oriented Bachelor's degree programmes, the content of the degree programme is designed to enable employers to achieve the expected learning outcomes with an emphasis on the development of practical professional skills in the relevant sector of the economy or social practice.
10. The study programme shall have a standard length of study, a specified workload for each study subject expressed in ECTS¹¹ credits, and some hours of contact instruction, except where the nature of the educational activity so requires. The standard length of study, workload, and hours of contact teaching allow learning outcomes to be achieved and correspond to the form of the study programme.
11. In the case of a professionally-oriented Bachelor's degree programme, their content shall include the compulsory professional experience of students in a contracting organization for a total of at least one semester¹², designed to develop practical professional skills. Professional practice enables students to undertake activities through which they acquire the workflows typical of the relevant level of qualification and the relevant field of study, has the opportunity to participate in professional processes, projects and acquire, through specific tasks, knowledge, skills, and competences relevant to the respective professions. The professional experience may be carried out as continuous or divided over several shorter periods, depending on the needs of the relevant study programme and the conditions of the cooperating organization in which the professional practice takes place.
12. The study programme has a clearly defined level and nature of creative activities required for the successful completion of studies, especially in relation to the final thesis.

Article 3

Approval of the study programme

1. The study programme shall be approved by the formalized processes of the internal system and shall ensure an independent, unbiased, objective, professionally based, transparent, and fair assessment of the proposal and approval of the study programme involving students, employers, and other stakeholders. It is ensured that the persons assessing and approving the study programme are different from the persons preparing the design of the study programme.

¹¹ ECTS – European Credit Transfer and Accumulation System.

¹² Means a student workload of at least 30 ECTS credits.

Article 4**Student-centered learning, teaching, and assessment**

1. The rules, forms, and methods of teaching, learning, and assessment of learning outcomes in the study programme enable to be achieved while respecting the diversity of students and their needs.
2. The flexibility of learning paths and achievement of learning outcomes is enabled. The study programme allows for appropriate education outside the university in domestic and foreign institutions, in particular through the mobility support. The results of this education are recognized by the university.
3. The variety of forms and methods used in teaching, learning, and assessing learning outcomes stimulate students to take an active role in the process of learning and developing academic careers. Students are involved in *the creative activities* of higher education institutions appropriately concerning the learning outcomes and the level of the qualification framework of the study programme.
4. Within the study programme, a sense of autonomy, independence, and self-evaluation is strengthened, while providing appropriate guidance and support by teachers based on mutual respect.
5. The study programme is carried out in a way that reinforces the internal motivation of students to continuously improve, leading to observance of the principles of academic ethics or professional ethics in the case of a professionally oriented bachelor's degree programme.
6. The study programme shall have established and published rules, criteria, and methods for the evaluation of learning outcomes in the study programme. The evaluation results must be recorded, documented, and archived.
7. Assessment methods and criteria are known in advance and accessible to students, are included in the different parts/subjects/modules of the programme and are suitable for fair, consistent, transparent validation of acquired knowledge, skills, and competences.
8. The evaluation provides students with reliable feedback on the level of fulfillment of learning outcomes, where appropriate with advice on learning progress.
9. Where circumstances allow, the assessment of students in the study programme shall be carried out by several teachers.
10. Students can use remedies against the outcome of their assessment while ensuring fair treatment of remedies.

Article 5**Student admission, progression, recognition, and certification**

1. The study programme shall be conducted by pre-defined and easily accessible rules of study at all stages of the study cycle, e.g. student admission, progression, and certification, awarding of a diploma, and other evidence of formal qualifications. The specificities arising from the specific needs of students are taken into account.

2. The study programme specifies the requirements for candidates and the selection process, which correspond to the level of the qualifications framework. The admission procedure is reliable, fair, and transparent. The criteria and requirements for candidates are published in advance and easily accessible. The admission procedure is inclusive and guarantees equal opportunities for every candidate who demonstrates the prerequisites for graduation. The selection of candidates is based on appropriate methods of assessing their eligibility for the study.
3. The rules for the implementation of the study programme shall regulate and facilitate the recognition of study and parts of the study by the Convention on the Recognition of Qualifications concerning Higher Education in the European Region¹³, to promote student mobility at home and abroad.
4. Effective use of tools to ensure *research integrity* and to prevent and deal with plagiarism and other *academic fraud* is guaranteed in the implementation of the study programme.
5. Students of the study programme shall have effective mechanisms for examining incentives seeking to protect their rights or legally protected interests, which they believe have been violated or point to specific deficiencies in the activity or inactivity of the higher education institution. The examination of incentives is transparent and takes place with the participation of student representatives. The complainants are provided with feedback on the results of their examination and the measures taken¹⁴.
6. The successful completion of the study programme is confirmed by the institution by the award of an academic title, by the issuance of a university degree as well as by the issuance of further documentation (diploma supplement) explaining the qualifications obtained. This document complies with applicable regulations.

Article 6

Teaching staff

1. Institution has a personnel provision of the study programme with the required number, qualification and transferable competencies, workload allocation, language knowledge, and practical skills of persons working in the programme which is appropriate to the degree of study, the number of students, personnel demands, language of the given programme and expected learning outcomes.
2. The qualifications of teachers providing the study programme are at least one degree higher than the qualifications achieved by its completion. This requirement may be waived in justified cases, such as in particular foreign language tutors, in-service teachers, practitioners, and doctoral candidates.
3. Profile study subjects are normally provided by professors or associate professors who work at university in the relevant field of study or *related field* for a fixed weekly working time¹⁵. In vocational education programmes, profile study subjects are also

¹³ Convention on the Recognition of Qualifications concerning Higher Education in the European Region, Lisbon 1997.

¹⁴ According to Sec. 3 art. 3 letter g) of Quality Assurance Act.

¹⁵ In the case of healthcare workers, armed forces and active artists, the condition of weekly working time shall apply appropriately.

provided by university teachers who are experienced professionals from the relevant economic or social field and who work at a university for a fixed weekly or part-time period. The sustainability of the teaching staff in the profile subjects of the programme from the point of view of the age structure of teachers is guaranteed.

4. Institution has identified the main responsible person with the necessary competences to ensure responsibility for the implementation, development, and quality assurance of the study programme or an otherwise defined integral part of the study programme according to Articles 7 to 11 and provides a profile subject. This person is in the position of a professor in the relevant field of study for fixed weekly working time; in the case of a bachelor's degree program, he/she works as a professor or as an associate professor in the relevant field of study for fixed weekly working time. At the same time, this person is not responsible for the implementation, development, and quality assurance of the study programme at another university in the Slovak Republic. The same person may have primary responsibility for the implementation, development, and quality assurance of up to three study programmes. This number does not include cases of concurrence according to Art. 7, part 3, letter b) to h) of these standards.
5. Persons conducting the *final theses* shall carry out an active creative activity or practical activity at the level corresponding to the degree of the study programme in the field of professional and thematic focus of the thesis being conducted. Dissertation supervisors are persons in the position of professor or associate professor or other similar function in a research institution contractually cooperating in the provision of a third-degree study programme with a higher education institution¹⁶.
6. Teaching staff of the study programme develops their professional, language, pedagogical, digital skills, and transferable competencies.
7. In the case of teacher combination study programmes, the institution shall ensure the activation of teachers according to paragraphs 1 to 6 separately for each *qualification* by the subject matter of the subject of study and specifically for the *teaching basis*.
8. In the case of translation and interpretation combination programmes, the institution shall ensure the activation of the teachers according to paragraphs 1 to 6 separately for each *qualification* by language competence and specifically for the *translation basis*.
9. In the case of study programmes combining two fields of study or first-degree programmes carried out as interdisciplinary studies, the institution shall ensure the activation of teachers according to paragraphs 1 to 6 separately for each field of study in which its graduates receive the higher education.
10. In the case of joint study programmes, the institution shall ensure the activation of the teachers according to paragraphs 1 to 6 for the relevant part of the joint study programme provided by it.
11. In the case that the institution conducts the study programmes in a given field of study at several structures or multiple locations, it shall ensure that the teachers according to paragraphs 1 to 6 are activated separately for each structure and separately for each institution where they carry out the study programme as a whole.

¹⁶ The teaching staff of the research institutions is senior scientists with a qualification degree I and independent researchers with a qualification degree IIa.

Article 7

The creative activity of higher education institution

1. Teachers providing profile study subjects for the programme shall demonstrate the results of the creative activity in the relevant study field(s) in which the study programme is carried out at the required level, depending on its degree:
 - a) at least *internationally significant level* in the case of a third-degree programme;
 - b) at least *internationally recognized level*, in the case of a second-degree programme or a programme combining the first and second degree;
 - c) at least *nationally recognized level* in the case of a first-degree.
2. Institution demonstrates creative activity through the most important outputs of the creative activity of teachers providing profile subjects of the study programme, where:
 - a) institution selects teachers and outputs by submitting 5 outputs per one teacher, of which at least 2 outputs are from the last 6 years before the year in which the relevant accreditation application was submitted;
 - b) institution shall ensure the availability of records of submitted creative outputs and responses to such outputs in bibliometric and citation databases, registers of records of publishing and artistic activity or in other search systems that are accepted as relevant in the relevant field of study;
 - c) institution submits a total of 25 outputs in the case of the study programme, or 15 outputs in the case of independent assessment of approbation, teaching basis, translation basis or another specific case¹⁷;
 - d) the same output shall be submitted only once within the relevant evaluation;
 - e) the same person submits outputs only within one evaluation of creative activity;
 - f) in the case of co-authored outputs, the same output may be submitted and attributed to other persons in other evaluation of creative activity, up to three times;
 - g) the evaluation of creative activities will be carried out by the working group through the holistic *peer-review* procedure by the *Evaluation methodology of creative activities* issued by the Agency.
3. In the case that the institution conducts several study programmes in the relevant field of study, it shall demonstrate the level of results of the creative activity according to paragraphs 1 and 2 separately for each study programme. This does not apply in conjunction with cases such as:
 - a) a follow-up higher-level study programme in the relevant field of the study carried out on the same structure of the institution;
 - b) another form or language mutation of an identical study programme;
 - c) the part of the joint study programme content based on the relevant field of study;

¹⁷ Another specific case is the field of study, the content of which is related to the preparation of experts for some of the regulated professions with the coordination of education listed in Annex no. 2 Decree of the Ministry of Education, Science, Research and Sports of the Slovak Republic no. 16/2016 Coll. and is based on fields assigned to regulated professions according to Government Regulation no. 296/2010 Coll., institution submits 15 outputs.

- d) the part of the study programme in a combination of two fields of study based on the relevant field of study and carried out on the same structure of the university;
 - e) approbation of the teacher combination study programme content based on the relevant field of study;
 - f) approbation of the translational combination study programme content based on the relevant language;
 - g) a conversion study programme based on the content of the study programme in the relevant field of study and degree;
 - h) the part of the first-degree study programme carried out as interdisciplinary studies, content based on the relevant field of study.
4. In the case that the institution conducts several study programmes in a given field of study in several locations, it shall ensure the demonstration of the results of creative activity for each location separately.
 5. For the implementation of the third-degree study programme, the institution demonstrates long-term continuous research or artistic activity in the field of the study programme. The workplace shall demonstrate *long-term and continuous success* in obtaining financial support for the relevant research or artistic activity and the existence of ongoing or new research/artistic projects from domestic and international grant schemes and other competition sources.
 6. Compliance with the requirement according to the paragraph 5 may be replaced by a higher education institution by undergoing a periodic review of research, development, artistic and other creative activities in each field of research every six years¹⁸ and authorized to use the designation „research university“¹⁹.

Article 8

Learning resources and student support

1. Institution has sufficient spatial, material, technical, and information resources of the study programme, which guarantee the achievement of learning objectives and learning outcomes. These include in particular lecture halls, classrooms, study rooms, laboratories, and laboratory equipment and other necessary equipment, technical means and equipment, studios, workshops, design and art studios, interpreting booths, clinics, priest's seminars, science and technology parks, technology incubators, school enterprises, practice centers, training schools, classrooms, sports halls, swimming pools, sports grounds, libraries, access to study literature, information databases and other information sources, information technology and external services and their corresponding funding.
2. In the case that learning activities are provided by distance or combined methods, systems for the management of course content and the management of education are provided, and students are guaranteed access to the content of the courses and other study materials.

¹⁸ According to Sec.88a) of the Higher Institution Act.

¹⁹ Until the first periodic review has been completed, the procedure shall follow according to Sec. 38 art. 7 of the Quality Assurance Act.

3. Besides, the institution has professional supporting staff that are competent and numbered to meet the needs of students and teachers of the programme with meeting learning objectives and learning outcomes.
4. Institution maintains binding partnerships that require relevant stakeholders to participate in quality assurance, implementation, and development of the study programme.
5. Institutions have sufficient personnel, spatial, material, technical, and information resources for the programme, separately for each location where the programme or part thereof is to be carried out, in proportion to the learning objectives and outcomes of the relevant part of the programme.
6. Institution responds effectively to the diversity of needs and interests of students in the study programme. It provides students with support for successful study progress and career guidance.
7. Institution provides students with adequate social security, sporting, cultural, spiritual, and social activities during their studies.
8. Students in the study programme have access and support for participation in domestic and foreign mobility and internships.
9. Institution provides individualized support and creates suitable conditions for students of the study programme with specific needs.
10. In professionally-oriented study programmes, the programme has contractual partners in the form of organizations providing professional practice and practical training for students. These organizations have sufficient spatial, material, technological, and personnel conditions to ensure that the planned learning outcomes can be achieved.

Article 9

Information management

1. Institution collects, analyzes, and uses relevant information for the effective management of their programmes and other activities.
2. Effective processes to collect and analyse information about study programmes and other activities enter into the evaluation of the study programme and the proposal for its modification.
3. The following indicators are of interest: profile of the student population, student progression, success and drop-out rates, students' satisfaction, learning resources, and student support available and career paths of graduates.
4. Appropriate tools and methods shall be used to collect and process the information on the study programme. Students, teachers, employers, and other stakeholders are involved in the acquisition, analysis, and follow-up of the measures in the study programme.

Article 10

Public information

1. Institutions provide readily accessible and clearly structured information about the study programme, including their intended learning objectives and learning outcomes,

the requirements for the candidates, the selection criteria for them, the recommended personality requirements, the level of the national qualifications framework, the field of study, the qualification they award, the programme conditions, assessment procedures and criteria used, programme resources, pass rates, the learning and development opportunities available to their students, as well as graduate employment information.

2. This information shall be easily accessible to current students, their supporters, prospective students, graduates, other stakeholders, and the public in all languages in which the study programme is conducted. The method of making information available also takes into account the needs of applicants and students with specific needs.

Article 11

On-going monitoring and periodic review of study programmes

1. Institution regularly monitors, review and appropriately modifies the study programme by the Standards for the study programme and that the learning objectives and learning outcomes are in line with the needs of students, employers and other stakeholders, the latest knowledge in the field of study, the technological possibilities and the graduate level, in particular through the achievements of higher education, was in line with the required level of National Qualifications Framework and the stakeholders' expectations.
2. The part of the monitoring and review of the study programme is to obtain relevant feedback from the programme stakeholders, who also participate in the preparation of the Methodology of evaluation. At least once a year, students have the opportunity to express themselves in an anonymous questionnaire on the quality of teaching and the teachers of the study programme.
3. The results of the feedback evaluation referred to in paragraph 2 shall be reflected in the adoption of improvement measures with students involved in the participation of the design.
4. The results of the feedback evaluation and the measures taken and any planned or follow-up activities resulting from the evaluation of the study programme should be communicated with the stakeholders and interested parties and shall be made public.
5. The study programme is periodically approved by the formalized processes of the internal system at a period corresponding to its standard length of study.

Article 12

Glossary of terms

1. For the purposes of these standards, a set of terms is defined, the definitions of which are set out in paragraphs 2 to 34 of this Article.
2. *A related field* is a field of study, an interdisciplinary or transdisciplinary field of knowledge, which contributes in a relevant way to the achievement of the learning outcomes of the study programme concerned.
3. *Academic fraud* is a dishonest action that is contrary to academic integrity and moral standards. These include plagiarism, cheating tests, fabrication of research results, recording fictitious data, omitting inappropriate facts and data, falsifying research,

dishonest practices in publishing results, not declaring conflicts of interest, misusing the information gathered during the assessment, fictitious authorship, superficial and poor quality assessment, systematic and conscious publishing in predatory magazines and publishing houses, etc.

4. *Approbation* in teacher combination study programmes is a set of subjects and rules that apply to a single subject; *approbation in translation combination programmes* is a set of subjects and rules that apply to one language²⁰.
5. *Competence* is an authority, extent, responsibility, the person's reach to the role, process, procedure, activity which the person is responsible for.
6. *Competence*²¹ is a professional competence of the person as the result of a complex of knowledge, skills, and attitudes that the person has acquired through formal and informal learning in the process of gaining its own practical experience. Competences, together with knowledge and skills, serve as structural characteristics of learning outcomes.
7. *Creative activity* means a research activity, development activity, artistic activity, or other creative activity²² of a higher education institution that is relevant to its mission, mostly to learning objectives and outcomes.
8. *Final thesis* means bachelor thesis in first-degree study programmes, diploma thesis in second-degree study programmes and dissertation thesis in third-degree study programmes.
9. *Informal education* is the learning through the lifelong process of acquiring knowledge, skills, and attitudes from day-to-day experience, from the environment and contacts with other people.
10. *Learning objectives of the study programme* are the statements that identify the student's ability at the end of the programme; i.e. express the expectations for graduates of programme. The objectives are implemented in the programme through verifiable/measurable learning outcomes.
11. *Learning outcome*²³ is a detailed description of what the learner knows, understands, and can do at the end of the learning process so that the individual learning objectives of the programme (e.g. in the structure of knowledge, skills, competences²⁴) are fulfilled. In contrast to the learning objective, the learning outcome is fixed and the rate of its fulfillment is measurable and verifiable. Learning outcomes are part of individual courses/programmes.
12. *Long-term and continuous success* is a continuous success over the last 10 years before the year in which the creative activity is evaluated.
13. *Modification of the study programme* means the addition or deletion of compulsory subjects or compulsory optional subjects, a change in the conditions for the regular

²⁰ According to Sec. 53a) art. 3 of the Higher Education Act.

²¹ Means „competence“ in the terminology of the Quality Assurance Act (Sec. 3, art. 3, letter a) Art. 4), or "competence" in the terminology used in the educational literature.

²² According to Sec. 3 art. 2, letter a) of the Quality Assurance Act.

²³ Refers to the „outcome of higher education“ in the terminology of the Quality Assurance Act (Sec. 3, art. 3, letter a) and art. 4), respectively “Outcome of education” in the terminology of the Decree of the Ministry of Education, Science, Research and Sport of the Slovak Republic no. 614/2002 Coll. on the study credit system.

²⁴ Competences in terms of Act, competences in terms of discourse in pedagogical professional literature.

completion of study or modification of the information sheet of a compulsory subject or compulsory optional subject, except for teacher updates, recommended literature or subject evaluation²⁵.

- 14.** *Non-formal education* means systematic education, carried out outside the formal education system, organized by different institutions to provide education for certain groups of the population in selected types, forms, and content areas.
- 15.** *Profile study subjects* are those subjects of the study programme that significantly contribute to the achievement of the graduate profile, i.e. the learning objectives and learning outcomes of the relevant study programme.
- 16.** *Quality assurance/internal system policies* are deliberately set out a set of principles that guide the activities of the higher education institutions and its staff, students, and external stakeholders to achieve continuous quality assurance and development of higher education and related activities.
- 17.** *Scientific integrity* is a prerequisite for quality scientific work consisting of strict adherence to the highest professional and moral standards, transparency, conducting research critically and without prejudice, and the absolute integrity of the practice, teaching, and administration of science. Its opposite is scientific dishonesty and dishonesty.
- 18.** *Skills* are the competences or instrumental art to apply knowledge and to perform a certain cognitive, psychomotor, or social activity easily and accurately. Skills, together with knowledge and competence, serve as structural characteristics of learning outcomes.
- 19.** *Standards for the study programme* are the set of requirements whose fulfillment is conditional for the granting of the accreditation of the programme.
- 20.** *Stakeholders* are higher education actors, persons, communities, or organizations that may influence or be influenced by the process of education and creative activity. A distinction is made between internal stakeholders (students and teaching staff) and external stakeholders (employers and other representatives of the relevant sectors of the economy and social practice, university graduates, domestic and foreign university partners, etc.).
- 21.** *Teachers (Teaching staff)* are all persons who provide study programmes, whether employed as a university teacher, a researcher, an art worker or as a doctoral candidate or practitioner, regardless of whether they work at the university for fixed weekly working time or for shorter weekly working time or on the basis of agreements on work performed outside the employment relationship.
- 22.** *The higher education institutions include faculties*, other pedagogical, research, development, arts, economics, and information centers at the headquarters of the higher education institution or its faculty, special-purpose facilities, detached workplaces, and consulting centers outside the university or its faculty.
- 23.** *The internal quality assurance system of higher education* means a consistently interlinked set of policies, structures, and processes through which the institution ensures and develops the quality of the fulfillment of its mission in the field of higher education, creative activities, and other related activities.

²⁵ According to Sec. 2 letter g) of the Quality Assurance Act.

24. *The internal system processes* are rules, regulations, codes, formalized procedures and a sequence of steps through which the quality and development of higher education and related activities are ensured.
25. *The internationally recognized level of creative activity* is the third-highest level of quality of the results of creative activities, determined based on an evaluation by the procedures and criteria set out in the Evaluation methodology of creative activities issued by the Agency. The term does not relate to nature or geographical extent, the place of implementation, or the place of dissemination of the results of creative activity.
26. *The nationally recognized level of creative activity* is the fourth-highest level of quality of the results of creative activities, determined based on an evaluation by the procedures and criteria set out in the Evaluation methodology of creative activities issued by the Agency. The term does not relate to nature or geographical extent, the place of implementation, or the place of dissemination of the results of creative activity.
27. *The qualification framework* is the national qualification framework. The levels of the national qualifications framework are assigned to the qualifications framework levels in the European Higher Education Area²⁶ and the European Qualifications Framework²⁷.
28. *The rigorous thesis* is a work following a completed study programme, the defense of which is part of a rigorous examination, which is authorized to conduct only institutions that have an accredited study programme in the relevant field of study, after which the academic title "master" is awarded.
29. *The significant international level of creative activity* is the second-highest level of quality in the results of creative activities, determined based on an evaluation by the procedures and criteria set out in the Evaluation methodology of creative activities issued by the Agency. The term does not relate to nature or geographical extent, the place of implementation, or the place of dissemination of the results of creative activity.
30. *The structures of the internal system* are collective bodies, departments of the institution, contractors or persons with specified competencies and responsibilities for the defined extent of quality assurance in higher education and related activities.
31. *The teaching basis* in teacher combination study programmes is a set of subjects of pedagogical-psychological basis, social science background and didactics of teaching subjects. The teacher basis together with the combination of two qualifications forms the teacher combination study programme²⁸.
32. *Transferable competences* are not specifically linked to a particular job or profession, but can be used and further developed in a variety of situations and conditions. Examples include communication skills, mathematical skills, organizational skills, digital skills, analytical skills, interpersonal skills, creativity and abstract thinking ability, critical thinking skills, mentoring and supervising skills, business skills, motivation and learning skills, contextual thinking and metacognitive skills.

²⁶ Framework for Qualifications of the European Higher Education Area.

²⁷ European Qualifications Framework.

²⁸ According to Sec. 53a art. 4 of the Higher Education Act.

- 33.** *Translatological basis* in translation and interpretation combination study programmes is a set of subjects of the translation basis. The translation basis, together with a combination of two qualifications, forms a translational combination study programme²⁹.
- 34.** *Working in a field of study* is a condition when a person is in employment with a higher education institution and pursues an educational or creative activity within the relevant field of study.

Article 13

Transitional and final provisions

- 1.** These standards have been approved by the Executive Board of the Slovak Accreditation Agency for Higher Education on 2 July 2020 and shall be valid from 1 September 2020.
- 2.** The higher education institution shall adjust their study programmes with Standards for the internal system and Standards for the study programme within 24 months of its entry into force of the Standards for the internal quality assurance system³⁰.

²⁹ According to Sec. 53a) art. 4 of the Higher Education Act.

³⁰ This follows from Sec. 37 art. 1 and in connection with Sec. 24 art. 9 of the Quality Assurance Act.