

Standards for Study Programmes

Bratislava, 2 July 2020

Article 1

Introductory provisions and scope

1. *The Standards for Study Programmes* (the “Standards”) are a set of requirements whose fulfilment is a condition for obtaining the accreditation of a study programme¹ and for the Agency's decision to authorise a higher education institution to design, deliver and modify study programmes in a given field and level of study.² These requirements are set in Articles 2 – 10 herein. The Standards also serve to evaluate the compliance of an institution's internal system with the Standards for the Higher Education Internal Quality Assurance System.³
2. The set of procedures, criteria and indicators for benchmarking through which the review panels of the Agency's Executive Board (“the review panel”) and the Agency's staff evaluate the fulfilment of standards and measures to ensure the compliance of a study programme with the Standards is stated in the Methodology for Standards Evaluation issued by the Agency.
3. The set of procedures, criteria and indicators for benchmarking through which the review panels evaluate the level of research, artistic and other activities of a higher education institution is stated in the Methodology for the Evaluation of Research, Artistic and Other Activities issued by the Agency.
4. The Standards use defined terms whose interpretations are stated in Article 12 herein. The defined terms are given in italics when they first appear in the text.
5. The Standards are based on the European Standards and Guidelines for the Higher Education Area⁴ (ESG 2015) and take into account generally binding regulations.
6. The Standards regulate the requirements for the evaluation of study programmes of higher education institutions based in the Slovak Republic. They relate to the evaluation of study programmes of applicants for state approval⁵ and to the evaluation of study programmes of higher education institutions based abroad, with an emphasis on the evaluation of compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area⁶ from 2015.

Article 2

Proposals and modifications

1. The proposal of a new study programme or the *modification of a study programme* is elaborated and submitted in accordance with the formalized processes of the higher education internal quality assurance system (“*the internal system*”). If the institution does

¹ According to § 30 of the Quality Assurance Act.

² According to Art. 3, point 10 of the Standards for the Internal System issued by the Slovak Accreditation Agency for Higher Education.

³ According to Art. 3, point 4 of the 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 § 33 of the Quality Assurance Act.

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

not have an approved internal system, the quality assurance rules are stated directly in the proposal of the programmes.

2. A study programme is elaborated in compliance with the institution's mission and strategic goals, which are determined in the institution's long-term plan.⁷
3. Designated persons are responsible for the delivery, development and quality assurance of the study programme.
4. Students, employers and other stakeholders are involved in the preparation of the study programme.
5. A study programme is assigned to a field of study⁸ and the extent of consistency of its content with the given field of study is justified. In the case of study programmes combining two fields of study or interdisciplinary studies, each study programme is assigned to the relevant field of study and the degree of consistency of its content with the relevant fields of study is justified.
6. The study programme clearly defines and communicates the level of qualification that students will acquire upon their successful completion of the programme. The qualification corresponds to the appropriate level of education under *the qualifications framework*.
7. The study programme clearly defines a graduate's profile. Within its framework, the descriptors⁹ define learning outcomes that are verifiable and appropriate to the institution's mission, the given level of the qualifications framework and the subject field according to the relevant field of study or a combination of fields of study in which graduates obtain their higher education degree.
8. The *learning outcomes* and qualifications obtained by completing the study programme meet 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 relevant external stakeholders or by the agreement of the legal entity indicated in the description of the relevant field of study,¹⁰ if required by the description, or by a favourable opinion of the relevant ministry for the delivery of the study programme, in the case of a state higher education institution or in the case of a qualification for the performance of regulated professions.
9. The professional content, structure and sequence of the profile courses and other educational activities of the study programme and the conditions for successful completion of study enable the learning outcomes specified in the graduate profile to be achieved and guarantee access to the latest knowledge, *skills* and *competencies*, including *transferable skills* that affect their personal development and that can be used in their future careers and the lives of active citizens in democratic societies. In the case of professionally oriented bachelor's degree programmes, the content of the study programme is designed to enable the achievement of employers' expected learning outcomes with an emphasis on the development of practical professional skills in the

⁷ The strategic objectives consider the needs for the preparation of human resources in the public interest.

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

⁹ Dublin descriptors are recommended.

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

relevant sector of the economy.

10. A study programme must include a standard length of study, a specified workload for each course expressed in ECTS¹¹ credits and the number of face-to-face teaching hours, except where the nature of the educational activity does not require it. The standard length of study, workload and number of face-to-face teaching hours allow learning outcomes to be achieved while corresponding to the form of the study programme.
11. In the case of professionally oriented bachelor's degree programmes, their content includes compulsory professional practice in a contracted organization for at least one term.¹² The practice is designed to develop practical professional skills and enables students to undertake activities through which they acquire work procedures typical for the relevant level of qualification and field of study. It allows students to participate in professional processes and projects, and by engaging in specific tasks they acquire relevant knowledge, skills and competencies. The professional practice may be carried out in one longer period or divided into several shorter periods, depending on the needs of the 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 research, artistic and other activities required for successful completion, especially concerning the final thesis.

Article 3

Approval of study programmes

1. A study programme is approved in accordance with the formalized processes of the internal system. The review and approval of a study programme involving students, employers and other stakeholders are guaranteed to be independent, unbiased, objective, professional, transparent and fair. The persons reviewing and approving the study programme must be different from the persons preparing the study programme proposal.

Article 4

Student-centred learning, teaching and assessment

1. The rules, forms and methods of teaching, learning and student assessment within a study programme enable the achievement of learning outcomes while respecting the diversity of the students and their needs.
2. There is a flexibility in learning paths and in the achievement of learning outcomes. The study programme allows for adequate education outside the university in domestic and foreign institutions, particularly through mobility support. The results of this education are recognized by the institution.
3. The variety of forms and methods used in teaching, learning and assessing learning outcomes stimulates students to take an active role in the process of learning and developing their academic careers. Students in higher education institutions are appropriately involved in research, artistic and other activities in relation to the

¹¹ ECTS – European Credit Transfer and Accumulation System.

¹² A student workload of at least 30 ECTS credits.

- learning outcomes and level of the qualifications framework of the study programme.
4. A sense of autonomy, independence and self-evaluation is reinforced within a study programme, while providing adequate guidance and support by teachers based on mutual respect.
 5. A study programme is delivered in a way that reinforces the internal motivation of students to continuously improve, leading to the observance of the principles of the academic ethics or professional ethics in the case of a professionally oriented bachelor's degree programme.
 6. A study programme has prescribed rules, criteria and methods for the assessment of learning outcomes that are available to the public in advance. The assessment results must be recorded, documented and archived.
 7. Assessment methods and criteria are known in advance and accessible to the students; they are included in the different parts/courses/modules of the programme and they are suitable for a fair, consistent and transparent verification of acquired knowledge, skills and competencies.
 8. The assessment provides students with reliable feedback on the degree of fulfilment of learning outcomes, with advice on learning progression where appropriate.
 9. If circumstances allow, the assessment of students in a study programme is carried out by several teachers.
 10. Students can appeal against their assessment results and shall be assured that their appeal will be handled fairly.

Article 5

Student admission, progression, recognition and awarding of academic degrees

1. A study programme is delivered according to pre-defined and easily accessible rules of study at all stages of the study cycle, e.g. student admission, progression and assessment, recognition of education, certification, awarding of academic degrees, diplomas and any other evidence of formal qualifications. The specificities of special needs of students are taken into consideration.
2. A study programme specifies the requirements for applicants and the selection process; the requirements correspond to the level of the qualifications framework. The admission procedure is reliable, fair and transparent. The criteria and requirements for applicants are published in advance and are easily accessible. The admission procedure is inclusive and ensures equal opportunities for every applicant demonstrating feasibility for completion. The selection process of applicants is based on appropriate methods of assessing their eligibility for the study.
3. The rules for the delivery of a study programme regulate and facilitate the recognition of the study and parts of the study by the Convention on the Recognition of Qualifications concerning Higher Education in the European Region¹³ to ensure the promotion of domestic and foreign student mobility.
4. An effective use of tools ensuring *scientific integrity*, prevention and dealing with

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

plagiarism and other *academic fraud* is guaranteed in the delivery of the study programme.

5. Students of a study programme have effective mechanisms for examining claims seeking the protection of their rights or legally protected interests which they believe have been violated. Students can also point to specific deficiencies in the action or inaction of a higher education institution. The examination of claims is transparent and takes place with the participation of student representatives. The complainants are provided with feedback on the results of their examination and of the measures taken.¹⁴
6. The successful completion of a study programme is confirmed by the institution by the awarding of an academic title, by the issuance of a university diploma and by the issuance of further documentation (diploma supplement) explaining the qualifications obtained. These documents comply with the applicable regulations.

Article 6

Teaching staff

1. The institution has a sufficient number of teaching staff with the required qualifications, workload allocation, research, artistic and other activities, practical skills, teaching skills and transferable skills that enable them to achieve learning outcomes, and whose language competencies correspond to the language requirements of the study programme.
2. The qualifications of teachers involved in a 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 foreign language lecturers, in-service teachers, specialists and doctoral candidates.
3. Profile courses are normally provided by staff members in the position of professors or associate professors employed at the university in the relevant field of study or in a related field for fixed weekly working hours.¹⁵ In vocational education programmes, profile study courses are also provided by university teachers who are experienced professionals from the relevant economic or social fields and who work at the institution for a fixed weekly or part-time period. The sustainability of the teaching staff in profile courses of the programme is guaranteed in terms of the age of the teachers.
4. Pursuant to Art. 6 (7 to 11) of the Standards, the institution has a designated staff member who has the necessary competencies to guarantee responsibility for the delivery, development and quality assurance of the study programme or an otherwise defined integral part of the study programme and who is also responsible for a profile course. This person is in the position of a professor employed in the relevant field of study for fixed weekly working hours; in the case of a bachelor's degree programme, he/she is a professor or associate professor employed in the relevant field of study for fixed weekly working hours. This person cannot also be responsible for the delivery,

¹⁴ According to § 3 (3) letter g) of the Quality Assurance Act.

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

development and quality assurance of a study programme at another university in the Slovak Republic. The same person may have primary responsibility for the delivery, development and quality assurance of up to three study programmes. This does not include cases of concurrence according to Art. 7 (3), letter b) to h) of the Standards.

5. The staff supervising *final theses* are active in research, artistic and other activities or in a professional practice at the level corresponding to the degree of the study programme in the field of the professional and thematic scope of the supervised theses. Dissertation supervisors are staff members in the position of professors or associate professors or teachers in another similar position in a contracted research institution cooperating with a higher education institution in the delivery of a third-level study programme.¹⁶
6. The teaching staff develop their professional, language, pedagogical, digital and transferable skills.
7. In the case of teacher training combination study programmes, the institution engages teachers according to Art. 6 (1 to 6) of the Standards separately for each *specialization* of the combination in compliance with the relevance of the subjects to the field of study, and separately for *teacher training foundations*.
8. In the case of translation combination study programmes, the institution engages teachers according to Art. 6 (1 to 6) of the Standards separately for each *specialization* of the combination in compliance with the language relevance, and separately for *translation studies foundations*.
9. In the case of programmes combining two fields of study or two first-level study programmes delivered as interdisciplinary studies, the institution engages teachers according to Art. 6 (1 to 6) of the Standards for each field of study in which its graduates receive a higher education degree.
10. In the case of joint study programmes, the institution engages teachers according to Art. 6 (1 to 6) of the Standards for that part of the study programme which the institution provides.
11. In the event that an institution delivers study programmes in a given field of study at several faculties or at several addresses, it engages teachers according to Art. 6 (1 to 6) of the Standards separately for each faculty and separately for each address where the study programme is delivered as a whole.

Article 7

Research, artistic and other activities of a higher education institution

1. Teachers providing profile courses within a study programme demonstrate the outputs of their research, artistic and other activities in the relevant field(s) of study in which the study programme is delivered at the required level, depending on the given level of study:
 - a) at least at an *internationally significant level* in the case of a third-level study programme;

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

- the given field and level of study;
- h)** a part of the first-level study programme delivered as interdisciplinary studies whose content is based on the given field of study.
4. In the event that the institution delivers several study programmes in a given field of study at different seats, it demonstrates the outputs of its research, artistic and other activities for each seat separately.
 5. In the case of a third-level study programme delivery, the institution demonstrates its long-term continuous research or artistic activities in the field of the study programme. The workplace must show the existence of *long-term* and *continuous* success in receiving financial grants for research or artistic projects and the existence of follow-up or new projects from domestic and international grant schemes or other sources.
 6. The compliance with the requirement according to Art. 7 (5) of the Standards may be replaced by an institution undergoing a periodic review of research, artistic and other activities in each field of research every six years,¹⁸ and if, on the basis of the latest assessment, it has been granted to right use the label “research university”.¹⁹

Article 8

Learning resources and student support

1. The institution has sufficient spatial, material, technical and information resources for a study programme to ensure the achievement of learning objectives and learning outcomes. These include: lecture halls, classrooms, study rooms, laboratories, and laboratory equipment and other necessary equipment, technical facilities and equipment, studios, workshops, design and art studios, interpreting booths, clinics, religious seminars, science and technology parks, technology incubators, school enterprises, practice centres, training schools, sports halls, swimming pools, sports grounds, libraries, access to study literature, information databases and other information sources, information technology, external services and their corresponding funding.
2. In the event that educational activities are provided by distance or combined methods, the institution has systems for the management of the course content and such education; students are guaranteed access to the course content and other study materials.
3. The institution has a professional support staff whose competencies and numbers meet the needs of students and teachers and are related to the learning objectives and learning outcomes.
4. The institution maintains binding partnerships that enable relevant stakeholders to participate in the quality assurance, delivery and development of the study programme.
5. The institution has a sufficient teaching staff, spatial, material, technical and information resources for the study programme, separately for each seat at which the study programme or a part thereof is to be delivered, and in proportion to the learning

¹⁸ According to § 88a) of the Higher Education Act.

¹⁹ Until the first periodic review is completed, the procedure shall follow according to § 38 (7) of the Quality Assurance Act.

- objectives and outcomes of the given part of the programme.
6. The institution responds effectively to the diversity of students' needs and interests. It provides students with support for their successful study progression and career guidance.
 7. The institution provides students with appropriate social security, sport, cultural, spiritual, and social activities during their studies.
 8. Students are provided with support for and access to domestic and foreign mobility, and internships.
 9. The institution provides individualized support and suitable conditions for special needs students.
 10. In professionally oriented study programmes, the programme has contractual partners which are organizations providing professional practice and practical training for students. These organizations have sufficient spatial, material and technological conditions and staff to ensure that the planned learning outcomes can be achieved.

Article 9

Information management

1. The institution collects, analyses and makes use of relevant information for the effective management of their programmes and other activities.
2. The effective collection and analysis of information about study programmes and other activities play a role in the evaluation, design and modification of a study programme.
3. The following are monitored and evaluated in a study programme: indicators of teaching and learning performance, applicant and student profiles, students' progression, success and drop-out rates, the satisfaction of students, the employability of graduates, feedback from students and employers, information about learning resources and support available to students.
4. Appropriate tools and methods are used to collect and process information about the study programme. Students, teachers, employers and other stakeholders are involved in the collection and analysis of information and follow-up measures.

Article 10

Public information

1. Institutions provide accessible and clearly structured information about a study programme, mainly about intended learning objectives and learning outcomes, requirements for applicants, selection criteria, recommended personality requirements, the level of the national qualifications framework, the field of study, the qualifications they award, teaching and learning rules, the programme's completion conditions, assessment procedures and criteria, programme resources, pass rates, learning opportunities available to students, and information about available jobs for successful graduates and their employability.
2. This information is easily accessible to students, their supporters, prospective students, graduates, other stakeholders and to the public in all the languages in which

the study programme is delivered. The form in which the information is available also considers special needs applicants and students.

Article 11

On-going monitoring and periodic review and approval of study programmes

1. The institution regularly monitors, reviews and appropriately modifies a study programme in order to comply with the Standards to ensure that the learning objectives and learning outcomes are in line with the needs of students, employers, other stakeholders, the latest knowledge in the field of study and the technological possibilities to ensure that the level of the graduates, by means of the achieved learning outcomes, is in line with the required level of the National Qualifications Framework and the stakeholders' expectations.
2. The monitoring and reviewing of a study programme include obtaining relevant feedback from the programme stakeholders who also participate in the preparation of the feedback methodology. At least once a year, students have an opportunity to comment on the quality of teaching and the teachers of the study programme in an anonymous questionnaire.
3. The feedback results referred to in paragraph 2 are reflected in improvement measures. Students are guaranteed a role in the design of such measures.
4. The feedback results, implemented measures and any planned or follow-up activities resulting from the evaluation of the study programme should be discussed with the stakeholders and interested parties and are accessible to the public.
5. The study programme is periodically approved in compliance with 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 the Standards, a set of terms and their definitions is provided in paragraphs 2 to 34 of this Article.
2. *Academic fraud* is a dishonest action that is contrary to academic integrity and moral standards. It includes plagiarism, cheating on tests, fabrication of research results, recording of fictitious data, omitting unsuitable facts and data, forgery of research, dishonest practices in publishing research results, not declaring conflicts of interest, misusing information gathered during a review, fictitious authorship, superficial and poor quality review, systematic and conscious publishing in predatory magazines and publishing houses.
3. *Competence* is the authority, capacity, effect or impact of a person in relation to a given task, procedure, process or activity for which such person is responsible.
4. *Competency*²⁰ is the professional competency of a person as a result of a complex of

²⁰ "Competency" in the terminology of the Quality Assurance Act [§ 3 (3), letter a) 4] or "skill" in the terminology

knowledge, skills and attitudes that the person has acquired through formal and informal learning in the process of gaining practical experience. Competencies, together with knowledge and skills, serve as the structural characteristics of learning outcomes.

5. *(A) final thesis* is a bachelor's thesis in first level study programmes, a diploma thesis in second level study programmes and a dissertation thesis in third level study programmes.
6. *(The) higher education internal quality assurance system* is a consistently interlinked set of policies, structures and processes through which the institution ensures and develops the quality of the fulfilment of its mission in the spheres of higher education, research, artistic and other activities.
7. *Informal education* is the lifelong process of acquiring knowledge, skills and attitudes from day-to-day experience, from our environment and through contacts with other people.
8. *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.
9. *(The) internationally recognized level of research, artistic and other activities* is the second quality level of outputs; it is defined on the basis of evaluation procedures and criteria set in the Methodology for the Evaluation of Research, Artistic and Other Activities issued by the Agency. The term does not relate to the nature, geographical cover, place of delivery or place of dissemination of the outputs of the research, artistic and other activities.
10. *(The) learning objectives of a study programme* identify students' abilities at the end of their studies and express what is expected of the study programme graduates. The objectives are stated in the programme through verifiable, measurable learning outcomes.
11. *(A) learning outcome*²¹ is a detailed description of what a learner knows, understands and can do at the end of the learning process to ensure that the individual learning objectives of the programme are fulfilled. It is stated in the content of knowledge, skills and competencies.²² In contrast to a learning objective, a learning outcome is fixed, and the degree of its fulfilment is measurable and verifiable. Learning outcomes are stated for each study programme and its individual parts and for individual courses.
12. *(The) long-term and continuous success rate* is the continuous rate of success over the 10 years prior to the year in which the research, artistic and other activities are evaluated.
13. *(A) modification of a study programme* is an addition or deletion of compulsory courses or compulsory optional courses, a change in the requirements for the regular completion of study, a modification of the information sheet of a compulsory course or a compulsory optional course, but does not include changes in teacher updates,

used in the professional literature on education.

²¹ "Outcome of higher education" in the terminology of the Quality Assurance Act [§ 3 (3), letter a) 4] or "learning outcomes" in the terminology of Decree No. 614/2002 Coll. of the Ministry of Education, Science, Research and Sport of the Slovak Republic on the study credit system.

²² Competencies in terms of the Act, skills in terms of professional pedagogical literature discourse.

recommended literature or course evaluations.²³

14. *(A) nationally recognized level of research, artistic and other activities* is the first quality level of outputs; it is defined on the basis of evaluation procedures and criteria set in the Methodology for the Evaluation of Research, Artistic and Other Activities which is issued by the Agency. The term does not relate to the nature or geographical cover, place of delivery or place of dissemination of the research, artistic and other activities outputs.
15. *Non-formal education* is systematic education outside the formal education system. It is organised by various institutions providing education for certain groups of the population in selected types, forms and content areas.
16. *(The) parts of a higher education institution* include faculties and other pedagogical, research, technological development, arts, economics, and information centres. They are located at the seat of the higher education institution or its faculties, special facilities, detached workplaces, and consulting centres outside the higher education institution or its faculties.
17. *Profile courses* are courses of the study programme that significantly contribute to the achievement of the graduate's profile, i.e. to the learning objectives and learning outcomes of the relevant study programme.
18. *(The) qualifications framework* is the national qualifications framework. The levels of the national qualifications framework correlate with the levels of the qualifications framework in the European Higher Education Area²⁴ and with the European Qualifications Framework.²⁵
19. *Quality assurance internal system policies* are a set of principles that guide the activities of higher education institutions and their staff, students and external stakeholders to achieve the continuous quality assurance and development of higher education and related activities.
20. *(A) related field* is a field of study or an interdisciplinary or transdisciplinary field of knowledge which contributes in a relevant way to the achievement of the concerned study programme learning outcomes.
21. *Research, artistic and other activities* are activities²⁶ of a higher education institution that are relevant to its mission, mainly to its learning objectives and outcomes.
22. *(A) "rigorous" thesis* is a thesis that is submitted following the completion of the second level of a higher education study programme; the viva is a part of the "rigorous" examination. Only institutions which are authorised to provide the second level of higher education in a given field are permitted to provide this kind of examination.
23. *Scientific integrity* is a primary prerequisite for quality scientific work; it entails strict adherence to high professional and moral standards, and transparency. It implies conducting research critically, without prejudice, and in the absolute integrity of the practice, teaching, and research administration. It is the opposite of scientific dishonesty and deceit.

²³ According to § 2 letter g) of the Quality Assurance Act.

²⁴ Framework for Qualifications of the European Higher Education Area.

²⁵ The European Qualifications Framework.

²⁶ According to § 3 (2), letter a) of the Quality Assurance Act.

- 24.** *(A) significant international level of research, artistic and other activities* is the third-highest quality level of outputs; it is defined on the basis of evaluation procedures and criteria set in the Methodology for the Evaluation of Research, Artistic and Other Activities issued by the Agency. The term does not relate to the nature, geographical cover, place of delivery or place of dissemination of the research, artistic and other activities outputs.
- 25.** *Skill* is the ability or art of easily and accurately applying knowledge and performing a certain cognitive, psychomotor or social activity. Skills, together with knowledge and competencies, serve as the structural characteristics of learning outcomes.
- 26.** *Specialization in teacher training combination study programmes* is a set of courses and rules related to a single subject; *specialization in translation combination study programmes* is a set of courses related to one language.²⁷
- 27.** *Stakeholders* are persons, communities or organizations within the higher education institution that may have an influence on or be influenced by the educational process, research, artistic and other activities. 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 society, university graduates, domestic and foreign university partners).
- 28.** *(The) Standards for Study Programmes* are a set of requirements which must be fulfilled in order to obtain accreditation.
- 29.** *(The) structures of an internal system* are authorities, departments of the institution, contracted partners or persons with specified competencies and responsibilities for a defined extent of quality assurance in higher education and other related activities.
- 30.** *Teacher training foundations* in teacher training combination study programmes comprise a set of courses in the fields of pedagogy, psychology, social sciences and didactics. The teacher training foundations together with a combination of two specializations form the teacher training combination study programme.²⁸
- 31.** *Teaching staff* are all persons who provide study programmes, whether employed as university teachers, researchers, doctoral candidates or specialists, regardless of their working hours or type of work contract.
- 32.** *Transferable skills* are skills that are not specifically linked to a particular job or profession but can be used and further developed in a variety of situations and conditions. They include communication skills, mathematical skills, organizational skills, digital skills, analytical skills, interpersonal skills, creativity and abstract thinking, critical thinking, mentoring and supervising skills, business skills, motivation and learning skills, contextual thinking and metacognitive skills.
- 33.** *Translation studies foundations* in translation combination study programmes comprise a set of basic courses related to translation and interpretation. The translation studies foundations, together with a combination of two languages, form a translation combination study programme.²⁹
- 34.** *Working in a field of study* is the engagement of a person employed by the higher

²⁷ According to § 53a) (3) of the Higher Education Act.

²⁸ According to § 53a) (4) of the Higher Education Act.

²⁹ According to § 53a) (4) of the Higher Education Act.

education institution in a given field of study to provide education, research, artistic and other activities.

Article 13

Transitional and final provisions

1. The Standards were 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 study programmes of higher education institutions must comply with the Standards for the Internal System and the Standards within 24 months of the date on which the Standards for the Internal System come into force.³⁰

³⁰ Pursuant to § 37 (1) and in connection with § 24 (9) of the Quality Assurance Act.