

METHODOLOGY FOR EVALUATION OF STANDARDS

**as amended on 22
September 2022**

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Methodology for evaluation of standards

approved at the SAAHE Executive Board meeting on 17 September 2020

as amended by the Methodology for evaluation of Standards (approved at the SAAHE Executive Board meeting on 18 February 2021)

as amended by the Methodology for the Evaluation of Standards (approved at the Executive Board meeting on 22 September 2022)

PART I.

Article 1

Introductory provisions

1. The methodology shall set out a set of procedures, criteria and indicators through which the review panels of the Executive Board of the Agency (the 'Review Panel' and the 'Executive Board') and the staff of the Agency shall evaluate the fulfilment of the standards and measures to ensure the compliance of the internal quality assurance system for higher education (the 'internal system') and its implementation with the standards for the internal system ('corrective action').
2. For the purposes of this methodology
 - a) **standards** (according to the relevant text of this methodology) mean standards for the internal system, standards for the study programme and standards for habilitation proceedings and proceedings for the appointment of professors (hereinafter referred to as "inauguration proceedings"),,
 - b) **review panel** means a review panel established under the Quality Assurance Act and the Agency's internal regulations;.
3. Assessing the compliance of the internal system and its implementation with the standards for the internal system may be considered as an external quality assurance activity of higher education within the meaning of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015).
4. The procedures, criteria and indicators set out in this methodology shall be applied appropriately depending on the type of a proceeding.
5. The procedures and operations of the Agency shall be governed in particular by the Law on quality assurance and the Agency's internal policies.

Part II.

Procedures for the evaluation of standards

Article 2

Procedure framework for review panels of the Executive Board and for Agency staff

1. The review panel and the Agency staff shall **evaluate the fulfilment of the standards**, in particular
 - a) by expert assessment of the documents related to the application of a party to proceedings (hereinafter referred to as 'higher education institution') or of the Agency's initiative,
 - b) information obtained from a visit to a HEI (on site visit)¹,
 - c) data available,

¹ In the case of objective obstacles (e.g. epidemiological measures), the visit to the higher education institution may also take place via videoconferencing or other means of information and communication technologies.

- d) consultations with involved persons.
2. The review panel shall elaborate an evaluation report on the application or initiative, on the basis of which the Executive Board shall take a decision or comment.
 3. In the evaluation report, the review panel shall set out the facts underlying its conclusions, the procedure for evaluating these documents, the evaluation of the level of compliance with the various standards, the shortcomings identified, the recommendations, examples of good practice, the draft decision or the agency's statements.
 4. The review panel may, in the course of its assessment activities, request from a party to proceedings additional information on the subject matter of the assessment which is not included in the supporting documents, request inspection of the documentation necessary to evaluate the fulfilment of individual standards, make available information sources, make available documentation for the verification of training outcomes, in particular final theses and related documentation, and other written documents and artifacts related to verifying the educational outcomes achieved (e.g. written tests, students' written works, laboratory exercise protocols, field exercise logs, practice recorders, research diaries, works of art, audiovisual recordings, etc.). The review panel may also request a party to proceedings to arrange a meeting with interested parties.
 5. The work of the review panel shall be managed and coordinated by its Chairman in cooperation with the assigned staff of the Agency. In particular, the authorised staff member of the Agency shall methodically guide and organise the activities of the review panel.
 6. For the purpose of carrying out the activities of the Agency, a member of the Executive Board, a member of the Board of Appeal, a member of the review panel and the Chairman of the Executive Board, a specially authorised staff member of the Agency, shall have the right to enter academia, to consult the files of students, university teachers, researchers and artistic staff to the extent necessary, to be present at the educational activities of the higher education institution and to process personal data contained in the documents for the decision.

Article 3

Evaluation of supporting documentation, available data and information

1. The review panel shall initiate its work by examining the background to the relevant proceedings.
2. The documents for the proceedings (evidence) shall be provided by the higher education institution to the review panel or to the agency's staff, in electronic form. If a higher education institution provides a reference to another relevant document in the documents, the higher education institution will also be required to provide an electronic link to electronic documents (including those that are publicly available) or to physically substantiate such a document or artifact during the on-site assessment. This will be taken into account by the review panel in the on-site assessment plan.
3. The review panel may, in cooperation with the authorised staff of the Agency, verify the relevant information in the relevant registers, in particular in the central register of students, the register of staff of higher education institutions, the central register of theses, thesis and habilitation theses, the central register of records of publications, the central register of records of artistic activity, the register of fields of study and the register of study programmes, or supplement the necessary information.
4. The review panel and the staff of the Agency may also seek and supplement the basis of the proceedings with other available data and information relevant to the proceedings in question.
5. The level of creative activities for each area of assessment of the level of creative activity (study programmes, habilitation procedures and inaugural procedures) shall be evaluated by the relevant members of the review panel on the basis of the treasures to the proceedings and other available information according to the methodology for the evaluation of creative activities set out in Part V. of this methodology.

Article 4

Higher education institution site visit and consultations with stakeholders

1. The review panel, in cooperation with the authorised staff of the Agency and the designated representative of the party to proceeding, shall draw up a site visit evaluation plan.
2. The site visit evaluation plan aims to ensure the effectiveness of the assessment during the visit to the higher education institution, in particular to ensure the interaction of the party to the proceeding, other interested parties and the review panel during the assessment. The chairperson of the review panel may, in justified cases, adjust the plan accordingly during the site visit.
3. **The site visit evaluation plan** shall include:
 - a) Identification of the party to proceeding,
 - b) Identification of the subject and scope of the assessment,
 - c) the composition of the review panel,
 - d) the name of the accompanying person designated by the party to proceeding,
 - e) timetable and factual plan of activities of the members of the review panel,
 - f) list of participants to the site visit provided by the party and other interested parties
 - g) the form of the assessment,
 - h) date and signature of the assigned staff member of the Agency and of the designated representative of the party to proceeding.
4. **A site visit to a higher education institution** consists of:
 - a) an opening meeting in the presence of members of the review panel, an assigned agency employee and representatives of a party to proceeding,
 - b) the interviews with interested persons,
 - c) a tour of the infrastructure of the higher education institution
 - d) collecting information and evidence,
 - e) a summary of findings, and
 - f) a final meeting in the presence of members of the review panel, an assigned agency employee and representatives of a party to proceeding.
5. During the on-site assessment, the higher education institution shall, in accordance with the on-site evaluation plan, provide assistance to the review panel and the agency's staff, in particular by ensuring
 - a) the presence of interested persons (e.g. persons responsible for the development and implementation of the internal quality assurance system, responsible persons for the implementation, development and quality assurance of the habilitation and inauguration proceedings, teachers, students, support and administrative staff of the higher education institution, persons representing external stakeholders, in particular graduates, employers' representatives, partners from practice and other relevant participants in the assessment, etc.),
 - b) access by members of the working group and agency staff to the premises and facilities of the higher education institution;
 - c) access to the records of the higher education institution, including the files of students, staff, teachers, researchers and artistic staff and training records;
 - d) access to the information systems and databases in use
 - e) possible participation of working group members in ongoing educational activities of the higher education institution
 - f) making available documentation and artifacts related to the evaluation of learning outcomes;
 - g) suitable premises for the work of the review panel and for conducting interviews with the participants of the assessment
 - h) accompanying persons of the review panel
6. The review panel may also conduct further interviews with stakeholders during the on-site assessment.
7. The members of the review panel may keep an ongoing record of their findings.

8. On completion of the activities according to the site evaluation plan and before the final on-site meeting, the review panel shall evaluate the information (knowledge) received and produce a record of the on-site assessment, indicating also the essential facts it has identified (hereinafter referred to as „findings“) and related evidence.
9. In addition to the members of the working party, the seconded staff member of the Agency and the representatives of the party to proceedings, other persons may attend the final meeting, as appropriate.
10. At the final meeting of the on-site assessment, the chairperson of the review panel shall, as a general rule,
 - a) summarise the progress of the on-site assessment,
 - b) briefly presents the findings of the assessment,
 - c) give the party's representatives the opportunity to comment on the findings presented,
 - d) informs about the further procedural procedure in the proceedings
 - e) set a time limit for the party to proceedings to provide the information or supporting documents necessary for the preparation of the assessment report
11. During the procedure, the Working Party shall not provide a public higher education institution, a state higher education institution, a private higher education institution or an applicant for State approval, upon request, with a direct or facilitated advisory or professional service or assistance. Recommendations related to the findings and/or shortcomings identified shall be made by the review panel in the evaluation report.

Article 5

The scope of verification and sample selection

1. A review panel or an authorised staff member of the Agency may, in order to improve the effectiveness of the assessment, examine only a part (sample) of the relevant supporting documentation or facts if the scope of that documentation or facts of the same (similar) nature to be verified is too large and a smaller scope of screening is sufficient to assess the requirements of the relevant standards. In the case of the assessment of a selected sample when assessing the compliance of the internal system and its implementation, it is necessary to ensure that the results give the review panel the most realistic picture of the level of compliance with each standard.
2. The review panel shall select samples from the full range of substrates examined, including marginal incidences (e.g. students with average, best and worst ratings, including worst-case ratings that have yet to meet the conditions for the student to progress in his or her studies).
3. Where a deficiency is identified, the members of the review panel shall adapt the selection of the sample so as to enable them to assess with sufficient confidence whether
 - a) it is an individual failure or a recurrent systemic deficiency
 - b) the identified deficiency does or does not affect the quality and outcomes of education
4. In order to increase the effectiveness of the assessment and reduce the burden of the higher education institution related to on-site assessment, it is possible to apply the selection of a sample of study programmes in one field of study and level of education at the relevant higher education institution's workplace. The selection of a sample of study programmes is determined by the Agency².

Article 6

Elaboration of evaluation report

1. Following an on-site visit, the Working Party shall summarise its findings and draw up an assessment report.
2. In the evaluation report, the review panel shall indicate in particular:
 - a) results of expert assessment of supporting documentation,
 - b) the facts underlying its conclusions,
 - c) procedure for the evaluation of documents

² The selection of a sample of study programmes is not subject to verification of compliance with the requirements of Art. 6, Art. 7 and 11 of the Standards for the Study programme.

- d) evaluation of the level of compliance with individual standards
 - e) identified deficiencies,
 - f) recommendations to a party to proceedings
 - g) the draft decision or statements of the Agency, and
 - h) the full names of the members of the review panel.
3. The authorised staff of the Agency, in liaison with the members of the Working Party, may supervise and supervise compliance with, in particular, the formalities of the working party's evaluation report on an ongoing basis.
 4. The Agency shall provide the party to proceedings with the assessment report for inspection before it is finalised. A party may only point out factual irregularities in the assessment report.
 5. The chairperson of the review panel shall submit the review panel's evaluation report to the Agency.

Article 7

Evaluation of the compliance with the Standards for the Internal System

1. The review panel shall evaluate the compliance of the internal system of a higher education institution and its implementation with the standards for the internal system. The review panel focuses mainly on the evaluation of the level of compliance of the higher education institution with individual standards for the internal system. When assessing the internal system and its implementation, the review panel takes into account the specificities of the higher education institution.
2. **An individual standard** means the requirement of standards for an internal system and the way in which it is implemented. As a rule, the relevant article of the standards (Articles 2 to 11 of the Standards for the Internal System) is considered to be an individual standard.
3. Evidence of compliance of the internal system (evidence on the setting of rules, policies, structures and processes) shall be ascertained by the review panel or the staff of the Agency, in particular from the application documents and from the internal regulations of the higher education institution published on the website of the higher education institution.
4. In order to evaluate the level of compliance with each standard for the internal system, the review panel shall make appropriate use of the procedures, criteria and indicators set out in this methodology.
5. When assessing the internal system, the review panel shall also take into account the fulfilment of the standards for the study programme and, where a HEI has been granted accreditation of the habilitation proceedings or accreditation of the inauguration proceedings, the review panel shall also take into account the fulfilment of the standards for the habilitation proceedings and the inauguration proceedings.
6. When assessing the compliance of the implementation of the internal system with the standards for the internal system, the review panel shall also take into account the fulfilment of the requirements for the achievement of the level of learning outcomes of students in the relevant field of study and higher education (Article 10).
7. If, in the course of the proceedings, the review panel finds facts indicating that a higher education institution does not meet the relevant standards for the habilitation proceedings and the inauguration proceedings, it shall propose to the Agency to initiate proceedings for the withdrawal of the accreditation of the habilitation proceedings or for the withdrawal of the accreditation of the inauguration proceedings pursuant to Section 32 of the Act on Quality Assurance in the relevant field of the habilitation proceedings and inauguration proceedings.
8. Where the review panel in the evaluation report makes recommendations to a HEI in relation to the internal system and its implementation, those recommendations shall be adequately taken into account in the subsequent assessment of the compliance of the internal system and its implementation with the standards.
9. Where the review panel finds specific deficiencies in the internal system and/or its implementation, it shall point out in the evaluation report the relevant standard which the party does not comply with and shall propose to impose corrective measures.
10. In the evaluation report on a specific deficiency, the members of the review panel shall indicate the following, namely, whether
 - a) the deficiencies cause a **non-compliance of the internal system** with the standards for the internal system
 - b) the shortcomings cause **non-compliance of implementation** with the internal system standards,

- c) deficiency has a **negative impact on higher education outcomes**;
 - d) deficiencies **do not have a negative impact on higher education outcomes**
 - e) the higher education institution proceeded to
 - i. **designing,**
 - ii. **approval,**
 - iii. **modification** or
 - iv. **implementation**
 of study program in non-compliance of its internal system,
 - f) **the way in which the internal system is implemented makes higher education outcomes inconsistent with the relevant level of the national qualifications framework**;
 - g) the study programme **does not meet the standards** for the study programme, but the identified deficiency can be remedied by modifying the study programme,
 - h) the study programme **does not meet the standards** for the study programme and the identified deficiency cannot be remedied by modifying the study programme
 - i) the deficiencies may be **remedied within 6 months** from the date of the finality of the Agency's decision;
 - j) the deficiencies **cannot be remedied within 6 months** from the date of the finality of the Agency's decision
11. After assessing the internal system and its implementation, the review panel shall propose to the Agency to decide that:
- a) the internal system and its implementation **comply** with the standards for the internal system,
 - b) the internal system and its implementation **do not comply** with the standards for the internal system;
12. The review panel shall propose to the Agency to decide that the internal system and its implementation **comply** with the internal system standards if the party to proceedings has demonstrated
- a) meeting the requirements of the standards for the internal system in a substantial manner and at the same time,
 - b) proper implementation of its internal system
- In the draft decision, the review panel shall also indicate the fields of study and the levels of higher education in which the party to the proceeding (higher education institution) is to be entitled to establish, implement and modify study programmes.
13. The review panel shall propose to the Agency to decide that the internal system and its implementation **do not comply** with the internal system standards if it identifies deficiencies on the basis of which a party to proceedings has failed to demonstrate
- a) compliance with the requirements of the standards for the internal system in a substantial manner, and/or
 - b) has not demonstrated the proper implementation of its internal system
14. If the review panel proposes to the Agency to decide that both the internal system and its implementation **do not comply** with the internal system standards, the review panel shall indicate in the draft decision the specific shortcomings of the internal system and/or its implementation. The **review panel** shall also **propose** to the Agency **to impose corrective measures** in order to ensure the consistency of the internal system and its implementation. The review panel may propose the imposition of several corrective measures at the same time.
- a) The review panel shall propose to the Agency **to impose a corrective measure ordering the remediation of deficiencies** if:
 - 1. at the same time, the following facts are fulfilled, namely
 - a) **the deficiencies identified give rise to non-compliance of the internal system** with the standards for the internal system;
 - b) the review panel **has not identified a negative impact on higher education outcomes**, and
 - c) **the remediation** of the deficiencies found may be ensured **within 6 months** of the date of the finality of the Agency's decision, or
 - 2. at the same time, the following facts are fulfilled, namely
 - a) **the deficiencies identified make the implementation of the internal system** inconsistent with the standards for the internal system;
 - b) **no negative impact on higher education outcomes has been identified**, and

- c) **the correction of the deficiencies** identified may be ensured **within 6 months** from the date of the finality of the Agency's decision.
 - b) The review panel shall propose to the Agency to impose a **corrective measure** consisting in the **suspension of the study programme** if the following are also fulfilled,
 - a) **the higher education institution has proceeded** in the design, approval, modification or implementation of the study programme in contravention of its internal system
 - b) **the study programme does not meet the standards** for the study programme, and
 - c) the identified deficiency **can be eliminated by modifying the study program**
 - c) The review panel shall propose to the Agency to impose a **corrective measure** consisting in **the restriction on the establishment and modification of study programmes** if the identified deficiency is
 1. **non-compliance of the internal system** with the standards for the internal system
 2. the fact that **the way in which the internal system is implemented makes** higher education outcomes **do not correspond to the relevant level of the national qualifications framework** and that a study programme is not implemented in accordance with the standards for the study programme, or
 3. the fact that **the way in which the internal system is implemented** causes higher education outcomes **do not to correspond to the relevant level of the national qualifications framework** and, in the case of deficiencies under Paragraph 26(1) of the Quality Assurance Act, there is no presumption of the possibility of their **elimination within a period of 6 months** from the date on which the Agency's decision becomes final.
15. An essential way of meeting the requirements of the standards is considered to be one that does not require the imposition of a corrective measure.

Article 8

Evaluation of compliance with measures to ensure compliance of the internal system and its implementation with the standards for the IS

1. The Executive Board may also set up a working group to evaluate the implementation of the measures to ensure compliance of the internal system and its implementation with the standards for the internal system, where verification by the Agency's staff is not sufficient for these tasks.
2. The review panel or the staff of the Agency shall evaluate the measures taken by the HEI and their results. After assessing the measures taken, the working party or the agency's staff member shall submit to the Agency a report on the evaluation of the measures taken by the higher education institution (hereinafter referred to as the "report").
3. The review panel or the staff member of the Agency shall set out in the report, in particular, the facts underlying the imposition of the corrective measure, the procedure for evaluating the measures taken by the higher education institution to ensure compliance of the internal system or its implementation with the standards for the internal system, and the conclusion of that evaluation, together with a recommendation on the agency's appropriate course of action in relation to the corrective measure imposed.

Article 9

Evaluation of compliance with the Standards for Study Programmes

1. The review panel shall assess a specific application by a participant in proceedings for accreditation of a study programme and shall aim in particular at evaluating the level of compliance with individual standards for the study programme.
2. **An individual standard** means the requirement of standards for the implementation of a study programme. The relevant article of the standards for the study programme (Articles 2 to 10 of the standards for the study programme) is considered to be an individual standard.
3. The review panel shall make appropriate use of the procedures, criteria and indicators set out in this methodology to evaluate the level of compliance of each standard for a study programme.

4. When assessing an application for accreditation of a study programme, the review panel shall assess the compliance of the facts set out in the application and in the application documents with the standards for the study programme and, in particular, shall evaluate the prerequisites of the relevant department for the implementation of the study programme. Evidence of the compliance of the study programme with the standards for the study programme is ascertained by the review panel or the agency's staff mainly from the application documents and internal regulations of the higher education institution published, as a rule, on the website of the higher education institution.
5. When assessing a participant's application for accreditation of a study programme and the compliance of a study programme with the standards for the study programme, the review panel shall also take into account the fulfilment of the requirements imposed on the achievement of the level of learning outcomes of students in the relevant field of study and higher education level (Article 10).
6. Where the review panel identifies specific shortcomings in the study programme submitted, it shall identify the specific deficiencies in the evaluation report, together with a justification, and point out the relevant standard which the party to proceeding does not comply with.
7. The review panel shall, after considering the application of a party to proceeding, propose to the Agency **to decide on the accreditation of a study programme** if, in considering the application, it finds that:
 - a) the party to proceedings **meets the standards** for the study programme, or
 - b) **it is presumed** that a private higher education institution **will meet the standards** for a study programme if the applicant for state approval is a party to the proceedings
8. After considering the application of a party to proceedings, the review panel shall propose to the Agency **to decide not to grant accreditation** of a study programme (rejection of the application) if, in considering the application, it finds that:
 - a) the party to proceeding **does not meet the standards** for the study programme, or
 - b) **it is not presumed** that a private higher education institution **will not meet the standards** for a study programme if the applicant for state approval is a party to the proceeding.
10. The review panel shall propose to the Agency to decide on the granting of accreditation of a study programme where a party to proceeding has demonstrated compliance with the requirements of the standards for the study programme in a substantial manner.
11. The review panel shall propose to the Agency to decide not to grant accreditation of a study programme if the party to proceeding has not demonstrated compliance with the requirements of the standards for the study programme even in a substantial manner.
12. In the case of teacher combined study programmes, the review panel shall assess compliance for each application and separately for the teaching basis.
13. In the case of translation and interpreting combination study programmes, the Working Party shall assess compliance for each application in accordance with the language affiliation and separately for the translational basis.
14. In the event that a higher education institution carries out study programmes in the relevant field of study on several components or in several sites, the working group shall assess separately the implementation of the study programme at each component and at each seat.
15. Where a working group makes recommendations to a higher education institution in the evaluation report, those recommendations shall subsequently be adequately taken into account in relation to the study programme when assessing the compliance of the implementation of the study programme concerned with the standards for the study programme after a period of two years from the date of the proper completion of the studies of the first student of the study programme concerned, but not earlier than the expiry of the standard length of study of that study programme from the finality of the award decision. accreditation of the study programme (hereinafter referred to as "confirmatory accreditation").
16. For confirmatory accreditation, the Working Party shall focus in particular on assessing the consistency of the higher education outcomes of graduates of the relevant study programme with the higher education outcomes identified in the application for accreditation of the study programme. Validation accreditation shall also make appropriate use of the procedures referred to in Article 10 of this methodology.

17. Following the assessment of the study programme in the framework of the confirmatory accreditation, the review panel shall draw up an evaluation report.
18. If, after assessing a study programme within the framework of confirmatory accreditation, the review panel finds that the implementation of the study programme concerned **complies** with the standards for the study programme, it shall propose to the Agency to decide on the **confirmation of the accreditation** of the study programme. In the draft decision, the review panel will also propose to indicate in the register of fields of study the abolition of the restriction on the establishment of study programmes in the relevant field of study and higher education and in the register of study programmes the abolition of the restriction on the modification of the relevant study programme, unless the Law on Quality Assurance provides otherwise.
19. If the review panel, following the assessment of a study programme within the framework of confirmatory accreditation, finds that the implementation of the study programme concerned **does not comply** with the standards for the study programme, it shall propose to the Agency to decide **to initiate an extraordinary assessment procedure for the internal system**.
20. The tasks of the review panel in the framework of the confirmation accreditation may be carried out by the authorised staff of the Agency.
21. Where, as part of an extraordinary assessment of the internal system, the Agency does not order the cancellation of a study programme which has been the subject of confirmatory accreditation, it shall set a time limit within which it shall reassess the compliance of the implementation of the study programme with the standards for the study programme.

Article 10

Evaluation of the level of higher education outcomes achieved

1. When evaluating the implementation of the internal system of a higher education institution and when assessing the compliance of the conducted study programme with the standards for the study programme, the review panel shall also **assess the achieved level of higher education outcomes of higher education students** at the date of successful completion of the study (hereinafter referred to as the "educational level achieved")
2. The level of learning outcomes achieved is assessed in relation to
 - a) the aim of the education **indicated in the description of the study programme**
 - b) the minimum level of learning outcomes **required by the Qualifications Framework**, and
 - c) expectations of professional experience on the content of education/qualifications.
3. In relation to the requirements of the Qualifications Framework (as referred to in point 2(b)), the Working Party shall evaluate whether the higher education institution provides sufficient assurance that each individual student, no later than the date of successful completion of higher education, **demonstrates compliance with the requirements** of the National Qualifications Framework, in particular:
 - a) at the first level of higher education, that
 - i. **has a cross-cutting knowledge** corresponding to the field within the scope of university textbooks, understands them and knows how to use them practically,
 - ii. can **autonomously solve practical tasks in the field** using usual procedures, search for and use relevant information, coordinate sub-activities and be **accountable** for the results of the team, respecting ethical, social and other contexts;
 - b) at the second level of higher education, that
 - i. has in-depth knowledge in the specialized field of the field, including knowledge of the context and relationships to related fields, understands them and knows how to use them, while also understanding the methods and procedures that are used in the field, with possible application in science and research,
 - ii. can creatively solve tasks in the field, coordinate actions in teams, search for relevant information, make independent and responsible decisions in a changing environment, taking into account wider societal implications,
 - iii. can inform about the progress and results of solving tasks, communicate expert opinions;
 - c) at the third level of higher education (doctoral studies), that

- i. demonstrates a **systematic understanding of the field of study** and has acquired the skills and methods of scientific research associated with the field, corresponding to the current state of knowledge in the field,
 - ii. demonstrates the ability to conceive, construct, implement and modify a substantial part of research with scientific integrity
 - iii. has contributed through **original research** to the expansion of the boundaries of scientific knowledge (art) through the implementation of an **extensive body of works**, some of which are worthy of **peer review publication** at national or international level
 - iv. is capable of conducting critical analysis, evaluation and synthesis of new and complex concepts
4. The level of education attained is assessed in particular
 - a) **the verification of students' learning outcomes** by the higher education institution, and
 - b) **elaboration and defense of the final thesis** by students
 5. The review panel shall assess how to assess the **learning outcomes** of students (as referred to in point 4(a)) on a sample of specific subjects selected and a sample of specific student assessments. In particular, it shall assess whether the content, level and scope of the written parts of the examinations or other evidence of verification of students' learning outcomes correspond to the required level and content of the qualification and the relevant requirements of the standards.
 6. The review panel shall consider **the final theses** (as referred to in point 4(b)), in particular
 - a) **the method of awarding** the final theses, whether they also include the task of solving a specific technical problem at a level appropriate to the degree of the qualifications framework;
 - b) **the level of work** in terms of expectations to demonstrate the knowledge, skills and competencies of graduates in a particular field, especially expectations in terms of practice. This should also include an assessment of whether the student has been able to bear **his or her own share of responsibility** and **has demonstrated** a reasonable degree of autonomy in the elaboration of the work,
 - c) **verification of originality** and how the commissions for the defence of final/diploma/dissertations dealt with these verifications or findings.
 - d) appropriate **publication of final theses**
 7. If the higher education institution in the study programme of the 1st or 2nd degree does not demonstrate the fulfillment of the requirements for the competence (proven ability) of the student to solve the task in the field in the framework of the elaboration and defense of the final (thesis) thesis, it may submit another way of demonstrating it.

Article 11

Evaluation of compliance with the standards for habilitation and inaugural proceedings in procedures under § 31 and § 32

1. The review panel of the Agency in proceedings pursuant to Section 31 of the Act shall assess the specific application of a party to proceedings for accreditation of the habilitation procedure and accreditation of the inaugural procedure and shall focus in particular on the evaluation of the level of compliance with the individual standards for the habilitation procedure and the inaugural procedure.
2. **The individual standard** means the requirement of the standards for the assessment of the habilitation and inauguration proceeding. The relevant article of the standards for habilitation and inauguration proceedings (Articles 2 to 10 of the Standards for habilitation and inauguration proceedings) is considered to be an individual standard.
3. The review panel on the evaluation of the level of compliance with the various standards for the habilitation and inaugural procedures shall make appropriate use of the procedures, criteria and indicators set out in that methodology.
4. When assessing an application for accreditation of the habilitation procedure and the accreditation of the inaugural procedure, the Working Party shall assess the compliance of the facts set out in the application and in the application documents with the standards for the habilitation and inaugural procedures and, in particular, shall evaluate the prerequisites of the workplace concerned for carrying out the habilitation and inauguration procedures.

Evidence of compliance of the habilitation and inaugural proceedings with the standards for habilitation proceedings and inaugural proceedings is ascertained by the working group or the agency's staff mainly from the documents relating to the application of the party to the proceedings and the internal regulations of the higher education institution published, as a rule, on the website of the higher education institution.

5. If the review panel finds specific deficiencies in the assessment of a party's submitted application for accreditation of the habilitation and accreditation of the inaugural procedure, it shall identify those deficiencies in the evaluation report, together with a justification, and point to an appropriate standard which the party does not comply with
6. The review panel after considering the application of a party to proceeding, shall propose to the Agency to decide on **the granting of accreditation** of the habilitation proceeding or the accreditation of the inaugural proceeding if, in assessing the application, it finds that the party to proceedings **meets the standards** for the habilitation and inaugural proceeding.
7. The review panel shall propose to the Agency to decide on the granting of accreditation for habilitation or inaugural proceedings where the party to proceedings has demonstrated compliance with the requirements of the standards for habilitation and inaugural proceedings in a substantial manner.
8. If the review panel proposes to the Agency to decide **on the granting of accreditation of an inaugural proceeding** to a party to proceeding, it shall at the same time propose to the Agency to decide on the granting of accreditation of the habilitation procedure.
9. After considering the application of a party to proceeding, the review panel shall propose to the Agency to decide **not to grant accreditation** of the habilitation proceeding or the accreditation of the inaugural proceeding (rejection of the application) if, when considering the application, it finds that the party to proceeding **does not meet** the standards for the habilitation and inaugural proceedings.
10. The review panel shall propose to the Agency to decide not to grant accreditation for habilitation or inaugural proceedings if the party to proceeding has not demonstrated compliance with the requirements of the standards for habilitation and inaugural proceedings in a substantial manner.
11. In proceedings under Section 32 of the Act, the Agency's review panel assesses the relevant documents for the proceedings and focuses in particular on evaluating the level of compliance with the various standards for habilitation proceedings and inaugural proceedings.
12. The review panel shall, after considering the evidence for the procedure, propose to the Agency to decide to **withdraw the accreditation** of the habilitation proceeding or the accreditation of the inaugural proceeding if, in the assessment
 - a) **has been shown** facts suggesting that the party **does not meet** the standards for habilitation and inaugural proceedings and, at the same time,
 - b) the review panel has found that the party to a proceeding **does not comply** with the relevant standards for habilitation and inaugural proceedings.
13. If the review panel proposes to the Agency to decide on the withdrawal of the habilitation proceedings, it shall at the same time propose to the Agency to decide on the withdrawal of the accreditation of the inaugural proceedings in the relevant field of the habilitation proceedings and the inaugural proceedings.
14. The review panel shall, after having assessed the supporting documents for the procedure, propose to the Agency to **lift the suspension of the relevant accreditation in the register of fields of study** if, during the assessment
 - a) they **have failed to establish facts** suggesting that the party does not meet the standards for habilitation and inaugural proceedings and, at the same time,
 - b) the review panel finds that a party to proceeding **complies** with the relevant standards for habilitation and inaugural proceedings

Part III.

Criteria for the evaluation of standards

Article 12

Setting criteria for the evaluation of standards

1. The Agency has established a set of criteria for the evaluation of standards:

- a) Criteria for evaluating the Standards for the Internal System,
 - b) Criteria for evaluating the Standards for the Study Programmes,
 - c) Criteria for evaluating the Standards for Habilitation Proceedings and Inauguration Proceedings
2. A criterion is a specific requirement of the relevant standard or a partial aspect thereof, the fulfilment of which is a precondition for confirming the conformity of the subject of the proceedings (internal system, study procedure, habilitation proceedings and inauguration proceedings) with the standard.
 3. The results of the evaluation of the related criteria are the basis for evaluating compliance with the standard.

Article 13

Criteria for the evaluation of the Standards for the Internal System

1. In order to evaluate compliance with the standards for the internal quality assurance system (hereinafter referred to as the 'IS standards'), the review panel and staff of the Agency shall use the criteria for the evaluation of the standards for the internal system - **the IS criteria**.
2. Criteria for the evaluation of standard VS 2 Quality assurance policies (Art. 2 of the Internal System Standards)
 - IS 2.1.1.** In its **strategic management**, the higher education institution consistently applies quality assurance policies.
 - IS 2.1.2.** **The higher education institution has accepted primary responsibility for the quality** of education provided at all parts of the higher education institution, at all levels and in all aspects.
 - IS 2.2.** The higher education institution has a clearly **defined mission** in its strategic documents, especially in the long-term plan, and **it fulfills this mission**.
 - IS 2.3.** In its strategic documents, especially in the long-term objective, the higher education institution has clearly **defined strategic objectives** in terms of educational activities, creative activities and other related activities that are in line with its mission.
 - IS 2.4.1.** The HEI has **formalized and implemented quality assurance policies** and strictly follows them.
 - IS 2.4.2.** The higher education institution has established **appropriate structures for a coherent internal quality assurance system** for higher education for the whole institution.
 - IS 2.4.3.** The higher education institution **has established processes of a coherent internal system** of quality assurance of higher education for the whole institution.
 - IS 2.4.4.** In the internal system, the higher education institution **has defined the powers, scope and responsibilities** of individual structures, senior staff, other staff and other stakeholders for ensuring the quality of higher education and related activities.
 - IS 2.5.1.** A higher education institution has **sufficient staff resources** for the functioning of the internal system, which correspond to its size and the scope of educational, creative and other related activities carried out.
 - IS 2.5.2.A** higher education institution has **sufficient financial and material resources** for the functioning of the internal system, which correspond to its size and the scope of educational, creative and other related activities carried out.
 - IS 2.6.a.** Internal system policies, structures and processes **guarantee the involvement of students and external stakeholders** in quality assurance.
 - IS 2.6.b.** The policies, structures and processes of the internal system guarantee the **interdependence of education and creative activities**, with the level and focus of creative activity corresponding to the degree of higher education and learning outcomes.
 - IS 2.6.c.** The policies, structures and processes of the internal system guarantee **support for the internationalisation of educational, creative and other related activities**, so that its scale corresponds to the mission and strategic objectives of the higher education institution, the aims and outcomes of education and the needs of stakeholders.

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- IS 2.6.d. The policies, structures and processes of the internal system shall guarantee **protection against any kind of intolerance and discrimination against students, staff and applicants**, in particular on the basis of sex/gender, race, colour, language, age, sexual orientation, belief or religion, disability, political or any other opinion, national or social origin, membership of a national or ethnic group, property and descent.
- IS 2.6.e. The policies, structures and processes of the internal system guarantee the preservation of **scientific integrity and adherence to academic ethics, vigilance against plagiarism and other academic fraud**, enable their detection and guarantee consequences.
- IS 2.6.f. The policies, structures and processes of the internal system guarantee **effective and transparent mechanisms for examining complaints** by which a student seeks the protection of his or her rights or legally protected interests, or points out specific shortcomings in the activity or inaction of a higher education institution.
- IS 2.6.g. The policies, structures and processes of the internal system guarantee **compliance with generally binding regulations** and internal regulations of the higher education institution.
- IS 2.6.h. The policies, structures and processes of the internal system guarantee the **continuous improvement of the quality of the activities** carried out by the higher education institution and the **development of a quality culture** at all parts and levels of the higher education institution.
- IS 2.6.i. The policies, structures and processes of the internal system guarantee the **interdependence of the internal system with the long-term intention of the higher education institution**.
- IS 2.6.j. The policies, structures and processes of the internal system guarantee the **effective performance of administrative activities** related to quality assurance and do not burden teachers, students and other creative staff of higher education institutions with unjustified bureaucracy.
- IS 2.7. If a higher education institution conducts a habilitation procedure and an inaugural procedure, the policies, structures and processes of the internal system guarantee that it **meets the standards for the habilitation and the inauguration proceedings**.
- IS 2.8. **Quality assurance policies** are applied on a **binding basis by all contractual partners of the higher education institution or other third parties** that participate in or have an impact on the quality of education, creative activities and other related activities.
- IS 2.9. Quality assurance policies and processes include **regular monitoring, evaluation and review of the internal system**, involving all stakeholders. These processes shall take into account whether the internal system leads to the achievement of the strategic quality assurance objectives identified by the higher education institution in its strategy papers, in particular in the long-term objective.
- IS 2.10. The higher education institution shall facilitate public access to formalised policies and processes and other documentation of the internal system, while the way in which the information is made available respects the specific needs of persons with disabilities in all languages of the implementation of study programmes.
3. Criteria for the evaluation of standard IS 3 Design, modification and approval of study programmes (Art. 3 of the standards for the internal system)
- IS 3.1.1. The higher education institution has formalized **policies, structures and processes for the design, modification and approval of study programmes**³.
- IS 3.1.2. The **higher education institution** has established the **competences, scope and responsibilities** of individual structures, staff and other stakeholders for ensuring the quality of the study programme.

³ In the case of regulated medical study programs in accordance with Government Regulation No. 296/2010 Coll.

- IS 3.2.a. Policies, structures and processes for the design, modification and approval of curricula **guarantee the involvement of students, employers and other relevant stakeholders.**
- IS 3.2.b. The policies, structures and processes for the design, modification and approval of study programmes shall guarantee **a transparent, fair, professionally sound, objective and independent assessment and approval of the study programme, avoiding conflicts of interest and possible bias.**
- IS 3.2.c. Policies, structures and processes for the creation, modification and approval of study programmes guarantee **the continued compliance of study programmes with the standards for the study programme.**
- IS 3.2.d. The policies, structures and processes for the design, modification and approval of study programmes ensure that study programmes have a **clearly specified and communicated qualification** acquired through successful completion of the programme, the level of which corresponds to the requirements of the **relevant level of the qualification framework.**
- IS 3.2.e. Policies, structures and processes for the design, modification and approval of curricula ensure that the content and level of qualifications meet the **sector-specific expectations of employers** and other external stakeholders⁴.
- IS 3.2.f. Policies, structures and processes for the design, modification and approval of study programmes ensure that study programmes have a clearly **specified graduate profile and, within this framework, clearly defined and communicated learning objectives and outcomes** that are verifiable and correspond to the mission of the higher education institution, the relevant level of the qualification framework and the area of knowledge according to the relevant field of study or combination of fields of study in which their graduates receive higher education. Study programmes **enable the achievement of set learning objectives and learning outcomes.**
- IS 3.2.g. Policies for the design, modification and approval of study programmes **guarantee a clear link between education and creative activities** in study programmes, with the level and focus of creative activity corresponding to the degree of higher education and educational outcomes.
- IS 3.2.h. Policies, structures and processes for creating, modifying and approving curricula ensure that curricula **provide students with transferable competences** that affect students' personal development and can be used in their future careers and in life as active citizens in democratic societies.
- IS 3.3. The structures and processes for the creation, modification and approval of joint study programmes with higher education institutions abroad guarantee the application of the principles of the **European quality assurance approach of joint study programmes.**
- VS 3.4.1. The higher education institution design, implements and modify study programmes **in fields of study and degrees in accordance with recognised rights**⁵.
- IS 3.4.2. The **content of the study programmes matches with the description of the field of study** and the appropriate level is demonstrated.
- IS 3.4.3. The study programmes assigned to the relevant field of study(s) and level that take place at the higher education institution and its components **comply with the standards for the study programme.**
4. Criteria for evaluating IS 4 Standard, Student – centered learning, teaching and assessment (Art. 4 Standards for Internal System)

⁴ In study programmes preparing for the exercise of a regulated profession compliance with European directives for training in a regulated profession.

⁵ In the case of regulated medical study programs, also in accordance with Government Regulation No. 296/2010 Coll.

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- IS 4.a. The policies, structures and processes of the internal system ensure that the **active role, autonomy, creativity and autonomy of students** in education and in the learning process are encouraged in the implementation of study programmes, and this approach is also reflected in the evaluation of students.
- IS 4.b. The policies, structures and processes of the internal system ensure that **the diversity of students and their needs are respected** in the implementation of study programmes and that **flexibility of trajectories** in studies is allowed, also with regard to the possibility of reconciling work/family life with studying at a university.
- IS 4.c. The policies, structures and processes of the internal system **guarantee that the spectrum of pedagogical methods, forms and concepts, evaluation methods** are flexibly used in the implementation of study programmes and **their application is regularly evaluated and improved.**
- IS 4.d. The policies, structures and processes of the internal system ensure that students are provided with adequate guidance and **support from teachers** and that **mutual respect in the student-teacher relationship is encouraged.**
- IS 4.e. The policies, structures and processes of the internal system ensure that examiners are thoroughly familiar with existing methods of verifying the achievement of learning outcomes, methods of testing, testing and assessing student performance, and have the support of a higher education institution to further improve their knowledge and skills in this field.
- IS 4.f. The policies, structures and processes of the internal system guarantee that the criteria, methods and deadlines for assessment and grading are **known in advance and easily accessible to students.**
- IS 4.g. The policies, structures and processes of the internal system ensure that assessment allows students to demonstrate the extent and level to which they have achieved the expected learning outcomes and provides students with feedback that can be linked, where necessary, to recommendations and guidance on the learning process.
- IS 4.h. The policies, structures and processes of the internal system ensure that **assessment is consistent and fairly applied** in relation to all students, carried out in accordance with pre-approved procedures and bringing reliable conclusions that do not lead to unjustified differences in similar cases.
- IS 4.i. The assessment shall take due account of circumstances **related to students with special needs.**
- IS 4.j. The policies, structures and processes of the internal system guarantee that, where circumstances allow, the assessment of students **is carried out by several evaluators.**
- IS 4.k. The policies, structures and processes of the internal system ensure that **remedies are available to students against the results** of the evaluation, while ensuring fair treatment of applicants for redress.
5. Criteria for the evaluation of the VS 5 standard Admission procedure, course of study, recognition of education and award of academic degrees (Article 5 of the standards for the internal system)
- IS 5.a. The policies, structures and processes of the internal system shall ensure that **consistent rules are in place, applied, published and easily accessible for all stages of the student's study cycle**, in particular for the admission procedure, the course and evaluation of studies, the recognition of education, the completion of studies, the award of a degree and the issuing of a diploma and other evidence of formal qualifications.
- IS 5.b. The policies, structures and processes of the internal system **guarantee that the offer to applicants for study is published in advance and provides objective and complete information** about the study programmes, the requirements and criteria for admission and other conditions of study.
- IS 5.c. The policies, structures and processes of the internal system ensure that the admission procedure is fair, transparent and reliable, and that the selection of candidates is based on appropriate methods of assessing their suitability for study, while the conditions of the admission procedure are inclusive and equal opportunities are guaranteed for any applicant who demonstrates the necessary prerequisites for graduation.

- IS 5.d. The policies, structures and processes of the internal system ensure that **support measures are provided and an environment is created to equalise opportunities to study** at a higher education institution for **students with special needs**⁶ and students from disadvantaged backgrounds.
- IS 5.e. The policies, structures and processes of the internal system guarantee that the qualitative level of **defended final and rigorous theses** corresponds to their degree, requires an adequate level of creative activity, and plagiarism and other academic fraud are effectively detected and punished in principle.
- IS 5.f. The policies, structures and processes of the internal system ensure that the recognition of higher education qualifications, periods and periods of study, prior learning, including non-formal and informal learning, is transparent, consistent and reliable, and is in line with the generally binding regulations and principles of the Convention on the Recognition of Higher Education Qualifications in the European Region⁷, so as to promote student mobility.
- IS 5.g. The policies, structures and processes of the internal system guarantee that the higher education institution **awards graduates the relevant academic degree, issues a diploma and other evidence** of acquired education that indicates and characterizes the qualifications obtained, including the educational outcomes achieved, the context, level and content of the successfully completed study.
6. Criteria for the evaluation of the standard 6 Teachers (Art. 6 of the standards for the internal system)
- IS 6.a. The policies, structures and processes of the internal system ensure that the **selection of higher education teachers** is transparent, objective and professionally informed and implemented on the basis of pre-known requirements and criteria that are in line with the mission and long-term intention of the higher education institution and with generally binding regulations.
- IS 6.b. The policies, structures and processes of the internal system ensure that the selection of higher education teachers is open **and allows for their inter-institutional, cross-sectoral and international mobility**.
- IS 6.c. The policies, structures and processes of the internal system guarantee that a higher education institution **systematically ascertains that, in order to provide study programmes, it has teachers** whose qualifications, workload schedules, level of results of creative activities, practical experience, pedagogical skills and transferable competences make it possible to achieve learning outcomes and whose number and working capacity correspond to the number of students.
- IS 6.d. The policies, structures and processes of the internal system ensure that the **link between education and teachers' creative activities** is strengthened, with the focus and level of outcomes of creative activities **corresponds with the level of the qualifications framework** at which education is provided and correspond to the learning outcomes.
- IS 6.e. The policies, structures and processes of the internal system ensure that teachers **develop their professional, linguistic, pedagogical, digital skills and transferable** competences.
- IS 6.f.1. The policies, structures and processes of the internal system ensure that the **assignment of teachers to the provision of study programmes and educational activities**, the teaching of individual subjects of study and the conduct of final and rigorous theses is transparent and guarantees a level of qualification, competence, practical experience, focus and results of creative activities that corresponds to the degree and outputs of education.

⁶ Pursuant to § 100 of Act No. 131/2002 Coll.

⁷ Convention on the Recognition of Qualifications concerning Higher Education in the European Region, Lisbon 1997.

- IS 6.f.2. **Profile study subjects** are normally provided⁸ by university teachers as a professor or associate professor, who work at the higher education institution for a fixed weekly working time.
- IS 6.f.3. In study programmes **with a focus on professional education**, they are also provided by university teachers who are experienced **professionals from the relevant sector of economics** or social practice and who work at the higher education institution for a fixed weekly working time or part-time work.
- IS 6.g. The policies, structures and processes of the internal system guarantee that the **professional qualifications** of teachers providing the study programme are **higher than those achieved on completion of the study programme**. This requirement may be waived in justified cases.
- IS 6.h. The policies, structures and processes of the internal system guarantee that the **workload distribution of higher education teachers makes it possible to ensure the development of the quality of study programmes**, to ensure teaching and other related educational activities, to ensure the evaluation of students, to conduct and evaluate final theses, to participate in creative activities and other activities related to their professional development and the fulfillment of the mission of the higher education institution in scope and proportions, which correspond to a working time fund linked to the size of their working time and to the nature of the post held by them.
7. Criteria for evaluation of the VS 7 standard Resources to ensure studies and support students (Art. 7 of the Standards for the Internal System)
- IS 7.a. The policies, structures and processes of the internal system guarantee that the higher education institution has sufficient financial resources allocated to comprehensively provide study programmes and related creative, support and other activities that correspond to its mission.
- IS 7.b. The policies, structures and processes of the internal system ensure that the **spatial, material, technical, infrastructural and institutional** provision of educational, creative and other related activities corresponds to **learning outcomes**, the number of students and their specific needs.
- IS 7.c. The policies, structures and processes of the internal system ensure that a higher education institution has **functional contractual partnerships** that are necessary to achieve learning outcomes⁹.
- IS 7.d. The policies, structures and processes of the internal system ensure that **access to information resources, library funds and services** corresponds to learning outcomes and the focus of creative activities, learning outcomes, the focus of creative activities and the number of students.
- IS 7.e. The policies, structures and processes of the internal system ensure that students have easy **access to counselling and other support services and administrative resources** that meet their diverse needs and are a prerequisite for their progress in their studies and their personal and career development.
- IS 7.f. The policies, structures and processes of the internal system ensure that the higher education institution has **qualified support staff providing tutoring, counselling, administrative** and other support services and related activities for students, whose capacity corresponds to the number of students and their diverse needs.

⁸ **The provision of the subject** means being responsible for the subject, conducting lectures and other core educational activities of profile subjects and being responsible for the activities of quality assurance in the subject and the development of the subject so that the required learning outcomes of the study programme are achieved.

⁹ Agreement on cooperation with an external educational institution, if it participates in the implementation of the study program pursuant to § 54 of Act No. 131/2002 Coll.

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- IS 7.g. The policies, structures and processes of the internal system guarantee that students have adequate **social security, sport, cultural, spiritual and social enjoyment** during their studies.
- IS 7.h. The policies, structures and processes of the internal system ensure that all resources are also provided for the **components outside the higher education institution's seat** in which study programmes or educational activities are carried out.
- IS 7.i. The policies, structures and processes of the internal system ensure that the **use of all resources is expedient and efficient**.
- IS 7.j. Internal system policies, structures and processes ensure that resources are **accessible to students and that students are informed** about their accessibility.
8. Criteria for the evaluation of standard VS 8 Information collection and processing (Art. 8 of the Internal System Standards).
- IS 8.a. The policies, structures and processes of the internal system guarantee **that information is systematically collected, processed, analyzed and evaluated**, which is **used in the effective strategic, tactical and operational management** of the implementation and development of study programs, creative activities and other related activities of the higher education institution.
- IS 8.b. Internal system policies, structures and processes ensure that sets of indicators are set and **systematically monitored**¹⁰.
- IS 8.c. The policies, structures and processes of the internal system ensure that all stakeholders are involved in the **collection and processing of information**.
9. Criteria for the evaluation of standard VS 9 Disclosure of information (Art. 9 of the Internal System Standards).
- IS 9.a. The policies, structures and process of the internal system ensure that **clear, accurate, adequate and up-to-date quantitative and qualitative information on study programmes and their graduates, as well as other related activities, is published** in accordance with the mission of the higher education institution, which is relevant for those interested in studying, students, employees, employers and other external stakeholders and the general public.
- IS 9.b. The policies, structures and processes of the internal system ensure that **up-to-date information on the implementation and functioning of the internal system, the results achieved and the measures taken are published**.
- IS 9.c. The policies, structures and processes of the internal system ensure that information about study programmes is published in **all languages** of their implementation.
- IS 9.d. The policies, structures and processes of the internal system ensure that the information disclosed is easily **accessible, including for persons with disabilities**.
10. Criteria for the evaluation of standard VS 10 Continuous monitoring, periodic evaluation and periodic approval of study programmes (Art. 10 of the standards for the internal system).
- IS 10.a. The policies, structures and processes of the internal system ensure that study programmes are **continuously monitored, periodically evaluated and periodically approved**, involving employers, students and other stakeholders in the internal system.
- IS 10.b. The policies, structures and processes of the internal system **ensure that the higher education institution makes sure that the implementation of study programmes, the evaluation of students and the learning outcomes achieved are in line with current knowledge**, technological possibilities, the needs of society, the needs of students and the expectations of employers and other external stakeholders, and the higher education institution creates a supportive and effective learning environment for students¹¹.

¹⁰ Through them, it evaluates in particular the parameters referred to in paragraph (b) of Article 8 of the Standards for the Internal System.

¹¹ In study programmes preparing for the exercise of a regulated profession in accordance with the relevant European guidelines for training in a regulated profession.

- IS 10.c. The policies, structures and processes of the internal system **guarantee that the higher education institution is provided with sufficient spatial, personnel, material, technical, infrastructure, information and financial resources** to carry out study programmes and other related activities.
- IS 10.d. The policies, structures and processes of the internal system guarantee that **students have the opportunity to comment on the quality of study programmes, the quality of teachers, the quality of support services and the quality of the higher education institution environment at least once a year.**
- IS 10.e. The policies, structures and processes of the internal system guarantee **modification of the study programmes** resulting from their ongoing monitoring and periodic evaluation and are designed with the participation of students, employers and other stakeholders.
- IS 10.f. The policies, structures and processes of the internal system guarantee that study programmes are **periodically approved within a period corresponding to their standard length of study.**
11. Criteria for the evaluation of standard VS 11 Regular external quality assurance (Art. 11 of the Internal System Standards)
- IS 11.1. The higher education institution undergoes a regular **external evaluation of quality assurance** to ensure that the internal system of the higher education institution is developed and implemented in accordance with the standards for the internal system.

Article 14

Criteria for evaluating standards for the study programme

1. In order to evaluate the fulfilment of the Standards for the Study Programme (hereinafter referred to as the "SP Standards"), review panels and agency staff shall use the Criteria for assessing compliance with the standards for the study programme – **SP criteria**.
2. Criteria for the evaluation of the SP standard 2 Proposal of a new study programme and proposal for modification of the study programme (Art. 2 of the standards for the study programme).

SP 2.1. A proposal for a new study programme or a proposal for a modification of a study programme is prepared and submitted in **accordance with the formalised processes of the internal quality assurance system** of higher education institutions¹². If the higher education institution does not have an internal system approved, the rules for quality assurance are indicated directly in the relevant design of the study programme.

SP 2.2. The study programme is prepared in **accordance with the mission and strategic objectives of the higher education institution**, determined in the long-term intention of the higher education institution.

SP 2.3. **The persons responsible** for the implementation, development and quality assurance of the study programme shall be designated.

SP 2.4. **Students, employers and other stakeholders are involved** in the preparation of the design of the study programme.

SP 2.5. The study programme **is assigned to the field of study** and the level of education and **the degree of its content is justified by the degree of its conformity with the relevant field of study**¹³. A study programme in a combination of two fields of study or an interdisciplinary study programme is assigned to the respective fields of study and the degree of its content is justified with the respective fields of study.

¹² In the case of regulated medical study programs in accordance with Government Regulation No. 296/2010 Coll.

¹³ In the case of study programmes in combination with two fields of study or in the case of interdisciplinary studies, the study programme shall be assigned to the relevant fields of study and the degree of its content shall be consistent with the respective fields of study justified.

- SP 2.6.1.** The study programme **clearly specifies and communicates the level of qualification** obtained by students upon its successful completion, **which corresponds to the appropriate level of education according to the qualification framework.**
- SP 2.7.1.** The study programme clearly specifies the **graduate profile**, within which the **learning outcomes** are defined and communicated through descriptors, which are verifiable and correspond to the mission of the higher education institution.
- SP 2.7.2.** The learning outcomes correspond to the relevant level of the qualifications framework.
- SP 2.7.3.** The learning outcomes correspond to the field of knowledge according to the relevant field of study or combination of fields of study in which their graduates receive higher education.
- SP 2.8.1.** In the study program, **professions are indicated**, for the performance of which the acquired qualification is required.
- SP 2.8.2.** The learning outcomes and qualifications obtained by completing the study programme **meet sector-specific professional expectations** for the pursuit of the profession.
- SP 2.8.3.** These facts are **confirmed by the statements** of relevant external stakeholders, by the consent of the legal entity indicated in the description of the relevant field of study, by the consent of the competent ministry for the implementation of the study programme.
- SP 2.9.1.** **The professional content, structure and sequence of profile study subjects** and other educational activities of the study programme and the conditions for successful completion of the study programme allow the achievement of the **learning outcomes** specified in the graduate profile and **access to up-to-date knowledge, skills and competences.**
- SP 2.9.2.** The professional content, structure and sequence of profile study subjects and other educational activities of the study programme guarantee **access to transferable competences** that affect the personal development of students and can be used in their future careers and in life as active citizens in democratic societies.
- SP 2.9.3.** In the case of professionally oriented bachelor's degree programmes, the content of the study programme is **designed to enable the achievement of the learning outcomes expected by employers**, with an emphasis on the development of practical professional skills in the relevant sector of economics or social practice¹⁴.
- SP 2.10.1.** Študijný program má stanovenú štandardnú dĺžku štúdia, určenú pracovnú záťaž pre jednotlivé študijné predmety vyjadrenú v ECTS kreditoch a počet hodín kontaktnej výučby s výnimkou, ak to nevyžaduje povaha vzdelávacej činnosti. Štandardná dĺžka štúdia, pracovná záťaž a počet hodín kontaktnej výučby umožňujú dosiahnutie výstupov vzdelávania a zodpovedajú forme študijného programu.
- SP 2.11.1.** In the case of **professionally oriented bachelor's degree study programmes, their content includes the compulsory professional experience of students** in a contractually cooperating organisation for a total of at least one semester, the purpose of which is the development of practical professional skills. Professional experience enables the student to carry out activities through which he or she acquires the working practices typical of the relevant level of qualification and the relevant field of study, has the opportunity to participate in professional processes, projects and, through specific tasks, acquire knowledge, skills and competences relevant to the exercise of the professions concerned. Professional experience may be carried out as continuous or divided into several shorter periods of time, following the needs of the study programme concerned and the conditions of the cooperating organisation in which the professional experience takes place.¹⁵

¹⁴ In study programmes preparing for the exercise of a regulated profession compliance with European directives for training in a regulated profession.

¹⁵ In medical study programmes, mandatory clinical practice according to Government Regulation No. 296/2010 Coll.

- SP 2.12.1.** The study programme has a **clearly defined level and nature of creative activities**, required for successful completion of studies, especially in connection with the final thesis.
3. Criteria for the evaluation of the SP 3 standard Approval of the study programme (Art. 3 of the standards for the study programme)
- SP 3.1.1.** The study program is approved in accordance with the formalized processes of the internal system.
- SP 3.1.2.** An **independent, unbiased, objective, professionally sound, transparent and fair assessment** of the design and approval of the study programme is guaranteed. Persons approving a study programme are different from those who prepare a draft study programme.
- SP 3.1.3. Students, employers and other stakeholders are involved** in the assessment of the design and approval of the study programme.
4. Criteria for the evaluation of the SP standard 4 Student-centered learning, teaching and assessment (Art. 4 of the standards for the study programme)
- SP 4.1.1.** The rules, forms and methods of teaching, learning and assessment of learning outcomes in the study programme enable learning outcomes to be achieved.
- SP 4.1.2.** The rules, forms and methods of teaching, learning and assessment of learning outcomes in the study programme respect the diversity of students and their needs in achieving learning objectives and outcomes.
- SP 4.2.1. The flexibility of learning trajectories** and the achievement of learning outcomes is enabled.
- SP 4.2.2.** The study programme allows for corresponding learning **outside the higher education institution** in domestic and foreign institutions, in particular through the promotion of mobility. The results of this education are recognized by the higher education institution.
- SP 4.3.1.** The forms and methods used of teaching, learning and assessment of learning outcomes stimulate students to take an **active role in the learning process and the development of academic careers**.
- SP 4.3.2.** Students are **involved in the creative activities of the higher education institution** appropriately in relation to the learning outcomes and the level of the qualification framework of the study programme.
- SP 4.4.1.** Within the study program, **a sense of autonomy, autonomy and self-evaluation are strengthened**.
- SP 4.4.2.** Students shall be provided with **adequate guidance and support from teachers** based on mutual respect and respect.
- SP 4.5.1.** The study program is carried out in a way that strengthens the intrinsic motivation of students to constantly improve, leads to adherence to the principles of academic ethics or professional ethics if it is a professionally oriented bachelor's degree program.
- SP 4.6.1.** The study programme has established and **pre-published rules, criteria and methods for evaluating** the learning outcomes in the study programme.
- SP 4.6.2.** The results of the evaluation are **recorded, documented and archived**.
- SP 4.7.1.** The assessment methods and criteria are included in the **individual sections/subjects/modules** of the programme and **are known in advance and accessible to students**.
- SP 4.7.2.** Evaluation methods and criteria are **suitable for fair, consistent, transparent** verification of the knowledge, skills and competences acquired.
- SP 4.8.1.** The assessment provides students with **reliable feedback** to determine the extent to which learning outcomes are met, **which is linked**, where necessary, **to guidance** on progress in their studies.

- SP 4.9.1.** If circumstances allow, the assessment of students of the study programme is carried out by **several teachers**.
- SP 4.10.1.** Students have the opportunity to seek **remedies against the results of their assessment**, while ensuring fair treatment of applicants for redress.
5. Criteria for the evaluation of the SP 5 standard Admission procedure, course of study, recognition of education and award of academic degrees (Art. 5, standards for the study program)
- SP 5.1.1.** The study programme is carried out according to **predefined and publicly easily accessible study rules at all stages of the study cycle**, which are the admission procedure, the course and evaluation of studies, the recognition of education, the completion of studies, the award of a degree and the issuance of a diploma and other evidence of acquired education.
- SP 5.1.2.** The specificities arising from the **specific needs** of students in the course of their studies are taken into account.
- SP 5.2.1.** The study programme **clearly specifies the requirements for applicants and how to select them**, which correspond to the level of the qualification framework.
- SP 5.2.2.** The criteria and requirements for candidates are **published in advance and easily accessible**.
- SP 5.2.4.** The admission procedure shall be **reliable, fair and transparent** and shall be **based on appropriate methods of assessing their suitability** for study.
- SP 5.2.5.** The conditions of the admission procedure are inclusive and guarantee **equal opportunities for any applicant** who demonstrates the necessary prerequisites for graduation.
- SP 5.3.1.** The rules for the implementation of the study programme **regulate and allow for the recognition of studies and parts of studies** in accordance with the Convention on the Recognition of Higher Education Qualifications in the European Region, so as to promote the domestic and foreign mobility of students.
- SP 5.4.1.** As part of the implementation of the study program, the effective use of tools is guaranteed to ensure **research integrity and to prevent and address plagiarism** and other academic fraud.
- SP 5.5.1.** Students of the study programme have at their disposal effective mechanisms for **examining complaints** seeking the protection of their rights or legally protected interests that they believe have been violated, or pointing out specific shortcomings in the activities or inactions of the higher education institution. The examination of complaints shall be transparent and shall be carried out with the **participation of student representatives**. **Feedback** is provided to complainants on the results of the examination of complaints and on the measures taken.
- SP 5.6.1.** The successful completion of the study programme is confirmed by the higher education institution by **awarding an academic degree, issuing a university diploma**, as well as by issuing additional documentation (diploma supplement) explaining the qualifications obtained, including the learning outcomes obtained, the context, level and content of the successfully completed study. This documentation shall comply with the relevant regulations.
6. Criteria for the evaluation of the SP standard 6 Teachers of the study programme (Art. 6 of the standards for the study programme)
- SP 6.1.1.** The higher education institution guarantees for the study programme teachers whose **qualifications, level of results of creative activities, practical experience, pedagogical skills and transferable competences** make it possible to achieve learning outcomes.
- SP 6.1.2.** The higher education institution guarantees for the study programme teachers whose **language skills** correspond to the languages of the implementation of the study programme.
- SP 6.1.3.** The higher education institution guarantees for the study program teachers whose **number, working capacity and workload schedule** correspond to the number of students and the staffing intensity of educational activities.

- SP 6.2.1.** The professional **qualifications of teachers** providing the study programme are **at least one degree higher than those achieved by its completion**¹⁶.
- SP 6.3.1.** **Profile study subjects** are standardly provided by university teachers **in the position of professor or associate professor**, who work at a higher education institution in the relevant field of study or related field for a fixed weekly working time.
- SP 6.3.2.** In study programmes with a focus on professional education, profile study subjects are also provided by **university teachers who are experienced professionals from the relevant branch** of economics or social practice and who work at a higher education institution for a fixed weekly working time or part-time work.
- SP 6.3.3.** The sustainability of the staffing of the profile subjects of the study programme in terms of the **age structure of teachers** is guaranteed.
- SP 6.4.1.** A higher education institution has a designated person who has the relevant competences and bears the main responsibility for the implementation, development and quality assurance of the study programme or otherwise defined integral part of the study programme and provides the profile subject. This person shall act as a professor in the relevant field of study for a fixed weekly working period; in the case of a bachelor's degree program, he acts as a professor or as an associate professor in the relevant field of study for a fixed weekly working time. At the same time, this person does not bear the main responsibility for the implementation, development and quality assurance of the study program at another higher education institution in the Slovak Republic. One and the same person may bear the primary responsibility for the implementation, development and quality assurance of up to three study programmes.¹⁷
- SP 6.5.1.** The persons **conducting the final theses** carry out an **active creative activity or practical activity** at the level corresponding to the degree of the study program in the issue of the professional and thematic focus of the conducted works.
- SP 6.5.2** **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-level study programme with a higher education institution¹⁸.
- SP 6.6.1.** Teachers of the study programme **develop their vocational, linguistic, pedagogical, digital skills and transferable competences**.
- SP 6.7.1.** In the case of **teacher combination study programmes**, the higher education institution guarantees compliance with the criteria SP 6.1 to SP 6.6 by teachers separately for each application in accordance with the subject's affiliation to the field of study and separately for the teaching basis.
- SP 6.8.1.** In the case of **translation and interpreting** combination study programmes, the higher education institution guarantees the fulfilment of the criteria SP 6.1 to SP 6.6 by teachers separately for each application in accordance with the language affiliation and separately for the translational basis.
- SP 6.9.1.** **In the case of study programmes in combination with two fields of study** or first-level study programmes carried out as interdisciplinary studies, the higher education institution guarantees the fulfilment of the criteria SP 6.1 to SP 6.6 by teachers for each field of study in which its graduates receive higher education.
- SP 6.10.1.** In the case of **joint study programmes**, the higher education institution guarantees the fulfilment of the criteria SP 6.1 to SP 6.6 by teachers for the relevant part of the joint study programme which it provides within its framework.

¹⁶ This requirement may be waived in justified cases, such as, in particular, foreign language lecturers, practicing teachers, practitioners and doctoral students.

¹⁷ This number does not include cases of overlapping under Article 7(3)(b) to (h) of the Standards for the Study Programme

¹⁸ Dissertation supervisors can also be researchers of higher education institutions and other research institutions who have obtained the scientific qualification level VKS IIa or VKS I in accordance with Decree No. 55/1977 Coll. on further qualification improvement and on the evaluation of the creative competence of scientists.

- SP 6.11.1.** In the event that a higher education institution carries out study programmes in the relevant field of study on **several components or in several locations**, the higher education institution guarantees the fulfilment of the criteria SP 6.1 to SP 6.6 by teachers separately for each component and separately each seat in which it conducts the study programme as a whole.
7. Criteria for the evaluation of the SP standard 7 Creative activity of a higher education institution (Art. 7 of the standards for the study program).
- SP 7.1.1.** Teachers providing profile subjects of the study programme **demonstrate the results of creative activity** in the relevant field of study(s) in which the study programme is carried out at a **significant international level if it is a third-level study programme**¹⁹ separately for each study programme²⁰ according to the Methodology for the evaluation of creative activities set out in Part V of this methodology.
- SP 7.1.2.** Teachers providing profile subjects of a study programme **demonstrate the results of creative activity** in the relevant field of study(s) in which the study programme is carried out, at least at an **internationally recognised level, in the case of a second-level study programme or a study programme combining the first and second cycles** separately for each study programme²¹ according to the Methodology for the evaluation of creative activities set out in Part V of this methodology.
- SP 7.1.3.** Teachers providing profile subjects of the study programme shall **demonstrate the results of creative activity** in the relevant field of study(s) in which the study programme is carried out, at least at a **nationally recognised level if it is a first-level study programme** separately for each study programme²² according to the Methodology for the evaluation of creative activities set out in Part V of this methodology.
- SP 7.4.1.** If a higher education institution carries out several study programmes in the relevant field of study in several locations, it guarantees the demonstration of the results of creative activity for each seat separately
- SP 7.5.1.** In order to carry out the study program of the third degree, the higher education institution demonstrates **long-term continuous research or artistic activity in the issue of the study program** (possibility of substitution by criterion SP 7.6.1).
- SP 7.5.2.** The workplace achieves a long-term and continuous success rate 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 competitive sources²³ (possibility of substitution by criterion SP 7.6.1).
- SP 7.6.1.** The higher education institution underwent a **periodic evaluation of research, development, artistic and other creative activities** in individual areas of research once every six years and, on the basis of the results of the most recent evaluation, was granted the right to use the designation "research university" (possibility of substitution of the criteria SP 7.5.1 and SP 7.5.2).
8. Criteria for evaluation of the SP 8 standard Resources for securing the study programme and supporting students (Art. 8 of the Standards for the study programme)

¹⁹ The higher education institution shall ensure the constant availability of records of submitted outputs of creative activity and of responses to these 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.

²⁰ Except in cases pursuant to Article 7(3) of the Standards for the study programme.

²¹ Except in cases pursuant to Article 7(3) of the Standards for the study programme.

²² Except in cases pursuant to Article 7(3) of the Standards for the study programme.

²³ A higher education institution may replace the fulfilment of criteria 7.5 by undergoing a periodic evaluation of research, development, artistic and other creative activities in individual areas of research once every six years within the meaning of § 88(a) of Act No. 131/2002 Coll.

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- SP 8.1.1. Sufficient spatial, material and technical resources** of the study programme are provided to guarantee the achievement of the set learning objectives and outcomes²⁴.
 - SP 8.1.2. Sufficient information resources** of the study programme are provided, which are a guarantee for the achievement of the set goals and learning outcomes.
 - SP 8.1.3 Adequate funding** of spatial, material, technical and informational resources of the study programme is ensured.
 - SP 8.2.1.** In case. the learning activities are provided by a distance or combined method, systems are provided to manage course content and to manage learning, and students are guaranteed access to course content and other study materials.
 - SP 8.3.1.** Support professional staff is provided, which in competence and number corresponds to the needs of students and teachers of the study programme in relation to learning objectives and outputs.
 - SP 8.4.1. Binding partnerships** are maintained to enable the participation of relevant stakeholders in quality assurance, implementation and development of the study programme.
 - SP 8.5.1.** The higher education institution shall ensure sufficient staff, spatial, material, technical and information resources of the study programme separately for **each seat** in which the study programme or part thereof is to be carried out, commensurate with the objectives and educational outcomes of the relevant part of the study programme.
 - SP 8.6.** The higher education institution responds effectively to the diversity of the needs and interests of the students of the study program and provides students of the study program with support for successful progress in their studies and career guidance.
 - SP 8.7.1.** Students of the study programme are provided with adequate **social security** during their studies.
 - SP 8.7.2.** Students of the study program are provided with adequate **sports, cultural, spiritual and social enjoyment** during their studies.
 - SP 8.8.** Students of the study programme are provided with access and support in participating in **domestic and foreign mobility and internships**.
 - SP 8.9.1.** The college provides individualized support and creates suitable conditions for students of the study program with special needs.
 - SP 8.10.1.** In professionally oriented study programs, the study program has contractual partners in the form of organizations that provide professional practice and practical teaching of students. These organisations shall be provided with sufficient spatial, material technological and personnel conditions to enable the intended learning outcomes to be achieved.
9. Criteria for the evaluation of the SP 9 standard Collection and processing of information about the study programme (Art. 9 of the standards for the study programme)
- SP 9.1.** The higher education institution **collects, analyzes and uses relevant information** to effectively manage the study program and other activities.
 - SP 9.2.** Effective collection and analysis of information about the study program and other activities **enters into the evaluation of the study program and the design of its modifications**.
 - SP 9.3.** The study programme monitors the key indicators of education and learning, in particular the characteristics of candidates and students, the progress (progress) of students in their studies, their success and abandonment, student satisfaction, the employment of graduates, the opinions of graduates and employers, information on the resources and support of students.

²⁴ These include, in particular, auditoriums, classrooms, study rooms, laboratories and laboratory instruments and other necessary equipment, technical means and equipment, studios, workshops, design and art studios, interpreting booths, clinics, priesthood seminars, science and technology parks, technological incubators, school enterprises, practice centres, training schools, teaching and training facilities, sports halls, swimming pools, sports grounds, libraries, access to study literature, information databases and other information resources, information technology and external services and their corresponding financing.

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- SP 9.4.1. Appropriate tools and methods are used** to collect and process information about the study programme.
- SP 9.4.2. Students, teachers, employers and other stakeholders of the study programme are involved** in the collection, analysis as well as follow-up of the measures.
10. Criteria for the evaluation of the SP 10 standard Publication of information about the study programme (Art. 10 of the Standards for the study programme)
- SP 10.1.** The higher education institution has **published and easily accessible information** about the study programme²⁵.
- SP 10.2.1.** Published information about the study programme is easily accessible to **students, their supporters, potential students, graduates, other stakeholders and the general public** in all languages in which the study programme is conducted.
- SP 10.2.2.** The way in which the information is made available also takes into account the needs of applicants and students with **specific needs**.
11. Criteria for the evaluation of the SP 11 standard Continuous monitoring, periodic evaluation and periodic approval of the study programme (Art. 11 of the standards for the study programme)
- SP 11.1.1.** The higher education institution **continuously monitors, regularly evaluates and modifies the study program**.
- SP 11.1.2.** The aim of **continuous monitoring, regular evaluation and modification** of study programmes is to ensure that it is **in line with the standards** for the study programme and that the **learning objectives and outcomes achieved** are in line with the needs of students, employers and other stakeholders, that they correspond to current knowledge and the current state of their applications, current technological possibilities, and that the level of graduates, in particular through the learning outcomes achieved, is in line with the required level of the qualifications framework.
- SP 11.2.1.** Part of the monitoring and evaluation of the study programme is to gather relevant **feedback from programme stakeholders**. Programme stakeholders shall also participate in the preparation of the **methodology** for obtaining and evaluating relevant feedback.
- SP 11.2.2.** Students have the opportunity to comment on the quality of teaching and the teachers of the study programme at least once a year through an anonymous questionnaire.
- SP 11.3.1.** The results of the evaluation of the feedback from stakeholders translate into the adoption of improvement measures.
- SP 11.3.2.** Students are also guaranteed to participate in their design of **improvement measures** in relation to the results of the feedback.
- SP 11.4.1.** The results of the feedback evaluation and the measures taken and any planned or follow-up actions resulting from the evaluation of the study programme **are communicated with stakeholders**.
- SP 11.4.2.** The results of the evaluation of the feedback and the measures taken and any planned or follow-up activities resulting from the evaluation of the study programme are made **public**.

²⁵ In particular, its educational objectives and outputs, the requirements for applicants for study, the method of their selection and recommended personality preconditions, the level of the national qualifications framework, the field of study, the degree awarded, the rules of teaching and learning, the conditions for the completion of the programme, the procedures and criteria for evaluation, the resources of the programme, the success rate, the learning opportunities of students, information on the professions that a successful graduate of the study programme can pursue, on the application of graduates of the study programme.

- SP 11.5.** The study programme is **periodically approved** in accordance with the formalized processes of the internal system in a period corresponding to its standard length of study (according to SP 3.1).
- 12.** Criteria for the evaluation of Appendix No. 1 to the standards for the study programme, containing the specificities of the standards for assessing joint study programmes of higher education institutions within the framework of the accreditation of a study programme by the procedure laid down in Section 30 of the Quality Assurance Act²⁶
- SP D1.1.** The institutions providing for a joint study programme are recognised as higher education institutions by the competent authorities of the States and the relevant national legal orders allow them to participate in the joint study programme and, where appropriate, to award a joint degree. The institutions awarding the title or degrees in question shall ensure that the title or degrees in question belong to the higher education degree system of the State in which the institutions have their seat.
- SP D1.2.** All cooperating institutions are involved in the creation and provision of a joint study programme, deciding on the admission procedure and deciding on the fulfilment of the conditions for proper completion of studies.
- SP D1.3.** The frameworks and conditions for cooperation between the institutions providing the joint study programme shall be contained in a written agreement containing in particular:
- conditions of admission to the study program
 - conditions for its completion
 - details of the organisation of studies, the methods and rules for the examination and evaluation of students and the rules for the recognition of credits;
 - details of the rules on student and teacher mobility
 - details of the academic title awarded
 - details of documents on graduation
 - details of the coordination and responsibility of the institutions involved in the organisation, provision, management and financing of the joint study programme;
 - the validity of the internal regulations of the higher education institution for the study of the joint study programme,
 - deciding on the academic rights and obligations of students in accordance with the internal regulations of the higher education institution and the law of the state in which the studies take place.

Article 15

Criteria for the evaluation of Standards for Habilitation proceedings and Inauguration proceedings

- In order to evaluate compliance with the standards for habilitation and inaugural procedures, working groups and staff of the Agency shall use criteria for assessing compliance with the standards for habilitation and inaugural procedures - **HI criteria**
- Criteria for the evaluation of the HI standard 2 Definition of the field of habilitation and inaugural proceedings (Art. 2 of the standards for habilitation and the procedure for the appointment of professors)
HI 2.1. A higher education institution has a **defined field of habilitation and inauguration proceedings in terms of title and content** in such a way as to guarantee that its content definition is as close as possible to the field of study or to both fields of study to which it is assigned.

²⁶ The specificities of the standards for the assessment of joint study programmes are defined on the basis of the standards for quality assurance of joint study programmes in the European Higher Education Area, on the basis of Section 54a of the Higher Education Act and on the basis of Sections 23(6)(c) and 36(2) of the Quality Assurance Act.

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3. Criteria for the evaluation of the HI standard 3 Level of training in the field of habilitation and inaugural proceedings (Art. 3 of the standards for habilitation and the procedure for the appointment of professors)
- HI 3.1.** The higher education institution is **entitled to design, implement and modify third-level study programmes in the field of study** to which the field of habilitation and inaugural proceedings is assigned. If the field of habilitation proceedings and inaugural proceedings is assigned to two fields of study, the higher education institution is entitled to create, implement and modify third-level study programmes in both fields of study.
- HI 3.2.** If the field of habilitation and inauguration proceedings is assigned to two fields of study, the higher education institution shall have the privileges referred to in the previous paragraph in both fields of study.
4. Criteria for the evaluation of the HI standard 4 Staffing of the habilitation and inaugural procedures (Art. 4 of the standards for habilitation and the procedure for the appointment of professors)
- HI 4.1.** At the higher education institution, there is **a group of five persons who have responsibility for the development and quality assurance of the department of habilitation proceedings and inauguration proceedings for the established weekly working time.** These persons are scientifically or artistically active at a higher education institution in the field of habilitation and inaugural proceedings or in a related field. Of these persons, at least two are professors and have the title of professor, and the others are at least associate professor and have the title of associate professor. Each of these persons may have responsibility for the development and quality assurance of no more than one branch of habilitation and inaugural proceedings and only at one higher education institution in the Slovak Republic.
- HI 4.2.** The scientific council of the higher education institution and the faculty, if the habilitation proceedings and the inauguration proceedings take place at the faculty, shall be composed **in accordance with the relevant provisions** of generally binding regulations and shall **consist of eminent experts**, among whom at least one expert with the professional capacity to assess the habilitation and inaugural proceedings in the field of study to which the field of habilitation and inaugural proceedings is assigned is represented.
5. Criteria for the evaluation of the HI 5 standard Level of creative activity in the field of habilitation and inaugural proceedings and the level of quality culture of a higher education institution (Art. 5 of the standards for habilitation and the procedure for the appointment of professors)
- HI 5.1.** The higher education institution **carries out a long-term and continuous creative activity in the field** of habilitation and inauguration proceedings, the intensity and scope of which correspond to the nature of these proceedings.
- HI 5.2.** **The results of creative activities reach a top international level²⁷.**
- HI 5.3.** A higher education institution **is entitled to design, implement and modify third-level study programmes in at least half of the fields of study in which it provides higher education.** Compliance with the requirement can be replaced by the fact that the higher education institution undergoes a periodic evaluation of research, development, artistic and other creative activities in individual areas of research and is authorized to use the designation "research university".

²⁷ The evaluation of the criterion shall follow the Methodology for the evaluation of creative activities, which is set out in Part V of this methodology.

6. Criteria for the evaluation of the HI standard 6 Level of criteria of a higher education institution for evaluating the fulfilment of the conditions for obtaining the title of associate professor (Art. 6 of the standards for habilitation and the procedure for the appointment of professors)
- HI 6.1.1.** The higher education institution **has accepted and publicly accessible criteria** for evaluating the fulfilment of the conditions for obtaining a scientific-pedagogical degree or the artistic-pedagogical title "associate professor", which are in accordance with **generally binding regulations**.
- HI 6.2.a.** The criteria of a higher education institution to obtain the title of associate professor from an applicant require a third-level higher education²⁸.
- HI 6.2.b.** The criteria of a higher education institution for obtaining the title of associate professor from the applicant **require up-to-date scientific and pedagogical or artistic and pedagogical activity in the relevant field** of habilitation proceedings and inauguration proceedings at the higher education institution.
- HI 6.2.c** The criteria of a higher education institution for obtaining the title of associate professor **require from the applicant experience and results in the performance of tasks in the field of higher education in scope, structure and quality corresponding to international customs and specificities in the relevant field** of habilitation proceedings and inaugural proceedings, in particular: conducting lectures from selected chapters, seminars and exercises, evaluation of students, conducting and opposing final theses, creation of study materials, consultations for students, provision of excursions and professional practices of students, etc.
- HI 6.2.d.** The criteria of a higher education institution for obtaining the title of associate professor **require from the applicant the experience and results in the field of creative activities**, in particular: participation in research, development, artistic or other creative activity of the workplace and publication of its results in the form of scientific works or artistic outputs or artistic performances or other outputs of the creative activity in the number, structure, scope, intensity, degree of authorial contribution and quality corresponding to international customs and specificities in the relevant department of habilitation proceedings and inauguration proceedings.
- HI 6.2.e.** The criteria of a higher education institution for obtaining the title of associate professor **require the applicant to prove that he or she is recognized as a scientific figure in professional circles or as an artistic figure in artistic circles in the relevant field** of habilitation and inauguration proceedings, in particular to demonstrate references to published scientific works or artistic outputs or performances or other outputs of creative activity in number, structure and other attributes corresponding to international customs and peculiarities of the field of habilitation proceedings and inaugural proceedings, auto-citations being excluded.
- HI 6.3.** The criteria of a higher education institution for obtaining the title of associate professor **contain measurable indicators with specified minimum thresholds**, which serve as one of the bases for evaluating compliance with the requirements (HI 6.2.4, HI 6.2.5. and HI 6.5.1). The minimum thresholds for measurable indicators are based on international practice in the relevant field of habilitation and inaugural proceedings.
- HI 6.4.1.** The criteria of the higher education institution for obtaining the title of associate professor guarantee that by fulfilling them, the applicant **proves that by his scientific works he has created a comprehensive scientific work in the relevant field of habilitation and inaugural proceedings or has created a complete work of art** in the relevant field of habilitation and inaugural proceedings with his works of art and performances in the relevant field of habilitation and inaugural proceedings.
- HI 6.4.2.** The criteria of a higher education institution for obtaining the title of associate professor **guarantee that the applicant meets other qualification requirements, if required by the nature of the given relevant field** of habilitation and inaugural proceedings.
- HI 6.5.1.** The level of criteria of a higher education institution for obtaining the title of associate professor ensures that applicants for the title of associate professor are required to have at least the same level of scope, intensity, quality and recognition **of their scientific, artistic and other creative activities**, which the higher education institution required of applicants for the title of associate professor in the relevant field of habilitation and inaugural proceedings in the period preceding the date of entry into force of these standards.

²⁸ The fulfilment of the condition of a third-level higher education qualification is not a prerequisite for filling the post of associate professor or professor in the case of a person who has been awarded the artistic-pedagogical title of "associate professor" or the artistic-pedagogical title "professor" and who has filled the post of associate professor or professor before the date of entry into force of the Standards for habilitation proceedings and inaugural proceedings.

If the higher education institution has not yet had accreditation of the habilitation procedure and the inauguration procedure in the relevant field, then as a benchmark to meet this requirement, it will use the criteria of another higher education institution in the Slovak Republic in the relevant field of habilitation and inauguration proceedings or in the related field of habilitation and inauguration proceedings or in another similar field assigned to the relevant field of study.

7. Criteria for the evaluation of the HI standard 7 Level of criteria of a higher education institution for evaluating the fulfilment of the conditions for obtaining the title of professor (Art. 7 of the standards for habilitation and the procedure for the appointment of professors)

HI 7.1.1. The higher education institution has **accepted and publicly accessible criteria** for evaluating the fulfilment of the conditions for obtaining a scientific-pedagogical title or the artistic-pedagogical title "professor", which are in accordance with generally binding regulations.

HI 7.2.1. The criteria of a higher education institution for obtaining the title of professor **require the applicant to obtain a scientific-pedagogical degree or the artistic-pedagogical title "associate professor"**.

HI 7.3.1. The criteria of a higher education institution for obtaining the title of professor **require from the applicant up-to-date scientific and pedagogical or artistic and pedagogical activity in the relevant field of habilitation proceedings and inauguration proceedings at the higher education institution.**

HI 7.3.2. The criteria of a higher education institution for obtaining the title of professor **require the applicant to have experience and results in the performance of tasks in the field of higher education in scope, intensity, structure and quality corresponding to international customs and specificities in the relevant field of habilitation proceedings and inauguration proceedings, in particular: conducting lectures, exercises and seminars, evaluation of students, including examination at state examinations, conducting and opposing final theses, creation of study materials.**

HI 7.3.3. The criteria of a higher education institution for obtaining the title of professor **require the applicant to have experience and results in the field of creative activities, in particular: leading research or artistic teams, organising scientific or artistic events, carrying out research, development, artistic or other creative activities of the workplace and publishing its results in the form of scientific works or artistic outputs or artistic feats or other outputs of creative activity in numbers, the structure, scope, intensity, degree of authorship and quality corresponding to international customs and peculiarities in the relevant field of habilitation and inaugural proceedings.**

HI 7.4.1. The criteria of a higher education institution for obtaining the title of professor **guarantee that their fulfilment demonstrates that the applicant has influenced the development of the relevant field of habilitation and inauguration proceedings by creating a scientific school or art school or an original, generally recognized group that builds on the outputs of his creative activity, in particular by training at least one successfully completed doctoral student and leading at least another doctoral student after a dissertation examination in the field of study, to which the department of habilitation and inaugural proceedings is assigned.**

HI 7.4.2. The criteria of a higher education institution for obtaining the title of professor **guarantee that by fulfilling them, the applicant demonstrates that he is a recognized scientific or artistic figure in the relevant field of habilitation and inaugural proceedings, that his scientific works or works of art or performances have also achieved international recognition, and in particular he will demonstrate references to published scientific works or artistic outputs or performances or other outputs of creative activity in numbers, the structure and other attributes corresponding to the international customs and peculiarities of the department of habilitation proceedings and inaugural proceedings, while also requiring feedback from abroad by default. Self-citations are excluded.**

- HI 7.4.3. The criteria of the higher education institution for obtaining the title of professor **require written references to the applicant's results from leading foreign experts from at least three different countries outside the Slovak Republic**, while the references will confirm that the applicant meets the requirements for serving as a professor in an international context.
- HI 7.4.4. The criteria of a higher education institution for obtaining the title of professor **guarantee that the applicant meets other qualification requirements**, if the nature of the relevant field of the habilitation procedure and the inaugural procedure so requires.
- HI 7.5.1. The higher education institution's criteria for obtaining the title of professor **contain measurable indicators with specified minimum thresholds**, which serve as one of the bases for evaluating compliance with the requirements (HI 7.3.2 and HI 7.4.2). **The minimum thresholds for measurable indicators are based on international practice in the relevant field** of habilitation and inauguration proceedings.
- HI 7.5.2. The criteria of a higher education institution for obtaining the title of professor **contain measurable indicators with specified minimum thresholds that meet the requirements of HI 7.6.1**.
- HI 7.6.1. The level of the higher education institution's criteria for obtaining the title of professor ensures that applicants for the title of professor are **required to have at least the same level of scope, intensity, quality and recognition of their scientific, artistic and other creative activities as the higher education institution required of applicants for the title of professor in the relevant field of habilitation and inauguration proceedings in the period preceding the date of entry into force of these standards**. If the higher education institution has not yet had accreditation of the habilitation procedure and inauguration procedure in the relevant field, then as a benchmark to meet this requirement, it will use the criteria of another higher education institution in the Slovak Republic in the relevant or related field of habilitation proceedings and inaugural proceedings or in another similar field assigned to the relevant field of study.
8. Criteria for the evaluation of the HI 8 standard Rules and procedures for habilitation and inaugural proceedings (Art. 8 of the standards for habilitation and the procedure for the appointment of professors)
- HI 8.1.1. The higher education institution has **in place and publicly accessible rules and procedures** for habilitation proceedings and inauguration proceedings, which are in accordance with generally binding regulations.
- HI 8.2.1. The rules and procedures of the habilitation and inauguration proceedings **guarantee the transparency and openness of the procedures under the same conditions for all candidates** known to them in advance.
- HI 8.2.2. The rules and procedures of the habilitation proceedings and the inauguration proceedings **guarantee that the proven plagiarism of the applicant is a reason for not granting the title** of associate professor or the title of professor.
- HI 8.2.3. The rules and procedures of the habilitation proceedings and the inauguration proceedings **guarantee impartial, objective, professionally founded, consistent and unambiguous verification of the applicant's compliance with the established requirements and criteria**.
- HI 8.2.4. The rules and procedures of the habilitation proceedings and the inauguration proceedings **guarantee that the selection and composition of opponents of habilitation proceedings and inauguration proceedings, members of the habilitation commission and members of the inauguration commission comply with generally binding regulations**. The criteria for the selection of such persons guarantee that they are scientifically or artistically active in the relevant field of habilitation and inauguration proceedings or, in justified cases, in the field of science, technology and the arts, according to the focus of the applicant's creative activity.

HI 8.3.1. As part of its procedures, the higher education institution strictly and without exception complies with generally binding regulations, valid and effective rules and procedures of the habilitation proceedings and inauguration proceedings, and the criteria of the higher education institution for evaluating the fulfilment of the conditions for obtaining the scientific-pedagogical title or the artistic-pedagogical title "associate professor" and the scientific-pedagogical title or the artistic-pedagogical title "professor", which were the basis for decision-making in the previous procedure for granting accreditation the relevant habilitation and inaugural proceedings.

Part IV.

Indicators for the evaluation of Standards

Article 16

Use of indicators to evaluate standards

1. The Agency's review panels shall rely on a set of indicative indicators to evaluate compliance with the standards.
2. The review panels shall assess the values of the indicators in the context of a particular higher education institution and field of study. In particular, they serve to:
 - a) evaluation of the development of indicators over time in the context of the mission and objectives of the higher education institution,
 - b) demonstration of continuous improvement,
 - c) comparison with typical measurement values (e.g. field of study, school size, levels of education, etc.).
3. Higher education institutions shall construct the indicators, the collection of the necessary data, the method and frequency of measurement in accordance with their own procedures of the internal quality assurance system.
4. In its internal system, the higher education institution also uses other indicators supporting its own mission and objectives of the institution.
5. Higher education institutions report the indicators and their trend in the report of the periodic evaluation of the internal system/curricula together with other indicators monitored by the higher education institution.
 - a) Individual indicators shall be evaluated on an annual basis,
 - b) Normally for the last 10 years
 - c) to the extent appropriate, for the study programme, the whole or part of the higher education institution

Article 17

Educational process input indicators

1. The results and development of indicators of entry into education indicate the correspondence of the offer and interest in the study programs of the higher education institution. In particular, they are:
 - a) number of study programmes offered by 1st, 2nd and 3rd levels of education;
 - b) the share of unopened study programmes in the academic year out of the total supply;
 - c) number of study programmes offered in a language other than Slovak language;
 - d) share of unopened study share of programmes in a language other than Slovak in the academic year out of their total offer;
 - e) number of applicants in the relevant academic year;
 - f) number of applicants for study in the relevant academic year with non-Slovak citizenship;
 - g) the proportion of enrolled students out of all registered applicants for study in the relevant academic year;
 - h) proportion of admitted students from other higher education institutions in the 2nd and 3rd levels of education.

Article 18 Higher education indicators

1. Student admission, progression and study completion

The results and development of indicators serve to monitor the suitability and assessment of study aptitude methods, to assess the state and development of student progress in the learning process and the drop-out rate. In particular, they are:

- a) the number of students of the higher education institution/study programme in each year of study;
- b) the proportion of first-year students who have dropped out of study in the structure according to the reason (exclusion for the disadvantage, abandonment, change of study programme);
- c) untimely study completion rate in the subsequent years of study;
- d) proportion of international students out of the total number of students;
- e) the proportion of non-Slovak students studying in a language other than Slovak out of the total number of students;
- f) proportion of students exceeding the standard length of study
- g) average length of study above standard length of study
- h) the number of academic scams detected, of which the number of plagiarisms;
- i) the number of disciplinary actions (exclusion from study, reprimand, without consequences, etc.);
- j) number of graduates.

2. Student-centered learning, teaching and assessment

The indicators are used to assess the status and perception of student-centered education and student support. In particular, they are:

- a) ratio of the number of students and teachers
- b) the number of final theses conducted by the supervisor of the final thesis (average and maximum number);
- c) share of contact teaching (including student support) in the total working capacity of teachers of the higher education institution/study programme (in hours per week);
- d) the share of posted students in mobility abroad out of the total number of students;
- e) the average number of credits for profile subjects in the study programme;
- f) number of students admitted for mobility from abroad in the relevant academic year;
- g) the scope of career guidance support and services (estimated in hours per student);
- h) number of staff with a focus on student support (study and career guidance);
- i) the proportion of students involved in the assessment of the quality of teaching and of teachers of the study programme out of the total number of students; student satisfaction rate;
- j) the degree of satisfaction of students with the quality of teaching and teachers;
- k) the level of student satisfaction with special needs;
- l) number of student complaints submitted.

3. Teachers

Indicators are used to monitor the structure of teaching staff, focusing on the qualifications, age and circulation of teachers. In particular, they are:

- a) the numbers of all teachers in posts professor, associate professor, assistant professor, assistant, lecturer, others;
- b) the number of senior researchers with a second level of higher education (together with the number of teachers = number of research, artistic and other);
- c) the number of senior teachers with a scientific-pedagogical degree, a scientific degree and a scientific qualification level (prof., doc., DrSc., scientific qualification I, scientific qualification IIa);
- d) proportion of teachers with at least Ph.D. degree to the total number of teachers
- e) age of the teachers of the study programme providing profile subjects (average age and range);
- f) proportion of teachers - graduates of another higher education institution;
- g) proportion of teachers who have obtained a PhD (or equivalent) at a higher education institution other than the one at which they work;
- h) proportion of teachers with more than 1 year of experience at a foreign higher education institution or research institution abroad
- i) number of teachers admitted for mobility from abroad in the relevant academic year;
- j) proportion of teachers posted for mobility abroad in the relevant academic year

4. Research, artistic and other activities, habilitation proceedings and inauguration proceedings

Indicators are used to assess creative activities in connection with the implementation of education in individual levels and disciplines of education, or to assess compliance with the standards for habilitation and inaugural proceedings. In particular, they are:

- a) number of publication outputs of teachers in the last 6 years in each field of study and category of output;
- b) number of publication outputs of teachers that are registered in the Web of Science or Scopus databases in the last 6 years in each field of study and categories of outputs (or equivalent, e.g. in the arts) number of publication outputs of teachers that are registered in the Web of Science or Scopus databases in the last 6 years in each field of study and categories of outputs (or equivalent, e.g. in the arts)
- c) number of publications of PhD students registered in the Web of Science or Scopus databases in the last 6 years in the different fields of study carried out and categories of outputs (or equivalent, e.g. art);
- d) number of citations to teachers' publication outputs over the last 6 years;
- e) the number of responses to teachers' publications registered in the Web of Science and Scopus databases in the last 6 years;
- f) number of outputs of creative activity of excellence of international quality according to industry practice;
- g) evaluation of the level of creative activity of the workplace of the higher education institution;
- h) the amount of financial support received from domestic and international grant schemes and other competitive sources in field issues;
- i) number of students of the 3rd level of study (PhD) per supervisor (average and maximum number);
- j) number of students of the 3rd level of study (PhD.) in the relevant field of habilitations and inaugurations;
- k) number of supervisors in the field of habilitations and inaugurations (both natural persons and FTE²⁹);
- l) number of approved proposals for the award of the title of professor on the scientific council of a higher education institution in the current year
- m) number of approved proposals for the award of the title of associate professor in the Scientific Council in the current year;
- n) number of halted habilitation and inaugural proceedings (initiated proceedings which have not been approved in the Scientific Council, withdrawn by the tenderer or otherwise stopped) in the current year.

Article 19

Educational process output indicators

Indicators indicate the compliance of the achieved education with the requirements of the labour market and employers' perception of learning outcomes and related trends. In particular, they are:

- a) employability rate of the graduates of the higher education institution/study programme
- b) degree of employers' satisfaction with the achieved learning outcomes of the study programme.

²⁹ FTE - Full-time equivalent

Part V.**Methodology for the Evaluation of Research, Artistic and Other Activities****Article 20****Purpose and principles for the evaluation of research, artistic and other activities**

1. The methodology for the evaluation of Research, Artistic and other activities regulates the evaluation of the level of research, artistic and other activities in relation to the relevant parts of the Standards for Study Programmes³⁰ and the Standards for Habilitation and Inauguration proceedings³¹. It applies to the Agency's proceedings under Sections 30, 31 and 33 of the Quality Assurance Act. The Agency's proceedings under Sections 24 and 25 of the Quality Assurance Act shall apply *mutatis mutandis*.
2. **Research, artistic and other activities** are research activities, development activities, artistic activities or other activities of a higher education institution that are relevant to its mission, mostly to learning objectives and learning outcomes.
3. Research, artistic and other activities are evaluated by reviewing:
 - a) the level of research, artistic and other activities of the teachers who provide profile courses of the study programme in the relevant field(s) of study in which the study programme is delivered, or
 - b) the level of research, artistic and other activities of the teachers who are responsible for the development and quality assurance of the field of habilitation proceedings and inauguration proceedings.
4. The HEI demonstrates its research, artistic and other activities through the most important research, artistic and other outputs of the teachers providing profile courses of the study programme or the outputs of the persons responsible for the development and quality assurance of the field of habilitation proceedings and inauguration proceedings.
5. When evaluating the level of research, artistic and other activities, a holistic peer review of the outputs of the research, artistic and other outputs is applied by the relevant members of the review panel of the Agency's Executive Board.
6. V rámci hodnotenia úrovne tvorivej činnosti sa zohľadňujú osobitosti v charaktere tvorivých činností naprieč jednotlivými vednými disciplínami a druhmi umenia, čím môžu byť odôvodnené rozdiely v podrobnom prístupe k hodnoteniu. The evaluation of the level of research, artistic and other activities shall take into account the specificities in the nature of the research, artistic and other activities across scientific disciplines and different forms of art which may justify differences in the detailed approach to evaluation.
7. The underpinning principle of evaluation is that, appropriately for each discipline, all types and forms of research, artistic and other activities and their outputs are evaluated fairly and equally. The reviewers shall apply procedures that enable them to recognise levels of research, artistic and other activities across the spectrum of applied, practical, fundamental and strategic research, artistic and other activities and to treat them on an equal basis, regardless of where the research, artistic and other activities were delivered.
8. The result of the evaluation of each research, artistic and other output is its classification into one of the quality levels: **A+**, **A**, **A-**, **B** or **C**.
9. The terms „internationally excellent“, „internationally significant“, internationally recognized and „nationally recognized“ used in the evaluation of research, artistic and other activities refer to the level of quality. They do not relate to the nature or geographical scope of the particular studies, nor to the place where the research is carried out or the place where its results are disseminated.

Article 21**Defining areas and periods covered by the evaluation**

1. The area of evaluation is indicated by a higher education institution in its application.
2. The areas of evaluation are defined by:

³⁰ Art. 7 of the Standards for Study Programmes.

³¹ Art. 5 of the Standards for Habilitation and Inauguration Proceedings.

- a) a study programme³² in the relevant field of study in which the study programme is or is to be delivered,
 - b) the individually evaluated specialization³³, translation studies foundations³⁴, or teacher training foundations³⁵,
 - c) the field of habilitation proceedings and inauguration proceedings which is assigned to one or two fields of study³⁶
3. The area of evaluation is assigned to the field(s) of study in which the relevant study programme, specialization, teacher training foundations, translation studies foundations are or are to be delivered or to which the field of habilitation proceedings and inauguration proceedings is assigned.
 4. The period of evaluation is 6 years before the year in which the application for accreditation was submitted.

Article 22

Evaluated persons

1. The higher education institution shall identify persons who provide profile subjects of the study programme or have responsibility for the development and quality assurance of the field of habilitation procedures and inaugural procedures in the relevant area of evaluation.
2. Only persons who have an employment relationship with a higher education institution for a fixed weekly working time at the time of application may be included in the selection. In the areas of assessment relating to study programmes with a focus on professional training, training of health professionals, members of the armed forces and artists, it is also permissible to include practitioners who have a part-time employment relationship with the higher education institution at the time of application.
3. One and the same person may be assigned to only one assessment area defined by the study programme at each level of education³⁷ and to one assessment area defined by the field of habilitation and inaugural proceedings.
4. One person can only be included in the assessment at one higher education institution.

Article 23

Submission of research, artistic and other outputs and other documentation for the evaluation

1. The higher education institution shall ensure the availability of records of submitted outputs of creative activity and responses to these outputs in bibliometric and citation databases, registers of records of publishing and artistic activity, or other search systems that are accepted as relevant in the relevant field of study.
2. The higher education institution shall submit 5 outputs of each evaluated person, i.e. 25 outputs for each assessment area, or 15 outputs if the assessment area is defined by a separate assessment

³² There may also be several study programmes which comply with some of the provisions in Article 7(3)(a) to (h) of the standards for the study programme.

³³ According to Art. 12 par. 3 of the standards for the study programme.

³⁴ According to Article 12(23) of the Standards for the study programme.

³⁵ According to Article 12(26) of the Standards for the study programme.

³⁶ The list of fields of study is listed in the Decree of the Ministry of Education of the Slovak Republic No. 244/2019 Coll. on the system of study fields of the Slovak Republic.

³⁷ Thus, one and the same person can be classified in no more than three areas of assessment defined by the study programme at different levels of education. These areas of assessment form the framework of a single assessment of creative activity according to Article 7(2)(e) of the standards for the study programme. This is without prejudice to the possibilities arising from the application of case overlaps under points (b) to (h) of Article 22(7) of this methodology.

of the aprobation, part of a joint study programme, the translational basis or another specific case³⁸.

1. A higher education institution shall submit only those outputs of creative activity that relate to learning outcomes or problem solving within the relevant area of assessment, and its justified interdisciplinary overlaps are permissible.
2. For outputs with multiple authors, the output may be attributed to a person who has a demonstrably significant authorial contribution to its creation. In the case of outputs with several authors, the higher education institution also attaches in the documents the characteristics of the author's contribution of the evaluated person.
3. A higher education institution shall submit one and the same output within the relevant assessment area only once.
4. In the case of outputs with multiple authors, the same output may be submitted and attributed to other persons in other evaluations of creative activity, up to a maximum of three times.
5. Where a higher education institution carries out several study programmes in the relevant field of study, it shall demonstrate the level of results of creative activity referred to in paragraphs 1 and 4 separately for each study programme. This does not apply in parallel with cases such as study programmes or parts of study programmes with similar profile subjects:
 - a) a content-related study programme of a higher level in the relevant field of study, carried out on the same part of the higher education institution³⁹;
 - b) another form or language mutation of an identical study programme carried out on the same part of a higher education institution
 - c) the part of the joint study programme based on the relevant field of study, carried out on the same part of the higher education institution;
 - d) part of a study programme combining two fields of study, based on the relevant field of study and carried out on the same part of a higher education institution
 - e) the application of a teacher's combination study programme based on the relevant field of study, carried out on the same part of the higher education institution;
 - f) aprobation of a translation combination study programme based on the relevant language, carried out on the same part of the higher education institution;
 - g) a conversion study programme based on the content of the study programme in the relevant field of study and level, carried out on the same part of the higher education institution;
 - h) the part of the first-level study programme carried out as interdisciplinary studies, based on the relevant field of study
6. Where a higher education institution carries out several study programmes in a relevant field of study in several locations or in several components, it shall guarantee the demonstration of the results of creative activity for each seat and for each component separately. The exception is the teaching base and the translational basis, which can be jointly provided for several components as long as they are located in the same headquarters.
7. The higher education institution shall provide a sufficient amount of information about each output to determine exactly what output it is, whether it is the work of one person or several persons, in what physical form the output exists and where it is located.
8. The outputs shall be presented in full form, so that they can be assessed through a holistic expert evaluation. In justified cases, in particular where the nature of the output does not allow for its remote evaluation, the HEI shall ensure access to the output during the on-site visit of the review panel.

³⁸ Another specific case is the area of assessment defined by the study programme in the field of study, the content definition of which is related to the preparation of specialists for some of the regulated professions with coordination of education listed in Annex No. 2 of the Decree of the Ministry of Education of the Slovak Republic No. 16/2016 Coll. and is based on the fields assigned to regulated professions according to Government Regulation No. 296/2010 Coll.

³⁹ If a higher education institution defines its area of assessment by applying this case of overlap, then this area of assessment forms the framework of a single assessment of creative activity according to Art. 7(2)(e) of the standards for the study programme.

9. The date of publication of at least 2 outputs of the creative activity of each person evaluated must fall within the assessment period.
10. If the submitted output is published in a language other than the state language and English, the higher education institution is obliged to attach to it an abstract in English in which it characterizes the content, nature and main results of the output.
11. For each output, the higher education institution shall submit a list of citations. If the higher education institution deems it necessary, it shall attach a short annotation in which it shall provide contextual information concerning the impact of the output on socio-economic practice. In the annotation, the college will present factual information that serves as evidence of how the output received recognition, influenced the state of science, art, technology, led to further development or was used. This evidence shall be concise, verifiable and, where appropriate, externally cited. Where claims concerning the industrial significance of the output are made, the contact details of the industry partner must be provided to allow for the verification of the claims.
12. In the case of submission of a non-textual or other practical output (including patents, software and norm documents), the higher education institution shall also submit an annotation with contextual information, in particular a description of the creative process and the content of the creative activity, unless this is evident in the output.
13. If a higher education institution decides to submit an output that contains classified information or other sensitive data, it is the duty of the higher education institution to obtain the consent of the competent authority or interested party to submit it for evaluation. The higher education institution is obliged to make this output available to assessors for evaluation. The assessors of this output shall be bound by a non-disclosure agreement.

Article 24

Criteria and procedures for the evaluation of the level of research, artistic and other outputs

1. The documentation for the evaluation generally includes:
 - a) the research, artistic and other output,
 - b) other documentation provided by the HEI,
 - c) other publicly available contextual information and information from bibliometric and citation databases, registers of records of publishing and artistic activity, repositories, full-text bibliographic and bibliometric electronic information sources or other search systems which are accepted as relevant in the field concerned
 - d) interviews with the authors of the outputs during the working group's on-site visit.
2. When assessing the level of quality of the outputs of a creative activity, assessors shall evaluate the originality, rigour and impact of each output, taking into account the specificities of the creative activities and their evaluation in the relevant field.
3. **Originality** is understood as the degree to which the output makes a significant contribution to understanding and knowledge in the field in question. The outputs demonstrate originality in particular by:
 - a) producing and interpreting new empirical findings and/or new material;
 - b) dealing with new and/or complex research problems;
 - c) developing innovative research methods, methodologies and/or analytical techniques;
 - d) pointing out imaginative and creative solutions;
 - e) providing new arguments and/or new forms of expression, formal innovations, interpretations and information;
 - f) collecting new types of data on which they elaborate and/or develop theoretical knowledge or the analyses of doctrines, policies or practice and new forms of expression.
4. **Rigorosity** is understood as the extent to which an output demonstrates intellectual coherence and integrity and adopts robust and appropriate concepts, analyses, sources, theories and/or methodologies
5. **Impact of the output** is understood as the beneficial effect of the output on the external environment outside the higher education institution, as well as on its learning activities and students, i.e. the economy, society, culture, public policy and services, health, environment or quality of life in different geographical contexts along the local-global continuum. Impact includes, for example, effect, change or contribution in activities, attitudes, awareness, behaviours, opportunities, capacities, performance, politics, practice and the process of understanding. It can manifest itself across different categories of recipients – clients, voters, communities, students, organisations, companies or individuals.

Impact can also mean limiting or preventing risk, damage, costs or other negative effects. The impact assessment of an output includes an assessment of its impact on the development of a scientific or artistic discipline, scientific and artistic thinking and the impact on students, education and other activities. The outreach will be assessed in terms of the extent to which potential categories of beneficiaries – clients, voters, communities, organisations, society, students or individuals – have been achieved. The impact is not assessed in purely geographical terms or in terms of the absolute number of beneficiaries. The criteria apply regardless of where the impact occurred, regardless of the geographical location of the beneficiary. The impact assessment shall also take into account the extent to which the impact has enabled, enriched, influenced, informed or changed the performance, policy, practices, attitudes, products, services, understanding, awareness or quality of life and saturation of the needs of beneficiaries.

6. When assessing outputs, assessors shall holistically consider the evidence on the quality of the output in terms of its originality, rigour and impact and shall apply the following general definitions of quality levels denoted by the letters **A+**, **A**, **A-**, **B** and **C**:
 - a) **A+**: top international level in terms of originality, rigour and impact of the output of the creative activity – the output brings a new agenda within the relevant creative activity or makes a fundamental contribution to the development of the creative activity in question in a global context;
 - b) **A**: a significant international level in terms of originality, rigour and impact of the output of a creative activity – the output contributes significantly to the development of the creative activity in question in the wider international context;
 - c) **A-**: internationally recognised level in terms of originality, rigour and impact of the output of the creative activity – the output represents a certain contribution to the development of the creative activity in question in the international context
 - d) **B**: nationally recognised level in terms of originality, rigour and impact of the output of the creative activity – the output represents a certain contribution to the development of the creative activity concerned in the national context;
 - e) **C**: level below the standard of nationally recognised quality in terms of originality, rigour and impact of the output of the creative activity, or unclassified output.
7. Reviewers shall classify the output of a creative activity as unclassified (**C**) if the output is not submitted in accordance with the requirements of Article 21 of this methodology. Missing outputs will also be considered unclassified if the higher education institution does not submit the required number of outputs for each person in the relevant evaluation area.
8. When reviewing the outputs, the reviewers shall take into account the specificities of the evaluation of the level of creative activity according to the fields of study to which the relevant evaluation area is assigned.
9. The specificities of the assessment of the level of output of creative activity shall be framed within the groups of fields of study to which the assessment area is assigned. Fields of study are classified into these groups as follows:
 - a) a group of exact and natural sciences: Biology, Ecological and Environmental Sciences, Physics, Chemistry, Informatics, Mathematics, Earth Sciences;
 - b) a group of social sciences and humanities: Security sciences, Economics and management, Philology, Philosophy, Historical sciences, Speech Therapy and therapeutic pedagogy, Media and communication studies, Political sciences, Law, Psychology, Social work, Sociology and social anthropology, Theology, Teaching and educational sciences, Arts and cultures, Sport sciences
 - c) a group of medical and paramedical disciplines: Pharmacy, Nursing, Midwifery, Public Health, Veterinary Medicine, General Medicine, Health Sciences, Dentistry;
 - d) a group of technical and technological disciplines: Architecture and Urbanism, Biotechnology, Transport, Woodworking, Electrical Engineering, Geodesy and Cartography, Chemical Engineering and Technology, Cybernetics, Forestry, Defence and Warfare, Agriculture and Landscape Engineering, Food Production, Spatial Planning, Construction, Mechanical Engineering, Acquisition and Processing of Earth Resources
 - e) group of Arts: Art.

Article 25**Specificities of the level of research, artistic and other outputs evaluation according to the groups of fields of study**

1. When reviewing the outputs from a group of exact and natural science disciplines, assessors shall concentrate on evaluating evidence of any of the following quality characteristics, which are appropriate for each of the quality levels indicated in letters:
 - a) scientific precision and consistency as regards the theoretical framework, methodological design, selection and use of research methods and techniques, presentation and interpretation of results, observance of ethical principles;
 - b) a significant contribution and expansion of empirical knowledge and the conceptual framework of the field
 - c) a significant contribution to the introduction of new research methods and techniques
 - d) the academic relevance of the research and its significant contribution to the building of theory, the enrichment of scientific thought or the development of a new paradigm of the field;
 - e) social relevance of the research;
 - f) the application contribution of the output to the development of knowledge, skills, socio-economic practice, the development of new materials and technologies, management and/or policy
 - g) the complexity of the research challenge in terms of scale, workload, material and infrastructure needs, data collection and research logistics.
2. When evaluating outputs from a group of exact and natural sciences, assessors shall welcome and appreciate research practices that promote reproducible science and the application of best practices. Examples include registered reports, publication of data and data sets, experimental materials, analytical code and the use of message checklists for publication purposes and those related to the use of animals in research. They contribute to the evaluation of the rigour of the outputs presented. Replication studies may be presented as outputs and the extent to which they contribute to significant new knowledge, improved methods or theory or practice shall be evaluated.
3. When evaluating outputs from a group of exact and natural sciences, assessors shall, by default, take into account information from reputable international databases, in particular for the purpose of assessing the academic significance and impact of the output.
4. When evaluating outputs from the social sciences and humanities, assessors shall concentrate on evaluating evidence of any of the following quality characteristics, which are appropriate for each of the quality levels indicated in letters:
 - a) scientific precision and consistency as regards the theoretical framework, epistemological anchoring, methodological design, selection and application of procedures, strategies, methods and techniques for research, presentation and interpretation of results;
 - b) significant contribution and expansion of empirical knowledge and conceptual framework of the field;
 - c) creativity of the solution and significant contribution to building theory and enriching scientific thought and paradigms of the field
 - d) social relevance of the research;
 - e) application benefits of the output to the development of knowledge, skills, socio-economic practice, the development of civil society and the national community, the preservation of cultural heritage, governance and/or policy
 - f) complexity of the research challenge in terms of scale, workload, material and infrastructure needs, data collection and research logistics
5. When evaluating the outputs from the social sciences and humanities group, assessors shall, where relevant in the relevant field, take into account information from reputable international databases, in particular for the purpose of assessing the academic significance and impact of the output.

6. When evaluating outputs from a group of medical and paramedical disciplines, assessors shall concentrate on evaluating evidence of any of the following quality characteristics that are appropriate for each of the quality levels indicated in letters:
 - a) scientific precision and consistency as regards the theoretical framework, methodological design, selection and use of research methods and techniques, presentation and interpretation of results, observance of ethical principles;
 - b) significant contribution and expansion of empirical knowledge and conceptual framework of the field;
 - c) significant contribution to the introduction of new research methods and techniques, diagnostic, therapeutic and nursing practices;
 - d) the academic relevance of the research and its significant contribution to the building of the theory, the enrichment of the scientific thinking of the field;
 - e) social relevance of the research;
 - f) the application contribution of the output to the development of knowledge, skills, socio-economic practice, new drugs, management and/or policy
 - g) the complexity of the research challenge in terms of scale, workload, material and infrastructure needs, data collection and research logistics.
7. As part of the evaluation of outputs from the group of medical and health disciplines, assessors shall welcome and appreciate research practices that promote reproducible science and the application of best practices. Examples include registered reports, publication of data and data sets, experimental materials, analytical code and the use of message checklists for publication purposes and those related to the use of animals in research. They contribute to the evaluation of the rigour of the outputs presented. Replication studies shall be respected as outputs and the extent to which they contribute to significant new knowledge, improved methods or theory or practice.
8. When evaluating outputs from a group of medical and health disciplines, reviewers shall, take into account information from reputable international databases, in particular for the purpose of reviewing the academic significance and impact of the output to a degree appropriate to international practices in the relevant field of study.
9. When evaluating outputs from a group of technical and technological disciplines, reviewers shall concentrate on evaluating evidence of any of the following quality characteristics that are appropriate for each of the quality levels indicated in letters:
 - a) scientific precision and consistency as regards the theoretical framework, methodological design, selection and application of research methods and techniques, presentation and interpretation of results;
 - b) significant contribution and expansion of empirical knowledge and conceptual framework of the field;
 - c) significant contribution to the building of theory and the enrichment of scientific thinking in the field
 - d) social, technological and economic timeliness of research
 - e) application contribution of the output for the development of knowledge, skills, socio-economic practice, for the development of new materials, new technical and technological solutions, management and/or policy
 - f) complexity of the research challenge in terms of scale, workload, material and infrastructure needs, data collection and research logistics.
10. When evaluating the outputs of the technical and technological discipline group, assessors shall take into account information from reputable international databases, in particular for the purpose of assessing the academic significance and impact of the output.
11. The evaluation of outputs from a group of arts disciplines evaluates artistic outputs in the following types of artistic activity: architecture, audiovisual arts, performing arts, design, musical arts, curatorship, restoration, dance arts, visual arts.
12. Reputable institutions or events for the purpose of evaluating creative activities in a group of artistic disciplines are considered to be those which, on the basis of their long-term programme, are considered by professional reflection (reviews, research) as a quality criterion in terms of the current state of thought in a given field of art.

13. When evaluating outputs from a group of arts disciplines, assessors shall concentrate on evaluating evidence of any of the following quality characteristics that are appropriate for one of the quality levels indicated in letters:
- an excellent output of artistic activity which, through its discovery and originality, brings about new developmental tendencies in the type of art in question in an international context;
 - a significant output of artistic activity which brings about new creative solutions, themes or approaches enriching the current artistic tendencies in the type of art concerned;
 - a standard output that takes into account current artistic tendencies in the type of art in question and has creative potential and has been realized or presented abroad or presented in renowned foreign institutions, at renowned foreign events considered by the professional public as opinion-forming
 - a standard output which takes into account current artistic tendencies in the type of art concerned and has creative potential and has been implemented at home or presented in renowned domestic institutions, at renowned domestic events considered by the professional public as opinion-forming
14. To evaluate the outputs of research activity related to the arts, the specificities for a group of social sciences and humanities are applied.
- When assessing the impact of outputs from a group of arts disciplines, assessors shall focus on evaluating evidence on any of the following characteristics, which is appropriate for each of the tiers. These include in particular:
- the output valuation obtained,
 - awards at festivals and competitions
 - reproduction of the work
 - inclusion of the work in a significant collection
 - inclusion of the work in a major international database
 - professional nomination of the work/performance for the top international award by an expert jury
 - testimonials, quotes/reproductions, reviews in reputable professional journals and publications
 - monographs on the author's work and catalogues published in renowned publishing houses
 - invited to participate in domestic art symposia

Article 26

Procedure of determining the overall quality profile for the area of evaluation

- The evaluation profile of outputs shall be established by calculating the percentage of outputs attributed to each quality level, with each output contributing equally. The values of the percentages shall be rounded to an integer. As an illustrative example, the proportions can be given: **A+** (20 %), **A** (36 %), **A-** (32 %), **B** (12 %), **C** (0 %). The overall score shall be calculated by sequentially assigning weights from 5 to 1 to each A+ to C levels. The resulting creative activity level score for the assessment area is calculated according to the example as follows: $(20 \times 5 + 36 \times 4 + 32 \times 3 + 12 \times 2 + 0 \times 1) / 100 = 3,64$.
- The lower limits of the assessment for inclusion in the categories of creative activity level shall be as follows:
 - Internationally excellent quality
A+: 4,20
 - Internationally significant quality
A: 3,20
 - Internationally recognized quality
A -: 2,50
 - Nationally recognized quality
B: 1,50
 - Inadequate quality
C: menej ako 1,50.

Part VI.
Glossary of terms

Article 27
Purpose of the glossary

1. For the purposes of evaluating the standards for the internal system, the standards for the study programme and the standards for the habilitation procedure and the inaugural procedure, the following conceptual system shall be defined. Thus, a uniform understanding of the requirements for the internal system, for the study programme and the habilitation procedure and the inauguration procedure is ensured by the staff and working groups of the Slovak Accreditation Agency for Higher Education, higher education institutions and other stakeholders in the process of granting accreditation and assessing compliance under the Act on Quality Assurance.
2. There is no requirement to replace the terms used by a higher education institution with those used in the standards if any differences of meaning are explained by the higher education institution in the application or annex to the application or in another document of its internal system

Article 28
Glossary

1. **Academic fraud** is dishonest conduct that is the opposite of research integrity and contrary to moral standards. These include, in particular, plagiarism, cheating and depreciation in exams, fabrication of research results, recording fabricated data, commission of inappropriate facts and data, falsification of research, dishonest practices in the publication of results, failure to declare conflicts of interest, misuse of information obtained during the assessment, fictitious authorship, superficial and poor quality assessment, systematic and conscious publication in journals and publishing houses in which there are signs of dishonest practices (journals and publishing houses that show signs of predatory practices).
2. **Accreditation of habilitation and inauguration proceedings** is the authority to carry out habilitation and inauguration procedures in the field of habilitation and inaugural proceedings.
3. **The accreditation of a study programme** is the authority to carry out a study programme and to award its graduates a corresponding academic degree.
4. In teacher combination study programmes, apprenticeship is a set of subjects and rules that apply to a single subject; **Aprobation** in translation combination study programmes is a set of subjects and rules that apply to a single language⁴⁰.
5. **Autocitation** is the correspondence of any author or multiple authors in both cited and citing documents.
6. **The goal of the education** of the study program is a formulation that identifies the abilities of the student at the time of completion of the program, i.e. expresses the expectations placed on the graduates of the study program. The objectives are implemented in the study programme through verifiable/measurable learning outcomes.

⁴⁰ Within the meaning of Section 53a(3) of the Higher Education Act.

7. **Long-term and continuous success rate** is the continuous success rate in the last 10 years prior to the year in which creative activity is evaluated.
8. **Evidence** is a verifiable record, a statement of verifiable facts or other information proving compliance/non-compliance with a criterion provided by a higher education institution or verifiable by the Agency from available sources.
9. **Efficiency** is the rate of implementation of the planned activity and the achievement of the planned objectives, results.
10. **The evaluation timetable** shall be the timetable for the proceedings from the receipt of the request or the Agency's own initiative to the decision or the opinion of the Executive Board.
11. **Informal learning** is a lifelong process of acquiring knowledge, acquiring skills and attitudes from everyday experiences, from the environment and from contacts with other people.
12. **Competence** is the authority, authority, scope or reach of a person in relation to a task, procedure, process, activity for which the person bears responsibility.
13. **Competency**⁴¹ is the proven ability of a person to perform a certain professional activity. Competence, together with knowledge and skills, serve as structural characteristics of learning outcomes.
14. **A criterion** is a specific requirement of a standard or a partial aspect thereof, the fulfilment of which, to the extent required, is a prerequisite for an overall evaluation of compliance with the standard in question.
15. **The Good Practices Catalogue** is a continuously updated database of examples of good practice relating to the fulfilment of individual standards and criteria.
16. **Qualification framework** means the national qualifications framework. The levels of the National Qualifications Framework are assigned to the levels of the Qualifications Framework in the European Higher Education Area⁴² and the European Qualifications Framework⁴³.
17. **The internationally recognised level of research, artistic and creative activities** is the third highest level of quality in the results of creative activities, determined on the basis of an evaluation according to the procedures and criteria set out in the Methodology for the Evaluation of Creative Activities issued by the Agency. The term does not refer to the nature or geographical scope, nor to the place of realization nor to the place of dissemination of the results of the creative activity.
18. **The nationally recognised level of research, artistic and creative activities** is the fourth highest level of quality of the results of creative activities, determined on the basis of an evaluation according to the procedures and criteria set out in the Methodology for the Evaluation of Creative Activities issued by the Agency. The term does not refer to the nature or geographical scope, nor to the place of realization nor to the place of dissemination of the results of the creative activity.
19. **Informal education** is systematic education carried out outside the formal education system, which is organised by different institutions in order to provide education for certain groups of the population in selected types, forms and content areas.
20. **A response** is a quote, review, or art criticism of a published work. The acclaim of artistic activity is, in particular, a published quotation of a work, presentation and performance, a review or art criticism of a work, presentation or performance, reproduction of a work with a clear indication of the author in a foreign publication or domestic publication or medium.
21. The on-site evaluation plan shall be the time and substance programme of the activities of the working group, the applicant's representatives and the representatives of stakeholders during the assessment at a particular site.
22. **Policies for quality assurance** of the internal system are a deliberately compiled set of principles and procedures by which a higher education institution guides the processes of the higher education institution, its staff, students and external stakeholders in fulfilling the mission and continuously ensuring and developing the quality of higher education and related activities.
23. **Activity in a field of study** is a situation where a person is in an employment relationship with a higher education institution and carries out an educational or creative activity within the relevant field of study.

⁴¹ It refers to "competence" in the terminology of the Act on Quality Assurance (§ 3(3)(a)(4)), or "competence" in the terminology used in the pedagogical literature.

⁴² Framework for Qualifications of the European Higher Education Area.

⁴³ European Qualifications Framework.

24. **Transferable competences** are competences that are not specifically linked to a specific job or profession, but can be used and further developed in different situations and conditions. These are, for example, communication skills, mathematical skills, organisational skills, digital skills, analytical skills, interpersonal abilities, creativity and abstract thinking skills, critical thinking skills, mentoring and supervision skills, entrepreneurial skills, motivation and learning ability, reasoning in context, metacognitive abilities.
25. **The processes of the internal system** are the flows of necessary interrelated activities that the higher education institution, in accordance with the policy of the internal system, identifies, plans, implements, monitors and improves in fulfilling the mission and strategic objectives of the higher education institution (learning processes, processes of creative activities, other processes of the higher education institution).
26. **A profile study subject** is a study subject of a study programme which makes a fundamental contribution to the achievement of the graduate profile, i.e. the learning objectives and outcomes of the relevant study programme.
27. **Rigorous thesis** is the work following a completed study programme; its defense is part of a rigorous examination, which is authorized to be carried out only by higher education institutions that have an accredited study program in the relevant field of study, after the completion of which the academic title "master" is awarded.
28. **Accompanying persons** are responsible persons with sufficient competence, designated by the higher education institution to accompany the working group on the premises of the workplace, providing sufficient evidence and support throughout the on-site assessment.
29. **A higher education institution** is a faculty or other pedagogical, research, development, artistic, economic-administrative and information workplace at the headquarters of a higher education institution or its faculty, a special-purpose facility, a detached workplace, a consultancy centre or any other workplace outside the seat of the higher education institution or its faculty.
30. **Related field** means a field of study, an interdisciplinary or transdisciplinary field of knowledge that contributes in a relevant way to the achievement of the learning outcomes of the relevant study programme.
31. **The top international level** of research, artistic and creative activity is the highest level of quality of the results of creative activities, determined on the basis of an evaluation according to the procedures and criteria set out in the Methodology for the Evaluation of Creative Activities issued by the Agency. The term does not refer to the nature or geographical scope, nor to the place of realization nor to the place of dissemination of the results of the creative activity.
32. **The standards for the habilitation proceedings and the inauguration proceedings** are a set of requirements, the fulfilment of which is conditional on the granting of accreditation of the habilitation procedure and the inaugural procedure.
33. **Standards for a study programme** are requirements the fulfilment of which is subject to the granting of accreditation of a study programme.
34. **The standards for the internal quality assurance system** of higher education are a set of requirements for the internal system and how it is implemented⁴⁴.
35. **The structures of the internal system** are a collection of bodies, bureaux, departments, posts and contractors and their relations with the designated competences, remit and responsibilities for the defined scope of implementation of the internal quality assurance system policies.
36. **The translational basis** in translation and interpreting combination study programmes is the set of subjects of the translational basis. The translational basis, together with the combination of two applications, forms a translation combination study programme⁴⁵.
37. **Creative activity** means a research activity, development, artistic activity or other creative activity⁴⁶ of a higher education institution that is relevant to the fulfilment of the higher education institution's mission, in particular in relation to the aims and outcomes of education.
38. **Efficiency** is the relationship between the results obtained and the resources, inputs and outputs of the process used.

⁴⁴ Within the meaning of Section 2(a) of the Quality Assurance Act.

⁴⁵ Pursuant to §53 par. 4 letter a) of Act No. 131/2002 Coll.

⁴⁶ Within the meaning of Section 3(2)(a) of the Quality Assurance Act.

39. **Teaching staff** are all persons who provide study programmes, regardless of whether they are employed as a university teacher, researcher, artistic staff member or as a doctoral or practising professional, and regardless of whether they are working in a higher education institution for a fixed weekly working time or for a part-time weekly working period.
40. **The teacher providing the subject** is the teacher who is responsible for the subject, conducts the lectures and other core educational activities of the subject and is responsible for the quality assurance activities in the subject and for the development of the subject so that the required learning outcomes of the study programme are achieved.
41. In teacher combination study programmes, **the teacher's foundation** is a set of subjects of pedagogical-psychological basis, socio-scientific basis and didactics of teaching subjects. The teaching base together with the combination of two apprenticeships forms a teacher's combination study program.⁴⁷
42. **Modification of a study programme** means the addition or deletion of compulsory subjects or compulsory optional subjects, a change in the conditions for the proper completion of studies or a modification of the information sheet of a compulsory subject or a compulsory optional subject, in addition to updating the instructor, recommended literature or subject assessment⁴⁸.
43. **Scientific integrity** is the primary condition for high-quality scientific work, consisting in the strict observance of the highest professional and moral standards, transparency, the conduct of research critically and without prejudice, and the absolute integrity of the practice, teaching and administration of science. Its opposite is scientific dishonesty and dishonesty.
44. **The internal quality assurance system for higher education** is a consistently interlinked set of policies, structures and processes through which a higher education institution ensures and develops the quality of the fulfilment of its mission in the field of higher education, creative activities and other related activities.
45. **The evaluation of compliance with a standard** is a systematic, independent and documented process of providing and obtaining evidence of compliance with the criteria of the standard and of objectively evaluating the degree of compliance. It is a collaboration between a higher education institution and a working group of agencies whose common interest is to provide sufficient confidence in the quality of the education provided.
46. **The learning outcome**⁴⁹ is a detailed characteristic of what the learner knows, understands and is able to carry out at the end of the learning process so that the individual educational objectives of the study programme are met. It is usually mentioned in the structure of knowledge, skills and competences. Unlike the learning objective, the learning output is fixed and the rate of its fulfilment is measurable and verifiable. The learning outcomes are determined for the study programme as a whole, as well as for its parts and individual subjects of study.
47. **The significant international level of research, artistic and creative activities** is the second highest level of quality in the results of creative activities, determined on the basis of an assessment according to the procedures and criteria set out in the Agency's Methodology for the Evaluation of Creative Activities. The term does not refer to the nature or geographical scope, nor to the place of realization nor to the place of dissemination of the results of the creative activity.
48. **Stakeholders** are actors of a higher education institution, persons, communities or organisations who may influence or be influenced by the process of education, creative and other related activities. A distinction is made between internal stakeholders (students and employees of the higher education institution) and external stakeholders (employers and other representatives of relevant sectors of the economy and social practice, university graduates, domestic and foreign partners of the higher education institution, etc.).
49. **The final thesis** is a bachelor's thesis in first-level study programmes, a thesis in second-level study programmes and a dissertation in the study programmes of the third cycle of higher education. It is part of every study programme and, together with its defence, forms a single subject. The defense of the final thesis is among the state exams

⁴⁷ Within the meaning of § 53a par. 4 of Act no. 131/2002 Coll.

⁴⁸ Within the meaning of Section 2(g) of the Quality Assurance Act.

⁴⁹ It means "result of higher education" in the terminology of the Act on Quality Assurance (§ 3 par. 3 letter a) point 4), respectively "result of education" in the terminology of the Decree of the Ministry of Education of the Slovak Republic No. 614/2002 Coll. on the Credit System of Study.

50. **The finding of the Review Panel** is the determination of the degree of compliance of the subject matter of the proceedings by assessing the evidence provided, quantified by the performance indicator. The working group's findings feed into the conclusions of the working group in the working group's evaluation report.
51. **A skill** is the ability or instrumental art to apply knowledge and perform an easily and accurately certain cognitive, psychomotor or social activity. Skills, together with knowledge and competences, serve as structural characteristics of learning outcomes.

Part VII.

Article 29

Final provisions

1. The methodology of 18 February 2021 shall be repealed.
2. This methodology was approved by the Executive Board on 22 September 2022 and enters into force on 1 October 2022.

