Manual for the preparation of the internal evaluation report on the implementation of the internal system of the higher education institution

The higher education institution attaches an internal evaluation report on the implementation of the internal quality assurance system (hereinafter referred to as the IER IS) to the application for the assessment of the compliance of the internal system pursuant § 24 of Act No. 269/2018 Coll. The manual contains the recommended structure of the IER IS and guidelines on how to proceed with its processing.

The internal quality assurance system for higher education is the main tool of a higher education institution for ensuring and improving the quality of education provided in all study programmes. Its proper implementation is important for ensuring the quality of education and sufficient assurance of the competence of the higher education institution to deliver, modify and develop study programmes in the relevant field and degree.

The internal system is specific to each higher education institution, taking into account its needs and specificities, especially its mission and strategic objectives. The institution is therefore free to design its internal system, but it shall comply with the Standards for the internal system. Proper functionality – the implementation of the internal system should ensure that every single study programme offered by the institution is in line with the Standards for Study programme.

The IER IS is the institution’s key communication tool for reviewers and the public. Its role is to provide sufficient assurance to the Review Panel of the Agency’s Executive Board and the public that the institution's internal procedures, structures, and processes ensure and improve the quality of the education provided by the Standards for the Internal System. At the same time, it demonstrates compliance of the study programmes undertaken with the Standards for Study programme and of the habilitation and inauguration proceedings with the Standards for the Habilitation Proceedings and Proceedings for the Appointment of Professors.

In the internal evaluation report, the institution shall describe how it reflects the individual requirements of the standards and ensures the quality of higher education in each aspect, and provide corresponding evidence or references to evidence (e.g. specific parts or paragraphs of internal regulations, internal records, data in the information system, website location, student records, etc.).

When self-assessing individual standards, the following structure is recommended, if possible:

1. **A brief explanation,** of how the HEI’s implementation of its internal quality assurance system achieves consistent fulfilment of the standard.
2. Related policies, structures, and processes with functional references to their location in the HEI system (a reference to the relevant regulation concerning the relevant section/chapter).
3. Methods **of monitoring the implementation of the standard,** and evaluation of the development of **indicators** in the relevant area.

*The system and the results of the indicators of the IER IS, the institution shall be presented in Annex 3 of the IER IS. The text of the self-assessment, briefly comments on the status and development of the selected indicators and related objectives. The HEI itself shall determine which indicators it will use to monitor, evaluate and improve each standard.*

1. **Critical self-assessment** (reflection) of standard performance and **actions** for further improvement.

The aim of the report is a self-assessment of the achievement of the standards based on evidence and internal system monitoring data, indicating actions for further improvement in the relevant area. The report should not contain long passages of descriptive text about the institution's practices, but brief annotations concerning evidence in the institution’s internal system (recommended length is 60 to 90 pages, excluding the IER IS annexes).

A well-designed internal evaluation report can speed up the assessment process and enhance the reputation of the higher education institution. Following Article 4(2)(h) of Act No 269/2018 Coll., the Agency publishes the application, including the internal evaluation report, on its website.

The higher education institution shall ensure that the Agency has access to the public and non-public evidence contained in the report and the annexes to the report. The institution shall indicate in the report the manner and extent of access to the evidence referred to in the report.

The institution shall attach the IER IS and its annexes to the application for the assessment of the compliance of the internal quality assurance system in the SAAHE IS. The guidance and the application template are published on the SAAHE website under Applications - https://saavs.sk/en/applications/.

References to the published descriptions of the study programmes are also part of the IER IS in the annex.

*Abbreviations used:*

*FTE - Full-time equivalent*

*HIP - Habilitation and Inauguration Proceedings*

*IER IS - Internal evaluation report on the implementation of the internal system of a higher education institution (according to paragraph 4 of Article 24 of Act No. 269/2002 Coll.)*

*IQAS - Internal Quality Assurance System*

*HEI - Higher Education Institution*

*RATPP – Research-artistic-teacher profile of a person*

*PRSP - Person responsible for the study programme*

*TPPS - Teacher providing the profile subject*

*SAAHE - Slovak Accreditation Agency for Higher Education*

Recommended outline of the IER IS

Table of Contents  
List of abbreviation   
Other necessary registers

Method and extent of access to the referenced documents (if the report also contains references to non-publicly accessible documents with protected access).

1. **Basic information about the HEI**
   1. Name of the HEI
   2. Address
   3. Legislative and legal anchorage
   4. Statutory
   5. Contact person *(contact to assess the IQAS)*
   6. HEI structure, departments, and locations (with the reference to the website, related regulations, or composition)
   7. History (milestones, a timeline indicating major milestones is sufficient)
   8. Context of the HEI internal system (according to the needs and specificities of the institution‘s IQAS). E.g.:

- disciplinary, regional, research, cultural, and other specificities affecting the internal system of the HEI

- specific needs and expectations of internal and external stakeholders

- HEI demographics and its developments

- ... other contextual information

* 1. The process of compliance of the institution‘s IQAS (a timeline and a brief assessment of the steps and results are sufficient).

*The recommended length of the chapter is 2-3 pages.*

1. **Quality assurance policies**

Describe and evaluate how the implementation of your own IQAS meets Article 2 of the Standards for the Internal System. Self-evaluation in preparation for external evaluation, as well as the initial implementation of the institution‘s IQAS, is an opportunity to review and concretize the institution‘s mission and strategic objectives.

* 1. **Responsibility for the quality of education provided**

Explain how quality assurance policies are applied in the strategic management of HEIs. Indicate the procedures by which the HEI ensures that departments, structures, and persons have adopted and understood the quality policies and objectives and have accepted their responsibility for achieving them.

* 1. **The mission of the HEI**

Describe the mission of the HEI and its specificities. Describe how the mission is promoted in the internal system of the HEI.

Evaluate the fulfilment of the mission (specifically in the area of quality assurance of higher education).

* 1. **Strategic objectives of the HEI**

Explain how the achievement of strategic objectives is ensured in the HE environment, in all components, and levels of the HEI.

Specify the main strategic objectives in the field of higher education and evaluate their achievement, or provide a reference to another document. Explain specifically how the study programmes meet the mission and strategic objectives of the HEI or provide a reference to another document with such an assessment.

* 1. **Structure of the internal system**

Briefly explain:

* + 1. The system and structure of the formalised policies of the IQAS concerning their wording.
    2. The system and a brief description of the structures of the IQAS, management staff, and stakeholder representatives, regarding their homepages, if any, or full descriptions (statutes, rules of procedure, indicating their powers, competencies, and responsibilities in the field of quality assurance).
    3. The IQAS processes and their integration into a coherent system.
  1. **Resources for the functioning of the internal system of the HEI**

Characterise the mechanisms to ensure sufficient staff, financial, and material resources for the functioning of the IQAS that are appropriate to the size of the institution and the extent of research, artistic, and other related activities undertaken. List them as well as the sufficiency of resources. Evaluate the structure and staffing levels, or provide a reference to another existing document.

* 1. **Policies, structures, and processes of internal system**

Characterize and evaluate, as in the IQAS:

* + 1. You ensure real stakeholder involvement.
    2. You ensure that educational and research, artistic and other activities are linked in such a way that the level and focus of research, artistic, and other activities correspond to the level of higher education and the learning outcomes of the relevant fields of study.
    3. You support the internationalisation of educational, research, artistic and other activities so that the level of internationalisation is commensurate with the mission and strategic objectives of the HEI, the learning objectives, and outcomes and the needs of stakeholders.

*Use the status and development of related indicators in your self-assessment of each standard, as listed in Annex 3 of the IER IS. For example, when assessing internationalisation, developments can be monitored and evaluated:*

*- the number of study programmes offered in languages other than Slovak,*

*- the number of applicants for studies in a given academic year with non-Slovak citizenship,*

*- the share of foreign students in the total number of students,*

*- the number of students admitted on mobility from abroad in the relevant academic year,*

*- the proportion of students with non-Slovak citizenship studying in a language other than Slovak out of the total number of students,*

*- the proportion of teachers with more than 1 year of experience at a foreign university or research institution abroad,*

*... etc.*

*In the text of the self-assessment, a brief commentary on their development and related objectives is sufficient.*

* + 1. You ensure protection against all forms of intolerance and discrimination against students, staff, and applicants, in particular based on gender, race, colour, language, age, sexual orientation, belief or religion, disability, political or another opinion, national or social origin, nationality or ethnic group, property, and origin.
    2. You ensure the maintenance of academic integrity, adherence to academic ethics, vigilance against plagiarism and other types of academic fraud, and that appropriate action is taken in response to them.
    3. You review claims by which students seek the protection of their rights and legally protected interests that they believe have been violated or through which students point out specific deficiencies in the actions or inactions of the institution, while the review of claims is transparent and is also carried out by student representatives and feedback is provided to the complainants on the outcome of their review and the action taken. Evaluate the effectiveness of the mechanisms for examining complaints.
    4. You ensure compliance with and adherence to generally binding regulations and the internal regulations of the HEI.
    5. You promote 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 HEI.
    6. You ensure the interrelationship between the internal system and the long-term plan of the institution.
    7. You ensure effective administration related to quality assurance and not overloading teachers, students, and other staff involved in research, artistic and other activities with unnecessary bureaucratic obligations.
  1. **The compliance of habilitation and inauguration proceedings**

Describe the policies, structures, and processes of the internal system by which the HEI ensures that the institution meets the standards for such proceedings. Evaluate the results of a recent internal assessment of HIP compliance in each HIP fields and related steps. Provide a reference to the related records of the internal HIP compliance assessment body. Evaluate the progress and results of the HIP for the past 5 years.

*In Annex 2 of the IAS IS, provide a list of habilitation and inauguration proceedings according to the status of the register* [*https://www.portalvs.sk/sk/hai*](https://www.portalvs.sk/sk/hai) *at the time of application, with references to related documents, e.g. the HIP description (according to Annex 2 of the Manual).*

* 1. **Quality assurance on the part of contractors**

Describe and evaluate how you ensure that the quality assurance policies are applied in a binding manner by all contractors of the HEI or other third parties that participate in or have an impact on the quality of education, research, artistic and other activities, and other related activities.

* 1. **Monitoring, evaluation, and revision of the internal system**

Describe the mechanisms of the regular monitoring, evaluation, and revision of the internal system involving all stakeholders. These processes shall take into account whether the internal system leads to the achievement of strategic objectives in the field of quality assurance set in strategic documents, especially in the long-term plan. Insert a reference to the other internal evaluation report of the institution‘s IER IS. Evaluate the implementation of the measures from the last internal system evaluation.

*In Annex 3 of the IER IS, present the system of indicators that you use to monitor and evaluate the internal system and the study programmes. Please indicate their status and development to the extent appropriate for the internal system, the fields of study, and the programmes of study, or provide a reference to another document.*

**2.10. Public access to formalised policies and processes and internal system documentation**

Describe and evaluate policies and processes that HEI allow easy public access to formalized policies and processes and the further documentation of the internal system, while the type of access shall respect the specific needs of persons with disabilities. The internal system documentation relevant to students is published in all the languages of the delivered study programmes.

**3. Design, modification, and approval of study programmes**

Describe and evaluate how the implementation of your own IQAS meets Article 3 of the Standards for the Internal System and the relevant articles (especially Articles 2 and 3 of the Standards for Study Programme). Provide references to and examples of compliance with the rules (e.g. how you avoid conflicts of interest in the review and approval of the study programme; how you involve stakeholders; how you ensure that all study programmes have specified and communicated objectives, learning outcomes and the qualification provided, its level and content).

**3.1. Policies, structures, and processes for the design, modification, and approval of study programmes**

Briefly describe the policies and processes for the design, modification, and approval of study programmes.

Describes their relationship, competence, extent, and responsibility. In particular, describe the method of selection, delegation of responsibilities, and authority to the person responsible for the implementation, development, and quality of the study programme, following the Article 6(4) of the Standards for Study Programme.

**3.2. Compliance of policies, structures, and processes for the design, modification, and approval of study programmes with standards**

Describe and evaluate how policies, structure,s and processes for the design, modification, and approval of study programmes are ensured:

* + 1. The involvement of students, employers, and other relevant stakeholders in the design, modification, and approval of study programes.
    2. A transparent, fair, professional, objective, and independent evaluation of the study programme that avoids conflicts of interest and possible bias.

Describe the mode and extent of assessment and approval of new study programmes, modifications of existing study programmes, types and mechanisms of corrective measures and follow-up decisions on the continuation of a study programme or the cancellation of a study programme, how to identify the relevant decision of the approval body, how to supervise the study programmes being implemented (or provide a reference to the relevant regulation).

Provide a reference to the structures and processes for the approval of HEI study programmes and their outcomes.

* + 1. Sustainable compliance of study programmes with the Standards for Study Programme.
    2. Specified and communicated qualification acquired through their successful completion corresponding to the requirements of the relevant level of the qualifications framework.

*Depending on the level of education, the graduate of each study programme is expected to demonstrate the required knowledge, understanding, and ability to apply it in practice. At the latest by the end of their studies, they should be able to analyse and solve a specific problem and defend this solution to a professional audience at the appropriate level according to the Dublin Descriptors (according to the EHEA Qualifications Framework[[1]](#footnote-1)). In the case of third-level programmes, they should be able to work scientifically, as demonstrated by their scientific work and by the publication of original scientific papers in scientific journals and conferences, or works of art.*

* + 1. Compliance of the content and level of qualifications with the sector-specific expectations of employers and other external stakeholders.
    2. Specification of the graduate profile and definition of learning objectives and learning outcomes that are verifiable and appropriate to the institution’s mission, level of qualification, and field knowledge according to the relevant field of study or combination of fields of study in which graduates obtain their degree. The method they communicate.
    3. The interrelationship between educational and research, artistic and other activities, and the level and focus of research, artistic and other activities corresponds to the level of higher education and learning outcomes of the relevant study programme.
    4. That study programmes provide students with transferable skills that contribute to their personal development and can be used in their future careers and life as active citizens in democratic societies.

**3.3. European approach to quality assurance of joint study programmes**

HEIs that implement the joint study programmes declare compliance with the structures and processes for the design, modification, and approval of joint study programmes, ensuring the application of the principles of the European Approach to Quality Assurance in Joint Study Programmes, and compliance with Annex 1 of the Standards for the Study Programme.

*In Annex 1 of the IER IS, in the list of study programmes, for joint study programmes, include, inter alia, a reference to the cooperation agreement referred to in Article 2(3) of Appendix 1 of the Standards for Study Programme.*

**3.4. Compliance of the study programmes with the Standards for Study programme**

Evaluate the process and results of the most recent assessment of the compliance and approval of the HEI’s study programmes with the Standards for Study Programme (according to Article 3 of the Standards for Study Programme) in the different disciplines and levels of education. Including the status of corrective measures, if imposed.

*In Annex 1 of the IER IS, provide a list of study programmes as per Annex 1 of the Manual, with references to related study programme documentation. If the HEI delivers fewer than 3 study programmes, it may list them and the related evidence directly in the text of the IER IS.*

1. **Student-centred learning, teaching and assessment**

Describe and evaluate how the implementation of your own IQAS fulfils Article 4 of the Standards for the Internal System and the relevant articles (especially Article 4) of the Standards for Study Programme. Provide references to rules and examples of evidence.

**4.1. Active role, autonomy, creativity, and independence of students**

How the active role, autonomy, creativity, and independence of students in their learning process is encouraged, how the assessment of students reflects this approach.

* 1. **The diversity of students and their needs and the flexibility of learning paths**

How the diversity of students and their needs is respected within the delivery of study programmes and the flexibility of study paths is enabled, also concerning the possibility of managing work/family life with study at HEI.

**4.3. Various use of teaching and assessment methods, forms, and concepts**

How to ensure various teaching and assessment methods, forms, and concepts. Indicate how they are regularly evaluated and improved.

**4.4. Guidance and support of the student**

How students are provided with adequate guidance and support by teachers and how mutual respect between students and teachers is promoted.

**4.5. Methods of verification of learning outcomes**

Describe and evaluate how you ensure the use of methods of verification of learning outcomes:

* + 1. Examiners are familiar with existing testing and examination methods of verifying the achievement of learning outcomes, and the methods of testing and assessing students‘ performance, and they are supported in developing their skills in this field.
    2. Criteria, methods, and deadlines as well as marking criteria are communicated to the students in advance and are easily accessible.
    3. The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved and provides students with feedback, which, if necessary, is accompanied by recommendations and advice on the learning process.
    4. The assessment is consistent, fairly applied to all students, and carried out according to the stated procedures, and it enables students to draw reliable conclusions that do not lead to unjustified differences in a similar case.
    5. The assessment appropriately takes into account circumstances concerning students with special needs.
    6. If possible, the assessment is carried out by more than one examiner.
  1. **Remedies for assessment results**

Describe and evaluate how the appeals against the assessment are available and those applicants for remedies are guaranteed fair treatment.

1. **Student admission, progression, recognition, and awarding of academic degrees**

Describe and evaluate how the implementation of your own IQAS fulfils Article 5 of the Standards for the Internal System and the relevant articles (especially Article 5) of the Standards for Study Programme.

**5.1. Regulations covering all stages of the study cycle**

Describe and evaluate policies, structures, and processes that HEI consistently apply pre-defined, published, and easily accessible regulations covering all stages of the study cycle, e.g. student admission, progression, assessment, recognition of education, study completion, awarding of academic degrees, diplomas and any other evidence of formal qualifications.

**5.2. The offer of the study programmes**

Describe and evaluate the offer of the study programmes in the context of the HEI‘s mission and strategy. Indicate the intentions related to the adaption of the portfolio of study programmes to the mission of HEI to the graduate requirements.

Provide and evaluate the method in which objective and complete information on the study programmes offer, admission requirements and criteria, and other study conditions are made publicly available.

**5.3. Student admission**

Describe and evaluate policies, structures, and processes that ensure that:

* + 1. The admission procedure is fair, transparent, and reliable, and the selection of applicants is based on appropriate methods of assessing their eligibility for admission.
    2. The conditions of admission are inclusive and equal opportunities are guaranteed to any applicant who demonstrates the necessary preconditions for graduation.

**5.4. Study of students with special needs**

Describe and evaluate how support measures and an environment for equalizing opportunities to study at a higher education institution for students with special needs and students from disadvantaged backgrounds are provided.

**5.5. Quality level of defended final and rigorous theses**

Describe and evaluate policies, structures, and processes which guarantee that the quality level of defended final and rigorous theses is following the corresponding degree, requires an appropriate level of research, artistic and other activities, and that effective detection and principled sanctions of plagiarism, and other academic fraud are ensured. Indicate specifically whether the thesis assignments fulfil the requirement to analyse and solve the specific professional problem assigned and whether the students‘ defence fulfils this requirement at the appropriate level of the EHEA Qualifications Framework (Dublin Descriptors). Indicate whether the dissertations and their defences demonstrate that the candidate can work scientifically.

**5.6. Recognition of higher education qualifications**

Describe and evaluate recognition of higher education qualifications, periods and parts of the study, and prior education, including non-formal and informal education, that is transparent, consistent, and reliable and complies with the generally binding rules and principles of the Convention on the Recognition of Qualifications concerning Higher Education in the European region to support student mobility. Evaluate the frequency and causes of unrecognised qualifications, including the parts of the study undertaken as part of student mobility.

**5.7. Awarding of academic degrees, issuance of a university diploma, and further documentation**

Explain and indicate that the successful completion of studies is confirmed by the institution by the award of an academic degree as well as by the issuance of a university diploma and further documentation indicating the obtained qualifications, including the achieved learning outcomes, context, level, and content of the studies that were pursued and completed. Insert a reference to a sample diploma, supplement, or other documents awarded by the HEI.

**6. Teaching staff**

Describe and evaluate how the implementation of your own IQAS fulfils Article 6 of the Standards for the Internal System and the relevant articles (especially Articles 6 and 7) of the Standards for Study Programme. In particular, indicate how the HEI systematically ensures that it has teachers whose qualifications, level of research, artistic and other activities, practical and pedagogical skills, and workload enable it to achieve the learning outcomes, and how the HEI carries out the assignment of teachers to deliver the study programme and learning activities.

**6.1. Selection of the teaching staff**

Describe and evaluate that HEI guarantees that:

* + 1. The selection is a transparent, objective, and well-founded process for the selection of the teaching staff, and the criteria of the institution for filling the teaching staff positions are available in advance and follow the mission, long-term plan, and generally binding regulations of the institution.

Evaluate and provide a refernce to the records of the conduct and results of selection processes since 1.9.2020.

* + 1. The selection of teaching staff is open and enables their interinstitutional, inter-sectoral, and international mobility.

**6.2. Structure, number, and required qualification of teaching staff**

Explain how the HEI systematically ensure that for provision of study programmes has a sufficient number of teaching staff with the required qualifications, workload allocation, research, artistic and other outputs, practical skills, teaching skills, and transferable skills that enable them to achieve learning outcomes and that the number of teaching staff and their workload corresponds to the number of students.

**6.3. Interrelationship between educational and research, artistic and other activities of the teaching staff**

* + 1. Describe how the interrelationship between educational and research, artistic and other activities of the teaching staff at the HEI is strengthened and that the focus and level of achievement of these activities are commensurate with the learning outcomes and with the level of qualifications framework at which the education is provided.
    2. Describe the procedures (methodology) by which the HEI evaluates the level of research, artistic and other activities in the study programmes following Article 7 of the Standards for Study programme. Briefly summarise the results of the evaluation of the level of research, artistic and other activities from the last assessment and approval of study programmes. If you deliver study programmes in more than one location, evaluate the level of research, artistic and other activities for each location separately.
    3. If you deliver study programmes of the third degree, evaluate the long-term continuous research or artistic activity in the relevant fields of study in which the study programmes are provided. Also evaluate the long-term and continuous success in obtaining financial support for the relevant research or artistic activity and the existence of ongoing or new research/artistic projects from national and international grant schemes and other competitive sources (or provide an evaluation in a further annex to the application, or provide a reference to another document).

You may replace the requirement with a reference to the results of the most recent periodic evaluation of research, development, artistic and other activities in the relevant fields of research if the HEI has been authorised to use the designation 'research university'.

* 1. **Development of language, teaching, digital and transferable skills of the teaching staff**

6.4.1 Describe and evaluate how teaching staff develops their language, teaching, digital and transferable skills.

**6.5. The assignment of the teaching staff to the delivery of study programmes**

Describe and evaluate:

* + 1. How teachers are assigned to the delivery of study programmes and educational activities as well as to the teaching of individual courses and the supervision of final and rigorous theses. How is it ensured that these procedures are transparent and guarantee that their level of qualification, skills, practical experience, research, artistic and other outputs corresponds to the level and learning outcomes and thematic scope of the final theses.
    2. Method of selection and delegation of responsibilities to teachers providing profile subjects[[2]](#footnote-2).
    3. Method of selection and delegation of responsibilities to a person who has the competencies, extent, and level of competencies - authorisations of persons having the main responsibility for the implementation, development and quality assurance of the study programme or otherwise defined integral part of the study programme[[3]](#footnote-3) and provides the profile subject[[4]](#footnote-4).
    4. If you deliver professionally-oriented programmes, and profile study courses, evaluate the system and extent of provision of profile subjects by teachers who are experienced professionals from the relevant economic or social fields and who work at the institution for a fixed weekly or part-time period.
    5. Evaluate the method of selection of thesis supervisors, especially dissertation supervisors[[5]](#footnote-5).
    6. Evaluate the fulfilment of the requirement that the qualifications of the teachers providing a study programme are at least one degree higher than the qualifications achieved by its completion. This requirement may be waived in justified cases, such as foreign language lecturers, in-service teachers, specialists, and doctoral candidates.

If you deliver study programmes in the relevant field of study at more than one department or location, evaluate the provision of teachers following Article 6 of the Standards for the Study programme for the individual department or locations at which the study programmes are delivered as a whole.

* 1. **Workload allocation of the teaching staff**

Describe and evaluate the procedures of workload allocation of the teaching staff that enables the delivery and quality development of study programmes, teaching and other related educational activities, assessment of students, supervision and assessment of final theses, participation in research, artistic and other activities and in activities related to their professional development and the fulfilment of the institution’s mission to the extent and proportion corresponding to the working hours and nature of their position.

1. **Learning resources and student support**

Describe and evaluate how the implementation of your own IQAS meets Article 7 of the Standards for Internal Systems. In particular, how sufficient resources are allocated to provide study programmes and related research, artistic, and other activities so that the needs of students and teachers on all study programmes provided are adequately met.

Explain and evaluate how the HEI ensures:

* 1. Sufficient financial resources allocated to the comprehensive provision of study programmes and the related research, artistic and other activities, supportive activities and other activities corresponding to its mission. Evaluate the economic results of the HEI or provide a reference to another document.
  2. Spatial, material, technical, infrastructural, and institutional provision of educational, research, artistic, and other activities and other related activities correspond to the learning outcomes, the number of students, and their specific needs.
  3. Functional contractual partnerships with specialized teaching establishments and other institutions which are necessary to achieve learning outcomes, in particular, practical training for the relevant professions.
  4. Access to the information resources, library collections, and services are easily accessible and correspond to the learning outcomes, the number of students and research, artistic and other activities.
  5. Easy access to counselling as well as to administrative resources that meet their diverse needs and are necessary for progress in their studies and their personal and career development.
  6. Qualified support staff that provides tutoring, counselling, administrative and other support services, and related activities for students, and whose capacity is appropriate to the number of students and their diverse needs.
  7. For students adequate social security, sporting, cultural, spiritual, and social activities during their studies.
  8. All of the resources are provided at all parts of a higher education institution where the study programmes or educational activities are delivered.
  9. Accessible resources for students and information on their accessibility.
  10. Efficient and effective use of all resources.

1. **Information management**

Describe and evaluate how the implementation of your own IQAS meets Article 8 of the Standards for Internal Systems. In particular, describe how you ensure:

* 1. Systematic collection, processing, analysis, and evaluation of information used in the effective strategic, tactical and operational management of the delivery and development of study programmes, research, artistic, and other activities and other related activities of the institution
  2. Set of indicators used in the management of study programmes[[6]](#footnote-6).
  3. Involvement of stakeholders in the collection and processing of information.

*In Annex 3 of the IER IS, also present the system of indicators that you use for monitoring and periodic evaluation of the study programme according to point 8.2.*

1. **Public information**

Describe and evaluate how the implementation of your own IQAS meets Article 9 of the Standards for Internal Systems, in particular, how they are published:

* 1. Clear, precise, adequate, and up-to-date quantitative and qualitative information on study programmes and their graduates as well as on other related activities following the mission of the institution that is relevant to the applicants, students, employees, employers, and other external stakeholders and the public.
  2. Up-to-date information on the implementation and functioning of the internal system, the results achieved, and the measures are taken.
  3. Information on study programmes in all the languages of their delivery.
  4. Information in terms of easy accessibility, even for individuals with disabilities.

1. **On-going monitoring and periodic review and approval of study programmes**

Describe and evaluate how the implementation of your IQAS meets Article 10 of the Standards for Internal System:

* 1. In particular on-going monitoring, periodic review, and periodic approval of study programmes involving employers, students, and other stakeholders. Provide reference to the results of the periodic evaluation of the study programme in the relevant Study Programme Description.
  2. In monitoring and evaluation of study programmes, how do you ensure that student assessment and learning outcomes are in line with the latest knowledge, technological possibilities, needs of the society, needs of students, and expectations of employers and other external stakeholders and that the institution creates a supportive and effective learning environment for students.
  3. In monitoring and evaluation of study programmes, how do you ensure that the institution has sufficient spatial, personal, material, technical, infrastructural, information, and financial resources for the delivery of study programmes and other related activities.
  4. How do students have the opportunity to express at least once a year their opinions on the quality of the study programmes, the quality of the teaching staff, the quality of support services, and the quality of the higher education institution environment and that students are provided with feedback on the evaluation results and the measures taken.
  5. How the modification of study programmes resulting from their on-going monitoring and periodic review is designed with the participation of students, employers, and other stakeholders.
  6. How the study programmes are periodically approved at periods corresponding to their standard length of study.

*Provide reference to the results of the most recent periodic approval of the study programme by the approval body in the description of each study programme.*

1. **Periodic external quality assurance**

Explain what forms of periodic external quality assurance review the HEI undergoes to ensure that the internal system is being developed and implemented in line with the Standards for the Internal System.

Please provide or insert a reference to the results of this evaluation.

Please indicate the progress and results of follow-up from other external assessments.

**12. List of annexes to the IER IS**

HEI attaches to the IER IS:

1. List of study programmes (the HEI shall attach an overview of study programmes according to Annex 1 of the Manual).
2. List of habilitation and inauguration proceedings (the HEI shall attach an overview of habilitation and inauguration proceedings according to Annex 2 of the Manual).
3. The HEI‘s system of indicators of the IER IS (the HEI shall provide an overview and status of the indicators it uses to monitor and improve the IER IS).
4. Other annexes (the HEI shall also attach other annexes at its discretion in zip format).

### Annex 1 of the manual: List of study programmes

The HEI shall attach a list of study programmes in xlsx format to the SAAHE IS.

For the automated processing of the annex (export/import of data) the file must meet the following conditions:

- The file name "Annex 1 IER IS - List of study programmes" is specified in the field (cell) A1.

- The "Name of the HEI" (according to the code list [https://ciselniky.portalvs.sk/classifier/show/basic/)](https://ciselniky.portalvs.sk/classifier/show/basic/)%20)  is given in the field A2.

- In the third line, the column names are given according to the instructions given in the table ('Mandatory column names').

- From line 4 onwards, provide a list of study programmes, identification data, and references to the location of the related study programme documents in the HEI's internal system ('Study programme data properties from line 4 onwards').

After creating the application, the SAAHE IS offers the possibility to generate an annex from the data of the study programme registry (in columns A to M) if the HEI decides to process the annex manually.

|  |  |  |
| --- | --- | --- |
| **Mandatory collumn names** | **Field** | **Study programme data properties from line 4 onwards** |
| Study programme code | A3 | SP code according to the registry of study programmes /VS portal |
| Name of the study programme | B3 | Name of SP according to the registry of study programmes /VS portal |
| Faculty code | C3 | Faculty code according to the faculty code list /VS portal |
| Faculty name | D3 | Faculty name according to the registry of study programmes /VS portal |
| Study place code | E3 | Study place code according to the code list of study place code / VS code |
| Place of study | F3 | According to the registry of study programmes /VS portal |
| Study field code | G3 | According to the code list of study fields on the VS portal (e.g 6213 Economics and Management) |
| Study field name | H3 | According to the registry of study programmes /VS portal |
| Study field code 2 | I3 | According to the code list of study fields on the VS portal (e.g 6213 Economics and Management) |
| Study field name 2 | J3 | Name study field 2 according to registry of study programmes / VS portal |
| Degree | K3 | Degree of study according to registry of study programmes / VS Portal (1; 2; 3; combined 1. and 2.; I. degree (professionally oriented)) |
| Form | L3 | Form according to the registry of study programmes / VS portal (full-time, external) |
| Language of delivery | M3 | Language(s) according to the registry of study programmes / VS portal |
| Study programme description in Slovak | N3 | Reference to where the current description of study programme is stored in the internal system of the HEI. Outline of the study programme description in Slovak. Osnova opisu študijného programu v Sj: [https://saavs.sk/wp-content/uploads/2020 /11/3\_T\_Z\_OSP\_1\_2020-Opis-studijneho-programu-osnova.docx](https://saavs.sk/wp-content/uploads/2020/11/3_T_Z_OSP_1_2020-Opis-studijneho-programu-osnova.docx) |
| Study programme description in English | O3 | Reference to where the current description of study programme in English is stored in the internal system of the HEI for study programmes of third degree. [https://saavs.sk/wp-content/uploads/2020/11/3\_T\_Z\_DSP\_1\_2020\_Description\_ of\_Study\_programme\_ENG\_x-1.docx](https://saavs.sk/wp-content/uploads/2020/11/3_T_Z_DSP_1_2020_Description_of_Study_programme_ENG_x-1.docx) |
| Study programme description in another language | P3 | \* Reference to where the current description of study programme in another language as Slovak and English is stored in the internal system of the HEI |
| Name and surname of PRSP | Q3 | Name, surname, titles of the person responsible for the study programme |
| PRSP in registry | R3 | Reference to the PRSP in the Registry of (HEIs) Academic Staff [https://www.portalvs.sk/regzam/ID](https://www.portalvs.sk/regzam/) |
| RATPP of PRSP | S3 | Reference to the data storage location in the HEI's internal system Štruktúra údajov VUPCH: <https://saavs.sk/wp-content/uploads/2021/01/T_Z_VUPCH_SjAj-_1_2020-opravaII.xlsx> |
| Name, surname, titles, TPPS1 | T3 | Name, surname, titles of the teacher providing the profile subject 1 according to the Registry of (HEIs) Academic Staff [https://www.portalvs.sk/regzam/ID](https://www.portalvs.sk/regzam/) |
| TPPS1 in registry | U3 | Reference to TPPS1 in the Registry of (HEIs) Academic Staff [https://www.portalvs.sk/regzam/ID](https://www.portalvs.sk/regzam/) |
| RATPP of TPPS1 | V3 | Reference to the location where the RATPP data is stored in the HEI's internal system |
| Name, surname, titles, TPPS2, | W3 | Name, surname, titles of the teacher providing the profile subject 2 according to the Registry of (HEIs) Academic Staff [https://www.portalvs.sk/regzam/ID](https://www.portalvs.sk/regzam/) |
| TPPS2 in registry | X3 | Reference to TPPS2 in the Registry of (HEIs) Academic Staff [https://www.portalvs.sk/regzam/ID](https://www.portalvs.sk/regzam/) |
| RATPP of TPPS2 | Y3 | Reference to the location where the RATPP data is stored in the HEI's internal system |
| Name, surname, titles, TPPS3 | Z3 | \* Name, surname, titles of the teacher providing the profile subject 3 according to the Registry of (HEIs) Academic Staff [https://www.portalvs.sk/regzam/ID](https://www.portalvs.sk/regzam/) |
| TPPS3 in registry | AA3 | \* Reference to TPPS3 in the Registry of (HEIs) Academic Staff [https://www.portalvs.sk/regzam/ID](https://www.portalvs.sk/regzam/) |
| RATPP of TPPS3 | AB3 | \* Reference to the location where the RATPP data is stored in the HEI's internal system |
| Name, surname, titles, TPPS4 | AC3 | \* Name, surname, titles of the teacher providing the profile subject 4 according to the Registry of (HEIs) Academic Staff [https://www.portalvs.sk/regzam/ID](https://www.portalvs.sk/regzam/) |
| TPPS in registry | AD3 | \* Reference to TPPS4 in the Registry of (HEIs) Academic Staff [https://www.portalvs.sk/regzam/ID](https://www.portalvs.sk/regzam/) |
| RATPP of TPPS4 | AE3 | \* Reference to the location where the RATPP data is stored in the HEI's internal system |
| Cooperation agreement | AF3 | \* Reference to the agreement according to paragraph 4 of Article 2 of the Annex to the Standards for the Study Programme or according to the Standards for Quality Assurance of Joint Programme. |
| Approval of study programme | AG3 | Reference to evidence of approval of the study programme by the university's study programme approval body according to Article 3 of the Standards for Study Programmes. |
| Study programme review | AH3 | Reference to evidence of internal assessment of the compliance of the study programme in the HEI's internal system (e.g. Assessment report by the review panel, etc.) |
| Evaluation of the level of research, artistic and other activities | AI3 | \*\* Reference to the results of the internal assessment of the level of research, artistic and other activities according to Article 7 of the Standards for the study programme. |
| \* Only if relevant to the study programme.  \*\* If the document does not contain an active reference to the assessed outcomes, the HEI will list them in the AJ column (column name "Assessed outcomes" in field AJ3). | | |

### Annex 2 of the manual: List of habilitation and inauguration proceedings

The HEI shall attach a list of habilitation and inauguration proceedings in xlsx format to the SAAHE IS.

For the automated processing of the annex (export/import of data) the file must meet the following conditions:

- The file name "Annex 2 IER IS - List of habilitation and inauguration proceedings" is specified in the field (cell) A1.

- The "Name of the HEI" (according to the code list [https://ciselniky.portalvs.sk/classifier/show/basic/)](https://ciselniky.portalvs.sk/classifier/show/basic/)%20)  is given in field A2.

- In the third line, the column names are given according to the instructions given in the table ('Mandatory column names').

- From line 4 onwards, provide a list of habilitation and inauguration proceedings, identification data, and references to the location of the related HIP documents in the HEI's internal system ('Habilitation and Inaugural Proceedings data properties from line 4 onwards').

After creating the application, the SAAHE IS offers the possibility to generate an annex from the data of the HIP registry (in columns A to D) if the HEI decides to process the annex manually.

|  |  |  |
| --- | --- | --- |
| **Mandatory collumn names** | **Field** | **Study programme data properties from line 4 onwards** |
| Name of HIP | A3 | Name of HIP according to the registry of habilitation and inaugural proceedings <https://www.portalvs.sk/sk/hai> |
| Faculty code | B3 | Faculty code according to the faculty code list /VS portal |
| Faculty name | C3 | Faculty name according to the registry of habilitation and inaugural proceedings /VS portal |
| Degree awarded | D3 | Awarded degree according to the registry of habilitation and inaugural proceedings /VS portal (assoc. prof, prof.) |
| HIP description in Slovak | E3 | \*\* Reference to where the current description of the HIP is stored in the internal system of the HEI |
| HIP description in English | F3 | Reference to where the current description of the HIP in English is stored in the internal system of the HEI |
| Study field code | G3 | According to the code list of study fields on the VS portal (e.g 6213 Economics and Management) |
| Study field 1 | H3 | HEI shall indicate the name of the study field to which the HIP is assigned according to the code list of study fields <https://www.portalvs.sk/sk/studijne-odbory?from=menu1> |
| Study field code | I3 | According to the code list of study fields on the VS portal (e.g 6213 Economics and Management) |
| Study field 2 | J3 | HEI shall indicate the name of the study field 2 to which the HIP is assigned according to the code list of study fields <https://www.portalvs.sk/sk/studijne-odbory?from=menu1> |
| Name, surname, titles PRHIP1 | K3 | Name, surname, title of the person responsible for HIP 1 |
| PRHIP1 in registry | L3 | Reference to PRHIP1 in the Registry of (HEIs) Academic Staff [https://www.portalvs.sk/regzam/ID](https://www.portalvs.sk/regzam/) |
| RATPP of PRHIP1 | M3 | Reference to the location where the RATPP data is stored in the HEI's internal system, if not in the HIP description. RATPP data structure: <https://saavs.sk/wp-content/uploads/2021/01/T_Z_VUPCH_SjAj-_1_2020-opravaII.xlsx> |
| Name, surname, titles PRHIP2 | N3 | Name, surname, titles of the person responsible for HIP 2 |
| PRHIP2 in registry | O3 | Reference to PRHIP2 in the Registry of (HEIs) Academic Staff [https://www.portalvs.sk/regzam/ID](https://www.portalvs.sk/regzam/) |
| RATPP of PRHIP2 | P3 | Reference to the location where the RATPP data is stored in the HEI's internal system |
| Name, surname, titles PRHIP3 | Q3 | Name, surname, titles of the person responsible fo HIP 3 |
| PRHIP3 in registry | R3 | Reference to PRHIP3 in the Registry of (HEIs) Academic Staff [https://www.portalvs.sk/regzam/ID](https://www.portalvs.sk/regzam/) |
| RATPP of PRHIP3 | S3 | Reference to the location where the RATPP data is stored in the HEI's internal system |
| Name, surname, titles PRHIP4 | T3 | Name, surname, titles of the person responsible for HIP 4 |
| PRHIP4 in registry | U3 | Reference to PRHIP4 in the Registry of (HEIs) Academic Staff [https://www.portalvs.sk/regzam/ID](https://www.portalvs.sk/regzam/) |
| RATPP of PRHIP4 | V3 | Reference to the location where the RATPP data is stored in the HEI's internal system |
| Name, surname, titles PRHIP5 | W3 | Name, surname, titles of the person responsible for HIP 5 |
| PRHIP5 in registry | X3 | Reference to PRHIP5 in the Registry of (HEIs) Academic Staff [https://www.portalvs.sk/regzam/ID](https://www.portalvs.sk/regzam/) |
| RATPP of PRHIP5 | Y3 | Reference to the location where the RATPP data is stored in the HEI's internal system |
| Internal assessment of compliance of HIP | Z3 | Reference to evidence of internal assessment of the compliance with Standards for Habilitation Proceedings and Inaugural Proceedings. |
| Evaluation of the level of research, artistic and other activities | AA3 | \*\* Reference to the results of the internal assessment of the level of research, artistic and other activities according to Article 5 of the Standards for Habilitation and Inaugural Proceedings. |

\* Recommended outline of the HIP description:

1. Definition of the field of the HIP (name of the HEI/faculty, name of the field of the HIP, content definistion, degree awarded, assignment to the field(s) of study).

2. Teaching staff of the habilitation and inauguration department (persons responsible for the HIP concerning the data in the RATPP structure, reference to the composition of the scientific board).

3. Level of criteria for assessing the fulfilment of the conditions for obtaining the title of associate professor (reference to the current criteria, reference to previous versions with an indication of validity).

4. Level of criteria for the evaluation of the fulfilment of the conditions for obtaining the title of professor (reference to the current criteria, reference to previous versions with an indication of validity).

5. Rules and procedures for the HIP (a reference to internal regulation or part thereof, reference to previous versions with an indication of validity).

6. Reference to completed proceedings and their results.

7. Reference to pending proceedings.

\*\* If the document does not contain a reference to the outcomes under consideration, the HEI shall indicate them in column Y (name of the column 'Outcomes under consideration' in field AB3).

Status of SP and HIP at the date of application:

The HEI shall upload a compressed file with the descriptions of the SPs and a compressed file with the descriptions of the HIPs in zip format in the "Further annexes" of the application in the SAAHE IS.

1. According to the Qualifications Framework in the European Higher Education Area (http://ehea.info/media.ehea.info/file/WG\_Frameworks\_qualification /85/2/Framework\_qualificationsforEHEA-May2005\_587852.pdf). <https://saavs.sk/wp-content/uploads/2021/03/Deskriptory-Kvalifikacneho-ramca-EHEA-zjednodusene.pdf>) [↑](#footnote-ref-1)
2. *According to the Methodology for the Evaluation of Standards, Article 27: "The teacher providing the course is responsible for the course, gives lectures and heads other central educational activities of the course. S/he is responsible for quality assurance activities within the course and development of the course so that the required learning outcomes of the study programme are achieved."*

   *According to Article 6(3) of the Standard for the Study programme, " Profile courses are normally provided by staff members in the position of professors or associate professors employed at the university in the relevant field of study or a related field for fixed weekly working hours.“* [↑](#footnote-ref-2)
3. *The integral part of the study programme according to Article 6(7) to (11) of the Standards for the degree programme.* [↑](#footnote-ref-3)
4. *According to Article 6(4) of the Standards for Study programme, "This person shall act as a professor in the relevant study filed at the established weekly working hours; in the case of a bachelor's study programme, he/she shall act as a professor or as an associate professor in the relevant study field at the established weekly working hours. At the same time, this person does not bear the main responsibility for the implementation, development and quality assurance of the study programme at another higher education institution in the Slovak Republic. One and the same person may have principal responsibility for the implementation, development and quality assurance of up to three study programmes. This number shall not include cases of concurrence pursuant to Article 7(3)(b) to (h) of these Standards."* [↑](#footnote-ref-4)
5. *According to Article 6(5) of the Standards for Studz Programme:* *„The staff supervising final theses are active in research, artistic and other activities or professional practice at the level corresponding to the degree of the study programme in the field of the professional and thematic scope of the supervised theses. Dissertation supervisors are staff members in the position of professors or associate professors or teachers in another similar position in a contracted research institution cooperating with a higher education institution in the delivery of the third-level study programme. n the case of staff of research institutions, these are senior researchers with qualification level I and independent researchers with qualification level IIa.“*  [↑](#footnote-ref-5)
6. *Indicators are intended to allow, in particular, the evaluation of* *the characteristics of applicant profiles and the student population, the success rate and other admission characteristics, success rates within study programmes, graduation rates within study programmes, student satisfaction with the delivery of study programmes and the accessibility of the resources needed for the study, the employability of graduates, the satisfaction of employers and other external stakeholders with the quality of graduates, the profile characteristics of the teaching and other staff, the research, artistic and other outputs and the degree of their interconnection with education and the internationalization of the institution's activities.* [↑](#footnote-ref-6)