

Manual for elaboration of the self-assessment report on the implementation of the HEI's internal system

The higher education institution attaches an internal self-assessment report on the implementation of the internal quality assurance system to the application for the assessment of the compliance of the internal system pursuant to § 24 of Act No 269/2018. The manual contains the recommended structure of the internal self-assessment report and guidance on how to proceed with its processing.

The Internal Quality Assurance System of Higher Education is the core tool of the higher education institution for ensuring and improving the quality of the education provided in all study programmes. Its correct implementation is important for ensuring the quality of education and sufficient assurance on the competence of the HEI to establish, carry out and modify study programmes in the relevant field and level of study.

The internal system is specific to each higher education institution, taking into account its needs and specificities, in particular its mission and strategic objectives. Therefore, the HEI has the freedom to build its internal system, but it must comply with the standards for the internal system. Proper functionality – the implementation of the internal system should ensure that each study programme provided by the higher education institution complies with the standards for study programmes.

Internal self-assessment report is a key communication tool of the HEI towards reviewers and the public. Its task is to provide the review panel of the Executive Board and the public with sufficient assurance that the HEI, through internal procedures, structures and processes, ensures and improves the quality of the education provided in accordance with the standards for the internal system. At the same time, it demonstrates compliance of the implemented study programmes with the standards for the study programme and habilitation and inaugural procedures with the standards for habilitation and inaugural proceedings.

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

For the self-assessment of individual standards, the following structure is recommended, if possible:

1. **A brief explanation of how the HEI**, by implementing its own internal quality assurance system, achieves consistent compliance with standards.
2. Related policies, structures, processes with functional references to their location in the higher education system (reference to the relevant regulation indicating the relevant section/chapter).
3. Methods of **monitoring the implementation of the standards**, evaluation of the development of **indicators** in the area concerned.

The system and results of the internal quality assurance indicators shall be set out in Annex 3 to the Internal self-assessment report. In the text of the self-assessment, it briefly comments on the state and development of selected indicators and related objectives. The HEI will determine which indicators it will use to monitor, evaluate and improve individual standards.

4. **Critical self-assessment** (reflection) of standard compliance and **measures** for further improvement.

The aim of the report is to self-assess compliance with standards based on evidence and data monitoring of the internal system, indicating measures for further improvement in the area concerned. The report should not contain long passages of the descriptive text on the procedures of the HEI, but brief annotations with reference to the evidence in the internal system of the HEI (recommended scope is 60 to 90 pages, except the annexes).

A properly compiled internal self-assessment report can speed up the assessment process and increase the reputation of the HEI. In accordance with § 4 sec. 2(h) of Act No 269/2018, the Agency publishes the application of the HEI, including the internal self-assessment report, on its website.

The HEI shall ensure that the Agency has access to both public and non-public evidence contained in the report and in the annexes to the report. The HEI shall clearly indicate in the report the method and extent of access to the evidence referred to in the report.

The HEI attaches the internal self-assessment report and its annexes to the request for the assessment of the compliance of internal system in SAAHE information system. The guidance and application template are published on the SAAHE website under Applications and how to submit application – <https://saavs.sk/en/applications/>.

The self-assessment report also includes links to published descriptions of study programmes.

Recommended syllabus for internal self-assessment report

Content

List of abbreviations

Other necessary registers

The 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 higher education institution

- 1.1. Name of higher education institution
- 1.2. Address
- 1.3. Legislative-Legal Establishment
- 1.4. Statutors
- 1.5. Contact person (contact for the purposes of assessment of the internal QAS)
- 1.6. Structure of the HEI, workplaces and sites (with a link to the website, related regulation or composition)
- 1.7. History (milestones, a timeline with an indication of the main milestones is sufficient)
- 1.8. Context of the internal system of the HEI (according to the needs and specifics of the internal quality assurance system of the HEI). e.g.:
 - regional, research, cultural and other specificities affecting the internal system of the HEI
 - specific needs and expectations of internal and external stakeholders
 - demography of the HEI and its development
 - ... more contextual information

- 1.9. The progress of the internal quality assurance system alignment (timeline and brief assessment of individual steps and results are sufficient).

The recommended scope of the chapter is 2-3 pages.

2. Quality assurance policies

Describe and evaluate how by implementing your own internal quality assurance system you meet Article 2 of standards for the internal system. Self-assessment in preparation for the external evaluation as well as the initial implementation of the internal quality assurance system is an opportunity to reassess and specify the mission of the HEI and its strategic objectives.

2.1. Responsibility for the quality of the education provided

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

2.2. Mission of the higher education institution

Describe the mission of the HEI and its specifics. Describe how the mission is promoted in the internal system of the HEI. Evaluate the fulfilment of the mission (specifically in the field of quality assurance in higher education).

2.3. Strategic objectives of higher education institution

Explain how the achievement of strategic objectives is ensured in the environment of HE, on all components and levels of HEI. Please indicate the main strategic objectives in the field of higher education and evaluate their fulfilment, or refer to another document. In particular, please explain how the study programmes fulfil the mission and strategic objectives of the HEI or provide a reference to another document with such an assessment.

2.4. Structure of the internal system

Please explain briefly:

- 2.4.1. The system and structure of formalised internal quality assurance system policies with reference to their wording.
- 2.4.2. The system and a brief description of the structures of the internal quality assurance system, including management, representatives of stakeholders, with a link to their home pages, if any, or full characteristics (statutes, rules of procedure with indication of their powers, competences and responsibilities in the field of quality assurance).
- 2.4.3. Internal quality assurance processes and their linking into a coherent system.

2.5. Resources for the functioning of the HEI's internal system

Characterize mechanisms to ensure sufficient staff, financial, material resources for the functioning of the internal quality assurance system, which correspond to the size of the HEI and the scope of educational, creative and other related activities carried out. The mechanisms shall be evaluated, as well as the sufficiency of resources. You should also evaluate the staff structure or provide a reference to another existing document.

2.6. Internal system policies, structures and processes

Characterize and evaluate, as in the internal system of quality assurance:

- 2.6.1. Guarantee the real involvement of stakeholders.
- 2.6.2. Ensure the link between learning and creative activities so that the level and focus of creative activity corresponds to the level of higher education and learning outcomes in the relevant fields of study.
- 2.6.3. Support the internationalisation of educational, creative and other related activities so that it corresponds with the mission and strategic objectives of the HEI, the objectives and outcomes of education and the needs of stakeholders.

For the self-assessment of individual standards use the status and development of the related indicators, which you refer to in Annex 3 to the internal self-assessment report. For example, when evaluating internationalisation, it is possible to monitor and evaluate development:

- *number of study programmes offered in a language other than Slovak,*
- *the number of applicants for study in the relevant academic year with non-Slovak citizenship;*
- *the proportion of foreign students out of the total number of students;*
- *number of students admitted to mobility from abroad in the academic year concerned;*
- *the share of non-Slovak students studying in a non-Slovak language out of the total number of students;*
- *the share of teachers with experience of more than 1 year in a foreign HEI or research institution abroad; etc.*

In the text of the self-assessment report, it is sufficient to briefly comment on their development and related objectives.

- 2.6.4. Guarantee protection against intolerance and discrimination against students, employees and applicants, in particular on grounds of sex/gender, race, colour of skin, language, age, sexual orientation, belief or religion, health disadvantage, political or other opinion, national or social origin, nationality or ethnicity, property and origin.
- 2.6.5. Guarantee the preservation of scientific integrity, academic ethics and vigilance against plagiarism and other academic fraud. And in self-assessment report demonstrates the ability to detect academic fraud, draw consequences from them and take systemic measures to prevent them.
- 2.6.6. Examine complaints by which the student seeks the protection of his or her rights or legally protected interests that he or she considers to have been violated, or by which the student points to specific shortcomings in the activity; or the inactivity of the HEI, while the examination of the suggestions is transparent and is also carried out with the participation of student representatives, and feedback is provided to the complainants on the results of their examination and the measures taken. Evaluate the effectiveness of conflict handling mechanisms.
- 2.6.7. Ensure compliance of internal regulations with generally binding regulations and their compliance in the environment of the HEI.
- 2.6.8. Promote continuous improvement of the quality of all activities carried out by the HEI and develops a culture of quality at all parts and levels of the HE institution.
- 2.6.9. Ensure the connection of the internal system with the long-term aim of the HEI.
- 2.6.10. Ensure the effective performance of administrative activities related to quality assurance and do not burden teachers, students and other creative staff of the HEI by unjustified bureaucracy.

2.7. Compliance of habilitation and inaugural proceedings

Characterize the policies, structures and processes by which the higher education institution ensures the compliance of habilitation and inaugural proceedings with standards for habilitation proceedings and proceedings for the appointment of professors. Evaluate the results of the other internal assessment of HIP compliance in individual HIP disciplines and related actions. Provide a reference to the related records of the internal HIP compliance assessment body. Evaluate the progress and results of HIP over the last 5 years.

In Annex 2 to the internal self-assessment report, please list the fields of habilitation and inaugural procedures according to the register: <https://www.portalvs.sk/sk/haj> at the time of the application with references to related documents, e.g., description of HIP (according to Annex 2 of the Handbook).

2.8. Quality assurance on the part of contractors

Describe and evaluate how you ensure that quality policies are applied in a binding manner by all HEI's contractors or other third parties that participate in or influence the quality of education, creative activities and other related activities.

2.9. Monitoring, evaluation and revision of the internal system

Characterize mechanisms for regular monitoring, evaluation and revision of the internal system involving all stakeholders. These processes should take into account whether the internal system leads to the achievement of the strategic quality assurance objectives set by the HEI in its strategic documents, in particular in the long term. Insert reference to the other internal assessment report of the HEI's internal system.

Evaluate the implementation of measures from the other evaluation of the internal system.

In Annex 3 to the internal self-assessment report, present the system of indicators that you use to monitor and evaluate the internal system and study programmes. Please indicate their status and developments to an appropriate extent beyond the internal system, fields of study and study programmes, or refer to another document. Public access to formalized policies and processes and documentation of the internal system

2.10. Characterize and evaluate the policies and processes by which the HEI allows easy public access to formalized policies and processes and other documentation. Please indicate how, when making information available, HEI respects the specific needs of persons with disabilities. Please indicate how you ensure that the documentation of the internal system relevant to students is published in all languages of study programme implementation.

3. Establishment, modification and approval of study programmes

Describe and evaluate how by implementing your own internal quality assurance system you comply with Article 3 standards for the internal system and relevant articles (in particular Articles 2 and 3) of the standards for the study programme. Provide references to and examples of compliance with the rules (for example, how you avoid conflicts of interest when assessing and approving study programmes; how you involve stakeholders; how do you ensure that all study programmes have clearly specified and communicated objectives, learning outcomes and qualifications, its level and content).

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

Briefly characterize the policies and processes for establishing, modifying and approving study programmes.

Characterise structures for the establishment, modification and approval of study programmes. Describe their relationship, powers, scope and responsibilities. In particular, characterise the method of selecting, delegating responsibilities and powers to the person responsible for the implementation, development and quality of the study programme pursuant to paragraph 4 of Article 6 of the Standards for the Study Programme.

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

Characterise and evaluate how policies, structures and processes to establish, modify and approve study programmes ensure:

- 3.2.1. Involving students, employers and other relevant stakeholders in the establishment, modification and approval of study programmes.
- 3.2.2. Transparent, fair, professionally sound, objective and independent assessment and approval of study programmes in which conflicts of interest and possible bias are avoided. Describe separately the regime and scope of assessment and approval of new study programmes, modifications of existing study programmes, types and mechanisms of corrective measures and follow-up actions, subsequent decision on the further implementation of the study programme or on the dissolution of the study programme, method of identification of the relevant decision of the approval authority, method of supervision of the study programmes carried out (or refer to the relevant regulation). Please provide a reference to the structures and processes for the approval of study programmes of the HEI and their results.
- 3.2.3. Consistent compliance of study programmes with the standards for the study programme.
- 3.2.4. Clear specification and communication of qualifications acquired through successful completion of a study programme, the level of which corresponds to the requirements of the relevant level of the qualification framework.

Depending on the level of education, each graduate of each study programme should demonstrate the required knowledge, its understanding and the ability to practically apply it. No later than the completion of the study, he/she should be able to analyse, solve and defend the specific problem specified by the professional public at the appropriate level according to the Dublin Descriptors (according to the EHEA Qualifications Framework¹). In the case of study programmes of the third level, he/she can work scientifically, which he/she documents with his/her own scientific work and by publishing original scientific papers in scientific journals and at conferences, respectively works of art.

- 3.2.5. Consistency of the content and level of qualification with the sector-specific expectations of employers and other external stakeholders.
- 3.2.6. Compiling a graduate profile and defining learning goals and outcomes that are verifiable and corresponding to the mission of the HEI, the appropriate level of qualification framework and area of knowledge according to the relevant field of study or combination of study fields in which their graduates will obtain a university degree. The way they communicate.

¹ Under 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>).

- 3.2.7. Linking education to creative activities, where the level and focus of creative activity corresponds to the level of higher education and the learning outcomes of the respective study programme.
- 3.2.8. That the study programme will provide students with transferable competences that affect students' personal development and can be used in their future career and in life as active citizens in democratic societies.

3.3. European Quality Assurance Approach for Joint Curriculum

The higher education institution, that carries out joint study programmes, is characterised by the consistency of structures and processes for the establishment, modification and approval of joint study programmes, guaranteeing the application of the principles of the European Quality Assurance Approach of Joint Study Programmes, and compliance with Appendix No. 1 of the Standards for the Study Programme.

In Annex 1 to the internal self-assessment report, in the list of study programmes, please include, inter alia, a reference to the cooperation agreement pursuant to paragraph 3 of Article 2 of Appendix No. 1 of the Standards for the study programme for joint study programmes.

3.4. Compliance of study programmes with the standards for the study programme

Evaluate the course and results of the other assessment of compliance and approval of study programmes of the HEI with the standards for the study programme (according to Article 3 of standards for the study programme) in individual fields and levels of education. Including the status of corrective measures, if imposed.

In Annex 1 to the internal self-assessment report, please provide a list of study programmes according to Annex 1 of the Handbook with references to the related study programme documentation. If the HEI carry out fewer than 3 study programmes, they may list them and the related evidence directly in the text of the internal self-assessment report.

4. Student-centered learning, teaching and assessment

Describe and evaluate how by implementing your own internal quality assurance system you comply with Article 4 of standards for the internal system and relevant articles (especially Art. 4) of the standards for the study programme. Please also provide references to rules and examples of evidence.

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

The active role, autonomy, creativity and autonomy of students in education is encouraged in the implementation of study programmes, and this approach is also reflected in the assessment of students in the learning process.

4.2. Respect for students' needs and diversity and flexibility in study trajectories

How the diversity of students and their needs is respected in the implementation of study programmes and the flexibility of the trajectories in the study is allowed, also with regard to the possibility of reconciling work/family life with university studies.

4.3. Flexible use of concepts, forms and methods of education and assessment

How flexible use is ensured of a wide range of pedagogical methods, forms and concepts of learning, methods of assessment of students. Indicate the ways in which they are regularly evaluated and improved.

4.4. Student leadership and support

How students are provided with adequate guidance and support from teachers and how mutual respect is promoted in the student-teacher relationship.

4.5. Methods of verification of learning outcomes

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

- 4.5.1. Examiners are thoroughly familiar with existing methods of verifying the achievement of educational outcomes, methods of testing and assessing students' performances, and have the support of the HEI to further improve their knowledge and skills in this field.
- 4.5.2. The criteria, methods and deadlines of assessment are known in advance and easily accessible to students.
- 4.5.3. The evaluation allows students to demonstrate the extent and level to which they have achieved the expected learning outcomes and provides feedback to students, which may be linked, where necessary, to recommendations and guidance on the learning process.
- 4.5.4. The assessment shall be consistent and applied fairly to all students, carried out in accordance with pre-approved procedures and yielding reliable conclusions which, in similar cases, do not lead to unjustified differences.
- 4.5.5. The assessment shall take due account of the circumstances of students with students' specific needs.
- 4.5.6. If circumstances allow, the assessment of students is carried out by several evaluators.

4.6. Remedies against evaluation results

Characterise and evaluate the remedies available to students against the results of the evaluation, while ensuring fair treatment of applicants for remedies.

5. Admission procedure, progression, recognition and awarding of academic degrees

Explain how by implementing your own internal quality assurance system you comply with Article 5 of the internal system standards and the relevant articles (in particular Article 5) of the standards for the study programme.

5.1. Rules and course of study

Characterise and evaluate the policies, structures and processes by which HEI guarantees that consistent rules are in place, applied, published and easily accessible for all stages of the student's study cycle, in particular for admission procedure, progression and evaluation of studies, recognition of education, graduation, degree and diploma award and other evidence of educational attainment.

5.2. Offer of study programmes

Characterise and evaluate the offer of study programmes in the context of the mission and strategy of the HEI. Indicate the intentions related to the adaptation of the study programme portfolio to the mission of the HEI and to the graduate requirements.

Please indicate and evaluate how to publish objective and complete information on the offer of study programmes, the requirements and criteria for admission and other conditions of study.

5.3. Admission of students

Characterise and evaluate the policies, structures and processes by which you guarantee that:

- 5.3.1. The admission procedure is fair, transparent and reliable, and the selection of candidates is based on appropriate methods of assessing their ability to study.
- 5.3.2. The conditions of the admission procedure shall be inclusive and equal opportunities shall be guaranteed to any candidate who demonstrates the necessary preconditions for completing his or her studies.

5.4. Students with special needs

Characterise and evaluate how support measures are provided and how an environment is created to equalise opportunities to study for students with specific needs and students from disadvantaged backgrounds.

5.5. Quality of defended final and rigorous theses

Characterise and evaluate the policies, structures and processes by which you guarantee that the qualitative level of defended final and rigorous theses corresponds to their level, requires an appropriate level of creative activities, and plagiarism and other academic frauds are effectively detected and punished. In particular, please indicate whether the assignments of the final theses meet the requirement to analyse and solve the specific scientific problem and whether the students defend this requirement at the appropriate level of the qualification framework of the EHEA (Dublin Descriptors). Please indicate whether the dissertation theses and their defences demonstrate that the applicant can work scientifically.

5.6. Recognition of higher education qualifications

Characterise and evaluate the recognition of higher education qualifications, periods and parts of studies, prior learning, including non-formal and informal learning, that is transparent, consistent and reliable and consistent with the generally binding rules and principles of the Convention on the Recognition of Qualifications concerning Higher Education in the European Region, so as to promote student mobility.

Evaluate the frequency and causes of unrecognised qualifications, including student mobility periods.

5.7. Awarding of academic titles, issuing of educational documents

Explain and demonstrate that you are awarding the relevant academic titles to graduates after successful completion of their studies and you are issuing a diploma and other evidence of educational attainment that indicates and characterises the acquired qualification, including educational outcomes, context, level and content of successfully completed studies.

Insert a reference to the model diploma, supplement or other documents awarded by the higher education institution.

6. Teaching staff

Describe and evaluate how by implementing your own internal quality assurance system you comply with Article 6 of the internal system standards and the relevant articles of the standards for the study programme (especially Articles 6 and 7). In particular, please indicate how the HEI systematically ensures that it has teachers whose qualifications, level of creative activities,

practical and pedagogical skills and workload enable the achievement of learning outcomes, and how the HEI implements the attribution of teachers for the provision of study programmes and learning activities.

6.1. Selection of teachers

Characterise and evaluate how the higher education institution guarantees that:

6.1.1. The selection of higher education teachers is transparent, objective and professionally funded and implemented on the basis of pre-known requirements and criteria, which are in accordance with the mission and long-term aim of the HEI and with generally binding regulations.

Please evaluate and provide a link to the records of the progress and results of the selection processes at the time from 1st September 2020.

6.1.2. The selection of higher education teachers is open and allows for inter-institutional, cross-sectoral and international mobility.

6.2. Structure, number and qualifications of teachers

Explain how the HEI systematically ensures that, in order to provide study programmes, teachers whose qualifications, workload distribution, level of results of creative activities, practical experience, pedagogical skills and transferable competences can achieve learning outcomes and whose number and working capacity correspond to the number of students.

6.3. Linking education to teachers' creative activities

6.3.1. Describe how HEI strengthens the link between learning and teachers' creative activities, where the focus of creative activities corresponds to learning outcomes and the level of outcomes of creative activities corresponds to the level of the qualifications framework of the education undertaken.

6.3.2. Characterise the procedures (methodology) how the HEI evaluates the level of creative activities in study programmes in accordance with Article 7 of the standards for the study programme. Briefly summarise the results of the evaluation of the level of creative activities from the other assessment and approval of study programmes. If you carry out study programmes in multiple locations, evaluate the level of creative activities for each site separately.

6.3.3. If you carry out study programmes of third cycle, evaluate the long-term continuous research or artistic activity in the relevant fields of study in which you carry out the study programmes. Also evaluate the long-term and continuous success in obtaining financial support for the research or artistic activity concerned and the existence of ongoing or new research/artistic projects from domestic and international grant schemes and other competitive sources (or submit an evaluation in the other annex of the application or provide a reference to another document).

You can replace the fulfilment of the requirement by reference to the results of the other periodic evaluation of artistic and other creative activities in the relevant fields of research, if the HEI has been authorised to use the designation "Research Higher Education Institutions".

6.4. Development of language, pedagogical, digital and transferable competences

Describe and evaluate how teachers develop their professional, linguistic, pedagogical, digital and transferable competences.

6.5. Assigning teachers to providing study programmes

Describe and evaluate:

- 6.5.1. How teachers are assigned to study programmes and educational activities, teaching individual subjects and supervising final and rigorous theses. How it is ensured that these procedures are transparent, that they guarantee a level of qualification, competence, practical experience, focus and results of creative activities that corresponds to the degree and outcomes of learning and the thematic focus of the final theses.
- 6.5.2. The method of selecting and delegating responsibilities to the teacher providing profile subjects².
- 6.5.3. The method of selecting and delegating responsibilities to a person who has competence, scope and level of competence – authorised persons with primary responsibility for the implementation, development and quality assurance of the study programme or otherwise defined comprehensive part of the study programme³ and is responsible for the profile subject⁴.
- 6.5.4. If you carry out study programmes with a vocational training orientation, evaluate the system and extent of the provision of profile subjects by teaching staff who are experienced professionals from the relevant sector of the economy or practice and can work in higher education for a fixed weekly or part-time working time.
- 6.5.5. Evaluate the method of selecting the staff supervising final theses, especially dissertation theses⁵.
- 6.5.6. Evaluate the fulfilment of the requirement that the professional qualifications of teachers providing a study programme are higher than those achieved by the completion of the study programme. Indicate justified cases of waiving this requirement (e.g., foreign language lecturers, teachers providing practice, experts from practice, and doctoral candidates).

In the event that you deliver study programmes in a given field of study at several faculties or at several addresses, please evaluate the provision of teachers in accordance with Article 6 of the standards for the study programme separately for the individual parts and locations in which the study programmes as a whole are carried out.

6.6. Workload allocation of teaching staff

Describe and evaluate the procedures for the workload allocation of teaching staff, which enables the delivery and quality development of study program(s), teaching and other related

² According to the Methodology for the Evaluation of Standards, Art. 27: 'The teacher providing the subject is the teacher who is responsible for the subject, who conducts lectures and other core educational activities of the subject and is responsible for the quality assurance activities and the development of the subject in order to achieve the required learning outcomes of the study programme.'

According to Article 6(3) of the Standards for 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 in a related field for fixed weekly working hours.'

³A comprehensive part of the study programme according to Art. 6 para. 7-11 of the Standards for Study Program.

⁴According to Article 6(4) of the Standards for the Study Programme: 'This person shall act as a professor in the relevant field of study for an established weekly working time; in the case of a bachelor's degree programme, he/she shall act as a professor or as an associate professor in the relevant field of study for an established 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 programme at another HEI in the Slovak Republic. The same person can bear the main responsibility for the implementation, development and quality assurance of up to three study programmes. This number shall not include cases of overlapping under Article 7(3)(b) to (h) of these Standards.'

⁵ According to Article 6(5) of the Standards for the Study Programme: 'Persons supervising the final theses shall carry out an active creative activity or practical activity at a level corresponding to the level of the study programme in the field of the professional and thematic focus of the supervised thesis. The teaching staff supervising the dissertation theses are persons in the position of professors or associate professors or other similar position in a research institution contractually cooperating in the provision of the study programme of the third degree with the HEI. The staff of research institutions are senior scientists with a qualification level I and individual scientists with a qualification level II a.'

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

7. Learning resources and student support

Describe and evaluate how by implementing your own internal quality assurance system you comply with Article 7 of standards for the internal system. In particular, how you ensure sufficient resources to fulfil the core activity, how you allocate them to adequately meet the needs of students and teachers in all study programmes provided.

Explain and evaluate how HEI ensures:

- 7.1. Sufficient financial resources allocated to comprehensive provision of study programmes and related creative, support and other activities corresponding to its mission. Please evaluate the results of the HEI's management or include a link to another document.
- 7.2. Spatial, material, technical, infrastructural and institutional provision of educational, artistic and other related activities corresponding to the learning outcomes, number of students and their specific needs.
- 7.3. Functional contractual partnerships with specialised teaching establishments and other institutions which are necessary to achieve learning outcomes relating, in particular, practical training for the relevant professions.
- 7.4. Access to information resources, library funds and services for the student and teacher of each study programme corresponding to the learning outcomes, the focus of creative activities and the number of students.
- 7.5. Easy access for students to counselling and other support services and administrative resources that meet their diverse needs and are necessary for their progress in their studies and their personal and career development.
- 7.6. 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.
- 7.7. Students have adequate social security, sports, cultural, spiritual and social enjoyment during their studies.
- 7.8. The above resources for all parts outside the headquarters of the university in which study programmes or educational activities are carried out.
- 7.9. Accessibility of resources for students and awareness of their accessibility.
- 7.10. Effectiveness and efficiency of the use of resources.

8. Information management

Describe and evaluate how by implementing your own internal quality assurance system you meet Article 8 standards for the internal system. In particular, describe how you ensure:

- 8.1. Systematic collection, processing, analysis and evaluation of information that are used in effective, strategic, tactical and operational management of the implementation and development of study programmes, related creative activities and other activities of the HEI.
- 8.2. A set of indicators used in the management of study programmes⁶.
- 8.3. Involvement of all stakeholders in the collection and processing of information.

In Annex 3 to the internal self-assessment report, please also introduce the system of indicators that you use for monitoring and periodic evaluation of study programmes under point 8.2.

9. Public information

Describe and evaluate how the implementation of your own internal quality assurance system fulfils Article 9 of standards for the internal system, in particular how they are published:

- 9.1. Clear, precise, adequate and up-to-date quantitative and qualitative information on study programmes and their graduates, as well as on other related activities in accordance with the mission of the institution, that are relevant to the applicants, students, employees, employers and other external stakeholders and the public.
- 9.2. Up-to-date information on the implementation and functioning of the internal system, the results achieved and the measures taken.
- 9.3. Information on study programmes in all languages of their delivery.
- 9.4. Easily accessible information even for individuals with disabilities.

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

Describe and evaluate how by implementing your own internal system of quality assurance you comply with Article 10 of standards for the internal system:

- 10.1. In particular, how study programmes are continuously monitored, periodically reviewed and approved, with the effective involvement of employers, students and other stakeholders.
Please refer to the results of the periodic review of the study programme in the relevant description of study programme.
- 10.2. You ensure that student assessment and learning outcomes are in line with current knowledge, technological capabilities, societal needs, student needs and expectations of employers and other external stakeholders, and that the institution creates an enabling and efficient learning environment for students.

⁶ The indicators are intended to enable, in particular, the evaluation of the profile of applicants and the student population, the success rate and other characteristics in the admission procedure, the success rate and the reasons for failure in study programmes, the rate of proper completion of studies in study programmes, the degree of satisfaction of students with the implementation of study programmes and the availability of the resources needed for the study, the rate of applicability of graduates of study programmes, the degree of satisfaction of employers and other external stakeholders with the quality of graduates of the study programmes, the characteristics of the profile of teachers and other employees, the results of creative activities and the level of their connection with education, the level of internationalisation of the activities of the higher education institution.

- 10.3. You ensure that sufficient spatial, staff, material, technical, infrastructure, information and financial resources are provided for the implementation of study programmes and other related activities.
- 10.4. The students have the opportunity to comment at least once a year on the quality of study programmes, the quality of teaching staff, the quality of support services and the quality of the HEI's environment, and how students are given feedback on the results of the evaluation and the measures taken.
- 10.5. How are the modifications of study programmes resulting from their ongoing monitoring and periodic review is designed with the participation of students, employers and other stakeholders.
- 10.6. How study programmes are periodically approved in a period corresponding to their standard length of study.

Refer to the results of the other periodic approval of the study programme by the approval authority in the description of each study programme.

11. Periodic external quality assurance

Explain what forms of periodic external quality assurance review the higher education institution undergoes in order to make sure that the internal system of the institution is developed and implemented in accordance with the standards for the internal system and is being improved.

Please insert or attach a reference to the results of this assessment.

Indicate the progress and results of the follow-up of other external reviews.

12. List of annexes to internal self-assessment report

The higher education institution attaches to the internal self-assessment report:

1. List of study programmes (HEI attaches overview of study programmes according to Annex 1 of the Manual).
2. The list of habilitation and inaugural proceedings (HEI attaches an overview of habilitation and inaugural proceedings according to Annex 2 of the Manual).
3. The internal quality assurance indicator system of the institution (the HEI attaches the overview and status of the indicators used to monitor and improve the internal quality assurance system of the institution).
4. Additional attachments (the HEI also attaches additional attachments at its discretion in zip format).

Annex 1 of the Manual: List of study programmes

The higher education institution attaches to self-assessment report a list of study programmes and uploads it in SAAHE information system in xlsx format.

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

- The file name “Annex 1 Self-assessment report – List of study programmes” is entered in cell A1.
- “The name of the higher education institution” (according to <https://ciselniky.portalvs.sk/classifier/show/basic/>) is given in cell A2.
- The third row shows the column names according to the instructions given in the table (‘Names of mandatory columns’).
- From line 4, please provide the list of study programmes, study programme data and references to the location of the related study programme documents in the internal system of the HE (‘Programme data characteristics from line 4’).

Once the application has been created, Slovak Accreditation Agency for Higher Education offers the possibility to generate an attachment from the data of registry of the study programmes (in columns A to M) if the HEI decides to process the attachment manually.

| Mandatory column titles | Cell | Characteristics of programme data from row 4 |
|---|------|--|
| Code of study programme | A3 | Code of SP according to the register of programmes/HEI portal |
| Name of the study programme | B3 | Name of the SP according to the Register of the Study Programmes/HEI Portal |
| Faculty Code | C3 | Faculty code according to the code of faculties/HEI portal |
| Name of faculty | D3 | Name of faculty according to the register of programs/portal VS |
| Code of the place of study | E3 | Code of the place of study according to the code of the place of study/HEI portal |
| Place of study | F3 | According to the Register of the Study Programmes/HEI portal |
| Code of field of study | G3 | According to the code of study fields on the HEI portal (e.g., 6213 economics and management) |
| Name of study field | H3 | According to the Register of the St. Programmes/Portal of the VS |
| Code of study of field 2 | I3 | According to the code of study fields on the VS portal (e.g., 6213 economics and management) |
| Title of study field 2 | J3 | Name 2 of the Department according to the Register of the St. Programmes/VS Portal |
| Level of study | K3 | Level of study according to the Register of Programmes/HEI portal (1; 2; 3; combined 1. and 2.; Grade I (professional oriented) |
| Form of study | L3 | Form according to the register of programmes/portal VS (daily, external) |
| Language | M3 | Language(s) according to the register of programs/portal VS |
| Description of the programme in Slovak | N3 | Active reference to the location of the current description in the internal system of the HE. Curriculum description of the study programme in Sj: https://saavs.sk/wp-content/uploads/2020/11/3_T_Z_OSP_1_2020-description-studijny-programme-snova.docx |
| Description of the programme in English | O3 | Active reference to the place of storage of the current description in I in the internal system of the university in the study programmes of the III degree. Curriculum description of the study programme in I: https://saavs.sk/wp-content/uploads/2020/11/3_T_Z_DSP_1_2020_Description_of_Study_programme_ENG_x-1.docx |

| | | |
|---|-----|--|
| Description of the programme in another language | P3 | * Active reference to the place where the current description is available in the internal system of the HEI, if the program is carried out in a different than English or Slovak language. |
| Name, Surname, titles of person responsible for the SP | Q3 | Name, surname, titles of person responsible for the Study Program |
| Person responsible for the SP in the Register | R3 | Active link to person responsible for study programme in the HEI's Employee Register https://www.portalvs.sk/regzam/ID |
| Scientific-art-pedagogical characteristics of the person responsible for the SP | S3 | Active reference to the place of storage of data in the internal system of the HEI Structure of scientific-art-pedagogical characteristics data: https://saavs.sk/wp-content/uploads/2021/01/T_Z_VUPCH_SjAj-1_2020-opravall.xlsx |
| Name Surname, titles of teacher providing profile subject 1 | T3 | Name, surname, titles of teacher providing profile subject 1 according to the Register of Employees of the University of Education https://www.portalvs.sk/regzam/ID |
| Teacher providing profile subject 1 in the register | U3 | Active link to UZPP1 in the Employees Register https://www.portalvs.sk/regzam/ID |
| Scientific-art-pedagogical characteristics of the teacher providing profile subject 1 | V3 | Active reference to the place of storage of scientific-art-pedagogical characteristics data in the internal system of HEIs |
| Name Surname, titles of teacher providing profile subject 2 | W3 | Name, surname, titles of teacher providing profile subject 2 according to the Register of Employees of the HEI: https://www.portalvs.sk/regzam/ID |
| Teacher providing profile subject 2 in the register | X3 | Active link to teacher providing profile subject 2 in the Employees Register https://www.portalvs.sk/regzam/ID |
| Scientific-art-pedagogical characteristics of the teacher providing profile subject 2 | Y3 | Active reference to the place of storage of scientific-art-pedagogical characteristics data in the internal system of HEIs |
| Name Surname, titles of teacher providing profile subject 3 | Z3 | * Name, surname, titles of teacher providing profile subject 3 according to the Register of Employees of the HEI: https://www.portalvs.sk/regzam/ID |
| Teacher providing profile subject 3 in the register | AA3 | * Active link to teacher providing profile subject 3 in the Employees Register https://www.portalvs.sk/regzam/ID |
| Scientific-art-pedagogical characteristics of the teacher providing profile subject 3 | AB3 | * Active reference to the place of storage of scientific-art-pedagogical characteristics data in the internal system of HEIs |
| Name Surname, titles of teacher providing profile subject 4 | AC3 | *Name, surname, titles of teacher providing profile subject 4 according to the Register of Employees of the HEI: https://www.portalvs.sk/regzam/ID |
| Teacher providing profile subject 4 in the register | AD3 | * Active link to teacher providing profile subject 4 in the Employees Register https://www.portalvs.sk/regzam/ID |
| Scientific-art-pedagogical characteristics of the teacher providing profile subject 4 | AE3 | * Active reference to the place of storage of scientific-art-pedagogical characteristics data in the internal system of HEIs |
| Cooperation Agreement | AF3 | * Active reference to the agreement pursuant to paragraph 4 of Article 2 of the Supplement to the Study Programme Standards, or to Standards for Quality Assurance of Joint Programmes. |
| Approval of the programme | AG3 | Active reference to evidence of the approval of the study programme by the approval authority of the student programmes of the HEI according to Article 3 of the standards for the study programme. |
| Assessment of the programme | AH3 | Active reference to evidence of internal assessment of compliance of the study programme in the internal system of the HEIs (e.g., working group report, etc.) |
| Evaluation of the level of creative activities | AI3 | ** Active reference to the results of the internal evaluation of the level of creative activities according to Article 7 Standards for the Study programme. |

* Only if relevant to the study programme.

** If the document does not contain an active reference to the assessed outputs, HEI shall indicate them in column AJ (the name of the column “Assessed outputs” in cell AJ3).

Annex 2 of the Manual: List of habilitation and inaugural proceedings

The higher education institution attaches to self-assessment report a list of habilitation and inaugural proceedings in xlsx format.

To enable the automated processing of the attachment, the file must meet the following conditions:

- The file name “Annex 2 Self-assessment report – List of Habilitation and Inaugural Proceedings” is given in cell A1.
- “The name of the higher education institution” (according to <https://ciselniky.portalvs.sk/classifier/show/basic/>) is given in field A2.
- The third row shows the column titles according to the instructions in the table (“Titles of mandatory columns”).
- From row 4, provide a list of habilitation and inaugural proceedings, habilitation and inaugural proceedings identification data and references to the location of related habilitation and inaugural proceedings documents in the HEI’s internal system (according to “HIP data characteristics from row 4”).

Once the application has been created, Slovak Accreditation agency for Higher Education offers the possibility to generate an attachment from the HIP registry data (in columns A to D) if the HEI decides to process the attachment manually.

| Mandatory column names | Cell | Characteristics of habilitation and inaugural proceedings data from row 4 |
|--|------|--|
| Name of habilitation and inaugural proceeding | A3 | Name of HIP according to the Register of Habilitation and Inaugural Proceedings https://www.portalvs.sk/sk/hai |
| Faculty Code | B3 | Faculty code/HEI portal |
| Name of faculty | C3 | Name of faculty according to the Register of Habilitation and Inauguration Proceedings/HEI portal |
| Title awarded | D3 | Awarded title according to the Register of Habilitation and Inaugural Proceedings/HEI portal (assoc. prof., prof.) |
| Description of HIP in Slovak | E3 | ** Active link to the location of the current HIP description in the internal system of HEI |
| Description of HIP in English | F3 | Active link to the place where the current description of the HIP is stored in English in the internal system of the institution |
| Code of study | G3 | According to the code of study fields on the HEI portal (e.g. 6213 economics and management) |
| Field of study 1 | H3 | The HEI indicates the name of the field to which HIK is assigned according to the study field codes: https://www.portalvs.sk/sk/studijne-odbory?from=menu1 |
| Code of study field 2 | I3 | According to the code of study fields on the VS portal (e.g., 6213 economics and management) |
| Field of study 2 | J3 | The HEI indicates the name of the 2nd class if HIK is assigned to two disciplines according to the study field codes: https://www.portalvs.sk/sk/studijne-odbory?from=menu1 |
| Name Surname, titles of person responsible for HIP 1 | K3 | Name, surname, titles of person responsible for HIP 1 |

| | | |
|--|-----|--|
| Person responsible for HIP 1 in the register | L3 | Active link to the person responsible for HIP 1 in the Employees Register https://www.portalvs.sk/regzam/ID |
| Scientific-art-pedagogical characteristics of person responsible for HIP 1 | M3 | Active reference to the place where the scientific-art-pedagogical characteristics data is stored in the internal system of the HEI, if not in the description of the HIP. <i>Structure of scientific-art-pedagogical charact. data:</i> https://saavs.sk/wp-content/uploads/2021/01/T_Z_VUPCH_SjAj-1_2020-opravall.xlsx |
| Name, Surname, titles of person responsible for HIP 2 | N3 | Name, surname, titles of person responsible for HIK 2 |
| Person responsible for HIP 2 in the register | O3 | Active link to person responsible for HIP 2 in the Employees Register https://www.portalvs.sk/regzam/ID |
| Scientific-art-pedagogical characteristics of person responsible for HIP 2 | P3 | Active reference to the place where the scientific-art-pedagogical characteristics data is stored in the internal system of the HEI. |
| Name, Surname, titles of person responsible for HIP 3 | Q3 | Name, surname, titles of person responsible for HIK 3 |
| Person responsible for HIP 3 in the register | R3 | Active link to person responsible for HIP 3 in the Employee Register https://www.portalvs.sk/regzam/ID |
| Scientific-art-pedagogical characteristics of person responsible for HIP 3 | S3 | Active reference to the place where the scientific-art-pedagogical characteristics data is stored in the internal system of the HEI. |
| Name, Surname, titles of person responsible for HIP 4 | T3 | Name, surname, titles of person responsible for HIK 4 |
| Person responsible for HIP 4 in the register | U3 | Active link to person responsible for HIP 4 in the Employee Register https://www.portalvs.sk/regzam/ID |
| Scientific-art-pedagogical characteristics of person responsible for HIP 4 | V3 | Active reference to the place where the scientific-art-pedagogical characteristics data is stored in the internal system of the HEI. |
| Name, Surname, titles of person responsible for HIP 5 | W3 | Name, surname, titles of person responsible for HIK 5 |
| Person responsible for HIP 5 in the register | X3 | Active link to person responsible for HIP 5 in the Employee Register https://www.portalvs.sk/regzam/ID |
| Scientific-art-pedagogical characteristics of person responsible for HIP 5 | Y3 | Active reference to the place where the scientific-art-pedagogical characteristics data is stored in the internal system of the HEI. |
| Internal assessment of HIP compliance | Z3 | Active reference to evidence of internal assessment of compliance with HIP standards |
| Evaluation of the level of creative activities | AA3 | ** Active reference to the results of the internal evaluation of the level of creative activities according to Article 5 of the HIP standards. |

* Recommended curriculum of habilitation and inaugural proceedings description:

1. Definition of the field of habilitation proceedings and inaugural proceedings (name of the HAI, name of faculty, name of the field HIP, content definition, awarded degree, assignment to study field/degrees).
1. Staffing of the Department of Habilitation and Inaugural Proceedings (persons responsible for HIP with reference to data in the structure of the scientific-art-pedagogical characteristics, reference to the composition of the Scientific Council).
2. The level of criteria for evaluating the qualification as an associate professor (reference to current criteria, reference to previous texts with indication of validity).
3. The level of the criteria for evaluating the qualification for the title of professor (reference to current criteria, reference to previous texts with indication of validity).
4. Rules and procedures for habilitation and inaugural proceedings (reference to the internal rule or a part of it, reference to previous texts with an indication of validity).

5. Reference to completed proceedings and their results.
6. Reference to pending proceedings.

** If the document does not contain a reference to the assessed outputs, HEI shall indicate them in column Y (name of column "Assessed outputs" in cell AB3).

State of the Study Programme and habilitation and inaugural proceedings on the day of submitting the application:
In the "Other attachments" of the application in SAAHE information system, the HEI attaches a compressed file with descriptions of the study programmes and a compressed file with descriptions of habilitation and inaugural proceedings in zip format.