



University
of Economics
in Katowice

Teaching Quality System

of the University of Economics
in Katowice

Katowice, 2022

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CENTRUM NOWOCZESNYCH TECHNOLOGII INNOWACJI

Introduction

Continuous improvement of the teaching quality is a key to further development and strengthening of the position of the University of Economics in Katowice in the field of national and international education.

The Teaching Quality System of the University of Economics in Katowice (Quality System) provides a framework for conducting teaching activities at the University in a responsible, transparent, effective and quality-oriented manner, taking into account the needs of external and internal stakeholders.

The Quality System is in line with the University's mission, which constitutes the foundation of the Development Strategy of the University of Economics in Katowice for 2018–2025 (Development Strategy). The University responsibly and professionally conducts scientific research and educates highly qualified staff in the area of economics, management, finance, logistics, administration, and information and communication technology. As an academic community the University identifies itself with a dynamically developing region and environment, offering life-long learning and supporting entrepreneurship, business and the public sector. The University of Economics in Katowice is open to international cooperation and expertise. We are a community built on shared values and trust, that enables equal opportunities and counteracts exclusion.

The Quality System is based on standards of the Polish Accreditation Committee, guidelines of national and international accrediting bodies, and internal regulations: Statute, Teaching Policy, Program Management System, codes of ethics, etc. Detailed guidelines concerning the processes defined in the System are included in the Rector's orders and Senate's Resolutions.

In accordance with the recommendations of the UN Convention on the Rights of Persons with Disabilities and pursuant to national regulations, the University of Economics in Katowice implements an inclusive educational system which enables persons with disabilities to gain higher education on an equal basis with non-disabled persons. In its actions the University adheres to the concept of universal design and reasonable accommodation, thanks to which it ensures better integration of people with special needs into the academic community.

The Rector, as well as each member of the academic community within the scope of their official duties, is responsible for following the guidelines included in the Quality System at the University. The most important advisory and coordinating

role in the process of ensuring and improving the teaching quality (in accordance with the provisions of this document) is assigned to the University Committee for Teaching Quality (Pol. UKJK) and the Rector's Representative for Quality Management.

The Quality System supports:

1. creating optimal conditions for teaching and building relationships that allow for the development and strengthening of the community and worthy representation of the University in the lifelong learning process,
2. raising the status of teaching work and achieving the assumed learning outcomes.

The Quality System's aim is to:

1. ensure high quality of teaching, understood as the University's teaching activities in all forms offered, as well as activities supporting the personal development of learners and instructors, preparation for lifelong self-education and joint activities of the University and its stakeholders, i.e. candidates, learners, graduates, employees and entities from the social and economic environment,
2. shape and promote the culture of quality and pro-quality attitudes in the academic community through gaining international educational experience, developing knowledge and fostering attitudes of openness to different cultures, respect for the principles of ethics, social responsibility and sustainable development and thus preparing graduates for professional or scientific work, developing their ability to navigate the labor market, as well as requalify according to the needs of employers and lifelong learning.

The following are considered particularly important for the achievement of the Quality System objectives indicated above:

1. diagnosing the actual state of teaching at the University,
2. functioning of comprehensible and accessible processes ensuring high quality of teaching,
3. improving teaching processes,
4. supporting the University community through collecting, developing and analyzing information and presenting recommendations for teaching quality management.

The Quality System covers all forms of education offered by UE Katowice with particular emphasis on undergraduate and graduate programs, as well as studies at the Doctoral School, which form the basis of the higher education system and are the subject of national and international accreditation.

Teaching quality management at the University is implemented in accordance with the concept of the so-called double quality loop, where the large quality loop covers a participatory process of strategic management of study programs offered by the University, while the small quality loop covers a process of operational management of teaching and quality improvement with the participation of stakeholders.

Teaching quality management in the small quality loop is carried out according to Deming's concept of quality circle (Plan-Do-Check-Act), a diagram of the process is shown in **Figure 1**.



Figure 1. Small quality loop – process diagram

The University systematically evaluates the teaching process and implements improvements in the scope of preparation of both curricula and organization of studies. Assessment of the assumed learning outcomes takes place at each stage of education, both at the level of particular courses and the entire study program, with participation of internal and external stakeholders. Activities in this scope are performed as part of an annual cycle (figure 2).

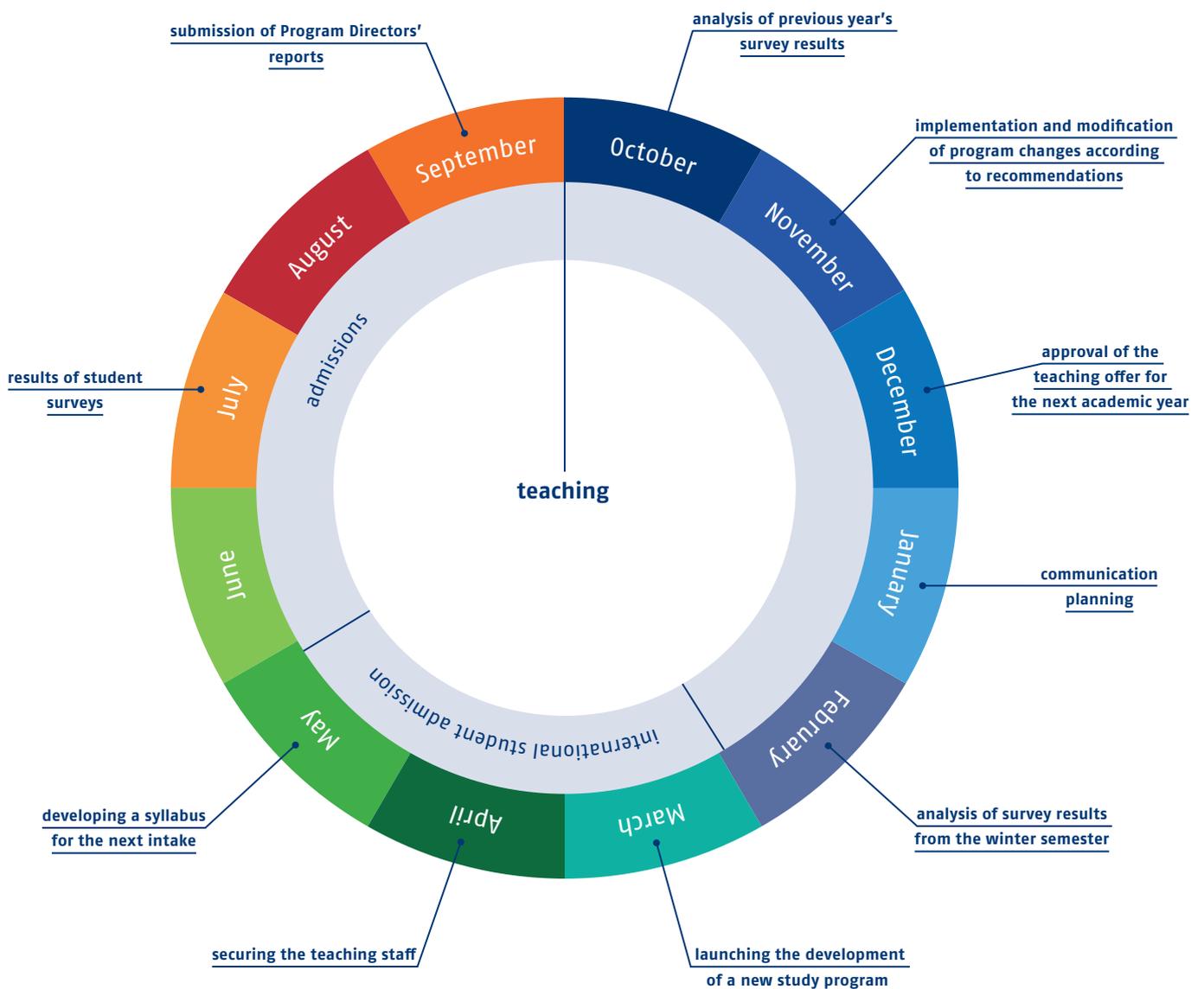


Figure 2. The annual cycle of planning, approving and improving the teaching process

1.

Teaching Quality System
Structure

To ensure full transparency and reliability, in the Quality System each process is described so as to specify its objective, responsibility for the process, process inputs, process flow, process outputs and process improvement.

1.1. Organization of the Teaching Quality System

In terms of proper implementation of the processes indicated in the Quality System, the following are responsible:

1. **Rector** – who manages the activities of the University and represents it.
2. **Appropriate Vice-Rectors** – who supervise the processes carried out by units under their authority.
3. **Rector's Representative for Quality Management** – who supports implementation of the teaching process by supervising the Quality System and initiates activities aimed at improvement of the teaching quality.
4. **Senate's Committee for Education** – which provides opinions and advice on teaching activities, guidelines and principles of teaching policy, quality assurance and development of the University's teaching potential.
5. **University Committee for Teaching Quality** – which coordinates activities in the scope of assurance and improvement of the teaching quality at the University.
6. **Program Councils** – that perform their duties in accordance with the System for management of undergraduate and graduate study programs.
7. **Councils appropriate for the form of teaching** – that perform the duties resulting from the Statute and other legal regulations, within the framework of a given form of studies (teaching).
8. **Director of the Teaching Quality Management Office** – who undertakes and coordinates activities in the area of teaching quality assurance, evaluation and improvement.
9. **Dean of School of Undergraduate and Graduate Studies** – who supervises the teaching process in undergraduate and graduate programs.
10. **Vice-Dean – Director of the Rybnik Branch** – who supervises the teaching process in undergraduate, graduate and postgraduate studies conducted by the Branch.
11. **Dean of the Doctoral School** – who supervises education of the doctoral students.

- 12. Director of the Research and Development Center** – who oversees the teaching process for postgraduate studies, trainings and courses.
- 13. Head of the Lifelong Learning Center** – who supervises the teaching process within the framework of the Children's Economic University (Pol. EUD), the Academy of Young Economists (Pol. AME), Economics for Upper Secondary School (Pol. ELiT) and the University of Economics of the Third Age (Pol. UETW).
- 14. Department Heads** – who organize the department's research and teaching activities and ensure a high quality of said activities.
- 15. Program Directors, Program Managers** – who perform tasks specified in the System for Management of Study Programs.
- 16. Instructors** – who implement the teaching process in order to enable the achievement of learning outcomes, in line with the content of syllabuses.
- 17. Other persons, organizational units or committees** – defined by the Rector's orders, who are responsible for the implementation of the teaching process in accordance with the organizational structure of the University and their scope of duties.

1.2. Law regulations – external and internal

The Quality System at the University operates in accordance with valid regulations:

- 1. external**
 - a) Law on Higher Education and Science, together with its implementing provisions
 - b) Act on Ensuring Accessibility for Persons with Special Needs
 - c) other
- 2. internal**
 - a) Mission, vision and values
 - b) Development and Internationalization Strategy of the University
 - c) Teaching Policy
 - d) Statute
 - e) resolutions of the Senate
 - f) Rector's orders
 - g) other

Detailed rules and the flow of processes included in the Quality System are determined by internal regulations, in particular resolutions of the Senate, Rector's orders and the Teaching Policy and are compliant with international and national quality standards.

1.3. Glossary

Quality System – the Teaching Quality System at the University of Economics in Katowice (this document).

University – University of Economics in Katowice.

Forms of education – education provided as part of undergraduate and graduate studies, Doctoral School, postgraduate programs, supplementary courses and trainings and within the Lifelong Learning Centre.

Study program – programs offered within all forms of education.

Teaching offer of the University – a set of offered study programs.

Participants of the teaching process – learners, instructors and units supporting participants of the teaching process.

Learner – student, doctoral student or participant of any other form of education.

Instructors – academic teachers and other persons who have been appointed to conduct courses, regardless of the form of employment.

Stakeholders (external and internal) – entities (individuals, communities, business entities, institutions, organizations, public offices, etc.) that have a relationship with the University in connection with the implementation of the teaching process.

2.

Scope
of the Teaching Quality System

2.1. Preparing and running the teaching process

2.1.1. Communication with stakeholders

Process objective

The objective of the process is to:

- 1.** obtain information about the stakeholders expectations regarding the University's teaching offer, in particular from the point of view of students of elementary and secondary schools, University students, doctoral students and participants of other forms of education, graduates, representatives of business, public administration and other organizations,
- 2.** provide stakeholders with information about the University, in particular its teaching offer.

The process is essential for developing and modifying the University's teaching offer and for forming relationships with stakeholders.

Responsibility for the process

Units responsible for the proper flow of the process of communicating with stakeholders are:

- 1.** With regard to communication with the stakeholders of the undergraduate and graduate programs:
Director of the Marketing Center in collaboration with:
 - Dean of the School of Undergraduate and Graduate Studies,
 - Program Directors and Program Managers,
 - other persons appointed by the Rector's order.
- 2.** With regard to the Doctoral School:
Director of the Marketing Center in collaboration with:
 - Dean of the Doctoral School,
 - other persons appointed by the Rector's order.
- 3.** With regard to postgraduate studies, trainings and workshops:
Director of the Research and Development Center and Director of the Branch in collaboration with:
 - Director of the Marketing Center,
 - Managers of postgraduate programs,
 - other persons appointed by the Rector's order.

4. With regard to the Lifelong Learning Center:
Director of the Marketing Center in collaboration with:
 - Head of the Lifelong Learning Center,
 - other persons appointed by the Rector's order.

Process input data

Input data for the process of communication with the environment are:

1. **With regard to undergraduate and graduate programs**, in particular:
 - a) list of schools cooperating with the University, with particular emphasis on schools under the patronage of UE Katowice,
 - b) results of surveys on candidates' expectations,
 - c) admissions results from the last 3 years for a given study program, including information about the completed secondary school/university,
 - d) results of studies on effectiveness of the applied marketing methods,
 - e) reports of Program Directors (including information concerning remarks and recommendations formulated by the Program Councils),
 - f) research results published by educational institutions at the local, regional and national level, or by the local government bodies (e.g. related to education), results of research available within the framework of projects carried out at schools and with representatives of higher education institutions and business,
 - g) results of surveys on expectations of various stakeholder groups (e.g. students, employers) in terms of education.
2. **With regard to the Doctoral School**, in particular:
 - a) admissions results from the last 3 years,
 - b) results of surveys on candidates' expectations,
 - c) results of studies on effectiveness of the applied marketing methods,
 - d) results of surveys on doctoral students' expectations in terms of education.
3. **With regard to postgraduate studies, trainings and workshops**, in particular:
 - a) list of companies that the University has signed cooperation agreements with, together with information on their educational needs,
 - b) admissions results from the last 3 years,
 - c) results of surveys on candidates' expectations,
 - d) results of studies on effectiveness of the applied marketing method,
 - e) results of surveys on students' expectations in terms of education.

- 4. With regard to Lifelong Learning Center, in particular:**
 - a) list of schools, institutions and organizations that cooperate with the University, together with information on their educational needs,
 - b) admissions results from the last 3 years,
 - c) results of surveys on candidates' expectations,
 - d) results of studies on effectiveness of the applied marketing method,
 - e) results of surveys on participants' expectations in terms of education.

Process flow

- 1.** Analysis of input data by units responsible for the process.
- 2.** Implementation of improvement activities determined through analysis of the process from the previous cycle.
- 3.** Acquiring and compiling data necessary for activities related to communication with stakeholders.
- 4.** Obtaining and communicating information to stakeholders, using selected marketing tools appropriate to the forms of communication employed.
- 5.** Preparation of reports containing conclusions and recommendations concerning the communication activities undertaken. Reports for the previous year are prepared by the units responsible for the process and submitted to the University Committee for Teaching Quality via the Teaching Quality Assurance Unit.
- 6.** Initiating University-wide improvement activities by the University Committee for Teaching Quality and providing recommendations and feedback to the units responsible for the process through the appropriate Vice-Rector.
- 7.** Undertaking actions to improve communication with stakeholders by:
 - 1) appropriate Program Directors and Program Managers (in accordance with the System for Management of Study Programs) and other persons responsible for the process – for particular undergraduate and graduate study programs,
 - 2) persons appointed by the Rector's order – for other forms of education.

Process output data

Output data from the process of communication with the environment are:

- 1.** In terms of developing the University's teaching offer: information on expectations towards the teaching offer that can be used in its development in the following academic years,

2. In terms of activities aimed at improving the process of communication with stakeholders on the level of a particular form of education: remarks and suggestions for changes obtained from units responsible for a given form of education,
3. In terms of University-wide activities improving the process of communication with stakeholders: suggestions and feedback provided to the units responsible for the process via the respective Vice-Rector.

Process improvement

Improvements introduced to the process of communication with stakeholders are the result of analyses and submitted remarks (process output data). Improvement of the process is implemented in the following areas:

1. **organizational:** modification of the course of communication with stakeholders and documentation regulating that communication.
2. **substantive:** modification of communication forms and content.

2.1.2. Developing the University's teaching offer

Process objective

The process of developing the University's teaching offer is aimed at improving the offer in accordance with the University's Development Strategy, taking into account the identified expectations of stakeholders.

The process is essential to aligning the University's teaching offerings with stakeholder needs.

Responsibility for the process

Units responsible for the proper flow of the process of developing the teaching offer are:

1. **Developing the offer of undergraduate and graduate programs:**
 - a) Dean of the School of Undergraduate and Graduate Studies,
 - b) Council for Teaching and Education Quality,
 - c) Program Directors and Program Managers,
 - d) other entities specified in the regulations.
2. **Developing the offer of the Doctoral School:**
 - a) Dean of the Doctoral School,
 - b) Doctoral School Council,
 - c) other entities specified in the regulations.

- 3. Developing the offer of postgraduate studies, trainings and workshops:**
 - a) Director of the Research and Development Center,
 - b) Director of the Branch,
 - c) other entities specified in the regulations.
- 4. Developing the offer of the Lifelong Learning Center:**
 - a) Head of the Lifelong Learning Center
 - b) other entities specified in the regulations.

Process input data

The input data for the process of developing the University's teaching offer consists of the information concerning expectations towards the teaching offer (to be used while developing the teaching offer in the following academic years), including in particular:

1. Development Strategy of the University,
2. expectations of potential candidates, among others: high school students, students and alumni of undergraduate and graduate programs,
3. needs of the labor market, including the local labor market,
4. recommendations of industry organizations,
5. demand for trainings, postgraduate programs,
6. expectations of participants of study programs,
7. reports on admissions results from the previous academic year,
8. report on the evaluation of teaching activities,
9. report presenting the results of study on the professional history of alumni,
10. report on the surveys of employers' expectations,
11. reports of Program Directors,
12. recommendations for modifications to the study program's curriculum, including its updates, provided by the chairs of Program Councils,
13. teaching offer of other universities, including international ones (benchmarking),
14. external and internal legal acts, including concluded agreements,
15. recommendations of inspection and accreditation bodies (national and international), including reports of the Polish Accreditation Commission.

Process flow

1. Analysis of input data by heads of units responsible for teaching (respectively Dean of the School of Undergraduate and Graduate Studies, Dean of the Doctoral School, Director of the Research and Development Center, Director of the Rybnik Branch, Head of the Lifelong Learning Center) in order to develop and improve the teaching offer.
2. Implementation of actions aimed at improving the organization of the process of developing the teaching offer, based on the analysis of the process from the previous cycle.
3. Development and modification of the study program is presented in [Figure 3](#) (p. 19). During the development or modification of the study program, the compliance of all course learning outcomes with the program learning outcomes should be verified – by the Program Director, Head of the postgraduate studies or the program’s initiator, as appropriate.
4. Development of programs’ descriptions including enrollment criteria as soon as a new/modified teaching offer is accepted.
5. Adoption of recruitment resolutions for undergraduate and graduate programs, as well as for the Doctoral School, together with the admission limits for particular programs, and publication of the Rector’s orders in case of postgraduate programs.
6. Submission of proposed University-wide improvement activities regarding the development of the teaching offer by the Dean of the School of Undergraduate and Graduate Studies, Dean of the Doctoral School, Director of the Research and Development Center, Director of the Rybnik Branch or Head of the Lifelong Learning Center, to the University Committee for Teaching Quality, through the Teaching Quality Assurance Unit.
7. Initiating University-wide improvement activities by the University Committee for Teaching Quality and providing recommendations and feedback to the units responsible for the process through the relevant Vice-Rector.

The process should be completed in time to commence the information and promotion campaign initiating the recruitment and planning of teaching loads for the next academic year.

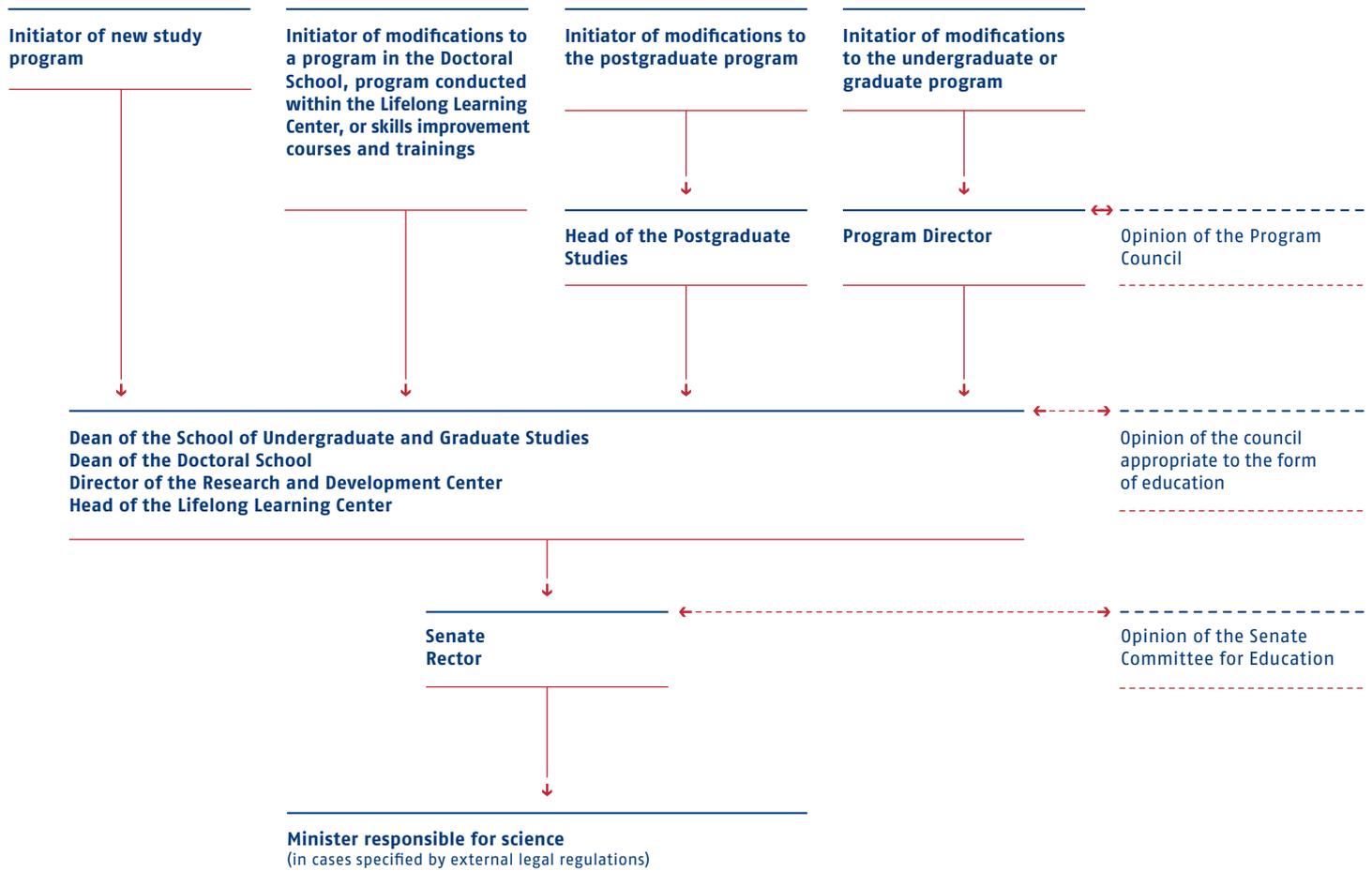


Figure 3. Development and modification of the study program (excluding the assessment by the Student Government and the Doctoral Student Government)

Process output data

Output data from the process of development of the teaching offer are:

1. in the scope of revision of the teaching offer: created, improved and terminated study programs,
2. recruitment resolutions and admission limits for undergraduate and graduate programs, and for the Doctoral School,

3. Rector's orders on the establishment of postgraduate programs,
4. programs' descriptions including admissions criteria, also for the purposes of information and promotion campaigns,
5. in the scope of university-wide activities aimed at improving the process of the development of the teaching offer: suggestions and recommendations of the University Committee for Teaching Quality submitted to the units responsible for the process via appropriate Vice-Rector.

Process improvement

Improvements introduced to the process of development of the teaching offer are the result of analyses and submitted remarks (process output data). They are implemented in two areas:

1. **organizational:** modification of the process flow and documentation regulating development of the teaching offer,
2. **substantive:** modification of the teaching offer as a result of analysis of the data obtained during the process and the remarks and requests made.

2.1.3. Admissions

Process objective

The aim is to select learners with a profile appropriate to the form of education within the framework of established qualitative and quantitative criteria.

Responsibility for the process

Units responsible for the proper flow of the admissions process are (for particular forms of education):

1. appropriate Vice-Rector,
2. University Admissions Committee (appropriate for particular forms of education),
3. Director of the Marketing Center,
4. Director of the Research and Development Center,
5. Vice-Dean – Director of the Rybnik Branch,
6. Head of the Lifelong Learning Center,
7. Committee for confirmation of learning outcomes,
8. Director of the IT Center.

Process input data

Input data for the admissions process are:

1. teaching offer,
2. legal regulations,
3. concluded agreements,
4. information and promotional materials.

Process flow

1. Analysis of the input data by units responsible for the process.
2. Implementation of measures to improve the organization of the admissions process based on the analysis of the process from the previous cycle.
3. Preparation of a system for informing candidates about the program offer and the admissions process.
4. Launch of an information (promotional) campaign tailored to appropriate target groups.
5. Recruitment of candidates in accordance with legal regulations and concluded agreements.
6. Surveying and evaluating the admissions process.
7. Preparation and submission of relevant reports to the University Committee for Teaching Quality by units responsible for the process.
8. Initiating University-wide improvement activities by the University Committee for Teaching Quality and providing recommendations and feedback to the units responsible for the process through the relevant Vice-Rector.

Process output data

Output data from the process are:

1. reports on results of the admissions process including the total number of candidates and the number of candidates accepted into particular forms of education at the University, the admissions criteria (including point thresholds, minimum qualifying marks) – for candidates for undergraduate and graduate programs and for the Doctoral School,
2. list of study programs launched,
3. results of surveys designed to evaluate the admissions process by the candidates,
4. list of recommendations and actions for improvement of the process.

Process improvement

Improvements introduced to the admissions process are the result of analyses and submitted remarks (process output data). They are implemented in two areas:

- 1. organizational:** modification of the course and documentation regulating the admissions process,
- 2. substantive:** modification of admissions criteria, including points thresholds, resulting from the analysis, as well as remarks and requests submitted.

2.1.4. Teaching

Process objective

The aim of the process is to achieve the learning outcomes resulting from the study program, including the promotion of socially responsible attitudes and competences by ensuring coherent actions, among others, in the delivery of teaching activities, organization of examination sessions, internships, mobility and completion of education.

Responsibility for the process

Units responsible for the proper flow of the teaching process are:

- a) appropriate Vice-Rector,
- b) Dean of the School of Undergraduate and Graduate Studies,
- c) Dean of the Doctoral School,
- d) Director of the Research and Development Center,
- e) Director of the International Relations Office,
- f) Vice-Dean – Director of the Rybnik Branch,
- g) Head of the Lifelong Learning Center,
- h) Deans of Faculties,
- i) Heads of Departments,
- j) Program Directors and Program Managers,
- k) Instructors,
- l) Heads of other units that implement the teaching process.

Process input data

Input data for the teaching process are:

- 1.** study programs, as well as educational and training programs, including the assumed learning outcomes (if the program provides them) and syllabuses,
- 2.** report of the Program Director (concerning the stakeholders' expectations),

3. codes of ethics which indicate the values and attitudes resulting from them (professional self-government, doctoral students, etc.)
4. list indicating the number of learners, together with information on individual admission result, completed undergraduate study programs, declared first (second and subsequent) choice programs (in the case of the first year), for the respective study programs,
5. planned staffing of a given study program,
6. planned administrative staffing,
7. teaching resources (infrastructure, library resources, IT applications, etc.).

Process flow

1. Analysis of the input data by units responsible for the process.
2. Implementation of measures to improve the organization of the teaching process based on the analysis of the input data.
3. Delivery of teaching activities. Prior to the commencement of instruction for the given academic year, the following shall be prepared and made available online:
 - 1) timetable for the academic year including teaching and rest periods,
 - 2) detailed timetable of the teaching processes carried out in the unit,
 - 3) allocation of learners to groups, with group size determined in accordance with the teaching conditions,
 - 4) teaching loads which ensure that the competencies of instructors are in line with the content of the course,
 - 5) class schedules that take into account the needs of learners and the classroom facilities indicated in the syllabuses,
 - 6) schedules of regular office hours,
 - 7) updated syllabuses,
 - 8) platforms, software and equipment of rooms used for teaching activities,
 - 9) schedule of the use of classrooms, including the number of seats and equipment available.
4. Examination session:
 - 1) Prior to the beginning of an examination session (if provided for a given form of education), an examination session schedule shall be made available online in advance and shall be prepared by the unit organizing the teaching process within the timeframe and in accordance with the rules laid down in the applicable regulations.

- 2) Examination session shall take place within the timeframe set out in the academic year timetable; however, efforts shall be made to distribute end-of-course assessments and examinations evenly over time.
 - 3) Results of an examination session shall be recorded in the minutes.
- 5. Internships:**
- 1) Internships, especially as part of undergraduate and graduate programs, are designed to achieve learning outcomes under the supervision of the University and the host institution. In particular, the realization of the internship serves to acquire an empirical materials for the thesis and to build relational capital.
 - 2) Mandatory internships, included in the study program, shall be consistent with the content of the program, while supplementary internships shall be consistent with the profile of the University. Detailed rules for student internships are regulated by the Rector's orders.
- 6. Completion of education:**
- 1) **for graduate and undergraduate programs – defense of the diploma dissertation**
 - a) Diploma examination is conducted after the dissertation was verified in terms of its originality and has received two positive reviews. To participate in the examination the student has to obtain all ECTS credits, i.e. pass all of the courses included in the program's curriculum and declared in the learning process.
 - b) Passing the diploma examination serves to obtain a professional title (e.g. bachelor, engineer, master) in accordance with the study program. Diploma examination is conducted, as a rule, in an oral form and focuses on the issues covered in the diploma dissertation. In justified cases – with regard to persons with special needs – the exam may be conducted in a written form.
 - c) Examination Board consists of the Chairperson and academic teachers whose scientific and teaching achievements are related to the topic of the diploma dissertation.
 - d) Diploma examination process is regulated in detail by Rector's orders and Senate's resolutions.
 - 2) **in the Doctoral School – submission of the doctoral dissertation**

Completion of education in the Doctoral School means submission of the doctoral dissertation to the scientific committee responsible for the doctoral student's scientific discipline. Preparation of the doctoral dis-

sertation involves implementation of an individual research plan by the doctoral student, in cooperation with a supervisor and an assistant supervisor, if appointed. Preparation of the doctoral dissertation ensures fulfillment of formal and substantive requirements for the award of the doctoral degree, which entails the successful completion of the procedure for the conferment of the doctoral degree. This is enabled by the timely implementation of learning outcomes specified for the doctoral seminar and realization of the program's curriculum. Key factor in this process is the appropriate organization of the mid-term evaluation, which ensures that the doctoral student will be able to submit the dissertation on time in cases of deviations from the implementation of the individual research plan.

3) in postgraduate programs – final examination/defense

- a) Completion of the teaching process in postgraduate programs results in obtaining a certificate and is preceded by a final examination and/or defense of the final thesis/project.
- b) The final examination should be conducted before an examination board. The examination board consists of people whose practical experience or scientific and teaching achievements are thematically related to the program.
- c) The process of completing education and obtaining a certificate within the framework of postgraduate studies is described in detail in the regulations for postgraduate studies and in the curricula of particular study programs.

4) within other forms of education

Completion of the teaching process within other forms of education is connected with realization of the objectives of a given program. The detailed process of obtaining certificates of completion of trainings, workshops and programs conducted by the Lifelong Learning Center is regulated by the Rector's orders and concluded agreements.

- 7.** Submission of reports and overviews concerning the teaching process by the units responsible for the process to the University Committee for Teaching Quality via the Teaching Quality Assurance Unit.
- 8.** Initiating University-wide improvement activities by the University Committee for Teaching Quality and providing recommendations and feedback to the units responsible for the process through the relevant Vice-Rector.

Process output data

Output data from the teaching process are:

1. reports on the results of graduation proceedings (including e.g. statistics on defenses/final examinations with grades obtained),
2. summary report on originality of dissertations generated from JSA [Eng. Uniform Anti-Plagiarism System],
3. number of initiated proceedings and awarded doctoral degrees,
4. results of surveys on graduates' opinions concerning the teaching process, including the achievement of learning outcomes,
5. list of recommendations and process improvement activities.

Process improvement

Improvements introduced to the teaching process are the result of analyses and submitted remarks (process output data). They are implemented in two areas:

1. **organizational:** modifications in the planning of the teaching process, its operation and documentation,
2. **substantive:** modification of the rules for the implementation of teaching activities, examination sessions, internships and completing education as a result of analyses, as well as remarks and proposals made.

2.1.5. Support for participants of the the teaching process

Process objective

The aim of the process is to provide appropriate conditions for the development of participants in the teaching process, in particular by removing or reducing barriers in access to education, facilitating the teaching process, developing talents and increasing the motivation of learners and instructors.

Responsibility for the process

Units responsible for the proper flow of the process of support for participants of the teaching process are:

1. Heads of units that provide support for participants of the teaching process,
2. Rector's Representative for Special Needs Students,
3. Student organizations, including the Student Parliament, the Doctoral Student Government and research clubs,
4. Scholarship committees,

5. Psychologist,
6. Bursar,
7. Chancellor,
8. Other units responsible for supporting the teaching process (e.g. technical and catering infrastructure).

Process input data

Input data for the process of support for participants of the teaching process are:

1. description of barriers identified in previous years (disability-related, infrastructural, financial, psychological, etc.) that hinder the teaching process,
2. description of the needs identified in previous years, including those related to the development of learners' and instructors' potential,
3. financial plan outlining the various forms of support for learners and instructors.

Process flow

1. Analysis of the input data by units responsible for the process.
2. Implementation of measures to improve the support for participants of the teaching process based on the analysis of the input data.
3. Identifying and responding to learners' and instructors' needs in terms of talent development, as well as existing barriers they face.
4. Communication regarding the forms of support available at the University, such as: access to the library, databases of scientific publications, the IT Center in terms of computers and software, the Support Center for Special Needs Students or participation in mobility programs, sports and cultural activities (e.g. choir, song and dance ensemble, academic sports team), opportunities to benefit from various forms of assistance.
5. Involving learners in the life of the University by organizing individual learning pathways, instructors' office hours, enabling participation in student organizations, university committees, student clubs, voluntary work, student exchange, tutoring programs, etc. Establishment of scholarships for talent development and their award in accordance with the adopted criteria.
6. Involving instructors in the life of the University by cooperating with learners (e.g. tutoring, research clubs), organizing and enabling instructors to participate in projects that improve teaching competences, also with regard to students with special needs (e.g. methodological support, staff

development projects), including through mobility programs, conferences and seminars, cooperation with domestic and international partners in the teaching field.

7. Supporting learners and instructors in eliminating identified problems and barriers in terms of teaching methodology, as well as material, psychological and infrastructural assistance, etc.
8. Assisting and engaging foreign learners and instructors (and their families) in terms of social integration, work arrangements, and stay in Poland throughout their studies or employment (e.g., through the Welcome Point).
9. Submission of reports and overviews concerning the support process by the units responsible for the process to the University Committee for Teaching Quality via the Teaching Quality Assurance Unit.
10. Initiating University-wide improvement activities by the University Committee for Teaching Quality and providing recommendations and feedback to the units responsible for the process through the relevant Vice-Rector.

Process output data

Output data from the process are:

1. report from the Center for Special Needs Students,
2. Report on Social Responsibility of the University,
3. reports on the forms of assistance provided,
4. annual reports on the activities of student organizations, including research clubs, together with the action plan for the coming year,
5. information on the implementation of the financial plan with regard to various forms of support for learners and instructors,
6. report on student and staff mobility,
7. list of recommendations and improvement actions in the process.

Process improvement

Improvements introduced to the support process are the result of analyses and submitted remarks (process output data). They are implemented in two areas:

1. **organizational:** planning, operating and documenting the support process for learners and instructors,
2. **substantive:** communicating and engaging learners and instructors in the life of the University.

2.2. Monitoring of the teaching process

2.2.1. Verification of learning outcomes

Process objective

The aim of the process is the on-going verification and improvement of the achievement of learning outcomes determined for individual study programs (general and program learning outcomes) and for courses/modules, including internships (course learning outcomes) covered by these programs. Detailed rules and the process flow are specified in the Teaching Policy and the Rector's orders.

Responsibility for the process

Units responsible for the proper flow of the process of the verification of learning outcomes are:

1. instructors,
2. persons designated as responsible for the course syllabuses – with regard to the selection of tools and methods of verification that are appropriate for the course and adequate to the declared learning outcomes,
3. Program Directors and Program Managers, Heads of Departments/Physical Education and Sports Center/Foreign Language Center, Dean of the Doctoral School, heads of postgraduate programs – in the scope of ensuring the compliance of tools and methods of verification used in the study program with the declared learning outcomes, analysis of assessment statements and opinions and proposing changes in the study programs.

Process input data

Input data for the process of teaching monitoring are:

1. sets of learning outcomes adopted by the Senate for particular study programs,
2. learning outcomes coverage matrix for a given study program,
3. syllabuses with the specified course outcomes and the corresponding outcomes for the study program, as well as the methods for verification of their achievement,
4. levels of achievement of particular course outcomes corresponding to specific grades adopted for a given study program, in particular the minimum level corresponding to the grade "sufficient" or "pass"; the levels in question are determined by the course instructors.

Process flow

1. Analysis of the input data by units responsible for the process.
2. Implementation of measures to improve the organization of the process of monitoring the teaching process on the basis of analysis of the input data.
3. Verification of achievement of learning outcomes in relation to:
 - 1) courses/ modules included in the study program, together with the seminar,
 - 2) student internships,
 - 3) diploma dissertation,
 - 4) entire study program.
4. Verification of the achieved learning outcomes by means of appropriate methods specified in the syllabuses of particular courses and confirmed by positive final assessments. The final grade is a result of the level of achievement of the learning outcomes; however, for the grade to be positive, all of the course outcomes must be achieved at least at the minimum level. Failure to achieve the minimum level of any of the course outcomes results in failing the course.
5. Documenting the verification of course learning outcomes in a written or electronic form.
6. Taking improvement actions by the instructor at the course level (in consultation with other instructors responsible for the course), or making suggestions to the program manager regarding changes beyond the course if more than half of the course participants receive negative grades (first and second terms combined).
7. Additional verification of learning outcomes related to the diploma dissertation through verification in the JSA system [Eng. Uniform Anti-Plagiarism System], peer review, and the diploma examination.
8. Verification of the achievement of learning outcomes for student internships using the appropriate methods resulting from the University Regulations for Student Internships and specified in the internship syllabuses. Verification is performed on the basis of the internship completion form by the dissertation supervisor of a given student or another person indicated by the Dean (internship supervisor).
9. Program learning outcomes are deemed achieved when all course learning outcomes have been positively verified.
10. Verification of the achievement of program learning outcomes in terms of their alignment with stakeholder expectations through surveys among

graduates and other stakeholders. These surveys are used for improvement both at the level of individual courses and the program as a whole. Surveys are conducted by the units responsible for the process.

11. Submission of survey results and overviews by the units responsible for the process to the University Committee for Teaching Quality via the Teaching Quality Assurance Unit.
12. Initiating University-wide improvement activities by the University Committee for Teaching Quality and providing recommendations and feedback to the units responsible for the process through the relevant Vice-Rector.

Process output data

Output data from the process of development of the teaching monitoring are:

1. archived documentation of the conducted verification of course learning outcomes (credit and examination papers, projects, reports, etc.),
2. list of grades for individual courses with the specified assessment term (I, II, retake mode),
3. opinions on the achievement of program learning outcomes for the study program,
4. list of recommendations and improvement actions for the process.

Process improvement

Improvement of the process of verification of achievement of learning outcomes is implemented in two areas:

1. **organizational:** modification of the manner in which feedback on the level of achievement of program learning outcomes is collected,
2. **substantive:** modification of the syllabus, including in particular the methods of verifying the course learning outcomes, modification of the study program, including the content of the program learning outcomes, the outcomes matrix and the admissions criteria, improvement of the teaching competence of instructors, change of the teaching staff.

2.2.2. Survey of opinion on the teaching process

Process objective

The purpose of opinion surveys on the teaching process is to formulate remarks and recommendations aimed at maintaining an appropriate level of quality or improving the process.

Opinion surveys on the teaching process are conducted among:

1. learners (in the scope of admissions, adaptation, teaching activities and support of the teaching process) – which enable learners to give their opinion on the realized courses, service and support of administrative units involved in the teaching process, fulfillment of expectations (applies to learners completing the study program),
2. instructors,
3. other stakeholders (in the scope of professional history of graduates, expectations of employers, institutional environment, etc.).

Responsibility for the process

Units responsible for the proper flow of the process of surveying opinions on the teaching process:

1. University Committee for Teaching Quality,
2. Rector's Representative for Quality Management,
3. Teaching Quality Management Office,
4. Marketing Center,
5. Lifelong Learning Center,
6. Careers Service and Alumni Relations,
7. Program Directors and Program Managers,
8. Heads of Departments,
9. IT Center,
10. other units indicated in the Rector's orders.

Process input data

Input data for the process of surveying opinion on teaching are:

1. research tool and method,
2. appropriate databases.

Process flow

1. Analysis of the input data by units responsible for the process.
2. Implementation of measures to improve the organization of the process of surveying opinions on the teaching process based on the analysis of the input data.

3. Preparation of data necessary to conduct the survey.
4. Launching the survey process (e.g. distribution of survey questionnaires).
5. Preparation of reports by units responsible for the process.
6. Providing the survey results (reports) to persons indicated by the Rector's orders for analysis.
7. Giving instructors an opportunity to respond to the survey results.
8. Submission of remarks, conclusions and recommendations to the Boards relevant to the form of education.
9. Submission of survey results and summaries by the units responsible for the process to the University Committee for Teaching Quality via the Teaching Quality Assurance Unit.
10. Initiating University-wide improvement activities by the University Committee for Teaching Quality and providing recommendations and feedback to the units responsible for the process through the relevant Vice-Rector.

Process output data

Output data from the process of surveying opinion on the teaching are:

1. reports on surveys conducted, together with explanations (if applicable),
2. proposed improvement actions developed by the boards,
3. list of recommendations and process improvement actions.

Process improvement

Improvements to the process of surveying opinion are implemented in two areas:

1. **organizational:** improving the principles, tools and methods of conducting surveys, as well as the distribution and archiving of results,
2. **substantive:** taking improvement actions in the areas surveyed.

2.2.3. Assessment visits for undergraduate and graduate programs and the Doctoral School

Process objective

The aim of the assessment visit is to improve the teaching activities in terms of:

1. substantive preparation of the instructor, ensuring compliance of the presented content with the syllabus,
2. structure and delivery of courses and the organization of instructor's work (including the use of modern information technologies),

3. use of appropriate materials and selection of teaching methods (including modern teaching methods),
4. realization of learning outcomes formulated in the syllabus,
5. instructor's teaching skills (i.e. communication skills, engagement, activating learners).

Responsibility for the process

Units responsible for the proper flow of the process of assessments visits are:

1. Heads of Departments (also at the request of the Program Director),
2. Head of the Foreign Language Center (in the case of Center's employees),
3. Head of the Physical Education and Sports Center (in the case of Center's employees),
4. Deans.

Process input data

Input data for the process of assessments visits are:

1. list of courses and instructors recommended for visitation for particular study programs,
2. framework schedule of assessment visits in a given semester of the academic year,
3. requests from Deans, Program Directors, Heads of Departments and Centers to conduct assessment visits outside the framework schedule.

Process flow

1. Analysis of the input data by units responsible for the process.
2. Implementation of measures to improve the organization of the process of assessment visits based on the analysis of the input data.
3. There are two forms of assessment visits:
 - 1) scheduled (in accordance with the framework schedule of assessment visits),
 - 2) upon the request of the Dean, Program Director, Head of the Department, Head of the Center, Student Parliament or Doctoral Student Government.
4. Submission of the assessment visit's results by the units responsible for the process to the University Committee for Teaching Quality through the Teaching Quality Assurance Unit.
5. Initiating University-wide improvement activities by the University Committee for Teaching Quality and providing recommendations and feedback to the units responsible for the process through the relevant Vice-Rector.

The assessment visits schedule should be designed in such a way as to allow the instructor to improve the course taught during the same semester. The results of the assessment visits should be discussed with the instructor each time.

Detailed process of conducting assessment visits – including those conducted with the use of methods and techniques of distance learning adopted by the University – shall be regulated by the provisions of the Rector's order on the rules of assessment visits.

Process output data

Output data from the process of assessment visits are:

1. list of good practices observed during the assessment visits,
2. conclusions of individuals conducting the assessment visits with remarks and recommendations for improvement,
3. list of conducted assessment visits,
4. list of recommendations and improvement actions for the process.

Process improvement

Improvements to the process of assessment visits are implemented in two areas:

1. **organizational:** modification of the form and documentation of the assessment visits,
2. **substantive:** modification of the planning, course and discussion of results of the assessment visit, selection of a person to conduct the assessment visit, teaching competences of instructors.

Assessment visits may also be conducted in the case of other forms of education – according to the principles specified in the Rector's orders.

2.2.3. Other forms of monitoring the teaching process

In addition to assessment visits, the University encourages peer review of teaching activities and exchange of good practices between instructors (e.g. during Department's staff meetings). Throughout the semester, meetings between, as appropriate, Program Directors and Program Managers, Dean of the Doctoral School or Heads of postgraduate studies (or persons designated by them), and representatives of groups of learners are also conducted – as an addition to the survey on opinions regarding the teaching process. Documentation of such activities is recommended.

3.

Improvement

of the Teaching Quality System

Process objective

The aim of the process is to improve the Quality System, in terms of both its normative dimension and aspects related to the System's implementation and management, as well as to promote the introduced improvements in the academic environment. The improvement of the Quality System is a continuous process and is carried out with the involvement of internal and external stakeholders.

Responsibility for the process

Units responsible for the proper flow of the process of the Teaching Quality System improvement are:

1. Vice-Rectors in charge of education and development, who:
 - a) promote the quality culture in the university environment,
 - b) provide resources necessary for the functioning and improvement of the Quality System,
 - c) make decisions on improvement of the Quality System.
2. Rector's Representative for Quality Management – who supervises the Quality System, ensures its compliance with legal requirements, mission, strategy and teaching policy of the University, consults and assists in implementation of particular processes included in the Quality System, as well as supports promotion of quality culture in the university environment and process approach in quality management.
3. University Committee for Teaching Quality – who initiates reviews of the Quality System, issues opinions on submitted proposals for improvement, and prepares recommendations for legal and organizational changes.
4. Teaching Quality Management Office – who receives suggestions for improvement, maintains a record of best practices, proposed and implemented improvements.

Process input data

Input data for the process of improvement of the Quality System are:

1. requirements resulting from internal and external legal regulations,
2. mission, strategy and teaching policy of the University,
3. proposals for improvements submitted by internal and external stakeholders, in particular University authorities, deans, other persons responsible for study programs, instructors, learners and program councils,
4. recognized national and international models and practices,
5. recommendations of accreditation committees.

Process flow

At least once a year, during the meeting of the University Committee for Teaching Quality, a comprehensive review of processes included in the Quality System and conditions of its operation is performed. The factors verified are the complexity of the system in terms of providing tools for ensuring the quality of education and the effectiveness of the application of these tools and quality assurance procedures – in line with the requirements specified in regulations and standards adopted as reference points.

Identified good practices and encountered problems are recorded. The Quality System review is also accompanied by a discussion of proposals for improvements.

Suggestions for improvements to the Quality System are accepted throughout the academic year by the **Teaching Quality Assurance Unit** via e-mail: jakosc@uekat.pl

In order to ensure the highest standards, the Quality System review may be conducted with participation of authorities in quality management from outside the University. As a result of the review, the University Committee for Teaching Quality prepares recommendations for improvements – in consultation with the organizational units concerned and the Student Parliament/Doctoral Students Government and submits them to the appropriate Vice-Rector for implementation.

Process output data

Output data from the process of improvement of the Quality System are:

1. recommendations of the University Committee for Teaching Quality regarding the System's improvement,
2. internal regulations introduced to improve the System,
3. register of good practices, as well as proposed and implemented improvements to the System.

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