



SPOŁECZNA AKADEMIA NAUK

**EDUCATION QUALITY MANAGEMENT  
SYSTEM  
AT THE UNIVERSITY OF SOCIAL SCIENCES  
IN ŁÓDŹ**

**GOALS AND OBJECTIVES**

**effective since 1.10.2019**

SPOŁECZNA AKADEMIA NAUK

## CONTENTS

<b>1</b>	<b>INTRODUCTION - FUNCTIONING OF THE INTERNAL QUALITY MANAGEMENT SYSTEM AT THE UNIVERSITY OF SOCIAL SCIENCES IN LODZ.....</b>	<b>3</b>
<b>2.</b>	<b>QUALITY POLICY AT THE UNIVERSITY OF SOCIAL SCIENCES.....</b>	<b>5</b>
<b>3.</b>	<b>INTERNAL SYSTEM OF EDUCATION QUALITY MANAGEMENT AT THE UNIVERSITY OF SOCIAL SCIENCES.....</b>	<b>7</b>
<b>A.</b>	<b>INITIAL ASSUMPTIONS .....</b>	<b>7</b>
<b>B.</b>	<b>THE PURPOSE OF THE FUNCTIONING OF THE INTERNAL SYSTEM OF EDUCATION QUALITY MANAGEMENT.....</b>	<b>7</b>
<b>C.</b>	<b>THE CONCEPT OF THE INTERNAL SYSTEM OF EDUCATIONAL QUALITY MANAGEMENT .....</b>	<b>8</b>
<b>D.</b>	<b>COMPETENCIES AND RESPONSIBILITIES OF INDIVIDUAL UNITS IMPLEMENTING PROCEDURES WITHIN THE INTERNAL EDUCATION QUALITY MANAGEMENT SYSTEM.....</b>	<b>11</b>
<b>4.</b>	<b>QUALITY STANDARDS.....</b>	<b>15</b>
<b>A.</b>	<b>STANDARDS FOR STUDY PROGRAMMES.....</b>	<b>16</b>
<b>B.</b>	<b>STANDARDS FOR DIDACTIC MATERIALS.....</b>	<b>18</b>
<b>C.</b>	<b>STANDARDS FOR FACULTY QUALIFICATIONS .....</b>	<b>20</b>
<b>5.</b>	<b>PROCEDURES (DESCRIPTION VOLUME 2).....</b>	<b>22</b>



SPOŁECZNA AKADEMIA NAUK

# 1 INTRODUCTION - FUNCTIONING OF THE INTERNAL QUALITY MANAGEMENT SYSTEM AT THE UNIVERSITY OF SOCIAL SCIENCES IN LODZ

Quality in relation to education means the effectiveness of the transmission of knowledge and skills by the educational system and institutions. Educational entities, such as universities, striving to improve the quality of the educational process create an integrated system of control and development of educational quality. Such an integrated system is based on the assumptions of Total Quality Management.

The most important of these assumptions in relation to the higher school include:

- creation of a system of transmission of current knowledge, consistent with the latest achievements of scientific research by research, research and teaching staff to students,
- monitoring the quality of education,
- updating of study programs and teaching methods,
- focusing attention on the needs and satisfaction of students,
- creating favorable conditions for research and didactic development of academic staff and students,
- striving for continuous innovation and improvement of educational and research and didactic activities,
- development of a research and didactic institution being a generator of knowledge and initiator of valuable undertakings,
- involvement of internal and external stakeholders in the process of continuous improvement of education quality.

These assumptions and objectives are supported by the functioning "Internal Educational Quality Management System" at the University of Social Sciences in Lodz. The Internal Educational Quality Management System at the University of Social Sciences in Lodz implements the SAN Quality Policy and applies to all forms and types of studies. It covers all main and auxiliary aspects related to the educational process realized at the University:

- recruitment of students and postgraduate students,
- planning and organization of the educational process,
- development of curricula,
- development of didactic materials,

- ensuring appropriate technical and didactic conditions for the realization of the educational process, and assessing administrative support of the educational process,
- providing didactic, scientific and material support to students in the learning process,
- preparation and assessment of diploma theses,
- verification of the educational process,
- evaluation of the education process,
- selection of staff conducting and supporting the education process,
- development, assessment and improvement of the staff conducting the learning process,
- cooperation with internal and external stakeholders in the construction, implementation and improvement of the curriculum: the concept, educational objectives and learning outcomes,
- monitoring, reviewing and improving the curriculum of studies: the learning outcomes assumed in the program,
- monitoring the lives of graduates and improving the curriculum resulting from the analysis of the results of this monitoring,
- conducting surveys on the quality of the educational process, oriented among others at students, employers and absentees,
- methods of preventing pathological phenomena related to the educational process,
- procedures ensuring public availability of the educational objective, curriculum, including learning outcomes, description of the teaching and learning process and its organization, characteristics of the system of verification and assessment of learning outcomes, including recognition of the learning outcomes achieved in the school system and other information necessary for the implementation of the educational process,
- monitoring, reviewing the Internal Education Quality Management System (WSZJK) and its improvement and correcting the education quality policy.

The Internal Educational Quality Management System refers to two levels:

- universities,
- SAN organizational units, i.e. Branch Offices, Faculties and other organizational units and is implemented through appropriate procedures, which take into account external and internal regulations and may be modified depending on needs and changing legal regulations.

## 2. QUALITY POLICY AT THE UNIVERSITY OF SOCIAL SCIENCES

In order to fulfill the University's Mission and Strategy, the SAN declares consistent efforts to improve the quality of educational services provided and research and teaching activities conducted, as well as to build a culture of quality among the University's employees and students based on the continuously improved Internal Educational Quality Management System. The quality policy assumes:

- providing students with knowledge based on the current state of science and the latest directions of its development,
- adjustment of the educational offer to the current requirements of the labour market in order to equip students with knowledge, skills and social competences ensuring their competitiveness on the labour market and preparing them to take up the challenges of the modern world,
- cooperation with the socio-economic environment in order to improve the curricula and implement scientific achievements to the economy,
- ensuring high substantive and didactic level of research and teaching staff (creating appropriate conditions for research and professional development, as well as for improving the teaching skills of academic teachers and other instructors by providing opportunities for cooperation with domestic and foreign research and academic centers, leading training centers, internships and trainings, etc.)
- raising the status of teaching activities, including stimulation and rewarding of high quality teaching,
- creating conditions for conducting scientific research in accordance with the latest trends in a given discipline and linking the conducted research with the curriculum of the studies,
- popularization of science in the region, in Poland and abroad,
- disseminate and multiply the achievements of science, national culture and technology, including through collecting and making available library and information collections
- development of international cooperation, among others in the scope of scientific research, improvement of study programs, staff and student visits to foreign universities, creating educational offer for foreign students,
- encouraging students to self-evaluate their learning progress and undertaking activities aimed at making students aware of the necessity of continuous improvement of their qualifications and life-long learning,

- providing students with scientific, didactic and material support and a high level of infrastructure, access to the latest literature and didactic materials and the possibility of using information technology to support the teaching process,
- encouraging students and creating proper conditions for them to develop active academic life, including student self-government, develop their own passions and interests, including scientific interests, involve the staff in research work, provide opportunities for students to publish the results of their research, and take all kinds of initiatives that go beyond the educational process, but foster the comprehensive development of students
- taking up actions aiming at shaping in students desirable social attitudes and attitude of openness to other cultures as well as respect and understanding of intercultural values,
- building friendly and mutually respectful relations between the members of the University academic community
- shaping the awareness of research and teaching and administrative staff regarding the importance of the quality of their work,
- involving internal and external stakeholders in building and assessing the quality of education,
- conducting systematic research on the quality of education - continuous monitoring and analysis of the educational process conducted at the University (including monitoring and verification of learning outcomes, assessment of the quality of study programs, assessment of the quality of classes, assessment of the technical and didactic conditions of the educational process, etc.)
- disseminating information on actions taken as part of improving the quality of education (including publication of results of evaluations and studies on the quality of education) and promoting models of pro-quality behaviors and actions in the academic community of the University,
- observing the fundamental academic values, such as: truth, reliability, freedom and responsibility, and opposing their violation,
- taking care of people with disabilities and providing them with appropriate/favorable conditions for studying.

The Authorities of the University provide resources and support necessary for the realization of the assumed objectives and make every effort to ensure that the Quality Policy is implemented at all levels of the University organization. The authorities assume that the high quality of education and good image of the University should be a result of joint work of the entire academic community of SAN in Łódź.

### **3. INTERNAL SYSTEM OF EDUCATION QUALITY MANAGEMENT AT THE UNIVERSITY OF SOCIAL SCIENCES**

#### **a. Initial assumptions**

The functioning of the Internal Educational Quality Management System at the University of Social Sciences in Łódź is based on the PDCA model (called the Deming cycle), in which four stages related to the educational process are distinguished:

1. designing the educational process (i.e. the planning stage),
2. approval of the educational process (i.e. implementation stage, realization),
3. monitoring, reviewing the educational process (i.e. the stage of checking, measuring, evaluating),
4. improvement of the educational process (i.e. the stage of action, implementation of corrective actions and their evaluation).

#### **b. The purpose of the functioning of the internal system of education quality management**

The main objective of the Internal Educational Quality Management System is to improve the quality of education in accordance with the University's Mission and Strategy. This objective is closely related to meeting the needs, expectations and aspirations of students, postgraduate students and the needs of the socio-economic environment. The Internal Education Quality Management System is oriented towards cooperation of internal and external stakeholders. Guided by the main principle, which is the principle of orientation towards the student and students of postgraduate studies, the following activities are undertaken at the University

- Identifying the needs, expectations and interests of students and postgraduate students,
- defining the ways and principles of communication with students/postgraduate students,
- examining the achievements of students/postgraduate students in learning, including the achievement of the learning outcomes specified in the programme,
- analyzing reasons for students' failures in the educational process, including expulsions and resignations from studies,
- ensuring that students have access to assistance and advice from academic staff and University authorities,

- acquainting students/postgraduate students with their rights and obligations,
- presenting current and comprehensive information on curricula, the program contents specified therein, learning outcomes, methods of verification, and other elements comprising the teaching process,
- to encourage students to self-evaluate their learning and their learning outcomes
- to create favourable conditions for students to complete the course of study and to learn on their own,
- taking actions aimed at making students aware of the necessity of continuous improvement of their qualifications and life-long learning,
- encouraging students and creating appropriate conditions for them to develop their passions and interests, and to take all kinds of initiatives beyond the curriculum (volunteering, membership of scientific clubs, participation in conferences, seminars not included in the mandatory curriculum, courses and professional training),
- creating conditions for students to acquire necessary practice related to their field of study,
- taking initiatives aimed not only at equipping graduates with specific knowledge and skills, but also at the development of the desired attitudes, i.e. personal and social competences,
- taking up actions aimed at shaping in students the attitude of openness to other cultures and respect and understanding of intercultural values
- undertaking initiatives preparing students for active citizenship,
- examining students' satisfaction with the conditions and course of the educational process and the work of the teaching staff,
- adjusting the curricula to the expectations of students, as well as to the social, economic and cultural environment,
- tracking the fate of the University graduates in terms of their professional achievements/position on the labor market and possible verification of the learning outcomes assumed in the program or the methods of achieving them
- offering study programs, which enable equal access to education for people coming from various social backgrounds.

### **c. The concept of the Internal System of Educational Quality Management (WSZJK)**

The quality management of the educational process is implemented through the following stages:



1. planning the educational quality determinants (i.e. the planning stage),
2. ensuring the quality of education (i.e. the implementation stage),
3. verifying the quality of education (i.e. the stage of checking, measuring, evaluation)
4. improving the quality of education (i.e. the stage of action, implementation of corrective and improving actions, and their evaluation).

Planning the quality of education means establishing standards and procedures for the quality of education. At this stage, quality standards are determined, which refer, among others, to:

- study programmes (their approval, monitoring, periodic reviews),
- competences, experiences and qualifications of the staff conducting and supporting education
- conducting scientific research,
- didactic materials
- technical and didactic conditions of the education process,
- support measures for students and post-graduate students,
- organization and course of the education process
- determination and verification of learning outcomes assumed in the programme and achieved by students and students of postgraduate programmes
- the method of assessment of students and students of postgraduate courses enabling confirmation of achievement of the assumed learning outcomes
- selection of forms of classes and methods appropriate to the assumed learning outcomes in the programme,
- cooperation with the socio-economic environment,
- internationalization of the education process,
- information systems and publishing information related to the process of studies,
- tools for monitoring functioning and improvement of WSZJK,
- principles of resolving conflicts, responding to threats or breaches of security, as well as all forms of discrimination and violence against students and faculty members, and forms of assistance to victims and procedures (see list of procedures p.24).

Realization of the next stage (educational quality assurance) means implementation of educational quality standards determined in stage I and application of specific procedures and monitoring measures. This mainly involves:

- selection of competitive curricula, which are promising on the labour market,
- creating conditions for effective education,

- application of procedures preventing from failure in learning and irregularities in the teaching work,
- creating appropriate conditions for raising competences of university staff (teaching and administrative staff) necessary for proper planning and implementation of the teaching process
- ensuring proper staffing of teaching assignments
- ensuring proper flow of information about study programs and conditions for studying
- ensuring that the School authorities and staff are available to students and post-graduate students,
- ensuring safety of the academic community.

In the verification of the quality of education, the purpose of which is to determine to what extent the adopted quality standards are achieved, the following are used

- monitoring of the learning process providing current information on: curricula, learning conditions, applied learning methods, progress of students and postgraduate students in learning, learning outcomes achieved by students, graduation process, opinions of employers, career paths of graduates,
- diagnosing selected elements of the educational process in terms of their compliance with established standards,
- obtaining opinions of internal and external stakeholders on the quality of education: surveys of students and post-graduate students (e.g. assessment of fulfillment of educational obligations by academic staff, quality of teaching facilities, administrative services and organization of the educational process, student satisfaction with studying), interviews, document reviews, student theses and diplomas,
- testing the effectiveness of Internal Educational Quality Management System (WSZJK) with the use of appropriate tools for monitoring its functioning,

This stage means analyzing and evaluating the course of the educational process by using the obtained information and at the same time verifying the effectiveness of the Internal Educational Quality Management System. At this stage problems are identified that require repair and improvement within the scope of specified educational quality standards.

Improvement of the quality of education takes place mainly through:

- developing a strategy for remedial actions and improving the quality of education,
- initiating changes aimed at permanent improvement of the quality of education, in particular, realization of the educational process and effectiveness of the internal system of educational quality management,

- implementation of pro-quality activities based on conducted verification, including results of research, reviews and information obtained from direct participants of the educational process, as well as representatives of the social and economic environment. This may mean defining new objectives in the University's pro-quality policy and taking actions aimed at achieving them.

**d. Competencies and responsibilities of individual units implementing procedures within the Internal Education Quality Management System (WSZJK)**

The WSZJK management structure overlaps to a large extent with the University management structure. The following are responsible for ensuring the quality of education at the University of Social Sciences in Lodz:

- Authorities of the University, Branches/Departments and other units organizing the education process,
- The Education Quality Department,
- academic staff - research and didactic workers, teaching staff,
- administrative staff, providing services to students, postgraduate students and academic staff,
- students and students of postgraduate studies, influencing the level of their engagement in the quality of the educational process,
- External stakeholders through support in constructing, implementing and improving the curriculum.

Supervision over the Internal Education Quality Management System is exercised by the Rector's Representative for Education Quality (who presides over the work of the University Education Quality Committee) and Deans of Faculties/Schools and other didactic organizational units. A supporting function is performed by the Education Quality Department. The scope of responsibilities and competencies of particular University bodies, persons, commissions and units within the Internal Education Quality Management System is presented in the table below.

UNIT	<b>Responsibilities within the WSZJK (INTERNAL SYSTEM OF EDUCATION QUALITY MANAGEMENT) network</b>
Rector	- management of the University, including the Internal Educational Quality Management System;
Academic Senate	- adopting the University Strategy, including the tasks for WSZJK; - approval of the Internal Education Quality Management System;

	<ul style="list-style-type: none"> <li>- adopting the Rules and Regulations for Studies, Rules and Regulations for Postgraduate Studies, as well as the rules of admitting students and postgraduate students;</li> <li>- defining the directions of the University's teaching, research and development activities</li> <li>- defining (approving) learning outcomes for individual fields of study;</li> <li>- defining (approving) learning outcomes for individual fields of study</li> <li>- adopting curricula for degree programs, post-graduate programs, and specialized education;</li> </ul>
Vice Chancellor for Science and Internationalization	- supervises the scientific and research development of the University, organizational units and research, research and teaching staff;
Vice Chancellor for Development	- coordinates the work of the University's new degree programs and directions of development;
Representative of the Rector for the organization of teaching	<ul style="list-style-type: none"> <li>- coordinating work related to the educational process and the Polish Qualifications Framework;</li> <li>- substantive supervision of study programs: the concept, educational objectives, learning outcomes, curriculum content, timetable for implementation of the curriculum and forms and organization of classes, teaching methods, professional practice, organization of the teaching and learning process;</li> <li>- coordinating the staffing of classes at the university level;</li> <li>- supporting students in their development;</li> <li>- coordinating cooperation with the socio-economic environment;</li> </ul>
Rector's Representative for Quality of Education	<ul style="list-style-type: none"> <li>- supervising the functioning of the Internal Educational Quality Management System (WSZJK);</li> <li>- chairing the work of the University Commission on Quality of Education;</li> <li>- approving analyses and reports concerning the education quality management system;</li> <li>- initiating, organizing and carrying out evaluation of effectiveness and efficiency of functioning of WSZJK;</li> <li>- providing substantive support to the Education Quality Department;</li> <li>- organizing training in the field of education quality assurance and disseminating good practices in this field;</li> <li>- coordinating the process of preparing for PKA programme evaluation;</li> <li>- carrying out other tasks in the scope of education quality ordered by the Rector;</li> </ul>
Dean of the Faculty	<ul style="list-style-type: none"> <li>- supervision of the operation of WSZJK at the Faculty/Branch;</li> <li>- substantive supervision of curricula for fields of study implemented at the Faculty/Branch: the concept, learning objectives, learning outcomes, curricular contents, schedule of realization of the curriculum and forms and organization of classes, teaching methods, professional practice, organization of the teaching and learning process;</li> <li>- staffing of classes at the Faculty/School level;</li> <li>- developing the plan of hospitalization in cooperation with the Heads of Institutes/Departments/Departments and supervising their conduct;</li> <li>- supporting students in their development;</li> <li>- handling problems, complaints and requests submitted by students;</li> <li>- coordinating cooperation with the socio-economic environment;</li> </ul>
Vice Dean of the Faculty	Supervision of the implementation of the course of study;
Heads of Departments/Institutes	<ul style="list-style-type: none"> <li>- support for the preparation of appropriate study plans and curricula, taking into account the PRK guidelines;</li> <li>- supervision over didactic materials used for teaching;</li> </ul>

	<ul style="list-style-type: none"> <li>- assessing the scientific, professional, and didactic qualifications of Department/Institute/Department staff and the appropriate staffing of classes in cooperation with the Dean;</li> <li>- participating in developing a plan of hospitalizations, conducting them, and discussing the results</li> <li>- direct supervision of the learning process carried out in teaching classes;</li> <li>- Supporting research and teaching staff in their academic development;</li> <li>- unit self-evaluation (i.e., Chair/Institute/Department portfolio);</li> </ul>
<p style="text-align: center;">University Committee Committee on Quality of Education</p>	<ul style="list-style-type: none"> <li>- initiating and coordinating pro-quality activities carried out at the University;</li> <li>- creating projects of internal regulations connected with functioning of WSZJK;</li> <li>- analysing the results of education quality assessment at the University level, including all fields of study and organisational units;</li> <li>- formulating conclusions and recommendations for improving the quality of education at the University;</li> <li>- consulting in the scope of activities undertaken by Programme Committees and units of the University in order to ensure and improve education quality and verification of WSZJK in force at the University;</li> <li>- recommendations in the scope of pro-quality activities for Curriculum Committees;</li> <li>- requesting changes in curricula, methods of conducting classes and infrastructure in the aspect of achieving assumed learning outcomes (on the basis of the obtained results of research aimed at measuring the quality of education);</li> <li>- cooperation with the Student Government and external stakeholders - collecting their opinions, proposals, and comments, which are taken into account when creating or modifying curricula</li> <li>- participation in the preparation of materials necessary for the state accreditation process;</li> <li>- disseminating good practices in the scope of WSZJK;</li> </ul>
<p style="text-align: center;">Curriculum Committee (for the faculty)</p>	<ul style="list-style-type: none"> <li>- developing and modifying study programs in accordance with the quality standards applicable within the scope of the JSSc and the applicable legal regulations;</li> <li>- collaborating with the Student Government and external stakeholders - collecting their opinions, suggestions, and comments, which are taken into account when developing or modifying study programs</li> <li>- proposing directions for changes in curricula based on comments submitted by representatives of students and employers;</li> <li>- recommendations in the area of defining learning outcomes for individual study programs;</li> <li>- analyzing the compatibility of the field of study and study profile with the Department's Mission and Strategy;</li> <li>- identifying problems arising in the course of studies and proposing solutions in this regard;</li> <li>- monitoring and verifying the assumed and achieved learning outcomes by students;</li> <li>- preparing reports on curricular reviews (learning outcomes and conclusions from the analysis of their compliance with the labor market needs, ECTS system, curricular contents, educational methods, methods of verification and assessment of learning outcomes, professional practice, teaching results and the degree to which students achieve the learning outcomes, results of monitoring the lives of graduates, reviewing syllabuses);</li> <li>- review cooperation with the socio-economic environment;</li> </ul>

Commission for the validation of learning outcomes	<ul style="list-style-type: none"> <li>- verification and confirmation of learning outcomes;</li> <li>- making a recommendation to the Dean for a positive or negative decision on the verification of the applicant's learning outcomes;</li> </ul>
Ethics and Employee Evaluation Committee	<ul style="list-style-type: none"> <li>- investigate complaints filed by University employees and students regarding any type of violations, unethical behavior, or violations of the laws of social intercourse and academic standards;</li> <li>- periodic evaluation of employees;</li> </ul>
e-learningu section	<ul style="list-style-type: none"> <li>- supervision of the proper functioning of the education system using distance education methods and techniques;</li> <li>- implementation and control of the functioning of the education system using distance education methods and techniques;</li> </ul>
University Information System Team	<p>evaluates and monitors:</p> <ul style="list-style-type: none"> <li>- access to information about the study program, the conditions of its implementation and the achieved results;</li> <li>- uses the results of monitoring conducted at the University on the timeliness, reliability, comprehensibility, comprehensiveness of information about studies and its compliance with the needs of various groups of recipients, i.e: <ul style="list-style-type: none"> <li>- students on the basis of a survey concerning the infrastructure and completeness of information and the opinion of the Self-Government,</li> <li>- candidates to studies on the basis of surveys and other reliable sources of information,</li> <li>- employers on the basis of surveys, cooperation with the Business Council and other reliable sources of information;</li> </ul> </li> </ul>
University Student Development Support Team	<ul style="list-style-type: none"> <li>- reviews and evaluates student support for learning, social, academic, vocational and labour market entry development and development and improvement of forms of support taking into account: <ul style="list-style-type: none"> <li>- forms of material support;</li> <li>- forms of organizational support;</li> <li>- forms of substantive support;</li> <li>- tailoring support to the needs of different groups of full-time and part-time students, working and not working, raising children, foreign students, and individual needs, including the needs of students with disabilities;</li> <li>- scope and forms of support for outstanding students;</li> <li>- support for forms of student activity: sports, artistic, organizational, entrepreneurial, social activities;</li> <li>- ways of reporting complaints and requests by students;</li> <li>- transparency and effectiveness of ways of dealing with them,</li> <li>- information and educational activities in the field of student safety and counteracting all forms of discrimination and violence;</li> <li>- rules of conduct and response in case of threats or violations of safety, discrimination and violence against students;</li> <li>- actions to assist victims of violence and discrimination;</li> <li>- training in preparation for participation in remote classes;</li> <li>- availability of academic staff consultations;</li> <li>- a motivational system, i.e. using instruments to influence students in order to motivate them to achieve very good learning results;</li> <li>- possibility of applying for grants, participating in international, national and regional competitions;</li> <li>- competence of staff supporting the teaching and learning process, including administrative staff and their effectiveness in solving student issues;</li> <li>- material and non-material support to the student self-government and organizations;</li> <li>- conditions motivating students to be active in the self-government;</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>- the influence of the self-government on study programs and study conditions;</li> </ul>
University Team for Internationalization of Education	<p>The team periodically evaluates the internationalization of education in the fields of study, taking into account</p> <ul style="list-style-type: none"> <li>- the type, scope and range of internationalization of the education process;</li> <li>- the conformity of the type, scope and range of internationalization of education with the concept and objectives of education in each field of study;</li> <li>- the possibility of developing international activities of academic staff and students related to education in each field of study;</li> <li>- care for foreign students;</li> <li>- university activities integrating Polish and foreign students;</li> <li>- effectiveness of foreign language teaching;</li> </ul>
Education quality department	<ul style="list-style-type: none"> <li>- preparation and implementation of research to measure the quality of education;</li> <li>- development of tools for research and assessment of the quality of education;</li> <li>- disseminating information on issues related to the quality of education;</li> <li>- developing and presenting annual reports to the Rector's Plenipotentiary for Quality Education on the range of activities and projects undertaken by DJK in order to improve the quality of education;</li> <li>- coordinating actions taken within the framework of the IVSJK</li> <li>- collecting documentation connected with WSZJK;</li> <li>- supporting the Academic Quality Committee and Curriculum Committees in planning and carrying out the activities within the framework of WSZJK;</li> <li>- ongoing administrative service related to WSZJK; realization, coordination of other activities within WSZJK (ordered by the Representative for Quality of Education, University Authorities, etc.);</li> </ul>
Science Department	<ul style="list-style-type: none"> <li>- informing those undertaking research tasks on the procedure, rules of planning, applying for subsidies, settling accounts and forms of financing research activities;</li> <li>- accepting and verifying formally applications for funding research tasks within the scope of scientific activity and forwarding applications to the Ministry of Science and Higher Education and other institutions supporting research activity;</li> <li>- keeping records of research work in a manner that enables analysis of the costs incurred;</li> <li>- preparing reports for the University authorities on activities in the field of science;</li> <li>- performing organizational and administrative activities related to the organization of scientific conferences, seminars, sessions, lectures, etc. by SAN employees</li> <li>- organizational and administrative activities in connection with applying for the Minister of Science and Higher Education award;</li> <li>- undertaking organizational and administrative activities for training of staff in the field of: scientific internships, sabbaticals and PhD scholarships, postgraduate studies, etc;</li> </ul>

#### 4. QUALITY STANDARDS

Standards are the requirements for study programs, didactic materials, qualifications of academic teachers and the educational process and its organization in order to improve the

quality of education at the University of Social Sciences in Lodz. All of them interact with each other and are interrelated. That is why its comprehensiveness is so important in the Internal Educational Quality Management System. Any shortcomings in one aspect of the system functioning entail shortcomings in other elements. Below, there are described quality standards adopted by University of Social Sciences in Lodz, which are to be fulfilled by implementation of procedures within the Internal Educational Quality Management System.

## **a. Standards for study programmes**

### **Standard 1**

#### **The program is structurally sound.**

##### Indicator for achieving the standard:

The program of study for a particular course of study includes:

- characteristics of the studies,
- description of offered specializations,
- the assignment of the field of study to the discipline/disciplines to which the learning outcomes refer. In the case of assigning the major to more than one discipline, the percentage of ECTS credits in the total number and the leading discipline should be indicated for each of these disciplines,
- the matrix of learning outcomes,
- set of syllabuses for particular courses, prepared according to the specimen binding at SAN.

### **Standard 2**

#### **The programme is developed correctly in terms of content.**

##### Indicators of achieving the standard:

- the programme takes into account current legal regulations,
- the programme includes contents coherent with one another,
- the programme uses current terminology,
- the programme takes into account changes and latest trends and achievements in the fields of science
- the program takes into account changes and latest trends and achievements in fields of science and scientific disciplines from which the course originates,



- the program does not fully duplicate the content found in other programs,
- the educational concept is consistent with the mission and development strategy of the University,
- the conception and curriculum are subject to systematic analysis and evaluation, the result of which may be a modification of the curriculum,
- results of scientific research conducted at the University are used in the design and improvement of the curriculum in the field of study and in its implementation.

### **Standard 3**

**The programme is developed correctly in terms of methodology.**

Indicators of achieving the standard:

- the curriculum is consistent with the educational concept for the field of study established by the Senate,
- selection of curriculum contents is consistent with the assumed learning outcomes,
- the curriculum provides the proper sequence of subjects,
- the applied methods of education are adapted to the contents of education and the assumed learning outcomes,
- the applied methods of education take into account the independent learning of students,
- the applied methods for testing and assessment of learning outcomes support students in the learning process,
- the applied methods for assessment and evaluation of learning outcomes are adequate to the assumed learning outcomes,
- the applied methods of assessment and evaluation of learning outcomes enable effective assessment and evaluation of the level of achievement of particular assumed learning outcomes
- the system of examination and assessment of learning outcomes is transparent and enables assessment of the extent to which students achieve the assumed learning outcomes.

### **Standard 4**

**The programme takes into account the realities of the labour market and responds to the needs of the social and economic environment of the University.**

Indicators of achieving the standard:

- the programme takes into account the learning outcomes, the achievement of which will enable the University graduates to find their place in the labour market,
- the programme takes into account the classes which are allocated more than 50% of ECTS credits:
  - related to the scientific activity conducted at the University in the disciplines to which the fields of study of the general-academic profile are ascribed;
  - those forming practical skills in the fields of study of a practical profile,
  - students shall be ensured that they take part in in-service training provided for in the curriculum for majors of a practical profile, and in the case of the studies of a general academic profile - if the curriculum for such studies provides for in-service training (as part of in-service training, students shall achieve the learning outcomes established in the curriculum and the syllabus for in-service training),
  - the development of the concept and curriculum of the studies shall take into account the realities of the labour market and the opinions of experts as well as the needs of the socio-economic environment
  - external stakeholders are involved in the work on the conception and curriculum of the studies,
  - the compliance of the assumed learning outcomes with the needs of the labor market is analyzed on an ongoing basis.

## **b. Standards for didactic materials**

### **Standard 1**

**Teaching materials are developed in accordance with standards of instructional conduct.**

#### Indicators of achievement of the standard:

- the materials take into account the principle of accessibility of knowledge (graded level of difficulty),
- the materials consider the principle of systematic approach,
- the materials consider the principle of linking theory with practice (demonstrating the relevance and usefulness of the presented content),
- the materials include the principle of independence (forming the motivation to learn and monitor the results achieved).

## **Standard 2**

**Teaching materials perform a variety of teaching functions.**

Indicators of achieving the standard:

- the materials are used to guide the learning process,
- the materials are used to support learning process of students and postgraduate students (they are or contain methodical guidelines for independent learning, sets of questions and tasks along with instructions for their implementation, guided texts for independent problem solving or case studies, lists of information sources for independent learning),
- the materials used to verify the achievement of learning outcomes (these are or contain sets of questions and tasks, problem sets to solve, lists of project topics to complete; all of them check the acquired knowledge, skills and social competences).



## **Standard 3**

**Teaching materials are developed correctly in terms of content.**

Indicators of achieving the standard:

- the materials do not contain erroneous or inconsistent content,
- the materials use up-to-date terminology,
- the materials take into account the latest trends and achievements of a given discipline,
- the materials take into account the latest developments in the relevant professional field.

## **Standard 4**

**Learning materials are developed in accordance with technical and editorial requirements.**

Indicators of achieving the standard:

- the materials are developed in a durable medium (electronic recording or hard copy),
- the materials are developed in an aesthetic manner and in accordance with generally accepted editorial requirements,
- the materials are developed in a way that is clear to the audience.

## c. Standards for faculty qualifications

### Standard 1

**The educational process is planned and prepared by the academic staff.**

Indicators of achieving the standard:

- classes are prepared in an appropriate manner in terms of the contents (ensuring compliance with the curriculum),
- classes are prepared in a proper way in terms of methodology (proper selection of methods and didactic aids, development of didactic materials, etc.)
- the course is prepared in an appropriate manner in terms of organization (room requirements, necessary technical equipment, etc.).

### Standard 2

**The educational process is conducted in accordance with the assumptions of contemporary didactics.**

Indicators of achieving the standard:

- academic teachers acquaint students at the first classes with the learning outcomes assigned for the course and with the method of their verification provided for the course,
- the assumed learning outcomes are defined in a clear, understandable way and achieved consistently
- the applied methods of education are adequate to the assumed learning outcomes
- the applied teaching methods are diverse and activate students in the process of acquiring knowledge and skills,
- applied didactic means ensure poly-sensory impact,
- during the realization of the didactic process, general norms of didactic proceedings are taken into account: the principle of independence (active participation of students in the learning process), the principle of accessibility of knowledge (gradation of difficulty), the principle of systematicity, the principle of connection between theory and practice, the principle of durability of students' knowledge (efficiency), the principle of individualization and socialization,
- the organization of the educational process enables students to achieve all anticipated learning outcomes.

### **Standard 3**

**The educational process serves the development of students and postgraduate students.**

Indicators of achieving the standard:

- the teacher motivates students to learn independently, to make self-evaluation of the achieved learning outcomes and to achieve success in learning,
- the teacher organizes team work of students,
- the course instructor shall implement students and post-graduate students to self-education,
- the lecturer shall indicate to the students and students on postgraduate programmes the sources of information for a given discipline of knowledge,
- the university provides students with opportunities for personal development and development of their own interests (e.g. scientific circles, interest circles, opportunities to travel within the Erasmus+ program, participation in conferences, seminars, opportunities to publish, etc.).

### **Standard 4**

**The educational process takes into account the needs and expectations of students and postgraduate students.**

Indicators of achieving the standard:

- the manner of conducting classes takes into account the substantive preparation of students / postgraduate students and their perceptual capabilities,
- the method of teaching allows for cooperation and exchange of ideas between the teacher and students and postgraduate students,
- the method of conducting classes encourages friendly relations with students

The method of conducting classes encourages friendly relations with students and students of post-graduate studies,

- the method of conducting classes is positively evaluated by students and postgraduate students within the framework of research on the quality of classes conducted at the University.

## Standard 5

**The student/postgraduate student is provided with techno-didactic conditions conducive to the implementation of the educational process.**

Indicators of achieving the standard:

- SAN has the infrastructure to ensure proper realization of educational objectives,
- classes are held in teaching rooms with appropriate equipment and furnishings, appropriately adapted to the number of postgraduate students and the type of classes
- students shall be provided with an opportunity to consult with academic staff during hours appropriate to the form of study
- students are provided with an opportunity to consult with the University authorities,
- students of postgraduate studies have access to information related to the course of study (the purpose of education, competencies expected of candidates, conditions for admission to studies and criteria for qualification of candidates, timetable for the process of admission to studies, the curriculum of studies, including learning outcomes, a description of the teaching and learning process and its organization, characteristics of the system of verification and assessment of learning outcomes, including recognition of learning outcomes achieved in the system of higher education and the principles of graduation, qualifications and professional titles awarded, characteristics of the conditions for studying and support in the learning process) through the University's website,
- students/scholars of postgraduate studies are provided with the opportunity and conditions for recreation at the University,
- students of postgraduate studies are provided with the opportunity to use library resources including the literature recommended in their field of study and the resources of the Virtual Library of Science, as well as national and international full-text databases,
- students of postgraduate studies are provided with high quality administrative service.

## 5. PROCEDURES (description Volume 2)

- PROCEDURE P-01 - Recruitment of candidates for a degree programme
- PROCEDURE P-02 - Creation and improvement of curricula and staffing of teaching activities
- PROCEDURE P-03 - Development of teaching materials
- PROCEDURE P-04 - Academic staff scientific and didactic development, participation in internal training courses, and documentation of scientific and didactic development

- PROCEDURE P-05 - Evaluation of the achievements and rewards of academic staff and scientific and teaching units
- PROCEDURE P-06 - Teaching facilities, student support, organisation and implementation of the education process
- PROCEDURE P-07 - Assessment of the adjustment of the teaching facilities to the needs of the educational process, administrative service, support for students, and organisation of the educational process
- PROCEDURE P-08 - Conducting lesson observations of teaching activities
- PROCEDURE P-09 - Evaluation of the quality of didactic classes and work of academic staff carried out by students (i.e. "Questionnaire")
- PROCEDURE P-10 - Definition of learning outcomes, monitoring and verification of the learning outcomes achieved by students
- PROCEDURE P-11 - Implementation of student work placements
- PROCEDURE P-12 - Verification of the quality of diploma theses
- PROCEDURE P-13 - Tracking the professional lives of graduates and rules for monitoring the labour market
- PROCEDURE P-14 - Verification, modification and improvement of education quality management systems
- PROCEDURE P-15 - Conducting competition proceedings for academic staff positions
- PROCEDURE P-16 - Conducting proceedings concerning complaints and requests submitted by students
- PROCEDURE P-17 - Conducting the investigation of complaints and requests submitted by staff members
- PROCEDURE P-18 - Collection of information and use of data obtained from quality of education surveys
- PROCEDURE P-19 - Validation of learning outcomes acquired outside the study system
- PROCEDURE P-20 - Review of cooperation with the socio-economic environment, including the employers
- PROCEDURE P-21 - Evaluation of the degree of internationalization of education
- PROCEDURE P-22 - Conducting proceedings in support of student mobility
- PROCEDURE P-23 - Periodic review and evaluation of student support for learning, social, academic, career development and labour market entry and development and improvement of forms of support

- PROCEDURE P-24 - Monitoring and evaluating public access to information about the program of study, the conditions of its implementation and the results achieved



SPOŁECZNA AKADEMIA NAUK