„Identifying Barriers in Promoting the European Standards and Guidelines for Quality Assurance at Institutional Level"

IBAR

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1. INTRODUCTION

1.1. A short overview of the national system of HE quality assurance
Overview of the National Quality Assurance Policy in Higher Education

The fundamental reason for the creation and development of the external quality assurance system in Poland was to ensure the quality of education, which was threatened, among other things, by the fact that in the period from 1990 to 2010 higher education in Poland rapidly evolved into a mass-scale phenomenon. During those years more than 300 non-state higher education institutions (HEIs) were established and, in a parallel development, the state academic institutions greatly increased enrolment to all levels and forms of study. The total number of students increased more than fivefold but this growth was not accompanied by a corresponding increase in state budget outlays on higher learning or by a matching growth in the numbers of teaching staff: the ranks of academic teachers increased by just 50-60%. The looming threats to education quality prompted the academic community and state administration bodies in the mid-1990s to start developing quality protection systems and controls mechanisms to be imposed on the burgeoning education services market.

There are two principal external QA schemes in Poland:
- The national (state-owned), represented by the State/Polish Accreditation Committee (Państwowa /Polska Komisja Akredytacyjna – PKA) which commenced operations in January 2002, offering obligatory and free of charge accreditation based on the minimal standards having administrative consequences;
- The "academic", represented by accreditation committees established by academic communities wishing to see in place accreditation schemes for certain groups of programmes. The academic accreditation committees cooperate as members of the Accreditation Committee of Conference of Rectors of Academic Schools in Poland (KRASP). Most of these committees were set up before the State Accreditation Committee was created. They offer volunteer and fee charged accreditation based on more demanding standards not having any administrative consequences.

Polish accreditation standards and procedures are undergoing modifications as a result of National Qualification Frameworks (NQF) implementation to the higher education in Poland (see – amendment to the Higher Education Act from 18 March 2011). This amendment allows universities to be more autonomous in their programmes, which significantly changes their attitude towards external systems of quality assurance. The new accreditation standards will be focused on:
- Functioning of internal quality assurance system to a given institution
- accurate construction of programmes assigned to NQF levels
- learning outcomes validation – demonstrating that a university is credible and that the learning outcomes assumed in the curriculum are feasible
- what increases university's need for self-evaluation

All these modifications support the realisation of ESG.

1.2. Other tools in the state policy related to higher education quality

Implementation of a programme for a field of study in Poland requires meeting the conditions specified by law (Higher Education Act of 27 July 2005 and its executory acts) regarding:
- minimum personnel requirements
- programme standards specified in the regulation of the Minister of Science and Higher Education, including a so-called framework for learning contents playing a role of national curricula'
- other conditions.

Amendment to the Higher Education Act dated 18 March 2011 abolishes the requirement of programme standard such as framework for learning contents and replaces it with generic descriptors of level of the National Qualification Framworks and generic descriptors specific for 8 fields of education (the liberal arts and the sciences, natural sciences, social, technical, medical and agricultural studies and arts). Currently, higher education in Poland is waiting for some appropriate provisions to be introduced into the Act. They are expected to support ESG implementation better than the ones that were in force so far.

Every Polish university is obliged by law (Regulation of the Minister of Sciences and Higher Education dated 12 July 2007 (Journal of Laws No. 164 § 3.1. regarding educational standards) to maintain and develop its internal system of quality assurance.

1.3.   4 HEIs and reasons for their selection

According to IBAR project assumptions, the key element that makes case-study research successful is the selection of universities. It should be based on different universities operating in various circumstances and trying to implement quality assurance systems in accordance with ESG. The guidelines provided in project methodology specified such factors as size, location, profile (comprehensive vs. specialized) and possibly, the type of ownership (private vs. public) only.

Given the high number (approximately 480) and the extraordinary variety of universities in Poland, the team of experts took into account also such factors as: is the university young or with tradition, is it one or multi-faculty university, is it an institution of research and education or education only, what is its profile - professional vs. academic or mixed profile; whether it offers diversity in terms of educational cycles or not. An attempt has been made to select universities that are different in terms of the types of employed academic staff (first or second position) and preferred types of lecturers (research lecturer vs. practitioner) and that are mainly intra or extramural.

Another significant factor of selection was the level (known for the team) of university's advancement in developing quality assurance systems, which ensures that the barriers for ESG implementation shall be recognized in university's practical operations.

With such factors in mind, the following universities were selected:
- Szkoła Główna Handlowa w Warszawie (Warsaw School of Economics) [SGH/WSE]
- Uniwersytet Adama Mickiewicza w Poznaniu (Adam Mickiewicz University) [UAM/AMU]
- Politechnika Łódzka (Technical University of Lodz) [PŁ/TUL]
- Bielska Wyższa Szkoła im. J. Tyszkiewicza w Bielsku-Białej [BWS]

The table below presents the shortest typology of the universities. We believe that such a selection will make it possible to produce, by implementing a case-study method, an interesting map of transformation with regard to quality culture in Polish universities and will identify and describe barriers for ESG implementation.

1.4. Brief description of institutional profile (including basic selection factors):

University name	Size	Location	Profile	Type
Szkoła Główna Handlowa w Warszawie / Warsaw School of Economics	medium	country capital	Specialised - economic profile	public
Uniwersytet Adama Mickiewicza w Poznaniu / Adam Mickiewicz University	large	region capital	comprehensive	public
Politechnika Łódzka / Technical University of Lodz	large	region capital	specialised– technical profile	public
Bielska Wyższa Szkoła im. J. Tyszkiewicza	small	local	comprehensive	private

1.4.1. Szkoła Główna Handlowa w Warszawie / Warsaw School of Economics

The characteristics of WSE include:
- medium size university: in the academic year of 2010/11 it employed 788 teachers and trained 9792 students as well as 1316 doctoral students
- located in Warsaw (country capital), a city of approximately 1.4 ml residents, home to important culture and science institutions, including approximately 60 HEIs.
- specialized – offers mainly economic (management) studies
- public school that meets the Polish criteria for using the word "university" supplemented by an adjective in its name
- school with tradition: it has been operating since 1905.
- it has a complex organizational structure: it is a non-faculty university, where the scientific and research work is performed by 5 colleges
- it provides I-cycle studies in 9 majors, II-cycle studies in 12 majors, doctorate studies in 2 disciplines (part of the studies is in foreign languages).
- entitled to grant scientific titles of doctor and doctor with habilitation in economy and management
- intramural and extramural studies, with a clear majority of intramural students (6701 out of the total number of 9792)
- for most of its personnel the work at this university is their primary position (774 teachers per 788 employees)
- it has an academic profile: it conducts research and employs economic practitioners to the extent allowed by law,
- member of EUA and CEMS.

1.4.2. Uniwersytet Adama Mickiewicza w Poznaniu / Adam Mickiewicz University - AMU

The characteristics of AMU include:

- it is a large: size university: in the academic year of 2010/11 it employed 3006 teachers and trained 48 871 students
- located in Poznań (capital of Wielkopolska region), a city of 552 735 residents (5th largest city in Poland), it is one of the largest economic centres in Poland
- comprehensive – offers 51 majors, 120 specializations and 2 multi-majors
- public school that meets the Polish criteria for using the word "university"
- school with tradition: established in 1919
- has an expanded organizational structure: 14 faculties including the following fields of science: the liberal arts, social studies, science, natural science and arts.
- offers all levels of study: I, II and III cycle study, post-graduate study and other forms of education in LLL system
- offers intramural and extramural studies (30 298 intramural students, 18 573 extramural students, including post-graduate students)
- has over 1000 foreign students
- for the majority of AMU personnel, it is the primary position
- member of EUA and EUCEN.
- it has a research profile

1.4.3. Politechnika Łódzka / Technical University of Lodz

The characteristics of TUL include:
- it is a large size university: in the academic year of 2010/11 it employed 1494 teachers and trained 19879 students as well as 591 doctoral students
- located in Lodz (capital of the region), a city of approximately 1 ml residents, in a highly-industrialized area
- specialized – offers mainly technical studies
- public – meets the Polish criteria required by the Higher Education Act of 27 July 2005 to use „technical university" in its name
- medium length of existence: has been operating since 1945.
- has a complex organizational structure: it boasts 9 faculties.
- it offers I-cycle study in 35 fields, and additionally I-cycle study in 7 fields are conducted in English and one field of study is offered in French; II-cycle study in 35 fields and additionally it offers II – cycle study in English in 5 fields as well as doctorate studies in 11 disciplines.
- intramural and extramural studies, with a clear majority of intramural students (14859 for the total number of 19879)
- it has 12 entitlements to grant scientific degree of doctor and 14 entitlements to confer scientific degree of doctor with habilitation
- for most of its personnel the work at this university is their primary position (1468 teachers per 1494 employees)
- it has an academic profile: it conducts research and cooperates with industry within the limits of law.

1.4.4. Bielska Wyższa Szkoła im. J. Tyszkiewicza (BWS)

The characteristics of BWS include:
- Small size: in the academic year of 2010/11 it employed 46 teachers and trained 986 students

- Located in Bielsko-Biała (in the Podbeskidzie region, Beskidy Euroregion), with approximately 170 thousand residents, both highly-industrialized and tourism-oriented
- Comprehensive – offers 5 diverse fields of study (management, IT, landscape architecture and interior design, cosmetology) and 8 specializations subject to change depending on the requirements of the educational and labour markets
- Private – founded by Bielski College Gospodarki Rynkowej Foundation (Bielski College of Market Economy Foundation) and Ms. Krystyna Tyszkiewicz – university founder's widow
- It is a young university: it operates on the basis of Minister of National Education authorization No. DNS-3-0145/145/96 dated 9 July 1996
- it has a simple organizational structure: it boasts 1 faculty
- It offers only I-cycle study as well as post-graduate study and other forms of education in LLL system
- It offers intramural and extramural studies, with a clear majority of extramural students (693 for the total number of 986)
- For most of its personnel the work at this university is their so called second job (34 teachers per 46 employees)
- It has a professional profile: it does not conduct any research and employs practitioners to the extent allowed by law.

2. DESCRIPTION OF INSTITUTIONAL POLICY CONTEXT

2.1 Szkoła Główna Handlowa w Warszawie / Warsaw School of Economics

Warsaw School of Economics has its own quality assurance policy. The main objectives of its educational activities are:
1) To attain the highest possible quality of education, as assessed by the requirements of university's stakeholders, including but not limited to students and their potential employers
2) To make university's stakeholders, graduates and their employers in particular, satisfied with the effects of teaching
3) To make the university as competitive as possible on both Polish as well as European educational markets in terms of quality of education
4) To continuously improve the quality of education

Warsaw School of Economics meets its quality objectives mostly by:
- Employing academic teachers with great factual knowledge and high teaching competences,
- offering an academic profile of teaching, which results from a close link between the research conducted by academic teachers and the content of their educational activity,
- University's top authorities are highly engaged in quality issues and in the maintenance and improvement of an internal system of quality management,
- Organizing the teaching process efficiently and directing it at the outcomes adjusted to the requirements of graduates and their potential employers in particular

- Involving students in quality management, and in particular, in course curriculum management
- Being involved in improving external quality assurance systems: initiating the creation of Foundation for the Promotion and Accreditation of Economic Education (FPAKE), which was founded in 2000 and has its seat at Warsaw School of Economics

The School meets its main quality objectives with the help of its implemented, maintained and continuously improved internal quality assurance system, which is aimed at measuring and assessing the following:
- Quality of teaching programmes and methods,
- Quality of student assessment methods,
- Qompetences of academic teachers,
- Satisfaction of graduates and their employers.

The work on WSE internal system of quality assurance began in mid. 90's of the XX century. A series of instruments to ensure quality has been developed, including the following:
- Approval, monitoring and periodic review of teaching programmes,
- Student assessment,
- Ensuring proper quality of academic teachers,
- Ensuring educational resources and student aids,
- Informational systems.

The quality assurance system comprises the following standards:
- Procedure of development and improvement of teaching programme
- Procedure of ensuring the quality of educational offer
- System of academic auspices
- Student assessment of classes
- Annual appraisal of employees' educational work, scientific research and organizational work
- Newly-promoted graduates' opinions about their studies.

In 2005, an internal system of quality management was developed by extending the former concept of quality assurance. The system of quality management consists of such additional instruments as: planning, assessing, monitoring and improving the quality on the basis of the feedback obtained by cyclic measurements of educational process realization. The internal system of quality management was based on process approach. It applies to the educational process (and not to the institution).

On 02 December 2009 the Rector of SGH made a decision to appoint Teaching Quality Management Team. The team is to maintain and improve the internal system of quality management.

2.2. Uniwersytet Adama Mickiewicza w Poznaniu / Adam Mickiewicz University (AMU)

The quality assurance policy at AMU is part of university's general strategy for the years 2009-2019. Before 2009, the university had some elements of quality assurance, however they did not constitute its internal quality assurance system (for example, there were class

assessment surveys, periodic employee appraisals). The current descriptions of educational programmes are not based on learning outcomes; however, intense work is being done in order to adjust the programmes to the outcomes. Quality assurance is based on academic staff qualifications. The university based its quality assurance policy on ESG because national regulations provide no guidelines for this field. The main documents describing the pro-quality policy are available in electronic versions (on web pages) and in paper versions (in Polish and partially in English). They are included in university's strategy. AMU is active and successful in applying for European funds to be used for quality assurance system development.

On 25 January 2010, the University Senate made a resolution to create University System of Quality Management (USQM). The aim of the system is to:

1. Continuously stimulate quality improvement at Adam Mickiewicz University in Poznań;
2. To raise the importance of teaching and build the ethos of an academic teacher;
3. To raise the level of education of the graduates from Adam Mickiewicz University in Poznań;
4. To spread the information about the quality of education at Adam Mickiewicz University in Poznań.

University System of Quality Management was created at AMU in order to support self-development of specific faculties rather than to control them. The system is supposed to be the first step to a so called "quality culture" consisting of cultural and psychological aspects as well as relevant management structures.

The body responsible for the realisation of USQM objectives is the Quality Board (QB), consisting of Quality Assurance Committee and Quality Assessment Committee. USQM is supervised by the Pro-Rector for Teaching Affairs, who is a member of the Quality Board by virtue of the position. Each faculty has its own quality committee and all of these faculty committees constitute: quality assurance team and quality assessment team. Administrative support for the Quality Board is provided by the Quality Board Office.

All 4 strategic objectives of AMU (world top standard of RESEARCH, top quality of EDUCATION, university is OPEN to the environment and is MANAGED in a professional way) have references to all ESG standards. Particularly important from ESG point of view is objective number two - top quality of EDUCATION, which includes 8 operational aims:

1. To implement an internal system of quality assurance and assessment.
2. To order organizational and curricular principles on three study levels.
3. To raise teaching competences of academic teachers and doctorate students.
4. To diversify and enrich study offer and introduce more types of studies.
5. To shape the graduate profile.
6. To support self-reliance in students of I and II cycle studies.
7. To provide education on an international scale.
8. To develop a modern infrastructure of education.

AMU is involved in improving external quality assurance systems: it is one of the initiators of the University Accreditation Commission (UKA), which was created in 1998 and has its seat at AMU.

2.3.   Politechnika Łódzka / Technical University of Lodz

Technical University of Lodz has its own quality assurance policy. It was encompassed in Resolution No. 3/2011 dated 30 March 2011 of the Senate of Technical University of Lodz, concerning internal quality assurance system in Technical University of Lodz. The primary objectives of this policy are, among other things, the following:

- To improve education in Technical University of Lodz
- To promote and effectively implement Lifelong Learning Programme
- To support gaining competences on educational paths other than the formal ones
- To support personnel's development in the field of teaching and to implement mechanisms of awarding outstanding academic teachers
- To shape pro-quality attitudes in the university environment and to build quality culture
- To cooperate with companies and institutions in order to adjust the educational offer to the current and future needs on the labour market
- To inform the university environment about the educational activity of Technical University of Lodz and its outcomes
- To introduce solutions that would ensure balanced vertical and horizontal mobility of students
- To make the educational offer of Technical University of Lodz more appealing and competitive on the national and international scales.

The primary instrument for the realization of the quality policy is the internal system of quality assurance. The following objectives are realized within this system:

- Development and implementation of continuous quality improvement policy in Technical University of Lodz as well as effective and transparent procedures related to:
    o Development of new study programmes in cooperation with employers, based on learning outcomes, National Qualification Frameworks and expectations of the labour market
    o Approving, monitoring, updating and improving curricula
    o Assessment of learning outcomes achieved by students and other users of the educational offer of Technical University of Lodz
    o Continuous enhancement of knowledge of academic teachers
    o Collection and analyses of data related to educational activity and its effects
    o Reports and publications on the above-mentioned aspects of university educational activity
- Monitoring and assessment of educational activity
- Initiation of activities aimed at improving quality
- Development and implementation of mechanisms for management, monitoring and improvement of the Internal System of Quality Assurance.

The internal system of quality assurance at Technical University of Lodz includes:

- Collection and analysis of data related to educational activity, including
    o Labour market expectations and economy trends
    o Educational offer and current educational trends in the national and European higher education market
    o Population and the level of preparation of candidate students as well as student population
    o Learning outcomes achieved by students and other users of educational offer of Technical University of Lodz

- o Satisfaction of students and other persons with the educational offer of Technical University of Lodz and with study conditions
- o Satisfaction of employees from all employee groups
- o Appraisal of academic teachers, administrative workers and educational support
- o Assessment of graduates' employability and their professional careers
- o Assessment of graduates' satisfaction
- o Employers' satisfaction
- o Assessment of scientific and educational resources and how effectively they are used
- Preparation of annual and long-term consolidated reports drawn up on the basis of data analysis and interpretation in order to identify quantitative and qualitative indexes and trends related to educational activity and its effects
- Performing periodic self-assessment in specific areas of educational activity in basic organizational units as well and cross faculty and other units and preparing summary reports incorporating conclusions of such self-assessment in specific areas of educational activity and indicating strengths and weaknesses as well as best practices
- Planning and realisation of correctional and preventive activities in order to improve quality.

To carry out the Quality Policy, the Rector appointed Rector's Quality Commission chaired by the Pro-Rector for Teaching Affairs. Each university faculty appointed its own quality commission responsible for the implementation of quality policy provisions.

Technical University of Lodz is involved in improving external quality assurance systems: it is one of the initiators of the community Technical University Accreditation Commission (KAUT), which has been operating since 2001.

2.4. Bielska Wyższa Szkoła im. J. Tyszkiewicza

The university has been actively involved in quality issues ever since it was established. It believes that its concern about the quality is the most important factor giving it a competitive advantage over other universities in the region. In the years 2008-2011 it received a total amount of about 11, 5 PLN from the EU funding, which is equal to almost 3-year university budget, to spend on quality improvement projects.

The university maintains a pro-quality policy. It was significantly shaped by its links with foreign universities. From the very beginning, the university offered study programmes modelled on its partner American universities and its personnel was trained on the organization of education in the USA. Various elements related to quality assurance have been used by the university since 1996. Obtaining validation from the University of South Wales was a milestone and to achieve this, the university had to adjust to the Welsh system of quality assurance. It had to implement a control system of the educational process as well as a system of monitoring student progress that includes an objective examination system and an external examiner.

On the basis of Senate resolution and Rector's Order, formal quality assurance system along with other proper regulations was created at the university in 2008. It covers all areas of education and was described in detail in Senate's Resolution No. 2 dated 13 November 2009.

This system takes into account ESG guidelines, although not in a direct way. It is rather that the university operations are pervaded with ESG intentions and spirit. The latest trend of concentration on developing programmes based on learning outcomes and proper implementation of NQF refer to ESG guidelines directly. Recently, due to the implementation of National Qualification Frameworks into the higher education system in Poland, in January 2011 Rector's Proxy on NQF and ECTS implementation was appointed as well as competence teams for educational standards responsible for adjusting study programmes in specific majors to NQF and labour market requirements were created.

The university supports development of external quality assurance systems: since 1996 it has been taking active part in the work of SEM "Forum", which is the first Polish accreditation agency created by business schools.

3. FRAMING THE ENQUIRY (ANSWERING THE RESEARCH QUESTIONS)

1. Is there an institutional quality assurance policy in place? If not, why? Does the policy at national level prescribe the creation of internal quality assurance system? Is the institutional QA policy a separate policy? What is it based upon (learning outcomes, qualification of staff, equipment)? Is there an explicit reference to ESG? To what degree it is accessible publicly? In what major EU languages is it available?		
SGH WSE	/	The university maintains quality policy. The quality policy has explicit references to ESG standards. Quality policy as well as mission and strategy are available to the public in Polish version only.
UAM AMU	/	The university has its own quality policy - on 25 January 2010, the University Senate called into being the University System of Quality Management. Quality is also one of the objectives of AMU strategy for the years 2009-2010 (strategic objective No. 2. Top quality of education).
PL TUL	/	The university keeps a quality policy. TUL's quality policy is encompassed in the university's mission and strategy as well as in the Senate's resolution on the implementation of university's own internal quality assurance system. A separate document is senate's resolution on the implementation of university's own internal system of quality assurance. The quality policy has explicit references to ESG standards. Quality policy is publicly available. It is available in Polish version only.
BSW		The university has a pro-quality policy as well as a system of quality assurance – they have been integrated in numerous documents and operations, including university's strategy. It is directed at learning outcomes (graduate's competences are useful on the labour market) and a high level of technical support of teaching. Documents are available on university's web page (in Polish only). They are in line with ESG, although there are no direct references in the texts.
2. How does the policy involve the organization of the quality assurance system? If yes, please describe. Who is the person responsible?		
SGH WSE	/	WSE meets its main quality objectives with the help of its implemented, maintained and continuously improved internal quality management system, which is aimed at measuring and assessing the process of education and its outcomes. The body that is responsible for the implementation, maintenance and improvement of the system at the university is Quality Management Team, headed by WSE Rector's Proxy on Quality.
UAM AMU	/	The body responsible for the realisation of USQM objectives is the Quality Board, consisting of Quality Assurance Committee and Quality Assessment Committee. USQM is supervised by the Pro-Rector for Teaching Affairs, who is a member of the Quality Board by virtue of the position.
PL TUL	/	TUL Senate made a resolution to implement university's own internal system of quality assurance. The system is being implemented. The responsibility for system implementation, maintenance and improvement on university level is held by a 5-person commission. Faculty commissions have been appointed. They are responsible for the operation of sub-systems in specific structural units of the university.
BSW		On the basis of Senate resolution and Rector's Order, formal quality assurance system was created and has been in operation since 2008. It covers all areas of the educational process. It is under direct responsibility of BSW Chancellor.
3. How does the policy involve the responsibilities of departments, faculties and other organizational units?		
SGH WSE	/	All university units are obliged to take part in the activities aimed at quality and designed by Quality Management Team and approved by university authorities. These activities are specifically

		related to the following three major processes in the quality management system: developing educational programmes, carrying out the educational process and reviewing learning outcomes.
UAM AMU	/	Each faculty has its own quality committee and all of these faculty committees constitute: quality assurance team and quality assessment team. Administrative support for the Quality Board is provided by the Quality Board Office.
PL TUL	/	All university units are obliged to work on and within the quality assurance system. TUL Pro-Rector for Teaching Affairs organized two-step training for academic teachers. The first step of the training involved selected persons who were to become quality assurance trainers. The second step involved all employees who were trained by the trainers. The training also covered the rules for forming learning outcomes and their connection with the qualification frameworks system that is being implemented.
BSW		BSW is a very small university and it has a simple structure (1 faculty) and management system. The responsibility is held personally by chancellor and his/her proxies on quality. .

4. How does the policy address the involvement of students? If not, why? Is there a requirement for students to be involved in the preparation of self-evaluation reports? If yes, in what status (observer, expert, member of a governing body?) Is there a requirement for students to be involved in decision-making as an outcome of evaluation? Who selects and appoints the representatives of students?

SGH WSE	/	Students and doctorate students are members of the following university governing bodies: senate, department board, election committees and some of the committees appointed by the university senate. Students are involved in the preparation of self-evaluation reports for the majors that are subject to accreditation by the National Accreditation Committee and community accreditation agencies. In the university governing bodies, students and doctorate students are casting vote members and are invited to sessions as consultative votes; they play a role of experts in the work on self-evaluation reports. Representatives of university governing bodies are appointed by student government.
UAM AMU	/	University statute and rules involve students in the pro-quality activities within the internal quality system. Student representatives are part of department and university boards of quality assurance and they are entitled to vote. They are elected to these boards by student government and are appointed by the rector or deans. Within the scope of the policy, students are among the most important partners of the process.
PL TUL	/	Students and doctorate students are members of the following governing bodies of the university: senate, department boards, election committees and some of the committees appointed by the university senate. Students are involved in the preparation of self-evaluation reports for the majors that are subject to accreditation by the National Accreditation Committee and community accreditation agencies. In the university governing bodies, students and doctorate students are members who have the casting vote and in the work on self-evaluation reports – they play the role of experts. Representatives of university governing bodies are elected by student government.
BSW		Students are members of the senate, department board, programme committee members with full voting right; they are appointed by student government. This is specified by the University Statute.

5. How does the policy involve specification of the relationship between teaching and research? To what extent is research considered as a quality criterion of the institution and its structural units/employees/students? Are there specific incentives (e.g. financial) to promote the importance of teaching/research quality of staff and structural units?

SGH WSE	/	Scientific and research activity of WSE teachers is clearly connected with their educational work. All academic teachers are subject to cyclical assessment before a committee. The most important criteria of assessment are scientific achievements and the results of evaluation of classes conducted by individual teachers. Educational offers of every WSE teacher are periodically (annually) reviewed in the context of their most recent scientific achievements. Cyclical assessments of university structural units are based on scientific and research activity. The results of achievement assessment determine the extent of financial support given to a specific structural unit of the university.
UAM AMU	/	AMU is a research university and its educational work is connected with its research. Doctorate students are directly involved in research [1346 students]. Lectures are given by persons who have some research achievements in a given discipline to their credit.
PL TUL	/	Scientific and research activity of TUL teachers is clearly connected with their educational work. All academic teachers are subject to cyclical assessments before a committee. The most important criterion of the assessment is scientific achievements. Based on scientific and research activity, ranking of university structural units is prepared on a cyclic basis. Top ranked university structural

		units receive additional financial support.
BSW		BSW is a teaching university, it does not conduct research. Desired direction of personnel development: labour market relations (within applicable law).

6. What are the ways of policy implementation, monitoring and revision? Is the implementation mainly top-down or bottom-up? Is it monitored continuously sporadically (e.g. as part of an external evaluation)?

SGH / WSE		Quality policy has been implemented, monitored and corrected. Implementation method of the quality policy – top-down. The key responsibility for the implementation, monitoring and improvement of the policy is held by rector's proxy for teaching issues. Realization of quality policy is continuously monitored. The key indication that the realization of quality policy at WSE is monitored is the fact that the quality monitoring procedure is in operation and there are periodic assessments of the attitude of university graduates who have a two or three-year working experience as well as assessment of students' attitudes towards the work of university deans.
UAM / AMU		Implementation began with top-down activities: which were inspired by the Rector and except for the change-initiating group, it was received unenthusiastically by other members of the university community. The initiators are highly charismatic and the result of the initial activities was so inspiring that the model of implementation is changing its nature and is becoming bottom-up. It may be seen in the increase in student and employee response to the quality surveys prepared by the Board/ Bureau of the Central Quality Assurance Department. The situation is constantly monitored. Monitoring is conducted on an annual basis and it results in forming evaluations and instructions for departments on how to assure quality. A significant element of evaluation presentation is the fact that the reports are available to the public.
PL / TUL		Quality policy is implemented, monitored and corrected in all basic structural units of the university. Method of policy implementation – top-down. The key responsibility for policy implementation, monitoring and improvement is held by pro-rector for teaching issues. Realization of quality policy is continuously monitored. Strong involvement in the development and monitoring of the internal system of quality assurance is seen on the part of pro-rector for teaching issues and university committee responsible for ensuring that the system functions on the university level.
BSW		Remarkably „top-down" type of implementation, with the staff and students getting gradually more and more involved. Monitoring is performed continuously and systematically.

7. How does the policy involve the statement regarding the collaboration with the secondary education sector?

SGH / WSE		WSE has well developed contacts with the secondary education sector. It is very active in adapting students and secondary school graduates to the studying conditions at the university. The following WSE activities are addressed to the secondary schools: Non-public secondary school No. 81 in Warsaw, established by WSE and Foundation for the Promotion and Accreditation of Economic Education, operating under the patronage of WSE, Young Economist Academy, preparation courses in economy, WSE information days.
UAM / AMU		AMU's policy is active cooperation with secondary schools. Within this policy, AMU cooperates with 14 secondary schools and has scientific and educational patronage over Teacher Training Colleges of Foreign Languages. Currently, it is carrying out a project of academic support for school scientific programme called „Newton was a student himself", which is addressed to 24 secondary schools.
PL / TUL		TUL has very intense and close contacts with secondary schools. It collaborates with multiple schools on quality issues, including adaptation of secondary school graduates to the studying conditions at the university. The following activities are addressed to the secondary schools: - EU-financed programme called „A good command of knowledge" that is addressed to 40 secondary schools - lectures held for selected students of the secondary schools that collaborate with the university on quality, - organizig „maths and physics emergency service" for potential secondary school graduates. The primary goal is to prepare them to the secondary school-leaving examination in maths and physics. - assessment of education paths for secondary school graduates as well as the effects of their participation in EU educational programmes - cyclic meetings with secondary school headmasters held in order to discuss the results of assessment of education paths available to their graduates as well as graduates' participation in EU programmes - running a secondary school

BSW	The school maintains collaboration aimed at strengthening relations and improving the quality of education in secondary schools. Collaboration agreements have been concluded, so- called "mini-lectures" are given, exhibitions and seminars, as well as information days and other are organized.

4. CONCLUSIONS: IDENTIFICATION OF ESG PART 1 RELEVANT BARRIERS AND EXAMPLES OF GOOD PRACTICE

BARRIERS OF IMPLEMENTATION OF QUALITY ASSURANCE SYSTEMS (ESG)
[WSE]
- Academic staff and their attitude:
  - Conservatism, too much work.
  - No understanding of the intention behind the systemic quality management among academic teachers.
  - Equation of quality management with pejoratively understood standardization
  - Concern about invading academic teacher's autonomy
  - Lack of effective support for quality assurance implementation from the top authorities of WSE
- Legislation - quality assurance is not established in the internal regulations of the university

[AMU]
- Academic staff and their attitude:
  - Conservatism and initially very strong resistance to quality systems
  - Considering QA as additional bureaucracy
- Shortage of instrumentation (executive acts) in Poland – no lodestars for QA
- Senate in opposition to QA
- No financial outlays/ no financial motivation for the members of quality department committees [AK]
- Frequent changes in Quality Assurance Boards resulting from the fact that functions are performed for some terms only

[PL]
- Academic staff and their attitude:
  - Opportunism
  - Reluctance to change
  - Lack of knowledge on quality assurance systems
- Academic teachers' negative attitude to the implemented quality instruments
- Resistance of independent academic teachers to class inspections performed by non-independent employees.

[BWS]
- Academic staff and their attitude:
  - Conservatism, too much of work.
  - Part of the personnel do not identify themselves with the university (they have two jobs) - they are not interested in university development
- Students' mentality: they do not interfere in quality assurance but they do not help, either.
- Polish legal regulations do not reflect well enough the needs brought about by EU directives, including the needs related to quality.

FACTORS SUPPORTING THE IMPLEMENTATION OF QUALITY ASSURANCE SYSTEMS (ESG)

[WSE]

- Substantive preparation to the implementation of a systemic approach to quality management within an organisation.
- Bologna process directives – there is something to refer to when developing quality assurance systems
- Training programmes conducted as part of EU funding utilization
- Involvement of student government in the activities related to quality management

[AMU]

- PKA accreditation as an argument to convince the deans of specific departments to appoint department quality committees.
- ESG – there is something to refer to when developing quality assurance systems
- Training programmes conducted as part of EU funding utilization

[TUL]

- Awareness and involvement of university authorities
- Training programmes conducted with the use of a „cascade" method
- Efficient structural organization of the quality assurance system
- Conferences held at TUL and dedicated to Bologna process

[BWS]

- EU funding grants – it would not be possible to keep the pro-quality policy without them
- Bologna process directives – there is something to refer to when developing quality assurance systems
- Training programmes conducted as part of EU funding utilization,

ASSESSMENT OF METHODS AND IMPLEMENTATION OF POLICY AS WELL AS QUALITY ASSIRANCE SYSTEM – DEVELOPMENT OF QUALITY CULTURE

[WSE]

- A rather "top-down" implementation.
- Procedures of shaping study programmes and monitoring the quality of classes as well as assessing learning outcomes are in place.
- Due to the several-year experience in using quality assurance instruments the only resistance that occurs is to the novel solutions only and not to the quality assurance itself.
- Monitoring of the educational process is continuous - it is carried out in the electronic system.
- Cyclic surveys of university graduates' attitudes towards the quality of education at WSE are conducted.
- Quality is measured by quantitative methods.

[AMU]

- The type of implementation is remarkably „top-down"
- The fact that AMU employees are being trained on quality assurance raises hopes for starting up a "bottom-up" initiative.
- The initial resistance of the personnel is slightly subsiding – it is taking university deans less time to react to the correspondence with BRJK
- Students' involvements is increasing – the number of completed surveys on the assessment of quality at AMU increased by several times.
- The pro-quality policy involves activities aimed at obtaining EU funds to enhance USQM.

[TUL]

- The type of implementation is remarkably „top-down"
- The initial resistance of the personnel is subsiding
- Quality assurance system is at the initial phase of implementation
- Monitoring is performed on an ongoing-basis.

[BWS]

- The type of implementation is remarkably „top-down"
- The initial resistance of the personnel is subsiding and they are even getting involved in the development of programmes in accordance with NQF.
- Currently, BWS personnel are transferring their good experience from BWS to their home universities.
- Monitoring is performed on an ongoing-basis.

EXAMPLES OF GOOD PRACTICES

[WSE]

- A mechanism that makes it possible to start a course depending on its quality.
- Electronic system of assessing the quality of classes
- Surveys of attitudes of university graduates with two or three-year work experience towards the quality of education

[AMU]

- Fast development and implementation of USQM, achieved owing to strong, central management and very good substantive preparation of the Rector's Proxy on Quality

[TUL]

- USQM implemented through a cascade system of employee training

[BWS]

- System of educational process control and student progress monitoring, including an objective examination system and an external examiner.
- Effective raising of EU funds for quality purposes