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for Quality Assurance at Institutional Level“**

IBAR

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IBAR Project

Work-Package 9

Quality and Stakeholders
– Poland

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1. Introduction

The definition of stakeholders used in the survey

Following the concept of stakeholders adopted by the Netherlands team we adopted the definition of stakeholders as a particular actor/group to influence the university's concept of quality of teaching and learning and the internal quality assurance processes. For Poland there are:

- Internal university stakeholders :
 - Students of 1st, 2nd and 3rd cycle of higher education
 - Teaching and administration staff
- External university stakeholders:
 - *Government*
 - *Local government representatives*
 - *Alumni*
 - *Professional organizations.*

All the groups of stakeholders enrich the concept of quality of education by adding the dimensions which a school alone would not be able to introduce. They reinforce a schools' role in social service and its links with the environment in the most appropriate way in terms of accomplishing a university's „tertiary mission”. Each of the institutions surveyed performs this mission in a specific way, determined by their individual mission, characteristics, social position – nevertheless, this task is performed by all of them.

However, at this point we should emphasize that in Poland we deal with some kind of discrepancy as regards the involvement of external stakeholders (employers, social environment representatives) in a school's life. They are encouraged to get involved in a school's life, however, their role is limited to counseling, sponsoring or other supporting function. External stakeholders are not offered by state owned schools any possibility to participate in decision-making bodies of the schools or faculties as their statutory members with voting power. They are allowed to participate in them as guests with advisory role, since only academic community members can act as members of a senate or a faculty council – as stipulated by the Act on Schools of Higher Education. In Polish state owned schools the institution of a Board of Trustee / external supervisory board does not exist. Hence, the extent to which external stakeholders are involved in a school's life as well as the acceptance of their opinions regarding the process of education is determined by the decision of a particular academic community, including a school's authorities. This situation leads to two types of consequences – on the one hand, any effective influence of stakeholders is prevented; on the other hand, however, whenever a similar impact is observed, it definitely reflects an autonomous decision and genuine need for mutual cooperation between the two parties. This issue is further discussed in legal context and conclusions.

2. National and institutional policy context

The characteristics of national and institutional policy with regarding stakeholders.

The relationship between Polish schools with their social environment has fluctuated significantly within the last few decades. When we analyze it today, we should consider the historical aspect – the relationship between the schools and state administration (with politically dominating communist party) under the rule of the former political system. It was the time of permanent struggle of the schools for maintaining its independence of research and education; at the same time of permanent attempts of political organs to gain political influence on the schools activities. In Poland similar attempts were partly successful, leading to unfavourable consequences for research and education development. However, they led to a certain consolidation of academic community and focusing on the values of academic heritage and ethos in order to resist external impact – in the name of defending academic independence. In general, the best possible separation of the schools from external impact was regarded as a value by Polish academic community.

During the „Solidarity” feast” (in 1980-81) academic community prepared a draft of the Act on Schools of Higher Education, in which a school's autonomy was protected from external factors. The Act did not come in force due to the introduction of martial law. The Act on Schools of Higher Education of 1990 – one of the first bills passed in post-communist Poland – referred again to the idea of academic independence and – through copying the solutions proposed in 1981 – thoroughly excluded non-academic members from the decision-making organs of a school. Instead, it proposed a wider student participation – as internal stakeholders – who were offered an increased number of seats in senates, faculty councils and, above all, in electors colleges responsible for appointing a school's authorities. The separation from external factors and increasing the participation of internal stakeholders was justified by the fear of the possible comeback of the former system; it served as a kind of preventive measure. The extended student participation was perceived as a guarantee of successful introduction of the reforms, which might have been resisted by some university teachers supporting the former system.

The threats described above never occurred, nevertheless the Act of 1990 served as legal basis for the functioning of the schools until 2005 thus effectively preventing any real impact of external environment on academic life, in particular, on decision-making process. This situation affected, in particular, state owned schools of academic character. In case of State Vocational Schools of Higher Education founded under a separate Act passed in 1997, the participation of external stakeholders in school bodies was allowed as well as the involvement of professional practitioners in education. For other, not state owned schools, wider independence was proposed as regards forming their decision-making bodies; they enjoyed the independence in many ways – in many cases external stakeholders became members of decision-making bodies.

This was observed over the period of unprecedented quantitative development of higher education in Poland (it is worth mentioning that we observed a five-fold growth of the number of students and a four-fold growth of the number of higher education institutions – HEIs), accompanied by a natural diversification of HE schools and equally natural development of relationship with the environment. This process occurred, in particular, in state owned and other vocational schools, which were tightly integrated with their local environment, on whose initiative they were frequently established.

With the stabilisation of political situation, ongoing economic development and educational boom, the fears of external intervention in HE schools gradually declined. Although the Act on Schools of Higher Education of 2005 still stipulated that the authorities of a state owned school have to consist of academics, at that time the development of cooperation between a school and its social environment could be observed (some examples can be found in the statements of our respondents). The amended Act of March 18th 2011 maintains purely academic composition of decision-making bodies of a school, at the same time binding schools with the responsibility of obtaining external stakeholders' opinion as regards key education-related matters. This is also connected with National Qualifications Framework (NQF) implementation for HE schools and the necessity of formulating learning outcomes in educational programmes. New programmes have to be developed with the participation of internal and external stakeholders; the character of the participation is left at a school's discretion. The Act also obliges schools with the necessity of specifying the specialization of the programmes offered (the opposition between general academic or practical). One of the requirements of practical specialization is employing lecturers – practitioners and conducting some classes in professional environment - an increased involvement of external stakeholders in education is assumed. Under the Act schools are obliged to follow their graduates' careers and implement the information gained in the process of further improvement of their programmes. The directives accompanying the Act also provide that a HE school cooperates with external stakeholders. Polish Accreditation Commission in its standards of institutional and programme evaluation requires their participation in formulating opinions regarding educational programmes

and other forms of cooperation with them.

It is difficult to state whether the legislation mentioned, in particular, the provisions of the latest amended Act, were caused by the Ministry's concerns related to insufficient cooperation of HE schools with their external environment, or – contrary to this – the schools had developed this cooperation to such a satisfactory extent that it had to be continued and formally required by law. In Poland a relevant complex study regarding this issue in higher education has not been performed – therefore, we need to use the results of our survey and the experience gained by the Polish team in frequent contacts with numerous schools in Poland.

Preliminary presumption: in Poland in higher education there is a well-developed and established partnership between HE schools and internal and external stakeholders. Internal stakeholders have been participating in the processes of developing and administering educational programmes at least since 1990; the cooperation with external stakeholders was developed later and expanded into a variety of forms. Although we cannot state what the mode of this cooperation is in all Polish HE schools, we can certainly formulate a preliminary presumption - all the schools surveyed in this project the cooperation is very well developed and continuously extended; according to the respondents, it also has a positive impact on the concept of quality and quality assurance in these HE schools.

A list of main legal acts regarding stakeholders' participation – see the concluding part of the report.

The characteristics of the HE schools surveyed in terms of cooperation with stakeholders – basic data:

WSE

Main groups of WSE stakeholders (for more details – see the micro case)

- stakeholders who may offer cooperation which enables gathering information on a graduate profile required by the market thus shaping further development of a School and its educational programme;
- stakeholders who may offer cooperation providing mutual development by means of performing joint projects, sharing experience; administration, manufacturers' unions;
- stakeholders – companies interested in developing qualifications of their employees;
- stakeholders – companies interested in supporting educational process in WSE and participating in this process ;
- HE schools interested in cooperation with WSE in conducting educational process;
- organisations supporting students in their efforts aimed at acquiring wider knowledge and practical skills;
- organisations offering help in employing graduates;
- stakeholders financially supporting the School.

In WSE the cooperation with stakeholders is conducted by:

- Rada Konsultacyjna Partnerów Korporacyjnych SGH (RPPK SGH, since 2010 r.) / The Council of WSE Corporate Partners
- Biuro Współpracy z Biznesem / Office for Cooperation with Business
- Klub Partnerów SGH (od 1998 r.) / WSE Partners' Club (since 1998)
- Stowarzyszenie Menedżerów Nowej Gospodarki (od 2011 r.) / The Association of New Economy Managers
- Biura karier (od 1998 r. wchodzi w ogólnopolska sieć tych biur) / Career offices (in 1998 a national network of such offices was established)
- Biuro ds. Absolwentów (od 1995 r.) / Office for Alumni Affairs (since 1995)

- Internetowy Serwis Kariera / Career Internet Service
- Ośrodek Rozwoju Studiów Ekonomicznych (ORSE) / The Centre for Economic Studies Development (ORSE)
- and an extensive network of personal contacts, typically of informal character.

BWS:

In BWS a dominating group of external stakeholders consists of possible employers. The school is cooperating with the companies which may be interested in employing graduates of the specializations offered, e.g. POLSPORT cooperates with the faculty of interior design. At the same time the school cooperates with stakeholders on increasing practical orientation of its courses.. The school also cooperates with the Municipality of Bielsko-Biała – the specialization of spatial development is involved.

There are the following formal bodies dedicated for the cooperation with external stakeholders:

- Employers Council / Rada Pracodawców
- Sector Commissions / Komisje Branżowe
- Career Office / Biuro Karier

Also informal cooperation takes place at the level of individual academics. The authorities of the school highly value employees who establish relationship with practitioners.

AMU:

the list of names of divisions and units dealing with the stakeholders cooperation will be completed for the micro-case. It is to be about 10 items.

TUL:

TUL offers education primarily in technical sciences, which means that maintaining a continuous relationship with organisations representing the fields whose merits correspond with the specializations offered is indispensable. The group of external stakeholders of individual faculties includes, above all, large and medium size businesses, e.g. Philips, ABB, and other companies of comparable size. The relations with selected businesses, in particular those operating in the Łódź region, reflect the school's organisational culture. For instance, at the Faculty of Organisation and Management, Klub 500 / Club 500 operates, gathering approximately 500 economic institutions continuously maintaining relations with the faculty.

Research methodology

Our research, similarly to the previous work packages, involved 4 schools of higher education. Their more detailed characteristics can be found in WP5. As all the participating schools gave their consent to publishing their contribution to the research, we present the empirical research data with reference to the abbreviated names of the schools. The four schools include:

- Uniwersytet Adama Mickiewicza / Adam Mickiewicz University In Poznań [UAM/AMU] – a state owned university. The research of WP9 package focused on two units – the Faculty of Modern Languages and on the Institute of Culture Studies as well as on the analysis of the School's documents and interviewing the representatives of its main organs..
- Szkoła Główna Handlowa / Warsaw School of Economics in Warsaw [SGH/WSE] – a state owned university. The whole school was subject to research.
- Politechnika Łódzka / Technical University of Lodz [PŁ/TUL] – a state owned university. The research focused on the Faculty of Management as well as on the analysis of the school's documents and interviewing the representatives of its main organs.
- Bielska Szkoła Wyższa im. Józefa Tyszkiewicza / Bielsko College in Bielsko-Biała [BSW] – private HEI. The whole school was subject to our research.

All the four micro-cases of the schools were prepared on the basis of:

- a desk study, using documents available on the websites of the four institutions to uncover policies and information about national and institutional activities related to the quality in context of school governance.
- the analysis of school documents gathered during the visits at the schools,
- the interviews with the actors indicated in the WP9 template.

The total number of people interviewed at all the schools amounted to approximately 45. The number of respondents, to some extent, reflects the size of a school. At AMU the interviews with individuals were accompanied by the meetings with groups of students organised by the deans; at the meetings the responses to the questions of the survey were discussed. Some interviews were supplemented by phone calls and responses to additional questions sent by e-mail.

Question 1

What are the national rules that govern higher education institutions' inclusion or exclusion of stakeholders in/from decision-making or advisory bodies that have a say about quality-relevant issues and have they changed in the past five years? If so, which stakeholders, which bodies, which numbers/proportions of total members.

The national rules are described in “political context” above. Below we can find opinions of the institution’s strategic staff on the institutional context of the cooperation with stakeholders .

AMU	Cooperation with stakeholders is provided by the strategy of the school development. Internal stakeholders (students, trade unions operating at HEI), as specified in the regulations, always participate in the decision-making process. Recently a slight increase in external stakeholders' contribution has been observed. Generally, this takes place at a faculty level. There is no external stakeholders' direct participation in decision-making process at the school level – at faculty level there is openness to opinions and needs expressed by them. The form of the internal system of education quality management allows for the participation (of individuals representing students and doctoral students, who attend all the meetings of the Quality of Education Council (RJK) and participate in preparing procedures, resolutions and directives.
WSE	The latest national regulations promote cooperation of a HEI with stakeholders; however, it has not changed dramatically the situation at WSE, where this sort of cooperation has always been emphasized. We observe a continuous growth in the number of entities interested in cooperation with WSE – companies which wish to promote their activities by organizing meetings with students and employees, participating in the process of education, performing joint projects and offering internships for students and HEI employees. The cooperation takes place at three levels: general school level, field of research level and chair level – at the general school level there are 9 organisational units entirely or partly focused on cooperation or stakeholder relations. A significant growth in the activities of these units has been observed over the last 2 – 3 years.
BWS	National regulations promote HEI cooperation with stakeholders. However, in case of BWS new regulations do not significantly affect the process of establishing the school's cooperation with stakeholders, as BWS in fact has been developing these relations since its founding in order to increase its graduates' employability.
TUL	Formal and informal relations of individual TUL research and educational units

	<p>have lasted for many years and the implementation of formal regulations has led to passing a formal act – a resolution of the TUL Senate No 14/2011 on guidelines regarding the development of educational plans and programmes. At TUL there are no official procedures regulating the development of relationship with external stakeholders at the school level other than the document referred to, which in §3 stipulates that “in the description of educational programme with practical specialization it is necessary to consider the results of the analysis performed on the compliance of the learning outcomes assumed with labour market needs and /.../ offering educational programmes with practical specialization in cooperation with businesses requires preparing an agreement, which should include the way of administering and organizing a particular field of study. Thus, the basic document defining the relationship with an external stakeholder is an agreement signed by individual faculties. The impact of a similar agreement on the growth in the number of stakeholders has not been observed due to short time span.</p>
Synthesis	<p>Internal schools’ regulations establish the basis of further cooperation with stakeholders, which takes place at a faculty or chair level (with the exception of BWS). In all the institutions the cooperation can be regarded as well-developed, though differentiated in terms of its extent and forms.</p>
Barriers	<p>There is no possibility to incorporate external stakeholders in decision-making bodies of a school, offering them voting power – they are only opinion providers. At the same time a school is legally bound to obtain similar opinions and take them into account.</p>
Good practices	<p>Flourishing development of various relations between the schools and stakeholders, establishing entities aimed at stimulating similar development as well as spontaneous interest in similar forms manifested by stakeholders.</p>

Question2

What are the institutional rules that govern higher education institutions’ inclusion or exclusion of stakeholders in/from decision-making or advisory bodies that have a say about quality-relevant issues and have they changed in the past five years? If so, which stakeholders, which bodies, which numbers/proportions of total members.

Data sources – institutional documents (bylaws). Check briefly in an interview with institutions’ central (strategic) staff.

AMU	<p>The schools’ internal stakeholders participate as equal partners with voting rights at any decision, whether it is at a school level (Senate, Quality of Education committees) or at a faculty level (faculty council, faculty quality of education committees). It is either stated in statutory documents of those bodies, in accordance with legal requirements, or initiated by a school itself (AMU). External stakeholders have a limited decision-making power – see national legal context, despite the fact that they participate as advisory entities in many projects, primarily at faculty level. They are encouraged by the Rector’s resolution and recommendations of the Quality of Education Council. For example, a surveyed Faculty of Modern Languages is a member of the European Consortium for Translating, which requires the participation of external stakeholders in various forms of the faculty activities. Among the stakeholders we can mention, for example, translation offices, independent translators or “Kabina Polska” (“Polish Booth”) at European Commission. The stakeholders take part in students examinations, organise internships, act as publishers. Among other stakeholders of the faculty we can mention, for example, VW Polska and Poznań International Fair,</p>
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	also high schools. The principles of such cooperation are specified by statutory documents of those bodies.
WSE	The situation is similar to the one described above in case of AMU. Additionally, the development of relationship of different nature with stakeholders can be observed – see the list of institutions responsible for such relationship published in the introduction to the present report. The rules regulating the cooperation are specified in the statutory documents of the bodies.
BWS	Over the last five years the cooperation with the stakeholders has been formally regulated, the Council of Employers was created as well as Sector Commissions dedicated for individual fields of study. Sector Commissions have been developed with the support of EU funding. The school is successfully increasing the number of its stakeholders, which is reflected in opening new specializations (cosmetology and interior design) administered in close cooperation with the stakeholders – possible future employers of the graduates.
TUL	In decision-making bodies of TUL up to the present moment there are no representatives of business entities – see legal context. Currently talks and discussions are in progress regarding external stakeholders' representation in Educational Commissions and Faculty Councils, however, the status of such representatives has not been defined. So far the school has been the party penetrating the conditions of cooperation with the environment, in particular, individual faculties and specialization Educational Commissions, with a more passive attitude of employers. Klub 500 at the Faculty of Organisation and Management serves as a sort of replacement of businesses in decision-making bodies of the school. There are regular meetings organised with the members of Klub 500, aimed at sharing opinions on curricula, in particular, those regarding new specializations, e.g. commodity science. Apart from this, at certain faculties there are practitioners employed as lecturers in the course of teaching (specializations with practical major); the opinions expressed by them are taken into account in the process of formulating programmes for particular subjects as well as specializations. External stakeholders have relatively limited knowledge regarding curricula.

Question 3

What is the nominal and the real stakeholder's representation in institutional decision-making bodies? Has it changed and if so, why?

AMU	The nominal and the real participation of the stakeholders is significant and tends to grow. It has been recorded in the School's strategy; similar cooperation is perceived as beneficial for the school itself, for its students as well as in for the whole society. Legal regulations are of lower importance in this case.
WSE	The nominal and the real stakeholders' contribution is very high and tends to grow. Similar cooperation is perceived as beneficial for the school itself, for its students as well as for the whole society. These priorities are recorded in the school's mission, in which it is stated that the school educates future experts for the economy; similar cooperation is an integral part of the school's tradition. Legal regulations are of lower importance in this case.
BWS	The nominal and the real stakeholders' contribution is very high, however, the respondents found the participation of employers in decision-making bodies insufficient. The school's authorities make efforts aimed at increasing similar participation; the process, however, is complex, since there is also a requirement of

	<p>considering the arguments and interests of academics (mainly of professors). During the process of developing a new specialization it is necessary to consult possible stakeholders of a similar specialization – the head of the programme team is responsible for selecting the form of consultation. The outcomes of the consultation are subject to further discussion during Rectors Meeting. Introducing the programme to the Council of Employers would slow down the decision-making process. The consulting process regarding particular fields of study takes place in Sector Councils, which consist of experts specializing in particular areas.</p> <p>The cooperation with employers is also initiated by students, who during their internships establish relations with professional environment. Students receive the school's support through Student Self-Government.</p>
TUL	The nominal and the real stakeholders' contribution is moderate in comparison to both the school's needs and to other schools surveyed. It tends to grow, however, very slowly. It seems that the main barrier here is low awareness among employers of their possible influence on the school combined with lack of recognition of the benefits that similar cooperation could offer.
Synthesis	The real stakeholders' contribution is moderate, high or very high in all the schools surveyed, according to the respondents. The cooperation with them is initiated mainly by a school itself; in the cases when stakeholders expect similar cooperation to be beneficial, it develops very well.
Barriers	Overlooking by external stakeholders the need of cooperation with HEI.
Good practices	Organising by HEI various forms of involving external stakeholders in a school's life.

Question4

Do different units in the institution (faculties) or programmes have stakeholder representation on decision-making or advisory bodies that have a say about quality-relevant issues, beyond what is prescribed? If so, which stakeholders, which bodies, which numbers/proportions of total membership? (The answer to this question points to possible cases of interesting practice to be investigated – perhaps good practice?)

AMU	The participation in decision-making bodies – see legal context – as a full member of such a body, is not possible. The participation as a consulting entity is allowed. The Council for the Quality of Education consists of two commissions: one dealing with education quality assurance, and the other one – with education quality assessment. Among the members of the first commission we can mention coordinators or rector's deputies specialising in various education-related issues (e.g. ECTS, USOS, LLL, Erasmus, e-learning, digitalisation coordinators, etc.). As regards external stakeholders – whenever their participation is found necessary, which is typically determined by the topic, - they are invited to CQE meetings as opinion providers.
WSE	Stakeholders are not directly involved in decision-making bodies or advisory organs determining the operation of the School's units. The relationship with stakeholders is maintained by the School's units (Colleges, Chairs) in order to conduct joint projects and maintain regular relationship (e.g. conferences, internships, postgraduate studies) – stakeholders always act as opinion providers. In some cases

	(postgraduate studies, internships) this opinion is a prerequisite of further action – in this way the consulting party has actual power of making decisions.
BWS	The relationship with stakeholders is not entirely formal. A school's partner is formally appointed and receives a suitable document – this act is mainly relevant to their image. Further development of relationship is determined by mutual needs and is individualised.
TUL	In case of faculties of organisation and management, electrotechnics, electronics, informatics and automatics (which were subject to our research), experts opinions are regularly issued, joint projects conducted (see adjusting the logistic aspect of education to the needs and requirements of labour market in this sector). The school does not ask external stakeholders to express their opinions in order to subsequently define examination requirements and specify the characteristics of the internal system of quality assurance.
Synthesis	It is stakeholders' role to provide opinions; in some cases, however, their positive opinion serves as a factor determining further action. Providing opinions is most popular at a faculty, chair or project level – it is not so common at the level of the school as a whole.
Barriers	As stated above.
Good practices	As stated above.

Question 5:

To what extent are stakeholder's views (and from which stakeholders?) taken into account and why specifically with respect to:

- a. Graduate profiles, learning outcomes*
- b. Exam requirements and curriculum review*
- c. quality Soft and entrepreneurial skills acquisition*
- d. Internal quality assurance processes*

AMU	At the surveyed faculty of modern languages internal (students and doctoral students) and external (contractual partners – e.g. „Kabina Polska”/”Polish Booth”) stakeholders influence all the aspects of the process of education mentioned above. However, this is not the only practice of the school – at more theory-oriented philological faculties such a significant influence has not been observed.
WSE	Internal stakeholders influence the aspects mentioned in the question, whereas the influence of external stakeholders is much more limited. As a positive example we can mention jointly conducted classes, where the curriculum, teaching methods and evaluation criteria of learning outcomes are formulated in cooperation with external stakeholders. Recently a new practice has been introduced in the system – namely, obligatory indicating external stakeholders, who were asked to review the curriculum of a new specialization at the stage of its formulation (work is in progress)

	on developing the procedure of monitoring and analysing the quality of curricula of a particular specialization).
BWS	<p>During the process of specialization design a survey was conducted among employers regarding the areas with the highest employee deficit. Based on the survey results, learning outcomes were formulated with the purpose of eliminating the deficit. Student internships are also monitored and employers' remarks are conveyed to heads of individual specializations.</p> <p>Students' dissertations are consulted with stakeholders. At some faculties (e.g. interior design) stakeholders take part in the process of writing theses, defending them has a form of a public presentation. Students as internal stakeholders have a significant influence on the shape of curricula – if a particular curriculum is not satisfactory for students, the school is able to modify and shape it according to students' expectations.</p> <p>Students defend their dissertations giving public presentations before companies. A presentation requires soft skills such as dealing with stress, synthesizing, logical thinking, identification of a project's strengths, cooperation with other people.</p> <p>Students are also sent to internships where they have a chance to master various soft skills related to entrepreneurship and working with other people. Career office monitors employers' satisfaction with their student trainees as regards their soft skills; employers' remarks are accounted for in curricula.</p> <p>The processes of quality assurance include, among others, monitoring students during their internships and cooperation with stakeholders in formal school bodies: Employers Council and Business Council. A crucial element of this system is combining the function of Rector's Deputy for Employers' Council and the President of the Quality College by one person.</p>
TUL	See the comments in previous questions.
Synth esis	The influence of internal stakeholders on the indicated aspects of the educational process is significant and legitimized by relevant regulations. Internal stakeholders enjoy similar rights in a group of schools which have offered access to reviewing curricula by stakeholders.
Barrie rs	
Good practi ces	Jointly conducted classes – developed and administered jointly by academic professor and external stakeholders, referring to real life case studies, dissertations on topics suggested by employers.

Question 6

Are stakeholder views filtering into standard undergraduate curriculum and requirements through:

- a. *Employment requirements for staff (if and which stakeholders decide on the hiring and promotion criteria)*
- b. *Internships (are the informal contacts with businesses during students' internships used for curriculum reviews)*
- c. *Special professional development courses (are insights from such courses used to inform the 'standard curriculum' and its requirements)*
- d. *Contacts with business and other organizations (e.g. public research institutes) (are*

R&D projects with external research organizations/companies influencing the 'standard curriculum'?, do business/industry professionals co-supervise MA and PhD theses? Are they external examiners?)

e. Requirements of external professional bodies

AMU	<p>Formal procedures do not exist as regards stakeholders' influence on employment criteria. However, whenever specific needs have to be addressed the school employs stakeholders' representatives to conduct selected classes – see the example of translators hired to perform a specific task – however, they do not receive the status of the school's employees.</p> <p>Apprenticeships and internships organised together with stakeholders.</p> <p>Assignments, dissertations and other papers are frequently based on real life cases – provided by stakeholders. Examination requirements are adjusted to professional life requirements – see standards of translation.</p>
WSE	<p>At WSE stakeholders do not have a say regarding employment and promotion criteria. The participation of stakeholders in recruitment procedures is excluded (except for internal stakeholders as stipulated by law).</p> <p>Nevertheless, the number of joint projects developed with external stakeholders is very high:</p> <ul style="list-style-type: none"> • Students can take part in an unlimited number of seminars, workshops as well as in educational programmes and lectures prepared jointly by companies and WSE lecturers – thus, students easily meet and are recognised by their possible future employers; • As an example of the above practice we can quote the project called „Study practically” conducted with Ernst&Young, Deloitte, L’Oreal, Procter&Gamble, McKinsey&Company, Schenker as well as ACCA path in cooperation with E&Y; - such initiatives also result in internships and apprenticeships offered by those companies; • A significant number of apprenticeship offers is sent by employers of all sectors, including apprenticeships concluded by writing thesis on topics proposed by an employer. • Recruitment campaigns of employers and joint fairs are regularly organised at the school; • There are 70 one-term and two-term postgraduate programmes conducted both in Polish and foreign languages offered, with the participation of lecturers – practitioners employed in leading companies; • and many more.
BWS	<p>There are no formally approved procedures regarding stakeholders' influence on employment criteria. However, whenever certain needs have to be addressed the school employs stakeholders' representatives to conduct classes.</p> <p>Career office monitors student internships; apprenticeships are monitored in oral form. There are courses for students offered at employers' request (e.g. marketing, AutoCad). The courses are organised by Career Office; the courses are subsidised from EU funds: EFS 4.1.1.</p> <p>There are co-supervised dissertations, whose topics are based on real research needs of individual stakeholders.</p> <p>The school's cooperation with professional organisations is not very well-developed. However, it cooperates with employers' associations on designing educational programmes.</p>
TUL	<p>External stakeholders do not have influence on employment principles – they may be</p>

	<p>employed on the basis of contracts (predominantly, to perform a certain project – e.g. to conduct classes); they do not automatically have the status of the school's employees.</p> <p>Among the examples of TUL's researchers and professors with business practitioners we can mention, among others:</p> <ul style="list-style-type: none"> – long-term agreements with Philips and ABB regarding joint classes (workshops, internships, apprenticeships); – organising dual studies (three days a week a student attends classes at school, two days a week are devoted to apprenticeships, every week in a different company) – dual studies at TUL will resume next year; – organising student apprenticeships based on the idea of „shadowing” different managers by a student; – Other.
Synthesis	<p>External stakeholders do not influence the principles of employing full-time associates of the school; nevertheless, they are frequently employed by HE schools on the basis of contracts. These can have a form of bilateral agreements between a school and a company or individual contracts between a school and a particular individual.</p> <p>All the HEI surveyed intensively cooperate with external stakeholders in all the aspects mentioned in the question, offering stakeholders a possibility to influence curricula. WSE and BWS are leaders in this respect, each of them having a different group of stakeholders, according to their missions.</p>
Barriers	
Good practices	As above

Conclusions

Summary of findings (answers to the questions) and identification of institutional barriers and good practices are given below particular questions at the table above.

We believe that they confirm the preliminary presumption formulated in the introductory part in which we stated that in Polish HEI there are extensive, well-established and dynamically developing forms of cooperation with internal and external stakeholders. They are legitimized by legal regulations encouraging schools' involvement in social life in general and incorporating new elements into HEI concepts of quality of education. These regulations over the last 22 years have enabled greater openness of schools towards cooperation with external stakeholders. As a legislative barrier at the national level we can regard the ban on membership in decision-making bodies of state owned schools and performing any decision-making functions by individuals other than members of academic community. However, we should consider the historical aspect of similar situation and the fact that introducing a more radical change in this respect requires a completely different approach towards a university mission and organisation of academic community and political organs of the state, authorised to amend the Act on Schools of Higher Education. It seems that the opinions expressed by the authors of the Act of 2005, the strategy of HE development prepared by Rectors and the current trend of admitting an increasing role of HEIs with external environment is likely to be accounted for in a new amended Act on Higher Education. However, it

is hard to specify its final form.

The results of WP9 package research quoted above demonstrate the development of the relations between HEIs and their stakeholders over the last 20 years, with a gradual increase of their formal and institutional dimensions within the legal framework. This increase has occurred due to a number of reasons; some of them directly influence the quality of education:

- Better understanding of a HE school „tertiary mission” - the need and the advantages of establishing relations with the external environment;
- The interests of the schools and their students – the relationship with stakeholders increases employment opportunities, financially supports a schools' initiatives, including those aimed at developing innovative programmes;
- Stakeholders of both types provide new educationally and practically inspiring insights to the programmes, which would not be incorporated by schools themselves;
- The relationship mentioned above allows for a better accomplishment of educational tasks, primarily those related to practical skills, but also pedagogical objectives of the schools;
- The methods of learning outcomes validation based on real life cases are recognised, appreciated and frequently applied by academic professors.

In general, in HEIs surveyed no opinions have been expressed indicating a negative impact of stakeholders on the quality of education. Our respondents manifested an enthusiastic attitude towards cooperation, not mentioning its disadvantages – they seemed to assume exclusively its beneficial character. However, we should not deny the need of asking the following questions:

- Is any kind of cooperation with stakeholders beneficial for the quality of education?
- What are the limitations of the external world's intervention in the process of education – should all the wishes of stakeholders be satisfied? If so, we should assume that stakeholders have at least provisional knowledge of educational objectives and methods and an outlook wider than their practical or short-term needs – how can this knowledge be identified and verified?
- If we relate stakeholders' influence to recommendation ES&G, providing that “internal quality assurance ‘should also include a role for students and other stakeholders’. Rationale for quality enhancement: The added value of involving stakeholders *should be* that a richer conception of quality will be adopted in the higher education institution. It should help to strengthen links between the higher education institution and the society.” – what does the expression “richer conception of quality” mean? Does it always mean better education? And if so, which aspect is better?

At the schools surveyed in Poland , there is a clear trend to balance the interests and suggestions of stakeholders with the schools' own educational policy. In any case, only academic bodies make decisions in the schools regarding the process of education.

However, this may not necessarily be the case in all the HEIs, therefore the only general recommendation that we would like to make after the analysis of WP9 results is the idea of regular research on the results of HE social integration for enhancing education quality (definition?). An academy must not be a high tower built exclusively on the foundation of academic traditions focusing on searching the truth. Obviously, a HEI cannot become a provider of educational services offered exclusively to stakeholders. We believe that looking for the answer to the question concerning education quality implies finding a balance between these factors, appropriate for a school's mission and vision formulated in the context of social interest in general, which also includes meeting internal requirements of a HEI determining its identity.

References:

- The lists of documents and respondents researched are quoted at micro-cases
- Main legal acts referred to in the present report:
 - „Act on Higher Education” of July 27th, 2005 with amendments (above all, amendment of March 18th, 2011)
 - Directive of the Minister of Science, Higher Education No 1445 of October 5th, 2011 on the conditions of offering studies of certain direction and level of education.
 - Directive of the Minister of Science, Higher Directive of the Minister of Science, Higher Education on NQF from November 2nd, 2011
 - Directive of the Minister of Science’ Higher Education on doctoral studies from October 5th, 2011.
 - Directive of the Minister of Science’ Higher Education on post-graduate studies ...
- The exact names of the directives will be completed soon.