



EUROPEAN
Higher Education Area

**National Report regarding the Bologna
Process implementation
2009-2012**

Poland

Part 1.0 BFUG Data Collection: administrative information

For which country do you fill in the questionnaire?

POLAND

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Contributors to the report

Government representatives = yes

Contributors to the report

Employer representatives = yes

Contributors to the report

Student representatives = yes

Contributors to the report

Academic and other staff representatives = yes

Contributors to the report

Other (please specify) = and other members of National Council for Bologna Process

Part 1.1 BFUG Data Collection on Context and Structures

1. Do your steering documents for higher education policy explicitly take account of demographic projections for your country?

Yes

2. How do these projections affect higher education policy planning?

Demographic projections suggest that student enrolments will drop by at least 30% in the coming decade as compared to the current enrolment levels. This was taken into account in two proposals of higher education strategies presented between 2009 and 2010 (“The strategy for the development of higher education until 2020” prepared by Ernst & Young and the Gdansk Institute for Market Economics at the request of the Ministry of Science and Higher Education, and “The strategy for the development of higher education, 2010-2020” designed by the Polish Rectors Foundation on behalf of the higher education community). A single officially approved strategy is yet to be developed on the basis of the two proposals. However, the demographic projections are also explicitly taken into account in the background documents of the Ministry of Science and Higher Education justifying amendments to the Act of 27 July 2005, The Law on Higher Education (LoHE), which are accepted by the Parliament and should enter into force in 2011/2012. The amendments aim to, among other things, support both public and non-public HEIs in coping with the consequences of the expected decline in the number of Polish students and, at the same time, increase the attractiveness of Polish HEIs for international students. To this end, the amendments will change arrangements for the financing and management of HEIs. For example, a regular State-budget subsidy for public HEIs will be more closely tied to the teaching of students and its outputs rather than inputs and will take account of external quality evaluations. Public HEIs which have a budget deficit for several years will be required to develop a remedial action plan, with specific consequences foreseen for failure to undertake such measures. Arrangements concerning mergers will make it possible to reduce the number of HEIs in a difficult financial situation, while ensuring the continuation of studies for students and more efficient use of the existing resources. The Rector’s powers to establish and abolish organisational units of a HEI will be extended. Moreover, a fixed ratio of non-fee-paying to fee-paying students should help non-public HEIs to maintain their viability on the education market and enable public HEIs to benefit from more substantial funding per student in case the total number of students is dropping. Furthermore, to attract international students, HEIs will have stronger incentives to deliver programmes in foreign languages (with such programmes included as a major criterion in external quality evaluation), and clear arrangements will be adopted for international cooperation at Master’s and doctoral levels as well as for academic and professional recognition for qualifications obtained in EU and EFTA countries. Finally, the amendments will provide a basis for the emergence of National Leading Research Centres as a first step towards the creation of flagship HEIs which should attract, in particular, international staff and doctoral students.

3. Which of the following statements correspond to your higher education system?

Higher education institutions can be either academically or professionally oriented

HEIs are divided into academically and professionally oriented (‘academic’/university-type and ‘non-academic’/non-university/professional), but this distinction is not based on the type (orientation) or level of programmes offered. Academically oriented HEIs include those which are authorised to award doctoral degrees, whereas professionally oriented HEIs are not authorised to award doctoral degrees. The former offer Bachelor’s degree and Master’s degree programmes, and doctoral programmes. The latter offer either both Bachelor’s degree and Master’s degree programmes or only Bachelor’s degree programmes. Some of the HEIs providing both Bachelor’s and Master’s programme conduct research.

Higher education institutions are only academically oriented

Higher education institutions are either public or private

The 2005 LoHE makes a distinction between public and non-public HEIs. Public HEIs are established by the State as represented by a competent authority or public administration body, whereas non-public HEIs are established by a natural person or a corporate body other than a corporate body administered by national or local authorities. However, for the purposes of statistics, non-public HEIs also include HEIs established and administered by churches and denominational organisations.

All higher education institutions are public

4. What is the number of institutions in the categories identified?

The total number of HEIs is 461. This includes 131 public HEIs (28.4%) and 330 non-public HEIs (71.6%). There are 111 'academically oriented' HEIs (24.1%) and 350 'professionally oriented' HEIs (75.9%).

5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS

5.1. Please provide the (approximate) percentages of first cycle study programmes across the following categories:

180 ECTS = 65

240 ECTS = 35

Other number of ECTS = 0

5.2. Please provide the (approximate) percentage of the total number of first cycle students enrolled in programmes of the following length:

180 ECTS = 72

240 ECTS = 28

Other number of ECTS = 0

5.3. Do degree programmes exist outside the typical Bologna 180-240 ECTS first cycle model (and/or calculated in years rather than credits)?

These may include integrated/long programmes leading either to a first or a second cycle degree.

Yes

5.4. In which study fields do these study programmes exist?

Programmes in 11 of all 118 fields of study, including Acting, Art Conservation and Restoration, Canon (Church) Law, Dentistry, Law, Medical Analysis, Medicine, Moving Image Production and Photography, Pharmacy, Psychology and Veterinary Medicine, are offered only as integrated/long programmes. Programmes in 5 fields, including Graphic Arts, Painting, Directing, Sculpture and Theology, may be offered either as two-cycle programmes or as integrated/long programmes. Like second-cycle programmes, integrated/long-cycle programmes lead to a Master's degree or an equivalent degree.

5.5. What is the typical length of these degree programmes outside the Bologna 180-240 ECTS model?

Integrated/long programmes may last between 9 and 12 semesters (270-360 ECTS).

5.6. What (approximate) percentage of all students studying for a first degree (including students enrolled in the Bologna cycle structures) is enrolled in these programmes?

20%

5.7. Please provide the (approximate) percentage of second cycle (master) programmes of the following length:

59-75 ECTS = 0

90 ECTS = 35

120 ECTS = 65

Other = 0

5.8. Please provide the percentages of the total number of second cycle students enrolled in programmes of the following length.

60-75 ECTS = 0

90 ECTS = 28

120 ECTS = 72

Other = 0

5.9. Do second cycle degree programmes exist in your country *outside* the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

No

5.10. What is the typical length of these second cycle programmes outside the typical Bologna model?

5.11. What percentage of all second cycle students is enrolled in these programmes?

0

5.12. In which study fields to these programmes exist?

5.13. Please provide any additional relevant comments for consideration regarding general data on your country's higher education system.

Percentage of first-cycle programmes: 180 ECTS - 65% (three-year programmes); 210-240 ECTS - 35% (programmes lasting 3.5 to 4 years). Percentage of first-cycle students: 180 ECTS - 72%; 210-240 ECTS - 28%. Percentage of second-cycle programmes: 60-90 ECTS - 35%; 120 ECTS - 65%. Percentage of second-cycle students: 60-90 ECTS - 28%; 120 ECTS - 72%. Data based on calculations made by the Polish Eurydice Unit.

6. PROGRESSION BETWEEN CYCLES

6.1. What percentage of first cycle programmes give access to at least one second cycle programme?

100%

Comment: Access to second-cycle programmes is open to individuals who hold a Bachelor's or Master's degree, or an equivalent degree, and fulfil admission conditions laid down by senates of HEIs.

6.1.1. Please provide a source for this information.

Act of 27 July 2005 – The Law on Higher Education.

6.2. What percentage of first cycle students continue to study in a second cycle *programme* after graduation from the first cycle (within two years)?

>10-25%

Comment: Two-cycle programmes are mandatory as of the academic year 2007/08. The first cohort of first-cycle students graduated in 2009/10. Thus it is still too early to estimate in a reliable manner the percentage of first-cycle graduates enrolling on second-cycle programmes. (The percentage given here does not describe the actual situation, but option "no data" is not available among the possible replies).

6.2.1. Please provide the source for this information.

See the comment above.

6.3. What are the requirements for holders of a first cycle degree to access a second cycle programme?

- All students (Scale 1) Yes No Some No answer
- All students (Scale 2) Yes No Some No answer
- Holders of a first degree from a different study field (Scale 1) Yes No Some No answer
- Holders of a first degree from a different study field (Scale 2) Yes No Some No answer
- Holders of a first degree from a different higher education institution (Scale 1) Yes No Some No answer
- Holders of a first degree from a different higher education institution (Scale 2) Yes No Some No answer

6.3.1. When you selected 'some' in any of the answers above, please explain.

Detailed admission regulations adopted by each HEI specify the fields of study in which first-cycle graduates may apply for admission to a second-cycle programme in a given field and relevant admission criteria. Where the field of the first-cycle programme corresponds to (i.e. is the same as or related to) the field of the second-cycle programme chosen by the student, admission normally depends on the rankings based on the average grade for the first-cycle programme and, if the average grade is the same, the final grade on the higher education diploma. Where the field of the first-cycle programme does not correspond to the field of the second-cycle programme chosen by the student, students are required to take additional courses and/or exams based on curricular differences between the first-cycle programme and the second-cycle programme; curricular differences may be established during an interview with the applicant.

6.4. What percentage of all second cycle programmes give access without further studies to third cycle studies?

100 %

6.4.1. Please provide a source for this information.

Pursuant to the Act of 27 July 2005 – The Law on Higher Education, access to third-cycle programmes is open to holders of a Master's degree or an equivalent degree.

6.5. What percentage of second cycle graduates eventually enter into a third cycle programme?

The two-cycle/three-cycle structure is mandatory as of the academic 2007/08. Thus it is too early to provide any estimates.

6.6. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

No

6.6.1. Under which criteria is this possible?

6.7. What percentage of third cycle students enter into that cycle without a second cycle qualification?

0%

Comment: Access to third-cycle programmes is open only to holders of a Master's degree or an equivalent degree (which is obtained upon completion of a second-cycle programme or an integrated/long programme).

6.8. Please provide any additional relevant comments for consideration regarding the progression between cycles.

Access to third-cycle programmes is open to graduates of second-cycle programmes and integrated/long-programmes as both types of programmes lead to a Master's degree or an equivalent degree.

7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

7.1. Is access to degree programmes outside the typical Bologna model organised in a different manner than for Bologna first cycle programmes?

Please choose..

7.1.1. Please explain the differences.

7.2. Is access to the second cycle specifically regulated for students holding a degree from a programme outside the typical Bologna model?

No

7.2.1. Please specify how it is regulated.

7.3. Is it possible for graduates of a first cycle degree outside the typical Bologna model to enter a third cycle programme without a second cycle degree?

No

7.3.1. Please specify for which graduates.

8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES

8.1. What types of doctoral programmes exist in your higher education system? (These may include, but are not restricted to, traditional supervision-based doctoral education, structured doctoral programmes, professional doctoral programmes etc).

There are both structured doctoral programmes (offered as full-time and part-time programmes) and traditional supervision-based doctoral education. There is no distinction between academic and professional doctoral programmes.

8.2. Do doctoral and/or graduate schools exist in your higher education system?

No

8.2.1. What are the main features of these schools and how many doctoral schools are there?

8.3. Is the length of full-time third cycle (PhD) study programmes defined in your steering documents?

Yes

8.3.1. Please specify the number of years.

Full-time third-cycle (PhD) programmes last 3 to 4 years.

8.3.2. What is the average length (in years) of full-time third cycle (PhD) study programmes?

4

8.4. Are doctoral studies included in your country's qualifications framework?

Yes

Doctoral studies are included as Level 8 in the NQF.

8.5. Are ECTS credits used in doctoral programmes?

No

- Comment: The first pilot project on extending ECTS to cover doctoral programmes is currently being developed.

8.6. Please provide any additional relevant comments for consideration regarding development of third cycle programmes.

Doctoral programmes/education are provided by organisational units of HEIs as well as by research units of the Polish Academy of Sciences and other research institutes. There are no separate doctoral and/or graduate schools.

9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES

9.1. In your system, do short cycle programmes linked to the first cycle of higher education exist?

No

9.2. How are short cycle higher education programmes linked to the Bologna structures? Please tick the most appropriate case(s) for your country.

Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

9.3. Are short cycle programmes legally considered to be an integral part of your higher education system?

Please choose..

9.4. Please provide any additional relevant comments for consideration regarding the treatment of short cycle higher education programmes.

10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES

10.1. Does national higher education legislation mention joint degrees?

Yes

10.1.1. Please provide a reference to the legislation and/or cite the relevant articles.

Pursuant to Article 168 of the Act of 27 July 2005, the Law on Higher Education, degree programmes may be provided jointly by various, including foreign, higher education institutions and other academic or research institutions on the basis of an agreement concluded between them. The procedure for the organisation of such joint programmes and the rules for the award of a joint diploma upon completion of such programmes are laid down in the regulations for such programmes to be included in an agreement between the participating institutions. Joint programmes may also lead to the award of a diploma of one higher education institution, with the information about the involvement of the other institutions in the implementation of the curriculum to be given in a diploma supplement.

10.2. Does higher education legislation allow:

Establishing joint programmes Yes No Legislation not clear Legislation doesn't mention joint degrees
 No answer

Awarding joint degrees Yes No Legislation not clear Legislation doesn't mention joint degrees
 No answer

10.3. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

Award joint degrees > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer

Participate in joint programmes > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer

10.4. Please estimate the percentage of students in your country that graduated in the academic year 2009/10 ...

with a joint degree < 10% > 7.5-10% > 5-7.5% > 2.5-5% > 0 -2.5% 0% No
answer

from a joint programme < 10% > 7.5-10% > 5-7.5% > 2.5-5% > 0 -2.5% 0% No
answer

10.5. Do you have information about study fields in which joint programmes / joint degrees are most common?

Yes

10.5.1. Please explain briefly.

Chemistry, political science, engineering, incl. electronic engineering, health, environmental protection, geology.

10.6. Please provide any additional relevant comments for consideration regarding your joint degrees and programmes

Data on the number or percentage of students who graduate with a joint degree or from a joint programme is not collected.

Part 1.2 BFUG Data Collection on student-centred learning

1. Do your steering documents mention the concept of student -centred learning?

Yes

1.1. How do steering documents in your country define student-centred learning in higher education?

Student-centered learning is understood as a way to improve the learning process by allowing students to have more influence (for example – student evaluation of teaching) and to have access to more diverse educational options (for example selecting courses to attend to)

1.2. How important ('1' not important, '5' very important) are the following categories in your steering documents and national policies?

- | | | | | | |
|--|-------------------------|------------------------------------|------------------------------------|-------------------------|------------------------------------|
| Independent learning | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Learning in small groups | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Initial or in-service training in teaching for staff | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Assessment based on learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |
| Recognition of prior learning | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |
| Learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |
| Student/staff ratio | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Student evaluation of teaching | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |

1.3. Are there any other important concepts on student-centred learning in your steering documents?

No

1.4. Please specify.

2. Please provide a reference for your steering documents covering student-centred learning.

PARTNERSTWO DLA WIEDZY: Reforma studiów i praw studenckich (in Polish) at www.bip.nauka.gov.pl/bipmein/redir.jsp?place=galleryStats&id=5406

3. Please provide any additional relevant comments for consideration regarding the student-centred learning.

4. LEARNING OUTCOMES

4.1. Are learning outcomes defined in your national steering documents? If so, please provide the definition.

New law, which will go into force in October 2011, defines learning outcomes as knowledge, skills and social competencies acquired by the student during the learning process. It is consistent with current understanding of learning outcomes, presented in various documents.

4.2. Are ECTS credits linked with learning outcomes in higher education programmes in your country?

(This means that learning outcomes are formulated for all programme components and credits are awarded only when the

stipulated learning outcomes are actually acquired.)

In all programmes

In all first and second cycle programmes ECTS credits are linked with learning outcomes. Starting from October 2011 it will be also true for post-master programmes

4.3. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through advisory measures (guidelines, recommendations etc)

4.3.1. Does your country provide specific support measures on the national level?

The support measures include: 1) publishing guides in both online and paper version, distributed for free 2) creating interactive website, including Q&A functionality 3) organizing conferences, seminars and workshops

4.4. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through advisory measures (guidelines, recommendations etc)

4.5. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

- Compulsory Yes for all academic staff Yes for some academic staff No No answer
- Voluntary Yes for all academic staff Yes for some academic staff No No answer

4.5.1. Please specify for whom and give approximate % that participate.

4.6. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

4.6.1. Please explain how, and provide a reference to further information.

the State Accreditation Committee, as part of HEI's evaluation, checks if learning outcomes defined by the HEI for specific programme are in accordance with degree programme requirements and if it is implemented properly (for example – what control mechanisms are introduced). This evaluation is based on review of internal regulations and documents related to the education process (for example exams, thesis), interviews with both teachers and students and observing teaching process.

4.6. Please provide any additional relevant comments for consideration regarding learning outcomes.

5. IMPLEMENTATION OF THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

5.1. In your country, do you use

ECTS

5.1.1. Please provide details of how it is linked to ECTS (when applicable) and its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes).

5.2. In your country, what percentage of higher education institutions use ECTS for accumulation and transfer for all elements of study programmes?

100%

5.3. In your country, what percentage of programmes use ECTS for accumulation and transfer for all elements of study programmes?

100%

5.4. In the majority of higher education institutions and/or programmes, what is the basis to award ECTS in your country?

Combination of learning outcomes achieved and student workload

5.4.1. Please specify.

5.4.2. For student workload, is there a standard measure for the number of hours per credit?

Yes

5.4.3. What is the number of hours per credit?

25

5.4.4. What is the number of student teacher contact hours per credit?

0

5.4.5. Please provide any additional relevant comments for consideration regarding ECTS implementation.

6. DIPLOMA SUPPLEMENT

6.1. Is the Diploma Supplement issued in higher education institutions and to students in all fields of study?

- | | | | | | | |
|----------------------------|---|--------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---------------------------------|
| All students | <input checked="" type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input type="radio"/> 0% | <input type="radio"/> No answer |
| Some students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |
| Upon request | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |
| In certain fields of study | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |
| No students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |

6.1.1. Please identify those fields.

6.1.2. Please specify to which students.

6.2. Is there any monitoring of how employers use the Diploma Supplement?

No

6.2.1. Please provide the most recent results regarding the level of satisfaction of employers.

6.3. Is there any monitoring of how higher education institutions use the Diploma Supplement?

No

6.3.1. Please provide the most recent results regarding the level of satisfaction of institutions.

6.4. In what language(s) is the Diploma Supplement issued?

Polish (in other languages only on request)

6.5. Is the Diploma Supplement issued

free of charge

6.5.1. Please provide the amount and the reason for the fee.

6.6. Please provide an example of your national Diploma Supplement (in pdf or similar format) and send it to data.collectors@ehea.info

6.7. Please provide any additional relevant comments for consideration regarding your diploma supplement.

In Poland Diploma Supplement is issued together with Diploma. However, if student requires DS in other language than Polish - he has to make formal request.

7. NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)

7.1. Have you started the process to develop a National Qualification Framework in your country?

Yes

7.2. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing a national qualification framework.

Please choose below the stage that best describes your national situation.

6. The NQF has been adopted in legislation or in other high level policy fora

To implement the NQF our government has prepared Amendment to Law on Higher Education, which are accepted by the Parliament. The new law will go into force in October 2011.

7.2.1 Please provide the date when the step was completed.

18.03.2011

7.2.2. Please provide a reference for the decision to start developing a NQF.

The systemic project "Stocktaking of competences and qualifications for the Polish labour market and the development of the National Qualifications Framework model" is carried out in 2008-2010 by the Ministry of National Education as a part of the Sub-action 3.4.1 of the Human Capital Operational Programme

7.2.3. Please provide a reference outlining the purpose of the NQF.

7.2.4. Please provide a reference to a document establishing or outlining the process of NQF development. Please also report, which stakeholders have been identified and which committees have been established.

7.2.5. Please provide a reference describing the agreed level structure, level descriptors and credit ranges.

7.2.6. Please provide a reference outlining the form and the results of the consultation. Please provide a reference for the design of the NQF as agreed by the stakeholders.

7.2.7. Which stakeholders have been consulted and how were they consulted?

7.2.8. Please provide a reference document for the adoption of the NQF.

„USTAWA z dnia 18 marca 2011 r. o zmianie ustawy – Prawo o szkolnictwie wyższym, ustawy o stopniach naukowych i tytule naukowym oraz o stopniach i tytule w zakresie sztuki oraz o zmianie niektórych innych ustaw” http://orka.sejm.gov.pl/proc6.nsf/ustawy/2215_u.htm [In Polish]

7.2.9. Are ECTS included in the NQF?

7.2.10. Please provide a reference for the decision to start the implementation of the NQF, including a reference to the roles of the different stakeholders.

7.2.11. Please provide a reference for the redesign of study programmes based on learning outcomes.

7.2.12. Please provide a reference outlining how qualifications have been included in the NQF.

7.2.13. Please provide a reference to the self-certification report.

7.3. Does a website exist in your country on which the National Qualification Framework can be consulted?

Yes

7.3.1. Please provide the link to that website.

www.krk.org.pl/en

8. RECOGNITION OF QUALIFICATIONS

8.1. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of academic study and work in your country?

Recognition for academic study Higher education institution Central government authority (e.g. ministry) Regional government authority (e.g. ministry) National ENIC/NARIC centre Regional/local specialised independent institution Social partner organisation (employers' organisation, trade union etc) Individual employers Other No answer

Recognition for professional employment Higher education institution Central government authority (e.g. ministry) Regional government authority (e.g. ministry) National ENIC/NARIC centre Regional/local specialised independent institution Social partner organisation (employers' organisation, trade union etc) Individual employers Other No answer

8.1.1. Please specify.

8.2. Which of the following statements is specified in national legislation?

Recognition of qualification provided that no substantive differences can be proven

Formal recognition of qualification may in some cases require student to attend additional classes in order to to make up for programme differences

8.2.1. Please provide a reference to the relevant legislation.

Rozporządzenie Ministra Edukacji i Nauki z dnia 24 lutego 2006 r. w sprawie nostryfikacji dyplomów ukończenia studiów wyższych uzyskanych za granicą <http://isap.sejm.gov.pl/Download?id=WDU20060370255&type=2> Ustawa o zasadach uznawania kwalifikacji zawodowych nabytych w państwach członkowskich Unii Europejskiej z dnia 18 marca 2008 r. http://www.bip.nauka.gov.pl/_gALLERY/52/69/5269/20081229_ustawa_18_marca_2008_r.pdf

8.3. What measures exist to ensure that these legal statements are implemented in practice?

Since the decision on recognition of qualification is made at faculty level it is possible to appeal against a decision to senate/rector of the HEL.

8.4. Do higher education institutions typically:

make recognition decisions in faculties/departments

8.5. Are higher education institutions' recognition policy and practice typically evaluated in external Quality Assurance processes?

No

8.5.1. Please explain.

8.6. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

There are only internal measures.

8.7. Please provide any additional relevant comments for consideration regarding your system of recognition of qualifications.

For question: 62 [XIV.1.]Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of academic study and work in your country? * for some cases in "Recognition for professional employment" should be selected "Social partner organisation (employers' organisation, trade union etc)" - especially for legal professions.

Part 1.3 BFUG Data Collection on Quality Assurance

1. CHARACTER OF EXTERNAL QUALITY ASSURANCE SYSTEM

1.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established.

There is a single independent national agency, the State Accreditation Committee (SAC), which operates on the basis of the national legislation and conducts mandatory external quality evaluations in all higher education institutions (HEIs). Its evaluation/accreditation decisions are legally binding. Additionally, there is a national body, National Accreditation Council for Medical Education (NACME), which also operates on the basis of the national legislation, but which conducts mandatory external evaluations in only two fields of study, nursing and midwifery. Its evaluations aim to ensure compliance with the specific national standards for nursing and midwifery studies, and provide a basis for accreditation certificates issued by the Minister of Health. Moreover, eight peer accreditation commissions (PACs) have been established independently by the HE community. However, they are not referred to in the national legislation currently in force, cover only specific types of HEIs or fields of study and conduct external evaluations on the basis of applications submitted voluntarily by HEIs. Their accreditation decisions are not legally binding. Thus the information given below in the questionnaire refers only to SAC, unless stated otherwise.

1.1.1. Please explain the main elements of your external quality assurance system. Which ministry or government-dependent agency is responsible for quality assurance? How is this responsibility managed in practice? If there are external evaluations of institutions and/or programmes, by whom are these evaluations undertaken, how often, and how are the outcomes of evaluation used?

1.1.2. Please explain the main elements of your external quality assurance system (if it exists). If there is no system of quality assurance, please state this explicitly.

1.2. What are the main outcomes of an external review undertaken by the different QA agencies?

Please choose..

1.3. What is the main outcome of an external review?

A decision granting permission for the institution or programme to operate, or that is a pre-requisite for the institution or programme to operate

1.4. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

No

1.4.1. Please specify the normal impact of an external review.

1.5. Does the agency cover:

All higher education institutions

1.5.1. Collectively, do the agencies cover:

Please choose..

1.6. What is the main "object" of the external evaluations undertaken?

Programmes

1.6.1. Are all institutions subject to external evaluation?

Please choose..

1.6.1.1. Please specify

1.6.2. Are all programmes in all cycles subject to external evaluation?

No

1.6.2.1. Please specify

External evaluation currently covers first-cycle and second-cycle programmes in all fields of study at all HEIs.

1.6.3. Are all institutions and all programmes subject to external evaluation?

Please choose..

1.6.3.1. Please specify

1.7. How are the positive outcomes of Quality Assurance evaluations made available to the public?

All outcomes, including positive and negative ones, are published by SAC on its website together with evaluation reports. The information on the outcomes includes: the name of the HEI and the organisational unit (e.g. faculty) concerned, the field and level of study, the rating given (one of four ratings: outstanding, positive for a full or shorter validity period, conditional and negative) and the date of the relevant SAC decision.

1.8. How are the negative outcomes of Quality Assurance evaluations made available to the public?

See the comment on the positive outcomes.

1.9. Which of the following issues are typically included in external quality assurance evaluations?

- | | |
|--|---|
| <input checked="" type="checkbox"/> Teaching | Aims of the programme concerned and stated competences of the graduate (compliance of the graduate profile with the relevant national standards and of the graduate qualifications framework with the Bologna Process descriptors of learning outcomes; involvement of employers in the process of developing the concept of education; adjustment of the graduate's qualifications/skills to labour market needs); student admission and selection rules; implementation of the curriculum (compliance with the national standards; links between the curriculum and the aims of education stated in the graduate profile and the expected graduate qualifications framework; ECTS); organisation and implementation of the teaching and learning process (teaching and learning methods, incl. their innovative character and relevance; availability and quality of syllabuses, organisational aspects); student assessment, achievements and dropout; academic staff (compliance with the national requirements concerning the number and qualifications of staff and student/staff ratios; research achievements; staffing arrangements for classes; personal files for academic staff); teaching and learning facilities. |
| <input checked="" type="checkbox"/> Student support services | Various issues jointly referred to as 'Student matters': compliance with internal regulations concerning students; financial support for students; fees for education services; students' activities (student self-government, student organisations, student research interest groups, and active involvement of students in collective HEI bodies); learning and research support systems; students' involvement in internal quality assurance; welfare arrangements. |
| <input type="checkbox"/> Lifelong Learning provision | |

- Research

Research achievements, incl. publications and research results implemented; awards for research achievements; the involvement of students in research projects; funds allocated and grants obtained; a system supporting staff development.
- Employability

Not distinguished as a separate issue; issues such as activities of the careers service, graduate tracking arrangements and measures taken in this area assessed as part of teaching aspects.
- Internal Quality Assurance/Management system

All internal QA issues covered by the ESG (policy and procedures; periodic reviews of programmes and their outcomes, student assessment, quality assurance of staff, student support, information systems and public information). As various elements of an internal QA system are already in place in HEIs, but fully fledged and functional systems are yet to be implemented, evaluations focus on the progress towards the establishment of such systems.
- Other (please specify)

Various ‘transversal’ issues, including, for example: 1) Mission and strategy of the HEI, its role and position in the environment and on the education market (as a broader contextual issue for programme evaluation); 2) Staff policy and staff development process in the organisational unit (e.g. faculty) concerned; 3) International cooperation, incl. student and staff exchanges and topics of international projects in the area of teaching and research carried out by the unit concerned.

1.9.1. For those issues that are typically included in external Quality Assurance evaluation, please briefly explain the approach.

The evaluation procedure includes: 1) analysis of the self-evaluation report prepared by the HEI concerned according to a template published by SAC; 2) a site visit (lasting at least two days in the case of a regular evaluation or at least one day in the case of a follow-up evaluation) undertaken by an evaluation panel, incl. meetings with the authorities of the HEI and the unit concerned, academic staff, students and administrative staff; class observation; examination of curricula and syllabuses and documents related to the teaching and learning process; examination of randomly selected final theses; an inspection of teaching and learning facilities, library and reading rooms, and welfare facilities; 3) an evaluation report prepared by the evaluation panel and forwarded to the HEI concerned which presents its comments; 4) a quality rating proposed on the basis of the report by the relevant SAC Section for Fields of Study; 5) a final decision on the quality rating (accreditation decision) taken by the SAC Presidium; 6) the accreditation decision forwarded to the HEI concerned, the Minister of Science and Higher Education and, where applicable, the minister supervising a given HEI (e.g. the Minister of Culture in the case of HEIs offering programmes in fine arts); 7) the publication of the rating and the evaluation report on the SAC website.

1.10. Please provide any additional relevant comments for consideration regarding your external Quality Assurance system.

2. CROSS-BORDER EVALUATION

2.1. Does your national quality assurance system or legislative framework allow higher education institutions to choose a quality assurance agency from outside your country (instead of your national quality assurance agency)?

No

2.1.1. If some institutions are able to choose, please specify which ones.

2.1.2. If no, please go to section XVII.

2.2. Which conditions apply to the choice of a quality assurance agency from another country?

Other (please specify)

See the additional comments below.

2.3. Please provide any additional relevant comments for consideration regarding Cross-Border Evaluation.

1) HEIs may apply to any QA agency (including, for example, the relevant PAC or a foreign agency) to undergo an external evaluation/accreditation process on a voluntary basis, but SAC is the only body which conducts mandatory external evaluations and whose decisions are legally binding. 2) SAC has signed bilateral agreements on the mutual recognition of accreditation decisions with the Dutch-Flemish Accreditation Organisation (NVAO) and Austrian Accreditation Council (ÖAR). 3) Pursuant to the amendments to the Act of 27 July 2005 – Law on Higher Education (LoHE) accepted by the Parliament, the Minister of Science and Higher Education will lay down, by regulation, the requirements for external evaluation to be carried out by SAC which will take into account accreditations or certificates obtained by HEIs from international institutions. This regulation should provide a basis for SAC to recognise evaluation/accreditation decisions taken by international agencies in case they are chosen by HEIs in the future.

3. EVALUATION OF THE EXTERNAL QUALITY ASSURANCE SYSTEM AGAINST THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG)

3.1. Has the agency been evaluated against the European Standards and Guidelines?

- Yes, for the purpose of ENQA membership
- Yes, for an application to EQAR
- Yes, independently of ENQA/EQAR
- Such an evaluation is planned but has not yet taken place
- No

3.2. If an evaluation has been conducted, was the application successful?

An external review of SAC, covering both the ESG and the ECA Code of Good Practice, was carried out by an independent international panel in 2008. As a result, SAC was considered to be compliant with the ESG and the ECA Code of Good Practice. It became a full member of ENQA in 2009 and was subsequently registered in EQAR in the same year.

4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE

4.1. Is there a formal requirement that students are involved in any of the following? For each answer, please specify the relevant source.

- Student involvement in governance structures of national quality assurance agencies
Pursuant to the 2005 LoHE and the SAC Statutes, the President of the Students' Parliament of the Republic of Poland (a body representing all HE students and including representatives of HEI student self-government bodies) is a member of SAC and its Presidium (a collective decision-making body of SAC). The Presidium lays down, among other things, general quality evaluation criteria, guidelines for self-evaluation reports and the procedure for site visits, identifies programmes to be assessed and takes evaluation/accreditation decisions by voting.
- As full members in external review teams
There is no explicit requirement. However, pursuant to the Statutes of SAC, external evaluations are conducted by evaluation panels composed of SAC members and experts. According to other SAC internal regulations, experts include, among others, student-experts – see the additional comments below.
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
According to the Statutes of SAC, evaluation/accreditation decisions for both regular and follow-up evaluations are taken by the SAC Presidium. The Presidium includes the President of SAC, the Secretary, the Chairs of the SAC Sections for Fields of Study (which analyse reports prepared by external evaluation panels and propose a quality rating) and the President of the Students' Parliament of the Republic of Poland as a representative of students. Decisions are taken by voting in which the President of the Students' Parliament has full voting rights.

In follow-up procedures

There is no explicit requirement. However, according to the SAC procedures, follow-up evaluations (undertaken in the case of conditional accreditation) are conducted, like regular evaluations, by evaluation panels composed of SAC members and experts. According to other SAC internal regulations, experts include, among others, student-experts – see the additional comments below.

Other, please specify

4.2. Is there a formal requirement that international peers/experts are involved in any of the following:

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.3. Is there a formal requirement that academic staff are involved?

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.4. Are there any formal requirements regarding the involvement of employers in external QA processes.

No

Pursuant to the amendments to the 2005 LoHE accepted by the Parliament, two representatives of employers' organisations will be members of the SAC Presidium. Thus they will be involved in both the governance structure of the national agency and the decision-making process for external reviews because the SAC Presidium is a collective body which, among other things, takes evaluation/accreditation decisions.

4.5. Please provide any additional relevant comments for consideration regarding the involvement of stakeholders in external QA.

1) Involvement of academic staff in governance structures of national QA agencies and the decision-making process for external reviews: Pursuant to the 2005 LoHE, all SAC members, except a student representative, are academic staff holding at least a doctoral degree and employed in a HEI as the place of primary employment. Consequently, academic staff are also members of the SAC Presidium, a collective SAC body which lays down evaluation criteria and procedures, identifies programmes to be assessed and takes evaluation/accreditation decisions. The SAC Presidium includes the President of SAC, the Secretary and the Chairs of the SAC Sections for Fields of Study, who are all academic staff, and the President of the Students' Parliament of the Republic of Poland as a representative of students. Decisions are taken by voting in which all Presidium members have full voting rights. 2) Involvement of students and academic staff as full members in external review teams and in follow-up procedures: There is no national or SAC internal regulation concerning the exact composition of external evaluation panels which conduct both regular evaluations and follow-up evaluations (i.e. reassessments after one year in the case of conditional accreditation). However, pursuant to the SAC Statutes and other internal regulations, evaluation panels conducting both regular and follow-up evaluations include SAC members (all academic staff, except a student representative) and experts. According to the SAC internal regulations, there are three categories of experts: academic experts, i.e. academic teachers, student-experts and formal-and-legal compliance experts. All three categories of experts are normally involved as full members of evaluation panels. Student experts are not involved only in exceptional cases; for example, when the task of the panel is to evaluate specific aspects such as research achievements of a faculty or when student experts were satisfied with the existing arrangements during previous site visits undertaken to assess a programme in another field of study within the same faculty. Evaluation/accreditation decisions based on both regular and follow-up evaluations are taken in accordance with the same procedure – see comments on the

involvement of students and staff in the decision-making process for external review. 3) Involvement of students and academic staff in the preparation of self-evaluation reports: While there is no formal requirement, self-evaluation reports are prepared by internal QA bodies (if these exist at the relevant level of the HEI structure) which include academic staff and students. 4) Involvement of international peers/experts: While there is no formal requirement, international experts are, though occasionally, full members of external evaluation panels. Limited financial resources and the language barrier are currently the main obstacles to greater participation of international experts. However, international QA experts are members of the Consultative Council, SAC's advisory body established in 2009.

5. INTERNAL QUALITY ASSURANCE

5.1. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

5.1.1. Please specify these requirements and the relevant source.

HEIs are required to ensure high quality of education and thus to establish internal QA systems by the Regulation of the Minister of Science and Higher Education of 12 July 2007 on national standards for individual fields and levels of study, and on the procedure and requirements for HEIs to establish and provide interdisciplinary degree programmes and degree programmes in macro-fields of study. This is only a general requirement, and there are no detailed national regulations or guidelines for internal QA systems. However, external evaluation criteria, which are applied by the State Accreditation Committee (SAC) and published on its website, cover internal QA systems, including all elements mentioned in the ESG.

5.2. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions

5.2.1. Please specify.

5.3. Are there formal requirements for students to be involved in internal quality assurance systems?

No

5.3.1. Please go to Question 5.6.

5.3.2. Is there a requirement for students to be involved in the preparation of self evaluation reports?

Please choose..

5.3.2.1. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

Please choose..

5.4. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

0-25%

5.5. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

More than 75%

5.5.1. Please describe what kind of arrangements are in place.

HEIs offer national awards (degrees/diplomas) and thus their programmes must comply with the national standards laid down by the Minister of Science and Higher Education. The relevant national standards provide a basis for programmes (curricula) in individual fields of study which are developed independently by HEIs and, pursuant to the 2005 LoHE, are approved by the boards of HEI organisational units (e.g. a faculty board). Any changes in an existing programme must also be approved by the board of an organisational unit. However, arrangements for the monitoring and periodic review of programmes are not laid down in the national legislation and thus vary between HEIs. Some HEIs have set up separate and permanent bodies (e.g. a programme/curriculum committee or a committee for teaching and/or quality assurance) at institutional, faculty and/or departmental levels specifically responsible for reviewing programmes. In other HEIs, this is the responsibility of faculty boards, deans or vice-deans of faculties who may either be directly involved in programme reviews or establish ad-hoc committees to perform such tasks. The frequency of reviews varies from one year to several years. Reviews in some HEIs are undertaken before the beginning of each new academic year, whereas other HEIs review programmes at least once during an education cycle, e.g. after the 6th or 7th semester for first-cycle programmes or the 3rd or 4th semester for second-cycle programmes. Students are normally involved either directly through student self-government representatives who are members of the permanent or ad-hoc bodies responsible for programme reviews or through consultations concerning possible changes with the relevant student self-government body. Collecting feedback from graduates and employers is currently becoming fairly common practice as part of programme review procedures.

5.6. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

0-<25%

5.7. How many higher education institutions publish critical and negative outcomes of quality assurance evaluations?

None

5.7.1. Please provide a source for this information, and links to examples of critical/negative evaluations.

Analysis conducted by SAC and analysis of HEIs' websites.

5.8. Please provide any additional relevant comments for consideration regarding Internal Quality Assurance.

1) Various individual elements of internal quality assurance systems have already been in place in HEIs for some time. However, more intense efforts to introduce comprehensive internal quality assurance systems have been taken only in recent years in response to the stronger emphasis placed on quality assurance within the Bologna Process and, consequently, by SAC in its external evaluations, and following the adoption of the above-mentioned 2007 Regulation of the Minister of Science and Higher Education whereby HEIs are required to establish such systems. Thus fully fledged systems are yet to be implemented in the majority of HEIs. 2) Requirements for students to be involved in internal quality assurance systems, the preparation of self-evaluation reports and decision-making as an outcome of evaluation: While there are no explicit formal requirements in the legislation, SAC's external evaluation criteria concerning a set of issues referred to as 'Student matters' include specifically the involvement of students in the internal QA system. This covers, among other things, active involvement of students in the process of defining the graduate profile, expected learning outcomes and curricula; involvement of students in HEI bodies responsible for QA; regular and reliable course evaluation surveys; students' influence on the periodic assessment of teachers' performance in the area of teaching; information provided to students on measures taken by the authorities of the HEI and its organisational units to improve the quality of education; and involvement of students in improving criteria for the evaluation of the quality of education. 3) Quality enhancement strategies/policies published by HEIs: A large proportion of HEIs have published various documents concerning quality assurance in recent years. However, a much smaller proportion (up to 25%) have developed and published proper strategies which extend beyond an outline of general aims and activities and actually include wider and specific objectives, expected outputs and outcomes, planned activities together with a timetable, resources to be used, progress indicators, monitoring/reviewing procedures, etc. 4) Up-to-date and objective information about programmes and awards published by HEIs: Between 50% and 75% of HEIs publish up-to-date information about the programmes offered together with intended learning outcomes, the qualifications awarded, teaching and learning methods as well as assessment procedures. Other HEIs are only now introducing ICT systems to publish such information and thus some delays may still occur. In any case, the information published is usually of quantitative nature, while - according to ESG - such information should also cover qualitative aspects. Less than 25% of HEIs publish information on the quality of programmes offered, e.g. results of mandatory external quality evaluations conducted by SAC (which are published by SAC on its website) or evaluations conducted on a voluntary basis by peer accreditation commissions, or HEI rankings, etc. Where such qualitative information is available, it refers to positive outcomes of external evaluations or other evidence favourable to the HEI concerned. This may be explained by the fact that accountability of HEIs in general, and the quality of education in particular, are still a fairly new issue for both HEIs themselves and the society. Moreover, potential students and employers still rely, to a large extent, on the perceived reputation of individual HEIs and various rankings published by national journals as the main source of information about the quality of programmes offered.

Part 1.4 BFUG Data Collection on Lifelong Learning

1. Do steering documents for higher education in your country contain a definition of lifelong learning?

Yes

2. How do your steering documents define lifelong learning?

The draft of “The Perspective of LLL” defines LLL as a process of formal and informal learning through entire life

3. What is the common understanding of lifelong learning in your country?

4. What are the main forms of lifelong learning provision in which higher education institutions are involved in your country?

In general HEIs offer wide range of part-time programmes, post-master studies and courses. In some cases they form special units which work as “open universities” or so-called Universities of the Third Age.

5. Is lifelong learning a recognised mission of higher education institutions?

Yes, of some institutions

6. For which institutions is lifelong learning a recognised mission?

There is no specific group of HEIs with LLL as a recognized mission. Some of HEIs, during forming their own mission, recognize LLL as an important part of their activity and responsibility. On more general level, Law on Higher Education lists “providing training to enable the acquisition and development of knowledge” as one of the primary tasks of all HEIs (other tasks involve, among others, teaching and educating students)

7. Are there legal requirements for higher education institutions to offer lifelong learning provision?

No

8. Please provide a reference to the relevant legislation or regulation.

9. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No

10. Please explain these restrictions, and provide a reference to relevant legislation/regulations

11. Which are the three (maximum) most significant groups of intended users of lifelong learning services offered by higher education institutions?

- Adults in employment
- Unemployed adults
- Retired citizens
- Part-time students

Adults without higher education qualifications

Other, please specify

12. Where does the funding of lifelong learning provision in higher education come from?

general higher education budget

special budget for lifelong learning

private contributions from students

In general part-time and post-master programmes require students to pay a fee (however, in some cases that fee is provided by the student's employer)

private contributions from business and industry

post-master programmes are often prepared in cooperation with employers, who cover some costs.

other, please specify

EU Structural Funds

Post-master programmes are sometimes being cofunded by the measures of EU Structural Funds

13. To what degree is the provision of lifelong learning in higher education funded from the public budget?

In some cases forms of higher education like post-master studies can be funded/co-funded from the public budget. When it happens, it is usually in reference to regulated professions (for example to improve qualifications of teachers or medical staff).

Part 2.1 BFUG Data Collection on policies to widen participation and increase flexibility

1. Do you want to answer this section now or later?

Now

2. Do individuals that meet higher education entry standards have a guaranteed right to higher education?

No

2.1 Please specify.

3. Which statement best describes your country's policy approach regarding the goal that the student body entering, participating and completing higher education should reflect the diversity of the population?

There is a combination of the two previous approaches.

4. UNDERREPRESENTED GROUPS

4.1. Please describe how your country's steering documents define underrepresented groups (e.g. based on socio-economic status, gender, ethnicity, disability, geography, other).

socio-economic status - low income, gender - women (in some programs), disability - disabled

4.2. For each of these groups, please briefly describe the national/regional policies and measures that are put in place to address under-representation. These may include, but are not restricted to laws, regulations, campaigns, incentives, other actions etc.

lower income: planned development of the grant/scholarship system; development of "public vocational institutions of higher education" in the underdeveloped regions; women: tv ads, information campaigns; disabled: financial incentives for the higher education institutions in the form of additional funds distributed by the Ministry of Science and Higher Education according to the number of students with disability enrolled

4.3. How does your higher education system determine whether an individual belongs to a particular group (e.g. self-declaration)?

self-declaration combined with medical certificates or confirmation of low income

4.4. Is there any funding reserved for measures to increase participation of under-represented groups?

Yes

4.4.1. Please specify.

funds distributed by the Ministry of Science and Higher Education according to the number of students with disability enrolled

4.5. Do you have national targets/goals for participation of those groups that you identify as under-represented in higher education?

No

4.5.1. Please explain these targets briefly and name the groups to which they apply.

4.6. Does your country offer more public funding to higher education institutions to stimulate access for underrepresented groups?

No

4.6.1. Please specify and identify variation between different groups, where they exist.

4.7. Is the effect of measures to increase participation of each of the groups monitored in your country?

Yes

4.7.1. Please specify.

for each of these groups - monitoring of impact, collection of information

4.8. Please provide details on how the higher education participation and graduation of each of the groups that you identify as underrepresented is monitored in your country.

through the statistical monitoring that includes distribution by gender, regions, country of origins, financial support.

4.8.1. What data is collected?

admission and completion rates

4.9. Is there a system to monitor the composition of the student body (in terms of groups identified as under-represented) by subject?

Yes

Available for example in the annual publications of the Central Statistical Office "Higher Education Institutions and Their Finances

4.10. When are data generally collected?

At entry into higher education

4.10.1. Where an approach different from the general approach is used for any group, please specify.

4.11. Where is information provided by this monitoring system published (provide a reference and link)?

Ministry of Science and Higher Education bulletines and website:<http://www.nauka.gov.pl/szkolnictwo-wyzsze/>; also in the materials published by the Central Statistical Office

5. GENERAL POLICY APPROACH TO WIDENING PARTICIPATION

5.1. If your country has a general policy approach to increase and widen participation and to overcome obstacles to access, please explain your approach briefly and provide reference to relevant documents.

the participation of the underrepresented groups is subject to general statistical monitoring; there is a program of developing public vocational higher education institutions, which increases access to HE for people from non-traditional academic centres and rural areas, as well as to allocate grants to institutions that accept disabled students

5.2. How does your country's policy explicitly identify the obstacles that it addresses?

through the monitoring and reports from HEIs

5.3. What are the criteria used to measure and evaluate the success of specific initiatives and measures?

the increase of the number of students fom underrepresented groups

5.4. In your country, is the composition of the student body monitored according to certain criteria?

Yes

5.4.1. Who monitors on the basis of which criteria?

Ministry of Science and Higher Education; Central Statistical Office; distribution by gender, regions, country of origins, financial support.

5.5. How is this data used in higher education policy?

to monitor the situation to predict trends, to determine the needs to be addressed by the new Law on Higher Education (amended in 2011)

5.6. How are measures to remove obstacles to access primarily funded? If your country has a mixed system, please choose all adequate boxes. Please only indicate the most important source(s).

- | | |
|--|---|
| <input checked="" type="checkbox"/> From the general higher education budget | Transferred to HEIs proportionally to the number of enrolled students who belong to underrepresented categories |
| <input type="checkbox"/> From a specific budget | |
| <input type="checkbox"/> From university budget | |
| <input type="checkbox"/> There are no measures to remove obstacles to access | |

6. DIFFERENT APPROACH TO WIDENING PARTICIPATION

6.1. Please explain the characteristics of your country's policy to achieve the goal that the student body reflects the diversity of the population.

6.2. Does your country's policy approach explicitly identify obstacles to higher education?

Please choose..

6.2.1. Please describe these obstacles.

6.3. Does your country's policy approach make reference to parts/groups in the population?

Please choose..

6.3.1. Please describe these groups.

6.4. What measures does your country's policy take?

6.5. How does your country assess whether its policy has been successful?

7. COMPLETION OF STUDIES

7.1. Does your country have policies aiming to increase the level of completion of studies?

No

7.1.1. Please describe the main features of these policies.

7.2. Are student completion rates monitored in your country?

Yes, at the level of higher education institutions

7.2.1. What use is then made of the data?

transferred to the Ministry of Science and Higher Education

7.3. Are there any incentives for higher education institutions to improve student completion rates?

No

7.3.1. Please specify the nature of these incentives.

7.3.2. Are there any other incentives (e.g. it is a subject covered in external quality assurance procedures)?

yes, it is a subject covered in the external quality assurance procedures

8. STUDENT SERVICES

While higher education institutions offer multiple services, in the following questions, the focus lies on academic guidance services, career guidance services and psychological counselling services.

8.1. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

8.1.1. Please specify.

Training on students' rights and obligations for the first-year students. Starting from 2011 student has a right to attend such a training by law. The trainings are to be coordinated by the Students' Parliament of the Republic of Poland (national student union). The pilot programme on such trainings has been carried out for 3 years.

8.2. Who are the main users of the services?

All students

8.2.1. Please specify.

8.3. Please provide the main source(s) of funding.

budgets of HEIs as well as the state budget (in case of the trainings on students' rights and obligations)

8.4. What are the main tasks of the services?

To induce students of the first year of study, to solve particular problems of all students; to monitor the job markets and to advise on the issues of the career after graduation. In case of trainings on student rights and obligations the principle is to raise the awareness on students' rights and how to defend them, students' obligations and opportunities related to the student's status.

8.5. Please provide any additional relevant comments for consideration regarding your national policies to widen participation.

The fast development of the non-public HEIs as well as public vocational HEIs, especially outside the main educational centers, has been in the last years an additional factor which contributed to the widening of participation

9. Do you want to answer this section now or later?

Now

10. Does your country's higher education policy focus on promoting the flexible provision of higher education (e.g. changing the intensity of study programmes according to personal circumstance through part-time study, distance learning and e-learning)?

No

10.1. Please provide details of specific policy measures.

11. Does your country's policy on flexible provision of higher education contain a special focus linked to the goal of widening participation for underrepresented groups?

No

11.1. Please explain how higher education policy aims to attain this goal.

12. Are there regulations or other policy measures regarding the relationship between employers and higher education institutions in fostering flexible learning?

No

13. Please provide details of these measures.

14. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification) and, if possible, provide approximate percentages of students entering through this route in parenthesis (). If less than five main routes exist, please write "n/a" in the remaining fields.

Route 1: = entry with a school leaving certificate

Route 2: = n/a

Route 3: = n/a

Route 4: = n/a

Route 5: = n/a

15. Do higher education regulations and steering documents promote flexible entry to higher education, e.g. through alternative access routes?

No

15.1. Please briefly describe these measures.

16. PART-TIME STUDY

16.1. In your country, is there any official status other than full-time student?

Yes

16.1.1. If yes, what formal status does exist?

part-time student

16.1.2. How do you define it?

"A form of studies, different than full-time study, characterized by the educational standards prescribed for this form by the Senate of a particular institution of higher education." Law od Higher Education of 2005-amended in 2011.

16.1.3. What are the reasons for offering a different student status?

To create a chance to study for those employed who want to increase their qualifications.

16.1.4. How are these students treated differently (e.g. fees, student support, etc.)?

They have to pay fees, regardless whether in public or non-public sector of education; classes for them are offered during weekends

16.1.5. Please describe the most common understanding/concept of part-time studies.

16.2. In your country, do you have an explicit policy to encourage part-time study provision by higher education institutions?

No

16.2.1. Please describe briefly the main elements and provide the source.

16.3. Which one of the following statements best describes the current situation in your country?

Higher education institutions have autonomy to decide, but most of them offer part-time studies

16.3.1. Please specify

17. RECOGNITION OF PRIOR LEARNING

17.1. In your country, is there a legislation regulating recognition of prior non-formal and informal learning?

No

17.1.1. How does your legislation in higher education define prior learning?

17.1.2. Do your steering documents in higher education define prior learning?

No

17.1.3. How do your steering documents in higher education define prior learning?

17.2. In your country, apart from formal learning, what can be taken into account and recognised as prior learning in higher education?

- Prior non-formal learning (e.g. various non-certified courses)
- Prior informal learning (e.g. work experience)

Higher Education Institutions acknowledge sometimes prior learning - for example language certificates/knowledge

17.3. Prior learning as defined by your steering documents can ...

- be used to gain admission to a higher education study programme
- be taken into account as partial fulfilment of a higher education study programme (e.g. to reduce the required amount of courses to be taken/credits to be gained)

17.4. Based on your steering documents or legislation, can applicants for higher education have prior non-formal or informal learning assessed and recognised?

Legislation neither expressly permits nor prohibits higher education institutions to implement procedures for validation of non-formal and informal learning

17.5. If recognition of prior non-formal or informal learning is permitted by legislation but is not a right, is it:

Standard practice in some higher education institutions (36 - 75%)

17.6. What measures are in place to ensure that assessment of learning is based on reliable and valid evidence?

review of certificates; interviews by HEI's selection committees

17.7. Is institutional practice in recognition of prior learning explicitly included in the quality assurance processes used to evaluate institutions and/or programmes?

No

17.8. Please provide any additional relevant comments for consideration regarding flexibility of higher education studies.

The new Law on High Education, effective of 1 October 2011, contains provisions for the participation of business sector and employers in designing programs of studies targeting among others specific groups important for the market

Part 2.2 BFUG Data Collection on student contributions and support

1. STUDENT FEES AND CONTRIBUTIONS

The focus of the questions is on students, and is not limited to full-time daytime students. Furthermore, all first and second cycle students are included. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

1.1. Do you want to answer this section now or later?

Now

2. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind?

Contributions to student unions are not included!

Yes

3. In which currency are contributions to higher education institutions and other study costs paid in your country?

PLN

4. In principle, which home students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer
After studies All students Specific groups of students No answer

4.1. Which main exemptions to this principle exist in your country?

The "all students" option was chosen since there was no other possibility to state that the fees are paid only during studies. not after

4.2. Which of the following criteria determine whether a student has to pay fees?

- Need
 Merit
 Part-time/Full-time/Distance learning
 Field of study

5. With regard to fees, are home students in the second cycle treated differently to those in the first cycle?

No

5.1. In principle, which second cycle students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer
After studies All students Specific groups of students No answer

5.2. What main exemptions to this principle exist in your country?

5.3. Which of the following criteria determine whether a student has to pay fees?

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

6. What is the minimum, maximum and most common amount of fees payable by home students in the first cycle?

Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = No limits

Maximum amount = It is worthwhile to indicate Maximum fee for Poland as there are no central regulations concerning this matter – no limits are imposed centrally. HEIs are free to decide the amounts of fees for their part-time students

Most common amount = 69 PPS

6.1. Which home students pay the minimum and the maximum amount in the first cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

The minimum amount of the fee which can be paid by the full-time students of public higher education institutions can be even 5 PLN. However it has to be stated that in Poland administrative fees paid by full-time students from public HEIs concerning e.g. possibility of repeating one year of studies due to unsatisfactory results or issuing a student card do not contradict the general statement that full-time studies at public HEIs are free of charge. The maximum amount is paid by the part-time students of medicine and dentistry, also in some other highly specialized courses of study in private institutions. The course of studies in medicine and dentistry is not divided into 1st and 2nd cycle.

6.2. Please provide the percentage of students paying the minimum and the maximum amount in the first cycle. If precise data are not available, please provide an estimate.

Ca. 40 percent of the students pay the minimum amount. This is a percentage of full-time students from public HEIs within the whole student body. 2-3 percent pays the maximum

7. What is the minimum, maximum and most common amount of fees payable by home students in the second cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = no limits

Maximum amount = It is worthwhile to indicate Maximum fee for Poland as there are no central regulations concerning this matter – no limits are imposed centrally. HEIs are free to decide the amounts of fees for their part-time students

Most common amount = 69 PPS

7.1. Which home students pay the *minimum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

The same situation like in the case of student of the 1st cycle. The minimum amount is paid by the full-time students of public higher education institutions. The maximum amount is paid by the part-time students of medicine and dentistry, also in some other

highly specialized courses of study in private institutions. The course of studies in medicine and dentistry is not divided into 1st and 2nd cycle.

7.2. Which home students pay the *maximum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

The maximum amount is paid by the part-time students of medicine and dentistry, also in some other highly specialized courses of study in private institutions. The course of studies in medicine and dentistry is not divided into 1st and 2nd cycle.

7.3. Please provide the (approximate) percentage of students paying the minimum and the maximum amount in the second cycle. If precise data are not available, please provide an estimate.

40 percent: minimum

8. Concerning fees, are international students treated differently in your country from home students?

Yes

8.1. What is the minimum, maximum and most common amount of fees (including registration, tuition, administration and graduation fees) payable by international students in the first cycle?

Minimum amount = 2 000 EUR/year (1st and 2nd cycle) or 3000 EUR/year (PhD studies) according to the Ministerial regulation. 30% of the fee can be deducted in case of foreign students with Polish origin.

Maximum amount = no reliable data available

Most common amount = no reliable data available

8.2. According to your country's steering documents, students from which countries are considered international students?

Non-EU countries who do not have the status of a refugee or permant resident

9. Who defines the fee amounts for any student in the first cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

In case of the part-time studies at the public HEIs tuition fee cannot exceed factual study costs

10. Who defines the fee amounts for any student in the second cycle?

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- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority

In case of the part-time studies at the public HEIs tuition fee cannot exceed factual study costs

Central/regional authority defines the value range of fees

11. Do students have to pay compulsory contributions to student unions/representations?

No

11.1. Please provide the payable amounts and explain differences between cycles and students, where they exist.

12. Do you want to answer this section now or later?

Now

12.1. Please identify the main focus of your country's student support system.

A combination of grants and loans for students and of tax benefits for parents

12.2. The following questions deal with public grants and loans separately. If there is a combined system of grants and loans in your country, please provide information about your system here. In this case, please still answer the questions on grants/scholarships and loans, keeping in mind the relevant parts of your combined system.

13. PUBLIC GRANTS AND SCHOLARSHIPS

13.1. Does any student receive public financial support in the form of grants and/or scholarships?

Yes, students of all cycles

13.2. Which first cycle students are eligible for grants and/or scholarships?

Specific groups of students

13.2.1. Which groups of students receive grants and/or scholarships?

- Need-based
- Merit-based
- Part-time/Full-time/Distance learning
- Field of study

13.2.2. What percentage of first cycle students receives a grant and/or scholarship?

25

13.3. What is the minimum, maximum and most common value of **grants/scholarships available to first cycle students in higher education?**

Minimum = no limits

Maximum = 1700 PLN monthly

Most common = no data

13.4. Which second cycle students are eligible to receive grants and/or scholarships?

Specific groups of second cycle students

13.4.1. Which groups of students receive grants and/or scholarships?

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

13.4.2. What percentage of second cycle students receives a grant and/or scholarship?

25

13.4.3. What is the minimum, maximum and most common value of grants/scholarships available to second cycle students in higher education?

max 1700 PLN monthly; no limits for minimum

13.5. What percentage of all students receives a grant and/or scholarship?

25

14. STUDENT LOANS

14.1. In your country, can any student take out publicly subsidised or guaranteed loans to cover their expenses of higher education studies?

Yes, students of all cycles

14.2. Are all first cycle students eligible to receive loans?

No

14.2.1. On what criteria are the groups of first cycle students eligible for loans differentiated?

- Need-based criteria
All are eligible but priority have those whose income in family per person does not exceed the amount determined every year by the Ministry of Science and Higher Education (at present: 2100 PLN netto)
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

age

only those are eligible who commenced their studies before age 25

14.2.2. What is the minimum, maximum and most common value of loans that first cycle students receive? Please provide the amount per year.

Minimum first cycle = 6,000

Most common first cycle = 6,000

Maximum first cycle = 6,000

14.2.3. Are all second cycle students eligible to receive loans?

No

14.2.4. On what criteria are the groups of second cycle students eligible for loans differentiated?

- Need-based criteria The income in family per person does not exceed the amount determined every year by the Ministry of Science and Higher Education (at present: 2100 PLN netto)
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.5. What is the minimum, maximum and most common value of loans that second cycle students receive? Please provide the amount per year.

Minimum second cycle = 6,000

Most common second cycle = 6,000

Maximum second cycle = 6,000

14.3. If different types of loans exist in your country, please provide the details here.

14.4. What percentage of students takes out loans?

In the first cycle = 10

In the second cycle = 10

Of all students = 10

14.5. Are student loans publicly subsidised or guaranteed?

Yes

14.5.1. Please explain the form of this guarantee/subsidy.

Bank Gospodarstwa Krajowego, the only Poland's state-owned bank, which is in the student loan system a broker between the Treasury and commercial banks operating the loans, can guarantee 70 or 100 percent of the loan, depending on the family income or personal situation (orphanhood).

14.5.2. What conditions govern the cancellation or reduction of a state guaranteed/subsidised debt incurred by students after completion of their study period?

- Income too low
 - Studies successfully completed on time
 - Exceptional merit in studies those who belong to top 5 percent of graduates - reduction 20 percent
 - Age or length of period in debt
 - Disability
 - Parenthood
 - Death
 - Early repayment of loan
 - No debt cancellation
 - No debt reduction
- personal situation e.g. caused by sickness or accident

14.6. Please provide any additional relevant comments for consideration regarding your grants and loan system.

15. Do you want to answer this section now or later?

Now

16. Do any student's parents receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

- 1st cycle Yes No No answer
- 2nd cycle Yes No No answer

17. Which students' parents are eligible to receive such non-tax based benefit?

Some

17.1. What are the criteria upon which eligibility is decided?

- Income of parents too low
- Income of student too low
- Age of student (child)
- Disability
- Parenthood of student (child)
- Other

17.1.1. Please specify.

17.2. Are parents of students in the first or in the second cycle treated differently?

No

17.2.1. Please explain the difference.

18. Can the parents of any student enrolled at a higher education institution receive tax-based financial benefits (tax relief)?

Yes

19. What are the forms and values of the granted tax relief? The information you enter may be an absolute amount or a share of a person's taxable income expressed as percentage.

In 2009, 1112.04 PLN deduction annually per child up to the age of 25

19.1. Is there a difference for parents whose children are first or second cycle students?

No

19.2. Please explain the difference.

20. Please provide any additional relevant comments for consideration regarding your benefits for students' parents (including guardians).

21. Do you want to answer this section now or later?

Now

22. Does any student receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

1st cycle Yes No No answer

2nd cycle Yes No No answer

22.1. What are the criteria to determine who is eligible?

- They are enrolled as a student at a recognised higher education institution
- They are under a certain age (please specify)
- They have another particular civil status (e.g. married, parenthood, other)
- Income-dependent

23. In your country, do any forms of public non-cash student support exist?

1st cycle Yes No No answer

2nd cycle Yes No No answer

24. What forms of public non-cash student support exist?

Subsidised accommodation: 1st cycle

Subsidised accommodation: 2nd cycle

Subsidised health insurance: 1st cycle

Subsidised health insurance:2nd cycle

24.1. Please specify the details of existing subsidies.

subsidised accommodation in dormitories; transport subsidies (all students): 50% discount for local public transport, 51% for train transportation and in case of month tickets for public bus transportation; superannuation relief for full-time students under 26 working on the contract-basis

25. Who is eligible to receive such non-cash support?

- Subsidised accommodation All students Specific groups of students based on pre-defined criteria No answer
- Subsidised health insurance All students Specific groups of students based on pre-defined criteria No answer
- Other subsidies All students Specific groups of students based on pre-defined criteria No answer

25.1. What are the criteria to determine who is eligible?

- Income of parents too low
- Income of student too low
- Age of student
- Disability
- Parenthood of student

Full-time students are eligible to have subsidised health insurance

25.2. Is there a difference in eligibility between first and second cycle students?

25.3. Please explain the difference.

n/a

26. Please provide any additional relevant comments for consideration regarding public non-cash student support.

27. Do you want to answer this section now or later?

28. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

- Student
- They hold an employment contract with a HEI There is the possibility of holding an employment contract

28.1. Please explain why you selected multiple options?

n/a

28.2. Are there differences between students of different subject areas?

No

28.3. Please explain the difference.

29. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

scholarships for merit and those associated with teaching assistantship; own resources

30. Please explain any differences in the fees they are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

No difference in the fees: those studying full-time in public institutions do not pay fees, those studying part-time and those studying in private institutions do pay. No significant difference in grants, loans and other support.

31. Please explain the nature of the contracts candidates preparing a PhD have with their higher education institution.

It happens that PhD students are employed on the part-time contract basis.

32. Please specify any fees third cycle candidates that are typically neither "fully student" nor "fully employee" have to pay, as well as any support that may be provided.

n/a

33. Please provide any additional relevant comments for consideration regarding your doctoral education.

Additional grants for third cycle candidates are foreseen in the new Law on Higher Education (effective 1 October 2011) to supply additional grants for the 30 percent best candidates on the basis of merit

Questionnaire on student and staff mobility

A Preliminary remarks

In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers responsible for higher education agreed that “mobility shall be the hallmark of the European Higher Education Area”. They called upon each country to increase mobility of students, , to ensure its high quality and to diversify its types and scope. At least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad in 2020”. They also called for mobility of teachers, early-stage researchers and staff. At the same time, the Ministers underlined the importance of more balanced mobility across the European Higher Education Area. The findings of the Bologna Process Independent Assessment which were presented on the occasion of Bologna Ministerial Anniversary Conference in Budapest/Vienna on 11/12 March 2010 again underlined the need for action to enhance and better balance student and staff mobility.

This questionnaire on mobility is part of the general questionnaire used to collect information for the 2012 integrated implementation report. To give the BFUG Working Group on Mobility sufficient time and the necessary material to fulfil its terms of reference of drafting a European Higher Education Area Strategy for Mobility to be decided by the Ministers in 2012, the questions on mobility are being asked a few months earlier than the questions on the other themes. However, when the general questionnaire is sent out in early 2011, each country will have the opportunity to update its responses to the mobility questions should any significant changes have occurred.

When completing this questionnaire, please pay particular attention to the following two points:

- Information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys etc) which you have used to provide your responses to the specific questions.
- When providing a response for your country, please be aware that different stakeholders in the higher education system may have varying opinions or experience with regard to the issue at hand. Please make every effort to consult with stakeholders before finalising your answers to ensure that a balanced and consensual response is provided.

Please return this questionnaire to the Bologna Secretariat until 30 September, 2010 at the latest. If you have any queries on the questionnaire, please contact: secretariat@ehea.info.

B Details on the completion of the questionnaire

B.1. Who contributed to the completion of this report? Please provide the names and functions.

B.1.a Government representatives

Maria Bołtruszko- member of BFUG, Department of Strategy/ Ministry of Science and Higher Education

B.1.b Stakeholder representatives

National Agency for LLP- Euridyce Unit, Erasmus Unit

B.1.c Other contributors

C National strategies and action plans

The following questions look at national quantitative targets and at policies aiming to foster mobility.

C.1. Does your country have national strategies or action plans to foster mobility?

Yes

No → please continue with section C.6.

C.1.a If yes, please provide a reference.

Amendments in 2011 of Act - Law on Higher Education and Act on the Academic Degrees and the Academic Title as well as on the Degrees and the Title within the scope of Art.

This Act is main element of the "Partnership for knowledge" reform package

C.1.b If yes, when was the national strategy or action plan adopted, and when was the most recent revision?

Adopted: Amendments in 2011 of Act - Law on Higher Education adopted by Parliament 18 March 2011

Most recent revision:

C.2. Does the strategy include national quantitative targets for the different forms of student mobility in higher education?

Please specify the target, including the date, in the appropriate box (e.g. 20% by 2020).

	All forms of mobility	Credit mobility ¹	Degree mobility ²
Inbound			
Outbound			
No target	X	X	X

C.2.a Please provide a reference for the target.

C.2.b Are these targets the same for students in all cycles or are there differences?

¹ Mobility to a different country in the context of a programme in the home institution for which credits are awarded

² Mobility for an entire degree programme

- Same
- Differences

C.2.b.i If there are differences according to the degree cycle, please specify.

C.3. Does your country's national strategy/action plan include staff mobility in higher education?

- Yes
- No

C.3.a If yes, does it include quantitative targets for staff mobility?

- Yes
- No

C.3.a.i If yes, please specify

C.4. Does your national strategy/action plan prioritise particular geographic regions for student and/or staff mobility?

- Yes
- No

C.4.a If yes, please complete the following table by ticking the boxes where applicable.

Priority Region	Incoming students	Outgoing students	Incoming staff	Outgoing staff
EHEA				
USA/Canada				
Latin America				
Australia, New Zealand				
Middle East				
Africa				
Asia				
Other (please specify)				

C.4.b If you have regional priorities, please give reasons.

C.5. Does your country monitor the impact of your national strategy or action plan?

Yes

No

C.5.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

C.6. Are there, in your country, any strategies or programmes below the national level (e.g. regional, institutional) to foster mobility?

Yes

No

C.6.a If yes, please explain and/or give examples.

1. App. 30% HEIs implementing Erasmus student mobility, in their 2008/09 final reports to the Erasmus National Agency, declared financial support their students. The most frequent forms of such support are: reduction of fee or fee exemption, (partly) free language courses offered prior departure to a host country.

2. Mastering of recognition procedures at a HEI level is other form of mobility support.

3. HEIs often cooperate with local sections of Erasmus Student Network and involve ex Erasmus students and foreign students in promotion of Erasmus mobility.

4. Internal mobility programmes which are run by sectoral accreditation committees affiliated by rectors' conferences: MOST (mobility programme for university students), MOSTECH (mobility programme for students of universities of technology) MostAR (Mobility programme for students of university of agriculture) Transekonomik (Mobility programmes for students of university of economics) Most AWF (mobility programme for students of sport academies).

C.7. Can national students who study in a higher education institution in another country receive a grant/scholarship under the same conditions as students studying in the country?

Yes, for degree mobility

Yes, for credit mobility

Yes, for both

No

C.7.a If yes, do the following restrictions apply?

	Degree mobility	Credit mobility
Grants/scholarships are restricted to specific countries (if so, please specify which countries, e.g. EU member states, EHEA countries, other countries/world regions)		
Grants/scholarships are restricted		

to specific programmes (if so, please specify)		
Other restrictions apply (please specify)		
No restrictions apply		X

C.8. Has your country implemented any of the following financial support measures to foster student mobility?

Measure	Credit mobility	Degree mobility
loans for incoming students	Non	
grants/scholarships for incoming students	Non	Grants for students studying in the framework of the Scholarship of Polish Government as well as for Belarusian students studying in a framework of the Kalinowski Scholarship Programme (see description below)
Loans for outgoing students	Non	
Grants/scholarships for outgoing students	Non	
Other: (please specify)		

C.9. Has your country implemented other support measures or programmes to foster student mobility? (Measures may include, but are not restricted to, accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services etc.)

* The Law on higher education allows HEIs to issue a student ID for Erasmus incoming students. The ID entitles its holder to discounts on public transport. Very often HEIs offer foreign students an accommodation at university dormitories and/or assistance in finding an accommodation at free market. The services may also include integration and welcome programmes as well as a "buddy" (a peer-to-peer assistance).

* In terms of promoting long-term incoming educational mobility, an important role is played by the Polish Government's Konstanty Kalinowski Scholarship Programme, which has been developed since 2006. It is Europe's largest assistance program for young Belarusians who cannot study in Belarus because of their political views.

D Identifying and removing obstacles to mobility

D.1. Has your higher education policy been informed by any surveys or research that have considered obstacles to student mobility?

Yes

No

D.1.a If yes, please provide references to those surveys and/or research that have influenced your policy on mobility?

Information about Erasmus Program- <http://erasmus.org.pl/>

- "Wpływ programu Erasmus na internacjonalizację uczelni w latach 1998-2008. Wyniki ankietowania polskich szkół wyższych" (*Erasmus Programme Influence on Internationalisation of HEIs, 1998-2008*):

<http://www.erasmus.org.pl/s/p/artykuly/88/88/Internacjonalizacja-08.pdf>.

- "10 lat programu Erasmus" (*Ten years of Erasmus in Poland. 1998-2008*):

http://www.erasmus.org.pl/s/p/artykuly/88/88/10_lat_erasmusa_pol_internet.pdf.

- Eurostudent IV – national results

D.2. In this context, please rank the three most important obstacles to incoming and outgoing student mobility addressed in national programmes and measures? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to student mobility	Incoming mobility	Outgoing mobility
Funding		1
Recognition		2
Language	2	3
Curriculum/Study organisation	3	
Legal issues		
Motivating and informing students	1	
Other, please specify:		Separation from partner, parents, friends

D.3. Are at least some of the obstacles that you ranked above particularly important in specific study cycles?

Yes

No

D.3.a If yes, please specify.

D.4. Are at least some of the obstacles that you ranked above particularly important in specific fields of studies?

Yes

No

D.4.a If yes, please specify.

In case of programmes with rigid curricula such as law and medicine, problems with recognition and curriculum/study organization are more important

D.5. Are the obstacles that you ranked above particularly relevant for credit mobility?

Yes

No

D.5.a If yes, please specify.

D.6. Are the obstacles that you ranked above particularly important for degree mobility?

Yes

No

D.6.a If yes, please specify.

Although there is no reliable data available, it seems that lack of or insufficient financial resources is the main reason for which secondary student graduates are not so mobile for degree purposes.

D.7. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

- Activity of Offices for international cooperation in the HEI's
- Promotion of European programmes by the National Agency LLP
- Accreditation process by State Accreditation Committee will include programmes in foreign languages
- Setting transparent rules in the area of international cooperation in providing second and third cycle programmes
- Introducing recognition of diplomas issued in EU, EFTA and OECD's countries
- Specifying rules and conditions for creation of foreign HEI's in Poland
- Inclusion of number of student mobility flows into the algorithm used for financial support awarded to HEIs by the Ministry of National Education and Science
- (according to Law for Higher Education 2011) Replacing state diplomas with university diploma. His step is to facilitate issuing joint degrees.

D.8. Has your country monitored the effects of these measures/programmes?

Yes

No

D.8.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

Erasmus Programme is monitored by National Agency when bilateral intergovernmental agreements are monitored by the Bureau for academic recognition and international exchange.

D.9. Has your higher education policy been informed by any surveys or research that have considered obstacles to staff mobility?

Yes

No

D.9.a If yes, please provide references to those surveys or research that have influenced your policy on staff mobility?

- "Wpływ programu Erasmus na internacjonalizację uczelni w latach 1998-2008. Wyniki ankietowania polskich szkół wyższych" (Erasmus Programme Influence on Internationalisation of HEIs, 1998-2008): <http://www.erasmus.org.pl/s/p/artykuly/88/88/Internacjonalizacja-08.pdf>

- "10 lat programu Erasmus" (Ten years of Erasmus in Poland. 1998-2008): http://www.erasmus.org.pl/s/p/artykuly/88/88/10_lat_erasmusa_pol_internet.pdf

- Mobilność naukowców w Polsce: http://www.nauka.gov.pl/fileadmin/user_upload/32/67/32675/20071121_raport_o_mobilności.pdf

D.10. In this context, please rank the three most important obstacles to incoming and outgoing staff mobility? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to staff mobility	Incoming mobility	Outgoing mobility
Immigration restrictions		
Recognition issues	3	1
Language issues	2	3
Incompatibility of pension and/or social security systems	1	
Legal issues		
Other, please specify:		2 - very heavy professional timetable

D.11. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

- Activity of Offices for international cooperation in the HEI's
- Promotion of european programmes by the National Agency LLP
- Accreditation process by State Accreditation Committee will include programmes in foreign languages
- Setting transparent rules in the area of international cooperation in providing second and third cycle programmes
- Introducing recognition of diplomas issued in EU, EFTA and OECD's countries
- Specifying rules and conditions for creation of foreign HEI's in Poland
- Enabling the dean to decide on the employment of a professor extraordinarius and visiting professor not only from among the foreigners and Polish citizens who have gained a doctoral degree abroad, but also Polish citizens who gained a doctoral degree in Poland and, while working abroad for a minimum of five years, have independently managed research teams and have significant scientific achievements

D.12. Has your country monitored the effects of these measures/programmes?

Yes

No

D.12.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

Erasmus Programme is monitored by National Agency when bilateral intergovernmental agreements are monitored by the Bureau for academic recognition and international exchange.

E Balanced student mobility flows

When looking at global and intra-European mobility flows, significant imbalances between continents, countries, regions and institutions become visible. In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers therefore asked the BFUG to consider how balanced mobility could be achieved within the EHEA. With the 2009 Bologna Policy Forum Statement, Ministers from across the world declared that they “advocate a balanced exchange of teachers, researchers and students between [their] countries and promote fair and fruitful ‘brain circulation’”.

The following questions aim at collecting information on the understanding of the term “balanced mobility and on national strategies and measures to achieve more balanced mobility.

E.1. Which of the following situations for student mobility applies to your country?

	Total mobility	Credit mobility	Degree mobility
more incoming than outgoing students			
more outgoing than incoming students	X	X	X
approximately the same number of incoming and outgoing students			
No information available			

E.1.a What is the statistical source for this information? Please supply statistical data.

National Agency for LLP, Bureau for academic recognition and international exchange, Central statistical office.

E.2. Is the situation described above regarded as balanced mobility?

Yes

No

E.2.a Please explain and include a definition of “balanced mobility” as it is used in your country.

Balanced mobility- balanced number of incoming and outgoing students and staff

E.3. Does your country have significant imbalances of student mobility flows with particular countries or regions?

Yes

No

E.3.a If yes, with which countries or regions are mobility flows most imbalanced?

E.4. Does your mobility strategy/action plan for higher education address the issues of balance of student mobility flows?

Yes

No

E.4.a If yes, what are the main concerns addressed?

The objective of internationalization emphasizes first of all the need of attracting foreign students to study At Polish HEIs as well as foreign staff to work in Poland.

E.4.b If yes, which measures have been undertaken to address these concerns regarding the balance of student mobility flows?

Space for Comments:

- Internationalisation of study porogrammes
- Activity of Offices for international cooperation in the HEI's
- Promotion of european programes by the National Agency LLP
- Introducing recognition of diplomas issued in EU, EFTA and OECD's countries