



***Completed National Reports and National Strategies for the Social Dimension
should be sent to the Bologna Secretariat by email
at secr@bologna2009benelux.org, no later than
1 November 2008.***

PART I

BOLOGNA PROCESS TEMPLATE FOR NATIONAL REPORTS: 2007-2009

Notes:

Please complete your National Report in English using this template (shaded areas) and return it to the Secretariat by email. Where appropriate, please include precise web references to legislation or other documentation. Please add comments as appropriate under each question to describe the current situation. Please try to keep text brief, while aiming to answer all questions comprehensively.

National Reports will be posted on the Bologna website in their original form.

Information from National Reports will form the basis of the Stocktaking Report to be presented to Ministers when they meet in April 2009.

Details

| | |
|---|--|
| Country | POLAND |
| Date | 20.08.2008 |
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1. Main developments since London 2007

Please describe the important developments relating to the Bologna Process, including legislative reforms and changes in institutional structures, since the London meeting in 2007.

The Ministry of Science and HE made a decision about works on the NQF in summer 2006. The Ministry nominated the NQF Working Group, consisting of experts in HE issues (mainly the Bologna Experts), and a select group of crucial stakeholders (18 people altogether). The main task of the Group was to prepare the first draft of the NQF and to present it to the Ministry and the Steering Committee.

Some months later, the Steering Committee for NQF HE was established (full set of stakeholders, governmental agencies represented at the level of deputy-ministers). Due to the parliamentary election (winter 2007), followed by changes in the government, the Steering Committee re-established in 2008.

In January 2008, the Working Group presented the basic concept, containing the NQF main assumptions, to the newly nominated Ministry, and got the preliminary approval of it in April 2008. The following can certainly be considered to be our achievement:

-A basic concept of the Polish Qualification Framework. Main questions answered (partly provisionally), followed by the list of issues to be solved in the next steps, as well as a large set of documents, good practices, and examples illustrating the issues.

- A group of about 15 people being true experts on the Bologna QF and NQF issues, well-familiarized with difficulties and traps in projecting, and instructed at workshops and seminars.

- Cooperation with the international bodies devoted to the QF (initial stage): circulation of information on the Bologna and national QF among the Polish academic community.

Cooperation with the General Council for HE, the National Accreditation Committee, student organizations, and the others. The initial 'consultation' was being provided parallel to planning.

What is in our first draft of the NQF for HE for Poland? The key points are as follows:

-Adaptation of the Dublin descriptors (for the three main cycles)

-The Glossary (we call it 'Pangloss') of the main terms connected with the NQF, showing clearly difficulties of the proper translation

-Profiles based on learning outcomes, professional research, and general fields of study at decision making levels: central, inter-institutional, institutional.

- Legal regulations for what is needed and feasible – compiling a list of problems (the parliamentary legalization of the necessity for the NQF changes in the general bill on HE in Poland.)

- Proposals for changes in the accreditation (evaluation) standards (based on learning outcomes)

- Some other, more detailed elements.

What we consider to be the most challenging issues are:

- the acceptance (or at least understanding) of the NQF by its stakeholders, mainly the academic environment, but also the employers

- projecting study programmes on the basis of learning outcomes and evaluating them (accreditation) on the same basis.

We consider the stage of consultation as the crucial one for a successful implementation of the NQF for HE.

The Group are continuing their work by developing the project under the supervision of the Steering Committee, and developing the 'consultation' stage. We are also planning several study visits abroad to the countries more advanced in the establishment of NQFs.

In February 2008 the Group was invited by the Ministry of National Education (MEN) to present their project. That time, the MEN started their work on the NQF for LLL on the basis of the EQF. The last recommendation of the EP and EC on the NQF/EQF intensified their work – in a close collaboration with the Working Group for NQF for HE.

2. Partnership

Please describe the structure which oversees the implementation of the Bologna Process in your country.

The tasks related to the Bologna Process are performed by the Ministry of Science and Higher Education, which is supported by:

1. **The Council for the Bologna Process**, which is a consultative and advisory body to the minister responsible for the higher education. The first Council was set up as early as 2004. The present Council was established on the basis of the Regulation of the Minister of Science and Higher Education of 3 October 2006. The Council stimulates and monitors the implementation of the Bologna Process in Poland.

2. **The Team of Bologna Promoters/Experts**, re-established in June 2008, is now composed of 21 members. They include representatives of academic staff, administrative staff, and students. They represent academic centres situated in all regions of Poland.

Experts are in direct contact with the academic community and are actively involved in the promotion and implementation of the aims of the Bologna Process. They organise seminars, conferences and workshops, produce publications, etc.

3. **The Working Group for the National HE Qualifications Framework**

Since October 2006, the Group has been working to develop a proposal concerning the National Higher Education Qualifications Framework.

4. **The Committee for HE Qualifications Framework** was established in September 2007. This is a consultative and advisory body to the minister responsible for the higher education and for the implementation of the national qualification framework.

5. Conference of Rectors of Academic Schools in Poland have the Bologna Team involved in the implementation of the Bologna Process

a) Does your country have a national working group for Bologna follow-up ¹
Yes No

b) Does your national Bologna follow-up group include representatives of

| | | |
|-----------------------------------|---|--|
| Ministry | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Rectors' conference | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Academic staff | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Students | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Staff trade unions | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| National Quality Assurance Agency | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Employers | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |

Others (please specify):

- General Council for Higher Education
- ENIC/NARIC office
- National Agency for Live Long Learning Program (Erasmus)
- Polish Academy of Science (consultative member)
- Ministry of Culture- (consultative member)

c) Does your country have a Bologna promoters' group² Yes No

¹ A group that develops policy proposals for implementing the Bologna Process

² A group that supports/advises HEIs on implementation of the Bologna Process

- d) Does your national Bologna promoters' group include representatives of
- | | | |
|-----------------------------------|---|--|
| Ministry | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Rectors' conference | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Academic staff | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Students | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Staff trade unions | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| National Quality Assurance Agency | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Employers | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
- Other (please specify):
- National Representative for Doctorate Students
 - administrative staff

Please add any additional comments if necessary:

Different individuals of academic staff in the Polish Bologna promoters group are specialists in different disciplines: medicine, humanities, science, technology, economy, languages, relations with the market.

DEGREE SYSTEM

3. Stage of implementation of the first and second cycle

a) Please describe the progress made towards introducing the first and second cycles.

The first and second cycle were introduced obligatorily by the Act, a law for the higher education, which has been in force since 2005, but even the higher education act of 1990 gives the higher education institutions the possibility to establish the bachelor degree studies.

b) Please give the percentage of the total number of all³ students below doctoral level enrolled in the two cycle degree system in 2008/09. Only statistics for 2007/2008 are available

| Total number of all students below doctoral level | Number enrolled in the two cycle degree system in 2008/09 ⁴ 2007/2008 | % of all students enrolled in the two cycle degree system in 2008/09 |
|---|--|--|
| 1.937.404.000 | 1.606.087.000 | 83% |

c) Please add comments which accurately describe the current situation regarding implementation of the two cycle system in your country:

Two cycle HE system is compulsory in the majority of fields of study (over 90%)

4. Stage of implementation of the third cycle

Please describe the progress made towards implementing doctoral studies as the third Bologna cycle.

³ "All" = all students who could be involved in 2-cycle system i.e. NOT those in doctoral programmes and NOT those in short HE programmes. NB Students of ALL study fields are taken into account

⁴ If countries have more recent data available after November 1, they can provide an update but no later than January 15, 2009

Please include:

- the percentage of doctoral candidates following structured doctoral programmes including both taught courses and independent research
- the normal length of full-time doctoral studies
- other elements⁵ apart from the independent research that are included in doctoral study programmes
- the supervisory and assessment procedures for doctoral studies
- information on whether doctoral studies are included in your country's qualifications framework and linked to the learning outcomes
- information on whether interdisciplinary training and the development of transferable skills are integrated in doctoral studies
- information on whether credit points are used in measuring workload in doctoral studies.
- Information on the status of the doctoral students (students, early stage researchers, both)

The third cycle of studies was formally implemented in 2005 by the Act, a law for the higher education, although the doctorate studies had been running before.

The normal length of full-time doctoral studies is 3-4 years.

Apart from the independent research, the doctoral study programmes comprise the realization of individual education programmes.

The supervisory and assessment procedures for doctoral studies are carried out at the level of the institution organizing a tertiary education.

Doctoral studies will be included in our country's qualifications framework and linked to the learning outcomes. Learning outcomes are being currently defined.

Development towards the implementation of the transferable skills as the learning outcomes of doctoral studies is progressing. Interdisciplinary training is included in many doctoral programmes.

ECTS is used by many institutions as a measure of workload in doctoral studies.

Doctoral students are students and early stage researchers.

5. Relationship between higher education and research

a) Please describe the main trends in the role of higher education institutions in the research done in your country.

Higher education institutions are part of the domestic research system in Poland. There are four sectors in Poland in which research and development works are carried out (as Polish Central Statistical Office distinguishes): higher education institutions (147), state research and development institutions (190), institutes of the Polish Academy of Science (78) and enterprises (573).

b) Please outline any measures to improve co-operation between higher education institutions and other private and public institutions that undertake research. Please include:

- percentage of GDP spent on research
 - from public funds- 0,32% GDP in 2006
 - from private funds- 0,15% GDP in 2006
- total annual national research expenditure (expressed in national currency)

⁵ E.g. taught courses in the chosen discipline, other taught courses, teaching activities (if these are required as part of doctoral studies), etc.

- from public funds- 3.388,4 billion PLN in 2006
 - from private funds- 1.532,1 billion PLN in 2006
- percentage of research carried out in higher education institutions (in terms of funding)
- In 2006 – 70331 researchers in higher education (in all sectors - 963740)
- details of the funding mechanisms for doctoral students in your country

Budget donation for training, budget donation for science, structural funds, non- budget financing.

c) Is there any tracking system to follow the further career of doctoral graduates?
 Yes No If Yes, please specify:

6. Access⁶ and admission to the next cycle

Describe the arrangements for access between the first and second cycles and between the second and third cycles.

6.1 Access and admission between the first and second cycles

Please indicate:

a) the percentage of first cycle qualifications that give access to the second cycle

100%

b) any first cycle qualifications that do not give access to the second cycle (please specify)

c) any special requirements for access to a second cycle programme in the same field of studies: *please tick whether graduates must:*

| | | | |
|-----------------------------|------------------------------|--|--|
| sit entrance exam | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | In some cases <input type="checkbox"/> |
| complete additional courses | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | In some cases <input type="checkbox"/> |
| have work experience | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | In some cases <input type="checkbox"/> |

If the answer to the last point is yes, please specify what type of work experience is required:

d) any further special requirements for access to a second cycle programme in the same field of studies

e) to which students the above special requirements apply (*please tick*):

| | | |
|---|------------------------------|-----------------------------|
| all students | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| holders of particular first cycle qualifications | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| students of the same field coming from other HEIs | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

⁶ Access as defined in the Lisbon Recognition Convention: "Access: the right of qualified candidates to apply and be considered for admission to higher education."

f) which of the requirements apply to students coming from other fields of studies (please tick):

| | | | |
|--------------------|------------------------------|-----------------------------|--|
| entrance exam | Yes <input type="checkbox"/> | No <input type="checkbox"/> | In some cases X |
| additional courses | Yes <input type="checkbox"/> | No <input type="checkbox"/> | In some cases X |
| work experience | Yes <input type="checkbox"/> | No X | In some cases <input type="checkbox"/> |

6.2 Access and admission between the second and third cycles

Please indicate:

a) the percentage of the second cycle qualifications that gives access to the third cycle

100%

b) any second cycle qualifications that do not give access to the third cycle (please specify)

No

c) any measures planned to remove obstacles between cycles

No obstacles

7. Employability of graduates/ cooperation with employers

a) What measures are being taken to enhance the employability of graduates with bachelor qualifications? Please include the most recent statistical data on the employment status of graduates of all cycles.

If your higher education institutions also provide professional bachelor programmes, please provide employability data for both types of bachelors separately

The statistical data on the employment of 1st and 2nd cycle graduates separately is not available. The total unemployment of HE degree holders is at the level of 7% of all unemployed. As the implementation of a three cycle model in accordance to the Bologna Process was introduced as obligatory starting 1 October 2006, at this moment the number of graduates of the 'Bologna model' 1st cycle programmes is very limited. In Poland, the equivalent of the first cycle studies had existed before the 'Bologna' but was based on different principles.

A dialogue is held between the employers and the HE institutions, mainly arranged by the so called 'Career Offices' whose aim is to support students' entering the labour market.

No distinction is made between degrees awarded by a university and a non-university sectors.

b) To what extent there is a dialogue in your country between higher education institutions and employers on:

- curriculum design, work placements and international experience
Significant Some A little **X** None
- accreditation/quality assurance
Significant Some A little **X** None

- university governance

Significant Some A little None

c) Are first cycle graduates able to pursue careers in the public service on an equal footing with other graduates?

Yes No In some cases

d) Have you aligned recruitment procedures and career structures in the public service to take account of the Bologna changes?

Yes No In some cases

If no, or in some cases only, please explain the current situation:

For certain positions in public services a higher education degree is a requirement. As the 1st cycle degree is a HE degree, there is no legal obstacle in the employment of the 1st cycle degree holders. However, for some positions, the 2nd cycle degree is required.

8. Implementation of national qualifications framework

Please answer the questions below. Please add comments which accurately describe the current situation in your country.

a) Has the national qualifications framework been prepared⁷?

Yes No

Comment

The first assumptions and a basic draft of Polish NQF elaborated by the Working Group for NQF was presented to the Ministry for Science and Higher Education in January 2008 and received its preliminary approval in April 2008. This started the stage of consultation and implementation of the Polish NQF, although the development activities are being continued. Information on the progress in the Polish FQF works is periodically reported to the Coordinating Group.

b) Does the framework or proposed framework include generic descriptors for each cycle based on learning outcomes and competences?

Yes No

Comment

Adaptation of the Dublin descriptors (for the three main cycles) is the basic approach taken by the Polish NQF.

c) Does it include ECTS credit ranges for the first and second cycle?

Yes No

Comment

The ECTS was fully implemented in Poland last year. The Polish NQF does not propose any essential changes to it (the first tentative project of extending the use of ECTS for the third cycle is being prepared).

d) Has the NQF been nationally discussed with all stakeholders?

Yes No

⁷ A national framework of qualifications compatible with the overarching framework of qualifications of the EHEA

Comment

Till now, the stage of implementation called 'consulting' has been limited to the dissemination of the main QF ideas amongst the Polish academic environment (plus some meetings with other stakeholders), which is done mainly by the members of the Working Group for NQF, and the Bologna Experts Team.

If the answer to d) is No, please answer question e):

e) has a timetable been agreed for consultations with all stakeholders?

Yes No

Comment

The timetable is a part of the extended report/project of the Polish NQF adapted by the Ministry for Science and Higher Education. The first step of consultation is a debate on the NQF project held at the forum of the Steering Committee for NQF (composed of all main stakeholders). The debate has been scheduled for the beginning of December 2008.

If the answer to d) is Yes, please answer the following questions:

f) Are all formal arrangements decisions for implementing the framework in place and have the necessary formal decisions for establishing the framework been taken?

Yes No

Comment

g) How far has the implementation of the national qualifications framework progressed **(please tick one)**

- The framework is fully implemented. All qualifications have been added to the NQF through a QA procedure (e.g. accreditation)
- There is significant progress on implementing the framework
- The work of describing all qualifications in terms of learning outcomes and competencies has been completed
- There is a timetable for implementation and the work has started
- Work on implementing the framework has not yet started but a timetable for implementation has been agreed
- Work on implementing the framework has not yet started and there is no timetable for implementation

Comment

h) What is the stage of progress on the self-certification of compatibility with the EHEA framework ?

Completed Started, but not yet completed Not yet started

Comment

i) Has the self-certification report been published?

Yes No

Comment

Please add any additional comments if necessary:

Comment

NATIONAL IMPLEMENTATION OF THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EHEA (ESG)⁸

9. Reviewing the QA system against the ESG⁹ and national support for implementation

a) Has your national QA system been reviewed against the ESG?

Yes No Not yet, but such a review is planned

(Please specify time) _____

The State Accreditation Committee accomplished the internal evaluation of a level of implementation of the European Standards and Guidelines for Quality Assurance in the European Education Area. Process of the internal evaluation was commenced by a resolution of the Plenary Session of the Committee on 13 October 2005, calling 4 working groups concerning: 1) criteria and procedures of self-evaluation of the PKA, 2) criteria of assessment 3) type and extent of publicised information on the PKA's activities; 4) international cooperation. During the Plenary Session in November 2006, the PKA summarized the level of implementation of the European Standards and Guidelines for the Quality Assurance in the European Higher Education Area. It has been pointed out that, with reference to Part 1 of the cited document, the key elements of the internal quality assurance system can be found in all HEIs. Moreover, the internal quality assurance systems in the HEIs are part of the significant quality assessment aspects, conducted by the PKA. European Standards and Guidelines concerning the external quality assurance of the higher education (Part 2) have been fully implemented as well. Those standards are fulfilled mainly by the State Accreditation Committee and other commissions called by HEIs. Likewise, the vast majority of guidelines stipulated in Part 3 of S&G, concerning external quality assurance agencies, has been implemented in the Polish system.

The PKA improved the previously developed system of internal regulations by appointing detailed criteria of the quality assessment, amending the list of fields of study in the competences of specific Fields of Study Sections, and outlining guidelines for a self-evaluation report and a report on remedial actions, as well as a set of rules for site-visit procedures with a model assessment and reassessment report. Similarly, the Mission Statement of the Committee has been specified and the Strategy 2007 - 2011 and procedures for the appointment of experts have been set.

On 1 January 2008, the Committee commenced its third, out of four, year in office. It continues works on improving the internal regulations concerning the education quality assurance and opinions on applications, as well as specifying in more detail the assessment criteria which refer to the system of learning outcomes verification, the assessment of formal and legal aspects of education, and all matters concerning students. Moreover, a standing team for improving the quality assessment criteria has been appointed. In April 2008, the Presidium adopted a resolution specifying the criteria for assessing the system of learning outcomes verification.

In 2008, the process of the external review of the PKA was commenced. The aim of the review is to identify to what extent PKA's activities comply with S&G ENQA and standards included in the Code of Good Practice of the European Consortium for Accreditation. The

⁸ <http://www.bologna2009benelux.org/documents/Standards-and-Guidelines-for-QA.pdf>

⁹ ESG - Standards and Guidelines for Quality Assurance in the European Higher Education Area

process and the composition of the panel of experts was approved, among others, by the Board of ENQA in a meeting on 11 June 2008. So far, the PKA has presented a self-evaluation report where an assessment of the level of consistency between their operations and the ECA and ENQA standards has been included.

Implementation of ECA and ENQA standards was substantiated by the agreements on a mutual recognition of accreditation decisions, signed with two accreditation agencies: Nederlands-Vlaamse Accreditatieorganisatie (NVAO) and Österreichischer Akkreditierungsrat (ÖAR), as well as a letter of intent with Organ für Akkreditierung und Qualitätssicherung der Schweizerischen (OAQ). The parties agreed that there are not any substantial differences in the applied procedures, standards and accreditation decisions taken by them and, to the extent of their own competences, accepted the results of the conducted assessments. These agreements have been preceded by study visits and involved the participation of observers in the panel of experts visits at HEIs. Further comparative studies and signing of agreements with other accreditation agencies are planned for the nearest future as a part of ECA TEAM II project.

b) If a review has been undertaken or is planned, please give further details of the review process.

c) If a review process has been undertaken, did it result in any of the following:

Stakeholder consultation on changes required to the national QA system?

Yes **X** No

The introduction of specific financial or other incentives aimed at improving the internal quality assurance processes in institutions?

Yes **X** No

If Yes, please give details of these incentives:

Financial incentives were introduced in the Law on higher education of 2005. According to article 95.3, the minister granting a subsidy to the state-founded HEIs may allocate additional funds for degree programmes which are provided in the specific fields of study, macro-fields of study or as the interdisciplinary programmes to a public higher education institution where degree programmes are of a particularly high quality, as confirmed by an assessment of the State Accreditation Committee. The total funds allocated for this purpose may not exceed 0.5% of the subsidy allocated for the tasks concerning teaching full-time students, doctoral full-time students, staff and maintenance costs (including renovations).

Moreover, the Minister of Science and Higher Education regulation of 12 July 2007, regarding educational standards for each field and level of study, as well as the procedures for establishing interdisciplinary programmes and degree programmes in macro-fields of study alongside all requirements to be fulfilled by a higher education institution in order to provide such programmes, forced an obligatory implementation of the internal quality assurance system and ECTS in every public and non-public HEI.

• Other measures

Yes **X** No

If Yes, please outline these measures

According to guidelines stipulated in Part 3 of S&G of ENQA, the State Accreditation Committee revised its Mission Statement and Strategy in 2006. In addition, the team

for criteria and procedures for self-evaluation, called in 2005 from among the PKA members, identified main scopes of the self-evaluation. In 2007, the fundamental standards and criteria of quality assessment were revised in order to emphasize learning outcomes and internal systems of quality assurance in HEIs. That process is being continued in 2008. The PKA Presidium confirmed the detailed criteria of learning outcomes assessment. The PKA also intends to intensify their cooperation with labour market representatives.

d) If incentives and/or other measures have been introduced with the aim of improving the internal quality assurance processes in institutions, has any evidence of the impact of these changes been gathered?

Yes No

If Yes, please give details of how evidence of the impact of the changes was gathered, and of the main outcomes that it demonstrates

Analysis of the internal quality assurance systems is part of every single assessment of the quality in education on programmes provided by the visited HEI. Results of such an assessment are presented in a report concerning issues that refer to a given site-visit. The above mentioned operations have been implemented during the last two years, so there is not enough ground to evaluate their impact on the quality assessment process.

9.1. Internal quality assurance in higher education institutions

Describe the internal QA systems in place in your HEIs.

HEIs develop their own internal quality assurance systems in accordance with their specification, mission, profile of education, students, staff, tradition and external circumstances. Some of the system elements were defined in the Law on Higher Education as an obligatory condition, i.e. questionnaires for students, aimed at the assessment of classes and periodical staff evaluation.

The vast majority of HEIs implement internal quality assurance systems consistent with S&G of ENQA. An aspiration for the institutionalization of internal quality assurance systems is clearly visible at the HEI level, as well as a single department / institute, and can be observed in appointing representatives for quality assurance, teams and working groups for QA, adapting resolutions of HEIs' Senates on implementing and improving internal quality assurance systems. In most HEIs, the systematic students' class assessment and the evaluation of staff has been established. Likewise, uniform rules for a preparation of diploma thesis and staging diploma examinations, uniform syllabi models and ECTS have been set. Moreover, career offices have been established, a growing number of HEIs intends to monitor lots of their graduates. The learning outcomes are taken into account in a narrower range due to, among others, delays in the National Qualification Framework implementation.

Please comment in particular on the following aspects, giving references to relevant websites:

a) How many HEIs have published a strategy for the continuous enhancement of quality?
All HEIs Most HEIs Some HEIs No HEIs

b) How many HEIs have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?
All HEIs Most HEIs Some HEIs No HEIs

Please describe what kind of arrangements are in place

In compliance with article 58.1.2 of the Act, Law on the higher education, the boards of basic organisational units of HEIs adapt study plans and curricula for degree programmes after a consultation with the competent body of the student self-government. Moreover, HEIs carry out internal reviews, monitor and introduce changes to curricula.

c) How many HEIs have described their programmes in terms of learning outcomes?

All HEIs Most HEIs Some HEIs No HEIs

d) Are student assessments at HEIs designed to measure the achievement of the intended learning outcomes (based on published criteria) applied in a consistent way?

All HEIs Most HEIs Some HEIs No HEIs

Please describe how the above is achieved.

All HEIs are obliged to apply standards aimed at achieving graduate profile defined by law.

Self-evaluation reports prepared for the State Accreditation Committee contain graduate qualifications structure - graduate's profile shaped by specialisations provided within the assessed field of study. The reports also determine educational purposes and general and specific competences which graduates acquire, concerning knowledge, skills and attitudes, including the ability to apply their knowledge in practice, formulate assessments and devise arguments, communicate information, and continue lifelong learning. The role of employers in the development of educational concepts and adjusting graduate's qualifications to the labour market is similarly highlighted in the reports.

Moreover, during the quality assessment procedures HEIs are obliged to present information on periodical reviews of study programmes and curricula, followed by the effects (e.g. the compliance of the structure and content of the implemented study programmes and curricula in the context of intended educational effects, and taking into consideration the specificity of educational levels and forms of study; formal procedures for the approval of educational curricula; participation of students in the activities concerning the quality assurance; feedback from employers, labour market representatives and other organizations), as well as information on the forms of student assessment (e.g. forms and criteria applied for the knowledge verification, as well as the assessment of learning outcomes).

In their activities, the PKA focuses on identifying discrepancies between the intended and the achieved learning outcomes. In most visited HEIs this relation is consistent.

e) How many HEIs publish up to date, impartial and objective information about the programmes and awards offered?

All HEIs Most HEIs Some HEIs No HEIs

Additional information if necessary

10. Stage of development of external quality assurance system

Describe the external quality assurance system operating in your country.

Please include:

a) the stage of implementation of your external quality assurance system

Both standards /procedures applied by the PKA and the practice of conducting an external review fully implement key elements of HEIs' internal quality assurance systems identified in S&G ENQA.

b) does your external quality assurance system operate at a national level;

Yes No

If **No**, please specify:

c) does your external quality assurance system cover all higher education¹⁰

Yes No

If No, please specify which types of institutions or programmes are not covered by your external quality assurance system:

d) which of the following elements are included in your external quality assurance system:

- | | | |
|--------------------------|---|-----------------------------|
| - self-assessment report | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - external review | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - publication of results | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - follow-up procedures | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |

e) has a peer review of the national agency(ies) according to the Standards and Guidelines for QA in the EHEA already taken place

Yes No

If **No** is there a date set for the review? Yes (please specify date- [late 2008](#)) No

11. Level of student participation

From the following, please indicate all aspects of quality assurance in which students are involved:

a) in governance of national agencies for QA.

Yes No In some cases

b) as full members in external review teams

Yes No In some cases

c) as observers in external review teams

Yes No In some cases

d) as part of the decision making process for external reviews

Yes No In some cases

e) in the consultation process during external reviews (eg arrangements for external reviewers to consult with students)

Yes No In some cases

f) in internal quality assurance (e.g. periodic review of programmes)

¹⁰ Higher education: all types of courses of study or sets of courses of study, training or training for research at the post secondary level which are recognised by the relevant authorities as belonging to a country's higher education system.

Yes No In some cases

g) in preparation of self-assessment reports.

Yes No In some cases

h) in follow-up procedures:

Yes No In some cases

*Please add any additional comments, especially if students are **not** involved in any of the aspects:*

According to article 50.3.4 of the Act, law on higher education, the President of the Student Parliament of the Republic of Poland is a member of the Presidium of the State Accreditation Committee, which means that he / she has a right to vote. Every student taking part in a site-visit and quality assessment presents their own report on student matters.

Moreover, students-experts present summaries of their activity in the area of external quality assurance during the Plenary Sessions of PKA.

12. Level of international participation

In which of the following is there international participation in quality assurance

a) the governance of national agencies for quality assurance

Yes No In some cases

b) the external evaluation of national quality assurance agencies

Yes No In some cases

c) teams for external review of institutions or programmes, either as members or observers

Yes No In some cases

d) membership of ENQA

Yes No In some cases

e) membership of any other international network

Yes No If **Yes**, please specify:

The PKA is a member of:

The International Network for Quality Assurance Agencies in Higher Education (INQAAHE);

The European Consortium for Accreditation (ECA);

The Central and Eastern European Network of Quality Assurance Agencies in Higher Education (CEE Network)

Please add any additional comments, especially if there is no international involvement in any of the aspects:

The PKA intends to submit their application for a full membership to ENQA and EQAR immediately after acquiring a positive assessment by the panel of experts who are conducting cyclical external reviews of their activity.

RECOGNITION OF DEGREES AND STUDY PERIODS

13. Stage of implementation of Diploma Supplement

Describe the stage of implementation of the Diploma Supplement in your country. Please include the percentage of all students graduating in 2009 who will receive a Diploma Supplement (if less than 100%, please explain)

Diploma Supplement in Part B of a diploma is delivered at the end of study. This order was established in the Polish system of higher education by the Regulation of the Minister for National Education and Sport of 23 July 2004 r. (Regulation for a type of diploma, professional titles, and a model of diploma awarded by the higher education institutions (Dz. U. Nr 182, poz.1881).

Since 1 January, a Diploma Supplement has been granted to all graduate students in Poland. At the moment we are working on small changes to be introduced in the Diploma Supplement with regard to the description of the system of higher education.

a) Is the Diploma Supplement issued to students graduating from:

- 1st cycle programmes Yes No
- 2nd cycle programmes Yes No
- 3rd cycle programmes Yes No
- remaining "old type" programmes Yes No Not applicable
- short higher education programmes Yes No Not applicable

b) which of the following apply to Diploma Supplements issued in your country:

- issued in a widely spoken European language ([English](#)) Yes No
 - please specify the language _____
- issued free of charge for a fee
- issued automatically on request
- automatically in Polish, on request in English
- corresponds to the EU/CoE/UNESCO Diploma Supplement format
- a national Diploma Supplement is used that is different from the EU/CoE/UNESCO Diploma Supplement format

13.1. Use of Diploma Supplement for recognition of qualifications

Please describe the way in which the Diploma Supplement is used for the recognition of foreign qualifications (or studies). Please comment in particular on the following aspects, giving references to any relevant websites and documents:

a) The Diploma Supplement is used as the reference document when admitting holders of foreign qualifications to the second and third cycles.

Yes No

Comment

b) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not have to provide official translations of their qualifications.

Yes No

Comment [Generally the translation is not necessary](#)

c) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not need to prove through other documents the validity of the qualifications in the awarding country (for further studies or employment in the non-regulated part of the labour market).

Yes No

Comment [Recognition in the labour market depends on employers.](#)

d) Specific action has been taken at a National and Institutional level to enhance the use of the Diploma Supplement as a communication tool towards the labour market

Yes No

Comment Before introducing the Diploma Supplement, the Ministry had large consultation with trade unions and organizations of employers

14. National implementation of the principles of the Lisbon Recognition Convention

Describe the stage of implementation of the main principles and later supplementary documents¹¹ of the Lisbon Recognition Convention.

a) Does appropriate legislation comply with the Lisbon Convention?

Yes No

If Yes, please demonstrate how it is achieved:

The principles of the Lisbon Convention have been introduced into the national legislation related to recognition. Holders of foreign qualifications have - upon request - the right to fair assessment in the form of procedures carried out by the Polish higher educational institutions (formal recognition). Besides, the Bureau for Academic Recognition and International Exchange (Polish ENIC/NARIC) issues an opinion on a foreign qualification. Any recognition decision should be made on the basis of the documents and information (laid down in the relevant regulations) related to the qualifications for which the recognition is sought. The decision should be made within no longer than 3 months from the date on which all necessary documents have been submitted. The applicant has a right to appeal against the decision of the recognition body.

Additionally, the Bureau for Academic Recognition and International Exchange (Polish ENIC/NARIC) may also, upon request, issue an opinion on a foreign qualification. Certificates giving access to every category of the higher education institutions in the home country may - unless the substantial difference can be shown - be recognised as equivalent to the Polish baccalaureate certificate and give their holders the right to seek admission to any institution of higher education in Poland. The recognition decision is made by the local educational authority.

Periods of study completed abroad may be recognised, unless a substantial difference can be shown. The recognition decision lies with the higher education institution where the applicant wishes to continue his/her study. ECTS credit points are the means by which student record may be transferred between different higher education institutions. Appropriate agreements between the two institutions should facilitate the recognition.

Higher education diplomas obtained abroad are - unless substantial difference can be proven - recognised and give their holders the same academic rights in Poland as the holders of Polish documents have. The recognition decision is made by the higher educational institution. Depending on the recognition procedure applied, the follow up of the recognition is:

- access to further studies
- access to further studies and labour market (unless the profession is regulated and additional requirements are to be fulfilled).

The Ministry of Science and Higher Education and ENIC/NARIC are obliged by

¹¹ Recommendation on the Criteria and Procedures for Recognition (2001); Recommendation on the Recognition of Joint Degrees (2004); Code of Good Practice in the Provision of Transnational Education (2001)

the appropriate regulations to provide information about:

- the possibilities of the recognition of a foreign diploma in Poland for the academic and professional purposes
- Polish educational system
- description of the higher education system and higher education programmes
- lists of recognised institutions (public, non-public and church - affiliated) which belong to the Polish educational system

b) Does appropriate legislation comply with the later Supplementary Documents:

i) Recommendation on the Criteria and Procedures for Recognition

Yes **X** No

If Yes, please demonstrate how it is achieved:

The principles of the Recommendation on the Criteria and Procedures for Recognition have been implemented into the national legislation related to recognition. Every applicant has - upon request - the right to an assessment of his/her qualifications. Besides, the Bureau for Academic Recognition and International Exchange (Polish ENIC/NARIC) issues an opinion on a foreign qualification.

Formal recognition is carried out by the Polish higher education institutions. In some cases, recognition may be granted after the applicant has passed additional examinations or completed some classes. Partial recognition is also possible. If the applicant does not agree with a decision/an opinion, he/she has the right to appeal. The recognition decision should be made within the time limits specified in the appropriate regulations.

According to the relevant regulations on the recognition, a fee for the recognition procedure is paid by the applicant irrespective of the results of the procedure. It is set by the head of the organisational unit of the higher education institution, the council of which conducts the proceedings. The fee cannot be too high and exceed the amount indicated in the regulations.

The director of the organisational unit may lower the fee or exempt the applicant from it. It may be done upon the motion of the applicant due to her/his difficult financial situation.

According to the regulations on recognition, competent recognition authorities may require a sworn translation of the documents. However, it is not obligatory. The same applies to the legalization or Apostille (parties to the Hague Convention).

Only the qualifications awarded by a recognized (accredited) institution can be recognized.

According to the regulation on the recognition of diplomas obtained abroad, the faculty council may refuse to recognize a diploma in the following cases:

- the institution which issued the diploma or ran the course were not recognized (accredited) in the understanding of the domestic law of the country in the educational system in which it operates;
- the institution which issued a diploma does not operate in the educational system of any country;
- the study course or its part was delivered on a Polish territory but not in accordance with the Polish law.

All certificates and diplomas obtained abroad are - unless substantial difference can be proven - recognised and give their holders the same academic rights as the Polish ones.

ii) Recommendation on the Recognition of Joint Degrees

Yes No

If Yes, please demonstrate how it is achieved:

The existing legislation complies - to a certain degree - with the Recommendation on the Recognition of Joint Degrees. Polish Act on Higher Education provides for a possibility of joint programmes and joint degrees awarded by at least two educational institutions. However, regulations concerning the organization of such training and the recognition of joint degrees are still to be introduced. For the time being, it is only possible to get an opinion on a joint degree from the Polish ENIC/NARIC office.

Met opmaak: Rand: Links:
(Enkel, Auto, 0,5 pt Lijndikte,
Vanaf tekst: 21 pt Afstand
rand:)

iii) Code of Good Practice in the Provision of Transnational Education

Yes No

If Yes, please demonstrate how it is achieved:

The existing legislation complies - to a certain degree - with the Code of Good Practice in the Code of Good Practice in the Provision of Transnational education. Polish Act on Higher Education allows for the higher education provision by more than one higher education institution /scientific institution, be it Polish or foreign, the basis being an appropriate agreement signed by the participating institutions.

Rules and organizational mode of the studies provided should be determined by the agreement.

There are, however, no regulations concerning the establishing of programmes as well as recognizing the degrees obtained by means of TNE.

c) which of the following principles are applied in practice

i) applicants' right to fair assessment

Yes No

If Yes, please describe how it is ensured at national and institutional level

Applicant's right to fair assessment is, both at the national and institutional level, ensured by the legislation. Appropriate legal acts stipulate that foreign credentials may be recognised either based on an international agreement or pursuant to the appropriate regulations on the recognition of credentials obtained abroad. According to the appropriate regulations, the recognition decision/assessment is to be made on the basis of the documents and information (laid down in the relevant regulations) related to the qualifications for which the recognition is sought. The applicant has a right to appeal if he/she disagrees with the decision of the competent body.

ii) recognition if no substantial differences can be proven

Yes No

If Yes, please describe how it is ensured at national and institutional level

The below listed legal provisions ensure that the recognition may be refused only in case of a substantial difference:

- the recognition proceedings should end with the resolution on recognition or refusal, no application may be left unanswered
- in case of a negative decision, the competent body is obliged to give reasons for the refusal
- the applicant, if he/she disagrees with the decision, has the right to appeal against the decision.

iii) demonstration of substantial differences, where recognition is not granted

Yes No

If Yes, please describe how it is ensured at national and institutional level

In the case of a negative decision, the competent body is obliged to give reasons for the refusal. The rule follows from the administrative law.

iv) provision of information about your country's HE programmes and institutions

Yes No

If Yes, please describe how it is done in practice

Information on the higher education system (in Polish and English) is available both on the website of the Bureau for Academic Recognition and International Exchange (ENIC/NARIC) and the Ministry of Science and Higher Education.

The Bureau provides on its website information on:

- the possibilities of a recognition of a foreign diploma in Poland for academic and professional purposes
- legal acts on recognition
- Polish educational system (old and new)

The Ministry of Science and Higher Education provides on its website information on:

- description of the higher education system and the higher education programmes
- recognised institutions (public, non-public and church-affiliated) belonging to the Polish educational system

Information about the courses in foreign languages are available on the webpage of The Conference of Rectors of Academic Schools in Poland. Links to this information are on the Websites of ENIC/NARIC and The Ministry of Science and Higher Education.

v) do you have a fully operational ENIC

Yes No

If Yes, please describe the role of your ENIC in recognition and information provision

a) nationally and b) internationally

a) nationally

1. providing information about:

- the possibilities of recognition of a foreign diploma in Poland for academic and professional purposes
- status of Polish and foreign higher education institutions
- foreign systems of education in order to determine the level of obtained education.

2. issuing recommendations to holders of foreign credentials

3. organization of seminars and conferences on subjects related to the recognition in Poland

4. preparation of brochures, publications and running the Internet service on academic recognition, as well as a database on regulated professions in Poland

5. promotion of good practice in academic recognition

6. presentation of current trends in higher education (Transnational Education, distance learning, etc.)

7. preparation of the projects of the legal acts related to recognition

b) internationally

1. cooperation with the ENIC/NARIC centres all over the world

- 2. participation in international conferences, seminars and meetings concerning recognition issues
- 3. cooperation with competent authorities designed to recognize qualifications for the pursuit of regulated professions within the framework established by the EU directive 2005/36/WE
- 4. providing information about the Polish educational system (to our foreign partners)
- 5. participating in the international agreements negotiations, with regard to the academic recognition.

d) As additional information, please describe any actions to implement fully the Convention and the later Supplementary Documents.

15. Stage of implementation of ECTS¹²

Describe the implementation of ECTS in your country.

a) Please include the percentage of the total number of higher education programmes¹³ in which all programme components are linked with ECTS credits

100% 75-99% 50-75% <50%

b) Are ECTS credits linked with learning outcomes¹⁴ in your country? Please tick one:
No In some programmes In the majority of programmes In all programmes

c) If you use credit system other than ECTS, please give details of your national credit system:

i) is it compatible with ECTS? Yes No

ii) what is the ratio between national and ECTS credits?

d) Are you taking any action to improve understanding of learning outcomes?

Yes No

If Yes, please explain: [There are seminars and training workshops organized by the Bologna Experts.](#)

e) Are you taking any actions to improve measurement and checking of student workload?

Yes No

¹² Please refer to definitions in the ECTS User's guide,
http://ec.europa.eu/education/programmes/socrates/ects/guide_en.html

¹³ Except doctoral studies

¹⁴ Clarification: Learning outcomes in the form of knowledge, skills and competences are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired

If Yes, please explain: It is advisable to include monitoring of the workload in the Internal QA but it is the responsibility of the higher education institutions according to their autonomy.

f) Are you taking any actions to assist HE staff or other stakeholders in applying ECTS.
Yes No

If Yes, please explain: Conferences, seminars, workshops and site visits of Bologna Experts.

LIFELONG LEARNING

16. Recognition of prior learning

Describe the measures in place to recognise prior learning (RPL), including non-formal and informal learning (for example learning gained in the workplace or in the community).

a) Do you have nationally established procedures in place to assess RPL as a basis for access to HE programmes?

Yes No

If Yes, please specify:

b) Do you have nationally established RPL procedures in place to allocate credits towards a qualification?

Yes No

If Yes, please specify:

c) Do you have nationally established RPL procedures in place to allocate credits for exemption from some programme requirements?

Yes No

If Yes, please specify:

d) To what extent are any such procedures applied in practice?

Comprehensively Some A little None

Please describe the current situation:

The recognition of prior learning is based on the internal regulations of the HE institutions according to their autonomy. It is advised by Bologna Experts to follow such internal procedures and to allocate credits to the recognized ECTS credits. The situation differs very much from institution to institution. NQF will include procedures of recognition RPL.

17. Flexible learning paths

Describe legislative and other measures taken by your country to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups.

HEIs are entitled to design personalized curricula, adjusted to individual needs. Such programmes may last shorter or longer than a regular course. This is seen as the

Gewijzigde veldcode

Met opmaak: Tekstkleur:

flexible learning path. The need for such courses is relatively small. There is, however, no possibility to skip any level of education.

a) Are there specific measures in place to promote flexible learning paths within the national qualifications framework?

Yes No

Please add appropriate comments to describe the current situation

b) Are there any measures to support HE staff in establishing flexible learning paths?

Yes No

Please add appropriate comments to describe the current situation

c) Is there flexibility in entry requirements aimed at widening participation?

Yes No

Please add comments to describe the current situation and, where appropriate, differences between the three Bologna cycles

d) Are there any flexible delivery methods to meet the needs of diverse groups of learners

Yes No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle

e) Are there modular structures of programmes to facilitate greater participation?

Yes No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle

f) If possible, please provide any statistics on the results of measures taken to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups,

JOINT DEGREES

18. Establishment and recognition of joint degrees¹⁵

a) Describe the legislative position on joint degrees in your country.

Are joint degrees specifically mentioned in legislation?

Yes No

Does the legislation fully allow:

i) establishing joint programmes?

Yes No

If No please explain what are the obstacles

¹⁵ A *joint degree* is a single degree certificate awarded by two or more institutions, where the single degree certificate is valid without being supplemented by any additional national degree certificate.

ii) awarding joint degrees? Yes **X** No

If No please explain what are the obstacles

b) Please give an estimate of the percentage of institutions in your country which are involved in

i) joint degrees

75-100% 50-75% 25-50% 1-25% **X** 0%

ii) joint programmes

75-100% 50-75% 25-50% 1-25% **X** 0%

c) What is the level of joint degree/ programme cooperation in your country

In the first cycle? None Little **X** Widespread

In the second cycle? None Little **X** Widespread

In the third cycle? None Little **X** Widespread

d) In which subject areas/disciplines is joint degree/programme co-operation most widespread (please list if possible)?

Chemistry, political science, engineering, electronics, health, environment, geology.

e) Estimate the number of joint programmes in your country

About 15 programmes under the Erasmus Mundus scheme, and some programmes based on the bilateral cooperation between the higher education institutions.

f) Describe any actions being taken to encourage or allow joint programmes.

Promotion of the Erasmus Mundus Programme.

g) Are there any specific support systems for students to encourage joint degree cooperation?

Not yet.

MOBILITY

19. Removing obstacles to student and staff mobility

a) What measures have been taken by your country both at governmental and institutional level to enhance student and staff mobility and overcome main obstacles?

Governmental:

Internationalisation of higher education is one of the priorities in the national authorities strategy developed for the forthcoming years. Thus mobility, as one of the basic tools of the internationalisation process, was taken into account and was given a significant importance in the discussions with the academic community, aimed at changes in the legislative framework for the higher education in Poland.

It needs to be stressed that the adjustment of the main state regulation ('Act on the Higher Education') has introduced a **sufficient legal framework** to implement mobility within a given cycle of studies.

Since the 1st January 2007, the ordinance of the Minister responsible for the higher education on the credit system requires a real implementation of ECTS as a credit and

accumulation system, which stimulates the introduction of **more flexible study programmes**, based on the ECTS principles and facilitating students' mobility.

Poland has many bilateral agreements where commitments about different types of mobility, financial or other conditions for the scholarships, etc. have been stipulated.

National funds devoted to support mobility are quite limited so starting from the year 2007 a mobility indicator, representing the level of international student exchange, has been included into the algorithm for calculating the state funding for HEIs (educational part). **Additional funds** obtained by HEIs, thanks to their extended scope of international mobility, can be spent according to the internal decisions taken within the institution. Most probably, some of the funds will be devoted to enhance university units' intensification of mobility, and to improve the quality of mobility schemes and thus, in general, the mobility culture within the institutions.

| 2007/2008 | Erasmus Program | Other: bilateral agreements etc. | Total |
|-------------------|-----------------|----------------------------------|---------|
| Outgoing Students | About 12.900, | 1.798, | 14.698, |
| Incoming Students | About 4.000, | 10.870, | 14.870, |
| Total | About, 16.900, | 12.668, | 29.568, |
| | | | |

Institutional:

Since the Polish HEIs have a high degree of autonomy, concrete measures for removing obstacles to student and staff mobility are taken at the institutional level. The willingness to enhance the scope and the quality of mobility has led to:

- 1) strengthening of **units** dealing with the international mobility schemes at many HEIs (for example international relations offices, units for European programmes);
- 2) improvement of **legal institutional basis** by including more stable and transparent rules for:
 - a) participation in the international **mobility programmes**
 - b) **recognition** of study periods implemented at partner universities abroad.
- 3) more efficient cooperation with **student organisations** (especially with Erasmus Students Network) leading to the promotion of ideas linked to mobility, and to the support for foreign students doing part of their studies in Poland (such as Buddy, Mentor, Tandem support systems).

Growing interest and extended scope of international mobility observed in many Polish HEIs has led to the further development of their **institutional strategies for internationalisation**. Although usually there are no quantitative indicators for mobility in these strategic documents, development of internationalisation has positive influence on the internal regulations related to recognition, on the introduction of more flexible study programmes, on the development of special services for the Polish students willing to go abroad and foreign students willing to take up a course in Poland.

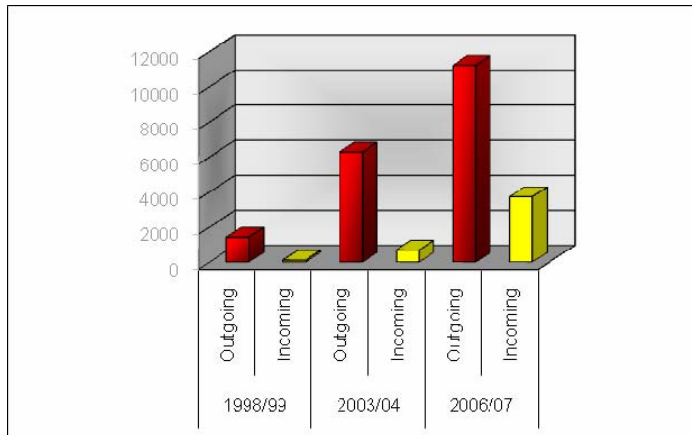
Developments in mobility (meant here as a short term mobility) in quantitative terms (see diagrams below) have contributed to the development in the number of courses and full study programmes offered in a foreign language as a language of instruction.

The number of mobility flows implemented in the Erasmus programme continues to show that:

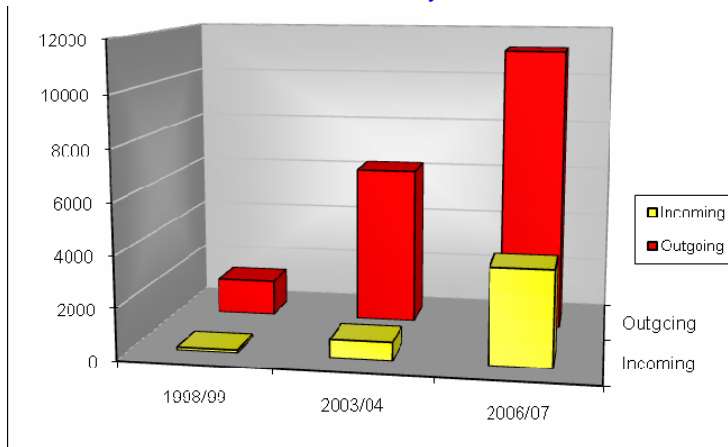
- the number of people outgoing and incoming is growing;

- the unbalance between the number of outgoing and incoming individuals is decreasing (although Poland has theoretically a great potential to receive much more incoming students and teachers than it is observed today).

Dynamic of increase in student mobility flows in Erasmus in Poland



Dynamic of increase in teacher mobility flows in Erasmus in Poland



b) Have arrangements for visas, residence and work permits been amended to enhance student and staff mobility?

Yes No

Please add appropriate comments to describe the current situation:

Poland recognises the importance of providing instruments aimed at enhancing student and staff mobility from the third countries. Thus, there are plans to introduce the so called student visa facilitating the process. Since visa regulations are dependent on many factors, consultations with various stakeholders regarding the feasibility and impact of issuing student visas to foreign students coming from the third countries (non-EU Member) are in preparation.

c) Is there financial support for national and foreign mobile students and staff?

Yes No **X**

Please add appropriate comments to describe the current situation:

There is no central support system. If any financial support to national and/or foreign mobile student is provided, it depends on the university or even a university department which can use part of their funding (coming from the state or other sources) for such support.

Taking into account the situation related to the financial support for mobility under the Erasmus Programme, in the academic year 2006/07, 62% HEIs which had implemented the outgoing student mobility, provided some financial support to their outgoing students. This financial support had various forms (for example: co-funding or funding of travel costs, waivers of fees, top-up grants for each month spent abroad). The average level of funding within institutions varies from less than 1% to more than 60% of the total funding received from the Erasmus programme budget, with the average of 6% for the whole country.

d) Are study periods taken abroad recognised?

Yes **X** No

Please add appropriate comments to describe the current situation:

The recognition of the study period is well-embedded into the legal framework at both the governmental and the institutional level. However, there are still incidental problems related to this issue resulting from the attitude taken by individual academic staff members. If such a problem is announced by a student to the Ministry or to the National Agency of the Erasmus programme, it is discussed and answered individually in order to take an appropriate decision on recognition.

e) Is there accommodation for mobile students and staff?

Yes **X** No

Please add appropriate comments to describe the current situation:

Providing accommodation to foreign students does not constitute any problem to the Polish HEIs since:

- accommodation issues are discussed in bilateral or Erasmus-related agreements;
- Polish HEIs strive to increase the number of incoming students and staff, therefore they take appropriate measures to give sufficient support to every person interested in studying in our country.

f) Have any measures been taken to increase outward student and staff mobility?

Yes No

Please add appropriate comments to describe the current situation:

As far as the outward student and staff mobility are concerned, the situation in Poland is relatively good. The demand is still quite high and the society in general is convinced about a good impact which a mobility period has on the personal and professional development of the mobile person.

Basing on the survey of the Erasmus students who filled in the questionnaire after completing the Erasmus study period in the academic year 2006/07:

- judgment of the academic outcome of the majority of them (73%) was positive or very positive;
- judgment of the personal outcome of the overwhelming majority (85%) was positive or very positive
- judgment of the positive influence on future career of overwhelming majority (84%) was positive or very positive.

At present in order to increase the outward mobility more funds are needed (in order to meet the demand) and a better quality (in order to overcome obstacles mentioned in the former sections of this report). A good contribution to the enhancement of the quality are seminars and information meetings provided by institutions specialising in exchange programmes (such as the National Agency for the LLP-Erasmus), during which different parts involved in mobility schemes can exchange information, look for innovative solutions and disseminate examples of good and bad practice.

Obviously, various actions take place. Their purpose is to increase inward mobility (fairs, publications, conferences) under the common initiative of the Conference of Rectors of Academic Schools in Poland (CRASP) and the foundation Perspektywy – Study in Poland, regional initiatives ‘Study in xxx’, covering major Polish cities and regions, common initiative of the FRSE, the Ministry of Science and Higher Education and a group of Polish HEIs - both at the annual EAIE conferences ‘Poland – higher education’, publications prepared by various bodies addressed to potential candidates for a study period in Poland. They contribute likewise to the growing awareness of internationalisation.

20. Portability of loans and grants

a) Are portable grants available in your country?

Yes No

If No, describe any measures being taken to increase the portability of grants.

b) Are portable loans available in your country?

Yes No

If No, describe any measures being taken to increase the portability of loans.

THE ATTRACTIVENESS OF THE EHEA AND COOPERATION WITH OTHER PARTS OF THE WORLD

21. Implementation of strategy

a) Describe any measures being taken by your country to implement the strategy "European Higher Education in a Global Setting"

For the last few years many HE institutions have undertaken actions to promote national HE and to attract foreign students and professors. The Rectors Conference and the foundation "Perspektywy" have started the campaign 'Study in Poland'. It promotes our HE around the world. The Ministry of HE has included the number of foreign students and visiting professors as the parameter of the algorithm for the allocation of donation for institutions. Some institutions participate in the Erasmus Mundus programmes and many attract more and more foreign students

b) What has your country done to:

i) improve information on the EHEA outside Europe?

We have established a project 'Study in Poland' – www.studyinpoland.pl

ii) promote European higher education, enhance its world-wide attractiveness and competitiveness?

as above

iii) strengthen cooperation based on partnership in higher education?

Some institutions have developed joint programmes e.g. Atkantis

iv) intensify policy dialogue with partners from other world regions?

Little was done in this matter

v) improve recognition of qualifications with other world regions?

There are no obstacles in the recognition of qualifications.

c) What measures have been taken in your country to implement the *OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education*? Please describe.

d) Are the *OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education* applied to

i) cross-border provision of your education programmes?

Yes No

If Yes please explain in what ways the guidelines are applied

ii) incoming higher education provision?

Yes No

If Yes please explain in what ways the guidelines are applied

FUTURE CHALLENGES

22. Main challenges for higher education

Give an indication of the main challenges ahead for higher education and the Bologna Process in your country in the short and long term.

Directions for development of higher education in Poland

- development of more motivation-based management of higher education through implementation of a coherent assessment system for research and teaching activity of higher education institutions, linked with bonus instruments;

- selection/establishment of National Academic Knowledge Centers;
- creating conditions for more flexible functioning of higher education institutions (simplifying procedures, limiting the number of formal documents, etc);
- use of National Qualifications Framework as a tool of introducing the educational system based on learning outcomes;
- elaborating study requirements compatible with Qualifications Framework for European Higher Education Area
- closer links of higher education with labour market (among other: the possibility of ordering the programs(by government) in disciplines that are substantial for economic development, inclusion of employers in the process of elaborating and assessing curricula and introducing National Qualifications Framework; specifying provisions on joint programs (including joint programs with entrepreneurs), as well as introduction of internship (lasting minimum 1-2 semesters) as a requirement to provide professional profile programs);
- introducing procedures aiming at recognition of qualifications/education obtained beyond a formal system and ensuring the flexibility of learning paths, and in particular giving the possibility of completing qualifications in connection with a change of study profile or field of study;
- special focus on practical realization of the process of quality assessment through specification of provisions on quality assessment methods (taking into account formal and legal aspects, as well as importance of learning outcomes and quality of research).



PART II

TEMPLATE for NATIONAL STRATEGIES on THE SOCIAL DIMENSION of THE BOLOGNA PROCESS

Practical instruction

The answers to this questionnaire will be included in the general national report on the implementation of the Bologna Process and reach the Bologna Secretariat (e-mail: secr@bologna2009benelux.org) by **November 1, 2008**. **Please do not exceed the length of 10 pages for the national strategy on social dimension.**

The questions in Annex C are not included in the questionnaire itself but are to be considered as reference material which could facilitate the drafting of the information on the national strategy.

I. Definition of the Social Dimension in the London Communiqué

“We strive for the societal goal that the student body entering, participating in and completing higher education should reflect the diversity of our populations. We therefore pledge to take action to widen participation at all levels on the basis of equal opportunity.”

II. AS IS SITUATION (Current state of affairs)

1. Which groups in society are still underrepresented in your national higher education system? What are the main obstacles to participative equity in terms of access and successful completion of studies?

A means-tested financial assistance is provided to the disabled students and those in a difficult financial situation. Such benefits enable students coming from rural areas and small towns and those from marginalised areas, i.e. families at the largest risk of unemployment, to study.

2. Please describe what measures your Government is taking to increase the representation of the groups identified in the question above. Please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility (see Annexes A and B to this document).

Rector in consultation with students self-government decides the income threshold that authorises students to apply for benefits. However, a monthly per capita income in students' families agreed at each university cannot be lower than PLN 351.00 and higher than PLN 572.00 net.

This means that every student who applies for a maintenance grant, and in whose family a monthly per capita income does not exceed PLN 351.00, is authorised to receive such assistance.

The Law on Higher Education has introduced a more favourable method for establishing income in the case of families who run farms. Under a former legal system, pursuant to art. 5 clause 5 of the act of 28 November 2003 on family benefits (OJ No. 228, item 2255, as amended), a monthly income threshold from 1 unit hectare amounted to PLN 252.00 (PLN 3,024 per year).

At present, income of a student living off a farm is established based on the farmland area, expressed in unit hectares and the amount of average income from working at farms run by individual farmers as per 1 unit ha, which is announced by the President of Central Statistical Office of Poland pursuant to the act of 15 November 1984 on agricultural tax (OJ of 1993 No. 94, item 431, as amended). Income threshold for 2006 amounted to PLN 1,898 per year.

3. Describe what measures are being taken by the Government to help students complete their studies without obstacles related to their social or economic background. Again, please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility (see Annexes A and B to this document). Please indicate whether the measures apply to all students or only to certain levels or types of higher education institutions.

1.1 Financial Assistance Provided to Students

Financial assistance provided to students is regulated in the act of 27 July 2005 Law on Higher Education (OJ No. 164, item 1365 as amended).

Pursuant to the above mentioned regulations, each student, regardless of the form of studies (full-time or part-time courses) and the legal status of HEI (public or non-public), can apply for the provision of financial assistance in the form of a maintenance grant, special grant for the disabled individuals, scholarship for learning or sporting achievements, scholarship for learning achievements awarded by the minister, scholarship for the outstanding sporting achievements awarded by the minister, meals grant, accommodation grant and aid payment. Pursuant to art. 174 clause 1, these benefits are transferred from the state budget to higher education institutions in order they perform tasks related with non-repayable support for students. The amount of financial assistance for individual higher education institutions is calculated based on the rules, which are stipulated in *the regulation of the Minister of Science and Higher Education of 9 May 2008 on the rules for the distribution of state budget subsidies for public and non-public higher education institutions (OJ No. 89, item 544)*.

The amount of subsidy is calculated for each university individually, taking into consideration a ten-month period for the payment of benefits to students and doctoral students and the calculation elements as described above.

Students have a say in the decision making process through their representatives acting in student self-governments. Pursuant to the Law on Higher Education, the rector makes decisions regarding the distribution of funds earmarked for the financial support for students in consultation with the institutional student self-government body. Students' representatives also sit on grants committees and

collegial bodies of the higher education institution: the senate and the councils of basic organisational units,

Students are entitled to public health care pursuant to the rules stipulated in act of 27 August 2004 *on public health care* (OJ No. 210, item 2135 as amended).

Means tested financial assistance is provided to students in a difficult financial situation. Such benefits enable students coming from rural areas and small towns and those from marginalised areas, i.e. families at the largest risk of unemployment, to study. Moreover, special regulations pertaining to accommodation subsidies are in place. Full time students in a difficult financial situation or those who would otherwise be prevented from studying due to commuting from the place of residence to a higher education institution, may obtain an accommodation grant for staying at a student dormitory or at any other facility, including private accommodation. The selection of the place of residence is up to the student. The benefit also applies to non-working spouses and children of the students. Priority accommodation is given to students who would be prevented from studying due to everyday commuting from the place of residence to higher education institution and who are in difficult financial situation.

Students in a difficult financial situation may also receive meals grants.

Moreover, a special grant for a disabled person may be awarded to a student with a disability confirmed by a certificate from a competent authority.

Regardless of the award of maintenance grant, students may apply for other forms of financial assistance and student loans.

1.2 Student loans – ad II point 3; III point 5 letter b

Student loans with a system of interest rates subsidised from the state budget and preferential repayment conditions constitute an auxiliary form of assistance provided to students. Basic rules pertaining to extending and repayment of student loans are stipulated in:

- Act of 17 July 1998 on student loans and credits (OJ No. 108, item 685 as amended);
- Regulation of the Minister of Science and Higher Education of 12 October 2006 on detailed rules, mode and criteria for the award, repayment and redemption of student loans and credits and the settlement method related to the interest due to the banks on student loans (OJ No. 186, item 1371 as amended);

All students, regardless of the type of the school (public and non-public) and mode of studies (full-time or part-time courses), as well as doctoral students, provided they were younger than 25 when they commences studies, can apply for a student loan.

Commercial banks extend loans to students and the Student Loan and Credit Fund at the Bank Gospodarstwa Krajowego settles a part of interest. The Fund obtains subsidies from the state budget, which each year are stipulated in the budget law. Students in a difficult financial situation are given priority in the award of student loans. Since 2004, a monthly instalment of the student loan has amounted to PLN 600.00. **Since** 2006, it has been possible to obtain monthly instalments amounting to

PLN 400.00, but this is the case only with students who apply for the loan for the first time. The repayment of a student loan starts after 2 years from the graduation, also in the case of doctoral students, thanks to which graduates have ample time to reach professional stabilisation before they start to repay the loan.

Student loan is a refundable assistance and due to bank law regulations, banks require repayment security when extending the loan. Especially for students coming from rural areas, regulations have been introduced that allow for the Agency for the Restructuring and Modernisation of Agriculture to provide security for the repayment of the loan. Depending on the amount of per capita income in a given family, the Agency may provide security for 80% up to 100% of the loan amount. Loan security covering 100% of the extended loan can be provided for students, in whose family per capita income entitle them to social welfare benefits.

20% of the loan amount is redeemed in the case of students who have graduated in the group of 5% of the best graduates at a given university. In special cases, the loans may be redeemed in part or in full due to difficult situation in life (e.g. sickness, accident) or permanent incapability to repay the financial obligations (e.g. disability).

4. Does your country have statistical and/or other research evidence at disposal to underpin the identification of underrepresented groups and the main obstacles to participative equity (see Q 1) ? If yes, please specify. Or are regular student survey organised with the aim to provide data concerning the social dimension?

Statistical studies on higher education are regularly published in a study entitled *Szkoły Wyższe w roku szkolnym ... (Higher Education Institutions in the Academic Year ...)*, by the Central Statistical Office in the series entitled: *Informacje i opracowania statystyczne (Statistical Studies and Information)*. The study comprises two parts with tables; part I: *Szkoły wyższe w roku szkolnym ... (Higher Education Institutions in the Academic Year ...)* and part II: *Finanse szkół wyższych w ... (Finances of Higher Education Institutions in ...)*.

Reporting data, i.e. this developed based on comprehensive studies covering all types of HEIs and scientific institutions regardless of their organisational and ownership structure are used in the publication. It also features information on students, graduates, academic teachers, doctoral studies, post-graduate studies, merit based scholarships, award of academic degrees and titles. Moreover, it includes information on student dormitories and canteens as well as various forms of financial assistance (scholarships) for students.

Data on students and graduates is presented by a type of HEIs, which are divided into public and non-public schools, by province, group and sub-group of studies, course duration, age and sex of students.

III. PROCESS TOWARDS A MORE INCLUSIVE HIGHER EDUCATION SYSTEM (strategy for the future)

5. How do you plan to tackle the challenges identified under Q 1 in the near future (2008-2010)?

(a) Which concrete goals do you want to achieve?

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(b) What actions are planned for the different target group identified above to overcome the obstacles in access, participation and completion of studies by students? Please refer to Annex B and to the suggested approach outlined in the 2007 report from the Bologna Process Working Group on the Social Dimension and Mobility (Annex C to this document).

The Disabled

Legal solutions applied in Poland and activities taken on behalf of the disabled in higher education are mainly focused on enhancing access to higher education of people with various forms of disability.

In 2005, as a result of adapting relevant legal regulations, a system of financial assistance for students in the form of a special grant for the disabled was established. Pursuant to art. 180 of the act of 27 July 2005 Law on Higher Education, a precondition for the award of the benefit to students is the confirmation of the disability by a relevant authority. Prior to the introduction of this criterion, a precondition for the award of the grant for the disabled was bearing the costs related to disability as confirmed by a relevant body or financial situation of a student. Regardless of the award of the disability benefit, disabled students can benefit from other forms of financial assistance stipulated in art. 173 clause 1 of the act (other grants and payments). The system of financial assistance also supports the disabled who decide to take up a few fields of study at one time. In such case, a student may receive a special grant for the disabled in each field of study.

The number of disabled students and doctoral students at a given university affects the amount of subsidy this university receives from the state budget earmarked for the financial assistance for students and doctoral students. Since 2006, the subsidy has been calculated taking into consideration the number of disabled students.

Pursuant to art. 94 clause 1 point 11 of the Law on Higher Education, since 2007 public HEIs have obtained a subsidy from the state budget for tasks related to education and therapeutic rehabilitation of disabled students, both in the case of full time and part-time students. The subsidy is distributed in proportion to the unit number of disabled students with various disability categories (the deaf, people with hearing impairment, the blind, people with vision impairment, those with motor organs dysfunctions and other types of disability) – taking into consideration relevant unit weights for individual groups.

Student loans with a system of interest rates subsidised from the state budget and preferential repayment conditions constitute an auxiliary form of assistance provided to students. As part of the system, a borrower may apply for a partial loan repayment exemption in the case of a difficult life situation or for a full exemption from a loan repayment in the case of a documented permanent incapability to repay financial obligations and difficult financial situation. Due to the above mentioned criteria, the disabled students constitute a large part of people benefiting from a loan exemption programme.

Another solution stipulated in the Law on Higher Education, which facilitates access to higher education to the disabled is a possibility for universities to offer distant learning courses. This possibility positively affects the decisions on taking up

studies by a person whose disability prevents them from taking up full time courses, where it is necessary to attend courses on daily basis.

As part of facilitating access to higher education to the disabled, the Ministry of Science and Higher Education supports activities of universities aimed at the removal of architectonic barriers to the disabled. New investments and renovations of teaching facilities, student dormitories and canteens are made with the use of state budget subsidies in order to adapt them to the needs of the disabled.

The Central Statistical Office collects data on the education of the disabled at HEIs, which show that the number of disabled students is growing each year. In the academic year 2006/2007, at all types of HEIs there were 19,923 students with various degrees of disability (to compare, in the academic year 2005/2006, there were 14,510 such students).

According to the above mentioned data, disabled students made up for almost 1.03% of the total number of students (in the academic year 2005/2006 – 0.74% of the total number of students, which means that a 37.3% growth was observed as compared to the previous year).

In the academic year 2006/2007, disability grants were awarded to 19,361 students (in 2005/2006 – to 15,004 students).

(c) is there a specific budget for these measures for underrepresented groups ? If yes, please provide details

d) is there a timeline for action? If yes, please provide details.

6. What arrangements are planned for monitoring progress towards more equitable access, participation and success?

IV. INFORMATION ON THE NATIONAL RESPONSIBILITY FOR THE PREPARATION, IMPLEMENTATION AND EVALUATION OF THE NATIONAL STRATEGIES

Please indicate which authority or other actor is responsible for the preparation, implementation and evaluation of the national strategy and describe the way in which the various stakeholders are involved. Did your country designate (a) contact point(s) for the national strategy? If so, please add the coordinates of the national contact point(s).

Ministry of Science and Higher Education, Department for Students and Doctoral Students; ul. Wspólna 1/3, 00-529 Warsaw

ANNEX A

Actions mentioned by the Bologna countries in the 2007 national reports

Financial

- scholarships - means tested
- scholarships - merit based
- research grants
- grants for studying abroad
- grants or loans for (nearly) every student
- unspecified social support system
- free education (at least 1st cycle)
- reimbursement of tuition fees for certain groups
- financial assistance for certain groups/areas
- improved funding systems

Structural

- new /expanded routes of access
- broader teaching or learning strategies
- information and preparation at secondary schools
- increase student places
- indirect aid schemes (tax relief, family allowance)
- subsidised residences/meals/transport/books
- provision of student welfare services (health care, day care centres)
- counselling/guidance services

Certain groups

- measures for ethnic minorities (not financial)
- measures for disabled (not financial)
- measures for disadvantaged groups (not financial)
- allocation of study places to certain groups
- promote access from all national areas

Policy and practice

- explicit widening access policy (devoted funds/units/laws)
- carry out surveys (study & work, disabled students,...)
- evaluations/research of policies and practices
- monitoring access (and retention) by students

ANNEX B

Possible actions and tools identified by the 2007 Bologna Working Group on the Social Dimension and Mobility

Measures to promote equal opportunities for access, participation and completion

- Anti-discrimination legislation covering higher education
- Admission rules that are simple, fair and transparent

Measures to widen access to and participation in higher education

- Outreach programs for underrepresented groups as defined nationally

- Flexible delivery of higher education
- Flexible learning paths into and within higher education
- Transparency of qualifications and recognition of prior learning
- Incentives for higher education institutions to take action to widen access and participation

Study environment that enhances the quality of the student experience

A, Provision of academic services

- Guidance (academic and careers) and tutoring
- Retention measures (modification of curricula, flexibility of delivery, tracking academic success etc.)
- Working tools and environment (well functioning libraries, lecture halls and seminar rooms, internet access, access to scientific data bases etc.)

B, Provision of social services

- Counselling
- Targeted support for students with special needs and students with children
- Appropriate housing conditions for all students
- Provision of healthcare
- Provision of transportation, student canteens etc.

Student participation in the governance and organisation of higher education

- Legislation or other measures to ensure student participation in higher education governance
- Provisions for the existence of and exercise of influence by student organisations
- Student evaluations of courses, programmes and institutions, including action plans and follow-up of actions taken

Finances in order to start and complete studies

- Financial and legal advice for students
- Appropriate and coordinated national financial support systems that are transparent
- Targeted support for disadvantaged groups as defined nationally
- Support measures for students with children

ANNEX C

Suggested approach of the work on national strategies on the social dimension

In time for the next ministerial meeting in 2009 the Working Group suggests that the countries should report to the BFUG on their national strategies for the social dimension, including action plans and measures to show their impact. All stakeholders concerned should actively participate in and support this work at the national level.

The development of a strategy should be followed by a national action plan that includes monitoring mechanisms. Ideally, the strategy and action plan will be based on a national debate on the social dimension and the future priorities of that country depending on the current situation. In order to facilitate a national debate on the social dimension the Working Group proposes the following structure and topics for such a debate:

- **Measures to promote equal opportunities**

What obstacles are there to equal opportunities within higher education? What protection is there if a student is discriminated when applying for, being admitted to or carrying out studies? Is there a framework for appeal? What action would be the most effective to achieve equal opportunities in higher education?

- **Measures to widen access to and participation in higher education for underrepresented groups (gender, ethnic origin, immigration, socio-economic status and background, disability, geography etc.)**

What groups are under represented in your national higher education system today? Is there data to show access to higher education by gender, socio-economic background, disabilities, prior immigration, region etc? What obstacles to widened access and participation are there within your higher education system? At other education levels? What actions would be appropriate for the different groups to achieve widened access? Are targeted outreach activities needed?

- **Study environment that enhances the quality of the student experience**

A, Provision of academic services

B, Provision of social services

What kind of academic or career guidance is provided for the students in your country? What is the student – staff ratio? Are there retention measures adapted to different groups or individuals with different needs? Is the academic success of student tracked? What would be/has proven to be the most efficient retention measures? What kind of study environment is there at the higher education institutions? Do student have access to information, electronically or by other means? What is the condition of libraries, lecture halls and seminar rooms? How do students in your country live? Is housing available, of acceptable standard and affordable? Is targeted support provided or needed for specific student groups? Is counselling available if students run in to personal difficulties?

- **Measures to increase formal and actual student influence on and participation in higher education governance and other higher education issues**

Are there formal provisions for student influence and participation at all governance levels, in consultative as well as decision-making bodies? Are there formal provisions for student evaluation of the education? Are the formal regulations followed-up with actual practices? Are there informal ways of student influence and participation as well? Do students have an influence on all issues related to higher education? Are students aware of their rights? Do students have organisations that can organise elections to fill elective posts? Is it possible to find enough candidates to fill the posts available? If not – how could this be improved?

- **Finances in order to start and complete studies**

What kind of information and guidance is provided for students regarding financial issues? How does the average student make his or her living during studies? What kind of state support is provided? Is it appropriate for all groups and individuals? Do certain groups run the risk of being excluded from, or not able to

finish their studies, due to financial reasons? Which are these groups or individuals? What could be done to help them? Are students informed about possible employment possibilities after finishing their studies? How is the labour-market relevance of the studies secured? Are former graduates tracked to follow-up their employment rates?

• **Monitoring: The participating countries should establish national measures to monitor and evaluate the impact of the national strategy and action plan.**

What monitoring mechanisms would be the most appropriate? How could success in strengthening the social dimension be measured short-term and long-term? What quantitative and qualitative data are needed? How is the responsibility for monitoring and evaluation allocated and divided? Are there student surveys carried out to measure the impact of a social dimension strategy? How can student surveys be used in this work?

• **Stakeholder involvement**

Which stakeholders should be involved in the development of a strategy and an action plan? What should be the responsibility of the different stakeholders when carrying out the agreed strategy and plan?