The Pan-European University in Bratislava

Rector's Directive No. 2/2022

The Internal Quality Assurance System for Higher Education at the Pan-European University

Bratislava, January 2022

Contents

**THE INTERNAL QUALITY ASSURANCE SYSTEM FOR HIGHER EDUCATION
OF THE PAN-EUROPEAN UNIVERSITY**

Standards, procedures and tools for the internal quality evaluation of the educational, scientific and research, development and innovation, artistic or other Creative Activities

Part I
Introductory Provision

Article 1
Introductory Provision

1. This Internal Regulation defines the standards, procedures and tools of the Internal Quality Assurance System for the educational, creative and related activities, and the Internal Quality Evaluation of the educational, creative and related activities (hereinafter referred to as the "Quality System") of the Pan-European University (hereinafter referred to as the "The PEU") pursuant to Article 8 to 8b of the Statute of the Pan-European University (hereinafter referred to as the "Statute").

Article 2
The Quality Assurance and Internal Quality Evaluation

1. The purpose of Quality Assurance and Internal Quality Evaluation is to support the development of the PEU line accordance with the European concept of quality of higher education and the scientific and research, development and innovation, artistic or other creative activities (hereinafter referred to as "Creative Activities"), which support the development of an individual and his/her preparation for life in an increasingly complex society; of teachers, their development and cooperation with students in a free academic environment; and the preparation of graduates, who are able to apply themselves in the international labor market, and who are able to work with the latest knowledge; to preserve, disseminate and further advance the results that have been achieved so far, in the scientific, technical, cultural and societal fields.

2. Quality is defined as "the ability to satisfy customers through the intended or unintended impacts on relevant stakeholders" (ISO 9000:2015). It is the application of standards, by which the PEU fulfills its activities or exceeds usual practice in line with its mission and objectives as defined in the long-term objective of the PEU and other documents. The understanding of quality applied in a particular case is determined by the context.

3. Quality assurance means the systematic and structured care for the quality of education, the quality of the Creative Activities related thereto, its maintenance, and improvement. The quality assurance system is understood as an understanding of the organization, leadership, planning, support, implementation, performance evaluation, and improvement.

4. Quality evaluation means verifying how and to what depth the PEU is succeeding in fulfilling its mission and goals, meeting the standards of self-evaluation in the field of education, research and other activities, and exceeding these goals and standards.

5. The Quality Assurance and Internal Quality Evaluation is based on the defined mission and activities of the PEU as stated in its Statute[1], and on the development concept formulated in the long-term objective of the PEU in the field of the educational and scientific, research, development, innovation, artistic or other Creative Activities (hereinafter referred to as the "Strategic Plan");[2] it continuously responds to the current development of the academic environment and the suggestions of the PEU authorities and its units.

6. Quality Assurance and Internal Quality Evaluation at the PEU are governed by the rules[3], which relate, in particular, to:

   a) Establishment, approval, implementation and modification of each program of study, which

      1. Ensure that the field of knowledge is taken into account according to the relevant field of study or combination of fields of study, in which graduates receive their higher education;

      2. Regulate the competence of the authorities of the higher education institution or its faculty in approving the study program;

      3. Ensure that representatives of students, employers from the relevant sector of the economy and other stakeholders are involved in the study program development and modification;

      4. Ensure the definition of the standards for the study program.

   b) Selection of teachers of individual subjects of the study programs;

   c) Admission procedure;

   d) Approval of heads and supervisors of final theses;

   e) Evaluation of students so that unjustified differences do not arise in similar cases;

   f) Monitoring and regular evaluation of the study programs, involving students, employers from the relevant economic sector and other stakeholders, taking into account:

      1. Application of the latest knowledge in the content of the study programs;

      2. Effectiveness of the criteria and rules for the evaluation of students;

      3. Achieved higher education outcomes;

      4. Questionnaire for students on the quality of teaching, and questionnaire on teachers;

      5. Graduate employment;

   g) Examination of complaints, by which a student seeks protection of his/her rights or legally protected interests, which he/she believes have been violated by the (in)action of the higher education institution, a part of the higher education institution, or employees

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1 Article 2 of the Statute of the PEU.

2 Section 1 (2) to (4), Section 2 (10) of Act No. 131/2002 Coll. on Higher Education, and on amendments to certain acts, as amended.

3 Section 3 (3) of Act No. 269/2018 Coll. on Quality Assurance of Higher Education, and on amendment and supplementation to the Act No. 343/2015 Coll. on Public Procurement, and on amendments to certain acts, as amended;

of the higher education institution, or a student points to the specific deficiencies in the (in)action of the higher education institution, a part of the higher education institution, or employees of the higher education institution, in particular to violations of the legal regulations/internal regulations of the higher education institution, or a part of the higher education institution;

h) The implementation of the Creative Activities of the higher education institution and the participation of students therein, and the requirements for the level and scope of the Creative Activities of the higher education institution, with respect to its mission;

i) Cooperation with specialized teaching facilities in the context of practical training and the method of verifying their fulfillment;

j) Cooperation with the external educational institutions involved in the implementation of a third-degree study program, if the higher education institution is implementing the third-degree study program in cooperation with an external educational institution, or is interested in implementing it in cooperation with an external educational institution;

k) Determining the requirements for the selection of higher education institution teachers;

l) Ensuring the professional development of the higher education institution lecturers, researchers and artistic staff;

m) Verification of sufficient spatial, material, technical, informational and personnel support for the implemented study programs;

n) The collection, analysis and use of information necessary for the effective implementation of the program of study;

o) Regular publication of the up-to-date, adequate and qualitative information on the study programs and their graduates in line with the needs of the higher education institution, apart from the rules referred to in points (a) to (o).

7. Quality assurance and internal quality evaluation is also based on the standards and procedures for quality assurance in the European Higher Education Area and takes into account other national, European or international standards for the activities of higher education institutions.

8. In ensuring and internally evaluating the quality of its activities, the PEU cooperates with other higher education institutions, the Slovak Academy of Sciences and other scientific institutions, faculties, public administration authorities, specialized and professional associations and other institutions of public life in the Slovak Republic and abroad.

9. Quality assurance and evaluation is carried out pursuant to the processes (Specifics for disciplines and fields of study), faculties and other units of the PEU. Substantive and organizational aspects are usually combined.

Article 3
Principles of Quality Assurance and Internal Quality Evaluation

1. Quality assurance and internal quality evaluation respects the internal culture and environment of the faculties and other units, and the specifics of the fields of study and disciplines implemented at the PEU.

2. The standards, procedures and evaluation criteria are published on the PEU website.
3. The evaluation is transparent and guided by substantive, professional and ethical criteria.
4. The evaluation is based on the validated qualitative and quantitative data; it is always contextualized and consists of a critical evaluation of the findings.
5. If the subject of the evaluation is the activity of faculties, other units of the higher education institution or their departments, they always participate in the evaluation and comment on its results.
6. Evaluation also generally relies on a feedback from academic staff, students, graduates or other stakeholders through relevant actors.
7. Each evaluation includes recommendations for the further development of the evaluated entity and, in the case of identified deficiencies, proposed remedial actions within a specified time-frame. At the end of this period, a follow-up evaluation or follow-up inspection is carried out depending on the nature of the case.

Article 4
Basis for Evaluation

1. The evaluation is generally based on:
   a) Strategic, conceptual, balance, analytical and other documents of the PEU, faculties and other units;
   b) Data from the information systems of the PEU, faculties or other units and other public sources, or sources available at the PEU;
   c) Evaluation reports themselves based on a pre-established frame scheme;
   d) Expert evaluations;
   e) Questionnaire surveys;
   f) Semi-structured interviews;
   g) Bibliometric analyses;
   h) Indicators monitored in the long-term objective and annual report of the PEU.
2. The evaluation is based on the methodological material approved by the Internal Quality Evaluation Board of the Pan-European University (hereinafter referred to as the "Quality Board"), which specifies the requirements and procedures for the quality assurance and internal quality evaluation.

Part II
The PEU Quality System

Article 5
Internal Evaluation of the Higher Education Quality Assurance System

1. The minimum requirements for the Quality Evaluation System of higher education at the PEU are determined in particular by:

a) The Act No. 269/2018 on Quality Assurance in Higher Education, and on amendments and supplementation of the Act No. 343/2015 Coll. on Public Procurement, and on amendments of certain acts, as amended (hereinafter referred to as the "Quality Act");

b) Standards issued by the Slovak Accreditation Agency for Higher Education (hereinafter referred to as "SAAHE standards"); [4]

c) The Act No. 131/2002 on Higher Education Institutions, and on amendments and supplementation to certain acts, as amended (hereinafter referred to as the "Act on Higher Education Institutions");

d) Internal Regulation "Rules for the Creation and Modification of Study Programs of the PEU";

e) The Study Regulation and Examination Regulations of the PEU;

f) The principles of the admissions procedure;

g) The criteria for obtaining the title of a docent; the criteria for obtaining the title of a professor, and the rules of the habilitation and inauguration procedure at the PEU.

2. Support for the development of the quality evaluation system for higher education is mainly carried out through:

a) Evaluation of the Quality System at the PEU in the form of self-evaluation[5] at regular intervals;

b) Feedback from members of the academic community and graduates on the quality system;

c) All stakeholders and units of the PEU involved in higher education;

d) Tracking of the use, monitoring and subsequent review of the quality system at the PEU;

e) Regular monitoring and evaluation of the Quality System in the evaluation of study programs (internal and external evaluation), and its set-up.

3. The basis for the evaluation of the quality system is own internal evaluation report of the PEU on the quality system submitted by its Rector to the Quality Board. The internal evaluation report usually includes:

a) Evaluation of the fulfillment of the Quality System Standards, which are based on the standards for the Internal Quality Assurance System of higher education and the Quality Assurance Policy of the PEU;

b) The result of evaluations of students and graduates;

c) Evaluation of the translation of the related Creative Activities into educational activities;

d) Evaluation of the student Creative Activities or cooperation with practice in view of the type and profile of the study program;

e) Evaluation of the international dimension of the study program;

f) The result of the evaluation of the qualification or rigorous theses carried out during the relevant evaluation period;

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4 Section 23 of Act No. 269/2018 on Quality Assurance of Higher Education and on amendment and supplementation of the Act No. 343/2015 Coll., on Public Procurement and, on amendments to certain acts, as amended;
5 Annex to this Regulation.

g) Evaluation of the success rate in the admission procedure, the study failure rate, the proper graduation rate, and the application of graduates of the study program;

h) Evaluation of the pedagogical, scientific and technical provision of the study program;

i) Identification of strengths, weaknesses, risks and opportunities for further development of the study program;

j) Collecting, publishing and monitoring the information.

4. Data for the processing of own Internal Evaluation Report concerning quality, available from the information system and other sources, are provided by the faculty in cooperation with the Rector's Office.

5. The Evaluation of the Quality System shall be carried out by the Quality Board under the Article 2 to 4 hereof at least once during the validity of the accreditation.

6. The own internal evaluation report concerning quality is consulted at a joint meeting of the Quality Board with the Rector. The discussions of the Quality Board at the PEU are regulated by a separate internal regulation. Minutes of the meeting of the members of the Quality Board at the PEU shall be taken.

7. Upon the Internal Evaluation Report on the Quality Evaluation System at the PEU and the joint meeting, the Quality Board at the PEU prepares a draft report on the evaluation of the Internal Quality System at the PEU. Before the draft is discussed in the Quality Board of the PEU, its Chairman submits to the Rector the minutes of the joint meeting, which are attached to the report.

8. After the approval of the report on the Internal Evaluation of the Quality System at the PEU, a summary of the results is published in the public part of the PEU website.

9. The organization and conduct of the evaluation of the Internal Quality System at the PEU are laid down in the Rector's internal regulations, on which the Quality Board expresses its opinion.

10. The rules for the evaluation of the Internal Quality System of the PEU are laid down in the Internal Regulations of the PEU.[6]

11. A questionnaire survey of students regarding the quality of the study programs, teachers, support services and the university environment is conducted once a year. Feedback is provided to students on the results of the evaluation and the actions taken.

Article 6
Internal Evaluation of Educational Activities in Study Programs

1. The minimum requirements for the quality of educational activities of the PEU are determined in particular by:
   a) The Higher Education Act;
   b) The Act on Quality Assurance of Higher Education;

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6 The PEU Internal Regulation No. 4/2022, Rules for the Establishment, Implementation and Modification of Study Programs
 - Evaluation of Educational Activities and Internal Regulation No. 3/2022, Evaluation of Educational Activities by Students and Graduates of the PEU.

c) SAAHE standards;

d) Internal Regulation "Rules for the Establishment, Implementation and Modification of Study Programs of the PEU;[7]

e) The Study Regulation and Examination Regulations of the PEU;

f) The principles of the admissions procedure;

g) The criteria for obtaining the title of a docent; the criteria for obtaining the title of a professor, and the rules of the habilitation and inauguration procedure at the PEU.

2. Support for the development of the quality of educational activities in the study programs is mainly carried out through:

a) Proposing the new, or modifying the existing, study programs;

b) Feedback from members of the academic community and graduates on the quality of teaching, teachers, organization of studies, study facilities and higher education institution environment and infrastructure;

c) Evaluation of the final or rigorous theses; monitoring of the conditions, course and results of the admission procedure and studies, while ensuring equal access to the admission procedure and studies; application of graduates of the study program;

d) Cooperation with employers and other external stakeholders;

e) Collecting, processing and publishing the information about the study program.

3. The basis for the proposal of a new study programs and for modification of the existing study programs and their approval is the self-evaluation report on the study program submitted by the Dean[8], which covers the period since the accreditation was granted by the Slovak Accreditation Agency for Higher Education (hereinafter referred to as "SAAHE"), or by the Ministry of Education, Science, Research and Sport of the Slovak Republic, or the authorization to carry out study programs on the basis of an approved quality system was awarded by the relevant institution pursuant to the Quality Act (hereinafter referred to as the "Accreditation"). The report usually includes:

a) Evaluation of the achievement of study plan standards, results of the evaluations by students and graduates focused on learning, teaching and the student-centered evaluation;

b) Evaluation of the translation of the related Creative Activities into educational activities;

c) Evaluation of the student Creative Activities or cooperation with practice in view of the type and profile of the study program;

d) Evaluation of the international dimension of the study program;

e) Evaluation of teachers' professional qualifications;

f) The result of the evaluation of the qualification or rigorous theses carried out during the relevant evaluation period;

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7 The PEU Internal Regulation No. 4/2022 "Rules for the Establishment, Implementation and Modification of Study Programs".

8 The PEU Internal Regulation No. 4/2022 "Rules for the Establishment, Implementation and Modification of Study Programs".

g) Evaluation of the success rate in the admission procedure, the study failure rate, the proper graduation rate, and the application of graduates of the study program;

h) Evaluation of the pedagogical, scientific and technical provision of the study program;

i) Identifying strengths, weaknesses, risks and opportunities for the further development of the study program by collecting, processing and publishing the information on the study program.

4. Data for the processing of the Internal Evaluation Report concerning quality available from the information system and other sources are provided by the faculty in cooperation with the Rector's Office.

5. A proposal for the modification of a study program or approval of a new study program shall be reviewed by an independent working group[9] established by the Quality Board[10] at least once during the period of accreditation.

6. The Internal Evaluation Report is consulted at a joint meeting of the Quality Board working group with the guarantor of the evaluated study program and at least one academic staff member involved in its implementation. The Dean, or a staff member authorized by him/her, the Chairman of the Academic Senate of the faculty, or a representative authorized by him/her, or a student representative nominated by the Academic Senate of the faculty that implements the study program being evaluated, may also participate in the meeting. A member of the Quality Board working group shall take minutes of the meeting. This is without prejudice to the obligation to approve the modified/new study program by the Scientific Council of the relevant faculty pursuant to the Higher Education Act.

7. Upon the evaluation report on the study program and the joint meeting referred to in Section 6, the Quality Board working group shall prepare a draft report on the modification of the study program being carried out, or on the proposal of a new study program. After the report has been discussed and approved by the Quality Board working group at the PEU, the chairman of the working group shall submit the report to the guarantor and the Deans of the faculties implementing the modified or newly proposed study program for their comments, together with the minutes of the joint meeting, which are attached to the report.

8. After the report on the modification of the study program or the report on the newly proposed study program was approved, a summary of their results is published in the public part of the PEU website.

9. The organization and conduct of the evaluation of study programs are laid down in the internal regulations of the PEU, on which the Quality Board expresses its opinion.

10. The rules for the evaluation of educational activities by students and graduates are set out in the Internal Regulations of the PEU[11].

11. The rules for the evaluation of final theses and rigorous theses are set by a Rector's directive, on which the Quality Board gives its opinion.

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9 Article 3 of the Statute of the Internal Quality System Evaluation Board of the Pan-European University.
10 Article 3 of the Statute of the Internal Quality System Evaluation Board of the Pan-European University.
11 The PEU Internal Regulation No. 3/2022 "Evaluation of Educational Activities by Students and Graduates of the PEU".

12. The rules for the evaluation of the Internal Quality System, and the evaluation and approval of study programs at the PEU are set out in the PEU Internal Regulation[12].

13. The organization and conduct of the evaluation of the Internal Quality System, the evaluation of the study programs and the approval of study programs at the PEU are laid down in the Rector's internal regulations, on which the Quality Board of the PEU expresses its opinion.

14. Monitoring of the course and results of studies is mainly based on data from the PEU information system.

15. The conditions, progress and results of the admissions procedure are monitored in the annual admissions report.

16. A questionnaire survey of students regarding the quality of the study programs, teachers, support services and the university environment is conducted once a year. Feedback is provided to students on the results of the evaluation and the actions taken.

17. Study programs are approved in the period corresponding to their standard length of study. Modifications to the study plan resulting from their ongoing monitoring and evaluation shall be approved as necessary.

Article 7
Internal Quality Evaluation of Lifelong Learning and other Specialized Programs

1. As a rule, the evaluation of lifelong learning and other specialized programs consists of:
   a) The feedback from participants and graduates on the quality of teaching, the organization and program of lifelong learning and other specialized programs;
   b) The statements of the implementers;
   c) The monitoring and evaluation of data collected mainly as part of the preparation of the annual report on the activities of the PEU;

2. The minimum requirements for the internationally recognized courses and the rules for their evaluation are determined by the Rector's measure pursuant to Article 8 to 8b of the Statute, on which the Quality Board comments.

Article 8
Internal Evaluation of the Quality of Creative Activities

1. The conceptual development of Creative Activities is ensured at the PEU mainly through the science and research support program.

2. The science and research support program supports the development of the scientific fields carried out by the PEU, the development of the excellence of their Creative Activities, as well as of students, academic and scientific workers at various stages of their scientific careers.

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12 The PEU Internal Regulation – No. 3/2022 "Evaluation of Educational Activities by Students and Graduates of the PEU".

3. In addition to the mission and long-term objective of the PEU, the preparation of the science and research support program is also based mainly on the evaluation of the currently implemented programs, and the results of Creative Activities that the PEU has achieved in the recent period. The authorities of the PEU, faculties and other departments, and especially the academic and scientific staff of the PEU, who are recognized by professional authorities, participate in the preparation.

4. The Rector submits the draft science and research support programs to the Quality Board at the PEU, the Scientific Council and the Academic Senate of the PEU for comments.

5. The details of the science and research support programs are regulated by the internal regulations of the PEU, which also establish the conditions and criteria for evaluating their interim and final results.

6. The evaluation of the Creative Activities of the PEU takes place according to the groups of scientific fields related to the content of the study programs in individual fields of education; it is organized in such a way as to enable their connection with the faculties and their institutes.

7. The evaluation of Creative Activities respects the different publication and citation habits in individual fields; it is generally carried out at the national level when securing a Bachelor's study program, at the international level when securing a second degree study program, at a significant international level when securing a third degree study program, and at the top international level for the habilitation and inaugural proceedings.

8. When evaluating Creative Activities, it is also evaluated, whether the given field of science is excellent in the international or national comparisons. The evaluation takes place by comparisons with the important foreign or domestic higher education or research institutions.

9. The evaluation of Creative Activities at the PEU is usually based on:
   a) Own evaluation report on the Creative Activities of the faculties and their institutes (hereinafter referred to as the "Report on Creative Activities");
   b) Bibliometric analysis of the results;
   c) Expert evaluation of the results by the independent, internationally recognized experts;
   d) Indicators of the quality of Creative Activities.

10. The Report on Creative Activities, taking into account the specifics of the faculty or their institutes and scientific departments, which it carries out, usually describes and evaluates:
    a) Mission, vision and goals in the field of Creative Activities;
    b) Strategic management of the development of Creative Activities;
    c) Measures taken for the purpose of supporting the development of Creative Activities;
    d) Linking Creative Activities with the educational activities;
    e) Staffing and qualification growth;
    f) In the student scientific activity, special attention is paid to students of doctoral study programs;
    g) Solution of the national and foreign scientific projects;
    h) National and international cooperation in Creative Activities;

i) The social significance of Creative Activities;

j) The most significant results achieved;

k) The method and results of internal evaluation of Creative Activities;

l) Strengths, weaknesses, opportunities and threats in the field of Creative Activities.

11. The Report on Creative Activities is processed by the faculties at least once every five years.

12. Before the Dean of the faculty submits the Report on Creative Activities to the Rector, the Scientific Council of the relevant faculty expresses its opinion thereon.

13. The Rector submits the Report on Creative Activities to the PEU Quality Board. He/she can also ask the Scientific Council of the PEU for a statement.

14. Data for processing the Report on Creative Activities, which are available in the PEU Information System, will be provided to the faculties by the library and the Rector's office. In their preparation, the evaluation results listed in Section 9 (b) to (d) also serve as background documents.

15. The main results of the Report on Creative Activities are published in the public part of the PEU website.

16. Reports on Creative Activities serve as a basis for the development of scientific departments, especially in relation to the preparation of the higher education institution's Strategic Plan and the preparation of their programs to support science and research.

17. Bibliometric analysis is applied to evaluate the results of Creative Activities, only if the set of results recorded in the international databases used as a support does not represent only a very small part of the results of the relevant field of education or the relevant scientific field.

18. In the event that the bibliometric analysis does not provide sufficient data, the expert evaluation by independent, internationally recognized experts shall be used. Expert evaluation is carried out on an ongoing basis, usually on the basis of the higher education institution's cooperation with the foreign partner higher education institutions and in cooperation with the Quality Board at the PEU.

19. The details of the internal evaluation of Creative Activities, including its organization, are set forth in the PEU internal regulations, on which the Quality Board at the PEU expresses its opinion.

Article 9
Internal Evaluation of the Quality of Related Activities

1. The evaluation of the quality of related activities means the evaluation of activities that support education and Creative Activities.

2. As a rule, the subject of the evaluation includes:
   a) Management and administration of the PEU;
   b) Use of resources (primarily the personnel and financial ones);
   c) Infrastructure;
   d) Information system;
   e) Information and advisory services;
   f) Services in the field of knowledge and technology transfer;

g) Library services.

3. The evaluation of related activities usually takes place before the start of the preparation of the long-term objective of the PEU. The Rector decides on the details of the evaluation.

4. When evaluating related activities, the activities of other workplaces and the Rectorate of the PEU are mainly evaluated. Upon agreement with the Deans, the evaluation may also include the provision of related activities at the faculties.

5. Every year, other PEU workplaces submit a report to the Rector, which mainly contains a description of the structural and content characteristics of their activities for past periods. The Rector can determine other details of the report.

6. The content and details of the evaluation of the Rector's activity are determined by the Rector. As a rule, it also includes a feedback from the faculties and other units of the higher education institution.

7. The Rector submits the report on the evaluation of the activities of the Rector's Office to the extended Rector's Senate for discussion.

Article 10
Quality Assurance Policy

1. The Internal Quality Assurance System of Education, Creative Activities and related activities, and the evaluation of the Internal System of Education Quality, Creative Activities and related activities of the PEU (hereinafter referred to as the "Quality System") are strategic documents, the basic principle of which is the acceptance of the primary responsibility of the higher education institution for the quality of higher education in all units of the higher education institution, at all levels, and in all aspects. The strategic documents are mainly:
   a) Long-term objective and its update; [13]
   b) Report on the long-term objective implementation plan;
   c) Annual activity report; [14]
   d) Self-evaluation report;
   e) Report on the internal evaluation of the quality of education, Creative Activities and related activities (hereinafter referred to as the "Internal Evaluation Report"); [15]
   f) A self-evaluation report describing and evaluating the fulfillment of individual requirements resulting from the Quality System; [16]
   g) Similar documents processed by faculties or other units of the higher education institution.

2. Preparation and use of documents, pursuant to Section 1 (a) and (c) are stipulated in the Article 8 to 8b of the Statute. The relevant provisions apply accordingly to the documents pursuant to Section 1 (b), (d), (e) and (f).

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13 Section 1 (2) to (4); Section 2 (10) of the Act No. 131/2002 Coll. on Higher Education Institutions, as amended.
14 Section 49 (2) and (3) of the Act No. 131/2002 Coll. on Higher Education Institutions, as amended.
15 Articles 8 to 8b of the PEU Statute.
16 Articles 8 to 8b of the PEU Statute.

3. The Rector draws up the report on the long-term objective implementation plan every year, and submits it to the Academic Senate of the PEU for comment.
4. The internal self-evaluation report describes and evaluates the most significant activities and results of the PEU in the educational, creative and related activities.
5. After discussion by the PEU Scientific Council and approval by the Quality Board, the PEU Rector's internal self-evaluation report is submitted to the Academic Senate for comment.
6. The report on the Evaluation of the Internal Quality System at the PEU is processed on the basis of the evaluation that was carried out at the PEU during the past five (5) years, or in the period that has passed since the processing of the previous report.
7. The Internal Evaluation Report mainly contains the following parts:
   a) Description of the evaluation process;
   b) Main results of this evaluation;
   c) Preventive or corrective measures taken;
   d) Evaluation of strengths and weaknesses, opportunities and threats;
   e) Recommendation for the further development of the PEU and the Quality Assurance and Internal Evaluation System.
8. The amendment to the Report on Internal Quality Evaluation is usually processed together with the annual report on the activities of the PEU. The requirements for the Internal Quality Evaluation Report under Section 7 apply *mutatis mutandis* to the amendments thereto.
9. The framework results of the Internal Quality Evaluation Report and amendments thereto are described in the annual report on the activities of the PEU.

Part III
Activities of Bodies, Faculties and other Units of the PEU

Article 11
Activities of Bodies, Faculties and other Units of the PEU

1. The scope, authority and obligations of bodies, faculties and other units in the Quality Assurance and Internal Evaluation System at the PEU are governed by the Higher Education Institutions Act, the Act on Quality Assurance of Higher Education, the Statute, and other internal regulations of the PEU.
2. The Rector entrusts the PEU employees, usually members of the Rector's Senate, with the coordination of activities related to the Quality Assurance and Internal Evaluation System.
3. Ensuring and Internal Quality Evaluation at the faculty or the units of the PEU is ensured to fulfill the requirements of the Act on Higher Education Institutions, the Act on Ensuring the Quality of Higher Education, the internal regulations of the PEU, or the Rector's instructions.

4. Quality Assurance and Internal Evaluation at the faculty or the unit of the PEU beyond the scope hereof is determined by the internal regulation of the PEU, the faculty, or another unit of the PEU.

5. The Dean appoints an employee of the faculty, usually a member of the Dean's senate, who ensures the coordination of activities related to the Quality Assurance and Internal Evaluation System.

Part IV
Self-Evaluation Process, Standards and Criteria of the Internal Quality Assurance System

Article 12
Self-Evaluation

1. The process of self-evaluation of the Quality System serves to evaluate the validity and appropriateness of the approaches applied to fulfill the objectives in the field of education quality.

2. The following standards are the starting point for setting the self-evaluation:
   a. Standards and guidelines for the quality assurance in the European area of higher education;
   b. The Act on Ensuring the Quality of Higher Education;
   c. The Act on Higher Education Institutions;
   d. Level of Progress scale defined in Article 14 hereof.

3. The output of the self-evaluation process includes:
   a. Determination of the maturity level of fulfillment of individual criteria of the Internal Quality Assurance System;
   b. A list of strengths related to individual criteria;
   c. A list of opportunities to improve individual criteria;
   d. A list of evidence relevant to the evaluation.

4. The self-evaluation of individual areas listed in the Internal Quality Assurance System is based on the following content:
   a. Review of the content of the criteria;
   b. Review of documents or evidence with an evaluated criterion;
   c. Evaluation of the degree of fulfillment of the requirements indicated by the relevant criterion;
   d. Comparing criteria with the defined fulfillment levels to identify the level of maturity of the relevant criterion;
   e. Determination of the level of fulfillment of the criteria, while the current level of maturity of the individual indicators of the evaluated criterion of the Quality System at the PEU/faculties is the highest level achieved without previous gaps in the fulfillment of the indicator;
   f. Formulation of strengths and opportunities for improvement;

g. Providing evidence relating to the relevant criterion.

Article 13
Standards and Criteria

1. The standards and criteria of the Internal Quality Assurance System are defined in Annex 1 hereto.

Article 14
Levels of Maturity

1. Levels of maturity in meeting the standards and criteria of the Internal Quality Assurance System are defined in Annex 2 hereto.
2. In the evaluation, level 5 is considered to be a maximum degree of fulfillment of the criteria; level 1 is considered to be a lowest level of fulfillment of the criteria, deemed as an insufficient level.

Part V
Final Provisions

Article 12
Final Provisions

1. This Internal Regulation was approved by the PEU Scientific Council on 14 February 2022.
2. This Internal Regulation enters effect on 01 March 2022.
3. This Internal Regulation enters into force on the first (1) day of the calendar month following the day, on which it entered into effect.

Dr.h.c. prof. Ing. Juraj Stern, PhD.,
Rector

Annex 1
Standards and Criteria of the Internal Quality Assurance System at the PEU

A – Standards for the Internal Quality Assurance System of Higher Education

The Internal Quality System Standard (hereinafter referred to as "IQSS") – S1.1: Quality Assurance Policy – Basic tools for achieving the main goal of the Internal Quality Assurance System of Education at the PEU/faculty-
IQSS-S1.1: The PEU/faculty has clearly formulated objectives of the Internal Quality System and tools for achieving them. These goals and tools in the Quality Assurance Policy are adequate to the mission of the PEU/faculty; they are transparent, publicly available, realistic, stimulating development; they contain a feedback mechanism enabling the entry of the main groups of participants in the life of the faculty inside and outside. These goals and tools are related to the content of criteria IQSS-S2 to IQSS-S6.
Reference to the Standards for the Internal Quality Assurance System of Higher Education – Article 2, and Standards for the Internal Quality System of Higher Education

Determination of the level achieved in the IQSS criterion – S1.1

Level of Progress 1	The goals are implicitly included in the long-term objective of the PEU. It is difficult to identify them with the Quality Assurance Policy, which ensures the Internal Quality Assurance System.	The management of the PEU/faculty, in connection with the long-term objective of the PEU/faculty, determined the framework goals that interfere with the Internal Quality Assurance System. These goals are defined in general, without establishing procedures for fulfilling the Quality Policy in the subject area. No desired values of indicators, responsibilities and tasks have been set for the given area, and no resources and tools for achieving goals have been allocated.
Level of Progress 2	The Quality Assurance Policy clearly formulates the goals for the field of education quality; they have the target values set and are elaborated into tasks.	In view to the long-term objective in the education of the PEU/faculty, the management of the PEU/faculty has defined the goals of the Internal Education Quality System and the tools to achieve them, especially in critical areas. The employees were acquainted with the goals

		and tools. Responsibilities for achieving the set goals have been determined for the most important areas.
Level of Progress 3	The goals in the Quality Assurance Policy are formulated upon a detailed knowledge of the current state of the PEU, taking into account Strategic Plans. Resources have been allocated for the related activities, and a mechanism for continuous monitoring of the fulfillment of goals have been developed.	The goals of the Internal Education Quality System and the tools to achieve them have been created and applied; they enable the development of Quality Policy in a form of the implementation of activities for its fulfillment. Indicators related to the quality goals are measured; there is clear evidence of reviewing the chosen approaches with the intention of finding the root causes of deficiencies; there is a process of eliminating deficiencies through corrective actions.
Level of Progress 4	The Quality Assurance Policy formulates the goals with regard to the mission and vision of the PEU; they are developed at lower levels of the faculty and have the desired values set; the tasks and projects have been identified, and resources allocated. Improvement takes place on the basis of feedback from the evaluation of goals.	The Quality Policy and goals and the tools to achieve them are communicated and approved on the basis of a broad consensus. Risk analysis is used when setting goals. The goals are elaborated into indicators, and the faculty members work together to achieve the goals. At the PEU/faculty, resources have been effectively used to improve and prepare and implement the preventive measures related to the process of setting and achieving goals.
Level of Progress 5	The Quality Assurance Policy contains the goals of the PEU that are adequate to the mission of the PEU; they are transparent, published, demonstrably realistic, and stimulating development;	Quality goals and tools for their achievement are accepted and adopted by faculty employees. The PEU/Faculty creates conditions for achieving the faculty's exceptional status,

| | they contain a feedback mechanism enabling the entry of the main groups of participants in the life of the PEU/faculty inside and outside. | for the long term within the entire PEU. Each part of the PEU/faculty and individual members of the academic community are aware of their share in achieving the goals of the PEU/faculty. The PEU/faculty approach is understood as a reference point for other faculties; the faculty is considered exceptional in this area. |

IQSS-S1.2: Organization of the Internal Education Quality System

IQSS-S1.2: The PEU and its units have created an effective Internal Education Quality System, clearly defined links to, and transfer of information between, its individual articles.

Reference to the Standards for the Internal Quality Assurance System of Higher Education – Section 6 Article 2 and Article 3 Standards for the Internal Quality System of Higher Education

Determination of the achieved level of the IQSS criterion – S1.2

Level of Progress 1	The Internal Education Quality System at the PEU is perceived only implicitly; the individual articles of the system are not recognizable.	The PEU/faculties and its units have created their own IQS which, however, cannot be described exactly; they are mutually incompatible, and their effectiveness is not evaluated. There is no evidence, or there are only sporadic indications, of the level of functionality of the IQS.
Level of Progress 2	The IQS has some articles identified, but these work in isolation, without being interlinked.	Within the IQS, its units (subsystems, articles) can be identified, which also produce certain results. However, the common mission of these articles and the interlinking is not clear; they do not work as a whole. The exchange of information between subsystems takes place spontaneously, mostly only based on the need to solve a problem situation.
Level of Progress 3	The IQS has been established; it consists of	The IQS is formed on the basis of a common policy and

	individual articles with identifiable ties in-between, which are used to transfer information for mutual coordination.	aligned goals. There is an exchange of information between the articles. There are certain rules regarding interlinking of subsystems/articles. The evaluation is focused on cooperation between articles; improvement is carried out in a form of corrective actions responding to the communication failures, errors in the setting, or interlinking of IQS articles.
Level of Progress 4	The IQS has clearly defined and organized articles that support a procedural approach. The transfer of information inside the system and towards the external environment is controlled; the functionality of links and information flows are regularly evaluated.	Articles of the IQS are clearly interlinked and hierarchical from the point of view of the procedural approach. Evaluation indicators and periodic evaluation facilitate the search for opportunities for improvement; preventive measures are also taken. Requirements for cooperation between the members of the system are identified in order to achieve the most efficient functioning and ensure the sustainability and success of the IQS.
Level of Progress 5	The approaches of the PEU/faculty regarding the interlinking of individual articles of the IQS are relevant, successful and integrated. The system fulfills the requirements of both, the internal and external stakeholders. Excellent results have been demonstrably achieved in this area, even in comparison with other schools/faculties.	As to the efficiency, the IQS consistently shows good results in evaluation through the set indicators with target values. All needs for information and for their effective transfer and use for achieving the permanent success of the faculty have been satisfied. Excellent results resulting from the correct setting, alignment and functionality of the individual articles of the IQS are demonstrable.

IQSS-S1.3: Division of Responsibility of the PEU units in the Area of Assuring the Quality of Education

IQSS-S1.3: The PEU has clearly defined the division of responsibilities and powers of all units (faculties) involved in ensuring the quality of education.

Reference to the Standards for the Internal Quality Assurance System of Higher Education – Article 4 to Article 7 Standards for the Internal Quality System of Higher Education

Determination of the level achieved in the IQSS criterion – S1.3

Level of Progress 1	The division of responsibilities and powers is generally defined in the internal regulations of the individual units of the PEU/faculty. Responsibilities and powers within the Internal Quality Assurance System of Education are determined only implicitly.	The PEU has drawn up and approved internal regulations (e.g. organizational rules, statutes). Responsibilities and powers of individual organizational units and individual positions are regulated in these regulations. Responsibilities and powers are not clearly defined for the area of education quality assurance.
Level of Progress 2	Responsibilities and powers are formulated for the area of education quality assurance. They are defined and determined within the individual units of the faculty.	The PEU/faculties have regulated and clearly defined responsibilities and powers of the individual organizational units and job positions in its internal regulation for the area of education quality assurance. The employees have been made demonstrably familiar with the division of responsibilities and powers and understand their roles in the field of ensuring the quality of education.
Level of Progress 3	Responsibilities and powers are clearly formulated to ensure the quality of education in all units of the PEU/faculty. They are applied in everyday activities and are interconnected between individual units of the PEU/faculty, as well as	Responsibilities and powers are defined; they are demonstrably applied in daily activities. A mechanism has been created, through which the system of interconnection between individual units of the PEU/faculty is monitored. Based on the analysis of the

	with the external environment.	monitoring results, areas the for improvement have been defined and effective corrective measures proposed and adopted.
Level of Progress 4	Responsibilities and powers are clearly distributed in all units. All stakeholders respect and use this distribution in the daily activities of the PEU/faculty. A systematic review of the distribution of responsibilities and powers is in progress, with the aim of improving it.	Responsibilities and powers are clearly defined and accepted by all stakeholders. The management of the PEU/faculties systematically evaluates and reevaluates the allocation and use of powers and responsibilities through the established procedures and indicators. The results demonstrate the effectiveness of the distribution of responsibilities and powers; preventive measures are taken for further improvement.
Level of Progress 5	The optimal distribution of powers and responsibilities within the PEU/faculty has demonstrably participated in the long-term positive results in the field education quality assurance.	The distribution of responsibilities and powers can be considered optimal; it ensures the functionality and improvement of the IQS and all its units. In the area of distribution and application of responsibilities and powers, positive experience and results have been recorded over several years. All stakeholders perceive the PEU/faculty as successful and progressive thanks to the clear definition of responsibilities and powers. The PEU/faculty is also a model for the Slovak and foreign higher education institutions/faculties in the given area.

IQSS-S1.4: Characteristics of Student Involvement in the Internal Quality System
IQSS-S1.4: The PEU has elaborated procedures for involving students in the activities of higher education quality assurance.

Reference to the Standards for the Internal Quality Assurance System of Higher Education –
Article 3 and Article 7 Standards for the Internal Quality System of Higher Education
Determination of the level achieved in the IQSS criterion – A1.4

Level of Progress 1	Students are involved in the quality assurance activities only in terms of legislative requirements through their representatives.	The PEU allows students to participate in activities to ensure the quality of higher education in the sense of participation in various institutes of the higher education institution (advisory bodies, senate). Selected students participate in all activities, to which they are invited. They represent the views of the group, which has entrusted them. The higher education institution respects their suggestions and opinions regarding their relevance.
Level of Progress 2	Students are encouraged to be widely involved in the activities of ensuring the higher education quality; their opinions are respected, and the management of the PEU/faculty responds appropriately to the suggestions from students.	The PEU demonstrably depends on the opinion of the student part of the academic community, invites students to cooperate even in areas that are not exclusively prescribed by legislation. Students take advantage of the opportunities and, in case of any upcoming important changes or emerging problems, organize themselves, so that their representatives present their opinions and submit topics for solving problems related to the quality of education.
Level of Progress 3	Students accept the PEU/faculty offers and they themselves proactively participate in quality assurance activities. Their involvement is organized; they have their	Both parts of the academic community are aware of the need for cooperation in quality assurance. The PEU/faculty creates favorable conditions for the involvement of students,

	representatives defined, but they also participate individually in spontaneous activities; their opinions are accepted and evaluated by management.	and students are significantly involved in all activities, to which they are invited, but also actively seek opportunities for involvement in the selected areas. The PEU/faculty evaluates the degree of student involvement and, in the event of weak participation and a drop in student involvement, takes corrective measures.
Level of Progress 4	Students consider involvement in activities to ensure the higher education quality as part of their student life; they feel to be an equal part of the academic community in ensuring the education quality.	Students are actively and widely involved in all important activities, identify themselves with the PEU/faculty, and claim their right to express their opinion non-anonymously for the further improvement of education. The PEU/faculty fully supports their involvement with respect for mutual benefits. Student involvement is evaluated by the PEU/faculty and preventive measures are taken to support and maintain student motivation for involvement in the process of improving the education quality.
Level of Progress 5	There is complete agreement between the student and teaching parts of the academic community regarding the quality assurance activities. Involvement of students in the long term brings a demonstrable benefit for improving the education quality.	Bilateral cooperation between both parts of the academic community in the area of quality improvement brings long-term positive results. The initiative is on both sides; student engagement approaches are effective, fully accepted by all students and integrated into the Internal Quality System. Improvement due to the involvement of students is demonstrably manifested

		not only in the quality of education, but also in strengthening the quality culture of the PEU/faculty.

IQSS-S1.5: Ways of Introducing, Applying, Monitoring and Re-Evaluating the PEU Principles in the Area of Quality Assurance

IQSS-S1.5: The PEU has developed effective procedures for the implementation, application, monitoring and review of the higher education institution's policies in the area of quality assurance.

Reference to the Standards for the Internal Quality Assurance System of Higher Education – Articles 8 to 11 of the Standards for the Internal Quality System of Higher Education

Determination of the achieved level of the IQSS criterion – S1.5

Level of Progress 1	The PEU/faculty has not developed the principles/values of the culture of quality, or their understanding is characterized by a high degree of formality.	The principles/values of the PEU/faculty quality culture are either not officially declared, or their definition sounds very formal. Inertia prevails in approaches to quality culture from previous periods.
Level of Progress 2	The principles/values of the quality culture are defined, but it is not possible to demonstrate the results of their application by members of the academic community.	The principles/values of the quality culture at the PEU/faculty are defined and published by the PEU/faculty. The employees have been made familiar with the principles/values of the PEU/faculty quality culture, but they do not consider their fulfillment a necessity.
Level of Progress 3	The principles/values of the quality culture are binding; they are declared in all strategic documents of the PEU/faculty. Their application is evaluated and measures are taken to strengthen their perception.	The principles/values of the quality culture at the PEU/faculties are created on the basis of respect for traditions and analysis of the strategic needs and intentions of the PEU/faculty. They are binding on employees. They are elaborated on individual parts of the higher education institution and enable the development of the quality

		culture by setting tactics and specific activities for their fulfillment. The application of the principles is regularly evaluated and corrective measures are taken to improve the state of their perception.
Level of Progress 4	The established principles/values of the quality culture were created upon a broad consensus of all employees. A mechanism for continuous monitoring of their fulfillment has been developed for the area of fulfilling the principles/values of the quality culture.	The principles/values of the quality culture at the PEU/faculty are communicated and adopted upon a broad consensus. Targeted activities are carried out at the PEU/faculty for developing and strengthening the principles/values of the quality culture at the PEU/faculty; resources are also allocated for the activities. Several positive results in improving the quality culture are available; preventive measures are taken for their application by all members of the academic community.
Level of Progress 5	Employees at all levels of management are guided by the principles/values of the quality culture in their daily life; the observance of these values manifests itself in positive results in the overall atmosphere that is created at the PEU/faculty.	All members of the academic community have adopted the principles/values of the quality culture at the PEU/faculty and apply them in practice, which is proven by feedback and achieved results. The application of principles/values in the area of quality assurance is considered a critical success factor of the PEU/faculty. The PEU/faculty's approach in this area is perceived as a reference point for other higher education institutions or universities.

B – Standards for the Study Program

Standards for the Study Program (hereinafter referred to as "SSP") SSP-S1: Creation, Approval, Monitoring and Regular Evaluation of Study Programs
SSP-S1.1: The PEU has developed an effective system for the creation, approval, monitoring and regular evaluation of study programs.
Reference to the Standards for the Internal Quality Assurance System of Higher Education and the Standards for the Study Program – Article 3 Standards for the Internal Quality Assurance System of Higher Education and
Article 2 Standards for the Study Program
Determination of the level achieved in the SSP Criterion – S1.1

Level of Progress 1	The creation, monitoring and evaluation of study programs, their structure and content is managed only intuitively, without any established exact procedures.	Study programs and the structure of the subjects are created at the discretion of the guarantors; no creation process is defined. Monitoring and evaluation of the study program is non-systemic, initiated by operational problems.
Level of Progress 2	The creation of study programs and their approval is carried out under the governing documents linked to the fulfillment of the requirements of the Ethics Committee.	The creation and approval of the study programs is a controlled process based on descriptions of study programs with certain adjustments to the conditions of the PEU/faculty. The defined procedure respects the principles of creation, approval and monitoring at the PEU/faculty level, as well as the scope and structure of requirements determined by law and other legal standards.
Level of Progress 3	During the development of the study programs and their fulfillment, practical needs and capacity possibilities of the PEU/faculty are demonstrably taken into account.	When creating, approving and possibly modifying study programs, the PEU/faculty takes into account the requirements of practice, the good experiences of other domestic and foreign educational institutions, and its own capacity and

		personnel options. Monitoring and evaluation of the study programs is focused on the partial current problems; the solution is, therefore, of the nature of corrective measures.
Level of Progress 4	Th PEU/faculty adapts and expands its capacities pursuant to the established study programs, structure, and content.	The PEU/faculty has developed a system for coordinating the creation and monitoring the success of the study programs. Opportunities are actively being sought to expand capacity options, and improve the staffing of the PEU/faculty. Procedures are defined for developing the study program subjects and their linking. Time frames and substantive content of monitoring and evaluation of the study programs are set. Preventive measures are taken to address potential risks arising from the process of creating and approving the study programs.
Level of Progress 5	The PEU/faculty has a systematically mastered process of creation, monitoring and evaluation of the study programs; it checks the efficiency and effectiveness of the process, and continuously improves the process.	As level 4, in addition, the structure, forms, implementation and justification (attractiveness) of the study programs are also evaluated upon a feedback from practice, while demonstrably positive evaluation results are available.

SSP-S1.2: The PEU has developed formal procedures and a timetable for periodic evaluation (internal and external) of individual modules and study programs in terms of the goals and expected educational outcomes.

Reference to the Standards for the Internal Quality Assurance System of Higher Education and the Standards for the Study Program – Article 3 and 10 Standards for the Internal Quality System of Higher Education Article 9 and 11 Standards for the Study Program
Determination of the Level Achieved in the SSP Criterion – S1.2

Level of Progress 1	The study program is evaluated only for the purposes of accreditation. The time and content parameters of the evaluation of the study programs are not coordinated within the PEU or its faculties.	The evaluation of the study program is system-oriented only in relation to accreditation. In the case of sporadic evaluation, it is not complex in nature and consists of evaluation of individual subjects. The approach to evaluation is not uniform and the routine of the implementers prevails. Differentiated and partial evaluation does not allow for a comprehensive evaluation of the educational goals and evaluation of the degree of fulfillment of the graduate's profile.
Level of Progress 2	The evaluation of the study programs is broadly defined in the governing documents of the faculties, and the responsibilities and objectives of the evaluation are determined.	The basis for the periodic evaluation of individual subjects and profile study programs is created at the executive level of faculties (institutes). Management of the evaluation process with the specified responsibilities and powers enables for partial coordination, especially of interdisciplinary links of the study programs and common core subjects, as well as the visibility and application of positive experiences. The conclusions of evaluations from the external environment of the PEU/faculty are sporadic and random.
Level of Progress 3	Procedures and a timetable are developed and applied. Evaluation procedures are oriented towards achieving	The process of internal evaluation of the study programs is planned and unified in terms of content

	goals and expected educational outcomes. The documents are mainly obtained through the internal monitoring; they are focused on partial goals and the profile of graduates.	within the PEU/faculty. The basis for the targeted acquisition of knowledge from the external environment of the higher education institution is created. The findings from the evaluations are confronted with the requirements of the graduate profile, but the potential of the feedback is not fully developed and effectively used.
Level of Progress 4	Defining the evaluation procedures and schedule also takes into account the requirements of external stakeholders (especially employers). The evaluation of the study programs is based on a complex intersection of knowledge from the internal and external environment of the PEU/faculty.	As level (3), moreover, evaluation procedures and methods are continuously improved. Partial measures based on the results of evaluation processes are reflected in the innovation of the study programs and subjects. In the modernization of the study programs, valid incentives resulting from the evaluation by the external environment (primarily employers, who have a significant representation in the evaluation) are demonstrably taken into account.
Level of Progress 5	The results of the periodic evaluation of the implementation of the accredited study programs are favorable in the long term and point to the correct setting of the system. Feedback from stakeholders is positive and is used to support and modernize the programs.	The PEU/faculty has created a functional system for evaluating the study programs with determination of content, criteria, periodicity, and sources of information acquisition. The applied approach to the evaluation of the study programs enables their ongoing modernization and creates the prerequisites for longer-term intentions in the

		matters of accreditation of the new study programs in advance. Results of comparison with the other higher education institutions or universities come out favorably.

SSP1.3: The PEU enables the participation of students, representatives of employers and other relevant organizations in the creation, approval, monitoring and evaluation of the study program.

Reference to the Standards for the Internal Quality Assurance System of Higher Education and the Standards for the Study Program -l. 2 and Article 3 Standards for the Internal Quality Assurance System of Higher Education and l. 2 and Article 3 Standards for the Study Program

Determination of the level achieved in the SSP criterion – S1.3

Level of Progress 1	Students are involved in activities related to the study programs within the framework of legislative requirements through their representatives; representatives of employers only exceptionally.	The PEU/faculty allows students to actively participate in the process of creating, approving, monitoring and evaluating study programs through the participation of the elected (designated) representatives in various bodies of the PEU/faculty. The activities of employers and other representatives from practice are not institutionally defined; they are only isolated initiatives of faculties.
Level of Progress 2	Calls for participation in the creation of the study programs find a positive response in a wider circle of students and representatives from practice.	In the interest and at the initiative of the PEU/faculty, the PEU/faculty creates space for further involvement of students and practice representatives in activities related to the creation and implementation of study programs. Students respond positively to these calls and are especially involved in solving shortcomings in the study programs. Representatives of employers and other

		organizations from practice respond to direct calls from the individual PEU organizational units/faculties (institutes, guarantors) to participate in the creation of the study programs.
Level of Progress 3	The PEU/faculty uses and improves systematic tools for involving students and employer representatives in the process of creating and implementing the study programs.	The system enabling the serious reception and processing of comments and the reaction to the student and practice initiatives make the PEU/faculty aware of the meaningfulness of activities related to the study programs. The quality indicator is the responsible involvement of students in the activities offered, in which they can comment on the issue of study programs. All forms of practice involvement (membership of practice representatives in the state committees, consultations and oppositions to the PEU/faculty students' final theses, etc.) are evaluated, and measures are taken for their continuous improvement.
Level of Progress 4	Students, employers and relevant organizations proactively submit their suggestions of, and proposals for, the content structure of the study programs and their implementation.	Thanks to the PEU/faculty approach, students and representatives from practice perceive an equal partnership with the creators and implementers of the study programs as an opportunity to really influence the study program and its outcome, which they express by presenting relevant topics. Students openly and objectively comment on unpopular

		measures related to the study programs. The created system and procedures are also used by representatives of employers and other organizations in submitting unsolicited proposals and comments on the study programs and their implementation.
Level of Progress 5	The creation and implementation of the study programs result from the systematic cooperation of processors, students and relevant representatives from practice.	Level (4) is created as a long-term functional partnership system of both units of the PEU academic community/faculty, employers and other relevant organizations. During the preparation of new study programs for accreditation, the PEU/faculty creates a time space so that the mentioned partners can enter the process in a timely and efficient manner. The process set up in this way also contributes to more effective monitoring of the application of the PEU graduates/faculty in practice, with a reverse effect on the improvement of the quality of study programs, as proven by the long-term favorable results in the aforementioned area.

SSP – S2: Criteria and Rules for Student Evaluation

SSP- S2.1: The PEU has developed transparent and publicly available criteria and rules for evaluating students, which support the achievement of educational goals and expected educational outcomes.

Reference to the Standards for the Study Program – Article 4 and Article 5 Standards for the Study Program

Determination of the level achieved in the SSP indicator – S2.1

Level of Progress 1	The criteria and rules for evaluating students are only intuitively based on the goals of education and the expected results of education.	The student evaluation system is based on the intuition and experience of educators; only basic rules are set based on legislation; the PEU/faculty does not have a systematic approach to determining criteria and rules based on the educational goals and the profile of the graduate.
Level of Progress 2	The PEU/faculty has developed a basic framework for the criteria and rules of student evaluation based on the educational goals and expected educational outcomes.	The PEU/faculty has developed a basic framework establishing criteria and rules for student evaluation, which is based on the formulation of study results. It is determined, what the student should know, understand and be able to do after successfully completing the education process. Approaches to evaluating compliance with criteria and rules are not developed.
Level of Progress 3	The criteria and rules for evaluating students at the PEU/faculty are demonstrably elaborated in connection with the educational goals and expected educational outcomes.	The PEU/faculty identifies all relevant requirements regarding educational outcomes. Clear responsibilities and procedures related to achieving the highest possible validity and reliability of student evaluation are formulated through the determination of criteria and rules of student evaluation for individual forms of educational activities, in connection with the educational goals and the profile of the graduate. The evaluation criteria and rules are clear and published, and

		their compliance is monitored.
Level of Progress 4	The PEU/faculty regularly checks the compliance and effectiveness of the student evaluation criteria and rules and takes measures to better link them to educational goals and expected educational outcomes.	The effectiveness of the established criteria and rules for the student evaluation is being reviewed. Opportunities to improve criteria and the rule-setting approaches are actively sought with a participation of stakeholders. Through the feedback from the analysis of the effectiveness of student evaluation, the educational objectives and expected educational results are set to better suit the current level of knowledge and the requirements of practice. The student evaluation system is improved based on the evaluation of the effectiveness of approaches and the achieved educational results.
Level of Progress 5	The criteria and rules of student evaluation have a positive effect on improving the quality of education, which is proven by a feedback from students and other stakeholders.	The PEU/faculty can demonstrate that the student evaluation system contributes significantly and positively to the long-term fulfillment of educational goals and the achievement of the expected educational results to the satisfaction of all stakeholders. The student evaluation system is constantly reviewed; it becomes a model for other higher education institutions/faculties.

SSP – S2.2: The PEU establishes and implements an effective, clear and consistent policy for the selection, processes, powers and responsibilities of members of the examination and evaluation committees.
Reference to the Standards for the Study Program – Article 6 and Article 7 Standards for the Study Program

Determination of the Achieved Level of the SSP Indicator – S2.2

Level of Progress 1	The procedure for the selection, processes, powers and responsibilities of the members of the examination and evaluation committees is not established.	The selection of members of the examination and evaluation committees is carried out in line with the requirements of the Act on Higher Education Institutions; the exact procedure at the PEU/faculty is not elaborated in detail.
Level of Progress 2	The selection, processes, powers and responsibilities of the members of the examination and evaluation committees are elaborated and implemented at the PEU/faculty.	The PEU/faculty has developed a clear procedure based on legislative requirements regarding the process of selecting members of the examination and evaluation committees; the powers and responsibilities of the members of the committees are specifically determined.
Level of Progress 3	When setting the policy for the selection, processes, powers and responsibilities of the members of the examination and evaluation committees, the practical needs and capacity possibilities of the PEU/faculty are demonstrably taken into account.	When setting the policy for the selection of members of individual types of committees, the PEU/faculty applies and evaluates an explicit mechanism that takes into account the Strategic Plans of the PEU/faculty, the requirements of practice, and creates conditions for improving the structure of the examination committees. Corrective measures regarding the selection mechanism and the activities of the examination and evaluation committees are adopted in the event of any identified deficiencies.
Level of Progress 4	The PEU/faculty continuously improves the effective, clear and consistent policy for the	The PEU/faculty has identified requirements of stakeholders, regarding the structure and activities of

	selection, processes, powers and responsibilities of members of the examination and evaluation committees based on a feedback from stakeholders.	evaluation committees and established selection rules that respect these requirements. Fulfillment of requirements is evaluated. Preventive measures are being taken to improve the quality of the member selection mechanism and the activities of the examination and evaluation committees.
Level of Progress 5	The PEU/faculty achieves the long-term positive results with a demonstrable positive impact on the achievement of educational goals and the employment of graduates through a clear and consistent policy for the selection, processes, powers and responsibilities of members of the examination and evaluation committees.	The PEU/faculty has fully integrated the process of selecting members of the evaluation committees into the system for improving the quality of education. The policy for selecting members of the examination and evaluation committees, determining their responsibilities and powers, and setting the activities of committees at the PEU/faculty, has a demonstrably positive effect on the student motivation and long-term successful achievement of educational objectives and expected educational results.

SSP – S2.3: The PEU publishes and observes the rules and conditions for advancement to the higher degrees of study and for the award of an academic degree.
Reference to the Standards for the Study Program – Article 5 Standards for the Study Program

Determination of the achieved level of the SSP indicator – S2.3

Level of Progress 1	The rules and conditions for the advancement of students to the higher degrees of study and the awarding of an academic degree are established on	The framework rules and conditions for the advancement to the higher degrees of study and the awarding of academic degrees respect legislative requirements. Neither the

	the basis of legislative requirements.	specifics of the PEU/faculty and its units are not addressed, nor is the comprehensibility of the rules for students checked. Only a simple mechanism is used to monitor compliance with the specified rules.
Level of Progress 2	The conditions for advancement to a higher level of study are created pursuant to the study programs approved and published by the Slovak Accreditation Agency for Higher Education (SAAHE) taking into account the specifics of the PEU/faculty and its units. Rules are published and enforced.	The PEU/faculty has developed a basic framework establishing the criteria and rules for the conditions for advancement to the higher degree. This is based on the formulation of conditions approved by SAAHE, while also taking into account the specifics of the PEU/faculty and its units. Mechanisms are developed and used to monitor compliance with the rules and conditions for advancing to higher degrees and awarding titles.
Level of Progress 3	When developing the rules and conditions for advancement to a higher degree of study, practice needs, development plans and capacity possibilities of the PEU/faculty are also taken into account.	The PEU/faculty precisely identifies and publishes the rules and conditions for advancement to a higher degree of study and the award of titles. Clear responsibilities and procedures are defined regarding the achievement of maximum compliance with the conditions for advancement to the higher degrees through the evaluation criteria and rules. The PEU/faculty has developed an effective mechanism for monitoring their strict compliance and indicating possible errors and deficiencies. Criteria, rules and conditions are published and their

		comprehensibility for students is evaluated.
Level of Progress 4	The rules and conditions established by the PEU/faculty for advancement to a higher degree of study and the award of titles are unambiguous and comprehensible for students and other stakeholders, demonstrably respecting the requirements of all stakeholders.	The effectiveness of the established criteria and rules for the student evaluation is being reviewed. Opportunities to improve criteria and the rule-setting approaches are actively sought with a participation of stakeholders. Feedback from the analysis of the use of rules and conditions forms the basis of the improvement process to better meet the existing level of knowledge and the requirements of practice. The PEU/faculty has developed an effective mechanism for monitoring the exact observance of the rules, to prevent errors and allow students to be alerted early on any impending non-compliance.
Level of Progress 5	The PEU/faculty fully integrates the rules and conditions for advancement to higher degrees of study and for the award of an academic degree into the Quality Assurance System. The set and observed rules demonstrably contribute to the permanent success of the PEU/faculty.	The PEU/faculty can demonstrate that, through the established system of rules and conditions, it fulfills the set goals in the long term, and the expected results are an expression of the efforts and satisfaction of all stakeholders. The conditions and rules are flexibly adapted as necessary to the current requirements of stakeholders and knowledge, while respecting the long-term objective of the PEU/faculty.

SSP – S2.4: The PEU regularly evaluates the degree of success of the higher education institution studies provided, the results of students, the involvement of students in the research, development, artistic and other Creative Activities, mobility programs and other activities of the higher education institution.

Reference to the Standards for the Study Program – Article 8 to Article 11 Standards for the Study Program

Determination of the level achieved in the SSP indicator – S2.4

Level of Progress 1	The PEU/faculty evaluates the degree of success of the higher education institution studies provided, student results, student involvement in the research, development, artistic and other Creative Activities, mobility programs and other activities for the reporting purposes only.	The evaluation procedure has not been developed. For the needs of reporting to a higher level of management, the legislative framework for determining the established indicators is respected. The exact procedure for evaluating the success of studies for the needs of the PEU/faculty itself is not elaborated in detail.
Level of Progress 2	There are procedures at the PEU/faculty for regular evaluation of the degree of study success rate and student involvement. The evaluation results are intended for the PEU/faculty management as the statistical data and are sporadically used for decision-making purposes.	The PEU/faculty has developed a framework procedure for evaluating the degree of the study success rate based on legislative requirements. The relevant faculty of the school adjusts the conditions to their realities and needs. Students are getting involved pursuant to legislative requirements, or upon their own initiatives.
Level of Progress 3	The PEU/faculty regularly evaluates the success rate of the higher education institution studies provided, student results, and student involvement. The results are compared with the goals; measures are taken in case of negative deviation.	The PEU/faculty purposefully collects and evaluates data on the study success rate and student involvement as part of a feedback for the management of study programs and for improving the quality culture at the higher education institution. Target values are set for the mentioned areas; results are compared and, in case of negative deviation, the main causes are identified and corrective measures taken.

Level of Progress 4	The evaluation of the study success rate and the student involvement is part of a block of analytical information that forms the basis for making strategic decisions at the level of the PEU/faculty and its units.	The PEU/faculty and its units consider the information from the evaluation of the study success rate to be irreplaceable for decision-making. Decisions on capacity reduction or expansion are adopted upon these information obtained directly from stakeholders. The correctness of the information is cross-checked. Preventive measures are taken to improve the quality of the mechanism and activities related to this area.
Level of Progress 5	The PEU/faculty fully integrates the process of evaluating study success rate, student results and student involvement in the Quality Assurance System. The results of the evaluation are demonstrably positive in the long term.	The PEU/faculty has fully integrated the process of evaluating the degree of the study success rate and student results into the system for improving the quality of educational results. The involvement of students in the PEU/faculty activities has positive trends and brings demonstrable benefits for improving the quality of education at the higher education institution. The PEU/faculty procedures in this area stand as a model to other higher education institutions/faculties.

SSP – S3: Ensuring the Quality of Higher Education Institution Teachers

SSP – S3.1: The PEU has developed clear rules and requirements for ensuring the quality of the higher education institution teachers, the qualification process of teachers, and for evaluating the level of competence of all new teachers.

Reference to the Standards for the Internal Quality Assurance System of Higher Education, Standards for the Study Program, and Standards for the Habilitation Procedure and the Procedure for the Appointment of Professors – Article 6 Standards for the Internal Quality Assurance System of Higher Education, Article 4 Standards for the Study Program and Article 6 and Article 7 Standards for the Habilitation Procedure and Procedure for the Appointment of Professors and Docents

Determination of the level achieved in the SSP Criterion – S3.1

Level of Progress 1	The PEU/faculty neither prepares and applies a systematic evaluation of the quality of the higher education institution teachers, nor organizes their development.	The PEU/faculty does not have the rules or requirements developed for ensuring and developing the quality of the higher education institution teachers, as well as a defined procedure for evaluating the level of competence of the new teachers; the development of the quality of teachers is carried out by senior staff only sporadically, without a precisely defined plan, and intuitively.
Level of Progress 2	The PEU/faculty develops and publishes formal rules for the evaluation, provision and development of the higher education institution teachers, but the mechanism for evaluating the quality of teachers is perceived and implemented differently in the faculties and units of the higher education institution.	The PEU/faculty has developed only formal rules for ensuring the quality of the higher education institution teachers; specific requirements are defined only in some faculties and units of the higher education institution; the rules for evaluating the level of competence of the new teachers are only formal, applied on the basis of voluntariness and intuitiveness.
Level of Progress 3	The PEU/faculty has elaborated rules, as well as precise requirements for ensuring the quality of teachers, for their qualification process, and also for evaluating the level of competence of the new teachers, while these are observed only in some faculties and units of the higher education institution.	The PEU/faculty has developed a mechanism, rules and requirements for ensuring the quality of the established and new teachers; the system is followed in some faculties and units of the higher education institution and, based on their possible requirements or the requirements of senior staff, it allows teachers developing their competence.
Level of Progress 4	The PEU/faculty has developed clear rules and requirements for ensuring	The PEU/faculty has a developed and well-established mechanism for

	the quality of the higher education institution teachers, their qualification process, and for evaluating the competence of the new teachers, while these are observed in every faculty and units of the higher education institution.	ensuring the quality of teachers, including correctly defined evaluation criteria, rules and requirements for the quality of teachers. The process of ensuring the quality of teachers is perceived by them as a process actively contributing to their qualification growth. The process is applied responsibly at all faculties and units of the higher education institution. The process is reviewed and improved based on the evaluation findings.
Level of Progress 5	The system of the rules and requirements for ensuring and developing the quality of the higher education institution teachers (including new teachers) is demonstrably well set and constantly being improved based by applying inspirations from teachers, senior staff, and students.	The PEU/faculty has a successfully established, harmonized and continuously improved Quality Assurance System for all (both, established and new) teachers, using active cooperation in the development of quality from the point of view of stakeholders, creating qualitative synergies, completed by the qualification growth and progress of each teacher. This system has a demonstrable positive contribution to the success of the PEU/faculty and also stands as a mode to other higher education institutions/faculties.

SSP – S3.2: The PEU has developed a mechanism for the use of the teacher evaluation results by students and other teaching staff.
Reference to the Standards for the Internal Quality Assurance System of Higher Education and the Standards for the Study Program – Article 10 and Article 11 Standards for the Internal Quality Assurance System of Higher Education and Article 9 and Article 11 Standards for the Study Program
Determination of the level achieved in the SSP Criterion – S3.2

Level of Progress 1	The PEU/faculty has not developed a comprehensive mechanism for the systematic use of the teacher evaluation results.	The PEU/faculty has not developed any objective rules or criteria for evaluating the performance of the higher education institution teachers and does not use the evaluation opinions of students or other teaching staff.
Level of Progress 2	The PEU/faculty has developed a formal mechanism for the use of the teacher evaluation results by students and other teaching staff.	The PEU/faculty has developed a formal mechanism for the use of teacher evaluation results by students and other teachers; however, the transfer of evaluation opinions is not systematic; it is carried out on a voluntary and random basis. The mechanism shows a considerable potential for improvement.
Level of Progress 3	The PEU/faculty has developed a mechanism for using the results of the teacher evaluations by students and other teaching staff, including defined evaluation criteria.	The PEU/faculty has developed a comprehensive mechanism of using the results of the teacher evaluation by students and other teaching staff, which is applied at the faculties and units of the higher education institution. Possible deviations from the established attributes of the teacher's quality are an incentive for more targeted development and motivation of the teacher. The mechanism is being adjusted based on the verification of its functionality.
Level of Progress 4	The PEU/faculty has established a functional mechanism for the use of the evaluation results by students and other teachers, including the application of	The PEU/faculty has a developed and well-established mechanism for evaluating the success of teachers' performance and competence on the part of

	the quantitative and qualitative criteria and measures.	students and other educators, including correctly defined criteria and measures. The mechanism is used as a tool that actively contributes to the strengthening of teachers' motivation; it is responsibly applied and possibly developed in all faculties, and it can define a set of teachers with excellent, very good, average, sufficient or insufficient quality of their work.
Level of Progress 5	The mechanism for using the results of the teacher evaluations is correctly defined, implemented and also constantly improved based on the use of proposals for corrective measures by students, other teachers, and senior staff.	The PEU/faculty has been successfully implementing, harmonizing and continuously improving the system for evaluating the competence and strengthening the motivation of all teachers, using a self-regulating 360° feedback consisting in the evaluation, and positive influencing, of motivation by other teachers (colleagues), subordinates, superiors and students, including self-evaluation, creating qualitative synergies completed by transforming the teacher's motivation to a qualitatively higher level.

SSP – S3.3: The PEU provides its teaching staff with opportunities for further development and improvement of their teaching skills.
Standards for Habilitation Proceedings and Proceedings for the Appointment of Processors
Determination of the level achieved in the SSP Criterion – S3.3

Level of Progress 1	The PEU/faculty does not have a comprehensive mechanism for developing the teachers' pedagogical skills.	The PEU/faculty hasn't developed objective rules or procedures for developing the teachers' pedagogical skills, and does not provide teachers with any systemic

		opportunities to improve their pedagogical skills.
Level of Progress 2	The PEU/faculty has developed a formal mechanism for providing opportunities for further development and improvement of teachers' skills.	The PEU/faculty has developed a formal system of providing opportunities for the further development and improvement of teachers' pedagogical skills, but the system is not fully functional; it does not have established objectified parameters, and the improvement of teachers' skills is carried out only in case of sufficient financial resources.
Level of Progress 3	The PEU/faculty has developed a mechanism for creating and providing opportunities for further pedagogical development of teachers, which is applied in a selective manner.	The PEU/faculty has developed a comprehensive mechanism for creating and providing opportunities for further development and improvement of teachers' pedagogical skills. Methods of financial coverage of educational activities are actively sought in the case of teachers with significant scientific and pedagogical potential. The system is evaluated through specific indicators; in case of significant deficiencies, corrective measures are taken to eliminate their causes.
Level of Progress 4	The PEU/faculty has an established functional mechanism for creating and providing opportunities for further development and improvement of teachers' pedagogical skills, which is responsibly observed at each faculty.	The PEU/faculty has a developed and well-established mechanism for creating and providing opportunities for pedagogical development and improvement of teachers, including correctly defined budget options for their financial coverage. The process of developing capabilities demonstrably

		contributes to strengthening the quality and motivation of teachers. Through the evaluation, opportunities are sought to improve the system of developing and improving pedagogical skills.
Level of Progress 5	The mechanism of creating and providing opportunities for expanding and improving the pedagogical skills of teachers is properly defined, implemented and continuously improved, based on the utilization of suggestions from stakeholders.	The PEU/faculty has a successfully established, harmonized and continuously improved system of creating and providing opportunities for developing and improving teachers' pedagogical, motivational and communication skills, using progressive techniques for developing the comprehensive potential of teachers, perceived as a valuable motivational tool and a basis for active cultivation and a positive role model for students and partners of the higher education institution, as well as other domestic and foreign higher education institutions.

SSP-S4: Providing Material, Technical and Informational Resources to Support the Education of Students, Corresponding to the Needs of the Study Programs

SSP – S4.1 The PEU regularly evaluates the provision of material, technical, and informational resources to support the education of students in their fields of study.

Reference to the Standards for the Internal Quality Assurance System of Higher Education and the Standards for the Study Program Article 7 Standards for the Internal Quality Assurance System of Higher education and

Article 8 Standards for the Study Program

Determination of the level achieved in the SSP indicator – S4.1

Level of Progress 1	The provision of the material, technical, and information resources to support education is not coordinated; it depends only on the initiatives of	The quality policy in the area of securing the material, technical, and informational resources to support education has not been not defined at all, or only very

	individuals or departments; no global approach of the PEU/faculty has been defined.	generally, without establishing priorities, procedures and tools to fulfill the needs in the subject area. The activities of the faculties in this area are not coordinated and linked to the policy defined by the PEU/faculty management.
Level of Progress 2	In the area of securing the material, technical, and informational resources to support education, the basic rules are laid down at the level of the PEU, which mainly concern the financial requirements of securing resources. Their compliance is being monitored and evaluated.	The PEU/faculty management defined a framework policy regarding the financial aspects of securing the material, technical, and informational resources to support education. The policy contains priorities, principles and rules of the financial aspect of securing resources. Employees respect the policy; the areas related to the sourcing process are handled on the basis of general regulations.
Level of Progress 3	The PEU/faculty has a unified policy in the area of securing the material, technical, and informational resources of educational support by establishing responsibilities and defining processes. Indicators are set; these are measured and corrective measures are taken in this area.	The policy of the PEU/faculty in the area of securing the material, technical, and informational resources to support education is systematically developed based on the general principles that monitor the fulfillment of customer requirements. Resources are allocated based on defined requirements and determined priorities. Performance indicators related to the area in question are established, measured and evaluated; corrective measures are taken in case of any identified deficiencies.
Level of Progress 4	The provision of resources to support education is being	The PEU/faculty management regularly

	systematically managed and evaluated at the higher education institution, with the aim of meeting the requirements of stakeholders. Good results are demonstrably achieved in securing resources for education.	examines and evaluates the specific requirements of all stakeholders in the area of securing the material, technical, and informational resources to support education. These requirements are fulfilled by allocation and assignment of resources. Feedback from stakeholders is monitored and evaluated, and approaches are improved. Preventive measures are taken to manage risks associated with securing and making resources available.
Level of Progress 5	The PEU/faculty is able to demonstrate the excellent long-term fulfillment of the needs of stakeholders in the area of securing the material, technical, and informational resources to support education.	The quality policy in the area of securing resources to support education at the higher education institution is created by the PEU/faculty management with a balanced respect for the requirements of stakeholders. The approach is being applied, evaluated, and improved based on a feedback. The PEU/faculty approach has long been understood as a point of reference for the other higher education institutions, or universities. The PEU/faculty is considered exceptional in the area of providing the material, technical, and informational resources to support education.

SSP-S4.2: The PEU supports cooperation with the extracurricular external entities in securing the physical and human resources to support education of students, corresponding to the needs of the study programs.

Reference to the Standards for the Internal Quality Assurance System of Higher Education and the Standards for the Study Program – Article 10 Standards for the Internal Quality Assurance System of Higher Education

Article 9 and 11 Standards for the Study Program

Determination of the level achieved in the SSP indicator – S4.2

Level of Progress 1	The PEU/faculty does not have an approach developed for involving external entities in securing physical and human resources to support education.	Support for the involvement of the external entities in securing the material, technical, and informational resources to support education is solved spontaneously and passively. The involvement of external entities is handled at the PEU/faculty within the framework of the generally defined rules. The activities of faculties/departments/institutes in this area are not coordinated and linked to a policy defined by the PEU/faculty management.
Level of Progress 2	The PEU/faculty actively supports cooperation with the external entities in securing the physical and human resources to support education through established rules and procedures.	The PEU/faculty management defined a framework policy for cooperation with the external resources in the area of securing the physical and human resources to support education. Responsibilities and procedures for actively seeking opportunities with external entities for support in securing resources are determined and priorities in this area are defined. If detecting any deficits in resources, intensive work is being done to strengthen cooperation.
Level of Progress 3	The PEU/faculty purposefully supports the involvement of extracurricular external entities by defining processes and creating partnerships. Involvement is evaluated, analyzed and, in case of deficiencies, the causes are analyzed and corrective measures are taken.	The cooperation of the PEU/faculty with the external entities in the area of securing resources to support education is of a systemic and controlled nature. The PEU/faculty actively creates partnerships with the external entities to support sourcing based on the defined priorities, needs, and opportunities. The procedures and results used are evaluated

		and, in case of deficiencies, corrective measures are taken.
Level of Progress 4	Securing resources for education support by external entities is part of a Comprehensive Cooperation Policy that includes the fulfillment of the requirements of all interested entities. Preventive measures are taken to prevent risks associated with the involvement of external entities.	The PEU/faculty is demonstrably successful in involving external entities to securing the physical and human resources to support education. At the PEU/faculty, strategic partnerships are being built, including cooperation in securing resources to support education. The needs of all stakeholders are clarified; the requirements are fulfilled, and the degree of satisfaction with their fulfillment is evaluated. Preventive measures are taken to prevent risks in this area.
Level of Progress 5	The PEU/faculty creates an effective network of partnerships with the external entities, which also includes the provision of the physical and human resources to support education. The results in this area are very favorable in the long term and all parties involved and interested entities are satisfied with the partnership.	The PEU/faculty is constantly and sustainably expanding its network of partnerships with external entities to support sourcing. Cooperation is mutually beneficial and there are demonstrable benefits for all stakeholders. The evaluation results show that the approaches of the PEU/faculty in this area can serve as a positive example for other higher education institutions.

SSP – S5: Collection, Analysis and Use of Information Necessary for Effective Management of the Implementation of Study Programs

SSP – S5.1: The PEU has created effective systems for the collection, analysis and use of the information necessary for the effective management of the implementation of study programs. Reference to the Standards for the Internal Quality Assurance System of Higher Education and the Standards for the Study Program – Article 8 Standards for the Internal Quality Assurance System of Higher Education

Article 9 Standards for the Study Program

Determination of the level achieved in the SSP Criterion – S5.1

Level of Progress 1	The information collection system is created intuitively; its structure and sources of information are not	The PEU/faculty obtains information for the management of study programs through an

	determined, and the quality of the information obtained is not evaluated.	isolated initiative; the information is processed as a framework and made available on request. Powers regarding the availability of the information and responsibility for its correctness and availability are not defined.
Level of Progress 2	Responsibilities and resources are defined for the process of gathering information to manage the implementation of study programs. Information is available to the PEU/faculty management.	The PEU/faculty defined the sources, structure and scope of information necessary for the management of study programs based on the deficiencies occurred. Responsibilities for its acquisition and analytical processing based on ad-hoc requirements are determined. The users of the information are mostly the guarantors of the study programs and the PEU/faculty management.
Level of Progress 3	Requirements for the information, necessary for the management of study programs are determined. The information is purposefully collected, processed and distributed to the designated users.	The process of obtaining, processing and making information available is managed. Information users are known; analytical outputs are prepared pursuant to pre-defined requirements of a systemic nature. Evidence is available on the evaluation of the quality of information and analytical outputs. In the case of any detected deficiencies, the mechanism of corrective measures is used.
Level of Progress 4	The system of collecting, processing and making the information available for the management of study programs is functional; its effectiveness is regularly	The requirements of all stakeholders for the disclosure of information necessary for the management of study programs are understood. The efficiency of the

	evaluated through a user feedback.	system's functionality is evaluated through measurements and by obtaining feedback from users. Preventive measures are taken to constantly improve the process of obtaining and making information available for managing the implementation of study programs.
Level of Progress 5	There is complete compliance between the users' requirements for obtaining, processing and making available the information needed for the effective management of study programs.	Through feedback, it is proven that all stakeholders are in the long-term satisfied with making available the information necessary for the management of study programs. The system of publishing information at the higher education institution is demonstrably functioning as efficiently and economically as possible.

SSP-S5.2: The PEU has created the information system for collecting data on the quality, success and profile of students, student performances and results, and employment of graduates on the labor market.
Reference to the Standards for the Internal Quality Assurance System of Higher Education and the Standards for the Study Program -
Article 8 Standards for the Internal Quality Assurance System of Higher Education
Article 9 Standards for the Study Program
Determination of the level achieved in the SSP Criterion – S5.2

Level of Progress 1	The system for collecting information about the success of students and the applicability of graduates is based only on the legislative requirements; it draws exclusively from the publicly available sources.	The PEU/faculty obtains information for the management of study programs and for the reporting purposes; the information is roughly processed and possibly made available to stakeholders upon request. Powers regarding the availability of the information and responsibility for its

		correctness and availability are not defined.
Level of Progress 2	Responsibilities and resources are defined in the process of collecting information about the quality and success of students and graduates. Information is available to the PEU/faculty management.	The PEU/faculty has defined the resources, structure and required scope of information about students and graduates based on their own needs. Responsibilities for its acquisition and analytical processing based on ad-hoc requirements are determined. The users of the information are mostly the guarantors of the study programs and the PEU/faculty management.
Level of Progress 3	The requirements for the analytical information about students and graduates necessary for the management of study programs are determined. The information is purposefully collected, processed and distributed to the designated users.	The PEU/faculty has defined requirements for the information on the success rate of graduates. The process of obtaining, processing and making the information about students and graduates available is controlled. Possible gaps in the information are filled by own surveys of students, graduates and their employers. Information users are known; analytical outputs are prepared pursuant to pre-defined requirements of a systemic nature.
Level of Progress 4	The system of collecting, processing and making the information about students and graduates available is functional; its effectiveness is regularly evaluated through feedback from users.	The requirements of all stakeholders for obtaining and making the information about students and graduates available are understood and addressed. The effectiveness of the system's functionality is evaluated through measurements and by obtaining feedback from information users. Preventive measures are

		taken to constantly improve the process of obtaining and making the information about students and graduates available.
Level of Progress 5	The information system for collecting data about students and graduates is integrated into the study program management system and, through it, the PEU/faculty is able to bring a high value to its students and their employers and ensure its long-term success on the education market.	Feedback prove that all stakeholders are in the long-term satisfied with the information made available to them about students and graduates, which is necessary for the management of study programs. It is also proven that the system of obtaining and making available information at the PEU/faculty works as efficiently and economically as possible.

SSP-S6: Regular Publication of the Current, Objective, Quantitative and Qualitative Information about Study Programs and Their Graduates

SSP-S6.1: The PEU regularly publishes the up-to-date (quantitative and qualitative) information about the offered study programs and educational outcomes.

Reference to the Standards for the Internal Quality Assurance System of Higher Education and the Standards for the Study Program -

Article 9 Standards for the Internal Quality Assurance System of Higher Education

Article 10 Standards for the Study Program

Determination of the level achieved in the SSP Criterion – S6.1

Level of Progress 1	the information about the study programs offered and about the educational outcomes is published; however, there are serious shortcomings regarding its completeness and topicality.	The PEU/faculty publishes the information in various forms, but its correctness is only sporadically checked. Responsibilities and powers are not established for the publication of the quantitative and qualitative information about study programs and educational outcomes.
Level of Progress 2	The PEU/faculty has a defined process for publishing information about the offered study programs and the	On the basis of the shortcomings that have been pointed out by various stakeholders, the PEU/faculty approaches the

	educational outcomes. Appropriate responsibilities and allocated resources are set for the performance of this task.	improvement of the process of publishing information by establishing responsibilities and powers and allocating resources to manage the process of publishing information about study programs and educational outcomes.
Level of Progress 3	The information about the offered study programs and the educational outcomes is published in a controlled manner. It responds to the identified needs of designated stakeholders, primarily study applicants.	The process of publishing information is managed. The requirements of important stakeholders for the publication of information are identified and the results of checking the accuracy and timeliness of the published information about study programs and educational outcomes are available. If any deficiencies are identified, a corrective measures mechanism is used, which is specifically prepared for these purposes.
Level of Progress 4	Stakeholders and their requirements for publishing the information about the offered study programs and educational outcomes are defined. Compliance with these requirements is checked and improvement measures are taken.	The requirements of all stakeholders for the publication of information are understood and fulfilled as far as possible. Measurements are carried out and preventive measures are taken to constantly improve the process of publishing the quantitative and qualitative information about study programs and educational outcomes.
Level of Progress 5	There is a complete compliance between the requirements of stakeholders for the publication of information, and the information published by the	Feedback prove that all stakeholders are in the long-term satisfied with the publication of the quantitative and qualitative information about study programs and educational

	PEU/faculty, both quantitatively (scope) and qualitatively (content, timeliness).	outcomes. The System of publishing information at the PEU/faculty works as efficiently and economically as possible.

SSP-S6.2: The PEU publishes the quantitative and qualitative information about graduates of study programs.
Reference to the Standards for the Internal Quality Assurance System of Higher Education and the Standards for the Study Program -
Article 9 Standards for the Internal Quality Assurance System of Higher Education
Article 10 Standards for the Study Program
Determination of the level achieved in the SSP Criterion – S6.2

Level of Progress 1	Information about graduates is not published by the PEU/faculty; if it occurs sporadically, there are deficiencies in its accuracy, objectivity, availability, and timeliness.	The PEU/faculty practically does not publish any information about graduates; some data concerning graduates appear only sporadically, but their correctness and timeliness is not checked.
Level of Progress 2	The PEU/faculty publishes the information about graduates in a non-uniform form; the system of obtaining and publishing the information is only partially based on the defined procedures and agreements.	The PEU/faculty publishes the information about graduates in a summary form; the data is structured in different ways and can only be simply viewed without browsing-in. Quantitative and qualitative information about graduates is obtained in different ways. Procedures for obtaining and publishing the information and its topicality are not evaluated.
Level of Progress 3	The publication of the information about graduates is of a systemic nature; both quantitative and qualitative data are presented. Data sources are clearly defined; data is up-to-date, maintained, and corrective measures are taken if deficiencies are detected.	The process of publishing the information about graduates is controlled. This process meets the requirements of some (important) stakeholders. There is evidence of checking the timeliness of the published information about graduates of study programs. If any deficiencies are identified, a

		corrective action mechanism is used.
Level of Progress 4	The system of publishing information meets the requirements of stakeholders; the accuracy and timeliness of data on graduates is monitored, and preventive measures are taken to improve the structure and availability of this information.	The PEU/faculty has defined all stakeholders and their requirements regarding the information about graduates of study programs. Requirements are met in view of all legislative restrictions; measurements are made and preventive measures are taken to continuously improve the process of publishing the quantitative and qualitative information about graduates of study programs.
Level of Progress 5	There is a complete compliance between the requirements of stakeholders for the publication of information, and the information published by the PEU/faculty, both quantitatively (scope) and qualitatively (content, timeliness).	The PEU/faculty has addressed and developed a relationship with graduates regarding the publication and updating of data on their activities for long. The structure of the information makes it possible to use the full potential of the mutually beneficial *alma mater*-graduate-stakeholders relationship. The level of meeting the requirements of all stakeholders for the publication of the information about graduates of study programs has been demonstrably high for a long time.

C – Standards for the Habilitation Procedure and the Procedure for the Appointment of Professors

Standards for the Habilitation Procedure and the Procedure for the Appointment of Professors (hereinafter referred to as "SHPPP") SHPPP – S1: Characteristics of the Relationship Between Higher Education and the Research, Development or Artistic and Other Creative Activities at the PEU

SHPPP1.1: The PEU has a defined relationship between education and the research, development or artistic and other creative activities in relation to its goals and inclusion in the

system of higher education institutions. The mentioned relationship is supported by the results of the educational, research, development or artistic and other creative activities of the faculty.

Reference to the Standards for the Internal Quality Assurance System of Higher Education, the Standards for the Study Program and the Standards for the Habilitation Procedure and the Procedure for the Appointment of Professors – Article 2 Standards for the Internal Quality Assurance System of Higher Education

Article 7 Standards for the Study Program and

Article 5 Standards for the Habilitation Procedure and the Procedure for the Appointment of Professors

Determination of the level achieved in the SHPOPK criterion – S1.1

Level of Progress 1	The education process and the research and development process represent separate areas at the PEU/faculty, the relationship of which is addressed only at the highest level. Influencing education and research is perceived implicitly at the PEU/faculty.	The relationship between education and research is not defined at all, or only very generally, without having the procedures and tools established to fulfill the quality policy in the subject area. The results achieved based on the approach are not provable; they are only very difficult to predict. The correctness of the approach is not checked in any way; no goals are set for the criterion area, and no measurements are performed.
Level of Progress 2	The relationship between education and research activity is defined at the PEU/faculty at the highest level; common areas of interest and forms of interconnection have been identified. The interconnection is secured by assigning responsibility at the highest level.	The management of the PEU/faculty defined a framework quality policy in the area of the relationship between education and research at the PEU/faculty. Although the quality indicators in this area were formulated, the tools for fulfilling them have not been developed, and their achievement has not been demonstrably evaluated. There have been no demonstrable improvements in terms of access in interconnections between the education and research activities.

Level of Progress 3	For the relationship between the education and research activities, the PEU/faculty has developed procedures with the defined parameters and determined target values. The fulfillment of the goals is being reviewed and corrective measures are taken in case of identified deficiencies.	The PEU/faculty quality policy in the area of the relationship between education and research is also developed at a lower level and is binding on employees. Its fulfillment is monitored and achieved through activities with the defined resources and evaluation attributes. Based on the results of the measurements, corrective measures are taken to improve the implementation of objectives in this area.
Level of Progress 4	The relationship between the education and research activities has been successfully developed from the highest level to the level of the smallest units of the PEU/faculty (institutes, departments). The results are monitored and evaluated; preventive measures are taken to ensure the achievement of positive results in this area.	Activities are systematically carried out at the PEU/faculty to fulfill the quality policy in the area of interconnections between education and research. All processes connected with thereto are regularly evaluated and improved with the use of preventive measures. The results of interconnections between research and education are predictable and can be demonstrably interpreted as positive.
Level of Progress 5	The PEU/faculty demonstrably achieves the long-term excellent results resulting from the controlled and effective interconnections between the educational and research and development activities. The interconnections take into account the requirements of the stakeholders; positive feedback have been detected.	The quality policy and quality objectives in the field of the relationship between education and research at the PEU/faculty are adopted and applied by all units and employees. The approach of the PEU/faculty is understood as exceptional. Stakeholders positively evaluate the benefits resulting from the effective interconnections between the educational and research and development activities.

SHPPP-S1.2: The PEU has developed procedures for transferring the results of its own original research into the pedagogical process.
Reference to the Standards for the Internal Quality Assurance System of Higher Education, the Standards for the Study Program and the Standards for the Habilitation Procedure and the Procedure for the Appointment of Professors – Article 2 Standards for the Internal Quality Assurance System of Higher Education
Article 7 Standards for the Study Program
Article 5 Standards for the Habilitation Procedure and the Procedure for the Appointment of Professors
Determination of the level achieved in the SHPOPK criterion – S1.2

Level of Progress 1	Quality assurance in the subject area depends only on the initiatives of individuals.	Procedures for transferring the results of own original research into the pedagogical process have not been defined at all, or only very generally. However, initiatives of individuals in the subject area are emerging. Measurable goals, indicators, responsibilities, and tasks are not defined for the given area.
Level of Progress 2	Processes for ensuring the transfer of own research results to education are planned; basic responsibilities and resources in the processes are identified.	The PEU/faculty management defined the framework procedures for transferring research results into the pedagogical process. Quality indicators in this area are defined, but the tools for fulfilling them are not developed and their achievement is not demonstrably evaluated. Sporadic evaluation of results does not bring the desired effect of improvement. In addition, no follow-up procedures and processes have been adopted.
Level of Progress 3	The processes of ensuring the transfer of the results of own research into education are managed, evaluated and	Procedures established for the transfer of the research results to the pedagogical process are binding on employees. These activities

	corrective measures are taken based on the findings.	are practically implemented using a process approach. Indicators with the target values are set; they indicate the degree of transfer of the results of own research into education. Corrective measures are taken to eliminate the deficiencies occurred.
Level of Progress 4	The process of transferring the results of own original research into the pedagogical process is being systematically managed, reviewed, and improved.	Procedures for transferring the research results to the pedagogical process at the PEU/faculty are approved and implemented upon a broad consensus. The achieved results of the evaluated indicators show positive trends and demonstrate the successful connection of education and research at the faculty. The faculty is looking for ways to further improve the given process, e.g. in the form of preventive measures.
Level of Progress 5	The implemented processes are characterized by relevance, success, efficiency, and integration. There are proven achievements compared to other faculties/higher education institutions.	The employees have mastered the procedures for transferring the research results to the pedagogical process at the PEU/faculty and apply them in practice. The approach of the faculty is understood as exceptional. Positive trends in the results over several years result from an appropriate approach and continuous improvement. Other Slovak and foreign faculties take an example from the PEU/faculty in the given area.

Annex 2
Levels of Progress in Meeting the Standards and Criteria of the Internal Quality Assurance System

Level of Progress: 1
General description of Levels of Progress: When fulfilling this criterion, the approach is unorganized, spontaneous, based on the initiative of an individual from the PEU/faculty without wider publicity. The approach-based results achieved are not demonstrable and are very difficult to predict. The correctness of the approach is not checked in any way; no goals are defined for the criteria areas, and no criteria measurements are carried out. Documents and evidence of fulfillment of the criteria are minimal. Inertia prevails in approaches. Measurable goals are not defined for the given area.

Level of Progress: 2
General description of Levels of Progress: At the PEU/faculty, the approach is planned and activities resulting from the implementation of corrective criteria are carried out. The approach represents the basis for the implementation of activities connected with the fulfillment of some criterion-characterizing areas. Framework responsibilities for specified areas are determined. Some acceptable results are obtained by the general approach. A number of indicators and goals for fulfilling the criteria for some areas are set; their achievement is monitored. There is evidence that the activities in areas related to the meeting of criteria are planned and implemented. Random review. Which lead to certain improvements and advances are made sporadically.

Level of Progress: 3
General description of Levels of Progress: At the PEU/faculty, the approach is planned, and activities are carried out for areas related to the fulfillment of the criterion. Certain responsibilities are balanced by appropriate powers. These activities are practically implemented using a process approach. The information about indicators, goals and their achievement is available. Clear evidence is available that approaches have been reviewed to look for the root causes; the potential for further improvement has been revealed through corrective actions. Some evidence of improvements in areas related to the meeting of the criterion is available. Attention is paid to the satisfaction of stakeholders in areas related to the fulfillment of the given criterion.

Level of Progress: 4
General description of Levels of Progress: At the PEU/faculty, there is a demonstrably well-established procedural approach to the planning and implementing of the long-term objective of the PEU and activities connected with the fulfillment of the criterion. The approach is regularly and systematically reviewed in terms of the determined indicators and the achievement of goals. Responsibilities and powers are consistently exercised and reviewed. The results are predictable; the achievement of goals in several areas connected with the fulfillment of the criterion shows positive trends. In order to achieve improvement, the risk evaluation is also used and preventive measures are taken in areas related to the fulfillment of the given criterion. Sufficient attention is paid to the satisfaction of stakeholders in areas related to the fulfillment of the given criterion.

Level of Progress: 5
General description of Levels of Progress: At the PEU/faculty, the approach for the fulfillment of areas related to the fulfillment of the given criterion is practically applied without exception. The

approaches are proven to be relevant, successful, effective, and integrated. Positive trends in the results over several years result from an appropriate approach and continuous improvement. The PEU/faculty is considered by all stakeholders to be successful, progressive and innovative in areas related to the criterion. Regular and systematic reviews, evaluations and benchmarking are carried out. There is a demonstrated learning of the PEU/faculty. Other Slovak and foreign faculties take an example from the PEU/faculty in the given area.