



PANEURÓPSKA VYSOKÁ ŠKOLA

## **Internal evaluation report on the implementation of the internal quality assurance system at the Pan-European University**

### *List of abbreviations*

*HIK - Habilitation and Inauguration Procedure*

*VHSVS - Internal evaluation report on the implementation of the internal system of the university (according to paragraph 4 of § 24 of Act No. 269/2002 Coll.)*

*HEI - Higher education institution*

*VUPCH - Scientific-artistic and pedagogical characteristics*

*PRSP - Person responsible for the study programme*

*UZPP - Teacher providing the profile subject*

*SAAVS - Slovak Accreditation Agency for Higher Education*



## PANEURÓPSKA VYSOKÁ ŠKOLA

### Content

<b>Internal evaluation report on the implementation of the internal quality assurance system at the Pan-European University .....</b>	<b>1</b>
<b>1 Basic information about the university .....</b>	<b>4</b>
1.1. History (milestones, a timeline indicating major milestones is sufficient) .....	5
1.2. The context of the internal university system.....	5
1.3. The progress of the alignment of the university' s IQAS (a timeline and a brief assessment of the individual steps and results is sufficient).....	6
<b>2 Quality assurance policies .....</b>	<b>8</b>
2.1. Responsibility for the quality of education provided .....	8
2.2. The mission of the university .....	8
2.3. Strategic goals of the university .....	10
2.4. Structure of the internal system.....	12
2.5. Resources for the operation of the university' s internal system .....	14
2.6. Internal system policies, structures and processes.....	15
2.7. Compliance of habilitation and inauguration procedures.....	20
2.8. Quality assurance on the contractors' side.....	24
2.9. Monitoring, evaluating and revising the internal system .....	24
2.10. Public access to formalised policies and processes and internal system documentation. ....	25
<b>3 Creation, modification and approval of study programmes.....</b>	<b>27</b>
3.1. Policies, structures and processes for curriculum development, modification and approval	27
3.2. Alignment of policies, structures and processes for curriculum development, modification and approval with standards .....	32
3.3. A European approach to quality assurance for joint degree programmes .....	35
3.4. Compliance of study programmes with the standards for the study programme .....	36
<b>4. Student-centred learning, teaching and assessment .....</b>	<b>37</b>
4.1. Active role, autonomy, creativity and independence of students .....	38
4.2. Respect for the needs and diversity of students and flexibility of learning trajectories .....	39
4.3. Flexible use of learning and assessment concepts, forms and methods .....	42
4.4. Student guidance and support.....	43
4.5. Methods of verification of learning outcomes.....	44
4.6. Remedies for evaluation results.....	47
<b>5 Admission procedure, course of studies, recognition of education and award of academic degrees .....</b>	<b>48</b>



## PANEURÓPSKA VYSOKÁ ŠKOLA

5.1. Rules and course of study .....	48
5.2. Offer of study programmes .....	49
5.3. Admission of students .....	50
5.4. Studying students with specific needs .....	52
5.5. Quality of defended final and rigorous theses .....	53
5.6. Recognition of higher education qualifications .....	53
5.7. Awarding of academic degrees, issuance of educational documents .....	54
<b>6 Teachers .....</b>	<b>55</b>
6.1. Selection of teachers .....	55
The following indicators are included in the quality system to monitor indicators for openness in inter-institutional, inter-sectoral and international mobility: .....	57
6.2. Structure, number and qualifications of teachers .....	59
6.3. Developing language, pedagogical, digital skills and transferable competences .....	64
6.4. Assignment of teachers to curriculum delivery .....	64
6.5. Workload distribution of university teachers .....	67
<b>7 Resources for study provision and student support .....</b>	<b>69</b>
<b>8 Collection and processing of information .....</b>	<b>75</b>
<b>9 Disclosure of information .....</b>	<b>76</b>
<b>10 Continuous monitoring, periodic evaluation and periodic approval of study programmes .....</b>	<b>77</b>
<b>11 Regular external quality assurance .....</b>	<b>79</b>
<b>12 List of Annexes VHSVS .....</b>	<b>80</b>



PANEURÓPSKA VYSOKÁ ŠKOLA

## 1 Basic information about the university

<b>Name of university</b>	Pan-European University
<b>Address</b>	Tomášikova 20, 821 02 Bratislava and Tematínska 10 851 05 Bratislava
<b>Legislative-legal anchorage</b>	non-profit organisation Paneurópska vysoká škola n.o.
<b>Legal representative</b>	RNDr. Michal Mutňanský
<b>Contact person (contact)</b>	Ing. Marcela Galovská, PhD. rektorat@paneurouni.com

### **Structure of the University, Departments and Locations (with link to the website, related regulations or composition).**

The Pan-European University (hereinafter referred to as "PEU") is divided into 5 faculties, located in Bratislava at Tomášikova 20 and Tematínská 10. Tomášikova 20 in Bratislava houses the Rector's Office, the Board of PEU n.o., the Faculty of Law and the Faculty of Psychology. Tematínská 10 in Bratislava houses the Faculty of Mass Media, the Faculty of Informatics and the Faculty of Economics and Business.

Further information about PEU is available at: <https://www.paneurouni.com/pevs/onas/zakladne-informacie/>

Further information on the organisational structure of the PEU is published at: <https://www.paneurouni.com/pevs/organizacna-struktura/>

Further information on the related regulations on the organisational structure:

<https://www.paneurouni.com/wp-content/uploads/2017/02/statut-pevs-2016.pdf>

[https://www.paneurouni.com/wp-content/uploads/2017/02/smernica-rektora-c.2\\_2016-organizacny-poriadok-pevs.pdf](https://www.paneurouni.com/wp-content/uploads/2017/02/smernica-rektora-c.2_2016-organizacny-poriadok-pevs.pdf)

[https://www.paneurouni.com/wp-content/uploads/2017/02/smernica-rektora-c.3\\_2016-organizacny-poriadok-rektoratu-pevs.pdf](https://www.paneurouni.com/wp-content/uploads/2017/02/smernica-rektora-c.3_2016-organizacny-poriadok-rektoratu-pevs.pdf)



PANEURÓPSKA VYSOKÁ ŠKOLA

### **1.1. History (milestones, a timeline indicating major milestones is sufficient)**

PEU received approval in 2004 as the Bratislava University of Law. In the same year the Faculty of Law was established, in 2005 the Faculty of Economics and Business. Then in 2007 the Faculty of Mass Media and in 2009 the Faculty of Informatics. In 2010, the Government of the Slovak Republic approved the request to change the name of the Bratislava University of Law to the Pan-European University. In 2012, the District Office in Bratislava approved the change of the name of the non-profit organization from Bratislava Academic Society - Pan-European University n.o. to Pan-European University, n.o. More information is available at: <https://www.paneurouni.com/pevs/o-nas/zakladne-informacie/> .

### **1.2. The context of the internal university system**

- *Departmental, regional, research, cultural and other specificities affecting the internal university system*
- *Needs and expectations of internal and external stakeholders*
- *HEI demographics and developments*
- *...other contextual information*

The internal system of the university takes into account the circumstances of the establishment of the university and its gradual institutional development in terms of the expansion of the substantive focus of the individual faculties, which was the result of reflecting the needs of civil and professional society. The fact that it is a private university, operating as a non-profit organisation, is one of the factors influencing the number of students and, consequently, the more personal nature of education created by a more interactive cooperation between teachers and students. Individual faculties take into account and focus on the specificities arising from the legal and union requirements of particular disciplines, but at the same time focus on the possibilities of interdisciplinary cooperation, providing education as a general service for the purpose of improving the conditions of life of citizens and society as a whole.

Each stakeholder group has its own needs and expectations. On the part of the Pan-European University, we consider the stakeholders to be the employees of the university and students who can influence the process of education, creative and other related activities and employers or



## PANEURÓPSKA VYSOKÁ ŠKOLA

other representatives of the relevant sector of the economy and social practice, alumni of the university, as well as domestic and foreign partners of the university.

The survey of stakeholder needs is conducted at regular intervals and involves the collection and analysis of quantitative and qualitative information used to discern whose interests should be taken into account. This analysis identifies the interests, expectations and influences of stakeholders related to the education provided or the curriculum. These requirements are translated into processes and their documented procedures to ensure that they are met during the delivery of the education or study programme in order to achieve continuous quality assurance and development of the higher education and related activities provided by the Pan-European University.

The development of the number of students at the Pan-European University has stabilised over the last 6 years. In the period under review, the highest number of students was recorded in 2016 and the lowest number in 2019. A positive finding is that the number has again increased slightly compared to 2019, despite the persistent unfavourable demographic development and strong competition on the education market. The increase in the number of students in 2021 compared to 2020 was about 5.6% and compared to 2019 it amounts to about 11.5%. In 2021, the trend continued where the number of full-time students dominates over part-time students. We are seeing positive signs in the increase in the total number of students entering the 1st year of the Bc. studies. Compared to 2020, we register an increase of almost 9% in the number of freshmen of the Bachelor's degree, the increase compared to 2019 was over 20%. In 2021, we managed to continue the positive trend of the increase in the number of students in the 2nd cycle of studies - the number of PEU students enrolled in the 1st year of Mgr./Ing. studies increased by almost 10% compared to 2020. Compared to 2019, this is an increase of 33.6%.

### **1.3. The progress of the alignment of the university' s IQAS (a timeline and a brief assessment of the individual steps and results is sufficient).**

In 2020, the Pan-European Higher Education Institution (hereafter PEU) started the process of preparation for the establishment and harmonisation of the internal quality system according to the current legislation. Between 2020 and 2021, the preparation of internal regulations concerning the internal quality system of higher education at the PEU has started. In 2021, preparations for the alignment of the curricula with an emphasis on staffing and the selection



## PANEURÓPSKA VYSOKÁ ŠKOLA

of profile courses were initiated. At the beginning of 2022, internal regulations concerning the internal quality system of higher education at PEU were approved by the PEU Scientific Council and came into force on 1 April 2022. Subsequently, the PEU Quality Council was created and met for the first time on 24.6.2022, at that time the final phase of the process of alignment of study programmes according to the new internal regulations of PEU in relation to the regulations and standards issued by SAAVS was underway. In August 2022, the alignment of the curricula of the individual faculties of PEU and the habilitation and inauguration procedures at PEU were approved by the Quality Council of PEU. As of 31.08.2022, PEU cancelled habilitation and inauguration procedures in 2 disciplines, namely the Department of Habilitation and Induction Procedure assigned to the study programme Economics and Management and the Department of Habilitation and Induction Procedure assigned to the study programme Administrative Law. As of 31.8.2022, PEU has also abolished 21 study programmes at the first, second and third level of study, which could not be aligned with the internal regulations of PEU and the standards issued by SAAVS.



## **2 Quality assurance policies**

### **2.1. Responsibility for the quality of education provided**

*The HEI characterises the way in which quality assurance policies are applied in the strategic management of HEIs. It shall outline the processes by which it ensures that departments, structures and individuals have adopted and understood the quality policies and objectives and have accepted their responsibility for achieving them.*

The purpose of ensuring and evaluating the internal quality system of higher education at the Pan-European University is to support the development of the university, in accordance with the European understanding of quality in higher education and scientific activity, which promotes the development of the individual and his/her preparation for life in an ever-changing society, the development of teachers and their collaboration with students in a free academic environment and the preparation of graduates who are able to apply themselves in the labour market at home and abroad and are able to establish themselves in a labour market where they work with new knowledge and results that have been achieved in the field, science, technology, culture and society.

The Pan-European University is clearly based on the principles of academic self-government and the international environment, the inspiration for the creation of the internal quality system was the approach used by the European University Association, which is based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area. This approach allows the quality of a university to be derived from its mission and focus, offering basic principles for managing and assessing the quality of a university, rather than defining quality as applicable to all situations and institutions.

### **2.2. The mission of the university**

*The university characterizes its mission and its specifics. Describes how it promotes the mission in the internal university system.*

*The HEI shall evaluate the fulfilment of the mission (specifically in the area of quality assurance of higher education).*





## PANEURÓPSKA VYSOKÁ ŠKOLA

The mission of the Pan-European University is to provide higher education at all three levels (Bachelor, Master/Engineering and Doctoral), creative scientific research and creative artistic activity, and the subsequent acquisition, application and dissemination of new knowledge internationally.

The core values of the Pan-European University are quality education with an emphasis on the development of critical thinking, respect for rules, professionalism, innovation and progress, which on the one hand help to create opportunities in society for individuals to further their development, and on the other hand also ensure the sustainable development of society as a whole.

In order to maintain quality growth and competitiveness in the market, it is essential to systematically educate the teaching staff and to continuously improve the qualifications of the scientific and teaching staff. Further information on the mission of the PEU is given in the long-term plan for 2020-2026, published at: <https://www.paneurouni.com/pevs/uradne-informacie/dlhodoby-zamer/>

The internal system of quality assessment of higher education at the PEU is directly linked to the mission of the university as stated in the PEU Long-Term Plan 2020-2026, indicating the primary objectives, partial objectives and tools for each area.

Quality assurance at PEU is understood as the systematic and structured care for the quality of education, the quality of related creative activities, their maintenance and improvement. The term quality assurance system is understood as the organisation's understanding, leadership, planning, support, implementation, performance evaluation and improvement. Quality assessment at PEU means verifying how and to what depth PEU succeeds in fulfilling its mission and objectives, meeting and exceeding standards of self-evaluation in education, research and other activities. Quality assurance and internal quality assessment are based on the defined mission and activities of the PEU as stated in its Statutes<sup>1</sup> and on the development concept formulated in the long-term plan of the PEU in the field of education and scientific, research, development, innovation, artistic or other creative activities (hereinafter referred to as the 'strategic plan')<sup>2</sup> and continuously responds to the current developments in the academic environment and to the suggestions of the bodies of the PEU and its constituent parts.

---

<sup>1</sup> Art. 2 of the Statute of the PEU.

<sup>2</sup> § 1 (2) to (4), § 2 (10) Act No 131/2002 Coll. on higher education and on amendment and supplementation of certain acts, as amended.



## PANEURÓPSKA VYSOKÁ ŠKOLA

Quality assurance and internal quality assessment shall respect the internal culture and environment of the faculties and other units and the specificities of the fields of study and sciences implemented at PEU. The standards, procedures and criteria for evaluation shall be published on the website of the PEU.

The evaluation shall be transparent and guided by substantive, professional and ethical criteria. Evaluation is based on validated qualitative and quantitative data, is always contextualised and involves a critical assessment of the findings. Where the activities of the faculties, other parts of the University or their departments are the subject of the evaluation, they shall always participate in the evaluation and comment on its results.

The evaluation also generally relies on feedback from academic staff, students, alumni or other stakeholders through the relevant actors.

Each evaluation includes recommendations for the further development of the entity being evaluated and, in the case of identified shortcomings, suggested remedial actions within a specified timeframe. After the expiry of this time limit, a follow-up evaluation or follow-up inspection is carried out, depending on the nature of the matter.

### **2.3. Strategic goals of the university**

*The HEI will describe how it ensures the achievement of strategic objectives in the university environment, at all components, levels of the university and evaluate their achievement.*

*The HEI shall state the strategic objectives in the field of higher education or refer to another document.*

*The university shall evaluate the achievement of the strategic objectives in the field of higher education and the quality of the curricula, or refer to another document. It shall specifically evaluate how the degree programmes meet the mission and strategic objectives of the HEI or refer to another document with such an evaluation.*

The strategic goal of the Pan-European University is defined in the PEU Long Term Plan 2020-2026 published at: <https://www.paneurouni.com/pevs/uradne-informacie/dlhodoby-zamer/>

The main goal is to become by 2026:

- A university in Slovakia with internationally respected scientific research and development, artistic and creative activities;



## PANEURÓPSKA VYSOKÁ ŠKOLA

- a university whose graduates are in demand on the labour market at home and abroad;
- a university which provides education based on active cooperation with major employers in the various sectors;
- a university that is recognised in international rankings of universities around the world.

As the first year to achieve the set objectives, an external assessment of the quality system of higher education was requested by an international institution that is a full member of ENQA. Only an international assessment will show us the positive and negative aspects of the quality system of PEU, which will have to be worked with in order to gain international respect. Another strategic objective is to increase the labour market participation of graduates, which is monitored annually and reported in the PEU annual report. In the PEU Annual Report, the quality section refers to a sociological survey document by the Ministry of Education which compares the application of graduates from private and public universities. The document shows that the success rate of graduates is comparable to that of public universities and in some areas even higher [https://www.cvtisr.sk/cvti-sr-vedecka-kniznica/informacie-o-skolstve/skolstvo/vysoke-skoly/uplatnenie-absolventov-vysokych-skol-na-trhu-prace.html?page\\_id=28928](https://www.cvtisr.sk/cvti-sr-vedecka-kniznica/informacie-o-skolstve/skolstvo/vysoke-skoly/uplatnenie-absolventov-vysokych-skol-na-trhu-prace.html?page_id=28928).

Another main objective of the Pan-European University is to involve major employers in the education of each sector. The cooperation is usually in the form of internships, which allow employers to gauge the range of skills and experience of individual students. At the same time, this gives the individual faculties information on labour market requirements. Another form of cooperation is the teaching of elective courses in cooperation with employers in selected areas according to the needs of the labour market. This form of cooperation has been very successful in some study programmes, as shown in the documents from the student surveys and the PEU annual report. Individual collaborations are listed in the study programme descriptions. The Pan-European University strives to increase active cooperation with employers. The last long-term goal of the Pan-European University, which builds on the previous goals, is to position itself in the international ranking of universities in the world. In pursuing this goal, we are aware of any limitations we have, but we expect that in the long term this goal can also be achieved. We are currently gaining international visibility through ERASMUS+, which we would like to continue to use to build our reputation abroad.



## PANEURÓPSKA VYSOKÁ ŠKOLA

The evaluation of the implementation of the strategic objectives in the field of higher education and the quality of the study programmes is published in a separate document, with a specific evaluation of the study programmes with emphasis on the HE objectives; the document is published at: <https://www.paneurowni.com/pevs/uradne-informacie/system-kvality/system-kvality-spravy/>.

### 2.4. Structure of the internal system

*The university is characterized by:*

- *The system and structure of formalized VSZK policies with reference to their wording.*
- *The system and a brief characterisation of the structures of the VSZK, including senior staff, stakeholder representatives, with reference to their homepages, because full characteristics (statutes, rules of procedure, indicating their powers, authorities and responsibilities in the field of quality assurance).*
- *VSZK processes and their integration into a coherent system.*

The structure of the internal quality system at the Pan-European University is regulated through internal regulations, which aim to fulfil the Long-term Goal of the Pan-European University. The most important body in the structure of the internal quality system is the Quality Council of the PEU, which oversees compliance with the internal quality system. <https://www.paneurowni.com/pevs/organizacna-struktura/rada-kvality/>

The specific competences of the Quality Council are defined in the internal regulations. In the framework of quality monitoring, attention is focused on the areas that are derived from the SAAVS standards: education, scientific research activities and the processes of the functioning of the PEU. In each area, a number of indicators are defined on the basis of which the area is monitored. The indicators are regularly evaluated and internal reports are produced to assess the internal quality system at the PEU: [https://www.paneurowni.com/wp-content/uploads/2022/08/ukazovatele\\_kvality\\_a\\_ich\\_vypocet\\_tabulka\\_vsk\\_stranka.pdf](https://www.paneurowni.com/wp-content/uploads/2022/08/ukazovatele_kvality_a_ich_vypocet_tabulka_vsk_stranka.pdf).

Information on the internal system (internal regulations, indicators), including minutes and reports, is published at: <https://www.paneurowni.com/pevs/uradne-informacie/system-kvality/>

The internal evaluation of the quality assurance system for higher education at the PEU is based on the minimum requirements specified in particular in the following standards:



## PANEURÓPSKA VYSOKÁ ŠKOLA

- Act No. 269/2018 on Quality Assurance in Higher Education and on Amendment and Supplementation of Act No. 343/2015 Coll. on public procurement and on amendment and supplementation of certain acts, as amended (hereinafter referred to as the "Act on Quality"),
- standards issued by the Slovak Accreditation Agency for Higher Education (hereinafter referred to as 'SAAVS standards')<sup>3</sup>,
- Act No 131/2002 Coll. on Higher Education Institutions and on Amendments and Additions to Certain Acts, as amended (hereinafter referred to as the "Higher Education Act"),
- the internal regulation Rules for the establishment and modification of study programmes of the PEU,
- the Study and Examination Regulations of the PEU,
- the principles of the admission procedure,
- the criteria for obtaining the title of associate professor, the criteria for obtaining the title of professor, and the rules of the habilitation and inauguration procedure at the PEU.

Support for the development of the quality assessment system of higher education is mainly carried out through:

- evaluation of the quality system at the PEU in the form of self-assessment<sup>4</sup> at regular intervals,
- feedback from members of the academic community and alumni on the quality system,
- all stakeholders and components of PEU involved in higher education,
- monitoring the use, monitoring and subsequent review of the quality system at the PEU,
- regular monitoring and evaluation of the quality system in curriculum evaluation (internal and external evaluation) and its adjustment.

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

---

<sup>3</sup> §23 of Act No.269/2018 on quality assurance of higher education and on amendment and supplementation of Act No.343/2015 Coll. on public procurement and on amendment and supplementation of certain acts, as amended.

<sup>4</sup> Annex to this Regulation.



## PANEURÓPSKA VYSOKÁ ŠKOLA

- an evaluation of the fulfilment of the quality system standards, which are based on the standards for the internal quality assurance system for higher education and the quality assurance policy of the PEU,
- the result of student and graduate evaluations,
- evaluation of the translation of related creative activities into educational activities,
- evaluation of student creative activities or cooperation with practice according to the type and profile of the study programme,
- evaluation of the international dimension of the study programme,
- the result of the evaluation of qualifying or rigorous theses carried out in the relevant evaluation period,
- an evaluation of the success rate in the admission procedure, the study failure rate, the regular graduation rate and the employment of graduates of the study programme,
- evaluation of the pedagogical, scientific and technical support of the study programme,
- identification of strengths, weaknesses, risks and opportunities for further development of the study programme,
- collecting, publishing and monitoring information.

Data for the preparation of the internal quality evaluation report available from the information system and other sources are provided by the faculty concerned in cooperation with the Rector's Office.

### **2.5. Resources for the operation of the university' s internal system**

*The HEI management shall characterize mechanisms for ensuring and evaluating sufficient personnel, financial, and material resources for the functioning of the HEI that are appropriate to the size of the HEI and the scope of the educational, creative, and other related activities undertaken.*

*The University shall evaluate the sufficiency of resources.*

*The HEI shall indicate or attach the structure and numbers of staff or refer to another existing document.*

*The HEI shall indicate or attach, or refer to, the economic results of the university.*



## PANEURÓPSKA VYSOKÁ ŠKOLA

The Pan-European University is funded by the PEU n.o. and its budget is balanced. PEU n.o. is obliged to manage its finances in accordance with the Act on Non-Profit Organisations. The main sources of income of the PEU n.o. are from tuition fees, EU and SR grant schemes. The amount of tuition fees is regularly reviewed and published on the school's website. The financial statements are entered in the register of financial statements and PEU n.o. is required to have statutory audit of the financial statements every year. The financial statements are published on the website:

<https://www.registeruz.sk/cruz-public/domain/accountingentity/show/623882#>

The structure and number of staff at the Pan-European University is monitored annually and the findings are published in the annual report in section VIII. <https://www.paneurouni.com/pevs/uradne-informacie/vyrocné-spravy/> and also as part of the monitoring of the internal quality system for the provision of study programmes, which is published on the school's website in the quality system section <https://www.paneurouni.com/pevs/uradne-informacie/system-kvality/system-kvality-spravy/> . During 2022 a team is being formed and a responsible person will be defined to ensure the functioning of the quality system.

### **2.6. Internal system policies, structures and processes**

*The HEI characterises and evaluates as in the VSZK:*

*2.5.1 Ensures stakeholder engagement*

*2.5.2 Ensures the integration of learning and creative activities so that the level and focus of creative activity is appropriate to the level of HE and the learning outcomes of the relevant fields of study.*

The Pan-European University relies on validated qualitative and quantitative data, always placed in context, for its internal quality assurance principles; its approach is to critically assess its findings. Where the activities of the faculties, other units of the university or their departments are the subject of the evaluation, they always participate in the evaluation and comment on the results. The evaluation also generally relies on feedback from academic staff, students, alumni or other stakeholders through the relevant actors. Each evaluation includes



## PANEURÓPSKA VYSOKÁ ŠKOLA

recommendations for the further development of the evaluated entity, and, in the case of identified shortcomings, suggested remedial actions within a specified timeframe. After the expiry of this time limit, a follow-up evaluation or a follow-up inspection is carried out, depending on the nature of the matter.

The total number of study programmes offered from 1.9.2022 according to 1st, 2nd, 3rd level of education in individual fields of study in Slovak language and English language is 38 study programmes, of which 5 study programmes are in English language. There are usually 12 study programmes offered at level 1, while for study programmes in English their implementation depends on the number of enrolled students. At level 2, 10 study programmes are offered, with the number of students enrolled depending on the number of study programmes in English.

The number of publications produced by teachers over the last 6 years in each field of study and output category was as follows:

Category faculty	Sum	AAA, AAB, ABA, ABB	ACA, ACB, BAA, BAB, BCB, BCI, EAI, CAA, CAB, EAJ	FAI	ADC, BDC	ADD, BDD	CDC, CDD	ADM, ADN, AEM, AEN	BDM, BDN, CBA, CBB	Others
FP	1050	77	59	6	0	0	0	32	0	876
FEP	442	22	24	2	0	0	0	156	0	238
FM	205	15	11	0	0	0	0	8	0	171
FI	282	12	12	0	0	0	0	11	0	247
FPs	355	18	20	3	1	0	0	12	0	301
Sum	2334	144	126	11	1	0	0	219	0	1833

The number of publications of teachers that are registered in the Web of Science or Scopus databases for the last 6 years in each field of study or equivalent, e.g. in the arts, is as follows (which varies according to the requirements of the field of study). At the Faculty of Informatics, a total of 20 outputs registered in the Web of Science or Scopus database have been registered in the last 6 years, with the criteria defined by the field of study. In the Faculty of Law, a total of 11 outputs registered in the Web of Science or Scopus database have been registered in the





## PANEURÓPSKA VYSOKÁ ŠKOLA

last 6 years, while the Faculty of Law provides the study field of Law, which is specific in this respect, and the study field of Political Science. In the Faculty of Mass Media, a total of 32 outputs have been registered, which are publications registered in the Web of Science or Scopus databases or equivalent, which fall under the field of study Media and Communication Studies. In the Faculty of Psychology, 16 outputs have been registered in the Web of Science and Scopus databases in the field of study Psychology in the last 6 years. At the Faculty of Economics and Management, 228 outputs have been registered in the last 6 years in the Web of Science or Scopus databases in the field of study Economics and Management.

The publication results for the Pan-European University and its individual faculties are published at: <https://www.paneurouni.com/veda/veda-a-vyskum/prehľad-publikacnej-cinnosti/>

*2.6.3 It promotes the internationalisation of educational, creative and other related activities so that the degree of internationalisation is consistent with the mission and strategic goals of the university, the objectives and learning outcomes, and the needs of stakeholders.*

The total number of study programmes offered in the 1st, 2nd, 3rd level of education in individual fields of study in English language only is 5, of which 2 in the first level of education, 2 in the second level of education and 1 in the third level of education. The share of foreign students in the total number is 4.95% of In the academic year 2021 with other than Slovak citizenship there were 123 applicants for studies. In the academic year 2020/2021, 18 students were admitted for mobility from abroad, 9 at the Faculty of Law, 5 at the Faculty of Economics and Business and 4 at the Faculty of Mass Media. In the academic year 2021/2022, 45 students were admitted on mobility from abroad. Percentage of teachers with more than 1 year of experience at a foreign university or research institution abroad:

for the indicator proportion of teachers with more than 1 year of experience at a foreign higher education institution

FP PEU	10%
FEP PEU	23%
FM PEU	7%
FI PEU	13%
FPs PEU	0%



## PANEURÓPSKA VYSOKÁ ŠKOLA

Considering the objectives in the Pan-European University's Long-Term Plan for 2020-2026, we want to increase these values to a minimum level of 20% or more, with an interest in securing this practice at reputable universities in the European Union.

*2.6.4 Guarantees protection against intolerance and discrimination against students, staff and applicants, in particular on the grounds of sex/sex, race, colour, language, age, sexual orientation, faith or religion, disability, political or other opinion, national or social origin, membership of a nationality or ethnic group, property and descent.*

*2.6.5 Ensures the maintenance of scholarly integrity, academic ethics and vigilance against plagiarism and other academic fraud. Demonstrates the ability to detect academic fraud and to draw consequences.*

In 2018, the Pan-European University adopted a Code of Ethics, which is an expression of the moral values applied at PEU. At the same time, the Code of Ethics sets out the principles and standards of conduct for staff and students of the PEU, taking into account their specific position. In addition to the basic universally and morally accepted principles, the members of the academic community of the PEU guarantee to respect human rights, freedoms and respect the fundamental human rights and freedoms of national, religious, ethnic or other groups and their right to the free development of society, reject any racial and other discrimination and distance themselves from any manifestations advocating racial, ethnic, religious or national hatred or hatred of any other group. The ethical principles shall apply to both educational and research activities. The Code of Ethics also addresses academic ethics and plagiarism. In addition to the Code of Ethics, plagiarism and its detection are also regulated by the internal regulations of the PEU and the individual instructions of the deans of the PEU faculties. Theses written in foreign languages are also checked in other systems that allow to detect the degree of conformity, as the system provided by the CVTI SR cannot assess such theses. Seminar papers are also gradually being checked to detect plagiarism and unethical behaviour, depending on the nature of the subject and the setting of the seminar paper. In the last academic year, a total of 25 academic frauds in the form of plagiarism were detected. In addition, 5 disciplinary proceedings were conducted at the conclusion of which 5 students were reprimanded.



## PANEURÓPSKA VYSOKÁ ŠKOLA

Reference to the Code of Ethics:

[https://www.paneurouni.com/wp-content/uploads/2017/02/smernica\\_rektora\\_c1\\_2018\\_eticky\\_kodex\\_pevs.pdf](https://www.paneurouni.com/wp-content/uploads/2017/02/smernica_rektora_c1_2018_eticky_kodex_pevs.pdf)

Link to the Originality Control of thesis, rigor and habilitation theses written in languages other than Slovak.

<https://www.paneurouni.com/wp-content/uploads/2017/02/getfileattachment.pdf>

*2.6.6 Review complaints by which a student seeks protection of his/her rights or legally protected interests which he/she believes have been violated, or a student points out specific deficiencies in the University's actions or inactions, whereby the review of complaints is transparent and conducted with the participation of student representatives, and feedback is provided to the complainants on the results of their review and the actions taken. How they assess the effectiveness of their complaints review mechanisms.*

If a student, employee or other person believes that his/her rights or interests have been violated, or wishes to point out deficiencies or inaction of the Pan-European University, he/she may submit a complaint to the Ethics Committee or may submit a complaint anonymously via the form on the school's website. He/she can also file a complaint in connection with the reporting of antisocial activities.

Anonymous reporting:

<https://www.paneurouni.com/pevs/podnety/>

Reporting Anti-Social Activity:

<https://www.paneurouni.com/pevs/uradne-informacie/vnut-system-vybavovania-podnetov/>

As an open university that values freedom of expression, Pan-European University aims to communicate with students and staff throughout the academic year and to address such allegations as soon as possible, with students usually referring such allegations to the faculty leadership. In the past year, 10 allegations have been resolved and have been addressed with faculty. Each suggestion was processed and a response was sent. In the case of anonymous complaints, which are also considered, the response is usually published via the official notice board, on the faculty's website or via the UIS.



## PANEURÓPSKA VYSOKÁ ŠKOLA

*2.6.7 Ensures compliance of internal regulations with generally binding regulations and their observance in the HEI environment.*

*2.6.8 Promotes continuous quality improvement in all activities carried out by the University and develops a culture of quality at all components and levels of the University.*

*2.6.9 Ensures the linkage of the internal system with the long term goal of the university.*

*2.6.10 Ensures efficient performance of administrative activities related to quality assurance and does not burden teachers, students and other creative employees of the university with unjustified bureaucracy.*

The Pan-European University aligns and creates new internal regulations continuously according to updates and the emergence of new generally binding regulations so that their current wording is respected and there is no contradiction with the legislation in force in the university environment. The Pan-European University strives to improve the processes it has set up in the field of education and scientific research in order to increase the quality of the education provided, which should contribute to the fulfilment of the Pan-European University's long-term goal. In order to make it easier to monitor the long-term objectives in the Pan-European University's Long-term Goal 2020-2026, maturity levels for each standard have been defined in the quality system to help monitor the level of quality. The aim of the Pan-European University is to ensure the efficient performance of administrative activities and to automate processes where the nature of the process allows and to evaluate the defined areas in periodic waves, as this is the only way to remove bureaucratic burdens.

### **2.7. Compliance of habilitation and inauguration procedures**

*The HEI characterises the policies, structures and processes by which it ensures HIP compliance with the HIP standards.*

*The HEI shall evaluate the results of the most recent internal assessment of HIP compliance in each HIP discipline and related actions.*

*The HEI shall provide a link to the related records of the internal HIP compliance assessment body.*

*The HEI shall evaluate the progress and results of the HIP over the last 10 years.*



## PANEURÓPSKA VYSOKÁ ŠKOLA

The conceptual development of creative activity at the Pan-European University is mainly ensured through the Science and Research Support Programme.

The Science and Research Support Programme supports the development of the scientific disciplines pursued by the PEU, the development of excellence in their creative activities and also the development of students, academic and scientific staff at different stages of their scientific careers.

In addition to the mission and long-term goal of the PEU, the preparation of the science and research support programme is also mainly based on the evaluation of the currently implemented programmes and on the results of the creative activities recently achieved by the PEU. The preparation is carried out with the participation of the PEU authorities, faculties and other units, and in particular the academic and scientific staff of PEU, who are recognised professional authorities.

The evaluation of the creative activity of the PEU is carried out according to groups of scientific disciplines related in content to the study programmes in the individual fields of education and is organised in such a way as to enable their interconnection with the faculties and their institutes.

The evaluation of creative activity respects the different publishing and citation practices of the different disciplines and is generally carried out at national level for undergraduate study programmes, at international level for second cycle study programmes, at major international level for third cycle study programmes and at top international level for habilitation and inauguration procedures.

The evaluation of creative activity also assesses whether the discipline is internationally or nationally excellent. The evaluation is based on comparisons with major foreign or national universities or research institutions.

The evaluation of creative activity at PEU is generally based on:

- own evaluation report on the creative activity of the faculties and their institutes (hereinafter referred to as the 'Creative Activity Report'),
- a bibliometric analysis of the results,
- peer review of the results by independent, internationally recognised experts,
- indicators of the quality of creative activity.



## PANEURÓPSKA VYSOKÁ ŠKOLA

Harmonised habilitation and inauguration procedures in 2 fields of habilitation and inauguration, 3 of which (international law, criminal law and civil law) were assigned to the field of study law and 1 in the field of mass media studies assigned to the field of study mass media and communication studies, were submitted to the Quality Council for assessment. As of 1.9.2022, 2 habilitation and inauguration procedures have been cancelled.

The minutes of the Quality Council are published at:

<https://www.paneurouni.com/pevs/organizacna-struktura/rada-kvality/>

Number of study programmes in the 3rd cycle of studies (PhD.) in the related field of habilitation and inauguration: international law: 1 study programme in the 3rd cycle of studies in full-time and part-time form, criminal law: 1 study programme in the 3rd cycle of studies in full-time and part-time form. 1 study programme in the 3rd cycle of studies in full-time and part-time form, civil law: 1 study programme in the 3rd cycle of studies in full-time and part-time form and in the field of mass media studies: 1 study programme in the 3rd cycle of studies in full-time and part-time form. In the academic year 2022/2023, the number of tutors approved for the 3rd cycle of studies is 6 in International Law, 4 in Civil Law, 6 in Criminal Law and 7 in Mass Media Studies. On average, there are 1.82 students per tutor in the 3rd cycle of studies, which are assigned to the field of habilitations and inaugurations.

The report on the evaluation of habilitation and inauguration procedures, which covers publication activity over the last 10 years and grant activity over the last few years, is published at :

<https://www.paneurouni.com/pevs/uradne-informacie/system-kvality/system-kvality-spravy/>

The publication activity of the Pan-European University is published at:

<https://www.paneurouni.com/veda/veda-a-vyskum/prehľad-publikacnej-cinnosti/>

In 2021, the number of approved proposals for the award of the title of professor in the Scientific Council of the University, the number of approved proposals for the award of the title of associate professor in the Scientific Council of the Faculty and the number of discontinued habilitation and inauguration procedures were as follows:



PANEURÓPSKA VYSOKÁ ŠKOLA

Habilitation procedures		Of which number of applications from outside the university
Number of pending proceedings: status as at 1.1.2021	0	0
Number of pending proceedings: status at 31.12.2021	2	2
Number of completed proceedings as at 31.12.2021	0	0
Number of proceedings otherwise terminated		
- Rejected		
- Retrieved from		
- other (death, deprivation of rights, etc.)		

Inauguration procedures		Of which number of applications from outside the university
Number of pending proceedings: status as at 1.1.2021	2	2
Number of pending proceedings: status at 31.12.2021	1	1
Number of completed proceedings as at 31.12.2021	1	1
Number of proceedings otherwise terminated		
- Rejected		
- Retrieved from		
- other (death, deprivation of rights, etc.)	1	1

*HEIs in Annex2. The VHSVS will provide the "List of Habilitation and Induction Disciplines" according to the status of the register <https://www.portalvs.sk/sk/haiv> at the time of application, with links to the relevant HIC Description (as per Annex 2 of the Handbook).*



## **2.8. Quality assurance on the contractors' side**

*The HEI shall describe and evaluate how it ensures that the quality policies are applied in a binding manner by all contractual partners of the HEI or other third parties involved in or having an impact on the quality of education, creative activities and other related activities.*

The Pan-European University monitors the labour market application of its graduates and for this reason information from all contractors or other third parties is very necessary, as this is the only way to identify labour market requirements and needs. Such information is evaluated at faculty level and then, within the limits of the legislative possibilities, translated into the educational process and into research projects. The Pan-European University is reviewing its cooperation with contractual partners and third parties in the field in order to ensure that this cooperation is implemented.

## **2.9. Monitoring, evaluating and revising the internal system**

*The HEI characterises the mechanisms for regular monitoring, evaluation and revision of the internal system, in which all stakeholders participate. These processes should take into account whether the internal system is leading to the achievement of the strategic quality assurance objectives set by the HEI in its strategic documents, in particular the long-term plan.*

*The HEI shall refer to the other internal evaluation report of the internal system of the HEI.*

*The HEI shall evaluate the implementation of the measures from the last internal system evaluation.*

*The HEI shall present the system of indicators it uses to monitor and evaluate the internal system and the study programmes in Annex 3 of the VHSVS and indicate their status and development to the appropriate extent for the internal system, the fields of study and the study programmes, or refer to another document in Annex 3.*

The Pan-European Higher Education Institution ensures the support and development of the quality system of higher education evaluation, the above mentioned is carried out mainly through the evaluation of the quality system at the PEU in the form of self-assessment at regular intervals, the feedback of members of the academic community and graduates on the quality





## PANEURÓPSKA VYSOKÁ ŠKOLA

system, all stakeholders and components of the PEU involved in higher education, also through the follow-up of the use, monitoring and subsequent re-evaluation of the quality system at the PEU, the regular monitoring and evaluation of the quality system in the evaluation of study programmes (internal and external evaluation) and its adjustment. A questionnaire survey of students concerning the quality of study programmes, the quality of teachers, the quality of support services and the quality of the university environment is carried out once a year. Feedback is provided to students on the results of the evaluation and the measures taken. The conditions, progress and results of the admissions process are monitored in an annual admissions report. Study programmes are approved in a period corresponding to their standard length of study. Modifications to study programmes resulting from their continuous monitoring and evaluation shall be approved as necessary. Bibliometric analysis shall be used to evaluate the results of creative activity only if the set of results recorded in the international databases used as support does not represent a very small proportion of the results of the educational field or discipline concerned.

The monitoring, evaluation and revision of the internal system shall be laid down in internal rules:

[https://www.paneurowni.com/wp-content/uploads/2022/06/nova\\_smernica\\_2\\_2022\\_pevs\\_vnutorny\\_system\\_zabezpecenia\\_kvality\\_final.pdf](https://www.paneurowni.com/wp-content/uploads/2022/06/nova_smernica_2_2022_pevs_vnutorny_system_zabezpecenia_kvality_final.pdf)

[https://www.paneurowni.com/wp-content/uploads/2022/06/nova\\_smernica\\_3\\_2022\\_pevs\\_hodnotenie\\_vzdelavacej\\_cinnosti\\_studentmi\\_absolventmi\\_final.pdf](https://www.paneurowni.com/wp-content/uploads/2022/06/nova_smernica_3_2022_pevs_hodnotenie_vzdelavacej_cinnosti_studentmi_absolventmi_final.pdf)

### **2.10. Public access to formalised policies and processes and internal system documentation.**

*The university will characterize and evaluate policies and processes that allow easy public access to formalized policies and processes and other documentation. Indicate how it respects the specific needs of persons with disabilities in making information accessible. Indicate how it ensures that internal system documentation relevant to students is made publicly available in all languages of programme delivery.*



## PANEURÓPSKA VYSOKÁ ŠKOLA

The documents of the internal quality and governance system are published on the school's website in Slovak <https://www.paneurowni.com/pevs/uradne-informacie/system-kvality/> and in English <https://www.paneurowni.com/en/about-us/quality/> .



### **3 Creation, modification and approval of study programmes**

#### **3.1. Policies, structures and processes for curriculum development, modification and approval**

*The HEI briefly describes the policies and processes for creating, modifying and approving curricula.*

*Characterises the structures for curriculum creation, modification and approval. Describes their relationship, authority, scope and responsibility.*

*Specifically characterise the method of selection, delegation of responsibilities and authority to the person responsible for the delivery, development and quality of the curriculum as per Article 6(4) of the curriculum standards.*

The Pan-European University follows internal quality regulations in its policy, structure and processes for the development, modification and approval of study programmes, specifically :

- [https://www.paneurouni.com/wp-content/uploads/2022/03/nova\\_smernica\\_1\\_2022\\_pevs\\_statut\\_rady\\_pre\\_hodnotenie\\_vnutorneho\\_systemu\\_kvality\\_final.pdf](https://www.paneurouni.com/wp-content/uploads/2022/03/nova_smernica_1_2022_pevs_statut_rady_pre_hodnotenie_vnutorneho_systemu_kvality_final.pdf)
- [https://www.paneurouni.com/wp-content/uploads/2022/06/nova\\_smernica\\_3\\_2022\\_pevs\\_hodnotenie\\_vzdelavacej\\_cinnosti\\_studentmi\\_absolventmi\\_final.pdf](https://www.paneurouni.com/wp-content/uploads/2022/06/nova_smernica_3_2022_pevs_hodnotenie_vzdelavacej_cinnosti_studentmi_absolventmi_final.pdf)
- [https://www.paneurouni.com/wp-content/uploads/2022/11/nova\\_smernica\\_4\\_2022\\_pevs\\_pravidla\\_vytvarania\\_uskutocnovania\\_upravy\\_studijnych\\_programov\\_final.pdf](https://www.paneurouni.com/wp-content/uploads/2022/11/nova_smernica_4_2022_pevs_pravidla_vytvarania_uskutocnovania_upravy_studijnych_programov_final.pdf)

In Directive 4/2022, the Pan-European University's policy on the creation, delivery and modification of study programmes is governed by two procedures, which depend on the assessment of the internal quality system by the external institution and SAAVS. In the event that the quality system does not meet a level that will allow the Pan-European University to create and deliver programmes of study independently, applications relating to the creation, modification and approval of programmes of study shall be submitted to SAAVS. If the internal quality system is assessed to be of a sufficient level, the Pan-European University shall be authorised to establish and run study programmes independently.



## PANEURÓPSKA VYSOKÁ ŠKOLA

In the case of an application to SAAVS, the procedure for the establishment, modification and approval of study programmes is as follows:

The Dean of the Faculty or the Deans of the Faculties will notify the Rector of the intention to submit an application for accreditation of a degree programme. In the case of a study programme that has not been previously implemented at the faculty, the Rector shall notify the other deans of this intention and submit it to the Quality Council for approval, together with their comments, if any. The intention to submit an application for accreditation of a study programme shall be submitted to the Rector, who shall submit it to the Quality Council for discussion, by the dean of the faculty after approval by the scientific council of the faculty in the case of a study programme implemented by a single faculty in accordance with the regulated statutes, or by the deans of the faculties after approval by the scientific councils of the faculties in the case of a study programme implemented by several faculties, or with the participation of higher education institutes of the PEU in accordance with the regulated statutes.

The intention to submit an application for accreditation of a study programme shall contain the elements stipulated by the legislation, in particular according to §23 of Act No. 269/2018 Coll. If the intention to submit an application for accreditation of a study programme is incomplete or shows other deficiencies that prevent its submission to SAAVS, the Rector shall invite the submitter to remedy the deficiencies. The Rector may set a time limit for the submitter to complete or eliminate the deficiencies. The Quality Council assesses the compliance of the intention to submit an application for accreditation of a study programme with legal regulations, internal regulations, the PEU curriculum standards and the strategic plan of PEU. The intention to submit an application for accreditation of a study programme shall be commented on by the relevant working group of the Quality Council, which may request the opinion of consultants. The Quality Council may, in justified cases, suspend the discussion of the intention to submit an application for accreditation of a study programme and request the submitter to supplement or modify the intention to accredit the study programme. The Quality Council shall set a time limit for the applicant to complete or revise the application for accreditation of the programme of study. The Quality Council shall resolve to forward the intent to submit an application for accreditation of a degree program within 90 days of receipt of the intent to accredit the degree program by the submitter(s). This time limit does not include the period during which deficiencies are remedied in accordance with Article 22(6) of the Rules for the Establishment, Conduct and Modification of Study Programmes of the PEU and the period of interruption of



## PANEURÓPSKA VYSOKÁ ŠKOLA

the deliberation process. The resolution of the Quality Council on the referral of the intention to submit an application for accreditation of a study programme shall include

- the name and type of study programme,
- the standard period of study,
- form of study,
- in the case of a study programme with a specialisation, the name of the specialisation,
- in the case of a study programme which serves to acquire comprehensive knowledge and skills also from another study programme, an indication of the type of study plan,
- in the case of a bachelor's or master's/engineering degree programme, the profile of the programme of study,
- the field or fields of education to which the study programme belongs. In the case of a combined programme of study, also the share of the fields of study in the teaching,
- in the case of study programmes, the name of the faculty or, in the case of a study programme, the names of the faculties or, where appropriate, the names of the public scientific institutions (Art. 11 of the Rules on the establishment, implementation and modification of study programmes of the PEU) or foreign universities (Art. 12 of the Rules for Establishing, Implementing and Modifying Study Programmes of the PEU), and in the case of an application for accreditation according to the legislation in force, also the name and seat of the cooperating institution (Art. 22 of the Rules for Establishing, Implementing and Modifying Study Programmes of the PEU), including a foreign university (Art. 23 of the Rules for Establishing, Implementing and Modifying Study Programmes of the PEU),
- the language of instruction. Po schválení zámeru predložit' žiadosť o akreditáciu študijného programu Radou kvality rektor predloží žiadosť o akreditáciu študijného programu SAAVS.

In the case of the possibility to submit the creation, modification and approval of study programmes itself, the following procedure shall be followed:

A proposal for a study programme which has not been implemented at the faculty so far is submitted to the Rector, who submits it to the Quality Council for discussion, by the Dean of



## PANEURÓPSKA VYSOKÁ ŠKOLA

the faculty after approval by the Faculty Scientific Council in the case of a study programme implemented by one faculty according to the modified statute, or by the Deans of the faculties in the case of study programmes implemented by several faculties, or with the participation of a higher education institute according to the modified statute. Before the proposal is approved by the scientific council of the faculty concerned or by the scientific councils of the faculties concerned, the academic senate of the faculty concerned or the academic senates of the faculties concerned shall comment on the proposal. The elements of the proposal shall be based on the legal provision (law) and the internal regulations of the PEU. The details shall be governed by the internal regulations of the PEU, on which the Quality Council shall give its opinion.

If the proposal is incomplete or otherwise deficient, the Quality Council shall invite the submitter to complete and rectify the deficiencies. The Quality Board may set a time limit for the proposer to complete or remedy the deficiencies.

The Quality Board assesses whether the proposal meets the requirements arising from legal regulations, internal regulations of the quality system for the field of study programmes of the PEU and whether it is in accordance with the long-term plan of the educational and scientific, research, development, artistic or other creative activities of the PEU (hereinafter referred to as the "strategic plan of the PEU").

The proposal shall be commented on by the working group of the Quality Council, which may set up a working group or request the opinion of consultants. Following the opinion of the relevant working group, the Quality Council shall discuss the proposal and decide whether to grant authorisation to implement the study programme. The Quality Board may, in justified cases, suspend the discussion and ask the applicant to supplement or modify the proposal. The Board shall set a time limit for the applicant to complete or revise the proposal. This time limit may be extended.

The Quality Council shall decide whether to grant authorisation to carry out the programme of study within 90 days of receipt of the proposal from the proposer(s). This time limit shall not include the period during which the deficiencies referred to in Article 11(5) are remedied and the period of interruption.

The Quality Board shall grant authorisation to operate a programme of study in the mode of autonomous establishment and operation of programmes of study for a maximum period of 10 years. For a period of less than 10 years, authorisation may be granted to carry out a programme of study if:



## PANEURÓPSKA VYSOKÁ ŠKOLA

- the study programme is authorised to carry out the study programme with a view to fulfilling the need to provide students with the opportunity to complete their studies,
- the study programme does not provide sufficient guarantees for proper provision and development, especially in terms of staffing and meeting the standards of the PEU study programmes for a period of 10 years,
- the study programme is not yet implemented or the faculty requests it.

The Quality Council shall decide by resolution not to grant the authorisation to carry out a study programme in the mode of independent establishment and implementation of study programmes if the proposal

- does not comply with the legislation and internal regulations,
- does not meet the standards of the study programmes of the PEU,
- is not in line with the strategic plan of the PEU,
- it did not contain all the elements necessary for its approval and these deficiencies had not been eliminated by the date of the discussion or by the expiry of the deadline under Article 14(4) of the Rules for the Establishment, Implementation and Modification of the Study Programmes of the PEU.

In the event of a resolution not to grant authorisation, the Quality Council shall inform the submitter, via the Rector, of the reasons for its decision.

The proposer or proposers may request, through the Rector, a review of the Quality Council's decision not to grant, withdraw or restrict the authorisation to carry out a study programme in the mode of independent establishment and delivery of study programmes. The request for review of the Quality Council's resolution must be made within 30 days of the notification of the resolution to the Chair of the Council.

If the Quality Board finds serious deficiencies in the implementation of the programme of study in the mode of independent establishment and delivery of programmes of study, it shall invite the applicant, within a reasonable period of time and not later than 15 days, to remedy the deficiencies. In the event of persistent serious deficiencies in the implementation of the programme of study in the mode of autonomous curriculum development and delivery, the Quality Board shall resolve, according to the nature of the matter

- to restrict the authorisation to carry out the study programme by prohibiting the admission of further applicants to the study programme in question,



## PANEURÓPSKA VYSOKÁ ŠKOLA

- to withdraw the authorisation to carry out the programme of study.

It shall state the reasons in its resolution.

The person responsible for the implementation, development and quality of the study programme must meet the requirements set out in Article 6(4) of the Standard for the study programme, namely:

- has primary responsibility for the delivery, development and quality assurance of the programme of study,
- hold a full-time professorship in the relevant field of study for level 2 and level 3 study programmes,
- holds the position of professor or associate professor in the relevant field of study on a full-time basis,
- has responsibility for the implementation, development and quality assurance of up to three study programmes, excluding the concurrence referred to in Article 7(3)(b) to (h) of the study programme standards,
- does not act as the person responsible for the implementation, development and quality assurance of a study programme at another higher education institution,
- fulfils the requirements for creative activity according to Article 7(1) to (3) of the study programme standards.

Such a person may be authorised by the Dean of the Faculty to represent him/her in meetings with the Quality Council or may be invited to attend a meeting of the Quality Council when the study programme or programmes in question are being discussed.

### **3.2.Alignment of policies, structures and processes for curriculum development, modification and approval with standards**

*The HEI will characterise and evaluate how the policies, structures and processes for curriculum design, modification and approval ensure:*

*3.2.1 Involving students, employers and other relevant stakeholders in the creation, modification and approval of programmes.*

*3.2.2 Transparent, fair, professionally informed, objective and independent assessment and approval of programmes of study in which conflicts of interest and potential bias are avoided.*

*The HEI shall also describe the mode and scope of assessment and approval of new programmes, modifications to existing programmes, types and mechanisms of corrective action*





## PANEURÓPSKA VYSOKÁ ŠKOLA

*and follow-up, the system for deciding whether to continue with a programme of study or to cancel a programme, how to identify the relevant decision of the approval body, how to supervise the programmes being implemented (or provide a reference to the relevant regulation).*

*The university shall make reference to the structures and processes for the approval of programmes of study and their outcomes.*

*3.2.3 Continued compliance of degree programmes with the standards for the degree programme.*

*3.2.4 Clear specification and communication of the qualification gained through successful completion of the programme, the level of which meets the requirements of the relevant level of the qualification framework.*

*3.2.5 Alignment of the content and level of the qualification with the sector-specific expectations of employers and other external stakeholders.*

The Pan-European University ensures that the policies, structures and processes for curriculum development, modification and approval are in line with the standards through the following steps:

- [https://www.paneurowni.com/wp-content/uploads/2022/06/nova\\_smernica\\_2\\_2022\\_pevs\\_vnutorny\\_system\\_zabezpecenia\\_kvality\\_final.pdf](https://www.paneurowni.com/wp-content/uploads/2022/06/nova_smernica_2_2022_pevs_vnutorny_system_zabezpecenia_kvality_final.pdf)
- [https://www.paneurowni.com/wp-content/uploads/2022/06/nova\\_smernica\\_3\\_2022\\_pevs\\_hodnotenie\\_vzdelavacej\\_cinnosti\\_studentmi\\_absolventmi\\_final.pdf](https://www.paneurowni.com/wp-content/uploads/2022/06/nova_smernica_3_2022_pevs_hodnotenie_vzdelavacej_cinnosti_studentmi_absolventmi_final.pdf)

Monitoring and periodic evaluation of curricula, involving students, employers from the relevant sector of the economy and other stakeholders, taking into account the following:

1. the application of the latest knowledge in the content of study programmes,
2. the effectiveness of the criteria and rules for student assessment,
3. the achievement of higher education outcomes,
4. a student questionnaire on the quality of teaching and a teacher questionnaire,
5. the employability of graduates

The evaluation of educational activities by students and graduates of the PEU is still carried out separately at the level of:

- (a) students' evaluation of teaching in study programmes,



## PANEURÓPSKA VYSOKÁ ŠKOLA

- b) students' evaluation of the provision of educational activities and other related support activities,
- c) evaluation of studies by graduates.

List of indicators used in this area:

We proceeded to monitoring the success of studies through statistics published by the Ministry of Labour, Social Affairs and Family of the Slovak Republic, i.e. through the coefficient of unemployed graduates of the second cycle of studies for individual fields of study accredited by the PEU. According to the level of the coefficient of unemployed second degree graduates for 2021, it can be stated that the value has slightly improved compared to last year and is at the level of 6% (in 2020 it was at the level of 13.30%), which represents a decrease of 7%. However, the level of the coefficient of the unemployed for the first and second degree shows a value at 7%, which represents an increase of 0.35%. The length of registration of job seekers from the PEVS varied the most between 3 and 6 months, where 14 job seekers were registered. This is an increase of 27% compared to last year. There was a positive development in the length of registration of jobseekers in the period from 0 to 3 months, where there was a decrease of 7 jobseekers compared to last year, in which 19 jobseekers were registered. From 10 to 12 months 6 candidates were registered and from 12 to 18 months there were 4 PEU graduates registered as jobseekers, an increase compared to the previous year. In 2021, the labour market was marked by the COVID-19 situation, which was undoubtedly reflected in the successful placement of graduates.

Further sub-reports are published at.

<https://www.paneurowni.com/pevs/uradne-informacie/system-kvality/system-kvality-spravy/>

*3.2.6 HEI rules for the construction of a graduate profile and for defined learning objectives and learning outcomes that are verifiable and relevant to the mission of the HEI, the relevant level of the qualification framework and the field of knowledge according to the relevant field of study or combination of fields of study in which their graduates will receive their higher education. Their mode of communication.*

*3.2.7 Linking learning to creative activities, with the level and focus of the creative activity appropriate to the level of higher education and the learning outcomes.*



## PANEURÓPSKA VYSOKÁ ŠKOLA

*3.2.8 That the curriculum will provide students with transferable competencies that influence students' personal development and can be used in their future careers and lives as active citizens in democratic societies.*

The Pan-European University bases its graduate profile on the relevant qualification framework and the field of knowledge in the fields of study in which it provides education, i.e. law, political science, economics and management, media and communication skills, psychology and computer science. The profile of the graduate in the relevant fields of study is defined in such a way as to be consistent with the mission of the University as set out in the Pan-European University's Long-Term Plan. As part of the internal quality system, external stakeholders, who have knowledge from practice that helps graduates to become more successful in the labour market, also have a say in the development of the graduate profile, among other things. The graduate profile is based on key competences that are developed and nurtured within the socio-cultural content of contemporary science and technology education in particular. It represents general education as a complex of knowledge and knowledge, skills and competences. As part of its internal quality system, the Pan-European Higher Education Institution assures itself at regular intervals that its students successfully completing their studies, i.e. graduates, meet, and those who will successfully complete their studies in the future will also meet, the above requirements when acquiring the relevant qualification. The Pan-European University has ensured that there is a clear link between learning and creative activities in the curriculum, with the level and focus of the creative activities being appropriate to the level of higher education and the learning outcomes. Evidence can be found in fact in information sheets, SSCs, term projects, year papers, final theses, doctoral conferences, etc.

### **3.3. A European approach to quality assurance for joint degree programmes**

*HEIs delivering joint degree programmes are characterised by the consistency of structures and processes for the creation, modification and approval of joint degree programmes, ensuring the application of the principles of the European Quality Assurance Approach for Joint Degree Programmes and compliance with Appendix 1 of the Degree Programme Standards.*



PANEURÓPSKA VYSOKÁ ŠKOLA

*The HEI shall include in Annex 1 of the VHSVS 'List of programmes of study' for joint programmes, inter alia, a reference to the cooperation agreement referred to in Article 2(3) of Appendix 1 of the curriculum standards.*

The Pan-European University does not offer a joint study programme from 31.8.2022.

### **3.4. Compliance of study programmes with the standards for the study programme**

*The HEI shall evaluate the progress and results of the most recent assessment of the compliance and approval of the HEI's study programmes with the standards for the study programme (according to Article 3 of the standards for the study programme) in the individual fields and levels of education. Including the status of corrective measures, if imposed.*

*HEIs in Annex 1. The VHSVS shall list the "List of Programs of Study" as per Annex 1. of the Handbook. The list shall include a reference to the related documentation of the study programme.*

*If the HEI runs fewer than 3 programmes of study, it may list them and the related evidence directly in the text of the VHSVS.*

37 study programmes were submitted to the Quality Council at the Pan-European University for alignment, where the criteria according to the SAAVS requirements resulting from the standards were met. Annex 1 provides a list of the aligned programmes in the required structure. The minutes of the Quality Council which dealt with the alignment of the study programmes are published on the website:

<https://www.paneurouni.com/pevs/organizacna-struktura/rada-kvality/>



#### 4. Student-centred learning, teaching and assessment

*The HEI will characterise and evaluate how the policies, structures and processes of the VSZK ensure:*

Within the framework of the Internal Quality Assessment System at the PEU, minimum criteria are defined in educational activities, which are mainly defined in the following standards:

- a) The Higher Education Act,
- b) the Act on Quality Assurance in Higher Education,
- c) SAAVS standards,
- d) the internal regulation Rules for the establishment, implementation and modification of study programmes of the PEU,  
[https://www.paneurowni.com/wp-content/uploads/2022/11/nova\\_smernica\\_4\\_2022\\_pevs\\_pravidla\\_vytvarania\\_uskutocnovania\\_upravy\\_studijnych\\_programov\\_final.pdf](https://www.paneurowni.com/wp-content/uploads/2022/11/nova_smernica_4_2022_pevs_pravidla_vytvarania_uskutocnovania_upravy_studijnych_programov_final.pdf)
- e) Study and Examination Regulations of the PEU,  
[https://www.paneurowni.com/wp-content/uploads/2022/04/studijny\\_a\\_skusobny\\_poriadok\\_pevs\\_uplne\\_znenie\\_vratane\\_dodatku\\_9.pdf](https://www.paneurowni.com/wp-content/uploads/2022/04/studijny_a_skusobny_poriadok_pevs_uplne_znenie_vratane_dodatku_9.pdf)
- f) Principles of the Admission Procedure (the principles are published in the official information of the individual faculties within paneurowni.com)
- g) Principles of doctoral studies at PEU  
[https://www.paneurowni.com/wp-content/uploads/2022/09/smernica\\_rektora\\_c.7\\_2015\\_zasady\\_doktorandskeho\\_studia\\_na\\_pevs\\_vratene\\_dodatku\\_c.3.pdf](https://www.paneurowni.com/wp-content/uploads/2022/09/smernica_rektora_c.7_2015_zasady_doktorandskeho_studia_na_pevs_vratene_dodatku_c.3.pdf)
- h) Criteria for obtaining the title of associate professor and criteria for obtaining the title of professor and the rules of the habilitation and inauguration procedure at PEU.  
[https://www.paneurowni.com/wp-content/uploads/2022/06/smernica\\_rektora\\_c.4\\_2013\\_zasady\\_habilitacneho\\_konania\\_a\\_konania\\_na\\_vymenovanie\\_profosorov\\_na\\_pevs\\_uplne\\_znenie\\_vratane\\_dod.c.5\\_v.r..pdf](https://www.paneurowni.com/wp-content/uploads/2022/06/smernica_rektora_c.4_2013_zasady_habilitacneho_konania_a_konania_na_vymenovanie_profosorov_na_pevs_uplne_znenie_vratane_dod.c.5_v.r..pdf)



## PANEURÓPSKA VYSOKÁ ŠKOLA

On the basis of these regulations, the teaching of students and the learning process, including the assessment of students, is ensured. All active policies set within the Pan-European University for student learning, teaching and assessment are in line with the mission of the University and its strategic objectives for the period.

### **4.1. Active role, autonomy, creativity and independence of students**

*How the active role, autonomy, creativity and independence of students in their learning is encouraged in the delivery of the curriculum, and in the learning process this approach is reflected in the assessment of students.*

Within the credit system of study, it is necessary, in addition to direct teaching for students, to complete part of the study by self-study within individual subjects so that it is possible to allocate the appropriate number of credits tied to the subject on the basis of a passed examination. In general, the principle is that 1 ECTS credit corresponds to a requirement of 25 to 30 hours of study, i.e. the student must work autonomously and independently within the individual subjects beyond the direct teaching. Within the framework of direct teaching, different teaching methods corresponding to the types of subjects taught are included in the educational process in the individual study programmes at the individual faculties, while students are primarily expected to take an active approach to education with respect for their own opinions and critical thinking, which in many subjects is manifested by the students' creative approach to problem solving or their participation in the research process. As part of the regular evaluation (questionnaires) in the winter and summer semesters, the courses offered by the faculty in a given field of study are evaluated, and on the basis of their evaluation, teachers are regularly confronted with students' opinions on the teaching of a given subject, which helps to incorporate active teaching methods into the teaching process. The results of the faculty surveys for each semester of teaching are communicated to the students through the faculty management. Compact survey results are presented within the 2021 Annual Report, Chapter XIII. Quality System

([https://www.paneurouni.com/wp-content/uploads/2022/11/vyrocná\\_správa\\_pevs\\_2021\\_final.pdf](https://www.paneurouni.com/wp-content/uploads/2022/11/vyrocná_správa_pevs_2021_final.pdf) ).



## PANEURÓPSKA VYSOKÁ ŠKOLA

Student evaluations take into account the range of student knowledge gained in and beyond direct instruction, e.g., through independent work on projects, self-study of literature, etc., reflecting the active approach students take during the learning process in individual courses.

### **4.2. Respect for the needs and diversity of students and flexibility of learning trajectories**

*How the diversity of students and their needs is respected in the delivery of study programmes and flexibility in study trajectories is allowed, including with regard to the possibility of reconciling work/family life with study at the university.*

Study within the PEU is implemented on the basis of the ECTS credit system, which allows students to flexibly adjust the pace of teaching and its trajectory with respect to education abroad or with respect to the circumstances of work and family life of students. The individual trajectories of study are implemented in the study programmes in such a way as to maintain the possibility of selecting compulsory elective and elective courses corresponding to the number of credits required for the completion of studies and the acquisition of the relevant qualification. The exact conditions for the acquisition, transfer of credits and the minimum number of credits to be obtained per academic year for advancement to a higher year of study are laid down in the Study and Examination Regulations of the Pan-European University ([https://www.paneurouni.com/wp-content/uploads/2022/04/studijny\\_a\\_skusobny\\_poriadok\\_pevs\\_uplne\\_znenie\\_vratane\\_dodatku\\_9.pdf](https://www.paneurouni.com/wp-content/uploads/2022/04/studijny_a_skusobny_poriadok_pevs_uplne_znenie_vratane_dodatku_9.pdf)). The following indicators, set out in the list of quality indicators defined in the Internal Quality Assessment System of the PEU, define the degree of success of students in their studies in monitoring quality in a given area.

Indicators:

- Study success rate
- Percentage of first cycle students out of the total number of students
- Percentage of second cycle students out of total number of students
- Number of students in the university/programme of study in each year of study
- Number of first-year students who dropped out of the study in the following pattern: expelled for failure, dropout, change of university/programme of study in each year of study



## PANEURÓPSKA VYSOKÁ ŠKOLA

- Number of students in subsequent years of study who dropped out in the following structure expelled for failure, dropout, change of study programme) of the university/programme of study in each year of study
- Percentage of students exceeding the standard length of study and average length of the extra length of study
- Percentage of students on mobility abroad out of the total number of students

### Study success rate indicator

	1.degree	2. degree
FP	31,46	-15,38
FEP	36,96	21,43
FM	33,33	0,00
FPS	68,42	20,00
FI	0,00	-33,33

There are high demands on first year study, as evidenced by the first year pass rates. In the second cycle, demands are made in the first years at the Faculty of Economics and Business and the Faculty of Psychology, while at the Faculty of Law and the Faculty of Informatics, demands are made in the final years of study according to the success rates. In the Faculty of Mass Media, the demands on the second cycle of studies are spread evenly over the length of the studies.

### Indicator of the share of first and second cycle students in the total number of students

	1.degree	2. degree
FP	17,84	8,28
FEP	10,23	4,68
FM	12,85	5,24
FI	6,48	2,42
FPS	24,16	4,52

In the academic year 2020/2021, the share of students in the first and second cycle in the total number of students is shown in the table below. In 2021, the overall share of students in the





## PANEURÓPSKA VYSOKÁ ŠKOLA

first cycle of education was 71.57% and in 2020 it was 70.64%, the value of the indicator does not have a decreasing trend. In 2021, the total proportion of students in the second level of education was at the level of 25.14% and in 2020 it was a proportion of 25.49%, the value of the indicator has a very small decreasing trend. This decline can be linked to the change in the standard length of studies and also to the greater interest in studying abroad.

The indicator of the number of students at the university by study programme in each year of study is published in the sub-report. The International Relations and Diplomacy programme, which is the shortest programme of study offered, is being reviewed and monitored, and action will be taken.

The two indicators tracking the number of first-year students who drop out in the following structure: withdrawn for failure, dropout, change of university/programme of study in each year of study and the number of students in subsequent years of study who drop out in the following structure withdrawn for failure, dropout, change of university/programme of study in each year of study are divided into full-time and part-time forms of study. Its results are published in a sub-report and more or less replicate the data found from the success rates.

The proportion of students sent on mobility at Pan-European University level was 19 in 2021/2022 and 38 in 2020/2021. The decrease was due to the COVID -19 pandemic and travel restrictions. A more detailed breakdown is provided in the sub-report.

Sub-reports are published at.

<https://www.paneurowni.com/pevs/uradne-informacie/system-kvality/system-kvality-spravy/>

Based on the evaluation of indicators globally for the whole university, it appears that the quality of teaching and individual approach to students can be strengthened, especially in the first year of study, while according to additional information obtained from students, the most important indicator of dropping out in the first year is the inappropriate choice of the field of study, taking into account the interests of the student. In terms of study visits abroad, concerns about the global pandemic of COVID 19 were a particular obstacle in the previous period. For this reason, the indicator Percentage of students sent on mobility abroad is biased for the previous reporting period.

In order to meet the individual needs of students within the flexibility of their studies, timetables are designed to respect the possibility of reconciling work and family life. The study load of



## PANEURÓPSKA VYSOKÁ ŠKOLA

external students is mainly implemented outside working days. In case of justified obstacles in the proper performance of study obligations, it is possible after individual assessment to define for the student an Individual Study Plan, which reflects the ways of completing the enrolled courses according to the predefined and specified requirements of individual teachers in a given subject. Within the framework of the individual approach, the Pan-European University respects the individual workload of students with specific needs on the basis of the granted statuses and adapts the conditions of study to their needs. The conditions of study are regulated by a directive ([https://www.paneurouni.com/wp-content/uploads/2017/02/smernica-rektora-c.4\\_2016-podmienky-studia-studentov-so-specifickymi-potrebami-pevs.pdf](https://www.paneurouni.com/wp-content/uploads/2017/02/smernica-rektora-c.4_2016-podmienky-studia-studentov-so-specifickymi-potrebami-pevs.pdf) )

### **4.3. Flexible use of learning and assessment concepts, forms and methods**

*How it ensures flexible use of a wide range of pedagogical methods, forms and approaches and methods of student assessment. Indicate how they are regularly evaluated and refined.*

Various forms are used in education at PEU, especially lectures, exercises, independent presentation activities of students, learning-by-doing, excursions, seminars, group projects, professional practice in companies and others resulting from the nature of the individual subjects taught in the study programmes. Within the teaching, a great emphasis is placed on independent problem solving with an assisted approach by the teachers. The basic teaching methods are set out in the course information sheets and teachers use individual methods on the basis of their teaching experience and the requirements of the courses themselves.

A wide portfolio of assessment forms is used to evaluate students, in particular written, oral and combined examinations, practical projects, presentations of results, student-prepared articles for scientific and professional publications and for scientific and professional conferences, group presentations, simulated practical presentations. The most appropriate method of assessment shall be defined by the teacher on the basis of the nature of the subject taught.

The evaluation of the teaching and assessment concepts and forms used is carried out within the deans' colleges in a general form and on the basis of evaluations obtained from questionnaire surveys in each semester for individual subjects within the faculties of the Pan-European University, while the results of the subject evaluation are presented to the teacher individually through the dean of the faculty, the vice-dean of the faculty or the head of the department.



## PANEURÓPSKA VYSOKÁ ŠKOLA

The content of the courses, the methods of assessment and the success rate of students in the course are listed in the Course Information Sheets and publicly available in the Course Catalogue (<https://is.paneurouni.com/katalog/>).

Within the individual profile subjects, the indicators of obtaining grades  $F_x > 10\%$  or grades  $D+E+F_x > 50\%$  are evaluated. In the case of such results, measures are implemented to improve the quality of teaching of the subject and the selection of more appropriate forms of teaching.

### 4.4. Student guidance and support

*How students are provided with appropriate guidance and support from teachers and how mutual respect in the student-teacher relationship is fostered.*

Building mutual respect is an independent task of the teacher in the provision of the subject. Teachers are guided methodically by the vice-deans for education. Teachers are instructed in how to guide students and this is reflected in individual teacher evaluations within each subject. Building mutual trust and support is also implemented in the management of final papers so that the teacher has the opportunity to give individual attention to the student. At the same time, many students are directly involved in research projects beyond the teaching process, especially in the form of partial research assignments in the form of final qualification papers. Less experienced teachers are mentored by senior teaching staff and guided in the supervision of the students, which is facilitated by visits to individual teachers. Building mutual respect and an individual approach is also possible due to the higher ratio of teachers in relation to the number of students and the number of theses supervised by the teachers.

The degree of adequate guidance of students by teachers is defined by the following indicators set out in the list of quality indicators defined in the PEU Internal Quality Assessment System.

Indicators:

- Teacher-student ratio
- Number of theses supervised by the thesis supervisor
- Proportion of contact teaching to total university/programme teaching capacity (in hours per week)



## PANEURÓPSKA VYSOKÁ ŠKOLA

The indicator for the teacher-student ratio was set at 4% in 2021. The Pan-European University strives to increase this value and to take advantage of grant calls.

The indicator for the number of theses supervised by a thesis supervisor is 10 per teacher. We also try to recruit top practitioners in their respective fields as thesis supervisors.

The proportion of contact teaching to the total capacity of the university's teachers in the programme of study (in hours per week) is understood as the amount of contact teaching, which is defined by an hour of contact teaching, limited to 45 minutes, that takes place per week during the semester. The workload during the semester is divided into lectures, tutorials and external consultations. Lectures are normally delivered in 2 hours of contact teaching, which is 90 minutes, and the same procedure is followed for tutorials. In the external format, the scope is defined as the amount of contact teaching or tutorials, specifically ranging from 16 hours to 24 hours per semester. The minimum amount of contact teaching is defined by category as follows: for professors, the minimum level is 6 hours of contact teaching per week; for associate professors, the minimum level is 8 hours of contact teaching; for assistant professors, the minimum level is 10 hours of contact teaching; for assistant professors, the minimum level is 16 hours of contact teaching. The level of contact teaching may vary depending on the academic function or the position and job description. The fulfilment of the minimum level is regularly evaluated and serves as one of the bases for the evaluation of teachers.

### **4.5. Methods of verification of learning outcomes**

- *The HEI will characterise and evaluate the use of methods for verifying learning outcomes and how it ensures that:*
- *- examiners are thoroughly familiar with existing methods of verifying the achievement of learning outcomes; with methods of testing, examining and assessing student performance; and have the support of the university to further develop their knowledge and skills in this area;*
- *- the criteria, methods and deadlines for assessment and marking are known in advance and easily accessible to students;*
- *- assessment enables students to demonstrate the extent and level to which they have achieved the expected learning outcomes and provides feedback to students which can be combined with recommendations and guidance on the learning process where necessary;*



## PANEURÓPSKA VYSOKÁ ŠKOLA

- *- assessment is consistent and fairly applied to all students, carried out in accordance with pre-agreed procedures and producing reliable conclusions that do not lead to unjustified differences in similar cases;*
- *- the assessment takes due account of the circumstances relating to students with specific needs;*
- *- where circumstances permit, the assessment of students is carried out by more than one assessor.*
- 

The methods for verifying learning outcomes are described in Article 16. Progress examinations

- number of dates and assessment of courses (learning outcomes) within the framework of the PEU Study and Examination Regulations ([https://www.paneurowni.com/wp-content/uploads/2022/04/studijny\\_a\\_skusobny\\_poriadok\\_pevs\\_uplne\\_znenie\\_vratane\\_dodatku\\_9.pdf](https://www.paneurowni.com/wp-content/uploads/2022/04/studijny_a_skusobny_poriadok_pevs_uplne_znenie_vratane_dodatku_9.pdf))

Examiners determine the method of verification of outcomes on the basis of the methods set out in the course syllabus and on the basis of peer comparisons of experience in verifying student outcomes. The indicators of obtaining grades  $F_x > 10\%$  or grades  $D+E+F_x > 50\%$  are evaluated within the individual profile courses. In the case of such results, measures are implemented to improve the quality of teaching of the subject in question, selecting more appropriate forms of teaching and individually assessing ways of verifying the learning outcomes achieved. Teachers are guided by the recommendations of the faculties' management for the verification of results consulted during the Dean's University meetings and individual consultations.

Teachers are obliged to communicate the verification methods and criteria for assessing students at the latest in the first lecture and the framework dates for verifying knowledge (midterm, examinations in the examination period, continuous assessment of results). The lecturer is also obliged to make students aware of the course syllabus, which contains information on the assessment methods and assessment criteria. The lecturer is obliged to set the dates for the examination in the examination period at the latest in the final week of the semester. The directors and staff of the study department shall ensure that sufficient dates are set so that all opportunities for resitting the examination can be provided within them, in accordance with the study and examination regulations. The list of dates and registration for the dates are accessible online via an information system with tutor and student access.



## PANEURÓPSKA VYSOKÁ ŠKOLA

Assessment methods are determined by the teacher. In the case of written assessment, the student has the opportunity to consult the written work and request comments from the teacher. In the case of an oral examination, the examiner has the responsibility to make the student aware of areas in which the student is not sufficiently knowledgeable and to recommend study resources and additional tutorials so that the expected learning outcomes are met. Most teachers have sufficient experience of working with students and are able to set up the various learning and assessment processes so that the expected learning outcomes are met to the extent and quality expected.

As part of the objective assessment, there is an established assessment scale and method of assessment for each subject, as indicated in the subject information sheet. In the case of written examinations, results are kept as evidence of student achievement in order to objectify assessment. In the case of oral assessment, the presence of at least one other student or teacher as a witness in the examination to assess knowledge shall be used to objectify the assessment, so that the objectivity and quality of the oral examination is not questioned

For students who have been granted the status of a student with special needs, the recommendations of the doctor are respected, e.g. by extending the time required for the examination or the form and method of examination. Examiners are informed in advance of the needs of individual students at the latest at the beginning of the semester in which the courses are taught. The needs of students are also taken into account when carrying out practical assignments and when conducting final state examinations. The procedures for obtaining the status of a student with special needs are laid down in the Regulations on the Conditions of Study for Students with Special Needs at the Pan-European University ([https://www.paneurouni.com/wp-content/uploads/2017/02/smernica-rektora-c.4\\_2016-podmienky-studia-studentov-so-specifickymi-potrebami-pevs.pdf](https://www.paneurouni.com/wp-content/uploads/2017/02/smernica-rektora-c.4_2016-podmienky-studia-studentov-so-specifickymi-potrebami-pevs.pdf) ).

In the case of different lecturers in the different forms of study of a given subject (lectures and tutorials), the assessment of the subject is the sum of the assessments of the individual lecturers, or the assessment for the tutorials is of a recommendatory nature for the implementation of the overall assessment. If necessary, when conducting a board examination, the board includes several assessors who are able to assess the student's knowledge. In case of disagreement of a student with his/her assessment by one assessor, a board examination may be requested.



PANEURÓPSKA VYSOKÁ ŠKOLA

#### **4.6. Remedies for evaluation results**

*The HEI shall characterise and evaluate the remedies available to students against the results of the assessment, ensuring fair treatment of those seeking redress.*

To review the evaluation, the student has the option of contacting the Vice Dean for Education or the Dean of the Faculty, who, in case of doubts about the objectivity of the evaluation, will propose a commission review, ensuring that the members of the commission are experts in the given or related field of education. The student himself/herself may also request a board examination if there are grounds for suspecting that the examiner is biased. Detailed description of the methods of conducting a board examination is given in the PEU Study and Examination Regulations in Article 16, point 24.



## **5 Admission procedure, course of studies, recognition of education and award of academic degrees**

### **5.1. Rules and course of study**

*The HEI shall characterise and evaluate policies, structures and processes to ensure that consistent rules are in place, implemented, published and easily accessible for all phases of the student learning cycle, in particular for admission, progression and assessment, recognition of learning, graduation, awarding of degrees and the issuing of diplomas and other credentials;*

The Pan-European University publishes on the website of the school and its faculties, as well as in the information system, the rules and procedures for students for all stages of the study cycle.

The following are published on the website in the section Internal regulations:

- The required abilities and prerequisites for admission as defined in the Admissions Policy, which is published annually on the faculties' website (listed in the description of the SP)
- The Study and Examination Regulations of the Pan-European University, published on the faculties' website and also on the Rector's Office, as well as the deans' instructions concerning the course of study and assessment
- Rector's Directive No.3/ 2017 on the recognition of educational documents, which concerns the recognition of education as well as Article 23 and Article 24 of the Study and Examination Regulations of the Pan-European University, which regulates the recognition of part of the studies and the recognition of part of the studies at another higher education institution abroad.
- Completion of studies is regulated in Article 17 of the Study and Examination Regulations - State examinations and final examinations published on the school's website under internal regulations
- The awarding of degrees and the issue of diplomas is regulated in Rector's Directive No 2/2013 Issuance of documents of graduation from the university, published on the school's website in the internal regulations section
- Rigorous procedures are regulated by separate deans' directives published on the faculties' websites in the internal regulations section





## PANEURÓPSKA VYSOKÁ ŠKOLA

Professional education is carried out on the basis of Rector's Directive No. 5/2017 Principles of awarding professional titles at PEU published on the school's website in the internal regulations section.

The value of degree programmes offered was 88.37 in 2022/2023 and for 2023/2024 the value of degree programmes offered is 93.94. The change in value is due to the reduction in the number of degree programmes that have been cancelled due to the adoption of new rules as per the SAAVS standards. The total proportion of non-offered degree programmes in 2022/2023 is 11.63 and in 2023/2024 is 6.06. The change in the value was due to the new rules for the provision of degree programmes and the reduction in the total number of degree programmes offered.

The level of student interest in the degree programme is published in the sub-report. The interest depends on the degree programme in the faculties and ranges from 20% to 100%. With the lowest interest being in English language studies.

An evaluation of the proportion of students admitted from another university at the 2nd and 3rd cycle is published in the sub-report. The proportion ranges from 100% at the third degree in the Faculty of Economics and Business to 17.39 at the second degree in the Faculty of Mass Media. The sub-reports are published at.

<https://www.paneurowni.com/pevs/uradne-informacie/system-kvality/system-kvality-spravy/>

### **5.2. Offer of study programmes**

*The HEI will characterise and evaluate the curriculum offer in the context of the HEI's mission and strategy. It shall indicate the intentions related to the adaptation of the portfolio of programmes to the requirements.*

*The HEI shall indicate how it publishes objective and complete information on the range of study programmes on offer, admission requirements and criteria, and other conditions of study.*

When evaluating the offer of study programmes currently provided by the Pan-European University, study programmes in the Slovak language predominate. There is little interest in study programmes in English, so the reasons for this are continuously monitored and evaluated.



## PANEURÓPSKA VYSOKÁ ŠKOLA

This is an area for reassessment within the main objectives in the Long-Term Plan 2020-2026 if there is no increase in interest in English language study programmes.

In the period under review, the PEU offers a total of 37 full-time and part-time study programmes - 14 Bachelor's, 12 Master's/Undergraduate and 11 Doctoral programmes

In full-time and part-time form, 5 study programmes were offered in English language.

Further sub-reports are published at.

<https://www.paneurowni.com/pevs/uradne-informacie/system-kvality/system-kvality-spravy/>

### 5.3. Admission of students

*The HEI will characterise and evaluate the policies, structures and processes that ensure that the admissions process is:*

- fair, transparent and reliable, and the selection of applicants is based on appropriate methods of assessing their suitability for study,*
- that admission conditions are inclusive and equal opportunities are guaranteed to all applicants who demonstrate the necessary qualifications to graduate.*

As of 31 October 2021, a total of 1 945 students were studying at all five faculties of the Pan-European University. The number of students has stabilised in recent years. A positive finding is that the number has increased slightly again compared to last year, despite the continuing unfavourable demographic development and strong competition on the education market. Recently, there has been a slight increase in the number of students - the increase compared to 2020 was about 5.6%, compared to 2019 it is about 11.5%. We see positive signs in the increase in the total number of students entering the 1st year of Bc. studies. Compared to 2020, we register an increase of almost 9% in the number of freshmen of the Bachelor's degree, the increase compared to 2019 was over 20%. The largest and continuous growth is recorded in the case of the Faculty of Psychology. In 2021, we have managed to continue the positive trend of increase in the number of students in the 2nd cycle of studies - the number of PEU students enrolled in the 1st year of the Mgr./Ing. degree increased by almost 10% compared to 2020. Compared to 2019, this is an increase of 33.6%. In 2021, the trend continued, where the number of full-time students (1,240 students) prevails over students in the external form (705 students). In percentage terms, the proportion of full-time students is approximately 64%. The number of



## PANEURÓPSKA VYSOKÁ ŠKOLA

students studying at Bachelor's level in the period under review was 1 392, representing a share of almost 72% of the total number of students. The number of students in the master's or engineering degree was 489 students, which is about 25% of the total number of students. The number of students studying at the doctoral level was about 3% , i.e. 64 students.

In the period under review, 1910 students applied for all three levels of study at PEU, 1809 students participated in the admission procedure, 1737 students were admitted, 901 students were enrolled. A long-standing problem is that a significant number of admitted students do not enrol - in the current academic year 2021/2022, up to approximately 48% of admitted students have not enrolled. Nevertheless, it can be noted that there has been a slight increase in all indicators recently.

When selecting applicants, the Pan-European University follows the admissions policy, which it sets out annually and publishes on its website. The admission procedure is designed to guarantee a fair, transparent and reliable selection of eligible applicants and the conditions of admission are designed to guarantee equal opportunities to any applicant who demonstrates the necessary prerequisites for graduation.

List of indicators:

Percentage of students exceeding the standard length of study and average length of study beyond the standard length

	1. degree	2. degree
FP	0,51%	0,46%
FEP	0,31%	0,10%
FM	0,26%	0,05%
FI	0%	0,00%
FPS	0,41%	0,05%
PEU	1,49%	0,67%

Indicator of the share of first and second cycle students in the total number of students

	1. degree	2. degree
FP	17,84	8,28
FEP	10,23	4,68
FM	12,85	5,24
FI	6,48	2,42
FPS	24,16	4,52



## PANEURÓPSKA VYSOKÁ ŠKOLA

In the academic year 2020/2021, the share of students in the first and second cycle in the total number of students is shown in the table below. In 2021, the overall share of students in the first cycle of education was 71.57% and in 2020 it was 70.64%, the value of the indicator does not have a decreasing trend. In 2021, the total proportion of students in the second level of education was at the level of 25.14% and in 2020 it was a proportion of 25.49%, the value of the indicator has a very small decreasing trend. This decline can be linked to the change in the standard length of studies and also to the greater interest in studying abroad.

The indicator of the number of students at the university by study programme in each year of study is published in the sub-report. The International Relations and Diplomacy programme, which is the shortest programme of study offered, is being reviewed and monitored, and action will be taken.

The two indicators tracking the number of first-year students who drop out in the following structure: withdrawn for failure, dropout, change of study programme) of the university/programme in each year of study and the number of students in subsequent years of study who drop out in the following structure: withdrawn for failure, dropout, change of study programme of the university/programme in each year of study are divided into full-time and part-time forms. Its results are published in a sub-report and more or less replicate the data obtained from the success rates.

The proportion of students sent on mobility at Pan-European University level was 19 in 2021/2022 and 38 in 2020/2021. The decrease was due to the COVID -19 pandemic and travel restrictions. A more detailed breakdown is provided in the sub-report.

Sub-reports are published at:

<https://www.paneurowni.com/pevs/uradne-informacie/system-kvality/system-kvality-spravy/>

### **5.4. Studying students with specific needs**

*The HEI characterises how support measures are provided and an environment is created to equalise the opportunities to study at university for students with specific needs and students from disadvantaged backgrounds.*

The Pan-European University follows the legislation and internal regulation Rector's Directive No. 4/2016 Conditions of Study for Students with Specific Needs. In the academic year 2021 there were a total of 19 students with specific needs.



[https://www.paneurouni.com/wp-content/uploads/2017/02/smernica-rektora-c.4\\_2016-podmienky-studia-studentov-so-specifickymi-potrebami-pevs.pdf](https://www.paneurouni.com/wp-content/uploads/2017/02/smernica-rektora-c.4_2016-podmienky-studia-studentov-so-specifickymi-potrebami-pevs.pdf)

### **5.5. Quality of defended final and rigorous theses**

*The HEI shall characterise and evaluate policies, structures and processes to ensure that the quality of defended theses and rigorous dissertations is commensurate with their grade, requires an appropriate level of creative activity, and that plagiarism and other academic fraud are effectively detected and sanctioned as a matter of principle.*

The Pan-European University of Applied Sciences follows the Rector's Directive No. 8/2015 on the essential elements of the final theses, while the originality of the final theses is strictly assessed.

[https://www.paneurouni.com/wp-content/uploads/2017/02/vp\\_smernica\\_rektora\\_č.8\\_2015o\\_základných\\_náležitostiach\\_záverených\\_prác\\_vrátane\\_dodatku\\_č.2.pdf](https://www.paneurouni.com/wp-content/uploads/2017/02/vp_smernica_rektora_č.8_2015o_základných_náležitostiach_záverených_prác_vrátane_dodatku_č.2.pdf)

At the same time, for final theses written in languages other than Slovak, the obligation to ensure originality checking in a manner other than that allowed by the CVTI has been established.

Rector's Decision - Originality check of theses written in languages other than Slovak

<https://www.paneurouni.com/wp-content/uploads/2017/02/getfileattachment.pdf>

The number of theses per teacher is around 10 theses. The indicator is always monitored as of 1 March of the year in question.

### **5.6. Recognition of higher education qualifications**

*HEIs shall characterise and evaluate the recognition of higher education qualifications, periods and parts of studies, prior learning, including non-formal and informal learning, in a transparent, consistent and reliable manner and in accordance with the general binding rules and principles of the Convention on the Recognition of Qualifications related to Higher Education in the European Region, so that student mobility is promoted.*



## PANEURÓPSKA VYSOKÁ ŠKOLA

The Pan-European University of Applied Sciences proceeds with students for the case of recognition of higher education qualifications according to the planned legislation and the internal regulation Rector's Directive No.3/2017 on the recognition of education documents

[https://www.paneurouni.com/wp-](https://www.paneurouni.com/wp-content/uploads/2017/02/smernica_rektora_c%CC%8C.3.2017_o_uzna%CC%81vani%CC%81dokladov_o_vzdelani%CC%81vra%CC%81tane_dodatku_c%CC%8C.2.pdf)

[content/uploads/2017/02/smernica\\_rektora\\_c%CC%8C.3.2017\\_o\\_uzna%CC%81vani%CC%81dokladov\\_o\\_vzdelani%CC%81vra%CC%81tane\\_dodatku\\_c%CC%8C.2.pdf](https://www.paneurouni.com/wp-content/uploads/2017/02/smernica_rektora_c%CC%8C.3.2017_o_uzna%CC%81vani%CC%81dokladov_o_vzdelani%CC%81vra%CC%81tane_dodatku_c%CC%8C.2.pdf)

and Article 23 of the Study and Examination Regulations of the Pan-European Higher Education Institution, which regulates the recognition of a part of studies, and Article 24 of the Study and Examination Regulations of the Pan-European Higher Education Institution, which regulates the completion of a part of studies at another higher education institution abroad.

### **5.7. Awarding of academic degrees, issuance of educational documents**

*The HEI demonstrates that it awards the relevant academic degree to graduates, upon successful completion of their studies. It shall issue a diploma and other evidence of education which shall indicate and characterise the qualification obtained, including the learning outcomes achieved, the context, level and content of the successfully completed studies. Reference to the model diploma, supplement or other documents awarded by the school.*

The Pan-European University proceeds with the award of academic degrees according to the Study and Examination Regulations of the Pan-European University, whereby the fulfilment of the conditions for the award of an academic degree, namely the number of credits and the successful defence of the final thesis and the successful completion of the state final examinations, must be demonstrated.

[https://www.paneurouni.com/wp-](https://www.paneurouni.com/wp-content/uploads/2022/04/studijny_a_skusobny_poriadok_pevs_uplne_znenie_vratane_dodatku_9.pdf)

[content/uploads/2022/04/studijny\\_a\\_skusobny\\_poriadok\\_pevs\\_uplne\\_znenie\\_vratane\\_dodatku\\_9.pdf](https://www.paneurouni.com/wp-content/uploads/2022/04/studijny_a_skusobny_poriadok_pevs_uplne_znenie_vratane_dodatku_9.pdf)

The Pan-European University follows the Rector's Directive No. 2/2013 Issuance of Documents of Graduation at the PEU when issuing documents of education.

[https://www.paneurouni.com/wp-content/uploads/2017/02/smernica-c\\_2\\_2013.pdf](https://www.paneurouni.com/wp-content/uploads/2017/02/smernica-c_2_2013.pdf)



## 6 Teachers

Key regulations for the selection of teachers, the provision of the necessary structure and their development are defined within the framework of the Internal Quality Assessment System at PEU:

- a) The Higher Education Act,
- b) the Act on Quality Assurance in Higher Education,
- c) SAAVS standards,
- d) the internal regulation Internal Quality Assurance System of the PEU,  
[https://www.paneurouni.com/wp-content/uploads/2022/06/nova\\_smernica\\_2\\_2022\\_pevs\\_vnutorny\\_system\\_zabezpece\\_nia\\_kvality\\_final.pdf](https://www.paneurouni.com/wp-content/uploads/2022/06/nova_smernica_2_2022_pevs_vnutorny_system_zabezpece_nia_kvality_final.pdf)
- e) the PEU working regulations,  
<https://www.paneurouni.com/wp-content/uploads/2017/02/Pracovny-poriadok-Paneuropskej-vysokej-skoly-2016.pdf>
- f) General criteria and specific conditions of the Pan-European University for the filling of professorships and associate professorships  
[https://www.paneurouni.com/wp-content/uploads/2022/06/vseobecne\\_kriteria\\_a\\_konkretne\\_podmienky\\_na\\_obsadenie\\_funkcných\\_miest\\_profesorov\\_a\\_docentov\\_v.r..pdf](https://www.paneurouni.com/wp-content/uploads/2022/06/vseobecne_kriteria_a_konkretne_podmienky_na_obsadenie_funkcných_miest_profesorov_a_docentov_v.r..pdf)
- g) Rector's Directive No. 1/2018 Code of Ethics of the Pan-European University  
[https://www.paneurouni.com/wp-content/uploads/2017/02/smernica\\_rektora\\_c1\\_2018\\_eticky\\_kodex\\_pevs.pdf](https://www.paneurouni.com/wp-content/uploads/2017/02/smernica_rektora_c1_2018_eticky_kodex_pevs.pdf)

Within each of these documents, policies are elaborated to fill individual positions and to provide for activities related to education, research and activities related to the further development of the teaching staff of the Pan-European University.

### 6.1. Selection of teachers

*Characterize and evaluate how the HEI ensures that:*

*The selection of university teachers is transparent, objective and professionally informed and is made on the basis of previously known requirements and criteria that are consistent with the mission and long-term purpose of the university and with generally binding regulations.*



## PANEURÓPSKA VYSOKÁ ŠKOLA

*Evaluate and provide reference to the records of the conduct and results of the selection process as of September 1, 2020. The selection procedures for filling university teaching posts are governed by the relevant laws and regulations in force under the legislation of the Slovak Republic.*

All competitions are open to candidates who meet the qualification and professional requirements. The selection procedures are carried out in accordance with the long-term strategic plan of the University and the filling of posts is linked to the staffing plan (systematisation). The creation of new posts is approved by the PEU Governing Board on the basis of a proposal by the Rector if the posts are filled in the Rector's Office or on the basis of a proposal by the Dean if the posts are filled in the faculties. The announced selection procedures are available on the website of the Pan-European University of Applied Sciences. The registration of applicants for posts, the registration of competitions launched and the records of the conduct and results of competitions shall be kept by the Human Resources Department of the Pan-European University. Records of the conduct and results of competitions from 1.9.2020 onwards are available on request from the Human Resources Department of the PEU.

When filling individual positions, a selection board is established in accordance with the relevant regulations to decide on the admission of a job candidate to a given position.

*6.1.1 The selection of university teachers is open and allows for inter-institutional, inter-sectoral and international mobility.*

The selection of university teachers is open to all candidates who meet the criteria required for the post/position and meet the requirements in the area of expertise for the post. The Pan-European University is an open institution which does not bias the selection process in favour of candidates who have already worked or are working at the University, but gives the opportunity in the selection process to all candidates who can enrich the educational and research process as defined in the long-term plan of the University. In the context of international mobility, we support the secondment of staff on mobility abroad and the recruitment of staff from abroad in the framework of mobility. The processes of posting and





## PANEURÓPSKA VYSOKÁ ŠKOLA

recruiting staff for overseas work placements has been severely curtailed in recent years by the global pandemic of COVID-19.

The following indicators are included in the quality system to monitor indicators for openness in inter-institutional, inter-sectoral and international mobility:

- Percentage of teachers graduated from another university
- Percentage of teachers with PHD from another university
- Percentage of teachers with more than 1 year of experience at a foreign university
- Percentage of teachers sent on mobility abroad
- Percentage of teachers recruited on mobility from abroad in the current year

The indicator for the proportion of teachers who are graduates of another university is shown for 2021 in the table below

FP PEU	97%
FEP PEU	100%
FM PEU	100%
FI PEU	100%
FPs PEU	100%

As the Pan-European University was established in 2004, this is a short period to educate teachers from its own graduates.

The indicator of the proportion with a PHD from another university for 2021 is shown in the table below.

FP PEU	83%
FEP PEU	92%
FM PEU	100%
FI PEU	100%
FPs PEU	87%

Again, it appears that the Pan-European University was established in 2004, which is a short period for the exit of teachers from its own graduates, but it can be seen that some faculties are retaining teachers who have graduated from the PHD at that faculty.



## PANEURÓPSKA VYSOKÁ ŠKOLA

For the indicator on the proportion of teachers with more than 1 year of experience at a foreign university

FP PEU	10%
FEP PEU	23%
FM PEU	7%
FI PEU	13%
FPs PEU	0%

Considering the objectives in the Pan-European University's Long-term Plan 2020-2026, we want to increase the above values to a minimum level of 20% or more, with an interest in securing the above practice at reputable universities in the European Union.

The indicator for the proportion of teachers sent on mobility abroad and the proportion of teachers recruited on mobility from abroad for the current year is shown in the table below in 2021:

Fakulta	Fyzický počet vyslaných zamestnancov	Fakulta	Fyzický počet prijatých zamestnancov
FP PEU	0	FP PEU	0
FEP PEU	0	FEP PEU	0
FM PEU	2	FM PEU	0
FI PEU	0	FI PEU	0
FPs PEU	1	FPs PEU	0
Rektorát	8	Rektorát	2
Spolu	11	Spolu	2

The number of teachers recruited and seconded has decreased only slightly compared to the previous period, with 3 teachers. Efforts were made to maintain cooperation during the COVID-19 pandemic.

Sub-reports are published at.

<https://www.paneurowni.com/pevs/uradne-informacie/system-kvality/system-kvality-spravy/>



## **6.2. Structure, number and qualifications of teachers**

*Explain how the HEI systematically ensures that it has teachers whose qualifications, workload distribution, level of creative outcomes, practical experience, pedagogical skills and transferable competences enable it to deliver the learning outcomes and whose numbers and staff capacity are appropriate to the number of students in order to deliver the curricula.*

Responsibility for quality education and ensuring the required staff structure rests with the management of the individual faculties of the Pan-European University, which systematically evaluate the fulfilment of the necessary criteria for ensuring the quality of higher education, taking into account the research activities of the staff and their links with the educational process. In accordance with the statutory provisions, reports on the fulfilment of individual criteria in ensuring the required level of creative activities are submitted to the Quality Council on a cyclical basis by a group of supervisors of individual degree programmes who are registered as professors and associate professors. Within the faculties, the qualification structure of the staff and the fulfilment of the required publishing, research and professional activities resulting from the employment contracts of the staff are evaluated annually. The results and level of creative activities of individual faculties are compiled into reports on faculty research activities and submitted to the scientific councils of the individual faculties for discussion. On the basis of the assessment of the outputs in the faculty's scientific council, individual measures are subsequently taken to ensure sufficient quality so that the defined learning outcomes can be achieved within the study programmes. It is the responsibility of the management of the faculty to ensure an appropriate ratio of full-time staff and external staff to ensure that all the required education and research activities are provided. Evaluation of this ratio is carried out by the Faculty Research Council.

Within the quality system, the following indicators are evaluated to define the structure, number and qualification of teachers:

- Number of teachers in the position of associate professor, professor, assistant professor, assistant, lecturer
- Number of senior teachers (60 plus) and share of all teachers
- Proportion of teachers with PHD and above in the total number
- Age of teachers providing profile subjects



## PANEURÓPSKA VYSOKÁ ŠKOLA

The indicator for the number of teachers at the post of associate professor, professor, assistant professor, assistant, lecturer is published in the sub-report. The aim of the Pan-European University is to ensure that the teaching staff at the posts is of high quality and of a high international standard.

The indicator for the proportion of senior teachers (60 plus) in all teachers at the Pan-European University is 27%. Considering the irreplaceable role of this age group of teachers, there is an effort to maintain this ratio, and the level could be as high as 25% to 30% of the total staff.

The indicator for the proportion of teachers with PHD and above in the total number of teachers is at 100%. The Pan-European University has long and strategically required PHD as the lowest form of qualification.

The age indicator of teachers providing PHD subjects in each faculty is given in the table below:

FP PEU	49,1
FEP PEU	53,8
FM PEU	54,3
FI PEU	62,6
FPs PEU	61,8

The Pan-European University strives to maintain an average age of between 50 and 60 in the long term, which guarantees professional knowledge and experience proven by length of service, only in this way is it possible to provide quality education.

Sub-reports are published at.

<https://www.paneurouni.com/pevs/uradne-informacie/system-kvality/system-kvality-spravy/>

*6.2.1 Describe how the HEI strengthens the link between learning and teachers' creative activities, with the focus of the creative activities matching the learning outcomes and the level of the outcomes of the creative activities matching the level of the qualification framework of the learning taking place.*

Within the Pan-European University, research areas are defined by the individual faculties based on the expertise of individual staff and teaching subjects in the composition of the individual study programmes, so as to link the learning outcomes and the creative activities of



## PANEURÓPSKA VYSOKÁ ŠKOLA

teachers. Research projects are carried out that are directly related to the professional orientation of teaching and research staff. In the case of faculties with no Level III education, Level II students are also directly involved in the projects, in particular by solving sub-assignments in their final qualification theses. The results of the projects and the independent creative activity of the staff are reflected in their publications. The results of publication activities are evaluated once a year by the Faculty's Scientific Council and, in the case of teaching staff who hold the posts of professors and associate professors and provide individual profile subjects, their outputs are assessed by the Quality Council in accordance with the quality assurance requirements by submitting their VPCCH and VTC to the individual creative outputs. The Faculty Research Councils assess the quality and scope of scientific publications in a given year on the basis of the Faculty Research Activity Report, which forms the basis for the Annual Report of the University for the relevant academic year.

*6.2.2 Describe the procedures (methodology) by which the HEI evaluates the level of creative activities in the curriculum in accordance with Article 7 of the curriculum standards. Briefly summarise the results of the evaluation of the level of creative activities from the last assessment and approval of study programmes. If you are running programmes of study in more than one location, evaluate the level of creative activities for each location separately.*

Creative activities are evaluated at the faculty level through the scientific councils of individual faculties after the submission of a report on the faculty's research activities in the relevant calendar year. The report includes information on the type and post of creative outputs within the faculty and information on responses to creative activities. The report also defines the activity in obtaining grant funds in the implementation of projects from domestic and foreign sources for ongoing projects and a summary of the projects submitted. The assessment of the outputs of creative activities, including feedback, was assessed within the framework of the internal quality assessment system of the Pan-European University in 2022 by the Quality Council for each study programme of the individual faculties based on the submission of the VPCCH of the persons providing the profile courses. Based on the Board's findings, the conditions set for the quality and quantity of outputs to ensure the required level for each degree were met. As part of the assessment of indicators for all faculties of the Pan-



## PANEURÓPSKA VYSOKÁ ŠKOLA

European University, the following indicators demonstrating the quality of outputs in the context of creative activities and responses to them are assessed globally for all creative staff:

- Number of publications in the last 6 years in each field of study and output category
- Number of publications registered in the WoS or Scopus databases in the last 6 years in the individual fields of study and output categories
- Number of doctoral publications registered in WoS or Scopus databases in the last 6 years in each field of study and output category
- Number of responses to publication outputs in the last 6 years
- Number of publications registered on WoS or Scopus in the last 6 years
- Number of publication outputs that are 1st quartile equivalent registered on WoS or Scopus in the last 6 years in each field of study and output category
- The number of publications produced by teachers in the last 6 years in each field of study and output category was as follows:

Category faculty	Sum	AAA, AAB, ABA, ABB	ACA, ACB, BAA, BAB, BCB, BCI, EAI, CAA, CAB, EAJ	FAI	ADC, BDC	ADD, BDD	CDC, CDD	ADM, ADN, AEM, AEN	BDM, BDN, CBA, CBB	Others
FP	1050	77	59	6	0	0	0	32	0	876
FEP	442	22	24	2	0	0	0	156	0	238
FM	205	15	11	0	0	0	0	8	0	171
FI	282	12	12	0	0	0	0	11	0	247
FPs	355	18	20	3	1	0	0	12	0	301
Sum	2334	144	126	11	1	0	0	219	0	1833

The number of publications of teachers that are registered in the Web of Science or Scopus databases for the last 6 years in each field of study or equivalent, e.g. in the arts, is as follows, and varies according to the requirements of the field of study. At the Faculty of Informatics, a



## PANEURÓPSKA VYSOKÁ ŠKOLA

total of 20 outputs registered in the Web of Science or Scopus database have been registered in the last 6 years, with the criteria defined by the field of study. At the Faculty of Law, a total of 11 outputs registered in the Web of Science or Scopus database have been registered in the last 6 years, with the Faculty of Law providing the field of study Law and the field of study Political Science. At the Faculty of Mass Media, a total of 32 outputs have been registered, representing publication outputs registered in the Web of Science or Scopus databases or equivalent, which falls under the field of study Media and Communication Studies. At the Faculty of Psychology, 16 outputs have been registered in the Web of Science and Scopus databases in the field of study Psychology in the last 6 years. In the Faculty of Economics and Management, 228 outputs have been registered in the last 6 years in the Web of Science or Scopus databases.

*6.2.3 If you are pursuing PhD. programmes of study, evaluate the long-term continuous research or artistic activity in the relevant fields of study in which you are pursuing the programmes of study. Also evaluate the long-term and continuous success in obtaining financial support for the research or artistic activity concerned and the existence of ongoing or new research/artistic projects from national and international grant schemes and other competitive sources (or provide an evaluation in a further annex to the application, or provide a link to another document).*

Continuous long-term creative research activities are carried out at all faculties of the Pan-European University regardless of the level of study provided. The outputs of the creative activities of the individual creative staff are evaluated annually together with the evaluation of currently implemented projects for obtaining external research support related to the fulfilment of the long-term strategic goal of the Pan-European University and the respective faculties in accordance with the professional research focus of its staff. The following indicator is monitored in the internal quality assessment system as part of the achievement of the objectives:

- The amount of support received from domestic and foreign grant schemes and other competitive sources in the field according to the creative activity of the department

The evaluation of the indicator is presented in the following list of grants and grant sources for projects to be addressed in 2021 according to the PEU annual report for individual faculties. In view of the continuous research and development that is carried out at the faculties, regardless



of whether or not the faculty implements a programme of study III. Degree, we provide a breakdown by individual faculties. More detailed information on the evaluation of success in grant programs can be obtained by comparing year-to-year statistical and substantive data reported within the university's annual report (<https://www.paneurouni.com/pevs/uradne-informacie/vyrocne-spravy/>). See Appendix 4 for information on research project funding for 2016-2021.

### **6.3. Developing language, pedagogical, digital skills and transferable competences**

*Describe and evaluate how teachers develop their professional, linguistic, pedagogical, digital skills and transferable competences.*

The development of individual abilities, skills and expertise of teaching staff is implemented by the method of learning-by-doing through the involvement of staff in research tasks in projects, the implementation of creative activities, cooperation with foreign partners in the implementation of research and professional projects, gaining pedagogical experience by introducing new teaching methods based on recommendations from the management of institutes and faculties, participating in conferences, congresses, professional seminars and other relevant events, self-education, getting feedback from hospitalizations and developing their other skills through training and webinars. All of the activities listed above are carried out directly for the purpose of acquiring new skills or indirectly for the acquisition of skills through observation.

### **6.4. Assignment of teachers to curriculum delivery**

*6.4.1 How teachers are assigned to curricula and educational activities, to teach individual courses of study, and to supervise thesis and rigorous theses. How it is ensured that these procedures are transparent, that the level of qualifications, competences, practical experience, focus and results of the creative activities is guaranteed to be appropriate to the level and learning outcomes and the thematic focus of the theses and dissertations.*

Teachers of individual subjects in the study programmes are assigned on the basis of their qualifications and on the basis of their expertise related to the subject they teach. In the case of profile subjects, it is a prerequisite for teaching that the teacher holds a tenure-track position of





## PANEURÓPSKA VYSOKÁ ŠKOLA

associate professor or professor and also meets the qualification criteria set out in the SAAVS Standards for Teachers of Profile Subjects. Teachers may also teach in more than one faculty of the Pan-European University, as long as they provide teaching within their area of expertise. The selection of teachers for individual subjects is made on the basis of the requirements of the selection procedures, which specify the candidate's area of expertise. External collaborators are recruited directly for the provision of specific subjects by providing similar subjects themselves in the context of teaching at another university in the Slovak Republic or abroad, or by acting as practitioners with experience in the field of education. Each internal and external staff member demonstrates their experience and competence and cooperates with the Vice-Dean for Education or Head of Department in their development. For thesis supervision, the qualification level of the thesis supervisor is required to be at least one level higher than the level at which the degree is awarded to the student who produces the thesis. In exceptional cases, the Dean of the Faculty may decide to lower this criterion if the thesis supervisor is a practitioner who has a proven track record of satisfactory performance in his/her teaching and professional activities within the field. The topic of the thesis proposed by the teaching or research staff member is evaluated and compared with the standards for the implementation of theses in the given field at the relevant level of study before being offered to the student.

### *6.4.2 Method of selection and delegation of responsibilities to teachers providing profile subjects<sup>5</sup>.*

The selection of teachers providing profile subjects is based on the required standards for the qualification of the teacher and the demonstration of his/her abilities of creative activity at the required level in relation to the degree of study. Within a profile subject, the teacher in charge implements the core part of the subject and is responsible for the selection of other teachers who lead other parts of the subject (e.g. exercises) and is responsible for the content, form and teaching methods used so that they are in line with the educational objectives so that the learning outcomes are met. It is also responsible for the organisation of the assessment process of the course.

---

<sup>5</sup> According to the Methodology for the Evaluation of Standards, Article 27: "The teacher in charge of a subject is the teacher who is responsible for the subject, conducts lectures and other core learning activities of the subject and is responsible for the quality assurance activities in the subject and the development of the subject so that the required learning outcomes of the study programme are achieved." According to Article 6(3) of the programme standards, "Profile subjects shall normally be taught by university teachers in the capacity of professor or associate professor who are employed at the university on a full-time basis."



*6.4.3 The method of selecting and delegating responsibilities to a person who has the competence, scope and level of competence - the entitlements of the persons having primary responsibility for the delivery, development and quality assurance of the programme of study or an otherwise defined coherent part of the programme of study<sup>6</sup> and provides a profile subject<sup>7</sup>.*

The selection of the person having the main responsibility for the implementation, development and quality assurance of the study programme is made on the basis of the requirements set out in Article 6 of the SAAVS Standards for Quality Assurance and is the responsibility of the Dean of the Faculty in consultation within the Dean's University so that the responsible person can, in cooperation with the management of the faculty, fulfil the long-term goal of the university, the faculty in the sense of the standards defined in the internal system of quality assessment.

*6.4.4 If you run study programmes with an orientation towards vocational training, evaluate the system and extent of provision of profile subjects by university teachers who are experienced professionals in the relevant sector of the economy or social practice and who can work at the university on a full-time or part-time basis.*

The Pan-European University does not offer study programmes focused on professional education.

*6.4.5 Evaluate the method of selection of thesis supervisors, especially dissertation supervisors<sup>8</sup>.*

The supervisor of the thesis may be a person who has a qualifying degree at least one higher than the degree in which the degree is awarded to the student who is preparing such a thesis. External thesis supervisors are approved by the Faculty's Scientific Council. In exceptional cases, the Dean of the Faculty may decide to lower this criterion in the case that the thesis supervisor is a practitioner who has a proven track record of satisfactory results in his/her teaching and professional activities within the field. The selection of thesis supervisors is

---

<sup>6</sup> A coherent part of the study programme according to Article 6 (7) to (11) of the standards for the study programme.

<sup>7</sup> According to Article 6(4) of the standards for the degree programme, "This person shall act as a professor in the relevant field of study at the established weekly working time; in the case of a bachelor's degree programme, he/she shall act as a professor or as an associate professor in the relevant field of study at the established weekly working time. At the same time, this person does not bear the main responsibility for the implementation, development and quality assurance of the study programme at another higher education institution in the Slovak Republic. One and the same person may have principal responsibility for the implementation, development and quality assurance of up to three study programmes. This number shall not include cases of concurrence pursuant to Article 7(3)(b) to (h) of these Standards."

<sup>8</sup> According to Article 6(5) of the standards for the degree programme: 'The persons supervising the theses shall carry out active creative activity or practical activity at a level appropriate to the degree of the degree programme in the subject matter of the professional and thematic focus of the theses supervised. Thesis supervisors are persons holding the position of professor or associate professor or other similar position in a research institution which cooperates contractually with the university in the provision of a third-level study programme. In the case of staff of research institutions, these are senior researchers with qualification level I and independent researchers with qualification level IIa.'



## PANEURÓPSKA VYSOKÁ ŠKOLA

subject to the approval of the supervisors within the scientific board of the faculty concerned. The supervisor may be a person with the scientific-pedagogical title of associate professor or professor who meets the requirements of active work in the field and in the field of expertise within which the dissertation is written.

*6.4.6 Evaluate the fulfilment of the requirement that the professional qualification of teachers delivering the programme of study is higher than the qualification achieved by completing the programme of study. Please give reasons for waiving this requirement (e.g. foreign language teachers, trainee teachers, practitioners and doctoral students).*

In all study programmes offered in all faculties at all levels, it is ensured that teaching is carried out by persons who have higher qualifications than those achieved by the completion of the study programme. In exceptional cases where this requirement is not met, teaching is provided by practitioners who have appropriate pedagogical and professional experience in the field to which the teaching relates.

### **6.5. Workload distribution of university teachers**

Describe and evaluate the procedures for scheduling the workload of university teachers that enable them to ensure and develop the quality of study programmes, provide teaching and other related educational activities, ensure student assessment, conduct and evaluate final theses, participate in creative activities and other activities related to their professional development and the fulfilment of the mission of the university to the extent and in proportions that correspond to the pool of working time in relation to the size of their full-time workload and the nature of the position they hold.

The workload of individual university teachers is defined within the framework of an employment relationship which includes a defined level of direct teaching, thesis supervision, student assessment and participation in creative activities or other activities. This is based on the Staff Regulations and the internal regulations defining the rate of direct teaching hours for teachers in different positions (professor, associate professor, assistant professor, assistant lecturer, lecturer,...), taking into account the academic position held. Within the internal quality assurance system at the PEU, the following indicators are defined in the quality indicators to demonstrate the level of workload distribution of university teachers:

- Teacher-student ratio



## PANEURÓPSKA VYSOKÁ ŠKOLA

- Number of theses supervised by the thesis supervisor
- Proportion of contact teaching in the total teaching capacity of the university/programme (in hours per week)
- Share of research in the annual work fund (AWF) of university teachers

The teacher-student ratio indicator is set at 4% in 2021. The Pan-European University aims to increase this figure and to take advantage of grant calls.

The ratio of contact teaching to the university's total teaching capacity in the curriculum (in hours per week) is understood as the level of contact teaching, which is defined by the contact teaching hours, limited to 45 minutes, that take place per week during the semester. The workload during the semester is divided into lectures, tutorials and external tutorials. Lectures are normally delivered in 2 hours of contact teaching, which is 90 minutes, and the same procedure is followed for tutorials. In the external form, the scope of contact teaching or tutorials is defined separately, ranging from 16 hours to 24 hours per semester. The minimum amount of contact teaching is defined by category as follows: for professors, the minimum level is 6 hours of contact teaching per week; for associate professors, the minimum level is 8 hours of contact teaching; for assistant professors, the minimum level is 10 hours of contact teaching; for assistant professors, the minimum level is 16 hours of contact teaching. The level of contact teaching may vary depending on the academic function or the position and job description. The fulfilment of the minimum level is regularly evaluated and serves as one of the bases for the evaluation of teachers.

The indicator for the share of research university teachers in the annual labour pool in 2021 is as follows. The value of the indicator varies depending on the successful award of a research project.

Proportion of research	
FP PEU	3,634%
FEP PEU	2,027%
FM PEU	2,180%
FI PEU	1,276%
FPS PEU	2,261%



## **7 Resources for study provision and student support**

*The HEI will characterise and evaluate how the policies, structures and processes of the internal system ensure that:*

*7.1 The University has sufficient financial resources allocated to comprehensively provide curricula and related creative, support and other activities that are consistent with its mission.*

*7.2 The spatial, material, technical, infrastructural and institutional provision for educational, creative and other related activities is appropriate to the learning outcomes, the number of students and their specific needs.*

*7.3 The University has functional contractual partnerships with specialised teaching facilities and other institutions that are necessary to achieve the learning outcomes related in particular to practical training for the relevant professions.*

*7.4 Access to information resources, library collections and services is easy for the student of each programme of study and is appropriate to the learning outcomes, the focus of creative activities and the number of students.*

*7.5 Students have easy access to counselling and other support services and administrative resources that meet their diverse needs and are a prerequisite for progressing in their studies and for their personal and career development.*

The Pan-European University is funded by the PEU n.o. and its budget is balanced. PEU n.o. is obliged to manage its finances in accordance with the Act on Non-Profit Organisations. The main activity of the Pan-European University is to provide educational activities and other activities directly related to educational activities.

The main sources of income of PEU n.o. are from tuition fees, EU and SR grant schemes. The amount of tuition fees is regularly reviewed and published on the school's website. The financial statements are entered in the register of accounts and PEU n.o. is required to have its financial statements audited annually.

The spatial, material, technical, infrastructural and institutional arrangements for the educational, creative activities of the Pan-European University are as follows:

The study programme is carried out in well-lit, louvered and air-conditioned premises where portable flipcharts or built-in blackboards are available. The ten auditoriums, lecture theatres



## PANEURÓPSKA VYSOKÁ ŠKOLA

and seminar rooms have built-in computers which are directly connected to the installed projectors. The rooms are equipped with sound systems, microphones and any other audio-visual aids can be used for professional presentations during teaching. There is wi-fi internet access throughout the Tomášik and Tematín PEU building, so teaching can take place in all rooms using laptops, internet and portable projection as required.

Classrooms and seminar rooms are - depending on capacity and purpose - furnished with school desks and chairs or fixed rows of chairs with folding tables suitable for recording lectures or storing written and teaching aids or laptops. Auditoriums are equipped with upholstered fixed rows of chairs, also with folding tables.

At Tomášikova for special occasions and special room sound needs, a technical device is used - a mixing desk, controlled from the overhead area. There are also two separate interpreting boxes for 4 (2+2) interpreters at the same time and about 100 interpreting stations (receiving unit).

In addition to the technical equipment described above, each institute has mobile technical facilities necessary for the uninterrupted course of teaching (laptops, flipchart supplies, etc.) at Tomášikova and Tematínská Street.

Office and administrative supplies are ordered through a subcontracting company at regular intervals (paper sheets for blackboards, writing utensils for blackboards, etc.), thus ensuring a smooth supply of teaching aids to teachers, as well as the provision of other tools necessary for the management and administration of the faculty - and thus the proper provision of education in the respective field of study. For the operability of communication with students (e.g. transfer of teaching from one room to another, special lectures, etc.), electronic information boards (plasma screens) and classic bulletin boards and especially the central e-system of the UIS - University Information System - are placed in the areas intensively used by students.

The following teaching facilities are available for the Faculty of Informatics at Tematínská Street: 3 computer rooms with 30 seats and internet connection, 2 lecture rooms with 45 seats with PC (+ projector) internet connection, offices with PC for each faculty employee, meeting room for faculty management and a room with PC for external students. In addition to computers, the teaching spaces are equipped with the following types and numbers of didactic aids and equipment: personal computers, ceiling projectors, projection screens and magnetic boards. For the needs of teaching and research, the Faculty of Informatics of the PEU has specialised laboratories. The Laboratory for Industry 4.0 is equipped with powerful computers



## PANEURÓPSKA VYSOKÁ ŠKOLA

for parallel calculations, display devices (projector, wall and table monitors), for specific teaching needs there are 3D printers, analogue-digital converters of signals from sensors, sensor systems for measuring various physical quantities and states, models of digital production lines and systems. The Network Technology Laboratory is equipped with structured cabling, including modular options for interconnecting network devices, and contains routers, switches, servers and client computers for network modelling. For teaching purposes, the laboratory is equipped with didactic equipment (computer, projector, flipchart). The Lego robot laboratory is equipped with kits for the simulation of robotic systems with control units. The usability testing laboratory is equipped with two rooms (test and observation) connected to each other by a semi-transparent mirror with double-sided sound and image equipment (cameras for different configurations). The laboratory is equipped with structured cabling and switch, NAS system for digital recording, computers and imaging equipment. The virtual reality lab is equipped with powerful computers and various types of HMDs (Oculus rift 2x, HTC Vive, HTC VIVE Pro Eye 2x, Oculus Quest 2, OpenVR, Samsung gear VR, Oculus GO), augmented reality devices (MS Hololens 2, tablets 4x), devices for capturing 360° videos (2x + accessories), Sensor systems for sensing the position of objects in space, wireless transmission of signals between the HMD and the computer, a device for sensing the position of the user's hands, a drone with an accessory, imaging equipment and a device for transmitting the sensed speed of the user while moving on a treadmill.

The premises of the PEU Media Centre, where the teaching of the Faculty of Mass Media is provided, are available for students. The Media Centre at Tematínská Street provides students with the space for adequate teaching processes in the field of mass media as well as in the field of media design. Currently, the Media Centre has several workplaces that have professional equipment.

The new studio and directing area has a total of up to 180m<sup>2</sup> with a directing area and a gallery for the audience. The studio itself is 112m<sup>2</sup> with a DeSisti professional lighting fleet with semi-automated pantographs. The light park provides students with a professional tool to simulate a real TV studio environment, where students practice their acquired skills on the job as part of their studies. The camera technology used in the studio is semi-remotely controlled from the TV overhead, which provides an equally professional facility that simulates a real TV environment and prepares students for real-world practice. It also provides the studio with the flexibility to mount photo backdrops for photography instructional needs. In addition to the



## PANEURÓPSKA VYSOKÁ ŠKOLA

aforementioned light hanging system, students also have access to flash, permanent lights and a photographic table that is used for product photography.

The new multimedia classroom 1 with sound studio provides students with material and technical support for sound production. It includes a separate acoustic room for spoken word recording needs as well as a directing room where students can post-produce their recordings. The classroom contains 7 iMacs with audio processing software as well as image post-production software, in addition to an Apple Mac Pro connected to the audio chain of the recording sound studio. Acoustic lining is also provided in the classroom areas, reducing reverberation time and providing students with adequate facilities for creative activity.

Multimedia classroom 2 is designed for 2D and 3D graphics production. It provides 10 iMacs with the software needed to create animations or static graphics.

Other technical equipment in the rooms:

Studio and directing

Interchangeable TV backgrounds on rail system

Light park with light control panel

3x SONY studio cameras with communication to the overhead

1x AutoScript camera reader

8 channel Panasonic AV-HS-400 overhead

2x Full HD preview TV

SONY XDcam recorder

RiedelIntercom

TV Logic LVM-242 24" reference monitor

Audio system Dynaudio AIR 6

Mac Pro with BlackMagic Design scoop card

SSL C100 HDS sound console

Photographic table

Mac Pro with Adobe package

Flash Photography Lights

Multimedia classrooms

7x iMac M1 with BlackMagic Design DaVinci and Audacity

10x Intel iMacs with Adobe and Maya





## PANEURÓPSKA VYSOKÁ ŠKOLA

1x Mac Pro with Pro Tools HD  
2x DPA 4041 reference microphones  
Digidesign D-Command ES 24 control console  
microphone preamplifiers Focusrite ISA 828 AD  
Allen Heath WZ316:2DX WIZZARD  
Mixpult analog TC Electronic M6000  
Nagra VI. HDD recorder  
Dynaudio Acoustics AIR6 5.1 speakers set AVID Mojo SDI video converter  
2x preview Full HD TV

Students of the Pan-European University of each study programme have access to information resources, library collections and services provided by the Academic Library. Access to the above information resources provided by the Academic Library is easily accessible. It allows access to information resources that are relevant to the learning outcomes, the focus of creative activities and the number of students.

*7.6 The University has qualified support staff providing tutoring, counseling, administrative and other support services and related activities for students, with the capacity to meet the number of students and their diverse needs.*

In cooperation with the Vice-Deans for Educational Activities, so-called first contact points have been set up in the study departments where students are provided with information. At the same time, students have the opportunity to visit a free psychological counselling centre and to make use of career and personal development support services in the form of job offers on the application. The total number of Pan-European University staff providing counselling, administrative and other support services is 10.

*7.7 Students have adequate social security, sports, cultural, spiritual and social activities during their studies.*

*7.8 All resources are also provided for components outside the university site where study programmes or educational activities are conducted. All resources are used efficiently and effectively. Resources are accessible to students and students are made aware of their accessibility*



## PANEURÓPSKA VYSOKÁ ŠKOLA

The Pan-European University provides primary social security within the scope defined by the Higher Education Act and the internal regulations of the Pan-European University. The Pan-European University also provides support for the social and cultural activities of the students of the Pan-European University. All resources available to the Pan-European University are used efficiently, effectively and in accordance with the applicable legislation for non-profit organisations.



## 8 Collection and processing of information

*The HEI will characterise and evaluate the policies, structures and processes that ensure that:*

*8.1 Information is systematically collected, processed, analysed and evaluated to inform effective strategic, tactical and operational management of the delivery and development of the university's curriculum, creative activities and other related activities.*

*8.2 Systematically monitor a set of indicators through which it evaluates, in particular:*

- Characteristics of the profile of applicants and the student population,*
- success rates and other characteristics of the admissions process,*
- success rates and reasons for failure in study programmes,*
- completion rates in study programmes,*
- the level of student satisfaction with the delivery of study programmes and the availability of resources for study,*
- the rate of employability of graduates of study programmes,*
- the degree of satisfaction of employers and other external stakeholders with the quality of graduates of study programmes, the characteristics of the profile of teachers and other staff, the results of creative activities and the degree of their connection with education, the degree of internationalisation of the activities of the university.*

*8.3 All stakeholders are involved in the collection and processing of information.*

On the website of the Pan-European University and its faculties, evaluated questionnaires as well as other sub-reports related to the evaluation of study programmes and creative activities are systematically published. A list of all the indicators used to measure quality is published in the Quality System section of the website:

[https://www.paneurowni.com/wp-content/uploads/2022/08/ukazovatele\\_kvality\\_a\\_ich\\_vypocet\\_tabulka\\_vsk\\_stranka.pdf](https://www.paneurowni.com/wp-content/uploads/2022/08/ukazovatele_kvality_a_ich_vypocet_tabulka_vsk_stranka.pdf)

A list of the sub-reports related to the evaluation of the indicators is published here:

<https://www.paneurowni.com/pevs/uradne-informacie/system-kvality/system-kvality-spravy/>

The internal system evaluation reports are published here:

<https://www.paneurowni.com/pevs/uradne-informacie/system-kvality/system-kvality-spravy/>



PANEURÓPSKA VYSOKÁ ŠKOLA

## **9 Disclosure of information**

*The HEI will describe and evaluate them as they are:*

*9.1 Clear, accurate, adequate and up-to-date quantitative and qualitative information is published about degree programmes and their graduates, as well as other related activities in line with the HEI's mission, that is relevant to prospective students, students, staff, employers and other external stakeholders and the general public;*

*9.2 Published up-to-date information on the implementation and operation of the internal system, the results achieved and actions taken.*

*9.3 Information on study programmes published in all languages of delivery; information is easily accessible, including for people with disabilities.*

The Pan-European University website provides up-to-date information on aligned study programmes, graduate profiles and their application, study plans valid for the academic year, information sheets and much more. Also published on the site is information regarding the management of the Pan-European University, the management of the individual faculties, information about the individual faculty teachers, their current publishing activities and the provision of individual courses. Information for study programmes accredited in English is published on the site in English.



## **10 Continuous monitoring, periodic evaluation and periodic approval of study programmes**

*The HEI will describe and evaluate how the policies, structures and processes of the internal system ensure that:*

*9.1 Programmes of study are continuously monitored, periodically evaluated and periodically approved, involving employers, students and other stakeholders in the internal system.*

*9.2 In monitoring and evaluating programmes of study, assurance is provided that student assessment and learning outcomes are in line with current knowledge, technological capabilities, the needs of society, the needs of students and the expectations of employers and other external stakeholders, and that the University creates a supportive and effective learning environment for students.*

*9.3 In monitoring and evaluating programmes of study, it ensures that it has adequate spatial, personnel, material, technical, infrastructural, informational and financial resources to carry out programmes of study and other related activities.*

*9.4 Students have the opportunity to comment at least once a year on the quality of the curriculum, the quality of teachers, the quality of support services and the quality of the university environment. Feedback is provided to students on the results of the evaluation and actions taken.*

*9.5 Modifications to the curricula resulting from their continuous monitoring and periodic evaluation are proposed with the participation of students, employers and other stakeholders;*

*9.6 Programmes of study are periodically approved at a period corresponding to their standard length of study.*

*The HEI shall make reference to the results of periodic assessment and approval in the list of programmes of study in the Description of each programme of study.*

On the website of the Pan-European University and its faculties, evaluated questionnaires as well as other sub-reports related to the evaluation of study programmes and creative activities are systematically published. A list of all the indicators used to measure quality is published in the Quality System section of the website:

[https://www.paneurouni.com/wp-content/uploads/2022/08/ukazovatele\\_kvality\\_a\\_ich\\_vypocet\\_tabulka\\_vsk\\_stranka.pdf](https://www.paneurouni.com/wp-content/uploads/2022/08/ukazovatele_kvality_a_ich_vypocet_tabulka_vsk_stranka.pdf)



## PANEURÓPSKA VYSOKÁ ŠKOLA

A list of the sub-reports and their evaluation relating to the evaluation of the indicators is published:

<https://www.paneurowni.com/pevs/uradne-informacie/system-kvality/system-kvality-spravy/>

Internal system evaluation reports are published:

<https://www.paneurowni.com/pevs/uradne-informacie/system-kvality/system-kvality-spravy/>



PANEURÓPSKA VYSOKÁ ŠKOLA

## **11 Regular external quality assurance**

*The university shall describe what forms of regular external quality assurance evaluation it undertakes to ensure that the university's internal system is developed and implemented in accordance with the standards for the internal system.*

*The HEI shall indicate or refer to the results of this evaluation.*

*The HEI shall indicate the progress and results of the implementation of the actions and recommendations from the last SAAVS assessment(s).*

The Pan-European University has requested an assessment of the internal quality system of the European University Association (EUA) - (Institutional Evaluation Programme), Geneva Switzerland. The contract was concluded in the month of July 2022.



PANEURÓPSKA VYSOKÁ ŠKOLA

## **12 List of Annexes VHSVS**

1. List of study programmes (according to Annex 1 of the Handbook)
2. List of habilitation and inauguration procedures (according to Annex 2 of the manual)
3. The system of indicators of the VSZK
4. Information on funding for research projects