



Compendium of quality assurance policies and practices



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Table of contents

Table of contents.....	2
List of figures	5
List of tables	6
1 Summary (English version)	7
2 总结（中文版本）	9
3 General information	10
3.1 Project requirements	10
3.2 Responsibilities.....	10
3.3 Proceeding.....	11
3.4 Compendium structure	11
4 Quality Assurance policies and practices	12
4.1 Policy for quality assurance.....	12
4.1.1 NMBU	13
4.1.2 THOWL.....	20
4.1.3 UWM.....	35
4.1.4 UoP	41
4.1.5 RUSL	44
4.1.6 SEUSL	48
4.1.7 MUST	58
4.1.8 NUM.....	59
4.1.9 QUT.....	59
4.1.10 SIAT.....	59
4.1.11 IMUFE	60
4.2 Design and approval of programs	61
4.2.1 NMBU	62
4.2.2 THOWL.....	68
4.2.3 UWM.....	72
4.2.4 UoP	93
4.2.5 RUSL.....	96
4.2.6 SEUSL	108
4.2.7 MUST	124
4.2.8 NUM.....	124
4.2.9 SAT	124
4.2.10 IMUFE	124
4.3 Student-centered learning, teaching and assessment.....	125
4.3.1 NMBU	126



Table of contents

4.3.2	THOWL.....	126
4.3.3	UWM.....	126
4.3.4	UoP	127
4.3.5	RUSL.....	127
4.3.6	SEUSL	127
4.3.7	MUST	128
4.3.8	NUM.....	128
4.3.9	QUT.....	128
4.3.10	SIAT.....	128
4.3.11	IMUFE	128
4.4	Student admission, progression, recognition and certification	129
4.4.1	NMBU	129
4.4.2	THOWL.....	129
4.4.3	UWM.....	133
4.4.4	UoP	153
4.4.5	RUSL.....	158
4.4.6	SEUSL	161
4.4.7	MUST	164
4.4.8	NUM.....	165
4.4.9	QUT.....	166
4.4.10	SIAT.....	178
4.4.11	IMUFE	179
4.5	Teaching staff	180
4.5.1	NMBU	181
4.5.2	THOWL.....	181
4.5.3	UWM.....	181
4.5.4	UoP	182
4.5.5	RUSL.....	182
4.5.6	SEUSL	183
4.5.7	MUST	183
4.5.8	NUM.....	183
4.5.9	QUT.....	183
4.5.10	SIAT.....	183
4.5.11	IMUFE	184
4.6	Information management and public information	185
4.6.1	NMBU	186
4.6.2	THOWL.....	187
4.6.3	UWM.....	188



Table of contents

4.6.4	UoP	189
4.6.5	RUSL.....	190
4.6.6	SEUSL	191
4.6.7	MUST	192
4.6.8	NUM.....	193
4.6.9	QUT.....	194
4.6.10	SIAT.....	195
4.6.11	IMUFE	196
4.7	On-going monitoring and periodic review of programs.....	197
4.7.1	NMBU	198
4.7.2	THOWL.....	198
4.7.3	UWM.....	199
4.7.4	UoP	200
4.7.5	RUSL.....	200
4.7.6	SEUSL	200
4.7.7	MUST	201
4.7.8	NUM.....	201
4.7.9	QUT.....	201
4.7.10	SIAT.....	201
4.7.11	IMUFE	201
	Bibliography.....	202
	Appendix.....	203
	Survey.....	203



List of figures

Figure 1: Policy for Quality	58
Figure 2: Quality Assurance.....	59
Figure 3: NMBU Guideline.....	62
Figure 4: THOWL work process: Establishment of a study program.....	69
Figure 5: THOWL work process (part 1): (Re-) accreditation of a study program.....	70
Figure 6: THOWL work process (part 2): (Re-) accreditation of a study program.....	71
Figure 7: Guideline for Design and approval of programmes at MUST	124
Figure 8: Link to the guideline for design and approval of programs of NUM.....	124
Figure 9: Master program - Study Discipline Water and Circular Economy (WK).....	131
Figure 10: Master programme - Study Discipline Building and Energy (GE).....	131
Figure 11: Regulations for admission, progression and recognition at SEUSL.....	161
Figure 12: Common Core Programme Modules (SEUSL)	161
Figure 13: Regulations for Programs and Examinations for Bachelor, Master at MUST	164
Figure 14: Link to regulations for student admission of NUM	165
Figure 15: Link to regulations for student progression, recognition and certification of NUM.....	165
Figure 16: Regulations for admission, progression and recognition at QUT.....	166
Figure 17: Exemplary screenshot of the website of NMBU	186
Figure 18: Exemplary screenshot of the website of THOWL.....	187
Figure 19: Exemplary screenshot of the website of UWM	188
Figure 20: Exemplary screenshot of the website of UoP	189
Figure 21: Exemplary screenshot of the website of RUSL.....	190
Figure 22: Exemplary screenshot of the website of SEUSL	191
Figure 23: Exemplary screenshot of the website of MUST	192
Figure 24: Exemplary screenshot of the website of NUM	193
Figure 25: Exemplary screenshot of the website of QUT.....	194
Figure 26: Exemplary screenshot of the website of SIAT	195
Figure 27: Exemplary screenshot of the website of IMUFE	196



List of tables

Table 1: Persons responsible for providing information on quality assurance.....	10
Table 2: Input for compendium and type of content.....	11
Table 3: Overview about available quality assurance policies of the project partners	12
Table 4: Overview about available guidelines for design & approval of project partner programs.....	61
Table 5: The approval of the Senate is mandatory for the implementation of amendments.....	114
Table 6: Overview of existing examples of good practice for student-centered learning, teaching, and assessment.	125
Table 7: Overview about available regulations for student admission, progression, recognition and certification by project partners	129
Table 8: Tie breaking modules for field selection	162
Table 9: Overview of available examples of best practices for assuring project partner teaching staff	180
Table 10: Overview of existing good practices of information management and the availability of a program website of the project partners.....	185
Table 11: Overview of existing good practices of on-going monitoring and periodic review of programs	197



1 Summary (English version)

A compendium of quality assurance measures and practices was created as part of Task 5.2.2. Various aspects were considered, which can be taken from the following table. The structure and procedure were based on the following guideline: Standards and Guidelines for Quality Assurance in the European Higher Education Area.

All partners were involved in the compilation of the compendium. In order to obtain an overview of existing quality assurance tools, a survey was first conducted with the following focus:

Best practices for selected quality assurance aspects.

Availability of existing policies/guidelines of partner institutions.

The following table shows which quality assurance instrument was queried as best practice examples or guidelines / policies. The table also notes:

✓: from which institution documents/practices have been provided in English,

(✓): whether documents are available but only in Chinese,

X : or whether no documents are available.

All available documents / information have been integrated into the compendium in excerpts or completely.

Input for compendium	Type	NO	DE	PL	SL			MN		CN		
		NMBU	THOWL	UWM	UoP	RUSL	SEUSL	MUST	NUM	QUT	SIAT	IMUFE
1 Institutional policies for quality assurance	p/g	✓	✓	✓	✓	✓	✓	✓	X	(✓)	(✓)	✓
2 Processes for the design and approval of the programs	p/g	✓	✓	✓	✓	✓	✓	✓	✓	X	(✓)	✓
3 Practices to ensure student-centered learning, teaching and assessment	e	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4 Regulations covering all phases of the student „life cycle“ (e.g. student admission, progression, recognition and certification)	p/g	✓	✓	✓	✓	✓	✓	✓	✓	✓	(✓)	✓
5 Competence assurance of teachers	e	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6.1 Information management	e	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6.2 Public information about universities	p/g	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7 On-going monitoring and periodic review of programs	e	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Summary (English version)

Legend:		
p/g = policy /guideline	e = good practice example	
✓ = document available	(✓) = document available but not in english	X = document not available



2 总结 (中文版本)

质量保障措施和实践纲要是项目T5.2.2任务中的一部分。基于《欧洲高等教育质量保障的标准和指南》以及综合考量列于下表中此标准和指南的各个方面，确定了本纲要的结构。

项目的所有合作方参与了本纲要的制定。为掌握所有合作方目前质量保障的总体情况，我们使用问卷的方式对以下两方面进行调查：

- 寻求质量保障的优秀案例
- 质量保障政策和指导性文件的完善情况

下面的表格显示了合作方质量保障中各个方面的优秀案例或具备完善政策及指导性文件的情况，注意表格中

- ✓ 表示有英文材料佐证
- (✓) 表示只有中文材料
- x 表示没有任何材料

所有现有材料和信息以摘录或全文的方式整理于纲要中。

纲要内容	类型	挪威	德国	波兰	斯里兰卡			蒙古		中国		
		NMBU	THOWL	UWM	UoP	RUSL	SEUSL	MUST	NUM	QUT	SIAT	IMUFE
1 教学单位质量保障的政策	p/g	✓	✓	✓	✓	✓	✓	✓	x	(✓)	(✓)	✓
2 课程设计及批准的程序	p/g	✓	✓	✓	✓	✓	✓	✓	✓	x	(✓)	✓
3 以学生为中心的学习、授课和评估的实践情况	e	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4 涵盖学生完整周期规章制度 (包括学生的入学、日常学习, 毕业)	p/g	✓	✓	✓	✓	✓	✓	✓	✓	✓	(✓)	✓
5 教师能力保障	e	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6.1 信息管理	e	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6.2 信息公开	p/g	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7 持续监测及定期课程审查	e	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

说明:												
p/g = 政策 / 指导性文件					e = 优秀案例							
✓ = 具备材料			(✓) = 具备材料, 但无英文翻译					x = 不具备材料				

3 General information

3.1 Project requirements

Work package 5 focuses on quality assurance. The aim is to develop a common understanding of quality assurance in higher education teaching (learning and teaching). Various tasks are dedicated to this goal. This also includes task 5.2.2 in which a compendium of quality assurance policies and practices is to be compiled. Different aspects are to be taken into account:

- institutional policies for quality assurance
- processes for the design and approval of their programmes
- practices to ensure student-centred learning, teaching and assessment
- regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification
- competence assurance of teachers
- information management and public information about universities
- on-going monitoring and periodic review of programmes

3.2 Responsibilities

All partners were involved in the creation of the collection. Each institution designated at least one person who was responsible for providing quality assurance information. The corresponding persons can be taken from the following table.

Table 1: Persons responsible for providing information on quality assurance

Country	Institution	Contributors	Contact information
NO	NMBU	Harsha Ratnaweera Susann Anderson	harsha.ratnaweera@nmbu.no susann.andersen@nmbu.no
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SL	UoP	Prabha Weerakoon	prabhaw@eng.pdn.ac.lk
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3.3 Proceeding

The results from the survey of task T1.2.3 *Cross-review of quality assurance practices* served as a basis. In order to get a more detailed overview of existing quality assurance instruments, another survey was started in December 2021.

This survey asked for:

best practice examples for selected quality assurance aspects

The availability of existing policies/guidelines of partner institutions

The template of the survey can be found in the appendix.

The survey was evaluated and all best-practice examples submitted were prepared for the Compendium. In a next step the guidelines/policies that were indicated as available in the survey were requested by the partners.

3.4 Compendium structure

The aspects listed in the following table were taken into account in the compendium, whereby a distinction is made between good-practice examples and guidelines or policies. For each aspect, the general standard of the following guideline is given first: Standards and Guidelines for Quality Assurance in the European Higher Education Area. This is followed by an overview of the partners as to whether corresponding examples/documents are available.

Some of the documents have been completely integrated into the Compendium. If the relevant documents are available for download on the Internet, they have been linked via a QR code in the compendium.

Table 2: Input for compendium and type of content

Input for compendium		Type
1	Institutional policies for quality assurance	policies / guidelines
2	Processes for the design and approval of the programs	policies / guidelines
3	Practices to ensure student-centered learning, teaching and assessment	Good practice example
4	Regulations covering all phases of the student „life cycle“ (e.g. student admission, progression, recognition and certification)	policies / guidelines
5	Competence assurance of teachers	Good practice example
6.1	Information management	Good practice example
6.2	Public information about universities	policies / guidelines
7	On-going monitoring and periodic review of programs	Good practice example



4 Quality Assurance policies and practices

4.1 Policy for quality assurance

In the European Higher Education Area the following standard for quality assurance policies is given:

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders. (ESG, 2015)

The following table shows at which institution a policy for quality assurance exists. If an English version was available, it has been included in this collection and can be found on the following pages.

Table 3: Overview about available quality assurance policies of the project partners

Country	Institution	Policy available
NO	NMBU	yes
DE	THOWL	yes
PL	UWM	yes
SL	UoP	yes
	RUSL	yes
	SEUSL	yes
MN	MUST	yes
	NUM	no
CN	QUT	yes
	SIAT	yes
	IMUFE	yes



4.1.1 NMBU

The NMBU quality assurance system describes the goals for quality in education, the procedures for reporting as well as the student and staff roles and responsibilities. The system together with good routines, a culture of quality and educational management shall ensure that the university offers outstanding education and teaching. The NMBU quality assurance of Education was first approved by the University Board 22. October 2015. It was last revised in 2019 and is available online via the QR-Code or the following link:



<https://www.nmbu.no/en/employees/gae/gae-description>

Introduction

NMBU's quality assurance work is intended to ensure that NMBU reaches the goals set on the basis of the university's strategy and learning philosophy.

NMBU's quality assurance system for education is a common, overarching framework for work on establishing, maintaining, monitoring and further developing study programmes. The system comprises descriptions of responsibilities, roles and lines of reporting and a set of procedures for various processes and activities.

National laws and regulations, NMBU's strategy and learning philosophy, and own regulations and provisions govern and define the requirements for study programmes at NMBU and how we organise the work on developing them and ensuring that they are met. NMBU's governance and management regulations form the basis for the organisation and division of authority, and responsibility for the work described in the quality assurance system.

NMBU's quality assurance system shall:

- Help NMBU to implement its strategy and attain the goals set for NMBU's educational activity
- Ensure compliance with the laws and regulations that apply in the field of education
- Help to clarify the responsibilities and roles of staff and students in quality assurance work
- Facilitate the continuous and systematic development of courses, study programmes and the portfolio, and the development of staff
- Identify quality deficiencies
- Ensure a satisfactory flow of sufficient relevant management information throughout the organisation that can form the basis for decisions on the allocation of resources and measures within the field of education.
- Developing the quality of education and teaching is a continuous learning and change process that takes place in conjunction with teaching and in close cooperation with academic development. NMBU assumes that, within the bounds of the system, the faculties will themselves decide how they organise their quality assurance and development work.

NMBU's understanding of quality

NMBU's understanding of quality is reflected in NMBU's strategy and NMBU's learning philosophy. NMBU's quality of education areas reflect the different aspects of how quality is understood and are the areas in which we monitor status and development.

NMBU's strategy

NMBU's strategy sets the course for the development of study programmes. The strategy's overriding priority is 'Joint efforts for a sustainable future'. Through excellent research, education, innovation and dissemination within the environmental and life sciences, NMBU shall contribute new knowledge that can



4 Quality Assurance policies and practices

4.1 Policy for quality assurance

help to achieve the UN Sustainable Development Goals. Producing graduates with a mindset geared to sustainability is the key to success in this context. Knowledge sharing and extensive national and international collaboration are essential.

For the university's educational activity, the strategy's two most important goals are that:

NMBU shall produce graduates who are competent and reflected, and who have an international perspective that can contribute to change and development

NMBU shall take steps to ensure that its research and education lead to innovation and value creation that promote sustainable development of society.

Four priority areas have been defined that underpin the overall focus: Interdisciplinarity, The Digital Society, Learning for Life and A United University. These four priority areas are important development areas for the study programs at NMBU.

NMBU's learning philosophy

NMBU's learning philosophy reflects how we wish to facilitate learning among students studying at NMBU. It reflects the university's view of learning and forms the basis for developing teaching at the university.

The university wishes to ensure that students can develop their knowledge, skills and competence through

inclusive learning environments and good 'academic homes' for both students and staff
student-active processes that promote reflection and independence

ensuring that the students take responsibility for their own learning and act as learning resources for each other

ensuring that teaching staff promote learning processes by providing constructive feedback.

NMBU's quality of education areas

The quality of education is about ensuring that the students can achieve the defined learning outcomes for study programs and courses. High quality of education is the result of a number of different factors – everything from applicants' initial competence, the standard of teaching infrastructure and premises, staff competence and the suitability of teaching and assessment methods to the administrative framework around study programs. Defining quality areas helps to structure the focus on quality and to monitor the status and development of the quality assurance work.

Admission

Recruitment, information, admission and induction. The students' initial competence affects their learning path and the learning outcomes they will have achieved upon graduation. Initial competence includes both the general and specific academic competence students bring with them, including their motivation, ambitions and inquisitiveness.

Framework quality

The physical, organisational and psychosocial learning environment and the academic environment around the study programmes. A good and inclusive learning environment means that physical, organisational and psychosocial factors are organised in such a way that the students can achieve the defined learning outcomes in a secure academic environment comprising students and staff. Academic environments with high international competence that work continuously to renew knowledge and to be at the forefront of developments in both research and education are a prerequisite for offering research-based teaching. NMBU's ambition to provide good 'academic homes' is an important element in this context.



Program design and program management

The academic content, organisation and management of study programmes. A good programme design entails that the programme is structured in such a way that the students achieve the learning outcomes through the teaching methods and assessment forms for the programme, and that the programme nurtures good progress. The integration of research, education and innovation in an international and interdisciplinary perspective is intended to produce graduates who can contribute to development, value creation and the sustainable development of society. Good programme management is intended to ensure that staff, students and external parties contribute actively to the development of study programmes.

Learning (teaching and assessment)

Educational competence, learning methods and assessment forms, the students' own efforts and other factors that contribute to learning. To be able to offer good, relevant learning methods and assessment forms, teaching staff must have good educational competence. Among other things, this entails providing harmonised teaching that is at the correct level for the study programme. Teaching staff shall facilitate students' learning through student-active processes that promote reflection and independence. This will contribute to a lifelong learning process. Digital learning and assessment resources will be utilised to enhance students' learning outcomes.

Relevance (society and working life)

The relevance of the education to society, working life and long-term value creation. NMBU shall produce graduates who are well equipped to meet the major global challenges facing society and who can contribute to change and development. NMBU graduates shall be capable of working in an international, interdisciplinary context and shall possess generic skills that are relevant to society and working life. Cooperation with society at large and working life is therefore decisive if the study programmes are to achieve a high degree of relevance.

Learning outcomes

The students' academic performance, achieved learning outcomes and study progress. The students' learning outcomes consist of the knowledge, skills and general competence they possess upon graduation. The descriptions of learning outcomes must be relevant and updated, and they shall give students a mindset geared to sustainability and the ability to cooperate in interdisciplinary teams. The other quality areas form the basis for the learning outcomes achieved by the students.

The quality areas are enshrined as focal points in the systematic processes for the development of courses, study programmes and the portfolio. The areas also form the basis for reporting on the quality of education, and the focus of the reporting can switch between different quality areas over time based on risk and knowledge needs.

Processes in quality assurance work and the organisation of the work

The overall understanding of quality in the strategy and learning philosophy forms the basis for all phases of the quality assurance work: planning, implementation, evaluation, correction and development – described as a learning cycle (the figure below). This learning cycle will form the basis for all development of education and teaching.

It is the faculties' learning cycles – at course and programme level – that are the cornerstone of the university's quality assurance work. The academic environments administer the most important standards within each quality area, and it is there that the ongoing quality assurance work is done. They are closest to the students' learning paths and are in the best position to assess the connections between learning activities, assessment forms, learning outcomes, the structure of study programmes and NMBU's strategic educational goals. It is the dean's responsibility to ensure that the faculty's learning cycle functions as it should, it is part of the teaching staff's job and professionalism, and it part of the students' role.



To support continuous development work, systematic annual and periodic processes have been established (illustration of systematic processes and the connection between them and the bachelor's and master's programmes and illustration of systematic processes and the connection between them and research training). These processes are organised based on the principle that evaluation, reporting, and measures for development, follow-up and feedback, are dealt with at the lowest possible level. The procedures are intended to ensure that relevant parties and students are included in the processes and that decision-making bodies have the basis they need to set the course for the university's development. A clear and well thought-out division of tasks and responsibility in this work is important to ensure that the processes are of good quality.

A system for handling nonconformities (corrective actions, improvements) is a precondition for a well-functioning quality assurance system. Most of the feedback and measures shall go via the ordinary lines and channels. Together with the evaluations, representation on boards, councils, committees and groups will give all involved parties, students and staff an opportunity to raise challenges and points for improvement. Feedback shall be dealt with at the lowest possible level. In addition, the students have a separate channel, 'Speak up', for reporting nonconformities when follow-up in other channels has been tried or is not possible.

In addition to the systematic processes, NMBU has a number of support functions and incentive schemes that are intended to support development work. Examples of this include the Learning Centre and the University Library, support for the development of innovative teaching, NMBU's Education Prize and Alf Bjørseth's Inspiration Prize for the best PhD project in natural science disciplines.

Processes in quality assurance work

Systematic development of courses

The evaluation of courses at NMBU plays a key role in the work on developing the quality of teaching. Evaluations are an integral part of the ongoing work on a course and shall contribute to students actively participating in their own learning. Course evaluations are carried out in three steps: annual interim evaluations and final evaluations, as well as periodic evaluations of courses.

The course coordinator shall prepare a course report each time a course is offered. The report shall contain an overall assessment of the results of the students' course evaluation, and a list of improvement measures. The course reports are available online to both staff and students at NMBU. Further follow-up of the course reports is decided by the faculties themselves. The reports are primarily intended as documentation the faculties can use in the development of courses, and they are an important basis for programme evaluations.

A periodic course evaluation shall focus on the course as a whole, connections between courses, and the course's place in the study programme. The academic environment is free to design the evaluation so that it furthers the development of the course. A periodic evaluation can be carried out of several courses at a time if this is expedient. Students, peers and other relevant representatives from the academic environment shall take part in the evaluation.

New courses – regardless of whether they are part of a study programme or are free-standing courses, for example as continuing and further education courses – are established in accordance with a defined procedure.

Systematic development of study programmes

Like the evaluation of courses, the purpose of evaluating the study programmes at NMBU is to facilitate continuous work on the quality of education. A study programme evaluation is a means of checking that overarching learning goals and programme elements, such as courses, mandatory seminars,



research activities etc., are up-to-date and relevant. The evaluation is also intended to ensure that the development of the programmes is in line with NMBU's strategy and is relevant to the labour market and society in general. Work on the evaluation shall be based on criteria and shall ensure that the requirements in the guidelines Requirements for degree-granting programmes of study at NMBU, are fulfilled. NMBU's guidelines cover all the requirements for degree programmes set out in national laws, regulations and provisions, and NMBU's own regulations. Together, annual and periodic programme evaluations are intended to give the environment around a programme the knowledge it needs to further develop the programme.

Annual programme evaluation

An annual programme evaluation is carried out for each bachelor's, master's and PhD programme at NMBU. The dean has primary responsibility for the annual programme evaluations.

It is the programme coordinators, together with the programme councils, who evaluate the programmes. The result of the annual programme evaluation is summarised in a brief programme report. The report provides an assessment of the quality of the programme, discusses the quality assurance work that is carried out and the effect of this work. In addition, new measures are proposed to improve the quality of the programme. Over time, the programme reports will describe measures and development work initiated for a programme and what effect they have had on its quality development. The reports also enable the academic environment around the programme to identify whether resources or other factors that affect the programme environment need to be changed.

The annual evaluations of the programmes also check that the programmes meet all the requirements for degree programmes at NMBU. Any nonconformities that are identified through this process will be included in the programme report and follow-up measures implemented.

Based on the reports for the bachelor's and master's degree programmes, the dean is responsible for ensuring that an overall assessment is prepared of the quality of the programmes at the faculty. This is the faculty's quality of education report. The report also includes the faculty's input to the coming year's study programme portfolio (including the creation and discontinuation of study programmes) and proposals for which programmes will undergo a periodic evaluation. New study programmes that are to be included in the portfolio must be developed in accordance with the defined procedure.

Periodic programme evaluation

A periodic evaluation of bachelor's, master's and PhD programmes is a supplement to the annual programme evaluation that is intended to provide a holistic and external perspective on the programme's form and content. Like the annual evaluation, it is intended to be a tool that the academic environments can use in their work on further developing a programme.

Systematic development of the study programme portfolio

NMBU's study programme portfolio must at all times be in accordance with its strategy and social mission, and reflect NMBU's research-based knowledge development. Developing the study programme portfolio is a continuous task that is carried out through the faculties' annual and periodic evaluations of the study programmes, through the assessments of the faculties' portfolios that take place in various forums at the faculties, through the development of new programmes and discontinuation of old ones, and, moreover, through discussions of annual reports on the quality of education at different levels.

Consideration of the study programme portfolio

The central consideration of the portfolio is based on the faculties' programme and quality of education reports. The Director of Academic Affairs and Director of Research assess the reports and make preparations for consideration of the study programme portfolio by the Rectorate and the



Rector's management team. The matter is then submitted to the University Board. The Board adopts the university's study programme portfolio for the coming year in November/December each year. The process is intended to ensure strategic development of the programmes offered by NMBU. Based on the annual report, the Board identifies areas for improvement in research training in the year in question.

Annual reporting on the quality of education to the University Board

Two annual reports are submitted to the University Board relating to the quality of education: the Quality of Education Report and the Annual Report on Research Training at NMBU. These reports constitute the information the Rector submits annually to the University Board on goal attainment and work on the quality of education. The content of the reports is based on the faculties' programme reporting. The reporting shall describe the status in the quality of education area and measures to increase goal attainment. The measures are endorsed by NMBU's Academic Affairs Committee (NMBU-SU) and Research Committee (MNBU-FU). The Learning Environment Committee (LMU) proposes measures relating to the physical and psychosocial learning environment. The quality assurance system itself is also evaluated and changes to the system can be proposed.

The Learning Environment Committee's (LMU's) annual report

The Learning Environment Committee's annual report gives the University Board a status report and assessment of both the physical and psychosocial learning environment at NMBU.

NMBU's annual report

NMBU's annual report is the university's annual report to the Ministry of Education and Research. The annual report summarises NMBU's activities and results for the year seen in relation to the Ministry's sector goals, the institution's management and control, and it contains an assessment of NMBU's prospects. The annual report forms the basis for the management dialogue between the university and the Ministry.

The connection between the processes and corporate governance

NMBU's overarching goals for its work on quality of education are described in the institution's operational objectives. The Government's overarching goals for higher education come in addition.

These goals play a role in setting the course for all the university's activities. These goals are subject to control parameters and result requirements at all times. They express what the Ministry, the Board and the management wish to focus on in the management of the institution, and the level of ambition for the work. The reporting and dialogue about the development over time – both internally and with the Ministry – shall be based on these focal points.

The quality assurance system is connected to other areas of corporate governance in that it generates a basis for reporting on goals and control parameters, and thereby also for decisions on the allocation of resources and measures at different levels of the organisation.

An annual management dialogue takes place between the university's management and the faculties about the results achieved, implementation plans for the year, and more long-term development trends. The management dialogue meetings are organised as an arena where the results achieved are subject to meaningful discussion. After the management dialogue meeting, the Rector drafts a written summary that is sent to each faculty. In the education area, the programme reporting forms an important basis for the dialogue, in addition to data from FS/DBH and from large-scale student and graduate surveys.

Moreover, the results of the reporting and the management dialogue are included in the university's annual plan for corporate governance together with planning and budget conferences, the consideration of concrete matters and tertiary reporting to the University Board.



Responsibility and roles – organisation of the quality assurance work

The division of authority, responsibility and roles in NMBU's quality assurance system for education is described below, based on NMBU's governance and management regulations (which follow from the Universities and University Colleges Act), guidelines for NMBU's councils and committees, and job descriptions.



4.1.2 THOWL

TH OWL does not present the topic of Quality Assurance in a single strategy document, but implements it in different formats. The central documents are:

- The University Development Plan 2020-2024
- The Evaluation Regulations (currently under revision)
- The Mission Statement Teaching and Learning

The **university development plan** is the most current and will be presented in more detail below. It describes 12 topics and development areas that are currently and in the future relevant for TH OWL and were identified in the context of a university-internal strategy process:

- profile, structure and sustainability
- campus life
- cultural self-image
- teaching
- research
- transfer
- continuing education
- internationalization
- gender and diversity
- digitalization
- scientific dialogue
- interdisciplinary fields of action

These thematic and development areas form the content matrix for the further development of the university with regard to the introduction of new degree programs, research and transfer activities, the modernization of university administration, the further development of student services, internal departmental goal formulations or university marketing, etc..

The objectives and measures contained in the university development plan are reviewed at annual intervals and - if necessary - adjusted. To this end, a monitoring system is set up that tracks and transparently presents the content and relevant development steps of the university. The basis for the monitoring is an overview of measures supplementing the university development plan as well as a selection of success indicators which are used for some of the goals. The monitoring is supplemented by further qualitative and quantitative information on the development of the university. The annual monitoring is reported on in the committees.

In some aspects, the university development plan merely indicates the strategic milestones for a topic area and thus contains goals and measures that must be concretized in the next steps and further formulated within the university. Some of the described areas of action, however, already have extensive monitoring structures whose data and results can be used for university development plan monitoring.

Overall, strategy development at TH OWL is seen as a continuous and dynamic task that is worked on both at the level of the university management and in the departments, institutes and other units of the university.

Profile, structure and sustainability

The TH OWL considers the development of adequate, synergetic, systemic structures to be fundamental to the achievement of its goals. The TH OWL positions itself as a distinctive and clearly profiled location in the higher education landscape. It carries out strategic marketing measures and strives for the formation of a brand.

The university sees an opportunity for development in the field of **sustainability**: This future-oriented topic is to be established as a profile feature over the coming years and is to be promoted in particular. A first step is to initiate a discussion within the university about the different dimensions of sustainability and to explore together how questions of ecological, social and economic sustainability can be dealt with using the competences and infrastructures available at the university. A prominent



role can be played here by the Höxter location, which has a long tradition in the scientific and practical examination of sustainability aspects and can provide important impulses for the development of a sustainability concept for the TH OWL.

In the future, the university would like to continue to leverage **cross-departmental synergies** in a variety of ways and advance systemic collaboration among departments and institutions:

By coordinating course offerings, structures and frameworks for interdisciplinarity in teaching can be created (e.g., through slots or clusters of courses). A research-related approach is the processing and further development of the interdisciplinary fields of action. The university management is expressly committed to maintaining, profiling and developing the three university locations of the TH OWL on an equal footing. In this context, the campus concepts are of central importance. The university management as well as the departments and institutions consider it their responsibility and task to continuously review and further develop existing structures and processes of the university with regard to their efficiency.

Against this backdrop, the university aims to harness the potential of **digitization** for itself. In order to be able to do this to the full extent, internal processes are currently being recorded, defined and then digitally mapped as part of process management and will be in the coming years. Furthermore, it is planned to implement a comprehensive campus management system during the term of the university development plan. This measure is also geared toward the goal of creating clear and transparent structures, processes and responsibilities within the next few years. This requires administrative structures that are optimized and adapted to changing requirements.

Through strategic university marketing, TH OWL is increasing its regional and national visibility and expanding its position as a provider of excellent teaching and interdisciplinary research in the university landscape (**marketing and communication**). In doing so, it is establishing itself as the first address for the next generation of skilled workers for business, industry and the skilled trades. In the last two years, marketing and communications have already been focused more strongly on attracting students. For example, new and existing courses of study were advertised in a very targeted manner. For this purpose, TH OWL is developing a separate communication and marketing concept that defines the specific measures to be taken. Central projects are the redesign of the website and the new corporate design of the university. The website relaunch associated with the renaming will be completed in 2020. Clearly structured 'user journeys', search engine optimized page content, appealing 'landing pages' support the approach and best possible information of new students.

There are plans to further professionalize social media marketing and invest in online marketing. Particular attention will also be paid to online student portals, where the university intends to strengthen its presence. In the future, TH OWL will continue to participate in job and university fairs and hold its own established events such as the 'Open Day' and the 'Study Information Day'. The classic marketing is completed by poster campaigns, advertisements and merchandise articles. The communication and public relations department designs the content-related appearance of TH OWL in the media and the communication with internal and external stakeholders of the university. Existing projects with schools, society and companies are to be presented more strongly to the public. New event formats in this area will be developed (see also section "Science dialogue"). The various measures will be concretized, planned and strategically related as part of a comprehensive communication and marketing concept. Implementation will take place from 2020 onwards. The marketing also aims to strengthen the perception of TH OWL as an attractive employer in the region and beyond. In view of the fact that from 2020 up to and including 2024, 24 professorships across the university will have to be refilled due to the retirement of the position holders, the university has set itself the goal of focusing its internal processes more strongly on strategic appointments and reappointments in the future.

Campus life



A targeted and profile-oriented campus development is the focus of the concepts "Creative Campus Detmold", "Innovation Campus Lemgo", and "Sustainable Campus Höxter". A diverse, healthy and inspiring campus life is to be made possible at all locations. The university pursues a balanced location development.

The university has formulated the following strategic goals in the "Campus Life" topic area:

The quality of stay, work environment, and recreational value on the three campuses will be improved.

The campuses will be further developed with sustainability in mind.

The university has set itself the goal of strengthening identification with the campuses and thus the sense of community among university members.

The locations will be strengthened by attracting cooperation partners from industry and business.

The campuses involve communities and the people of the region.

The university wants to be a "healthy university".

One measure to be implemented across the university with a view to achieving the goal of a "**healthy university**" is the introduction and establishment of systematic occupational health management (BGM for short) as part of a university project. Already in 2018, a steering and working group was established for this purpose and the university's internal needs were surveyed in order to be able to develop a targeted offer. The long-term goal is to promote the health of TH OWL employees, optimize employment conditions and ultimately increase its competitiveness as an employer. For students, the aim is to expand the range of sports on offer.

On all campuses, the university will push ahead with the expansion of e-learning, the possibilities of mobile working, and the **digitalization of processes** (see also the section on "Digitalization"). A first step here was the introduction of the CampusCard, which has been issued as a multifunctional chip card since 2019 and is used, among other things, as a student and library ID and as a cashless means of payment in the Studierendenwerk dining halls at all campuses. The functionalities are to be expanded in the future, e.g., to include time recording or printing and copying services. Data protection requirements will be taken into account during the introduction process. The introduction will also be carried out in consultation with staff representatives. Through funding from the state as part of a major equipment application for network expansion and modernization, as well as the CampusWLAN.nrw funding line, the TH OWL network is to be made available across the board, even in the outer areas of the university locations, in order to be able to use data, voice (Voice over WLAN) as well as multimedia services to support research, teaching and learning, cooperation and transfer to society. Furthermore, the secure and flexible use of the network is to be improved. The expansion will take place in several stages, beginning in 2020. The overall measure will be completed in 2025.

Space and infrastructure: Despite the major projects in the area of new construction and renovation, which will affect the Lemgo and Detmold campuses in particular over the next few years, the plan is to provide rooms and space for students on a sufficient scale as learning spaces and for committee work. In addition, the university plans to establish itself as an attractive venue for events in the region. Up to now, the TH has often had to use external facilities for its own events - for example, meetings, conferences or the careers day.

Another key project is the upgrading of the outdoor facilities at all university locations. Following the demolition of the laboratory building as part of the refurbishment, a project to redesign the outdoor facilities will be launched and, for example, learning islands will be created on the campus grounds.

Like the redesign of the Botanical Garden, these measures aim to increase the quality of stay for TH students and employees as well as for visitors to the university on all campuses, both as work environments and as places that are attractive during breaks and leisure time and invite people to linger. To make the TH more connected as a whole, measures will be taken to promote mobility



between campuses and the respective community. One initiative, for example, is the establishment of express bus connections between Höxter and the Lippe region. TH OWL will continue to work to ensure that its sites have the best possible public transport connections.

Cultural self-image

Students and employees form the community of the university. The basis for this is mutual appreciation, respectful, trust-oriented and binding interaction with each other as well as active and transparent communication. As an attractive employer, TH OWL promotes a subsidiary leadership culture throughout the university and actively shapes its cultural self-image.

Working: TH OWL is already an attractive employer. Working time models appropriate to life phases, participation in flexible working hours, mobile working and the use of the offers of the company health management are possible for many employees. Flat hierarchies and trusting cooperation with representatives and officers characterize everyday working life at the university. Up to now, there have been a large number of measures for new employees, staff and alumni in various areas, which are to be bundled and strategically aligned in the future. The aim is to strengthen an organizational culture in the long term that enables employees to develop further and at the same time offers room for co-design.

As part of the university's development, six goals were formulated that guide action with regard to the **self-image** of the TH and the culture at the university:

Living regional identity with self-confidence Promoting university identity and communication.

Valuing individuality and diversity on the basis of mutual respect

Cultivate respectful and trusting interaction with one another Anchor an appreciative and supportive leadership culture Expand welcome culture for new employees

Dialog and exchange: The measures in the "Cultural self-image" area of action and development are applied at various levels and are cited as examples in the university development plan. They are to be expanded and supplemented by ideas and initiatives from within the university. Dialogue and exchange among the university members should be promoted - both between the individual disciplines and between the three locations of the TH, the departments and the administration. This is to take place on the basis of a communication and marketing concept, which places different formats - for example newsletters, event calendars, university events - in an overall context and offers both formal and content-related orientation. The communication and marketing concept will be developed by the end of 2020 and implemented during the term of the university development plan.

In order to remain attractive as an employer and place of education in the coming years, the University of Applied Sciences would like to further expand its **welcoming culture**. This includes the swift 'onboarding' of new employees. In addition to the technical induction, this also means integration into the team and organizational culture. To this end, a process is to be developed and implemented that systematically maps the necessary steps and support structures from recruitment to the end of the probationary period. Mentoring and buddy programs can also be considered for this purpose.

Personnel development and leadership: Remaining efficient in teaching, research, administration and services and being able to proactively meet challenges will continue to be fundamental to the university's success in the future. To ensure that this succeeds, additional personnel development offerings have been created, including coaching, professional and interdisciplinary training, and training for employee interviews. In view of the university's internationalization goals, it is planned to offer additional training courses for university employees to strengthen intercultural competencies, from enrollment to the processing of research tasks (cf. chapter "Internationalization"). In a next step,



the existing and planned offers for personnel development are to be combined into a university-wide personnel development concept and coordinated with each other according to need. A central component here is the conscious examination of the topic of "leadership", both in the scientific area as well as in technology and administration. This includes better support for leadership within the university and appropriate training for junior managers. In order to formulate a common framework for appreciative cooperation and a subsidiary leadership culture, university-wide leadership guidelines are being developed.

Teaching

At the university, students are formed into responsible, agile personalities through a distinctive range of courses with innovative teaching formats and a high level of practical relevance as well as international and interdisciplinary focal points.

The central task in the area of study and teaching is the continuous maintenance and improvement of teaching quality in all study programs at the university. This requires a variety of measures in the areas of study structure, support situation, university didactics and personnel, as well as in the entry into studies, the development of study programs and in the area of teaching and learning forms.

Development of study programs and networking: The TH OWL has set itself the goal of becoming even more attractive for new students from outside the region and for high-achieving high school graduates in the coming years. The topic of course development continues to have a high priority: In the coming years, the range of courses will also be selectively expanded with new, future-oriented courses. In the future, it is planned to profile the university even more strongly in the direction of future-oriented Bachelor's degree courses and international Master's degree courses.

The topics of networking, interdisciplinarity and synergy effects are therefore fundamental for the development of new study programs and the revision of existing programs. Interdepartmental coordination of course content is sought both in the development of new courses supported by several departments and in the interdepartmental use of individual modules.

Scientific dialogue and responsibility: Furthermore, it is planned to establish science dialogue as an integral part of teaching and to offer courses that can be taken in all degree programs - for example, in the area of elective courses. Behind this is a substantive claim: The university does not see students exclusively as prospective experts in their respective fields of study, but as committed and interested people. During their studies at TH OWL, they gather a wide range of experiences. During and after this time, they dare to look beyond their own horizons and viewpoints and assume responsibility in business, science and society. Therefore, the university would like to find new ways to impart a sense of social responsibility in addition to the professional competencies within the degree programs even more than before. In the coming years, work will continue on developing innovative formats and methods in teaching and studying. This includes both the targeted further development of existing blended and e-learning offerings and the expansion of interdisciplinary courses and project teaching. The profile of a research-strong HAW will also be reflected in teaching in the future: In perspective, elements of research-based teaching and learning should be made possible in all TH OWL study programs, especially in interdisciplinary projects.

Study program cluster: In order to realize the goal of a networked range of courses that utilizes synergies in terms of content and offers students more opportunities for specialization and interdisciplinarity, it is necessary to coordinate course content across departments. University-wide study programs should become more structurally compatible and their module structures, time frames and study schedules should be more closely coordinated, as this is the only way to systematically realize interdisciplinarity and interdepartmental teaching. The formation of so-called 'study program clusters' is a first step in this direction: study programs that are linked by a common theme are combined in terms of their external presentation and, in particular, program marketing - this includes, for example, social media campaigns and trade fair appearances. At the same time, the curricula are



to be aligned with each other in perspective, so that additional elective modules and interdisciplinary course options are available for students. In the summer of 2019, representatives of three departments agreed to offer courses within the framework of a study program cluster 'Energy and Climate Protection' in the future.

With a view to improving the **quality of teaching**, further measures are being jointly developed to optimize the entry into university; for example, a start has been made on further developing and expanding the preliminary courses. For the group of lecturers, it is necessary to continue the existing qualification offers in higher education didactics and to open these up for further target groups.

The TH OWL will further expand its quality management in teaching, systematize it and incorporate it into control loops. To this end, the various types of data and sources of information - these include survey results, structural data, evaluations, and the like - will be used at the level of the degree programs and the departments. A new evaluation regulation will come into force in 2020. In addition to the new development of study programs and stronger networking of the study structures among each other, the existing study program portfolio of the TH OWL must be further reviewed, strategically aligned and, if necessary, consolidated on the basis of demand, supply and profile aspects.

Offerings for the entire education chain: Overall, measures are to be supported that contribute to networking within the education chain: On the one hand, this includes creating offers that enable a continuous educational path at the TH - from school to studies and, if applicable, a doctorate, to further scientific education and alumni relations with the TH OWL. On the other hand, this also means facilitating transitions between the phases of the educational chain and breaking down barriers, for example, through the early identification of high potentials and their retention at the university as well as measures for better entry into studies. The goal is to integrate prospective students and students into the welcome culture of TH OWL and to support them in the best possible way with suitable offers from enrollment to graduation.

Research

Scientific research opens up new knowledge - at TH OWL especially for application-oriented issues - and is thus the basis for up-to-date teaching, knowledge and technology transfer as well as for strategic cooperation with business and society.

The TH OWL consistently aligns its strategic research development with the following goal formulations:

We strive for a research-oriented development of the campuses.

We promote young scientists in a very targeted manner.

We live the unity of research and teaching.

We want to be one of the TOP 10 universities of applied sciences in Germany with the strongest research.

We are strategically expanding internationalization in research.

We develop strategies to secure the performance of the profile areas in the long term.

Services: In order to further strengthen the framework conditions for excellent research at the TH, essential measures have already been initiated. These include, in particular, the reorientation and further development of the services of the Research and Transfer Center (FTZ) for the scientists of the TH OWL. The focus here is on support for the preparation of applications and the administration of third-party funded projects.

Research infrastructures: Since successful research can only be realized with competent scientists who are well integrated into the university, the TH is expanding its support services for newly appointed scientists. In the past two years, the university has had great success in acquiring new research



infrastructures in the form of buildings and large-scale equipment: In September 2019, the TH's share of the InnovationSPIN was acquired as an ERDF research infrastructure with a funding volume of 11.8 million euros, which will be built over the next three years on the Innovation Campus in Lemgo. Starting in 2022, the CIBUS Factory will offer 2,250 square meters of modern research infrastructure around the digitalization of the food industry and thus realize - in addition to the SmartFactoryOWL - a new research factory for smart food technology. With a view to the research-oriented further development of the locations, TH OWL plans to establish two new institutes during the term of the university development plan.

Research collaborations: Other projects to be implemented by the end of 2024 include the development of new formats to strengthen interdisciplinary cooperation - led by the Institute for Scientific Dialogue - and the establishment of research marketing to enable professional communication and further development of the TH's research activities. In this context, the development of a publication strategy is also planned. Furthermore, investments are to be made in the establishment of strategic research partnerships at the international level. The first example of this is the

As a first example, the cooperation with the TU Kaunas in Lithuania in the fields of food technology and intelligent automation is being strengthened through joint EU project applications, but also through plans for cooperation in master's degree courses (e.g. in the field of information technology).

Young scientists: As a university with a strong research focus, TH OWL aims to provide targeted support for young scientists. In the past three years, there has been an average of five successfully completed doctoral procedures per year. By continuing existing measures, such as the supervision and the awarding of scholarships within the framework of the Graduate Center.OWL, the number of completed cooperative doctorates is to be significantly increased during the term of the university development plan. At the same time, it is in the university's interest that more TH professors become members of the Graduate Institute NRW.

Transfer

The transfer activities of TH OWL are embedded in the regional development strategy of further developing East Westphalia-Lippe into a model region for digital transformation, in which the well-being of people is sustainably shaped by economic power and employment in a livable region. TH OWL makes an active contribution to this through research-based transfer and pursues a dual transfer strategy. This is geared to the needs of the people in the region and addresses them on the one hand in their professional and working world and on the other hand in the context of leisure, culture, education and politics.

Anchoring, cultivating and professionalizing transfer internally as a third mission: At the university, transfer, which has already been very successful in some areas, is being consolidated, visibly located and expanded across all profile areas. This requires an anchoring of the topic at the level of the university management and in the departments as well as the administrative support of transfer through personnel resources (research transfer management) and the strengthening of administrative structures for tenders, contracts, IP and patent exploitation. In addition, it is intended to establish a structured exchange with representatives from business, science, society and politics in the form of an external transfer advisory board. Within the framework as part of a continuous improvement process, transfer services are to be implemented in a more measurable and transparent manner. The parameter model of the teaching deputation reduction for research, which has been successfully established at TH OWL, now also takes transfer activities into account in addition to research activities. If professors understand transfer as a fixed and attractive component of their academic activities and enable the coherent interlocking of teaching, research and transfer, then this transfer culture is an essential success factor for the entire university. Against this background, it is planned to develop new forms of cooperation with companies (e.g. shared professorships), to adapt appointment procedures



and performance evaluations, and to supplement the existing university awards for research and teaching with a transfer award (business/society).

Strengthening interaction with society and its participation: The TH OWL aims to expand the transfer to society in all profile areas, to create the financial and human resources for this and to strengthen participation, identification and education with a structure for scientific dialogue. The aim is to create places and environments where people from business, science, society and politics can work together and shape innovation processes in a participatory manner. One such place will be created by 2022 in the form of InnovationSPIN on the Lemgo campus.

Promoting strategic location partnerships: For a strong regional innovation system, thematically and spatially focused partnerships between research, education and business are particularly well suited formats. With the establishment of the Creative Campus Detmold, the Innovation Campus Lemgo, as well as the plans for the Sustainability Campus Höxter, strong impulses and formats for further regional cooperations have been set. Together with strategic partners, the university will press ahead with this development in a targeted manner and, in particular, provide resources for the thematic growth cores in research, teaching and transfer.

Expanding start-ups and entrepreneurship: In order to contribute to the development of the new middle class, the university strengthens technology and knowledge-based start-ups by ensuring the necessary infrastructural framework (e.g. start-up support in the KNOWLEDGEcube) and by taking up the topic of start-ups in teaching and projects. This will be done, for example, starting in the winter semester 2020/21 through the master's degree program Applied Entrepreneurship, which will be based at IWD. Start-ups are also a suitable tool for improving the exploitation of research results by SMEs. To this end, the university cooperates with start-up networks and activities in OWL, among others.

Strengthening transfer via minds: This important transfer channel is being expanded through new forms of cooperation and exchange. Approaches include joint work in project rooms for employees from business and academia, personnel exchange and more permeable career paths between business and academia, involvement of more students in transfer projects, earlier integration of students in research projects through service learning, and strengthening application development.

Further expanding networking: At the TH OWL, interdisciplinary cooperation takes place - on the one hand, to tap new potential for transfer with business and society, and on the other hand, to better address the major challenges facing society. This can only succeed if teaching, research and transfer are interlinked and profile-building research and excellent teaching are strengthened. This also means working more closely together internally across departments in strategic commissions (e.g. appointment procedures). Externally, strategic cooperations (Fraunhofer-Gesellschaft, CIIT e. V., MRI, University of Paderborn, Detmold University of Music) must be strengthened and further strategic cooperations - also with social institutions and corporations - must be sought.

Strengthening internal and external communication: Transfer requires knowing about each other, learning from each other, discussing and, above all, staying in contact. To this end, contact points for the communication of ideas and science with business and society will be established and the dialog with municipalities will be expanded (e.g., intelligent use of vacant spaces). It is planned to further develop existing exchange formats (e.g. business meets science, Radio Triquency, social media activities) in a targeted manner, to expand the presence in the regional media and to establish a digital platform via which the university can be "entered" virtually to obtain information and provide feedback or suggestions. In addition, more people from business and society should come to the campuses. To this end, formats such as the "Gespräche im Lindenhaus" (Talks in the Linden House) and



the IWD's Monday series will be further developed, science tours expanded, and new lecture series established.

Continuing education

TH OWL is an active place of lifelong learning. We design continuing education based on the current state of research and teaching. Continuous improvement is our claim, self-reflective handling of change our self-image. Through flexible, demand-oriented and future-oriented educational offers, we enable responsible and professional qualification for target groups in the university as well as in science, economy and society.

In view of this status quo, the further education activities of TH OWL are to be significantly expanded in the future and thereby sustainably professionalized. The aim is for the university to position itself as a provider of flexible and demand-oriented continuing education on the market for academic continuing education and to operate there in an entrepreneurial manner. With such a continuing education offering, the university enables lifelong learning and assumes social responsibility. The offers to be developed are aimed at different target groups within and outside the university. In particular, regional potentials are to be used, i.e., among other things, the further education needs of the economy in OWL are to be particularly addressed or existing cooperations between industry, education and trade are to be intensified through specific offers. In the future, the university would like to be visible with its continuing education offerings not only regionally, but also nationally and internationally. In doing so, it is important to network the offerings and possible cooperation partners with one another in order to generate synergies.

The development of a future-oriented range of offerings requires both organizational and administrative measures as well as program development in terms of content. In the future, the content spectrum of continuing education at the TH OWL can range from scientific continuing education and professional qualifications to offers for personnel and personality development. Necessary content specifications are to be made promptly and translated into market-oriented offerings during the term of this university development plan. Conceivable options include continuing education courses in cooperation with the Institute for Academic Dialogue and a focus on in-service offerings, e.g., as part of a master's or certificate course.

From an organizational and administrative point of view, the following accompanying measures are necessary for the expansion and professionalization of the continuing education area at the TH OWL:

- A bundled communication of all continuing education offers of the university, for example via an online portal,
- The provision of legally secure and flexible organizational structures for continuing education at the TH OWL,
- special consideration of innovative forms of teaching and learning, which enable time and location-independent offerings,
- the development of new financing potentials and funding lines, especially for the so far project-bound further education offers at the Institute for Scientific Dialogue,
- as well as certification as a further education institution according to recognized standards.

Internationalization

The internationalization of research and teaching is a central concern of the university. In addition to promoting student mobility, the focus is also on employees in science, technology and administration. In order to further promote internationalization in different areas of TH OWL, the university has set itself six goals in this field of action and development:

- The internationalization of teaching is to be advanced by means of internationally oriented teaching and study programs.



THOWL pursues a so-called "language policy". This means that the university makes explicit which foreign language competencies students, employees as well as scientists of the TH OWL possess and which role foreign language teaching offers should take in the study programs.

Further international networking takes place strategically and focuses on specific partner countries, regions and universities.

THOWL is increasing the number of international students.

The foreign language and intercultural competencies of all university members are promoted. The establishment of strategic research partnerships is a central goal of the internationalization of research.

Achieving the internationalization goals requires a set of different measures aimed at increasing mobility and systematically removing barriers. University members should be enabled to participate in and shape international dialog in research and teaching. Language concept

As part of the internationalization strategy, a language concept is to be developed that specifies languages of instruction, examination, subject and communication and expresses the language policy of the university. A subsequent measure could be the establishment of a language center. In this way, the university is following the "Recommendations on the Internationalization of Universities" published by the German Science Council in the summer of 2018. As part of the integration project for refugees funded by the state of North Rhine-Westphalia and the DAAD, German language courses to prepare students for their studies have been offered and centrally coordinated at TH OWL since 2017. In addition, the range of specialist languages offered alongside studies and the range of courses in German as a foreign language were expanded from the summer semester of 2017.

The university plans to increase the range of language courses offered to TH employees - both in the scientific area and in technology and administration. In the future, this will be supplemented by courses and training on the topic of "intercultural skills". To reduce language barriers, the university website will be comprehensively bilingual (German/English).

The focus of the **internationalization of teaching** is on developing internationally oriented teaching and study programs. This also includes internationalizing the curricula of new and existing degree programs by offering English-language courses in the scope of at least two modules in Bachelor's degree programs and at least one module in Master's degree programs.

In the future, the university would like to focus on countries with German (language) schools when approaching and attracting foreign students. There, the university would like to advertise in particular for dual study programs offered in cooperation with companies in the region and specifically address prospective students. International mobility is to be made possible for both students and teachers, for example by means of course credits.

International networking: Measures with a view to the internationalization of research include the continuous promotion and support of international project development, greater involvement of university members in EU research bodies, the establishment of an international incubator for start-ups, and an intensification of research cooperation with EU-13 partner countries. This includes, for example, cooperation with the TU Kaunas in Lithuania (see chapter "5. Research"). However, this regional focus is explicitly not a criterion for exclusion when initiating new collaborative relationships in other parts of Europe and the world.

Gender and Diversity

The university regards the diversity of students and employees as an opportunity and success factor in teaching, research and transfer. Equal opportunities, gender equality and the advancement of women are important prerequisites for ensuring that all employees and students can develop and exploit their potential. THOWL is family-friendly and makes it possible for students and employees to combine their studies and careers with family life. In addition to its explicit commitment to these



principles, the university also puts them into practice through continuous and targeted further development of measures in the areas of gender, family friendliness and diversity.

Gender and Diversity: The Ostwestfalen-Lippe University of Applied Sciences is an open university. Gender diversity competencies of all university members are a matter of course for TH OWL. The inclusion of gender diversity aspects in teaching and research also increases the educational quality of the university. In order to further establish diversity as a component of the university culture, the following individual measures are planned:

A diversity management concept that takes inclusion into account will be developed and implemented at the university.

A person will be appointed as diversity representative and will be the contact person for all diversity issues.

A gender diversity portal is designed in which all gender diversity offerings of the university are visible.

The university strives to become a member of diversity networks (e.g. Diversity Charter).

The university is applying for the 'TOTAL E-QUALITY Award' for the second time. Furthermore, the university applies for the additional Diversity rating or participates in a Diversity Audit.

The university regularly offers gender diversity courses and training and supports gender diversity research projects at the university.

The university supports departments in making strategic appointments that incorporate gender diversity considerations.

Equality: A central cross-cutting task for the university is to work towards gender equality. Therefore, the university strives to increase the proportion of women in professorships. Another central concern is to promote female scientific employees as well as female employees in technology and administration and to increase their share if women are underrepresented in the respective area. TH OWL also aims to increase the proportion of women among students and doctoral candidates in subjects in which women are underrepresented.

The following gender equality measures are therefore planned:

A new equality plan will be designed for the years 2020 to 2024 and implemented at the university.

Active recruitment measures will be used to target women for professorships and management positions and encourage them to apply.

Gender parity in the composition of committees in all areas will be strived for.

Decentralized equal opportunity officers are appointed to improve gender equality in the individual departments and to support the central equal opportunity officers.

Innovative measures to attract and retain female students in STEM subjects are designed, implemented and evaluated.

The career development of junior female scientists and female academic staff is supported individually.

Measures for demand-oriented qualification are continuously offered for all female employees of the university.

The university is characterized by its practiced **family friendliness**. Members of the university with children or relatives who need care are supported in the best possible way with various, individually tailored measures to reconcile work or study and family life.

The family service as a central point of contact for questions concerning family and career is generally recognized at the university and is perceived from the outside as a sign of practiced family friendliness. For this reason, the university will examine the continuation and expansion of the service facility. Furthermore, there are support services for childcare and the care of relatives. These should also continue to be offered and expanded on a regular basis. For example, the university is expanding cooperative arrangements in the course of the development of a new campus daycare center at the Innovation Campus Lemgo. The



organization of work and studies will be further improved, for example by taking family responsibilities into account in the university's rules and regulations, by optimizing family-friendly teaching and study times, and by increasing flexibility in studies. The university also plans to expand its family-friendly infrastructure, such as parent-child rooms. At management level, topics of the family-friendly university are to continue to receive special consideration. TH OWL has received the 'audit familiengerechte hochschule' (family-friendly university audit) certificate for the third time in a row and will also participate in the subsequent dialog process after a three-year certificate period.

Digitization

At the university, digitization is being driven forward in teaching, research and administration. Research approaches - for example in areas of Industry 4.0 or in digital education - are implemented in practice and thus enable demand-oriented networking of teaching and research, science, industry and society within the university and into the region. For the area of digitalization, five overarching goals were formulated in a first step:

Enabling agile and flexible working and learning is a central goal in the context of digitization at the university. The motivation for this arises both from the increasing flexibilization in workflows and teaching and learning processes and from the university's situation as an area university with three locations. In addition to innovative teaching and learning methods, the self-organized formation of guided learning groups and the support of teachers in the creation of digital teaching formats as well as students in the use of e-learning are central building blocks on the path to more flexibility in teaching and learning processes. This path is to be expanded in close cooperation between the Institute for Academic Dialogue (IWD) and the departments and - as far as possible - made permanent. For employees, the simplification of digitally supported cross-site collaboration - for example, via video conferencing - will be expanded. In all cases, digitization must be flanked by adequate expansion of the IT infrastructure, and training must be provided as a basis for using the possibilities of digitization for both students and employees.

Another goal is to **create transparency and document compliance**: this means adherence to all relevant laws, guidelines and university codes and includes, for example, the Basic Law, Higher Education Act or Commercial Code or the standard of good scientific practice. In terms of content, this goal is to be implemented in the area of communication by the groups and committees of the university. However, creating the necessary conditions for this can be considerably simplified by digitization measures. To this end, the members of the university must be equipped with devices and software and trained in their use. In the research area, the introduction of a research information system can lead to greater transparency. The creation of transparency and compliance is also based on traceable, documented and ideally digitized processes. A project to record and document processes is already underway.

Improving and accelerating administrative processes: A follow-up step to be implemented as part of this university development plan is the transfer of some of the processes to digitally supported processes (workflows). This is an essential part of improving and accelerating administrative processes, but also affects the processes of research and teaching. The introduction of workflow management, i.e., the conversion of processes into a corresponding digital twin, is a major goal of the university. The first step is to introduce and establish a workflow management system for simple, but frequently used processes in a multi-stage process. For more complex processes, this system is to be expanded to include a document management system, for example, so that electronic invoices can be adequately introduced and used. In addition, the extent to which specialist software such as the financial accounting system or the campus management system can be integrated should be investigated.

Develop and implement digitization strategy: In parallel to the university-wide strategy development process, a specific digitization strategy of the TH OWL was developed with a view to these fundamental

objectives. This strategy, with a significantly higher level of detail, meets the requirements of this complex area of demand and is instructive for the digital orientation of the TH OWL in a 10-year perspective. It refers to all organizational units that are affected by digitization and the transformation processes that come with it. This shifts the focus from an IT and infrastructure-centric perspective, as adopted in the IT strategy from 2013, to a holistic and process-oriented view that takes external actors

such as other ministries, universities, (IT) service providers, project or corporate partners - as well as society into account as influencing factors.

The strategy process for digitization included a survey of internal stakeholders, i.e., teachers, students, employees, and representatives of the institutes, to determine essential basics, status assessments, and visions. In several workshops, the following points were discussed with a focus on digitization:

Mission and benefits

Initial situation

Strategic positioning in the higher education landscape Core visions and

Future range of services

From this input, core visions, offerings and services with an ongoing 10-year perspective, strategic development lines for the area of digitization and accompanying CIO management processes were derived.

Further development of the infrastructure: The creation of a uniform and powerful IT infrastructure as the basis for digitization is the prerequisite for a number of further steps. This measure is of university-wide interest and affects several levels. These include the data networks and basic services such as e-mail or file storage. At the levels above, specialist software systems in administration and in the departments are affected, as is the integration of research infrastructure and equipment. Both internal and external stakeholders must be taken into account. In addition to the S(kim) as the university's internal service provider for the central IT infrastructure, the administration and departments, the CIO with the S(kim) steering committee as the IT steering body are involved in the decision-making processes. Large-scale equipment applications and consortium projects with the DH NRW member universities, for example, are to be used to implement the measures. (Specific) IT equipment should also be provided for teaching and learning. The best-practice examples available at the university are a very good orientation for the necessary investments. To this end, the exchange between departments as well as with the IWD must be expanded on several levels (teaching staff, IT managers). IT infrastructure projects should also be included in the increasing collaboration with external partners (often from research and industry).

The university currently uses **digitized processes** only selectively - very successfully, for example, in job application management or in conducting digital exams. In contrast, there are some processes with high case numbers that are carried out with several media breaks and long overall runtimes. This applies, for example, to business trips, time recording or vacation requests, which have high synergy potential when digitized. A prerequisite for the planned implementation of e-administration is the introduction of a workflow management system for the rather simple processes.

Other processes also require document management and archiving. These will be implemented in follow-up projects. Projects such as e-administration can benefit from the expansion of the cooperation with the Digital University NRW (DH NRW). DH NRW uses state funds to support consortium projects of NRW member universities. These include, for example, basic IT infrastructure, but also cooperation in license management or IT procurement. At the same time, TH OWL sees this cooperation as an opportunity to help shape the DH NRW.

Information systems and e-learning: Increased transparency in the area of research is to be achieved by introducing a research information system (FIS). The university also benefits from a FIS through a better external presentation of the research and transfer activities. In project applications, the applicants can refer to the relevant data in the FIS. During the introductory project, it should be



examined to what extent an orientation or participation in projects already underway would be helpful.

The expansion of e-learning and blended learning continues the trend toward more and high-quality e-learning components already described in the last university development plan. Despite a high level of coverage compared to other universities, teaching staff overall are at a very different level. Promoting exchange among faculty, expanding support for faculty in implementing their e-learning and blended learning ideas through e-tutors, and coordinating the provision of specific e-learning equipment are elements for the targeted expansion of activities. These must be flanked by an appropriate job concept, training measures also for students on the use of digitization potential, and didactic concepts. Whether and to what extent augmented and virtual reality technologies will find their way into teaching is currently still open, but is being analyzed and evaluated very intensively. Against this background, the use of AI elements in interactive online teaching is also being examined.

Dialogue on Science

Science Dialog stands for a lively, application-oriented and well-founded exchange between science, business and society. This two-way communication makes scientific content comprehensible, raises awareness of the importance of scientific thought and action, and integrates social impulses into the university discourse. This gives rise to offerings that go beyond the familiar teaching, research and dialog formats and thereby make the role of the university as a socially relevant actor in the region and beyond tangible.

At TH OWL, the topic of science dialogue refers to a special, science-related communication culture that runs through the entire university and at the same time is organizationally framed in the form of a central institute. The Institute for Science Dialogue (IWD), newly created in June 2017, builds on the previously existing Institute for Competence Development. The Institute for Science Dialogue has the role of a cross-sectional institution working at all locations of the TH OWL, which is responsible for organizationally overarching topics - understood as topics that have relevance across all subject cultures represented at the university. The associated interdisciplinary action is a profile-forming element of the TH OWL. Five central objectives were formulated for the area of science dialogue in 2018:

We want to promote a two-way transfer between science, business and society.

We want to strengthen an interdisciplinary attitude in teaching, research and further education.

We promote dialog along the education chain and beyond with innovative projects and unusual communication formats.

We open up the university and access to knowledge and experience.

We take up impulses from society and use them as a basis for the development of demand-oriented offers.

With a view to these goals, the following projects are realized at IWD or by IWD:

Conception and further development of interdisciplinary teaching formats; among other things, the possibility of offering a 'Studium Generale' at the TH OWL for study preparation and study orientation is to be further explored.

Realization of academic offerings on topics that are relevant to all departments, such as the topic of entrepreneurship, which is addressed by the master's degree program Applied Entrepreneurship at IWD, which is unique in Germany. In this context, the topics of entrepreneurship, intrapreneurship and business succession, for example, are prepared at all locations of the TH OWL with measures appropriate to the respective subject cultures.

Initiation of network formats in the area of tension between business, science and society in the region as well as formats for the participation of citizens.

Development of educational formats along the educational chain that address, among other things, the objectives of InnovationSPIN at the Innovation Campus in Lemgo (e.g., Ideation



Week OWL with the Paderborn-Lippe district crafts association, IDayz with the vocational colleges of the district of Lippe)

Develop innovative communication formats that address the area of technology acceptance in particular.

Create incentives for interdisciplinary engagement

Increase scientific publications, especially through interdisciplinary activities, and thereby increase the visibility of TH OWL

Finding creative and comprehensible forms of publication

Strengthening the social engagement of students

Develop new educational offerings (degree programs, certificate courses, etc.) with a focus on lifelong learning

Focus on cross-professional integration of students with the goal of a high level of identification with the TH OWL

Interdisciplinary fields of action

Within the framework of the Transfer Strategy 2025, 4 strategic profile areas of the university were identified. Major social challenges require competencies from the various profile areas and thus open up new thematic fields of action. The university wants to systematically promote and further develop interdisciplinary fields of action. TH OWL has set itself the goal of developing new interdisciplinary fields of action in addition to these established research points, and of building up knowledge and structures there as well as concentrating resources. So far, the following fields of action have been identified:

Virtual spaces and digital construction

Intelligent technical systems (agricultural technology, wood technology 4.0, sensor technology)

Media and film informatics Energy and mobility Health and care 4.0 Water

These fields of action represent topics and initiatives that are currently being driven forward dynamically and cooperatively by scientists and university management. They differ from one another in terms of their degree of maturity and size. In order to advance research, teaching and interdisciplinary cooperation in these fields of action, various measures are required: These include, in particular, the further development of the range of courses offered and the establishment of interdepartmental courses of study as well as the development of cooperation with other universities (e.g. the Detmold University of Music in the field of action of media and film informatics). In order to be able to communicate the activities in the fields of action to different groups both inside and outside the university, it makes sense to develop new communication formats. In this context, the Institute for Science Dialogue acts as an incubator and stimulates interdisciplinary project development within the TH, especially through its event formats and networking activities.



4.1.3 UWM

Based on Article. 2 of the Act of July 20, 2018 - Law on Higher Education and Science (Journal of Laws of 2018, item 1668, as amended) and § 17 section 4 of the Statute of the University of Warmia and Mazury in Olsztyn (adopted by Resolution No. 494 of the UWM Senate in Olsztyn of May 21, 2019 on the Statute of the University of Warmia and Mazury in Olsztyn), hereinafter referred to as the "University", in connection with Resolution No. 56 of the UWM Senate in Olsztyn of October 26, 2012 on the adoption of the "Development Program of the University of Warmia and Mazury in Olsztyn in 2012-2020", it is ordered as follows:

CHAPTER I. - GENERAL PROVISIONS

§ 1

In order to achieve high-quality education, an Internal Quality Assurance System is introduced Education at the University of Warmia and Mazury in Olsztyn, hereinafter referred to as the "System" and specifies principles of its functioning.

The integral elements of the System are:

- the University's mission and quality policy, defining objectives and an assurance strategy and improving the quality of education, including activities promoting the quality of teaching, institutional background and organizational structure,
- education quality documents,
- procedures for ensuring and improving the quality of education, taking into account the use of, application and dissemination of the best university, national and international patterns in the field of didactics,
- survey research.

CHAPTER II. - ASSUMPTIONS OF THE SYSTEM

§ 2

Taking into account the development of the didactic process, by improving the quality of education, as well as taking into account national and international patterns and standards of education, and referring to the mission and program of the University's development, priority activities in the quality policy are:

monitoring and verification of learning outcomes at all faculties and levels and education profiles, taking into account:

- tools and methods for verifying the achievement of the intended learning / learning outcomes,
 - evaluation of the effectiveness of the selection of didactic tools and methods to achieve the intended goals learning / learning outcomes,
 - participation of labor market representatives in the definition and assessment of learning / learning outcomes suitability in professional practice,
 - monitoring the fate of graduates in order to test the convergence of the intended effects education / learning with the needs of the labor market,
 - mechanisms of corrective actions and improvement of the results verification proces education / learning,
- evaluation and improvement of the effectiveness of the System,
- conducting a self-assessment of the functioning of the unit, with particular emphasis on the manner of implementation tasks provided for in the System's procedures,
- linking education / learning with the social and economic needs of the country and the region, while increasing the level of preparation of graduates,
- disseminating the idea of lifelong learning, the effect of which is acquisition by learners competence to perform tasks resulting from the formation of new professions and functions and roles in society,
- ensuring the link between teaching and research,
- increasing the subjectivity of students and doctoral students in the education process, increasing the prestige, attractiveness and competitiveness of the University at home and abroad the



4 Quality Assurance policies and practices

4.1 Policy for quality assurance

educational market, by taking steps to obtain certificates and awards, awarded by domestic and foreign accreditation institutions,

improving the quality of the teaching process by improving the teaching competences of teachers in connection with the system of their motivation for pro-quality activities in the field of didactics.

§ 3

All elements of the teaching process are analyzed and assessed:

selection and quality of staff employed in research, teaching and teaching positions (monitoring the relationship between research and teaching activity of organizational units and the conducted and created fields of study / education levels and profiles),

a system and program offer enabling academic teachers to raise qualifications,

preparation of the criteria for selecting candidates (determining the expected competences from candidates) for higher education and doctoral school,

developing, monitoring and updating study programs, postgraduate studies and others forms of training, doctoral school education programs and monitoring procedures and verification of the achievement of the intended learning / learning outcomes, including application requirements for:

constructing study programs and education programs, maintaining the adopted ones at the University of provisions and guidelines,

appraisal of the learning outcomes in line with the principles set out in the European The Credit Transfer and Accumulation System (ECTS) and the European Credit System for Vocational Education and Training (ECVET),

evaluation of study programs and education programs, including learning outcomes with the use of, among others: regularly obtained feedback from employers and other representatives of the socio-economic environment and external experts, as well as monitoring the progress and achievements of students,

offers of national mobility programs for students and doctoral students,

documenting the course of studies from matriculation to the completion of the last semester studies, with the use of IT tools available in the University Service System Studies (USOS),

preparation and execution of the diploma dissertation and submission of the diploma examination, and preparation and execution of a doctoral dissertation with the use of an IT system anti-plagiarism,

internationalization of study programs, taking into account:

the scope of the offer in foreign languages addressed to Polish students and foreigners,

the number and scope of programs run jointly by foreign universities or institutions scientific,

the scope of foreign mobility programs for students and doctoral students,

learning resources and support measures for students and doctoral students in didactic areas, administrative and social, including: library and IT system of the University; system computerization of the University; verification of material resources, including teaching infrastructure and research units; academic entrepreneurship; professional promotion of students and graduates and support for students and doctoral students in domestic and foreign mobility programs,

assessing students, doctoral students, postgraduate students and participants of other forms training, with the necessity to publish criteria, regulations and assessment procedures,

information systems and publishing information for the purpose of acquiring and expanding the scope of self-knowledge on the functioning of the University, with particular emphasis on the characteristics of the proces didactic (publishing, among others, study programs, syllabuses and learning outcomes, course of study procedures).

Actions to ensure the proper functioning, analysis and evaluation of the elements in question in paragraph 1, are standardized by procedures that are descriptions of specific procedures.

The procedures referred to in para. 2, contain:

purpose,



4 Quality Assurance policies and practices

4.1 Policy for quality assurance

the subject and scope, delineating the area of operation of the procedure and indicating organizational entities and the process to which the findings of the procedure relate, competences and responsibility of entities for actions in the process described by the procedure,

description of activities consistent with the purpose and scope of the procedure,

documents related to the procedure which it relates to, which is mentioned or with which it is connected, along with a description of the information system about their publication, storage and archiving,

attachments (e.g. reports, reports) for the development and presentation of additional data, allowing the procedure to be carried out taking into account paragraph 4 and 5.

The integral elements of the procedures are:

quality instructions describing the next steps in the procedure covered schedule,

quality records - documents aimed at documenting compliance with the specified requirements The system and verify its effectiveness.

When determining the competences and responsibilities of entities for actions in the process described by the procedure, the applicable rules governing the substantive, organizational and formal aspects should be taken into account the scope covered by the procedure.

§ 4

Surveys are an integral part of the System and include community activities academic (academic teachers and other persons conducting classes, students, doctoral students, students of postgraduate studies), graduates of the University and representatives of the social and economic (employers and representatives of educational and research institutions, etc.).

All activities related to the questionnaire surveys are carried out with respect to the principles of research ethics social, in particular voluntariness, anonymity, confidentiality and openness of results.

§ 5

Responsible for the implementation and efficient operation of the System are: the appropriate vice-rector for education and the dean, director of the branch, school head and head of the university-wide unit.

§ 6

The persons referred to in § 5 analyze the effectiveness and usefulness of the actions specified in the System, respectively at the University and in individual organizational units, using research carried out as part of the self-assessment of the unit's functioning.

Activities in the field of self-assessment of the functioning of the unit are carried out in accordance with the agreed ones schedule. It is allowed to conduct ad hoc audits, resulting from current needs The system.

§ 7

The system shall be reviewed annually.

By way of an ordinance, the Rector defines the review procedure referred to in para. 1.

CHAPTER III. - PRINCIPLES OF THE SYSTEM OPERATION

§ 8

Activities related to the introduction and operation of the System referred to in § 1, coordinated by the University Team for Education Quality Assurance, established by a regulation Rector, defining the scope of his activity, composition and procedure of appointment.

To coordinate pro-quality activities related to implementation and operation System at departments, in non-local organizational units - branches, schools and university-wide units, respectively dean, director of the branch, director schools and the head of the university-wide unit appoint Quality



4 Quality Assurance policies and practices
4.1 Policy for quality assurance

Assurance Teams Education, specifying their composition, specific tasks and the procedure of appointment.

§ 9

Teaching Quality Assurance Teams undertake activities to improve the quality of education at the University in the areas referred to in § 3-4 of this ordinance.

§ 10

1. The University Team for Education Quality Assurance consists of:

- the chairman,
- one academic teacher representing each faculty, in compliance with the rule representativeness of fields of science,
- representatives of university-wide units, non-local units - branches and schools,
- two students indicated by the University Council of the Student Government,
- one doctoral student appointed by the Doctoral Students' Council,
- a representative of the University administrative unit whose scope of activities includes conducting controls and audits.

Members of the University Team, including the chairman, are appointed by the Rector for the term of office of the authorities UWM in Olsztyn.

§ 11

1. The tasks of the University Team for Education Quality Assurance include:

- preparation and improvement of university documents regarding the System:
 - sample questionnaires for the evaluation of entities and areas of the didactic process, incl. Grades quality of teaching activities carried out by the academic teacher and other teacher classes, monitoring of graduates 'careers, employers' opinions on study programs, etc.,
 - procedures for self-assessment of the functioning of the faculty and the unit university-wide, non-local unit - branch and school,
- evaluation and improvement of the System and presenting it to the UWM Senate in Olsztyn, annually by 31 January of a given year, reports on the evaluation of the quality of education for the previous academic year along with a SWOT analysis, as well as presenting recommendations for actions to improve quality education and functioning of the System,
- supporting and monitoring the activities of the Teams for quality assurance in operation at faculties, university-wide units, non-local units - branches and schools.

The University Education Quality Assurance Team cooperates with the Quality Management Team Education Office and Education Quality Assurance Teams operating at faculties, university-wide units, non-local units - branches and schools in the area pro-quality activities, with particular emphasis on the tasks related to the development of tools evaluation and methods of improving the System.

§12

In order to effectively perform the tasks referred to in § 11 para. 1 University Team for Education Quality Assurance, in consultation with the Rector, may:

- appoint permanent and ad hoc committees and expert teams, specifying the purpose of their appointment, composition and scope of activities and duration of operation,
- invite experts from the University as well as from outside the University to permanent or ad hoc cooperation.

§ 13

Members of the Education Quality Assurance Team appropriate for departments, local units - branches, university-wide units and schools, include:

- the chairman, and accordingly:
- representatives of academic teachers of the unit or school / unit representatives university-wide,



4 Quality Assurance policies and practices

4.1 Policy for quality assurance

a student representative appointed by the Faculty Council of the Student Government,
a representative of doctoral students indicated by the Doctoral Students' Council,

Members of the Education Quality Assurance Team, including the chairman, are appointed as appropriate dean / director of the branch / director of the unit / school director for the term of office of UWM bodies in Olsztyn.

In order to effectively implement the tasks, the dean / director of the branch / director of the unit / school director may appoint additional members of the Team referred to in paragraph 1.

§ 14

1. The tasks of the Education Quality Assurance Team referred to in § 13 include:

introducing documents binding at universities and developing procedures in units quality assurance, including elements of the didactic process, in accordance with the requirements formal development of the procedure, referred to in § 3 of this ordinance,

presenting to the dean / director of the branch / director of the unit / director of the school, annually by November 30, reports on the evaluation of the quality of education for the previous academic year along with a SWOT analysis,

presentation to the dean / director of the branch / director of the unit / school director recommendations for actions to improve the quality of education and the functioning of the System,

disseminating the results of analyzes of the quality of education.

Team for Education Quality Assurance appropriate for faculties, local units - branches, university-wide units and schools cooperate with the Education Office - the Management Team quality of education and the University Team for Education Quality Assurance in the area of activities pro-quality, with particular emphasis on the tasks related to the development of evaluation tools and methods of improving the System.

§ 15

An administrative unit that coordinates monitoring and quality assurance activities of education at the University is the Education Office - Team for education quality management.

Office for Education - The team for education quality management cooperates with:

collegiate bodies of the University, Rector's opinion-making and advisory teams, direct persons coordinating and supervising the organization and course of the teaching process, and university administrative units in the areas of the teaching process covered by the analysis and evaluation and in the areas defined by the procedures for ensuring the quality of education,

University administrative units whose substantive area of operation is determined audit activities, the University Education Quality Assurance Team and Quality Assurance Teams Education appropriate for faculties, non-local units - branches, university-wide units and schools in the area covered by their scope of activity, with particular emphasis on the procedure conducting surveys and tasks related to the development of evaluation tools and methods System improvement, national and foreign accreditation institutions working for quality assurance education in the field of analysis and evaluation of the functioning of the System.

The Education Quality Management team of the Education Office oversees the survey and is responsible for disseminating the results of the analysis of the quality of education at the University.

§ 16

The scope of the questionnaire research covers the areas and elements identified in the System.

Surveys are conducted with the use of:

university-wide surveys,

surveys of organizational units of the University, including questionnaires for the evaluation of research workers didactic and didactic, according to the schedule specified by the procedure.

The results of the questionnaire surveys are one of the elements of the individual's own assessment.

§ 17



4 Quality Assurance policies and practices
4.1 Policy for quality assurance

Persons responsible for the implementation and operation of the System shall carry out its annual review to assess the suitability and effectiveness, taking into account:

- analysis of audits and post-audit activities,
- timeliness of assumptions in relation to changing legislation, changing expectations and the requirements of interested parties as well as the degree of achievement of the objectives set out in the System,
- opinions of the System's stakeholders,
- experience gained as a result of the conducted pro-quality activities,

analysis of reports on research conducted in the direction of the System's impact on stakeholders. 2. A protocol is prepared from the review of the System, including recommendations for the implementation of corrective actions

and preventive measures, with a simultaneous indication of the authorities or teams responsible for their implementation.

3. The protocol on the review of the System is prepared by the Education Quality Management Team of the Education Office in cooperation with organizational units of the University.

4. Conclusions resulting from the review are presented to the Academic Senate by the appropriate vice-rector for education by January 31 of a given year.

§ 18

Reports on self-assessment audits prepared by the University Team for Education Quality Assurance and the Education Quality Assurance Teams appropriate for faculties, local units - branches, university-wide units and schools are public and published respectively on the University website and the websites of organizational units.


§ 19

The Regulation No. 84/2019 of the Rector of the University of Warmia and Mazury in Olsztyn of October 14, 2019 on the principles of operation of the Internal Education Quality Assurance System at the University of Warmia and Mazury in Olsztyn is repealed.



4 Quality Assurance policies and practices
4.1 Policy for quality assurance

4.1.4 UoP

Policy Name:	Policy on Quality Assurance UoP-P-010
Date of Approval:	04.04.2021 (approved at the 503 rd Council)
Approving Authority:	The Council of the University of Peradeniya
Administrative Responsibility:	Vice-Chancellor, Senate, Deans of Faculties, Directors of PGIs, Director, Quality Assurance, Registrar, Bursar, Directors of Centers and Units, Librarian, Heads of Departments, Heads of faculty Quality Assurance Cells, and other Administrative and Executive Officers
Monitoring Responsibility:	Management Committee on Quality Assurance, Senate,
Availability:	An English version is available on the Internet via the following link: https://www.pdn.ac.lk/mainpg-contents/Policies/Policy%20No.%2010%20%20Policy%20on%20Quality%20Assurance%20%20approved%20at%20the%20503rd%20meeting%20of%20the%20Council.pdf 

Overview:

The University of Peradeniya is a diverse community of students, scholars and staff committed to performing at the highest standards. The University's aim is to provide a stimulating and innovative environment for teaching & learning, research & development, and community engagement & development.

Quality Assurance in Higher Education is a holistic approach, which covers all the aspects and processes that come within the scope of a higher education institution, with the aim of serving students and other stakeholders at the level of quality and standards expected of such an institution. The quality in higher education is conceptualized as being purposeful, exceptional, transformative, and accountable. Quality Assurance refers to the policies and mechanisms implemented in an institution to ensure that its purposes are fulfilled and standards met. It is necessary to ensure that quality is maintained and enhanced in all the functions of the University. In order to achieve this goal, the University employs a comprehensive internal governance mechanism while complying with Quality Assurance related policies and frameworks external to the institution. The Quality Assurance procedures of the University provide a framework that enables the University to achieve excellence through the regular scrutiny of its processes and outputs.



Overall Policy Statement: The University of Peradeniya, being the premier and leading state university in the country and a space defined by diversity, is committed to being purposeful, exceptional, transformative, and accountable in achieving its Vision to the highest satisfaction of all its stakeholders.

This policy shall be reviewed and confirmed every five years to maintain its relevance and validity.

Scope and Application:

Purpose of the Policy: This policy provides an overall reference point for the University's Quality Framework. It specifies the University's approach to Quality Assurance and outlines its scope, principles, and key aspects. It further directs and guides the by-laws enacted under the Universities Act No16 of 1978 (as amended) and the rules and regulations and guidelines implemented under such by-laws in order to execute an effective Quality Assurance System in the University.

Scope:

- The Policy on Quality Assurance applies to the University in its entirety. The scope of this policy includes all the spaces and entities that are under the purview of the University and the entire university community (the members of the academic staff, administrative staff, and non-academic staff [permanent and contract]; students; partner institutions; and other relevant stakeholders located within or outside the University).
- The Policy on Quality Assurance applies to all the activities of the University, including teaching, research, outreach and service activities, general administration, the management of essential, support and welfare services to its community, and any other activity that supports or has an impact, directly or indirectly, on the core functions of the University.
 - The Policy on Quality Assurance embodies the University's commitment to maintaining a quality-culture in its community with the aim of achieving its goals in an effective manner.
 - This Policy on Quality Assurance serves as an overarching policy and a reference point for individual policies developed and implemented with the specific goal of ensuring quality in specific functions of the University.

Key Policy Principles

The entire university community pledges to uphold the core values expressed in its Vision in all contexts.

All the provisions of the Quality Assurance Framework of the University of Peradeniya shall express full compliance with the national policy frameworks and the Acts, Ordinances, Bills, and national regulations/guidelines relevant to higher education and general and financial administration.

The University shall be committed to the continuous enhancement of the quality of its conduct and activities as expressed in the form of carefully and systematically articulated strategic plans and action plans that target national and international socioeconomic development and the well-being of society and the natural environment.

The processes, products, and services of the University shall embody the highest level of quality, conform to the national benchmarks, and comply with the standards defined by the accrediting and/or regulatory bodies.

The processes and services of the University shall be Outcome-Based.

The University shall ensure the optimal, objective, ethical, and transparent use of resources in producing and delivering products and services aimed at the socioeconomic well-being of society, and it shall be accountable to its stakeholders in this regard.

The University's Quality Assurance processes shall be intrinsic to the work of all the members of the staff who undertake or support teaching, research, administrative and outreach activities and who are involved in providing general and maintenance services.

The University shall evaluate its processes, outputs, and achievements against appropriate national and international benchmarks on a regular basis.



4 Quality Assurance policies and practices

4.1 Policy for quality assurance

In the event a need to revise the University's procedures is identified, the University shall use the outcomes/recommendations of rigorous reviews undertaken internally and/or externally as guides in determining the nature of the required revisions.

The University shall devise, implement, and enhance its Quality Assurance processes in an evidence-based manner, where the results of systematic analyses of processes, outputs, services, and outcomes (performance indicators) provide the basis for decision-making. These performance indicators shall include administrative, student support, instructional, and student performance related indicators.

The University shall foster internal and external collaborations and the sharing of the best practices among its various entities and encourage an ethos of critical self-evaluation.

The University shall establish and maintain a robust management structure steered from the top level of the university administration in order to implement effective internal Quality Assurance measures and maximally benefit from available external Quality Assurance measures.

The University shall enact necessary by-laws and regulations and establish necessary processes, relevant guidelines, and codes-of-practice for the effective functioning of its Quality Assurance system. The effective functioning of the University Quality Assurance processes shall include systematic planning to achieve identified goals, the implementation of the plans, the monitoring of the implementation and the outcomes, and the constant improvement of the processes on the basis of the observations.

Definitions:

Quality: The fitness for purpose of a product or service according to a set of required standards, with minimum cost to society. (The Manuals for Institutional and Program Reviews, University Grants Commission 2015)

Quality Assurance:

The persistent pursuit of goodness coupled tightly with a simultaneous relentless avoidance of badness and enhancing the fitness for purpose. (Adapted from De Feo,

The policies and procedures by which the universities can guarantee with confidence and certainty that standard of its awards and quality of its education provision and knowledge generation are being maintained. It also refers to the process of maintaining standards reliably and consistently by applying criteria of success in a course, programme or institution. (The Manuals for Institutional and Program Reviews, University Grants Commission 2015)

Internal Quality Assurance: Internal system of monitoring to ensure that policies and mechanisms are in place and to make sure that it is meeting its own objectives and pre-determined standards. (The Manuals for Institutional and Program Reviews, University Grants Commission 2015)

Related policies if any: All policies developed and adopted by the University of Peradeniya

Related Acts, Rules, Regulations, Key Circulars (if any available):

National Policy Framework on Higher Education and Technical and Vocational Education
(<http://nec.gov.lk/wp-content/uploads/2014/04/national-policy-on-higher-education-2009.pdf>)

Sri Lanka Qualification Framework (https://www.ugc.ac.lk/attachments/1156_SLQF.pdf)

A Bill on Quality Assurance and Accreditation in Higher Education
(https://www.pdn.ac.lk/centers/iqau/upload/26-2019_E.pdf)



4.1.5 RUSL

Rationale

The quality assurance activities have dual purposes that of accountability and enhancement. These two together, create trust in the university education. A successfully implemented quality assurance system will provide information to assure the quality of the higher education institution's activities (accountability) as well as provide advice and recommendations on how it should improve (enhancement). Quality assurance and quality enhancement are thus inter-related. They can support the development of a quality culture in the University, that is embraced by all stakeholders; the students and staff, the institutional leadership and management' and external parties.

Scope

This policy applies to all the academic and non-academic staff/ units of the Rajarata University of Sri Lanka (RUSL), including research and all other affiliated centres. Hereinafter referred to as the "University" or "RUSL"

Definitions

"Quality Assurance" as "the means through which an institution ensures and confirms that the conditions are in place for students to achieve the standards set by it or by another awarding body" (QAA 2004).

"Quality Enhancement" as "an aspect of institutional quality management that is designed to secure, in the context of the constraints within which individual institutions operate, steady, reliable and demonstrable improvements in the quality of learning opportunities" (QAA 2006).

The Council: Governing body of the Rajarata University of Sri Lanka

The Senate: Senate of the Rajarata University of Sri Lanka

Internal Quality Assurance Unit (IQAU): Internal Quality Assurance Unit of the Rajarata University of Sri Lanka

Internal Quality Assurance Cell (IQAC): Internal Quality Assurance Cell of the Rajarata University of Sri Lanka

Staff Development Centre (SDC): Staff Development Centre of the Rajarata University of Sri Lanka

Research and Publication Committee: Research and Publication Committee of the Rajarata University of Sri Lanka

Curriculum Development Committee (CDC): Curriculum Development Committee of the Rajarata University of Sri Lanka.

Principles

The quality assurance principles are built in the university to ensure continuous improvement through the involvement of all relevant stakeholders within and outside the University. The Quality Assurance and Quality Enhancement across the RUSL rests on several principles:

Quality assurance and enhancement are part of the University mission and corporate plan for ensuring the highest quality of teaching and learning, curricula, research and outreach activities of the university.

Overall responsibility for quality assurance across the University and its documentation lies with the Director of the IQAU. Apart, Quality is the responsibility of every member of staff.

Quality assurance and enhancement are collaborative and cooperative process which carried out in collaboration between the University Council, University Senate, IQAU, IQAC, SDC, Research and Publication Committee, CDC, Student Support units, staff, students, external experts and outside stakeholders.

Quality assurance and enhancement practices at all areas of the University are documented, monitored, reviewed and evaluated.



4 Quality Assurance policies and practices

4.1 Policy for quality assurance

Quality assurance and enhancement are supported and facilitated by the University, for execution and evaluation.

Quality assurance and enhancement are designed to meet internal and external reviews and recognition.

Quality assurance and enhancement are transparent, systematic, rigorous and equitable.

Policy Statement

The University's quality assurance procedures provide a framework within which its institutions can examine and enhance educational activities of students to ensure that they achieve this aspiration of excellence. The University is responsible for the academic standards and for ensuring that the quality of learning experiences is appropriate to enable students to achieve those standards.

This documentation establishes the policy framework for managing the academic quality and standards of its educational provision.

1) Academic Governance

Academic Governance supports the effective implementation and monitoring of quality assurance and enhancement processes in order to ensure the student academic experience is at the heart of decision making. Responsibility to conduct of quality assurance processes is delegated by Governing Council to specific post holders.

Executive responsibility for Academic Quality is held by the Vice-Chancellor, who is both a Chair of the Governing Council and the University Senate.

Maintenance of Academic Standards within the University a. Programme Management

Ensuring that the programme align with vision, mission and graduate profile

Ensuring that the programme meets its specified aims and learning outcomes

Ensuring that the programme is conducted in accordance with its approved regulations

Ensuring that benchmark statements are referred to where available

Ensuring that stakeholder feedbacks were obtained

Ensuring that external peer reviews conducted

Ensuring that clear channels of accountability from programme preparation teams to the University Council

Ensuring that human and physical resources available and the environment within which the programme is offered are of a standard appropriate to support the realization of the programme

Ensuring that the programme comply with the University's academic framework, regulatory requirements and other policies and codes of practices

Monitoring and Improvement

All study programmes will be subjected to the continuous monitoring and improvement process.

Key stakeholders for monitoring process are,

Staff

Students

Employers

Alumni

External peers

Key institutional mechanisms for continuous quality improvement are,

Plan

Implement



4 Quality Assurance policies and practices

4.1 Policy for quality assurance

Review ○
Improve

Student Assessment

All assessment criteria should adhere the University Policy on “Student Assessment”

All assessments should demonstrate to ensure that the students have fulfilled the learning outcomes of the course and achieved the standard required for the award of grades

Examiners should make their judgements on student performance in relation to the assessment criteria approved for the course

Methods and types of assessment should relate closely to the subject matter and the methods of delivery

Assessments should be carried out by competent and impartial examiners, and by methods which enable them to assess students fairly

The University should appoint an appropriate number of External Examiners to each of its designated course in order to ensure that the assessment process is conducted in a manner which provides parity of judgement and report from the External Examiners need to be obtained

Assessment Board should meet and validate grades and approval should obtained by the University Senate

1) Staff Quality and Development

The University should take into account that the quality of the staff, their qualifications and experiences and the calibre of leadership at all levels are of paramount importance

The University expects the staff to demonstrate a commitment to personal, academic and professional development, and to engage in a variety of scholarly and professional activities appropriate to their subject specialism, and in relation to developments in teaching and learning in HE, with a view to maintaining and updating their expertise

The University should provide appropriate and adequate facilities and environment for its staff to up lift their academic and professional development by agreeing the policies of staff development and research and will actively promote staff development and research to support the staff

The University will seek to ensure that both the teaching and support staff are adequate in number for the objectives of the programme to be fulfilled

5.5 Administrative and Academic Support

The University needs to be assured that its support services are aligned to the needs of the University and its stakeholders and that they offer good quality services. The University should take into account that of the University’s strategic needs as well as operational issues within the administrative and academic support services. Administrative or academic support service should be in touch with the needs of its stakeholders and responsive to those needs by identifying services which can be improved, enhanced, refocused or discontinued, according to terms of reference and by- laws recommended by the University. The University needs to take clear responsibilities and accountabilities for decisions made in the administration of student affairs.

Related Legislations and Documentation

This policy should implement with following legislations and documentations.

Commission Circular 04/ 2015 of the University Grants Commission on “Strengthening of Internal Quality Assurance System in Universities and Higher Educational Institutions through Internal Quality Assurance Units

Internal Quality Assurance By-laws, No....., 2017

Policy on “Learning and Teaching”, No....., 2019



4 Quality Assurance policies and practices

4.1 Policy for quality assurance

Policy on “Student Assessment” , No....., 2019
Policy on “Course Study Programme Approval” No...., 2019
Policy on “Staff Development”, No....., 2019
Policy on “Open and Distance Learning”, No....., 2019
Policy on “Career Development”, No....., 2019
Policy on “Information and Communication Technology” No...., 2019
Sri Lanka Qualification Framework (SLQF), 2015
Subject Benchmark Statements
Codes of Practices

Roles and Responsibilities

Quality is the responsibility of every member of staff. In order for this approach to be successful, there must be clear lines of responsibility and accountability. Therefore, following committees, Units, Centres will serve as key responsibility holders to enhance quality in the University.

Governing Council of the University

University Council is the supreme governing body of the University and is responsible for ensuring the academic standards of the University, and is the final mediator in all matters relating to validation, approval, review and monitoring of all academic and management matters.

University Senate

Senate is responsible for academic governance and thus, it regulates programmes of study, results, entry regulations, and considers student requests, among other academic aspects.

Internal Quality Assurance Unit

IQAU is responsible to promote quality assurance culture within the University by establishing appropriate mechanism to maintain quality academic programmes and allied services of the University.

Internal Quality Assurance Cell

IQAC is responsible to establish and maintain quality of academic programme and allied services within the faculties.

Staff Development Centre

SDC is responsible to support the University's goal of ensuring that staff have every opportunity to acquire the skills, knowledge and expertise to carry out their duties effectively and to achieve their full potential.

Research and Publication Committee

Research and Publication Committee is responsible to establish, encourage and maintain quality research culture in the University.

Curriculum Development Committee

CDC is responsible to consider the development of the University's academic portfolio, to approve proposals for new and amendments of study programmes.

Student Support Services

All student support services of the University are responsible for well-being of the students and help to maintain academic standards.

Approval and Amendments

Date adapted:

Date Commenced:

Administrator: University Senate and Council Date of Review:

Date Rescinded: Not Applicable



QUALITY ASSURANCE POLICY OF SOUTH EASTERN UNIVERSITY OF SRI LANKA (2019- 2023)

1. INTRODUCTION

The South Eastern University of Sri Lanka (SEUSL) was first established as the South Eastern University College of Sri Lanka and commenced to function from 27th July 1995. It was then upgraded to the status of a fully-fledged University, SEUSL, from 15th May 1996. There are six faculties in SEUSL. The Faculties of Arts and Culture, Management and Commerce, Islamic Studies and Arabic, Technology, and Engineering are located in the main campus at Oluvil while the Faculty of Applied Sciences, established in 1997, is located at Sammanthurai.

The Vision of the SEUSL is "An internationally renowned center in South Asia for higher learning and innovations in sciences, technologies, and humanities"

The Mission of the SEUSL is "To provide expanded opportunities for higher learning of international standards through generation and dissemination of knowledge and innovations focused on regional and national needs, social harmony and stakeholders' empowerment and satisfaction"

The core values of guidance of SEUSL are:

Professionalism, Accountability, Transparency, Innovativeness, Diversity,
Social and Environmental Responsibility.

SEUSL has defined the direction that it should follow to serve and meet the changing needs of its target market and the society at large by providing quality higher education in Sri Lanka and beyond. The strategic plan of the SEUSL 2019 - 2023 demonstrates the quality based goals as follows.

- Excellence in Academic Quality.
- Excellence in Research, Innovation, and Dissemination.
- Excellence in Addressing Social and Industrial Expectations.
- Excellence in Infrastructure and Human Resource Development.
- Excellence in National and International Collaboration.
- Excellence in Governance and Sustainability.

The first goal 'Excellence in Academic Quality' is well structured with many objectives that cover the entire aspects of quality assurance through a number of strategies (Annex I).

1.1. Background and Rationale

Currently, quality assurance at SEUSL takes a variety of methods both internal and external. Over the years, the internal quality assurance within SEUSL has taken the form of peer review of teaching, student evaluation of teaching and learning, moderation of examination papers by peers, course review at the end of the semester, screening of new programmes by the respective faculty curriculum development and review committee before they go through the Senate, etc. External quality assurance measures comprise a system of engaging external examiners to review examination papers and carry out some post-marking moderation, and the engagement of other senior academics from other Universities for examining publications of academic staff who apply for promotion. Our procedures put emphasis on controlling inputs and fair attention is given to the processes and outputs. The SEUSL has established an Internal Quality Assurance Unit (IQUA) according to the University Grants Commission circular 04/2015 as the main Quality Assurance Directorate. In order to better reflect, it is renamed as University's Centre for Quality Assurance (CQA) in 2019. The Quality Assurance Policy of the SEUSL (QAP) would clearly spell out the principles, guidelines, and procedures for implementing institutional quality assurance processes. It is necessary that a quality assurance management structure be put in place to spearhead for the formulation of the University's QAP and co-ordinate the implementation of that Policy.



4 Quality Assurance policies and practices

4.1 Policy for quality assurance

The management structure of the quality assurance in SEUSL consists of mainly the Centre for Quality Assurance (CQA), Senate standing committee in Quality Assurance (SSCQA) and Internal Quality Assurance Cell (IQAC). In future, a progression will be made to the non-teaching departments to create a quality circle (Quality Team per section/unit) in order to coordinate and implement the QAP. The implementation of the QAP would be spearheaded by the SSCQA under the leadership of the Vice-Chancellor. The Policy would apply to all units of the University through the internal quality assurance mechanisms on a continuous basis and external quality assurance strategies periodically. The Internal Quality Assurance mechanisms would focus on the quality of programmes and courses; staff; teaching, learning and research experiences; staff/student performance assessment; governance and administration, support services; resources, facilities, etc.

Guided by its vision, mission and core values, the University emphasizes its determination to assure quality in teaching, learning, research and community service through quality planning, quality assurance (QA), quality control and continuous quality improvement. This policy specifies the University's approach to quality assurance and enhancement. The management committee of CQA along with the guidance of Senate and Council is committed to the implementation of the QAP.

1.2. Mission and Vision Statements of CQA

The Vision and Mission of the CQA correctly reflect the QA Vision and Mission of the SEUSL.

Vision of the CQA

To ensure excellence in quality assurance instruments in higher education

Mission of the CQA

To coordinate and evaluate quality assurance processes and practice in teaching, learning, research and support services aimed at achieving the University goals

1.3. Objectives of the QA Policy (QAP)

The objectives of the QAP are to:

Safeguard and ensure the integrity of academic awards of the University;

Provide guidance in development and implementation of quality assurance, enhancement procedures and practices;

Outline the internal and external quality assurance procedures and practices necessary to realize the vision and mission as well as uphold the core values of the University;

IV. Layout the structure to ensure that quality assurance systems are coordinated and managed with maximum effectiveness; and

Facilitate the development of a culture of self-evaluation and continuous quality improvement in the University.

1.4. Intended outcomes of the policy

Successful implementation and management of the policy will result the following outcomes for enhancing the:

Quality academic provision to improve student educational experience;

Continuous Personal Development by staffleading to improved performance in key functions of the University;

Satisfaction and confidence of society and stakeholders in the awards of the University;

IV. Capacity to compete with other higher education institutions nationally and globally;

Spirit of continuous quality improvement and development in the University.

1.5. Quality Management Approach

The University shall embrace the provisions of total quality management in the implementation of this policy. This entails a holistic approach that views continuous improvement in all aspects of the University operations underpinned by progressive changes in attitudes, practices, structures and



4 Quality Assurance policies and practices

4.1 Policy for quality assurance

systems. It is therefore, calls for commitment and diligence by every staff member to maintain high standards of work in every aspect of the University operations.

1.6. Responsibility for Policy Implementation

The Vice Chancellor shall oversee the implementation of this policy and the Director/ CQA will coordinate, facilitate, monitoring and reporting of the implementation. In addition, all other members of SSCQA will provide continuous support for the implementation.

QUALITY ASSURANCE PHILOSOPHIES

Policy Declaration

Every member of the SEUSL shall be liable for the implementation of QAP.

2.2. Shared responsibility

Quality assurance at SEUSL drives on the basis of shared responsibility that cuts across all the structures of the University. This shall be attained through a shared commitment to the level of excellence by everyone in the University. Every staff member shall therefore be responsible and accountable for all quality interventions that fall within their sphere of influence.

2.3. Ethos of individual responsibility

Responsibility for delivery of quality service to the University in all its endeavors rests with individual members of staff. Dean Faculty and Heads of Units/ Departments are responsible for ensuring that the provisions of this Policy are met within their Units/ Departments. Every member of the staff shall therefore take efforts in the best possible way to inculcate the sense of quality culture in their mind.

2.4. Principles of Sustaining the Policy

The University embraces the 'fitness-for-purpose' paradigm for recognizing the quality features prevailing in SEUSL. The University shall deem itself fit-for-purpose if:

- There are processes and procedures in place that are appropriate for its vision and mission; and
- There is an evidence that these processes and procedures are achieving the specified vision and mission, within the context of the University's shared core values.

There are seven principles sustaining this policy as follow:

- Developmental process - QA is a developmental process which does not have an endpoint.
- Continuous improvement - Continuous improvement is a top priority in all aspects of the University functions.
- Self-assessment - The University shall foster an ethos of critical self- assessment in the evaluation of programmes/ Courses and performance of individual, team, and institution.
- IV. Evidence-based - Decisions must be based on systematically collected evidence.
- Standards - Set standards shall guide performance of the University in all its key functions.
- VI. Benchmarking - The University shall learn from good practices in other institutions.
- VII. Collegiality - University procedures shall reflect the principles of peer review, collaboration, and collegial decision making

QUALITY MANAGEMENT STRUCTURE IN THE SEUSL

Management Levels

Institutional Level - CQA and SSCQA

There shall be an CQA at the University. The University shall have SSCQA. The SSCQA shall be consisting of members according to the University Grants Commission circular 09/2019 and has a meeting monthly. Though, Vice Chancellor functions as the chairman of the committee.

CQA is reporting the progress of its activities regularly to the Senate and Council. In addition to the circular, CQA and SSCQA adopt the by-laws for its functional operation.



3.1.2. Faculty Level - IQAC

Each Faculty shall have an Internal Quality Assurance Cell (IQAC). The IQAC shall be made up of representatives from each Department in the Faculty. The IQAC shall be chaired by the Dean of the faculty. The coordinator/ IQAC is nominated by the faculty board and shall represent the Unit in the SSCQA.

3.1.3. Support Unit Level - IQAC

Each support Unit of the SEUSL (Eg. Library, CEDPL, Postgraduate Unit, etc.) shall have an Internal Quality Assurance Cell (IQAC). The IQAC shall be made up of representatives from each division of the unit. The IQAC shall be chaired by the Head/ Director/ Coordinator of the particular unit. The Coordinator/ IQAC is nominated by the management committee of the Unit and shall represent the Unit in the SSCQA.

3.2. Senate Standing Committee in Quality Assurance (SSCQA)

3.2.1. Mandate of the SSCQA

The SSCQA shall function as the Vice Chancellor's secretariat on QA issues. The SSCQA is responsible for ensuring that the awards of the University meet standards commensurate with national benchmarks. The SSCQA is responsible for promoting public confidence in all the awards of the University.

3.2.2. Membership of the SSCQA

The minimum composition of the Management Committee of CQA shall be according to the Commission circular 09/2019;

Vice Chancellor (Chairperson)

Director - CQA (Deputy Vice Chancellor/ Senior Academic with substantial experience and knowledge in the discipline of Quality Assurance)

Deans of all Faculties

Bursar (or permanent nominee)

VI. Librarian (or permanent nominee)

VII. Director - Staff Development Centre

VIII. Convener/Secretary to the CQA (SARIAR)

IX. Coordinators of Faculty/Division IQACs - on an invitation

The Vice Chancellor shall act as the Chairperson of the Management Committee of the CQA. In the absence of the Vice Chancellor, the Director/ CQA shall chair the Management Committee.

3.3. Internal Quality Assurance Cell (IQAC)

The Faculty/ Support unit level QA Committee is responsible to the Faculty Board for quality assurance and enhancement in the Faculty in conformity with the University's quality assurance framework.

3.3.1. Composition

The minimum composition of the IQAC shall be;

Dean of the Faculty/ Head of the division/ Units/ Centres (Chairperson)

Head/s of the Department/s

Coordinator of IQAC (Secretary)

IV. A representative from each degree program offered by the Faculty or equivalently relevant sections in other divisions/units/centers.

Students representatives /two nominations from the student's community)



4 Quality Assurance policies and practices

4.1 Policy for quality assurance

3.3.2. Terms of Reference of the IQAC

Promote a quality culture in the Faculty.

Oversee the delivery of the University's QAP and SLQF for academic programmes.

Monitor quality standards and practices for courses and degree programmes.

- IV. Validating new courses and programmes and monitoring any changes to academic programmes.

Monitor annual reviews of undergraduate and graduate courses and programmes and manage the outcomes of the reviews.

- VI. Prepare the annual Faculty quality assurance report; and Attend to specific issues as recommended by the University Quality Assurance Committee (SSCQA) from time to time.

3.3.3. Operation

The Committee shall meet at least six times per annum.

The Coordinator/ IQAC - Faculty shall provide secretariat support to the Committee.

Report the progress of activities to the CQA regularly.

3.4. Support Services of Quality Assurance

3.4.1. Quality Circle

This will be a future endeavor for the quality structure of the SEUSL. A quality circle consists of a small group of people who perform the same jobs or tasks. This group meets voluntarily, on a regular basis, to discuss problems, seek solutions, and cooperate with management in the implementation of those solutions. Quality circles will operate on the principle that employee participation in decision-making and problem-solving improves the quality of work. Through the circle, members generate mutual respect and trust as they work on solutions to common, on-the-job problems.

Each support services Unit/Section shall have a Quality Circle

The composition of the QC shall be as deemed fit by each Unit/Section;

The QC shall be led by a member selected by the Unit/Section, and

The leader of the QC shall represent the Unit in the SSCQA on the invitation.

3.4.2. Terms of Reference of the quality circle

Promote an ethos of quality assurance and improvement in the Unit/Section.

Oversight of all matters related to the provision of quality services to students, staff and external stakeholders.

Monitoring and enhancing standards of service provision.

- IV. Prepare the annual quality assurance report for the Unit/Section and Attend to specific issues in the Unit/Section as recommended by the SSCQA from time to time.

ROLES AND RESPONSIBILITIES IN QUALITY ASSURANCE

Responsibility for quality assurance and enhancement lies with all members of staff in the various academic and support Departments in the University. The entirety of the University is expected to contribute to the quality of academic provision. The major drivers of this Policy are staff and students.

4.1. Roles of Students

The enhancement of the students' quality learning mainly depends on followings which are honest responsibilities that students should have:

i. Embrace a culture of deep and holistic learning.

ii. Attend regularly scheduled learning and teaching activities.

iii. Adequately prepare for all learning and teaching activities such as tutorials, seminars, and assessment.

IV. Spend the recommended time on student independent learning for all course units;

V. Accept and learn from academic advice that arises from the assessment of their work.

VI. Objectively evaluate teaching staff, courses, and support services; and



4 Quality Assurance policies and practices

4.1 Policy for quality assurance

VII. Use effectively the committee system representation to contribute to the improvements of academic provision.

4.2. Roles of Staff

To enhance the quality of academic provision and support services, the University staff shall have the following responsibilities:

Should be professional in the conduct of their duties.

Adequately prepare for academic undertakings and execute the same with the utmost professionalism.

Provide students with appropriate development in competency areas that underpin teaching, research, community service and student support.

Dutifully adhere to provisions of University's policies such as Teaching and Learning Policy, Research Policy; and Student Assessment Processes and procedures.

Diligently align all work done in the University to the core mission of the University in teaching, learning, research, community service and reflect on their performance and seek to continuously improve their performance.

EVALUATING QUALITY ASSURANCE MECHANISMS

This policy shall apply to all academic and support Units in the University. The University shall ensure that at all times it has defined well criteria for measuring and judging performance standards in all its core activities. Quality assurance processes shall include evaluation mechanisms through the following:

Centre for Quality Assurance (CQA)

External Quality Assurance professional bodies (EQA, Eg. QAC/ UGC, IEEE, ISO etc.)

5.1. Internal Quality Assurance Mechanisms

In fulfilling the obligation and to ensure the high quality in undertakings carried out in constituent Faculties/ Units of the SEUSL, the University will consistently and continuously implement IQA mechanisms. Internal QA shall include mechanisms to assess and improve the following:

Undergraduate and Graduate Students' satisfaction and employment surveys respectively

Quality Programme design

Quality Program review

Quality Teaching and learning

Quality Academic and Support Services Staff training on quality aspects

In building effective and outcome based research culture and innovation practices

Quality Outreach activities

8 Quality Support services

Quality Resources and facilities

5.1.1. Undergraduate and Graduate Students' satisfaction and employment surveys

The CQA is collaborating with a statistical unit of the SEUSL for conducting an annual survey on undergraduate satisfaction for each batch of students in faculties and graduate employment surveys at the end of graduation (Annex II and III). The collected data are analyzed and a report will be submitted to the council.

5.1.2. Quality Programme Design

Assessment of quality in programme design shall consider the following:

The University shall follow the guidelines provided by the QAC/ UGC for development of new programmes and their approval by the Senate.

Ensure that each programme is designed by well-qualified staff and the design process is based on guidelines and procedures approved by the Senate.

Each programme should be consistent with the University's vision and mission (mandate fit) and address critical national human resource requirements.



4 Quality Assurance policies and practices
4.1 Policy for quality assurance

A programme should be coherently structured; learning outcomes clearly stated and available physical and human resources should meet the requirements of the programme.

5.1.3. Quality Programme Review

The University shall undergo periodic reviews of its academic programmes. The programme review cycle shall normally be five years for all categories of programmes irrespective of the number of semesters per programme. The main responsibility for the programme review will be the particular faculty which offers the degree programmes and CQA and IQAC will facilitate the whole process. After receiving the review report from QAC/ UGC, the respective faculty will prepare a 5-year action plan based on each review report. There shall be mandatory annual reviews of the action plan by the faculty and CQA and overall monitoring will be by Senate and Council. The purpose of programme review is to evaluate three aspects of each academic programme:

Quality of programme inputs;
Quality of programme processes; and
Quality of programme outputs and impact.

The mechanisms of programme review shall be specified in a programme review manual published by QAC/ UGC.

5.1.4. Quality Teaching and Learning

Assessment of quality in teaching and learning shall be guided by the following:

Programmes are effectively delivered through the use of appropriate technologies and pedagogic skills;
Delivery of programmes which emphasize the attainment of learning outcomes that encompass the competency domains of knowledge, skills, and values.
There is a student feedback assessment and peer review of lecturers;
The University shall strive to provide necessary resources and infrastructure for effective delivery of programmes; and
The University shall have a continuous professional development programme to improve the pedagogical skills of academic staff.
The CQA and IQAC will have continuous monitoring of the teaching and learning process through different ways of assessments systems (Students' feedback, peer review, course review, etc.)

5.1.5. Quality Academic and Support Services Staff training on quality aspects

The University's appointment and promotion procedures shall guide the recruitment process of academic and support services staff. Assessment of quality in academic and professional staff shall include:

Adequacy of qualifications for the discipline taught or services rendered.
Student and peer evaluations of teaching and scholarly works or customer satisfaction surveys.
Performance supervision by the Head of Department or Unit.

IV. Involvement in continuing professional development as determined by the Head of Department or Unit.

The IQAC shall analyze data from evaluations by peers, students and recommend appropriate actions for each member of academic staff for the purpose of continuous improvement through the faculty board.

VI. Promotions shall be guided by the Academic Staff Grading and Promotions Ordinance and relevant promotions protocols for support services staff;

VII. The Staff Development Committee shall regularly review the Staff Development Policy which shall guide staff development initiatives in the University.

VIII. The Staff Development Policy shall ensure that staff continue to meet high academic and profession standards; and



4 Quality Assurance policies and practices

4.1 Policy for quality assurance

- IX. All members of staff, irrespective of their designation (permanent, temporary, contract, part-time, etc.) shall be subjected to this QA Policy.

5.1.6. In-building effective and outcome-based research culture and innovation practices

The University is committed to achieving quality in its research processes. The University values research as one of its core deliverables. To ensure quality in research the University shall ensure that:

The Research Policy encompasses a Research Quality Framework.

The Research Quality Framework enables the Senate Research Committee to ensure that all research undertaken in the University is properly approved, conducted, managed and evaluated.

All research takes into account ethical and environmental considerations.

Research results are integrated into teaching and learning and evaluated for their commercial value.

There are clear mechanisms for the dissemination of research results for the benefit of society and industry.

At all times the Research Policy is adequately and successfully implemented;

Researchers collaborate with internal and external partners and research papers are published in reputable journals that guarantee a high citation impact.

5.1.7. Quality outreach activities

The University has an obligation to provide expert services to the community and influence industry through its research and intellectual outputs. To this end, the University shall:

Establish a strategy to enhance the provision of its services to society.

Have a mechanism for planning, executing and assessing community service activities of its staff and ensure that community engagement contributes to the development of society.

5.1.8. Quality Support Services

Efficient and effective support services are needed to enhance the quality of academic provision. The University shall continually strive to provide properly aligned support services to academic staff and students. In this regard, the University shall ensure that:

All support services are adequately aligned to the attainment of the University's mission of teaching, learning, research and community service.

All undertakings of support units are carried out efficiently and in the most cost-effective manner.

5.1.9. Quality Resources and Facilities

The University shall have mechanisms to design, procure, manage and improve its physical resources and facilities in order to support student learning. Assessment of quality of resource shall include assessing:

Availability and appropriateness of learning infrastructure, which shall include;

Facilities for practical learning such as laboratories, workshops and equipment.

Teaching and learning space and facilities

Library and information facilities

Availability and accessibility of IT resource such as internet, computer software and hardware and adequacy of educational technologies.

5.2. External Quality Assurance Mechanisms

To facilitate the external assessment of its performance, the University shall enlist the following practices:

Engagement of external stakeholders/ consultancy in programme design;



4 Quality Assurance policies and practices

4.1 Policy for quality assurance

External review of all academic programmes by regulatory and professional bodies (eg. QAC/UGC);

Use External Examiners in all its undergraduate and graduate programmes.

5.2.1. External Stakeholders/ Consultancy in Programme Design

The University shall at all times ensure that all new programmes meet standard requirements in terms of market legitimacy and academic merit. In pursuit of this objective, the University shall ensure that:

Set guidelines that promulgate processes and procedures for the introduction of new programmes include consultation of external stakeholder; and

Evidence is provided of the contributions of stakeholders to new programmes.

5.2.2. Externat Programme Review

Other than statutory and professional bodies, the University shall, after every five years, will undergo programme reviews in faculties and institutional review for the whole University. These are facilitated through QAC/ UGC by appointing a panel of external experts and well-structured review manuals to carry out institutional audits and programme reviews. The mechanisms for such reviews shall be as per the mandatory requirements of QAC/ UGC.

5.2.3. Externat Examining

The University embraces external examining as a tool to enhance the quality of its programmes and assessment of students. The University shall engage External Examiners to evaluate the academic performance of the lecturers regarding the setting, marking and evaluating the question papers and for the students about their performance in the particular subject. The University shall have:

Evaluation form for the moderation of examination papers.

Evaluation form for Second Examiners.

IMPLEMENTATION STRATEGIES

The University shall use multiple strategies to ensure that the objectives of this Policy are achieved.

6.1. Frequent Communication

The University shall keep staff and students fully informed of all QA initiatives and developments through meetings, publications, University websites, memos and reports to Senate. In addition, the following strategies shall be employed:

Faculties may invite staff from the CQA / SSCQA to their meetings dealing with quality assurance matters when necessary;

The Vice Chancellor shall meet periodically with Deans, and Heads of Departments/Units/Sections for the purpose of brainstorming, consideration of new ideas and sharing information related to quality assurance;

The University shall encourage discussion Forums which provide informal opportunities to discuss quality assurance issues, and information arising thereof may feed into formal committee structures; and

At least one workshop shall be held each year for Deans, Directors, and Heads of Departments/Units/Section for the purpose of sharing information and formulation of strategies to meet future challenges.

6.2. Stakeholder Experience Surveys

Stakeholder satisfaction is a dimension of quality embedded in the fitness-for-purpose model. The University shall regularly and systematically organize student satisfaction surveys. Stakeholders shall include students, staff, employers and the community. The aim of the surveys is to gather feedback on experiences with University services and provisions. In order to ensure a systematic collection of information, the CQA shall:

Develop appropriate tools for data collection.



4 Quality Assurance policies and practices

4.1 Policy for quality assurance

Coordinate data collection activities and analysis of the results.

Disseminate results to units, and ensure that all Units will formulate and implement strategies to improve areas needing attention.

6.2.1. Student Experience Surveys

The surveys will provide an opportunity to provide feedback on their experiences with the following (Annexes II and III: Undergraduate and Graduate satisfaction surveys): Individual courses and programmes as a whole;

Teaching and learning.

Industrial attachment and Provisions.

Services of all support Units.

6.2.2. Alumni Experience Surveys

Alumni surveys shall ordinarily focus on students within two or three years of graduation. The purpose of alumni experience surveys shall be to collect information on:

Extent to which their studies at the University met their post-qualification needs.

Ways in which programme can be made more relevant and responsive to dynamic markets.

6.2.3. Industry Experience Surveys

Industry experience surveys are ordinarily part of academic programme reviews held once every four years. Departments shall be expected to carry out employer experience surveys more frequently. Industry experience surveys shall provide feedback on the relevance of academic programmes, their ability to meet market needs and ways in which they can be improved.

6.2.4. Staff Experience Surveys

The University shall conduct staff experience surveys for both academic and support staff. For academic staff, the general aim of these surveys shall be to collect information on:

Satisfaction with quality of teaching and learning.

Satisfaction with support services.

Proposals for required interventions and improvement.

6.2.5. Satisfaction of the Community

The CQA, in conjunction with relevant units, shall periodically conduct surveys of various stakeholders in the community in order to measure their attitudes towards the University. The surveys shall aim to find out the following:

Perceptions of the community about the relevance of the University.

General social acceptance of the University.

Extent to which the University is meeting or addressing community needs and challenges

7. POLICY REVIEW

This Quality Assurance Policy shall be reviewed periodically to ensure adequacy and relevancy to all University quality assurance interventions in academic provision. The Policy will remain for a maximum of five years and will be revised thereafter or frequently will be revisited if the need arises.



4 Quality Assurance policies and practices

4.1 Policy for quality assurance

4.1.7 MUST

Mongolian university of science and technology (MUST) started implementing quality management from April of 2018 adapting "The quality management system ISO 9001: 2015". The purpose of the quality management system of MUST is to support the achievement of the university's strategic goals and assure the high quality of the university's operation and outcomes. The quality management system supports the university administration and development towards its vision. Quality management is incorporated into the normal activity of the university with the underlying idea of continuous improvement in accordance with the Plan – Do – Check – Act/Study cycle. The quality management system covers the four main functions of the MUST: scientific research, academic education, and societal interaction and support services of the university.

Quality policy of MUST is declared as:

MUST shall provide education services in line with international standards and become the university which prepares leaders to build a knowledge-based society.

QUALITY OBJECTIVES /2019-2022/

- Align the management, organization, and operation of MUST with international standards
- Develop the policy documents of MUST
- Enhance the quality and accessibility of the learning process
- Promote Human Resources Training and Development
- Enhance consumer satisfaction
- Expand mutually beneficial cooperation

QUALITY PRINCIPLES

- Focus on the expectations and needs of learners, their parents, employers, and employees
- Create leaders' values and models and promote them within MUST
- All staff is involved in the Quality Management System of the University and their competency is developed
- Apply the processing ways and approaches to make the process understandable and interrelated (sequential)
- Performance is monitored and continuously improved
- Ensure all decisions are based on data and information analysis
- Prefer mutually beneficial cooperation
- Be responsible to society
- Ensure educational products and services are accessible and equally.
- Provide the safety and security of information
- Adhere to educational ethics



MUST approved the quality manual which regulates all relevant activities of quality management including the assurance and evaluation process. The manual can be found at <https://must.edu.mn/en/page/314> or with the QR-Code.

Figure 1: Policy for Quality



4 Quality Assurance policies and practices

4.1 Policy for quality assurance

4.1.8 NUM

The department for quality assurance of the programs was established in 2017. Its main task is the partial and full evaluation of the quality and results of the programs. However, the evaluation methodology is still being developed. NUM does not have a quality assurance policy at the moment. Academic policies and procedures are currently being renovated. A separate policy section is being developed as part of this renovation.

4.1.9 QUT



A quality assurance policy is publicly available on QUT's website, but only in Chinese: <http://yish.qut.edu.cn/wdxz.htm>

Figure 2: Quality Assurance

4.1.10 SIAT

Documents are available, but only in Chinese.



4 Quality Assurance policies and practices

4.1 Policy for quality assurance

4.1.11 IMUFE

Policy of Quality assurance in IMUFE presents as more than 30 aspects, which are responsible by the different departments. Each aspect of “Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015)” shows as individual document which is made and responsible by different office of the Department of academic affairs. Based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015)”, these individual documents are numbered and listed below:

Rules of Teaching evaluation by students

Student Academic Early Warning Management Measures

3.Management measures on major transferring of full-time undergraduate and junior college students

Regulations on the Administration of Academic Degrees and Degree Certificates for Full-time College and Junior College Students

Teaching Regulations and Implementation Standards

Measures for the Administration of External Teachers

Examination Management Regulations

Teacher’s Self-edited Textbook Management Measures

Undergraduate Major evaluation implementation measures

Bachelor’s degree Award Implementation Rules

Textbook Management Measures

Regulations on the Management of Foreign Teachers

Unplanned Admissions Status Management Measures

Teaching Guideline

Undergraduate Thesis (Design) Management Regulations

Regulations on the Administration of Student Status of Students in General Higher Education

Regulations on the Administration of on-site-monitoring Classes

Management Measures for Double Bachelor's Degrees and Minor Majors

Student Status Information Change Management Measures

Regulations on the identification and handling of teaching accidents

Regulations on Suspension, Transfer, Substitute and Make-up of Courses

Implementation Measures for the Regulations on Student Sports

Regulations on Early Graduation for Undergraduates

Constitution of Teaching Supervision Committee

Regulations on the Management of Exchange Students

Academic Affairs Department Service Commitment Regulations

General Higher Education Student Status Management Regulations

Teaching Secretary Job Responsibilities

Workflow for Graduation Certificate (or Degree Certificate)

Measures for the Implementation of Major Diversion of Full-time Undergraduate Students



4.2 Design and approval of programs

In the European Higher Education Area the following standard for design and approval of programmes is given:

Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area. (ESG, 2015)

The following table shows at which institution a guideline for design and approval of programmes exists. If an English version was available, it has been included in this collection and can be found on the following pages.

Table 4: Overview about available guidelines for design & approval of project partner programs.

Country	Institution	guideline available
NO	NMBU	yes
DE	THOWL	yes
PL	UWM	yes
SL	UoP	yes
	RUSL	yes
	SEUSL	yes
MN	MUST	yes
	NUM	yes
CN	QUT	no
	SIAT	yes
	IMUFE	yes



4.2.1 NMBU

NMBU's programmes of study shall maintain a high academic and pedagogical level and help NMBU



fulfil its social mission and its own strategic plans and goals. The programme shall fulfil all applicable Norwegian laws, regulations and frameworks and NMBU's regulations. More informations are available online:

Figure 3: NMBU Guideline

https://www.nmbu.no/en/employees/qa/programmes/new_programmes

About the use of this guideline:

The requirements for degree-granting programmes of study apply to all degree-granting programmes at NMBU. Both new and existing studies. The criteria are based on NOKUT's Academic Supervision Regulations, other national laws and regulations, NMBU's education-related regulations and institutional requirements and guidelines found in strategies and plans.

Application for approval of new degree-granting programme of study:

The application must include an evaluation of all the areas listed in this document. The faculty assess whether the criterion are fulfilled for all areas. If there are areas in need of further development and improvement, plans for this work shall be prepared. The application must describe these assessments and any plans for further development and improvements. The experts review the application and assess whether the programme fulfils each requirements in this guideline.

Annual control and review of existing programmes of study:

At the faculties annual control of whether the programmes meets the requirements, the checklist in the guideline (page 3-6) may be used

Programme evaluation:

The guideline should also be used as a tool during the programme evaluation (annual and periodic)

Strategic anchoring, overarching assessments, background for the application and description of the process of development of the programme

This provides a short description of the application for approval, an overarching description of the programme and an assessment of the criteria listed below.

Overarching programme description

The disciplinary area and overarching learning outcomes/goals for the programme.

Strategic conformity and social mission

The relevance of the programme must correspond to NMBU's social mission and the University and Faculty's strategic plans, including links to any research strategies. The programme's position to similar programmes offered by other institutions. Explain the relationship between this study program and any other related study programs at NMBU. Describe how the program differs from or are similar to other programs at NMBU or at other institutions home and abroad.

Student recruitment and market assessment



4 Quality Assurance policies and practices

4.2 Design and approval of programs

The anticipated student recruitment must be sufficient to establish and maintain a satisfactory learning environment and stability in the programme. Assess this based on the scope and level of the programme. The faculty must make a realistic assessment of student recruitment and the market in the long term. The total number of students stipulated for the programme must also be listed here. The Ministry of Education and Research's requirement to have a minimum of 20 students for each programme of study for the creation of a new programme, must be used as a starting point

Robust disciplinary community, academic management, interdisciplinary and synergies

The study program must have clear academic management with a defined responsibility for quality assurance and development of the program. Also provide an overall assessment of the academic community. This should be discussed more thoroughly under the assessment of the academic community (see the subject environment associated with the study later in this guideline).

Indicate how the programme contributes to interdisciplinary collaboration and utilization of synergies across programmes and faculties.

Description of the development process, quality assurance and council/faculty board processing Assess the development process at the faculty. Describe the consideration in various committees/councils/boards and the persons involved in the development.

External involvement in the development

External participation in the development of the programme is required for programmes to be approved. Give a short description of how external partners (experts, collaborators, RSA) have been involved in the process.

Also include the main conclusions from the expert assessment here.

Cost estimate and funding

Overarching assessment of the funding and economic sustainability of the new programme.

Basic conditions for the programme, description of programmes and study plan

Provide an assessment of the basic conditions for the programmes and the requirements for the description of programmes and study plan (see the criteria below). Areas where the faculty sees a need for improvement and development should be pointed out, with a description of the work planned for the times ahead.

The program description (PD) is completed in the "Template for description of programs of study" when applying for the approval of a new programme of study. It is important to note that one should not list any arguments in PD on whether the criteria are met. The arguments for whether the PB is in accordance with the requirements must appear in the application, which is based on this document.

The PD must comply with national laws and regulations, NMBU regulations and must be in line with the National Qualification Framework (NKR).

Name, degree and title

The programme shall have a name that covers/describes its contents, scope and level. The name of the degree and any title shall be correctly listed in the PD in line with the "Regulations concerning degrees and vocational training, protected titles and nominal lengths of study at universities and university colleges" and NMBU's regulations. If there may be doubt about the appropriateness of the name, the name choice should be explained.

The PD gives the programme name in Norwegian Nynorsk, Norwegian Bokmål and English.

National curriculum

The national curriculum for the programmes shall be discussed in the PD and the PD shall comply with the national curriculum.



Suitability assessment

Any suitability assessment must be made in compliance with the Regulations relating to suitability assessment in higher education and the Regulations concerning admission, programmes of study, examinations and degrees at NMBU.

This only applies to programmes that are to include suitability assessments pursuant to section 4-10 of the University and University Colleges Act. The PD shall discuss suitability assessments and how these are done.

Admission

The admission criteria for the programme of study shall be clearly described in the PD and be in line with the regulations.

Scope of work

The scope of the work is expected to be 1500 hours a year, and is divided into adapted forms of teaching, independent study and examination preparations. Confirm that a nominal full-time programme is 60 credits and 1500 hours of work a year. Based on the course composition the faculty has chosen for the programme, the faculty creates a rough estimate of the percentage of student work hours that are "adapted" (contact with an academic who is present) in each year of study.

Agreements

Satisfactory agreements that regulate significant aspects that are important to students shall be available when parts of the programme take place outside of NMBU. If compulsory parts of the programme are taken outside of NMBU, the faculty shall also confirm that there are agreements covering the teaching collaboration

Ex.phil.

In the bachelor's degree and the five-year master's degree, 10 credits shall be connected to an introductory course that includes examen philosophicum (ex.phil). The PD shall describe this requirement.

Specialisation – bachelor's

The 180 credits in the bachelor's degree programme shall include a specialisation of at least 80 credits. The PD (bachelor) shall describe the requirement for an 80-credit specialisation and how the specialisation requirement can be fulfilled. Assess whether the requirement apply and is fulfilled.

2-year master. Academic requirements that the programme is based on

The PD (two-year master's) shall stipulate which academic requirements the master's degree is based on (the disciplines, courses or groups of courses included in the educational programme the master's degree is based on) and these must comply with the Regulations concerning admission, programmes of study, examinations and degrees at NMBU and supplementary provisions. Assess whether the requirement apply and is fulfilled.

2- and 5-year master's. Independent work –

Two and five-year master's degrees shall include independent work of a scope of at least 30 and at most 60 credits. The PD for the two-year and five-year master's degrees shall include the requirement regarding independent work. Assess whether the requirement apply and is fulfilled.

Experience-based master's. Relevant work experience

In a master's programme based on previous professional experience the programme description must stipulate what work experience is relevant, that at least two years of work experience is required, and whether work experience of more than three years is required. For experience-based master's



degrees, the PD shall describe requirements regarding the length and type of relevant work experience. Assess whether the requirement apply and is fulfilled.

Supervised professional training

For programmes with supervised professional training, there must be adequate agreements regulating significant issues of importance for students. Assess whether the requirement apply and is fulfilled.

Link to R&D

The programme must have a satisfactory link to R&D, assessed in relation to the programme's level, scope and character. The PD shall describe research activities and development work in the academic community associated with the programme, and the ways in which these are integrated into the programme. Assess whether the requirement is fulfilled.

Support functions and infrastructure

The premises, library services, administrative and technical services, access to ICT resources and working conditions for students shall be adapted to the number of students and the programme as described in the PD. The list is not exhaustive. The support functions and infrastructure shall be adequate for students to be able to achieve the learning outcomes described for the programme. The faculty considers how to facilitate support and the promotion of student learning locally. This includes academic supervision and "academic homes", or in other words activities and meeting places in the academic community. The faculty shall not assess infrastructure that is administered centrally, such as reading rooms, rooms, ICT and library services.

Academic community affiliated with the programme

The requirement for the academic community has been intensified in the last change in the national regulations from the ministry of education and NOKUT. The faculty must give a good description of the academic environment and justify its assessments of the academic community in accordance with the requirements below:

The composition, size and overall competency of the academic community shall be adapted to the study as described in the study plan. The academic community should cover subjects and courses that the programme consists of

The program shall have a broad and stable professional community consisting of sufficient number of employees with high academic competence in education, research and professional development within the field of study.

At least 50 per cent of FTEs related to the programme shall be academics in primary positions at NMBU. Of these, there must be persons with competence at least at the level of Associate Professor in the central parts of the program.

In addition:

 bachelor programmes: at least 20% at the level of Associate Professor or higher.

 Master programmes:

 minimum 50% at the level of Associate Professor or higher

 minimum 10% of this 50% must be at the level of Professor or higher

The faculty shall confirm that the "central aspects" of the programme are covered by persons with primary positions at NMBU. If there is doubt about that at least 50 per cent of FTEs related to the central aspects of the programme being covered by staff in primary positions at NMBU, the situation must be described.

The academic community should be able to demonstrate proven results with a quality and an extent that is satisfactory for the content and level of the programme.

The size of the academic community must be in proportion to the number of students and the programme's distinctiveness.

The academic community must be stable over time and have relevant educational competence.

The academic community shall participate actively in national and international collaborations and networks relevant to the programme The PD's section about the research community shall



describe binding or active participation in academic national and/or international networks relevant to the programme.

Any supervisors of professional training must have appropriate practical experience in the field. Competency requirements for supervisors of practical training must be described and the faculty must confirm that the competency requirements ensure that the supervisors have the appropriate experience.

Description of learning outcomes

The learning outcomes students shall have achieved on completing the programme shall be described in accordance with the National Qualifications Framework (NQF) and in terms of knowledge, skills and general competency.

The PD shall provide a clear description of learning outcomes students in the programme are expected to. The plan shall be for all students to gain all learning outcomes on completing the programme. The faculty must assess whether the PD's description of learning outcomes is in accordance with the NQF.

Contents and structure

The content and structure of the programme shall be satisfactorily described in the programme description, in accordance with the programme description requirements in the Academic Supervision Regulations.

The PD's description of the contents and structure of the programme shall include all relevant sections of the PBs template (see template for the complete list) and clearly describe all academic requirements for achieving the degree. The study plan should list an overview of courses in the study program, and which courses are compulsory and optional. It should also show the progression and any progression requirements. Any programme options (profiles) and requirements for specializations must be described.

The contents and structure of the programme shall be adequately related to the learning outcomes, as described in the programme description. The faculty must assess whether the description of contents and structure relates to the learning outcomes students are to gain. A more detailed assessment, shall confirm that individual courses, and especially compulsory courses, correspond to and support the PD. It should be possible to "trace" learning outcomes, learning activities and forms of assessment back to the courses.

Forms of teaching and learning

The PD shall describe the learning activities and work forms for the programme as a whole.

The learning activities shall be suitable to achieve the learning outcomes described in the PD. They should facilitate the student's active role in the learning process. The faculty must assess how well suited the learning activities are to achieving the learning outcomes for the programme.

Examination and assessments

The PD shall describe the type and scope of examination and assessment used in the programme. The forms of assessment shall be suited to assess the degree to which the student has achieved the learning outcomes. The faculty assesses how suitable the examination and assessment forms are to assessing student achievement of the learning outcomes for the programme.

Relevance

The relevance of the programme for the labour market, further studies and society in general shall be clearly described and this shall be described in the PD. The relevance of the programme shall correspond to NMBU's social mission and strategic plans.

The faculties are encouraged to ensure that there is a link between the PD text about "relevance" and NMBU's social mission and strategies.

Agreements for student exchanges and internationalisation



4 Quality Assurance policies and practices

4.2 Design and approval of programs

The programme shall have agreements for student exchange and arrangements for internationalisation relevant to the scope, level and character of the programme. All programmes, leading to a degree, should have arrangements for international student exchanges, where the content of the exchange is professionally relevant. The faculty assesses if these requirements are fulfilled.

Clarify how internationalisation and globalisation challenges are addressed as part of the program (i.e. Use of international guest researchers, curriculum developed with international partners, use of languages other than Norwegian etc.) and how the program has an international curriculum that gives international and intercultural knowledge and abilities that prepare the students to perform in an international and multicultural context. You may also clarify how many students are expected to go on exchange and how many international students are expected in parts of or in the entire program and how this will contribute to increase the internationalisation throughout the program.

The PD shall describe arrangements for student exchanges related to the programme and note appropriate/recommended schemes. The programme's international contents is described in the PD sections on learning outcomes and/or contents and structure.

Conclusion

The conclusions are based on the quality assurance and the assessments made above, and includes the faculty's recommendation of approval of the programme.



4.2.2 THOWL

Basically, three important timelines as well as four sub-processes are to be considered in the planning with regard to the processes of study program development. The times form the organizational framework and refer to the year of introduction, in which the enrollment in the study program and the correspondingly designed version of the examination regulations is aimed for (in this case, the start of the study program in the winter semester):

- by May of the previous year: obtaining the introduction resolution in the presidium
- by September of the previous year: application for accreditation to the Accreditation Council
- By March of the introductory year: Publication of the announcement gazette of the study program examination regulations.

Through these timelines, the processes of program development as well as the subsequent cross-interface processes, such as the establishment of the enrollment and application portals as well as the administration of students in the context of examination organization in the respective departments can be guaranteed without generating additional administrative work. Appropriate timelines should be planned for the introduction in the summer semester.

The work processes of the four sub-processes run within the framework of these necessary timelines. The corresponding process maps serve to promote cross-interface communication, to improve processes and their understanding, and to standardize individual procedures:

- Establishment of a study program** (from the idea to the introduction decision)
- (Re-) accreditation of a study program** (external quality assurance of a study program as a basis for the start of the study program)
- Creation/modification of an examination regulation** (development of a promulgable examination regulation up to the corresponding quality-assured mapping in the campus management system)
- Start of program/commissioning** (all final steps for the start of program operation including the necessary marketing)

These recorded and modeled processes are available for all TH OWL staff members in a process portal. The work processes for **Establishment of a study program** and **(Re-) accreditation of a study program** can be taken from the following figures in the form of flow diagrams.



4 Quality Assurance policies and practices
 4.2 Design and approval of programs

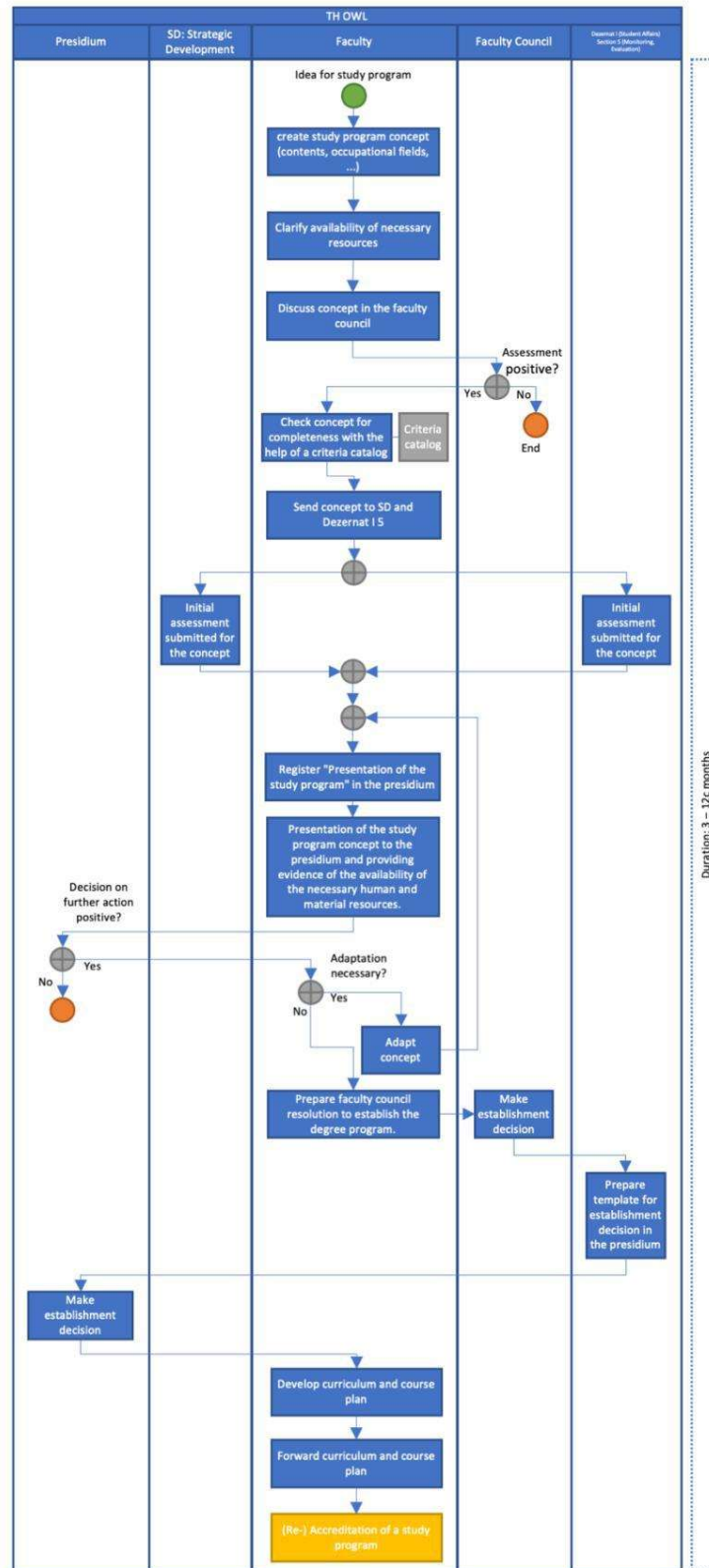


Figure 4: THOWL work process: Establishment of a study program

4 Quality Assurance policies and practices
 4.2 Design and approval of programs

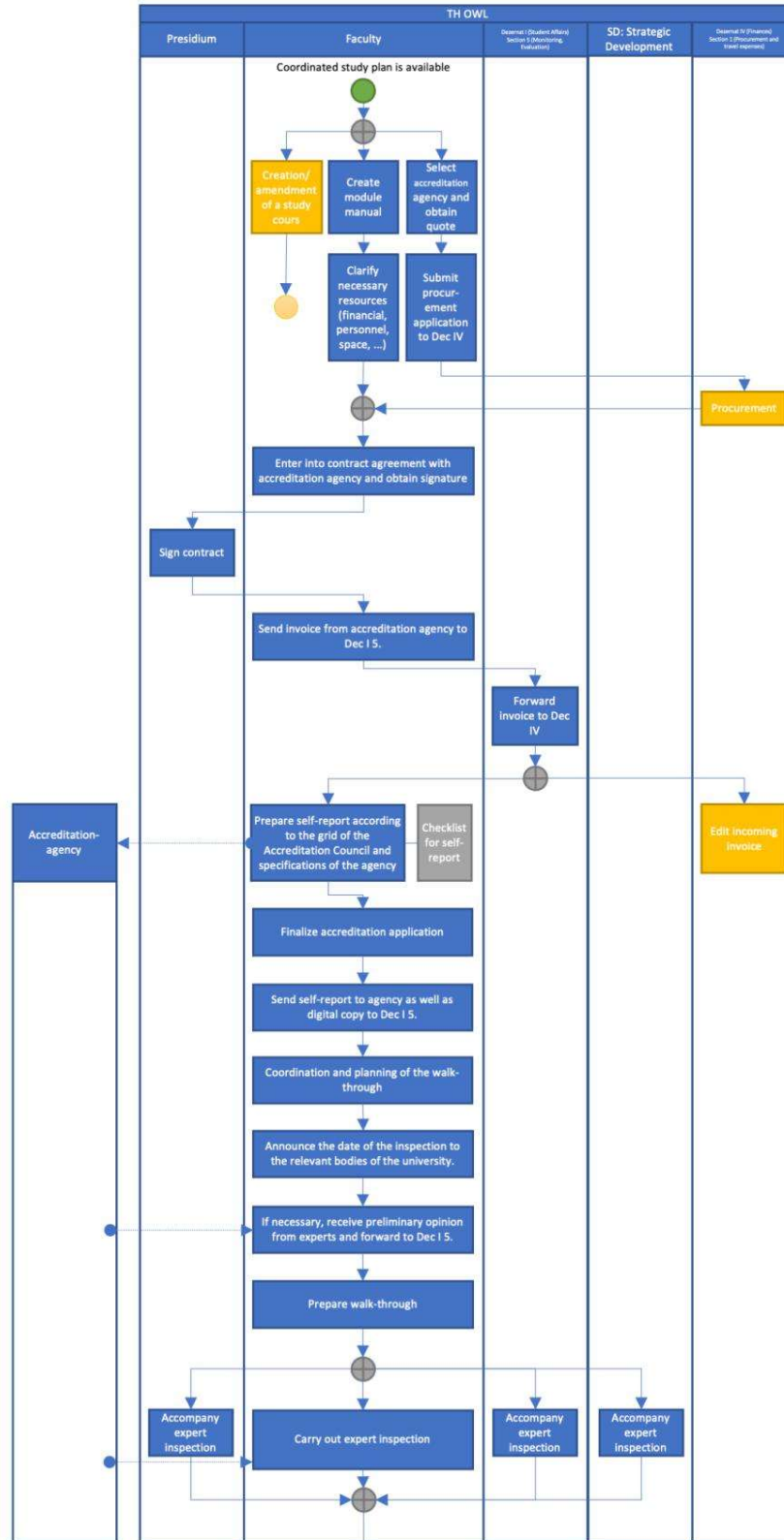


Figure 5: TH OWL work process (part 1): (Re-) accreditation of a study program

4 Quality Assurance policies and practices
 4.2 Design and approval of programs

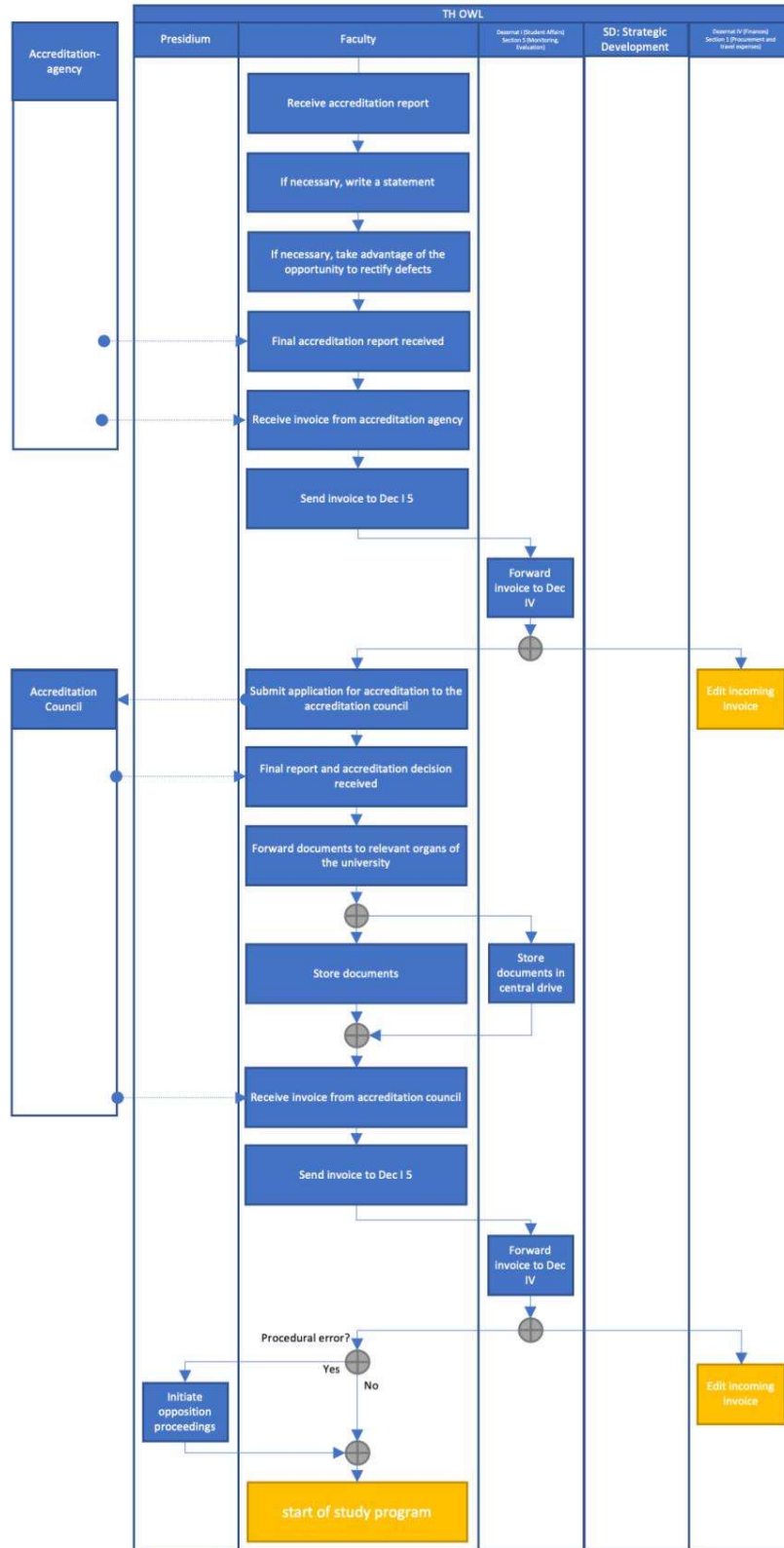


Figure 6: THOWL work process (part 2): (Re-) accreditation of a study program

4.2.3 UWM

For the procedures of designing and approving the programs, there exists the Senate Resolution No. 53, which is a document describing the educational programs in general. Each faculty has its own documents that describe in more detail the procedures for developing programs of study. The following is the Senate resolution first, followed by the Faculty of Agriculture and Forestry document as an example.

Senate resolution

RESOLUTION No. 53
Senate of the University of Warmia and Mazury in Olsztyn
of December 16, 2016

regarding establishing guidelines for the councils of basic organizational units regarding the adoption of higher education programs, including study plans, third-cycle study programs and plans, plans and postgraduate study programs and training courses

Based on Article. 68 sec. 1 points 2 - 5 of the Act of 27 July 2005 - Law on Higher Education (Journal of Laws 2016.1842 as amended) and § 14 para. 1 point 3 of the University Statute, the Senate decides as follows:

CHAPTER 1 GENERAL PROVISIONS

1

Guidelines are established for councils of basic organizational units regarding the adoption of higher education programs, including study plans, doctoral study programs and plans, plans and programs of postgraduate studies and supplementary courses.

The levels of the Polish Qualifications Framework are introduced to qualifications awarded after graduation from higher education, doctoral studies and postgraduate studies.

The dates and types of documents constituting the basis for the adoption by the UWM Senate of a resolution on the learning outcomes in the field of study, level and profile of education and a resolution on the creation of a field of study, level and profile of education are established.

The following definitions of terms for the description of studies are introduced:

the training program includes:

a description of the expected learning outcomes for a specific field of study, level and profile of education, and the study program,

curriculum is a description of the education process leading to the achievement of the assumed learning outcomes; **the study program defines** :

form of studies (full-time and / or part-time),

modules of classes / subjects (classes or groups of classes) with the assignment of learning outcomes, program content, forms and methods of education to a given module subject, ensuring the achievement of effects and the number of points of the European Credit Accumulation and Transfer System (ECTS),

ways of verifying and assessing the achievement of the assumed learning outcomes,

study plan for a given form of study (full-time and / or part-time), taking into account: modules of classes / subjects, number of semesters and the number of ECTS points necessary to obtain qualifications corresponding to the level of education, and total quantitative indicators characterizing the curriculum,

module of classes means classes or a group of classes in a given subject or group of subjects, apprenticeship, "preparation of the diploma thesis", "preparation of the final work" and others,

subject - a group of classes defined by a common name, planned for the implementation in the same semester of a higher education plan / postgraduate study plan, doctoral study plan or



training course plan, subject to joint assessment, to which the appropriate number of ECTS points has been assigned,

description of the assumed learning outcomes for the education program - description of the knowledge, skills and social competences achieved by the student in the education process; a description prepared in accordance with the description of the learning outcomes in the area / areas of education to which the program is assigned, specified in the regulation of the minister responsible for higher education on the National Qualifications Framework,

description of the assumed learning outcomes within a module of classes, subject or group of subjects - description of the knowledge, skills and social competences achieved by a student who has completed a given module of classes, subject or group of subjects; the description should refer to the description of the learning outcomes appropriate for the education program,

form of education / level of studies - first-cycle studies, second-cycle studies, uniform master's studies,

practical profile - a profile of the education program including modules of classes / subjects aimed at acquiring practical skills and social competences by the student, carried out with the assumption that the modules of classes / subjects related to practical professional preparation are conducted in a dimension greater than 50% of the number of ECTS points specified for the study program ,

general academic profile - a profile of the education program including modules of classes / courses related to research conducted at the university in the field of science or art related to the field of study, carried out on the assumption that the modules of classes / courses aimed at acquiring in-depth knowledge and the ability to conduct scientific research are conducted by the student more than 50% of the number of ECTS points specified for the study program,

the level of the Polish Qualifications Framework - the scope and degree of complexity of the required learning outcomes for the qualifications of a given level, formulated with the use of general characteristics of learning outcomes in terms of knowledge, skills and social competences.

Whenever the resolution mentions higher education and third-cycle studies, it should be understood as: first-cycle studies, second-cycle studies, uniform master's studies and doctoral studies, respectively.

2

curricula and study programs should meet the formal and curricular requirements set out in the applicable regulations, contained in:

ordinances of the minister responsible for higher education in the scope of:

conditions for conducting studies, with particular emphasis on the requirements regarding the education profile, conclusions from the analysis of the results of monitoring the professional career of graduates and conclusions from the analysis of the compliance of the assumed educational results with the needs of the labor market, the latest scientific and artistic achievements of the academic staff,

education standards for the fields of study referred to in art. 9b of the Act - Law on Higher Education,

standards of education preparing for the teaching profession,

conditions for awarding professional titles,

description of the characteristics of the second-level learning outcomes of the Polish Qualifications Framework, typical for qualifications obtained in education at levels 6-8, taking into account:

characteristics of the second-cycle levels 6 and 7 for individual areas of education within higher education,

requirements necessary to obtain qualifications, including engineering competences of levels 6 and 7,



characteristics of the second level of level 8 of the Polish Qualifications Framework, criteria for program evaluation, with particular emphasis on the opinions of employers in the development of education programs and the implementation of the education process, the results of the analysis of the achievement of the assumed results from the implementation of internships, internationalization of the education process (conducting international cooperation and preparation for learning in foreign languages, conducting classes in foreign languages) and the effectiveness of the internal education quality assurance system in terms of the analysis of the learning outcomes and activities aimed at improving the education program,

trainings, apprenticeships and internships for people performing activities related to the use of animals for scientific or educational purposes,

ordinances of competent ministers, containing program requirements preparing to perform

other than those mentioned in point c professions or obtaining a professional license,

regulation of the minister responsible for higher education in the field of doctoral studies,

Act - Law on higher education in the field of postgraduate studies, training courses,

the Act on the Integrated Qualifications System in the field of the Polish Qualifications Framework and assigning the level of the Polish Qualifications Framework to qualifications awarded after completing postgraduate studies and training and training courses,

regulation of the minister responsible for national education on the scope of information collected in the Integrated Qualifications Register on qualifications awarded after completing postgraduate studies,

Senate resolutions regarding the mission and development strategy of the University,

resolutions of the faculty council regarding the mission and development strategy of the faculty.

Educational programs and study programs may include conducting classes with the use of distance learning methods and techniques.

3

The evaluation of the effects with the use of the European Credit Accumulation and Transfer System (ECTS) is applied to all forms of education and forms of studies implemented under the fields of study and education profiles, doctoral studies, postgraduate studies and training courses.

Valuation of the learning outcomes expressed in ECTS points should be made according to the principle: one ECTS point corresponds to the learning outcomes the achievement of which requires the beneficiary of the education process (student / participant of doctoral studies / postgraduate student or participant of a training course), workload in the dimension of 25 up to 30 hours, including the number of hours of work of the beneficiary in classes organized by the university in accordance with the study plan and his / her own work.

The valuation of individual modules of classes / courses should take into account the beneficiary's burden related to:

own work related to preparation for exams,

own work related to the preparation for didactic classes and the preparation of reports, projects and others,

number of teaching (contact) hours,

the amount of work related to the preparation of the diploma thesis, artistic work along with the preparation for the diploma examination,

the amount of work during the preparation of the final / evaluation work related to the end of the postgraduate education cycle or training course,

the amount of work related to the development of teaching or professional skills at doctoral studies,

the amount of work related to the acquisition and development of skills in the field of methodology and methodology of conducting scientific research,

recommendations of education standards, specified for some fields of study in accordance with applicable legal provisions, taking into account para. 4.



The valuation of individual modules of classes / subjects carried out during postgraduate studies / qualification training courses should take into account the education standards preparing to perform a specific profession or obtain professional licenses and enable the effective procedure of including qualifications into the Integrated Qualifications System and their recording in the Integrated Qualifications Register.

The number of ECTS points required to complete a semester is determined by the council of a basic organizational unit, in the manner specified in § 4 it. 1, subject to § 6 and subject to § 17 subpara. 5, § 19 section 2 and § 22.

CHAPTER 2 HIGHER EDUCATION

4

The curriculum and study program, including the study plan, and their changes should be adopted by the council of the basic organizational unit, after consulting the faculty body of the student government, no later than five months before the beginning of the academic year in which the study program, including the study plan will apply.

In order to improve the education program, the basic organizational unit may make changes to it, including the learning outcomes appropriate for a given field of study, level and profile of education, selected from the learning outcomes for the area or areas of study to which the course of study has been assigned, subject to section . 3.

The basic organizational unit referred to in Art. 11 sec. 3 of the Act - Law on Higher Education, may, within the framework of its entitlement to conduct studies in a specific field, level and profile of education, make changes in the scope of:

didactic classes for which a student may obtain a total of up to 50% of ECTS points, specified in the study program valid as of the date of issuing the decision on granting this entitlement by the minister responsible for higher education,

in total, up to 30% of the total number of assumed learning outcomes, defined by the university senate, valid as at the date of issuing the decision on granting this right by the minister responsible for higher education.

The basic organizational unit may also introduce changes to the education program:

in selecting the content of education provided to students during classes, taking into account the latest scientific or artistic achievements, as well as the forms and methods of conducting classes,

necessary for:

removing irregularities identified by the Polish Accreditation Committee,
adapting the education program to changes in generally applicable regulations.

Changes in the education programs, referred to in:

paragraph 2 and 3 - are introduced at the beginning of a new cycle of education, in the manner specified in para. 1,

paragraph 4 - may be introduced during the education cycle.

Changes to the curricula introduced during the education cycle are announced at least one month before the beginning of the semester to which they relate. The changes are introduced by a resolution of the faculty council, taking into account the opinion of the faculty body of the student government.

Changes in learning outcomes require approval by the university senate.

5

First-cycle studies - undergraduate studies last at least six semesters.

First-cycle studies - engineering last at least seven semesters.

Second-cycle studies last from three to five semesters.

Long-cycle studies last from nine to twelve semesters.



The apprenticeship of the student is included in the period of first-cycle studies and long-cycle studies.

Work placement for at least three months is included in the period of first and second cycle studies as well as uniform Master's studies with a practical profile.

Part-time studies may last one or two semesters longer than the corresponding full-time studies.

6

The number of ECTS credits required to complete the studies is as follows:

180 ECTS points for the first cycle - undergraduate studies,

210 ECTS credits for first-cycle studies - engineering,

90 ECTS credits for second-cycle studies leading to the acquisition of second-cycle qualifications and engineering competences and obtaining the professional title of Master of Science in Engineering or its equivalent,

120 ECTS credits for second-cycle studies leading to the acquisition of second-cycle qualifications and the award of a master's degree or equivalent,

300 ECTS credits for 10-semester uniform Master's studies,

330 ECTS credits for 11-semester uniform Master's studies,

360 ECTS credits for 12-semester uniform Master's studies.

In the case of part-time studies referred to in § 5 it. 7, the number of ECTS points required to complete the studies corresponds to the number of ECTS points specified in the study plan for a given form of full-time studies.

7

The curriculum and study program of a given field of study, level of study and education profile should be described in accordance with the assumed learning outcomes in terms of knowledge, skills and social competences, taking into account:

universal first-cycle characteristics and second-cycle characteristics of the Polish Qualifications Framework, including selected learning outcomes appropriate for the area or areas of education to which the field of study has been assigned:

for qualifications at level 6 of the Polish Qualifications Framework - in the case of first-cycle studies,

for qualifications at level 7 of the Polish Qualifications Framework - in the case of second-cycle studies and long-cycle studies,

second-cycle characteristics for the education profile,

second-cycle characteristics covering the full range of learning outcomes for general academic or practical studies leading to engineering competences,

description of learning outcomes in the field of command of a foreign language.

The study program of a given field of study, level of study and education profile, conducted in the full-time and part-time form, enables the achievement of the same learning outcomes.

Study program of a given field of study, level of study and education profile, conducted in the form of full-time and part-time studies:

enables the student to choose modules of classes / subjects of education, which have been assigned ECTS points in the amount of not less than 30% of the total number of ECTS points specified in the study program, as necessary to obtain qualifications corresponding to the level of education; the offer of course modules / courses to choose from should include didactic classes conducted in English (major / s, specialist course / s, proseminar, other), corresponding to at least 2 ECTS points,

includes didactic classes:

carried out as part of university-wide classes in general education subjects, provided for in the university-wide offer, corresponding to 2 to 4 ECTS points,



carried out as part of classes in subjects representing content in the areas of humanities or social sciences, corresponding to 5 ECTS points - in the case of fields of study assigned to areas of education other than humanities or social sciences, respectively, subject to § 8 sec. 6,

in a modern foreign language in the dimension of:

120 hours of first-cycle and long-cycle studies, ending with an exam at the B2 level of the European System for the Description of Languages Education,

30 hours of second-cycle studies, conducted in the form of a specialist language workshop, ending with a grade B2 + grade for the European System for the Description of Languages, subject to section 7 and 11,

conducted as part of a seminar preparing for the performance of a diploma thesis and in artistic faculties, in addition, classes in the preparation of an artistic work, with the exception of fields of study for which the learning outcomes, taking into account the standard of education, approved by the Senate in the manner specified in the Act - Law on Higher Education, no provide for the completion of the diploma thesis,

from the protection of intellectual property,
from information technology,

ergonomics,
from the label,

carried out as part of training in the field of occupational safety and health and training on the protection of animals, subject to paragraph 2. 4.

Training in the protection of animals applies to students who, as part of the education and study program, perform activities related to the use of animals for scientific and educational purposes. The dimension, rules and form of the training are specified by the council of the basic organizational unit.

The study program of a field assigned to more than one area of education determines for each of these areas the percentage share of the number of ECTS points in the total number of ECTS points specified in the study program as necessary to obtain qualifications corresponding to the level of education.

The program of first-cycle studies and uniform master's studies of all fields and profiles of education, carried out in the full-time form, includes physical education classes of 30 hours, subject to paragraph 11.

The number of hours of teaching in the field of modern foreign languages carried out within the specialization of neophilology in the field of philology at full-time and part-time studies at all levels and profiles of education, is regulated by separate regulations.

At least half of the curriculum for full-time studies of all faculties, levels and profiles of education should be carried out in the form of classes requiring the direct participation of an academic teacher, unless the learning outcomes taking into account the educational standard, approved by the Senate in the manner specified in the Act - Law on Higher Education, state otherwise .

Education in the field of acquiring practical skills, including laboratory, field and workshop classes, should take place during didactic classes requiring the direct participation of an academic teacher and a student. Distance learning methods and techniques may only be supporting in this respect, taking into account para. 10.

The number of teaching hours in full-time and part-time studies, conducted with the use of distance learning methods and techniques, may not exceed 60% of the total number of teaching hours specified in the curricula for individual fields of study, levels and education profiles.

In the fields for which the ordinance of the minister competent for higher education specifies the education standard, for which the Senate, in the manner specified in the Act - Law on Higher Education, determined the learning outcomes, taking into account the education standard, the implementation of didactic classes, including physical education classes, takes place in accordance with the recommendations of the above-mentioned Senate resolutions, in the number of hours specified by the council of a basic organizational unit.



The study program, which is a description of the education process and an integral part of the education program, is adopted by the council of a basic organizational unit.

The study program is defined for the field of study, level and profile of education.

Running two education profiles in a given field of study requires the definition and approval of two separate education programs, i.e. descriptions of the assumed learning outcomes, study programs and study plans.

The study program for the field of study, the level and profile of study, and the form of study are defined by:

- form of studies (full-time or part-time studies),
- the number of semesters and the number of ECTS points necessary to obtain qualifications corresponding to the level of studies (form of education),
- modules of classes / subjects of education with the assignment of the expected learning outcomes, program content, forms and methods of education to each module of classes / subject, ensuring the achievement of these effects and the number of ECTS credits (syllabuses),
- study plan of the conducted form of study,
- methods of verification and criteria for assessing the achievement by the student of the assumed learning outcomes achieved by the student,
- the total number of ECTS points that the student must obtain during the course:
 - requiring direct participation of academic teachers and students,
 - in the field of basic sciences appropriate for a given field of study, to which the learning outcomes for this field of study, level and profile relate,
 - of a practical nature, including laboratory, workshop and design classes,
- the minimum number of ECTS points that a student should obtain by completing:
 - modules of classes / university-wide subjects not related to the field of study,
 - foreign language classes,
- the number of ECTS points, not less than 5, which the student must obtain by completing didactic classes in the field of humanities or social sciences,
- the number and principles of the implementation of physical education classes,
- the dimension, principles and form of training in the protection and use of experimental animals for scientific and educational purposes, taking into account § 7 sec. 4,
- the dimension, rules and form of implementation of apprenticeships and the total number of ECTS points that the student must obtain as part of the apprenticeship in a field of study with a practical profile, and in the case of a field of study with a general academic profile - if the program of education at these studies provides for internships.

The point evaluation of the learning outcomes of course modules / subjects should be carried out according to the following principles, taking into account par. 6 and 9:

- | | |
|---|--------------------------------|
| 1) foreign language | - 2 ECTS points for 30 hours |
| 2) information technologies | - 2 ECTS points for 30 hours |
| 3) items provided for in the offer university-wide | - 2 ECTS points for 30 hours |
| 4) subjects from a group of classes from areas humanities or social sciences | - 5 ECTS points for 75 hours |
| 5) items realized within "Modular education" provided by the faculty offer | - 2 ECTS points for 30 hours |
| 6) ergonomics, intellectual property protection | - 0.25 ECTS points for 2 hours |
| 7) etiquette, safety training and occupational hygiene | - 0.50 ECTS points for 4 hours |
| 8) teaching activities conducted in English language (major subject/s, Specialist subject/s, proseminar, other) | - 2 ECTS points for 30 hours |



9) patent information - 0.50 ECTS points for 4 hours

In all fields of study, levels and profiles of education, with the exception of fields of study assigned to the area of humanities or social sciences, the program of studies should include subjects from the group of classes in the areas of humanities or social sciences for a total of 75 hours, corresponding to 5 ECTS points, this should include the subject (s) in the field of humanities or social sciences included in the university-wide offer, with the valuation of 2 ECTS points per 30 hours.

The scoring of the course modules / courses to be chosen should be carried out in such a way that the individual course modules / courses that the student chooses alternatively have the same number of ECTS points in the semester.

Point valuation of a module / course referred to in § 8 sec. 5 point 9 concerns the fields of study, levels and profiles of education, the curriculum and curriculum of which provide for the contents of patent information.

The scoring of the diploma thesis along with preparation for the diploma examination should be at least:

- 1) BA thesis - 10 ECTS points
- 2) Engineering thesis - 15 ECTS credits
- 3) Master's thesis - 20 ECTS credits
- 4) a work of art
In the field of art and artistic disciplines - 20 ECTS points

unless the learning outcomes determined by the Senate in the manner specified in the Act - Law on Higher Education, taking into account the standard of education, state otherwise.

§ 9

The guidelines also apply to the development of study programs and study programs carried out in a foreign language.

PRACTICAL PROFILE

10

The study program of the field of study with a practical profile includes modules of classes / subjects related to practical professional preparation, which were assigned ECTS points in the amount greater than 50% of the number of ECTS points specified in the study program, as necessary to obtain qualifications corresponding to the level of education, aimed at acquiring skills by the student practical and social competences.

Classes related to practical professional preparation should be conducted:

- in conditions appropriate for a given scope of professional activity,
- in a way that enables students to perform practical activities,
- by people, most of whom have professional experience gained outside the university, corresponding to the scope of the classes.

A basic organizational unit may conduct studies in a field of practical profile, if it provides students with the possibility of completing apprenticeships, for a total of at least three months at each of the levels of education.

The basic organizational unit may organize the didactic process in the form of alternate education, taking into account the principles of conducting dual studies.

Alternate education, referred to in paragraph 1. 4, means the organization of education in the form of classes carried out in the university and outside the university and teaching in the form of apprenticeships and internships at the employer, taking into account the implementation of all learning outcomes provided for in the education program.

Conducting a field of study with a practical profile and organization of education in the dual studies formula requires the participation of business entities and the conclusion of a written agreement between the university and the business entity, which should specify:

- the possibility and rules of conducting didactic classes, in particular practical classes, by employees of business entities,
- rules for the participation of economic entities in the creation of the education program,



the method of co-financing studies by business entities,
description of the intended learning outcomes,
the manner and rules for the implementation of internships and internships in business entities.

The curriculum and study program taking into account professional practice, may also include the obligation to perform a thesis or diploma project related to the subject of the studied area or areas of knowledge in the business entity in which the internship is carried out.

The program and duration of the apprenticeship are determined by the council of the basic organizational unit running the field of study, taking into account the specificity of the field of study, learning outcomes and the type of qualifications that the student should achieve after completing the apprenticeship and completing a given form of education, taking into account para. 3-5.

GENERAL ACADEMIC PROFILE

11

The study program of the field of study with a general academic profile includes course modules / courses related to scientific research conducted in the field of science or art related to this field of study, to which ECTS points have been assigned in the amount greater than 50% of the number of ECTS points specified in the study program, as necessary to obtain qualifications corresponding to the level of education, aimed at acquiring in-depth knowledge and the ability to conduct scientific research by the student.

A basic organizational unit may conduct a general-academic study program, if it conducts research in the field of science or art related to the field of study and provides students with:
at least preparation for conducting research - in the case of first-cycle studies,
participation in research - in the case of second-cycle or long-cycle studies.

It is recommended to introduce apprenticeships at first and second cycle studies as well as uniform master's studies with a general academic profile, in the dimension enabling the acquisition of practical skills related to the field of study.

The basic organizational unit running a field of study with a general academic profile may organize the education process in the form of dual studies, taking into account § 10 it. 4-6.

LEVELS OF THE POLISH QUALIFICATION FRAMEWORK FOR QUALIFICATIONS AWARDED AFTER HIGHER EDUCATION, DOCTORAL STUDIES AND POST-GRADUATE STUDIES

12

Graduate:

undergraduate studies obtains full qualification at level 6 of the Polish Qualifications Framework,
second-cycle and long-cycle studies obtains qualifications at level 7 of the Polish Qualifications Framework,
third-cycle studies obtains qualifications at level 8 of the Polish Qualifications Framework.

Partial qualifications after completing postgraduate studies:

at level 6 of the Polish Qualifications Framework, suitable for people with full qualifications of at least level 6,
at level 7 of the Polish Qualifications Framework, is suitable for people with a full qualification of at least level 6 or 7.

After completing a course or training, partial qualifications are assigned to a given level of the Polish Qualifications Framework on the basis of the information specified in § 18 sec. 7.

IV. DATES AND REQUIRED DOCUMENTATION BEING THE BASIS FOR ADOPTING A RESOLUTION BY THE SENATE ON DETERMINING EDUCATIONAL OUTCOMES, STUDY LEVEL AND EDUCATIONAL PROFILE

IV.1. DATES

13



In connection with the improvement of the education program, to the extent specified in § 4 sec. 2 and 3, the basic organizational unit may submit, by January 31 of a given year, an application for the adoption of changes in learning outcomes for the education program of a given field of study, level and profile of education:

fields of study included in the educational offer of the current academic year,

fields of study starting the first cycle of education from the next academic year, taking into account § 4 it. 2-7 and subject to § 23.

In connection with the creation of a field of study, level and / or profile of education, the basic organizational unit submits by the last day of February of the year in which the Senate is obliged to adopt the resolution referred to in Art. 169 paragraph. 2 of the Act - Law on Higher Education, application for the adoption of learning outcomes for the education program of the created field, level and profile of education.

The application referred to in paragraph 1. 1-2, should be preceded by a resolution of the board of the basic organizational unit on the approval of the project of learning outcomes for the levels and profiles of education conducted by the unit within the field of study and, respectively, of the project of learning outcomes for the newly created field of study, level and profile of education.

Senate resolutions on the learning outcomes for the education programs referred to in para. 1 should be undertaken not later than by the end of February of the given year, preceding the academic year in which the new cycle of education will be launched.

Senate resolutions on the learning outcomes for the education programs referred to in para. 2, should be adopted no later than the end of March of a given year in which the Senate is obliged to adopt the resolution referred to in Art. 169 paragraph. 2 of the Act - Law on Higher Education.

IV.2. REQUIRED DOCUMENTATION WHICH IS THE BASIS FOR ADOPTING A RESOLUTION BY THE SENATE ON DETERMINING EDUCATION EFFECTS.

§ 14

The required documentation, constituting the basis for adopting a resolution by the Senate on determining the learning outcomes in a given field, level and profile of education, referred to in § 13 para. 4 and 5 should contain the following information:

general characteristics of the studies conducted, including:

name of the field of study adequate to the assumed learning outcomes,

education level (form of education),

the number of semesters and the number of ECTS points necessary to obtain a qualification,

education profile,

form of studies,

the professional title obtained by the graduate,

determining the level of the Polish Qualifications Framework,

assignment to the area of education or areas of education (specify the percentage share of the number of ECTS points for each of these areas in the total number of ECTS points),

indication of the field (s) of science and scientific discipline (s) or fields of art and artistic discipline / disciplines to which the learning outcomes relate, with an indication of the percentage shares in which the study program relates to particular fields of science or art, as well as an indication of the leading discipline,

general information about the education program:

indication of the relationship between the field of study and the mission of the university and its development strategy,

analysis of the compliance of the assumed effects of education with the needs of the labor market,



educational goals and opportunities for employment and continuation of education by graduates of studies,
dimension, rules and form of internship as well as ECTS points,
information about the expected learning outcomes, including the effects of knowledge, skills and social competences in terms of the descriptive characteristics of the second level of the Polish Qualifications Framework:
assumed learning outcomes in the form of tabular references of the directional effects to the characteristics of the second degree of a given area,
Coverage in tabular form of the second degree characteristics of a given area by directional effects along with the justification for the selection of one and the omission of other characteristics of the other degree,
tabular coverage of the learning outcomes leading to the achievement of engineering competences through directional outcomes,
tabular coverage of the learning outcomes leading to teaching qualifications by directional outcomes,
Tabular coverage of learning outcomes leading to pedagogical qualifications through directional outcomes.

IV.3. REQUIRED DOCUMENTATION PROVIDING THE BASIS FOR ADOPTING A RESOLUTION BY THE SENATE ON THE DEVELOPMENT OF THE STUDY MAJOR, LEVEL AND PROFILE OF EDUCATION

§ 15

The required documentation constituting the basis for the Senate to adopt a resolution on the creation of a major, level and profile of education should meet the recommendations and provisions contained in § 2-§ 3 and § 4-§ 14 and include:

general characteristics of the studies, including:

- name of the field of study,
- name (s) of education specialization,
- education level (form of education),
- education profile,
- form of studies,

the concept of education, including:

- indication of the relationship between the field of study and the university's mission and development strategy,
- assigning a field of study to the area or areas of education and determining the percentage share of the number of ECTS points for individual areas of education in the total number of ECTS points specified in the study program as necessary to obtain qualifications corresponding to the level of education,
- indication of the fields of science and scientific disciplines or fields of art and artistic disciplines to which the learning outcomes relate, including the main discipline,
- professional title awarded to graduates,
- determining the level of the Polish Qualifications Framework,

justification for the creation of studies in a specific field, level and profile of education, including:

- learning goals,
- results of the analysis of the labor market research in terms of the demand for graduates of the proposed field of study, level and profile of education, with the proposed qualifications,
- the way of taking into account the results of monitoring graduates' careers,
- employment opportunities and continuing education by graduates,

information on the scientific category held by the basic organizational unit, description of research conducted in the field of science or art related to the proposed field of study, information on the fulfillment of the requirements specified in § 11 sec. 2, including for second-cycle or long-cycle



4 Quality Assurance policies and practices

4.2 Design and approval of programs

studies, an indication of the number of students who will take part in the research - in the case of an application for authorization to conduct general-academic studies,

description of competences expected from a candidate applying for admission to first-cycle, second-cycle or long-cycle studies (admission rules),

analysis of the compliance of the assumed effects of education with the needs of the labor market,

description of the methods of verifying the learning outcomes achieved by the student throughout the entire education process, including:

- information on the assumed learning outcomes, including the effects of knowledge, skills and social competences in the form of tabular references of the directional effects to the second-degree characteristics of a given area,
- coverage in tabular form of the second-degree characteristics of a given area by directional effects with justification for the selection of some and the omission of others second degree characteristics of a given area,
- tabular coverage of the learning outcomes leading to the achievement of engineering competences through directional outcomes,
- tabular coverage of the learning outcomes leading to teaching qualifications by directional outcomes,
- Tabular coverage of the learning outcomes leading to pedagogical qualifications through directional outcomes,
- matrices (description of the method of checking selected learning outcomes for the program) with reference to specific modules of classes / subjects, forms of classes and tests carried out within each of these forms: matrices of directional learning outcomes in terms of knowledge, skills and social competences, matrices of directional learning outcomes in with regard to the forms of classes, matrices of directional learning outcomes in relation to the method of crediting),
- rules for conducting the diploma process,

description of the conditions for conducting studies and the method of organization and implementation of the education process, including:

- general characteristics of the study program, including:
 - form of education,
 - form of studies,
 - the number of semesters and the number of ECTS points necessary to obtain a qualification (professional title),
 - dimension, rules and form of internship as well as ECTS points,
 - modules of classes / subjects with the assignment of the assumed learning outcomes and ECTS points, taking into account the modules of classes / subjects resulting from the requirements for engineering competences or teaching (pedagogical) qualifications, with the application of the requirements for documentation of the description of modules / subjects listed in section 2-4,
 - study plan of the type of study conducted, with the indication of the course modules / subjects to be selected by the student, with proof that the study program enables the student to choose the course modules / subjects in the amount of not less than 30% of ECTS points,
 - documenting (in full-time studies) that at least half of the curriculum, i.e. not less than 50% of ECTS points, is carried out in the form of didactic classes requiring the direct participation of academic teachers,
 - summary indicators characterizing the program of studies referred to in paragraph 4,
 - a list of people proposed to the minimum staffing level, meeting the requirements set out in the regulation of the minister responsible for higher education on the conditions for conducting studies and PKA guidelines, containing:



names and surnames and PESEL numbers, and in the absence of a PESEL number - series and number of the document confirming identity,
information about the expected working time of individual people and the date of employment at the university,
information on scientific or artistic achievements together with a list of publications or - in the case of a field of study with a practical profile - description of professional experience gained outside the university,
the number of classes planned for individual academic teachers, information about the allocation of classes related to practical professional preparation as part of the practical profile or classes related to scientific research conducted as part of general-academic studies and information about the fulfillment of the requirements for the proper staffing of classes by an academic teacher who has academic or artistic achievements in the field of discipline corresponding to the scientific or artistic discipline related to the teaching activities conducted by an academic teacher,
proportion of the number of proposed academic teachers to the staffing minimum to the expected number of students,
information on the infrastructure at the disposal of the basic organizational unit, including a detailed description of classrooms, laboratories, laboratories, equipment and fittings,
information on ensuring the possibility of using library resources and electronic knowledge resources.

The documentation of the education program consists of: a description of the learning outcomes (resolution on the determination of the learning outcomes) and the study program:

description of the module of the course / subject, group of subjects, internship and others, summary quantitative indicators.

Description of the module of classes / subject, group of subjects, internship and others, should include in particular:

description of the learning outcomes and their relation to the characteristics of the second degree of a given area,

the purpose of education and curriculum content in relation to the forms of conducting classes, forms and methods of education / didactic ensuring the achievement of the assumed learning outcomes,

methods of verifying and assessing the achievement by the student of the assumed learning outcomes (forms and conditions for completing the course),

the number of ECTS points (with a description of the method of its determination in accordance with the principles of the ECTS system), including, inter alia, the number of ECTS points obtained by the student during classes requiring the direct participation of academic teachers and the number of ECTS points obtained by the student during practical classes (laboratory, project, workshop) - in order to determine the total quantitative indicators characterizing the study program,

basic and supplementary literature.

Summary quantitative indicators characterizing the study program:

the total number of ECTS points that the student obtains during classes that require the direct participation of academic teachers and students,

the total number of ECTS points that the student must obtain during didactic classes in the field of basic sciences, to which the learning outcomes for a specific field, level and profile of education relate,

the total number of ECTS points that the student must obtain during practical classes (laboratory, project, workshop),

minimum number of ECTS points that a student must obtain as part of university-wide activities not related to the field of study,



the number of ECTS points that a student must obtain in the course of classes in the areas of humanities or social sciences, not less than 5 ECTS points,
the number of ECTS credits that the student must obtain during foreign language classes,
number of hours planned for implementation as part of physical education classes,
the number of ECTS points and the total number of ECTS points that a student must obtain as part of professional internships in a field of study with a practical profile, and in the case of a field of study with a general academic profile - if the program of education in this field includes an internship,
the total number of ECTS points (not less than 30% of the number of ECTS points specified in the study program as necessary to obtain qualifications corresponding to the level of education) that the student must obtain within the course modules / subjects to be selected,
in the case of a study program assigned to more than one area of education - the percentage share of the number of ECTS points for each of these areas in the total number of ECTS points specified in the study program as necessary to obtain qualifications corresponding to the level of education.

To the documentation of the application referred to in paragraph 1, must be attached:

a copy of the resolution of the council of the basic organizational unit regarding the study program together with a photocopy of the opinion of the competent body of the student government,

study program of the field of study, level and profile of education, separate for full-time and / or part-time studies, including a study plan,

copies of declarations of people proposed to the staffing minimum about the possibility of including them in the staffing minimum in the event of obtaining the right to conduct the requested field of study, along with information on the current counting to the staffing minimum,

copies of documents confirming that the proposed persons have obtained a professional title, academic degree, or qualifications equivalent to the rights of a habilitated doctor pursuant to Art. 21a of the Act of March 14, 2003 on academic degrees and academic title as well as on degrees and title in the field of art, academic title, and if the professional title, academic degree or academic title was obtained abroad - copies of documents with translation into Polish made by a sworn translator,

copies of documents confirming the availability of the infrastructure ensuring the proper implementation of the educational objectives, including the conditions for conducting classes in classrooms, laboratories and classrooms from the day of commencement of conducting classes in classrooms, laboratories, workshops requiring this infrastructure, to the extent provided for in the education program,

description of library resources and electronic resources of knowledge, including literature recommended in the proposed field of study, to which the university will provide access,

copies of agreements with employers or their declarations on the admission of a certain number of students to internships and a description of how to cooperate with external stakeholders (list of people or institutions from outside the faculty, participating in program works or consulting the project of the education program) , as well as a description of how to cooperate with business entities in the field of creating and conducting studies with a practical profile.

CHAPTER 3 THIRD DEGREE STUDIES

16

Third-cycle studies are conducted in accordance with the program and plan of studies in the field of science and scientific discipline or the field of art and artistic discipline, subject to paragraph 2.



Third-cycle studies may be conducted in more than one area of knowledge, science or scientific discipline, or in the field of art or artistic discipline.

Study program, including third-cycle study plan resolves the council of a basic organizational unit, after consulting the faculty body of doctoral students' self-government, no later than five months before the beginning of the academic year in which the program and plan of study will be valid, subject to para. 5.

The time limit referred to in paragraph 1. 3, shall also apply in the case of adopting changes to the curriculum and plan of third-cycle studies aimed at their improvement.

The curriculum and the study program should be described in accordance with the assumed learning outcomes in terms of knowledge, skills and social competences, taking into account the universal characteristics of the second cycle at level 8 of the Polish Qualifications Framework.

Changed, in the manner specified in sec. 3, the study program and plan shall apply from the date of commencement of the new academic year and apply only to doctoral students commencing their studies.

17

Third cycle studies last no less than 2 years and no longer than 4 years.

The program and plan of third-cycle studies are determined for the field of science and scientific discipline or for the field of art and artistic discipline in which third-cycle studies are conducted, subject to para. 3 and 4.

The curriculum and plan of studies conducted in more than one area of knowledge, field of science or scientific discipline, or field of art or artistic discipline, should include the content of education appropriate for all areas of knowledge, fields and disciplines in which the studies were established.

More than half of the program of full-time third-cycle studies requires the presence of the participants of these studies in the organizational unit that conducts them and is carried out in the form of didactic classes and research work requiring the direct participation of academic teachers or tutors and doctoral students.

The total number of compulsory courses, optional courses and apprenticeships included in the third-cycle study program corresponds to 30 to 45 ECTS points.

The program and plan of third-cycle studies include the following classes:

mandatory,

optional, including didactic and vocational classes, corresponding to the duration of at least 15 hours:

- developing professional skills, the dimension of which corresponds to at least 5 ECTS points, preparing the doctoral student for research or research and development work,
- developing teaching skills, the dimension of which corresponds to at least 5 ECTS points, preparing a doctoral student enrolled in third-cycle studies at a university to pursue the profession of an academic teacher,
- apprenticeships.

The total number of professional internships in the program and plan of third-cycle studies is 360 hours, including 90 hours in a given year of study, subject to para. 8.

The total number of professional internships in the program and the plan of part-time third-cycle studies is not less than 40 hours and not more than 360 hours.

The requirements for the plan and program of studies referred to in para. 5-6, are used in the process of education at full-time and extramural third-cycle studies.

The program and plan of third-cycle studies should meet the recommendations and provisions contained in § 2 - § 3 of this resolution, with particular emphasis on:

- forms of study (full -time or part-time),
- the number of semesters and the number of ECTS points necessary to obtain qualifications corresponding to the level of studies,
- modules of classes / subjects of education with the assignment of the assumed learning outcomes and the number of ECTS points to each module of the activity / subject,



study plans conducted in the form of full-time and part-time studies,
the method of verification and assessment of the assumed learning outcomes achieved by the doctoral student,
the total number of ECTS credits that the doctoral student should obtain during classes,
the dimension, rules and forms of implementation of professional practice,
determining the level of the Polish Qualifications Framework.

11. An integral part of the curriculum and study plan is the description of the principles of application and functioning of the internal education quality assurance system, taking into account, inter alia, the method of documenting and the methods of verifying the learning outcomes, the results of the labor market analysis in terms of the demand for graduates of the scope of third-cycle studies.

CHAPTER 4 POST-GRADUATE STUDIES AND TRAINING COURSES

18

Postgraduate studies are conducted in accordance with the study plan and program adopted by the council of the basic organizational unit, at least 2 months before the start of the education cycle.

Further training courses are conducted in accordance with the schedule and program of the course passed by the council of a basic organizational unit at least 1 month before the start of the education cycle.

In the case of adopting changes to the plan and curriculum of postgraduate studies aimed at their improvement, the deadline of 1 month before the start of the education cycle applies.

In the case of adopting a change in the plan and program of the training course aimed at their improvement, the deadline of 2 weeks before the commencement of the training cycle shall apply.

Changed, in the manner specified in sec. 3-4, the plan and program of postgraduate studies and training courses are valid from the date of commencement of a given education cycle and apply only to participants starting their studies.

The plans and programs of postgraduate studies adopted by the councils of basic organizational units must contain comparisons of the learning outcomes required for a given qualification with the characteristics of the levels of the Polish Qualifications Framework of the first and second degree, taking into account para. 8 - 10.

The course and training plans and programs adopted by the councils of basic organizational units must contain a description of the learning outcomes for a given qualification, taking into account:
synthetic characteristics of learning outcomes,
separate sets of learning outcomes,
individual learning outcomes in sets and the criteria for verifying the achievement of individual learning outcomes,
comparison of the learning outcomes required for a given qualification with the characteristics of the levels of the Polish Qualifications Framework of the first and second degree, taking into account para. 11.

The plans and programs of postgraduate studies in teaching specialization adopted by the councils of basic organizational units in the field of: substantive preparation for teaching the subject (conducting classes), pedagogical preparation, preparation for work in schools and special centers, must meet the education standards specified by the minister responsible for education on education standards preparing for the teaching profession.

The plans and programs of postgraduate studies and training courses adopted by the councils of basic organizational units giving the right to practice a profession or obtain a vocational license must meet the program requirements for postgraduate studies and training courses in terms of the curriculum content and the total number of hours of classes, specified by the relevant ministers.

The application of a basic organizational unit for inclusion in the Integrated Qualifications Register, qualifications awarded after completing postgraduate studies should contain information specified in the provisions of the Act on the Integrated Qualifications System and the provisions of the Regulation



on information collected in the Integrated Qualifications Register on qualifications awarded after completing postgraduate studies.

The application of the basic organizational unit or other organizational unit conducting courses or training to the competent minister for inclusion in the Integrated Qualifications System, qualifications awarded after completing the training and training courses, should also contain information specified in the provisions of the Act on the Integrated Qualifications System.

19

Postgraduate studies last no less than two semesters.

The postgraduate education program should enable the student to obtain at least 30 ECTS credits.

The plan and program of postgraduate studies should meet the recommendations and provisions contained in § 2 - § 3, with particular emphasis on:

- names of postgraduate studies or training / training course,
 - forms of postgraduate studies / course (full-time or part-time),
 - the number of semesters and the number of ECTS points necessary to obtain credit and complete postgraduate studies; in the case of a training course, it should take into account the duration of the course and the number of ECTS points necessary to complete the course,
 - learning outcomes achieved by a participant of postgraduate studies / training courses and the method of their evaluation, verification and documentation, taking into account para. 4,
 - modules of classes / subjects with the assignment of the assumed learning outcomes and the number of ECTS points to each module of the activity / subject,
 - plan of postgraduate studies / course (full-time or part-time),
 - the total number of ECTS points that a participant of a postgraduate study / training course should obtain during classes,
 - dimension, rules and forms of crediting professional internships, if provided for in the postgraduate study plan,
 - forms of completing postgraduate studies / training / training courses,
- description of the qualifications of a graduate of postgraduate studies / training / training courses, taking into account the level of the Polish Qualifications Framework,
- staffing of didactic classes.
- of the plan and program of postgraduate studies is the description of the principles of application and functioning of the internal education quality assurance system, taking into account, inter alia, the method of documenting and methods of verifying the learning outcomes, the results of the labor market analysis in terms of the demand for graduates of the scope of the study / course.
- A graduate of postgraduate studies or a training / training course should have the knowledge, skills and competences to perform the tasks:
- resulting from the requirements set out in the provisions on development and training in specific professional fields,
 - related to the area of knowledge, constituting the scope of improvement and training.

20

The guidelines for the councils of basic organizational units on the adoption of plans and programs for supplementary courses are also applicable to university-wide and inter-faculty units that conduct supplementary education courses and training.

CHAPTER 5
TRANSITIONAL PROVISIONS

DATES AND GUIDELINES FOR ADAPTING EDUCATION PROFILES AND EDUCATIONAL PROGRAMS
TO THE PROVISIONS OF THE ACT - HIGHER EDUCATION LAW



The action adapting the education profiles and curricula to the provisions of the Act - Law on Higher Education covers basic organizational units that do not have the right to award the academic degree of habilitated doctor in the field of knowledge and science / art, to which the field of study is assigned, and basic organizational units without authorization to award the academic degree of doctor in the area of knowledge and the field of science / art to which the field of study is assigned and which do not meet the requirements set out in the Act - Law on Higher Education in terms of the conditions for obtaining the right to conduct studies at a given field and level of general academic education.

In connection with the action referred to in paragraph 1, a schedule of activities is introduced at the University, taking into account the deadlines for adjusting education profiles and curricula, as specified in the provisions of the Act - Law on Higher Education:

first-cycle studies - the deadline for submitting an application by the basic organizational unit to change the education profile and adopt learning outcomes for the education program of a given field of study and education profile, is the last day of September 2017,

second-cycle studies carried out in the dimension of 4 semesters - deadline submitting an application by the basic organizational unit for a change of the education profile and adoption of the learning outcomes for the education program of a given field of study and education profile, is the last day of September 2017,

second-cycle studies carried out on a 3-semester basis (fields of study for which recruitment will be carried out as part of the mid-year recruitment, i.e. February 2018 - deadline submitting an application by the basic organizational unit for a change in the education profile and adoption of the learning outcomes for the curriculum of a given field of study and education profile, is the last day of May 2017,

uniform master's studies - the deadline for submitting an application by the basic organizational unit for a change in the education profile and adoption of learning outcomes for the education program of a given field of study and education profile, is the last day of October 2017,

subject to paragraph 4.

The analysis and adaptation activities to the amendments to the Act - Law on Higher Education cover the fields of study established before October 1, ~~2011~~, i.e. those conducted by a given basic organizational unit on the date of entry into force of the above-mentioned amendments to the act and fields of study starting the first cycle of education from the 2015/2016 academic year.

The application referred to in paragraph 1. 2, should be preceded by a resolution of the council of the basic organizational unit on the approval of the project of learning outcomes for the level and profile of education provided by the unit as part of the field of study and should meet the requirements set out in the provisions of this resolution, with particular regard to the requirements contained in §§ 14-15.

Amended as specified in para. 2-4 study programs are valid for education cycles that begin:

first-cycle and long-cycle studies - from October 1, 2018.

second-degree studies:

implemented in the 4-semester dimension - from October 1, 2018,

implemented on a 3-semester basis in the fields of study for which the mid-year recruitment was conducted in 2018 - from the beginning of the summer semester of the 2017/2018 academic year.

DEADLINES RELATING TO THE RULES OF THE FUNCTIONING OF POST-GRADUATE STUDIES DURING ADJUSTMENT TO THE PROVISIONS OF THE ACT - HIGHER EDUCATION LAW

§ 22

Postgraduate studies started before October 1, 2015 are carried out according to the current educational programs until their completion.



CHAPTER 6
FINAL PROVISIONS

23

Basic organizational units, by May 31, 2017 at the latest, will adjust the study programs of all fields of study, levels and education profiles, created before October 1, 2016, to the requirements set out in §§ 5-6, § 7 sec. 3-11 and §§ 8 - 12.

The study programs referred to in para. 1, are valid for education cycles commencing on October 1, 2017.

24

Basic organizational units running the fields of study where the learning outcomes have been changed within the scope specified in § 4 it. 2 and 3, adjust the curricula and study programs by May 31 of a given year at the latest.

Changed, in the mode of sec. 1, the education program and study program shall apply from the date of commencement of the new education cycle.

§ 25

Students who started their studies before the adaptation of education profiles and curricula, study according to the existing curricula until the end of the study period provided for in the curriculum and study plan.

26

Resolution No. 634 of the UWM Senate in Olsztyn of 19 December 2014 on establishing guidelines for councils of basic organizational units regarding the adoption of higher education programs, including study plans, doctoral study programs and plans, plans and programs for postgraduate studies and supplementary courses, is repealed.

The resolution comes into force on the day of its adoption.

Procedure for the development, monitoring and updating of education programs

1. Purpose

Establishing the principles of developing, monitoring and updating educational programs at the Faculty of Agriculture and Forestry of the University of Warmia and Mazury in Olsztyn.

2. Subject and scope

The procedure defines the course of action in the development of educational programs in newly created fields of study and new specializations in fields already operating at the Faculty of Agriculture and Forestry. It regulates activities related to the process of monitoring the implemented education programs and defines the rules for their updating.

3. Terminology

The Polish Qualifications Framework (PQF) organizes qualifications awarded in higher education systems and outside them. It makes it easier to compare them with each other and to relate them to qualifications functioning in other European countries.

The Social Consultative Council (SRK) is an advisory body consisting of a group of external stakeholders representing selected institutions and organizations cooperating with the Faculty, whose professional profile should correspond to the faculty's areas of education.

The curriculum includes a description of the assumed learning outcomes for a given field of study, level and profile, and a study program including the form of study, modules of classes / subjects with the assignment of the learning outcomes to a given module / subject of learning outcomes, forms and methods of education, ensuring the achievement of results and the number of points of the European Credit



4 Quality Assurance policies and practices
4.2 Design and approval of programs

Accumulation and Transfer System (ECTS), methods of verification and assessment of the achievement of the assumed learning outcomes, study plan for a given form of study (full-time and / or part-time), taking into account: modules of classes / courses, number of semesters and the number of ECTS points necessary for obtaining qualifications corresponding to the level of education and summary quantitative indicators characterizing the education program.

4. Powers, competences and responsibility of managing and administering persons

Dean of the Faculty - appoints candidates for the chairman and members of the Faculty Board of Education and the Faculty Team for Quality Assurance;

Dean 's Council - gives opinions on the composition of the Faculty Board of Education and the Team for Quality Assurance. It is an advisory body on decisions concerning the creation of new fields of study, updating of education programs;

The Scientific Council of Discipline - gives opinions on the conclusions regarding the creation of new fields of study and changes in education programs

Vice-Dean for Education - supervises works related to the development, monitoring and updating of education programs;

Chairman of the Faculty Board of Education - coordinates the work of individual teaching subcommittees on the process of developing, monitoring and updating educational programs; submits reports on the work of the Council to the Vice-Dean for Education;

Faculty Board of Education - gives opinions on the scope of changes in education programs; it consists of teaching subcommittees relevant to the fields of study;

Subcommittees for fields of study - develop training programs for individual fields of study in accordance with the currently applicable guidelines set out in legal acts, monitor training programs;

Departmental Team for Education Quality Assurance - monitors the quality of education, gives opinions on changes in education programs.

5. Description of the procedure

5.1. The course of action regarding the creation of a new field of study

An application addressed to the Dean to create a new field of study may be submitted by an employee group of employees of the Faculty. The application should include:

- the concept of education in a new field, level and profile of education;
- justification for the creation of the field of study, including the analysis of the needs of the labor market in the region or country for graduates of the proposed field of study and specialization;
- description of compliance of the assumed learning outcomes with the needs of the labor market;
- a list of academic teachers proposed to conduct classes;
- analysis of the effects of launching education in the newly created faculty on the employment status of academic teachers at the Faculty.

The Dean, after consultation with the Dean's Council, makes a decision regarding the commencement of work related to the preparation of the draft version of the application for the creation of a new field of study. For this purpose, it appoints a team responsible for the development of an application for the creation of a new field of study in accordance with the currently applicable legal acts regarding the launch of study programs. Substantive supervision over the work of the team is exercised by the Vice- Dean for Education. Heads of organizational units, at the request of the Deputy Dean for Education, may propose subjects to be implemented as part of education in a new field of study. The Faculty Board of Education verifies the content of the submitted subjects in terms of their compliance with the assumed

learning outcomes . The prepared application is reviewed by the Scientific Council of Discipline, Faculty Education Council, Faculty Team for Quality Assurance, Faculty Council of Student Government and Social Consultative Council. The final decision on the approval of the draft application and its transfer to the next stage - verification, analysis and evaluation by the University Educational Council - is made by the Dean in consultation with the Dean's Council.

5.2. The course of action for launching a new specialization within the existing field of study

The decision on launching new scopes of education within the existing fields of study is made by the Dean, after consultation with the Dean's Council. The didactic subcommittee for the field of education within which the scope of education is created is responsible for preparing the application for creating a scope of education within the existing field of study. Substantive supervision over the work of the subcommittee is exercised by the Vice-Dean for Education. A proposal for the creation of a new scope of education, along with the justification and analysis of the labor market, may be submitted by an employee, a group of employees / students of the Faculty. Heads of organizational units, at the request of the Deputy Dean for Education, may propose subjects to be implemented as part of education in a new field of education. The didactic subcommittee verifies the reported subjects in terms of compliance of the curriculum content with the curriculum of the major. The prepared application is reviewed by the Scientific Council of Discipline, Faculty Education Council, Faculty Team for Quality Assurance, Faculty Council of Student Government and Social Consultative Council. The final decision on the approval of the draft application and its transfer to the next stage - verification, analysis and evaluation by the University Educational Council - is made by the Dean in consultation with the Dean's Council.

5.3. Monitoring and updating of education programs

The Faculty Board of Education is obliged to undertake activities in the field of monitoring educational programs. The didactic sub-committees relevant for individual fields of study conduct a survey on the evaluation of the curriculum among students of the last semester of the 1st and 2nd cycle studies.

The results of the questionnaire surveys on the evaluation of educational programs by students are annually prepared

in the form of a report by the didactic subcommittees appropriate for the field of study. The subcommittees prepare a report with conclusions regarding the improvement of educational programs **by 30 September** . The Faculty Education Council submits the report to the Vice-Dean for Education and the Faculty Team for Education Quality Assurance. The results of the report should be included in the preparation of the report on the analysis of surveys carried out among students and employers on internships and the professional fate of graduates, which are prepared by WZZJK.

The Vice-Dean for Education is responsible for the implementation of the procedure.

Documents related to the subject and scope of the procedure


Educational programs for all fields of study at the Faculty of Agriculture and Forestry
Syllabuses of subjects

Legal basis

The currently binding legal acts can be found on the website:
<http://www.uwm.edu.pl/uniUniversityet/ksztalcenie/wewnetrzny-system-zapewniane-jakosci-ksztalozenia/akty-prawne>



4.2.4 UoP

Policy Name:	Policy on Curriculum Planning, Development and Revision
Date of Approval:	04.04.2021 (approved at the 403 rd council)
Approving Authority:	The Council of the University of Peradeniya
Administrative Responsibility:	Vice-Chancellor, Senate, ADPC, Deans of Faculties, Faculty Boards, Directors of PGIs, Board of Studies of PGIs, Directors of Centers and Units, Heads of Departments, Heads of Faculty Units and Divisions
Monitoring Responsibility:	The Senate and Council, University of Peradeniya
Availability:	An English version is available on the internet via the following link: https://www.pdn.ac.lk/mainpg-contents/Policies/Policy%20No.09%20-%20CurriculumPlanning,%20Development%20and%20Revision.pdf 

Overview:

The Policy on Curriculum Planning, Development and Revision provides a basic framework to undertake activities related to the planning, development, monitoring and evaluation of curricula at both degree and non-degree levels across the University of Peradeniya.

This policy shall be reviewed and confirmed after five years to maintain its relevance.

Scope and Application:

The policy applies to the following key areas:

- Planning
- Design and Revision
- Fallback options and Discontinuation
- Approval
- Dissemination
- Monitoring and Improvement

Key Policy Principles:

A. Planning

The development of a curriculum for a new study programme or the revision of a curriculum of an existing study programme shall be initiated by the body vested with the responsibilities related to curriculum development within the Faculty/PGI/Centre/Unit which is mandated to offer the said programme. The composition of the body shall be determined by the relevant Faculty/PGI/Centre/Unit.

While the development of new curricula shall be undertaken as and when a need for such curricula arises, the revision of existing curricula shall be undertaken at regular intervals as decided by the relevant Faculty/PGI/Centre/Unit. Such developments and revisions to the curricula shall fall within the national guidelines/framework of that time.

The development of new curricula and the revision of existing curricula shall be undertaken considering (i) the trends in the specific field/s; (ii) the academic integrity of the discipline/s in question; (iii) the vision and mission of the University; (iv) the relevant Subject Benchmark Statements and national and international level quality standards; (v) the national needs; and (vi) the views of internal and external stakeholders.

The individuals who are responsible for designing and development of curricula shall be made aware of university policy on curriculum planning, development and revision and adequate training on curriculum planning, development and design.

B. Design and Revision

The curricula shall be Outcome-Based (OB) and shall aim at promoting Student-Centred Learning (SCL). The curricula shall be designed in a manner where delivery of the content shall make use of the technological advancements in pedagogy as appropriate. Adequate opportunity for innovation shall be encouraged by allowing reasonable degrees of autonomy as required in different capacities in specific fields.

Maximum transparency shall be maintained in the process of planning, development and improvement of the curricula ensuring a participatory approach.

The content of a given curriculum shall be aligned with the predetermined graduate profile of the study programme and the institutional graduate profile.

Intended Learning Outcomes (ILOs) of the study programmes shall be realistic, feasible, measurable and achievable within the stipulated period. Course content shall be organized/designed in such manner that it can be effectively delivered within the stipulated time period.

Course ILOs shall be constructively aligned with level descriptors and ILOs of the study programme, the discipline-specific graduate profile and institutional graduate profile.

Curricula shall be designed and developed to integrate strategies to promote self-directed learning, critical thinking and collaborative learning related to the field of study.

The workload of a study programme shall comprise of direct contact hours and learning activities to develop competencies such as self-motivation, self-directed learning, collaborative learning, creative and critical thinking for problem-solving, communication skills, team spirit and a passion for lifelong learning,

Strategies shall be in place to ensure that the volume of learning for each semester is achievable by every student, and that they are not overburdened at any point of the course.

Curricula shall be designed to accommodate supplementary courses such as professional and interdisciplinary courses, through electives, to broaden the capabilities of graduates and equip them to find employment and gain professional advancement.

Strategies shall be adopted to cater to a diverse student population with minimum potential disadvantages for the students with special needs and those who are differently-abled.

In designing curricula, measures shall be taken to ensure that the ILOs and/or the methods of delivery and/or assessment do not in any way create/justify/promote, directly or indirectly, any form of discrimination based on gender, race, ethnicity, religion, economic status, sexual orientation and social class.

Curricular design shall incorporate methods to ensure smooth transition from secondary to tertiary education and be structured promoting progression.

Work-based placements or other such opportunities which provide exposure to the world of work shall be incorporated into the curriculum where applicable at appropriate times and levels within the duration of the study programme.

Opportunities to use and explore the most contemporary aspects of modern technology available to the University shall be considered in the process of designing and delivering the curriculum.

Opportunities shall be made available for credit transfer among different programmes of study both at local and international level.

Wherever possible and relevant workplace-based assessments shall be incorporated into curricula.

Entry and exit criteria of the study programme shall be clearly stated.

All assessments (summative/formative) shall be structured and constructively aligned to determine attainment of course and in turn programme ILOs.

Fallback options and Discontinuation



Fallback options shall be carefully designed for those who are not progressing as expected. Specific criteria for discontinuation of courses and/or study programmes shall be explicitly stated and measures shall be taken to safeguard the interests of students enrolled in the programmes. The specific measures shall be determined by the respective Faculty/PGIA/Centre/Unit.

D. Approval

The responsible bodies for the recommendation/approval of new or revised curricula shall be the body relevant to curriculum development of the Faculty/PGI/Centre/Unit, Faculty Board/Board of Management, the ADPC, the Senate, the University Council and the UGC.

When new or revised curriculum is submitted for recommendation or approval, evidence related to adherence to the rules and regulations governing curriculum development shall be provided along with the curriculum document.

E. Dissemination

The detailed curriculum, by-laws and other regulations governing the curriculum shall be made available to students in the institutional website/student handbook at the commencement of the study programme.

F. Monitoring and Improvement

Feedback shall be obtained from students, staff and the other stakeholders at regular intervals and appropriate remedial action be taken for further improvement.

Curricula shall be reviewed at regular intervals as decided by the relevant mandated authority, taking into consideration changes/developments in the relevant discipline and stakeholder views.

Definitions:

Programme: Structured teaching and learning opportunities which lead to an award; Refers to all activities that engage students in learning.

Curriculum: The combination of instructions, learning experiences, and assessments that are designed to bring out and evaluate the target learning outcomes of a particular study programme.

Course: A planned series of learning experiences in a particular subject offered by an institution.

Related policies if any:

Policy on Teaching and Learning
Policy on Assessments and Awards

Related Acts, Rules, Regulations, Key Circulars (if any available):

For Further Reference and Development (These suggestions from the committee are only as a guidance for the university to work on this area further and not be included in the finalized policy document)

Relevant by-laws proposed to be developed under this policy: (List with adequate details) n.a.

Relevant Guidelines/SoPs proposed to be developed under this policy: (List with adequate details)

- Institutional graduate profile
- Policy on credit transfer



4.2.5 RUSL

PART 1-PRELIMINARY

Name of policy: This is the Curriculum Development Policy 2019.

Commencement: This policy commences on [Date]

Policy is binding: This policy binds the University (council, senate), staff, student and affiliates.

Statement of intent

describes the nature of education at the University;
sets out the manner in which curricula are structured;
provides strategy for the curriculum development;
establishes quality assurance processes for learning and teaching.

Application: This policy applies to the learning and teaching of certificate, diploma, undergraduate and postgraduate study programmes involve course work.

Definitions

Academic unit	A faculty, or a department
Assessment	The process of measuring the performance of students (as in examinations, assignments and other assessable work) that enables students to monitor their progress and contributes to their academic results in a unit of study
Sri Lanka Qualifications Framework (SLQF)	The national framework for recognition and endorsement of educational qualifications
Study programme	The resolutions setting out the requirements for the award approved by the Council and the Senate on the recommendation of the Faculty Board
Academic unit	A faculty, or a department
Assessment	The process of measuring the performance of students (as in examinations, assignments and other assessable work) that enables students to monitor their progress and contributes to their academic results in a unit of study
Sri Lanka Qualifications Framework (SLQF)	The national framework for recognition and endorsement of educational qualifications.
Study programme	The resolutions setting out the requirements for the award approved by the Council and the Senate on the recommendation of the Faculty Board.
Bachelor degree	An undergraduate study programme that achieves the outcome specified for Level 5 or 6 of the SLQF.
Core	A set of study that develops required knowledge and skills for a study programme.
Course	A planned block of knowledge, skills and understanding.
Course coordinator	The academic staff member appointed by the Dean or Head of Department with overall responsibility for the planning and delivery of a unit of study.
Taught study programme (Coursework study programme)	All undergraduate award courses, and graduate certificates, graduate diplomas and those Masters degrees that comprise less than 70% research.
Curriculum	The flexible and coherent presentation of the academic content in a unit or program in a series of learning outcomes, assessments and procedures associated with the delivery of the content.
Graduate attributes	The qualities demonstrated by all graduates of award courses on completion of the requirements of the study programme.
LMS	Learning Management System, which is the online learning system used by the University to host units of study.
Learning outcomes	Statements of what Students know, understand and are able to do on completion of a unit of study, a major, programme, award course, or other curriculum component.



Specialization	The disciplinary or professional expertise developed for a profession or career in a Professional or Specialist Bachelor degree or Postgraduate degree.
Mode of delivery	Means the manner by which courses and units of study are presented to students, and includes: Face to face classes; Fully online learning; Blends of face to face and online learning; and On or off campus delivery, including off shore delivery.
Postgraduate course	A course leading to the award of a Postgraduate Certificate (SLQL7), Postgraduate Diploma (SLQL8), Master's Degree (SLQL9, 10 & 11) or a Doctorate (SLQL12). Normally a postgraduate award course requires the prior completion of a relevant undergraduate degree or diploma.
Program coordinator	The designated person responsible, at a program, major or degree level, for managing the curriculum and providing coordination and advice to staff and students.
Stream	A version of a degree that can be conceptualized as a separate degree for admission purposes but that is linked to a set of other streams of the degree through shared nomenclature, shared course components and shared rules. In degree nomenclature, streams may be indicated in parentheses following the name of the main degree.
Supervisor	The member of the academic staff who is appointed to supervise a dissertation, research project or long essay component of a coursework award program or an undergraduate honours program
Semester	A teaching learning session comprising 15 weeks

PART 2-GRADUATE ATTRIBUTES AND UNIVERSITY EDUCATION Graduate attributes

All undergraduate and postgraduate courses must be designed, developed, and assessed so as to acquire the graduate attributes that the University has agreed upon and, in a way finally contributing to the well-being of the mankind.

All the undergraduate and postgraduate courses should contain (state) aims and learning outcomes and those learning outcomes should be achieved through structured study programme as they are finally promoting under mentioned graduate attributes:

SCHOLARSHIP AND ENLIGHTENMENT-a mind-set towards knowledge:

Graduates of the University will have a scholarly attitude to knowledge and understanding within the context of a rapidly changing environment. As Scholars, the University's graduates will be leaders in discovering and the generation of innovative and relevant knowledge and understanding through research, critical thinking, interpretation and synthesis. Graduates are scientifically, economically, politically, aesthetically, and culturally literate. They should have a sense of history and shared values, and a commitment to moral purpose and personal character.

SKILLFULNESS AND INNOVATIVENESS-An attitude or stance towards skills:

Graduates of the University will be accomplished with a wide variety of skills to perform well in their specific discipline. They will be curious, creative, and imaginative on whatever they do. They will be able to apply their knowledge and communicate their knowledge confidently and effectively to solve imperative problems related to their speciality and to



generate improvements in existing products, processes, and services, as well as invent new ones.

ENGAGINGNESS AND FLEXIBILITY-An attitude or stance towards attitudes and mind-set:

Graduates of the University will be ethical and engaged contributors as 'change agent' to more inclusive, sustainable and prosperous communities. They will be flexible, adaptable and receptive to change in an environment with multi-tasking challenges. The range and quality of their engagement and collaborations will produce mutual benefits for University and our communities.

Each of these encompassing attributes can be understood as a combination of three overlapping domains of 'knowledge', 'skills and competencies' and 'attitudes and mind-set'.

Knowledge

- Subject specialists
- Research and intellectual inquiry

Skills and Competencies

- Independent and critical thinking
- Thrive in team environment and excel as leaders
- Communication and information literacy
- Resourceful and responsible

Attitudes and Mind-set

- Lifelong learning
- Professionalism, ambitious and passionate
- Ethically and socially aware
- Autonomy

In addition, the Graduates of the Rajarata University of Sri Lanka will have following attributes which arises across two or more domains.

- Entrepreneurship
- Adaptability
- Ethical

Ultimately, the Graduates of the Rajarata University will be **WELL- ROUNDED GRADUATES WHO CAN SERVE THE MANKIND**

These qualities should be embedded in the curriculum in a way that enables students to:

- excel by demonstrating a breadth and depth of knowledge within their disciplinary area(s).

- respect the values, principles, methods and limitations of their discipline(s).

- create new knowledge and understanding through the process of experiment and empirical investigation, and apply a systematic and critical assessment of complex problems and issues.

identify, define and assess complex issues and ideas in a researchable
apply creative, imaginative and innovative thinking and ideas to problem
solving.

engage with the scholarly community and respect others' views and
perspectives.

conduct themselves professionally and contribute positively when
working in a team.

express complex idea clearly and confidently and negotiate effectively with
others through formulating, evaluating and applying evidence-based
solutions and arguments with respect to the needs and abilities of diverse
audiences.

manage their personal performance to meet expectations and
demonstrate drive, determination, and accountability.

continue to enlarge their knowledge, understanding and skills
throughout their working lives.

demonstrate enthusiasm, leadership and the ability to
positively influence others

demonstrate practical and contemporary knowledge of
relevant professional, ethical, environmental and legal
frameworks holding personal values and beliefs consistent
with their role as responsible and accountable members of
local, national, international and professional communities.

think independently, exercise personal judgment and take initiatives.

use their skills to bring that new business idea, venture, product or
service to life and take risk in order to achieve success.

demonstrate flexibility, perseverance and positivity in multi-tasking,
dealing with change and meeting new challenges.

nurture a reflective awareness of ethical dimensions, and
responsibilities to others, in work and everyday life.

Educational outcomes, experience and environment

All courses must be designed towards the achievement of excellence in learning
outcomes, learning experience and learning environment.

To ensure excellent educational outcomes, faculties must;

design curricula which provide well-co-ordinated teaching learning activities
providing enhanced learning experiences to the students and to achieve well defined
learning outcomes;

develop a process in which students:

are actively engaged in learning;

are challenged, guided and supported to reach a high standard of
learning; and

become aware of, and responsible for, their learning; and



develop a system in which students and staff demonstrate a commitment to working together to achieve excellence in educational experience and outcomes.

To optimize the learning experience, the University should provide conducive learning environments that must facilitate the all students including specially-abled students to actively and productively engage in learning activities. Appropriate technology should be used to overcome or minimize barriers to learning such as time constraints, limited access to learning resources and such other limitations.

Academic integrity

Academic honesty and maintenance of academic standards by staff and students should be reflected in all educational engagements.

Academic governance

The purpose of academic governance is to regulate and facilitate:
continuous improvement and innovation;
an effective framework to achieve educational excellence; and
the achievement of graduate qualities and learning outcomes to a high standard by each student.

All courses must be overseen by Teaching & Learning Committee (TLC) of the relevant Faculty or Board of Studies.

TLC / Board of Studies responsible for study programmes may:
make comment/recommendations to the faculty and Dean on:

- learning outcomes;
- Course specifications
- curricula;
- units of study;
- assessment;
- educational excellence;
- academic integrity; and
- program monitoring and review; and

take such decisions on these and other matters related to learning and teaching within study programmes as delegated by the Faculty Board.

Faculties, or their relevant standing committees, must ensure that study programmes are internally and externally reviewed periodically and must forward a report of the review to the Faculty Board.

Study programs must be developed by **Curriculum Development Committee (CDC)**, approved by the Senate (and UGC as appropriate) and managed through a formal process which must:

- be evidence based (using academic expertise, research, benchmarking, and, where appropriate, market appraisal); and
- build on consultation with stakeholders.

Senate is the apex body which governs the academic regulations and quality standards.

PART 3 - CURRICULUM STRUCTURE

Statement of intent:

This part;

- prescribes the structure of the curriculum for courses and units of study,
- describes the components of courses and the broad structure of undergraduate and Postgraduate taught courses.
- periodical reviewing, evaluation and updating curriculum



Title of qualification

The title of an award course must include:

The discipline or area of discipline

The title of a course may include one or more optional components, such as a descriptor or stream.

All qualifications awarded by the University must comply with Sri Lanka Quality Framework (SLQF).

Learning outcomes

Learning outcomes must be aligned with graduate attributes and must be assessed as part of the curriculum.

Learning outcomes should be informed to the students.

Learning outcomes specified for the components of a course should be aligned with each other and with the learning outcomes of the course.

Demonstrate achievement, at a minimum, of the learning outcomes specified for the qualifications type and Level as given in the SLQF.

Curricula

A study programme must follow a curriculum which:

takes a student-centered approach to the achievement and assessment of learning outcomes in a coherent fashion;

is regularly reviewed (at least every five-seven/ one cycle year) by faculties consistently with this policy, in the light of student outcomes and the student experience, the growth of knowledge, changes in the learning environment and stakeholder input.

Curricula must enable students to achieve the graduate attributes and learning outcomes of a study programme or component of a study programme. A curriculum sets out, in a progressive and cumulative manner.

Curricula should be designed to enable a combination of disciplinary depth and breadth of learning appropriate to the aims of the study programme.

Curriculum framework for undergraduate programmes

The curriculum framework for new and revised undergraduate study programmes must include the following components:

- a program, major, stream or specialization in at least one field of study
- a structured approach to the development of knowledge, skills and attitudes
- collaborative and group-based learning activities and assessments
- interdisciplinary and inter-professional learning experiences
- authentic problems and assessments;
- an open learning environment for the extension of knowledge and skills; and
- project based learning.

Curriculum framework for postgraduate taught programmes

The curriculum framework for postgraduate study programme must include;

- advanced specialization in a field of knowledge,
- research skills;
- a structured approach to the development of knowledge and skills,
- a project / component to gain experience in research, scholarship or professional project



The curriculum framework for postgraduate coursework units may include one or more of the following:

teaching learning components comprise of a defined sequence of units taken by a student that develop depth of expertise in a field of study;
interdisciplinary study,
exchange and work based projects:
professional or industry experience,
authentic problems and assessments;
elective units. and
project-based learning.

Teaching sessions

Teaching and learning in a study programme must take place in standard teaching sessions, or in special teaching sessions determined by faculties in a faculty calendar. The standard teaching sessions are two semesters of an academic year. A semester comprises 15 weeks of programmed learning, 1-2 study week and end-semester examination and assignment preparation. Faculty semester academic calendar must be approved by the Senate.

Assessment framework

Assessment is the means by which students demonstrate graduate qualities and learning outcomes in a course and in a study programme.

Learning outcomes for course must be assessed either within the unit of study or within an assessment framework for the study programme.

The assessment framework of award courses and course must promote student learning and engaged enquiry, and be designed to ensure that key milestones in the achievement of learning outcomes are met to a standard sufficient to allow progression.

Faculties must design the assessment framework of a study programme to ensure that all students who successfully complete the award course demonstrate the graduate attributes and specified learning outcomes for the award.

Course co-ordinators/in-chargers must design the assessment framework of a course to ensure that all students who successfully complete the unit of study demonstrate the graduate qualities and learning outcomes of the unit of study and are assessed to the same standard.

The University's policy and procedures on assessment are set out in Student Assessment Policy 2019.

PART 4-MANAGEMENT OF LEARNING AND TEACHING

Statement of intent

The purpose of this part is to set out the framework, and specific responsibilities, for the management and evaluation of learning and teaching at unit of study, degree and University level. This includes academic governance authorities, roles and responsibilities, and quality assurance processes.

Roles and responsibilities in managing learning and teaching

Delegations of authority for the management of learning and teaching are set out as follows:

The senate

approves the undergraduate study programme curriculum which is developed by Faculty Curriculum & Academic Development Committee and recommended by the Faculty Board.



- approves the postgraduate study programme curriculum which is developed by Faculty Curriculum & Academic Development Committee and recommended by a Board of Study / Faculty Higher Degrees Committees and Faculty Board.
- approves requirements and other elements of study programmes as set out in the SLQF, including:
 - determining the type of degree;
 - the structure of a study programme
 - the inclusion of compulsory units, and barrier/progression assessments;
 - the curriculum of streams/specializations/majoring within a study Programme;
- admission requirements and pre-requisites for study programmes;
- approves, on the recommendation of the relevant faculty;
 - addition and deletion of study programmes, streams, , specializations/ majors and
 - changes to the degree core;
- approves changes to the mode of delivery of a course;
 - determines teaching periods and commencement and conclusion dates of the academic year;
- Is responsible for;
 - aligning the range of University's academic programs so that all graduates demonstrate graduate qualities set out in Part 2 a high standard;
 - reviewing education programmes within faculties in a five year cycle;
 - monitoring program outcomes and reports of review committees and accrediting bodies to promote educational excellence;
 - considering, if appropriate, approving the name and abbreviation used for each award course on recommendation of the Faculty Board; monitoring breaches of academic integrity, reviewing processes to minimise or eliminate them and taking appropriate action
 - developing and maintaining institutional systems and strategy to achieve excellence in outcomes, experience and environment.
 - developing and maintaining quality and educational excellence as set out in Part 5.

Note: Curriculum Development Committee (CDM) is the standing committee of the Senate to advise the Senate regarding above matters if and when Senate refers them.

Faculties

Faculties, and their committees, are responsible for standards, assessment and quality throughout the faculty.

Faculties:

- establish a standing committee or committees with responsibility for excellence in outcomes and experience in study programme;
- consider and, if appropriate, recommends curriculum of a study programme;
- determine learning outcomes for courses of study programmes;
- determine assessment for courses of study and other curriculum components as appropriate:
- decided pre-requisites and co- requisites for courses and honours components;
- determine the curriculum and learning outcomes for streams for recommendation to the Senate;
- determine integration between units of study to meet the learning outcomes of specializations, streams and programmes of studies and to achieve graduate qualities;



develop and maintain alignment of curricula and the quality of learning and teaching to achieve high standards in award course outcomes;
Where appropriate, monitor alignment with standards set by professional and accrediting bodies;
advise the Senate of any changes to degree level curricula. This includes creation, variation and deletion of courses and changes to curricula;
ratify assessment results;

monitor and maintain standards in the quality of assessment practices and academic integrity;

review and act on educational quality data each semester as set out in Part 5;

monitor breaches of academic integrity within the faculty;

review the assessment framework of course and other curriculum components to eliminate or minimise the possibility of such breaches;

report breaches of academic integrity to the Senate and

monitor the framework for the management of learning and teaching within the faculty and the processes for ensuring educational excellence in all programs asset out in Part 5.

Deans

Deans have overall responsibility for standards, quality, strategic leadership and Resource allocation to achieve educational excellence within faculties.

Deans:

exercise strategic oversight of faculties and their committees,
set operational parameters for teaching and curricular, including teaching workloads, staff profile, course fees and student numbers;
make appropriate arrangements for quality assurance of teaching and learning within the faculty as set out in Part 5;
direct the appropriate allocation of resources for educational excellence;
direct that student representatives be elected or appointed as members of committees;

direct faculty offices to keep current and available relevant documentation relating to the faculty's academic programs, including documentation for course;

Heads of Department

Appoint a course in-charge / co-ordinator for each course for which the department is responsible;

Course co-ordinators

Each course must have a course in-charge/co-ordinator, appointed by the relevant Head of Department.

The course co-ordinator:

is appointed for the whole of a teaching period during which a course is being provided;
should inform the relevant Head of Department of any intended or foreseeable absence, at least four weeks in advance;
develop and implement learning activities with slight modification as needed, monitor and assess the course subject to approval by the faculty;
align learning outcomes between a course and an award course, and implement, at the unit study level, strategies and policies for educational excellence;



review course curriculum design, including learning outcomes, teaching and learning activities and assessment, and, where appropriate, align with programme learning goals and graduate qualities;
document and communicate the course curriculum as a course outline in the LMS, and make a course description, including pre-requisites, co-requisites and assessment, available for inclusion in the faculty handbook;
review assessment tasks and standards in relation to policy and report to the Faculty and the TLC;
review the academic integrity of each assessment task and the assessment matrix of the course each time it is offered to eliminate or minimise the risk of breaches of academic integrity;
design the assessment framework for the course to ensure the academic integrity of each assessment in the course. report incidents of potential academic dishonesty or plagiarism in line with university policy;
gather, review and act on data on educational quality, in consultation with the, Head of Department, Faculty Quality Assurance Cell and the Dean;
administer surveys of educational experience and provide reports to students and the faculty on the quality of the student experience as set out in Part 5;
make recommendations to the faculty, or a relevant committee of the faculty, about changes to learning outcomes, curriculum, or assessment for a course; and
manage access to lecture recordings.

Individual teachers

Support and lead student learning of the curriculum, as specified and to the agreed standards;
Prepare the educational content of course;
Design and prepare assessment tasks as specified in the curriculum, and consistently with relevant policy;
Monitor and act to support academic standards and academic integrity; and

Students

An essential component of educational excellence is that students gain increasing understanding of, and take responsibility for, their learning. To this end, students must:

Be familiar with the degree resolutions, relevant policies and other requirements for the degree programme as set out in the faculty handbook, course outline and other published guidelines; and
Satisfy attendance and assessment requirements.

In addition, students should participate in any evaluations of their experience, so that educational excellence is monitored and improved.

Documentation and communication

This part of the policy sets out appropriate standards for:

communicating with students and staff;
managing the development of course, curricula and award courses; and
institutional record keeping.

Course co-ordinators, together with the faculty, must provide a course website on the LMS which contains, at a minimum:

the course outline (course overview);
relevant curriculum resources; and
any other materials



Course outlines and the LMS website must be available to students enrolled in the course no later than one week prior to the commencement of the teaching session in which the unit is offered.

After publication of the course outline, changes may only be made to the nature, weighting or due date of assessment tasks in exceptional circumstances and changes must be informed to the students at appropriate time.

Each faculty must publish a Student Handbook, containing the minimum information about the study programme.

The Senate may make award course resolutions.

Subjects to Senate approval, Faculties may make resolutions applying to all degrees within a certain category awarded by the faculty.

Upon each student's graduation the University will provide each of the following documents

- a transcript
- a certificate of graduate status

PART 5 - QUALITY ASSURANCE

Quality Assurance processes

Quality assurance ensures that learning outcomes at the required standards are demonstrated by students and assures that, for each learning activity, a quality teaching environment exists.

Quality of Excellence in **educational outcomes** is measured through systematic assessment which ensures that students achieve course learning outcomes at a high standard, and through the assessment of graduate attributes.

Excellence in **educational experience** is measured through students' reports of their experience. Feedback should be formal and informal and captured at course, program or degree level. Surveys should be used to collect formal feedback.

Internal Quality Assurance Unit (IQAU) and Faculty Quality Assurance Cells (FQAC) must conduct surveys of students' experience of their learning at a University and Faculty-wide level, respectively at least annually.

Excellence in **educational environment** is measured through students' responses to University/Faculty surveys, and targeted *ad hoc* assessments of learning spaces.

IQAU and FQAC must implement surveys of educational environment at a University and Faculty-wide level, respectively at least annually.

At course level

Standards for educational outcomes must be determined by the faculty with reference to the discipline.

These standards are generated through scrutiny of results data, and align with awards.

The Course Co-ordinator must assess whether educational outcomes are meeting agreed standards, including those for academic integrity.

Standards for educational experience include the student experience of learning and teaching, information obtained through relevant student surveys and peer observation of teaching where appropriate.

Course co-ordinator must provide annual reports on students'

experience in a course and feedback from surveys to students and the faculty.

Educational environment is measured in the provision of formal, informal and virtual learning spaces. Physical learning spaces are measured against:



4 Quality Assurance policies and practices
4.2 Design and approval of programs

accepted learning space standards; and
student and teacher evaluations, including the effective use of
existing resources for teaching course

At the programme / faculty level

Educational outcomes must: contribute to
student qualifications; meet
accreditation requirements; and

be aligned with institutional, industry, professional and community
expectations

Standards and outcomes must be determined by the faculty and
managed by the faculty or its relevant committee.

Student survey results and analysis of educational outcomes must be
used to set standards and targets.

Benchmarking and aligning with standards across the faculty, and other
comparable institutions, and with professional disciplinary and industry
expectations, must be used to measure excellence.

Learning experience is provided through a well-designed teaching and learning
activities coherent with learning outcomes. Evaluation methods include student
surveys, reports from accrediting bodies, and programme review reports.

Dean must provide annual reports on students' educational
experience to the faculty.

Deans must provide copies of accreditation reports from external
organisations to the Senate on receipt.

Dean must provide Program Review (external) reports to the Senate on
receipt.

The quality of the educational environment is measured by the provision of formal
and informal learning spaces (facilities and resources). Physical learning spaces
are measured against:

accepted learning space standards; and
student and teacher evaluations, including the effective use of
existing resources,

At the University level

Educational outcomes prepare the student for learning, life and work
experiences, including success in accessing further study opportunities,
rewarding career paths, and contribution to the community,

Educational experience is acquired through engagement and enquiry which
challenges students with novel problems and issues at every stage of the
educational process.

Educational environment is measured in terms of the provision of physical spaces and
equipment, and virtual learning environments. The environment should support
working together to achieve excellence.

The University must evaluate the quality of outcomes, experience and
environment using methods which include:

using study survey results to Set of targets and benchmarks at
faculty and University level;
accreditation reports; and
Faculty reviews.

NOTES

Curriculum Development Policy 2019

Date adopted: 05.12.2019



4.2.6 SEUSL

1. INTRODUCTION

The South Eastern University of Sri Lanka (SEUSL) was first established as the South Eastern University College of Sri Lanka and commenced to function from 27th July 1995. It was then upgraded to the status of a fully-fledged University, SEUSL, from 15th May 1996. There are six faculties in SEUSL. The Faculties of Arts and Culture, Management and Commerce, Islamic Studies and Arabic Language, Engineering and Technology that are located in the main campus at Oluvil while the Faculty of Applied Sciences, is located at Sammanthurai.

The Vision of the SEUSL is

"An internationally renowned center in South Asia for higher learning and innovations in sciences, technologies, and humanities"

The Mission of the SEUSL is

"To provide expanded opportunities for higher learning of international standards through generation and dissemination of knowledge and innovations focused on regional and national needs, social harmony and stakeholders' empowerment and satisfaction"

The core values of guidance of SEUSL are:

Professionalism, Accountability, Transparency, Innovativeness, Diversity, Social and Environmental Responsibility.

SEUSL has defined the direction that it should follow to serve and meet the changing needs of its target market and the society at large by providing quality higher education in Sri Lanka and beyond as follows. It has been clearly highlighted in its Strategie Plan, 2019 -2023.

Excellence in Academic Quality

Excellence in Research, Innovation and Dissemination
Excellence in Addressing Social and Industrial Expectations

Excellence in Infrastructure and Human Resource Development
Excellence in National and International Collaboration
Excellence in Governance and Sustainability

1.1 RATIONALE AND BACKGROUND

The authorized apex body of curriculum development, review and approval is the Senate of SEUSL. This policy provides a rational and consistent framework for the creation, deletion and revision of the curricular and pedagogical elements of courses and assists in the completion, development, reviewing and approval of degree programmes. Curriculum development involves the effort of all the University's members to create, sustain and change modules, programmes of study and other activities supporting learning and skills development. Faculties are to support teaching and curriculum development initiatives and should all try to sustain proposals which will be the principles of the University's curriculum policy. In pursuance of this Policy, the University's programmes of study should:

Be offered to all students irrespective of gender, ethnicity or disability, educational opportunities appropriate to an institution of higher education, with the support which they need in order to realize those opportunities.

offer programmes of study and modules congruent with the University Mission and Vision;
Provide a wide range of entry levels for programmes and facilitate progression through levels of achievement.

IV. Encompass a broad range of subjects, with a mix of appropriate core, optional and elective subjects.



4 Quality Assurance policies and practices

4.2 Design and approval of programs

- Offer an appropriate range of methods of teaching and learning related to the objectives of each subject, which, as far as can be reasonably anticipated, do not present any non-justifiable disadvantage to students with disabilities.
- VI. Promote the development of knowledge with critical judgment, understanding and ability.
 - VII. be of high quality and assessed by standards which are widely communicated;
 - VIII. Lead to qualifications at appropriate levels of competence and achievement, including appropriate high-level core and transferable skills.
 - IX. Be relevant to external opportunities for graduates, including employment, appropriate professional accreditation, and further study.

Therefore, curriculum development, review and approval may be required for many reasons including, but not limited to, the following:

- Changing academic, industry and/or community needs. Changing pedagogy or instructional methodologies.
- Changing student needs.
- Changing national, provincial and/or professional association standards; and/or new directions and initiatives from the government.

1.2 THE MANDATE OF THE UNIVERSITY

The mandate of South Eastern University is to teach, conduct research, provide consultancy and community services in accordance with the University's act and the South Eastern University Management Guide (Standard of Practices, SOP). In general, the Universities are required to:

- Provide directly or in collaboration with other institutions of higher learning, facilities of University education (including technological, scientific and professional education), the integration of teaching, research and effective application of knowledge and skills to the life, work and welfare of the citizens of Sri Lanka.
- Participate in the discovery, transmission and preservation, and enhancement of knowledge and to stimulate the intellect, participation of students in the economic, social, cultural, scientific and technological development of Sri Lanka.
- Provide and advance University education and training to appropriately qualified candidates, leading to the conferment of degrees and award of diplomas and certificates and such other qualifications as the Council and the Senate shall from time to time determine and in so doing contribute to manpower needs.
- Conduct examinations for such academic awards as may be provided in the statutes pertaining to the University.
- Examine and make proposals for new faculties, institutes, departments, resource and research centers, degree courses and subjects of study.

1.3 OBJECTIVES OF THE POLICY

The general objective of the policy is to ensure quality academic programmes in South Eastern University of Sri Lanka that meet and exceed customer requirements as well as comply with regulatory requirements.

Specific Objectives include to ensure that:

- All academic programmes are regularly reviewed for continued relevance and quality
- New customer/industry/regulatory requirements are factored into existing academic programs

1.4 POLICY STATEMENT

The South Eastern University of Sri Lanka is committed to regularly develop quality curriculum/ programme that addresses the needs in the market. The University is further committed to review its existing programs for ensuring its relevancy to the current needs, quality improvement, and for further development. The review of the academic programs/curricula shall be based on the guidelines

provided in this policy, in line with the strategic plan of the SEUSL, 2019-2013 and Sri Lanka Qualifications Framework (SLQF/QAC/ UGC, 2015).

This policy spells out guidelines of curriculum development, review and approval. The objectives of this policy shall be to guarantee that demand-driven programmes are developed and implemented, programmes are up to date and meet the needs of the learner and to ensure prompt responses to programme deficiencies when detected.

SCOPE (DEPARTMENTS AND/OR PARTIES TO WHICH THIS POLICY APPLIES)

Chair/ Coordinator of Curriculum Development, Review and Approval committees (CDRAC) of Senate and Faculties
Deans/ Faculties and Directors - CEDPL, SDC, etc. Faculty Members
Registrar Students

CURRICULUM DEVELOPMENT COMMITTEE

3.1 CURRICULUM DEVELOPMENT COMMITTEE (CDC) - SENATE AND FACULTY:

The main curriculum committee of the SEUSL functions as a standing committee of the Senate that is charged with ensuring the curriculum development and review at Faculty and are consistent with approved processes undertaken in full compliance with Sri Lanka Qualifications Framework (SLQF). The Committee receives Curriculum for all new programmes, credit courses for development, approval and review OR for deletion or major revisions or minor revisions to existing credit courses from the faculties. Upon the recommendation of this committee, the Senate may grant final, formal approval.

A similar committee functions at the faculty level for developing and screening the curriculum before sending them to the respective faculty board and finally to the Senate.

3.2 COMPOSITION OF SENATE SUBCOMMITTEE OF CURRICULUM DEVELOPMENT (SENATE CDC)

3.2.1. Membership

The members of the CRAC are as follows:

Chair:

A Senior Professor/ Professor/ Senior Academic who is very familiar with curriculum development, review and quality assurance aspects about study programmes and SLQF appointed by the Chair of Senate on the recommendation of Senate.

Members:

One senior member of academic staff from each Faculty or chair of Faculty CDC who is knowledgeable in the course and curriculum design and nominated by the Dean;
Director/ CQA

3.2.2. Term of Office

The term of office of all ex-officio, appointed and nominated member is for two years.

3.2.3. Gender Representation Objectives

Gender representation shall accord with the Gender Representation on Decision- Making and Advisory Committees Policy of SEUSL.

3.2.4. SENATE CDC - Terms of References (TORS)

The Committee Chair will communicate annually to Faculty/Department regarding the processes of curriculum Guideline/Continuing study programme submissions as per the Key Performance Indicator (KPIs) and remind them of the requirement specified in the Curriculum Development, Review and Approval policy that "all courses must be reviewed regularly (not less than every five years) by Departments or Programs to ensure that they are educationally current and up to date;



4 Quality Assurance policies and practices
4.2 Design and approval of programs

On behalf of the Senate, the committee will receive and review the Curriculum or major course amendment that has been proposed by the appropriate Faculty and analyzed data of all course evaluations of particular faculty.

when the Committee is satisfied that process has been followed and policies adhered to, the Chair will recommend to Senate that it approve the curricular addition, deletion or change;

- IV. When the Committee is not satisfied with the process that has been followed, and/or finds that the documents do not adhere to CDRA policy/ SEUSL or SLQF, the Chair will communicate queries or concerns to the Dean, and clearly indicate any changes required before approval can be recommended to Senate

3.3 FACULTY SUBCOMMITTEE OF CURRICULUM DEVELOPMENT (FACULTY CDC)

3.3.1. Composition of the Committee: The Dean/ Faculty

All Heads of the Departments and Coordinator/s of teaching Unit/s of the Faculty
Four members nominated from Faculty Board Coordinator/ IQAC

3.3.2. Chairman, secretary, convener and student representatives

Chairperson of the Committee shall be a Senior Professor/ Professor/ Senior Academic appointed by the Faculty Board from among the four nominated members of the Committee.

Secretary of the Committee shall be appointed by the Faculty Board from among the four nominated members of the Committee.

Assistant Registrar / Faculty shall convene all meetings of the Committee.

In addition, two student representations and faculty member relevant to the subject concerned will be invited on-invitation.

3.3.3. Terms of office:

All nominated members are appointed for two years and could be suspended from committee activities if they miss three meetings consecutively or more during the year or in case of a resignation and termination. In such cases, the Faculty Board shall nominate a replacement for the balance period.

3.3.4. Duties and Responsibilities of the Committee

Implement curriculum development, review and approval policy of SEUSL

Sole statutory body of the Faculty Board/Faculty to handle the curriculum matters.

Review existing curricula of all study programs and departmental course requirements periodically. Review and recommend any proposed changes to the existing curricula. Study and make recommendations to the Faculty Board about the curricula of new courses and programs.

Ensure that all curricula, where applicable, are in line with Sri Lanka Qualifications Framework requirements or other accreditation boards

3.3.5. Meetings of the Committee

The committee shall meet regularly at least once a month. The Chairperson appointed by the Faculty Board shall preside at all meetings of the Committee and in his/ her absence, due to temporary inability to attend the meeting; a pro-team chairman may be elected from among the members to chair such meetings.

A majority of the members of the committee shall constitute the quorum for meetings of the committee. The secretary shall keep the record of the meetings in writing and such minutes shall be circulated to all members of the committee within one week from the date of which the meetings were held. Decisions and recommendations made such meetings shall be placed before the next immediate meeting of the Faculty Board for formal approval.



3.4 COURSE/ PROGRAMME AMENDMENT PROCESS

The University's course amendment process is intended to provide a framework for the modification and enhancement of courses so that they continue to accord with the institutional strategic plan and national expectations and to be of a standard appropriate to the qualifications to which they lead. It is a requirement of the University that a clear and complete definition of an award is maintained. Two procedures are detailed below:

- Small amendments to programme and modules,
- Major course/ module amendments or more significant changes.

3.4.1. Purpose of Amendments

The University recognizes that in order to maintain the legality (both academically and professionally) of an award and to respond to market forces, it is necessary to enable course teams to propose amendments to awards without necessitating a full revalidation of the provision.

This process will consider the validity of the courses in light of developments in the sector, in research and pedagogy.

The process will evaluate whether the students are attaining the intended learning outcomes and whether the assessment regime enables this to be appropriately demonstrated.

IV. Course Amendment is an enhancement process that aims to improve the learning, teachings, and assessments of students.

The courses will also need to continue to align with their aims and the University's strategy and mission.

VI. The University requires that all awards are presented for re-approval as detailed in the validation process.

3.4.2. Nature of Amendments

Amendments that need the approval of University Grant Commission.

Minor amendments that need the approval of Faculty Board.

Major amendments that need the approval of Faculty Board, Senate and Council.

Amendments that need the approval of University Grants Commission.

The University Grants Commission has instructed all universities under the UGC to obtain approval for all undergraduate and postgraduate degree/diploma programs offered by them. The UGC has prescribed specific application forms for this purpose. The following amendments need the approval of University Grants Commission (as per the 106th Standing Committee of the QAC/ UGC).

Changes to the number of academic years required for the study program

Changes to SLQF qualification type with designators and qualifiers

Changes to SLQF exit level

Changes to admission criteria (only for SLQF Level 5 and 6)

VI. Termination of the entire program

VII. Introduction of a specialization / majoring area in an existing degree program

VIII. Deleting or substituting one or more specialization / major or minor area in an existing degree program

Approval of the UGC is not required for other types of revisions, including periodic revisions and changes to the By-Laws, which should be approved by the Senate and Council of the University through the accepted curriculum / program approval procedure of the respective University.

Minor amendments that need the approval of Faculty Board.



4 Quality Assurance policies and practices
4.2 Design and approval of programs

Any changes that do not need a major change in course content, examination process, and credit values, and a semester at which it is offered. Approval of the respective Faculty Board alone may be sufficient for the following types of revisions, provided they do not require changes to the by-laws of the relevant degree programme or changes to the Senate-approved assessment structure of the course. More details are available in the Table 1.

These do not require review and final approval of the Senate for the implementation.

Change in the content of only one course that is less than 30% of the total course content (inclusion or deletion or replacement etc.);

If more than one course is amended at a time, it should be considered as a major change;

Changes in lecture/session titles, Changes in the content of course units,

Changes in the learning/teaching modalities (delivery methods),

Changes in the assessment tasks and tools and number of tasks in each assessment component.

Major amendments that need the approval of Faculty Board, Senate and Council

Any change that needs a major change in course content, examination process, and credit values, and a semester at which it is offered;

Any change that is needed to be included in the admission card to the students, to be notified to examination branch in terms of releasing results or include in the final transcript of the degree programme;

Change in the course content that is more than 30% of the total course content (inclusion or deletion or replacement etc.).

These require reviews by the curriculum committee of both Faculty and Senate.

The approval of the Senate is mandatory for the implementation of amendments. (More details are available in Table).

In addition to the above amendments generally, any two or more courses should not have at least one of the following:

Same course code Same title

More or less similar/ identical titles

Same/ identical/ equivalent content but with different titles or different codes Similar/ identical intended learning outcomes (ILOs)



Table 5: The approval of the Senate is mandatory for the implementation of amendments

S. No.	Minor Amendments	Major Amendments
1	Editorial changes in course content	Expiry of a degree programme (Maximum of 5-year permitted)
2	Typographical corrections and clarifications	Changing a course/ subject from the core (main) to optional in a degree programme
3	Addition or deletion of prerequisite courses	Change in credit value/ volume of learning
4	Updating of learning resources	Change in course code
5	Minor changes in ILOs or in content that do not affect learning outcomes	Change in the title of the course
6	Minor Changes in Assessment methods/ marks allocations for different assessment methods	Change in a semester offering of a particular course
7	Changes in the recommended readings	Addition of new course/ module / subject
8	Minor changes in the balance of learning, teaching, independent study hours, etc.	Discontinuation of a module/ course/ subject
9	Adding new optional modules to a degree programme	Major changes in ILOs
10	Editorial changes in course content	Addition or deletion of changes to the mode of learning strategies (i.e. From theory to theory and practice and vice versa)
11	Typographical corrections and clarifications	Significant changes to learning, teaching and assessment strategies
12		Increase or decrease in the total number of credits for a subject (i.e. English subject – the number of credits increased from 18 to 24)
13		Introduction of a new pathway on a programme (Early exit or fall back option)
14		Multiple course changes within a subject
15		Curriculum re-design
16		Cumulative minor amendments
17		Amendments of new top-up routes (credit accumulation or credit transfer)



CURRICULUM DEVELOPMENT, REVIEW AND APPROVAL PROCEDURES **KEY ROLES AND RESPONSIBILITIES**

The main responsible of Curriculum Development, Review and Approval policy shall be the Deputy Vice-Chancellor (Academic Research and Student Affairs) - DVC (A & SA). At present, the Senate and its subcommittee CRAC of the SEUSL are responsible since there is no cadre of DVC (A & SA) available.

DVC (A & SA) will have overseen of curriculum development and review process. The DVC (A&SA) will liaise with all those involved in the process to provide advice and guidance, act as an internal validation panel member.

The Chair of CRAC shall have effective supervision of curriculum development and continuous review process. The Chairperson will liaise with DVC (A & SA), Deans of Faculties, Heads of Departments and Academic programme coordinators regarding coordination, preparation and undertaking development and review activities with respect to curriculum. The director/ CQA will endorse the programme before it is sent to the QAC/ UGC.

4.2. PROCEDURAL AUTHORITIES:

The following diagram shows the phases through which a new degree program will take steps before reaching to the final submission point. However, some steps may vary depending on the purposes (E.g. Introducing a core course/ module, changes in the volume of learning of subjects, etc.)

4.3. CURRICULUM DEVELOPMENT GUIDELINES.

The following standards shall guide development of an academic programme in South Eastern University of Sri Lanka.

An academic programme shall facilitate a balance learning process, ensuring that the students are able to acquire such cognitive, effective and psychomotor skills as are consistent with educational goals and aspirations.

Each level of the academic programme shall be differentiated by specific attributes. Higher levels of academic programmes shall require more complex attributes according to blooms taxonomy.

A thesis, project or dissertation shall be an original research document submitted in support of candidature for a given postgraduate degree or professional qualification presenting the author's research and findings.

An academic programme structure shall be aligned to a standard format as provided for by the QAC/ UGC and shall include the background information of the University, information on the various programme facets and details on academic resources for the support of the programme. Academic programme title shall be reflective of its overall content.

South Eastern University of Sri Lanka academic programme shall clearly articulate the academic organization and structure of its programmes.

The rationale of the academic programme shall be convincing and evidence-based.

The expected learning outcomes of a programme shall be learner-centered and concisely and precisely articulated.

The quality of an academic programme shall not be compromised by the mode of delivery of the programme, and shall promote student engagement.

The content of a given academic programme shall be systematically presented, relevant and aligned to South Eastern University of Sri Lanka, national and global goals and trends.

Courses of an academic programme shall have distinct course codes.

Procedures for evaluation of courses of a given programme shall be clearly documented.

An academic programme shall be effectively managed and the structures, mechanisms, and processes for the same should be clearly documented if,

An academic programme shall be supported by adequate full-time staff holding requisite academic qualifications.



- IV. An academic programme shall be guided by an appropriately qualified academic leader. The academic programme shall be supported by appropriate and adequate facilities and equipment.
- VI. An academic programme shall be supported by current resources and materials.
- VII. The respective Faculty and University as an overall entity shall conduct self-assessment of its programmes at regular intervals
- VIII. Structures shall be put in place by CQA for continual assessment of its academic programmes for quality and efficiency (Annex I - Graduate satisfaction survey, Annex II - Alumni survey, Annex III - Peer review form, Annex IV - Evaluation for 2nd examiner)

4.4. THE RATIONALE OF CURRICULUM REVIEW

Curriculum review may be initiated where curriculum accreditation changes or where serious performance issue is identified through monitoring process. Issues that may lead to an unscheduled curriculum review may include, but are not limited to:

- Expiry of existing curriculum (Maximum 5 year)
- Other minor and major factors or changes associated with the programme
- Poor student outcomes.
- Negative student feedback.
- Evidence of decline in academic standards
- Changes to student enrolment patterns.
- Course restructures
- Change to industry or other external requirements

4.4.1. Curriculum Review Policy Principles.

Curriculum review shall identify strengths to be built on and opportunities for improvement.

Curriculum review shall strengthen engagement by staff, students and other relevant stakeholders.

Curriculum review process shall be rigour, transparent, accountable, collegial and objective.

Curriculum review process shall include a clear statement of scope and terms of reference for the review.

- IV. Curriculum review process shall include clearly defined responsibilities for all stages of review. Curriculum review process shall have a clear realistic timeframe.
- VI. Curriculum review process shall have reference to stakeholder's feedback
- VII. Curriculum review process shall have a clear reference to relevant institutional key performance indicators and relevant data.
- VIII. Curriculum review process shall have a clear reference to SLQF, relevant external standards, and benchmarks.
- IX. Curriculum review process shall have clear appropriate approval, reporting, communication, and implementation of the outcomes of the review.

4.4.2. Scope of Curriculum Review

Curriculum review shall be comprehensive and be able to assess the continuing validity and relevance of the programme in light of the following:

Effectiveness of academic programme in supporting the Mission and Vision of SEUSL.

The quality of learning environment for both undergraduate and postgraduate students.

Quality of academic programmes teaching, creative and research within a disciplinary context.

Adequacy and effective utilization of resources by the Academic Programme.

The effect of changes, including those which are cumulative and those made over time, to the design and operation of the programme.

The continuing availability of staff and physical resources.

Current research and practice in the application of knowledge in the relevant discipline(s), technological advances, and developments in teaching and learning.

Changes to external points of reference, such as subject benchmark statements, relevant Professional, Statutory and Regulatory Bodies (E.g. QAC/ UGC) requirement.



4 Quality Assurance policies and practices
4.2 Design and approval of programs

Changes in student demand, employer expectations and employment opportunities.
Data relating to student progression and achievement.
Student feedback, including the relevant undergraduate satisfaction surveys (Annexures V, VI, VII, - student's feedback form (all types), Annex VIII - undergraduate satisfaction survey)
Academic programme against other comparable peer programmes as appropriate.

4.4.3. Curriculum Review schedule

South Eastern University academic programmes shall be reviewed for every five (5) years.
Senate shall finally approve the curriculum.

Course review shall be done at the end of each semester using the course review form (Annex IX - Course review form)

IV. IQAC shall prepare a compiled report on course review. The report will be forwarded to the Faculty Board for recommendation and followed by the Senate for endorsement.

DVC (A&SA) or Chairperson of Senate CRAC shall ensure course and programme review happens as per the (i), (ii), (iii) and (iv) above.

PROGRAMME WITHDRAWAL

In the event of a decision to discontinue a programme, the DVC (A&SA) or Chairperson of Senate CRAC shall take measures to notify and protect the interests of students registered for, or accepted for admission to the programme. Senate shall approve the withdrawal of any programme upon satisfaction of the grounds of withdrawal and the University Council and UGC will be notified appropriately.

STUDENT ASSESSMENT POLICY PART 1

- PRELIMINERIES

Policy is binding

This policy binds the University, staff, students and affiliates.

6.2. Statement of intent This policy:

Brings together into a single document of all the policies with regard to University's approach to assessment and examination.

Is meant to avoid the unnecessary excessive workloads to the students, and to ensure that all students are treated equally.

Supports students' development and progressive demonstration of graduate attributes.

Shall apply to all undergraduate courses, offered by the University, that are evaluated by any form of assessment.

Shall be applied, appropriately modified, to courses of less than a 15-week duration (SLQF 4 or below).

Ensures that students may come forward in cases of perceived violation of the Student Assessment Policy. The matter may, as appropriate, be confidentially referred to the Head of the Department / Dean of the Faculty / Vice Chancellor to ensure the spirit of the Student Assessment Policy is respected.

6.3. Application This policy applies to:

Staff and affiliates;

All students enrolled to the study programmes.

PART 2 - PRINCIPLES AND POLICIES

6.4. General

Assessment is the process of forming a judgment about the quality and extent of student achievement or performance.

The aims of assessment include:

Improving the quality of the curriculum (courses and programs); Evaluating the effectiveness of the teaching process and facilitating continuing improvement;
Improving and promoting subsequent learning through feedback that is clear, informative, timely and relevant;
Formally certifying achievements for external audiences; and Accountability to the University, accrediting bodies, employers and the wider community.
Assessment methods may take a variety of forms. The key criterion for choice among methods should be appropriate to the learning outcomes.

6.5. Assessment principles and their implementation

The following principles apply to assessment at the University. Assessment practices must advance student learning.

Assessment practices must be communicated clearly to students and staff.

Assessment practices must be valid and fair.

Assessment practices must be continuously improved and updated.

The University's assessment principles will be implemented in accordance with Examination By-Laws.

PRINCIPLE 1: ASSESSMENT PRACTICES MUST ADVANCE STUDENT LEARNING

This principle expects that:

Assessment practices align with goals, context, learning activities and learning outcomes.

A variety of assessment tasks are used while ensuring that student and staff workloads are considered.

Assessment tasks reflect increasing levels of complexity across a programme and facilitate enquiry-based learning.

Constructive, timely and respectful feedback develops students' skills of self and peer evaluation and guides the development of future student work.

PRINCIPLE 2: ASSESSMENT PRACTICES MUST BE COMMUNICATED CLEARLY TO STUDENTS AND STAFF

This principle requires that:

During the first week of class, students shall be provided Course Outlines (i.e. Course Overviews) which communicate the purposes, timing, weighting and extent of assessment in sufficient detail to allow students to plan their approach to assessment. In the event of extraordinary circumstances beyond the Course in-charge's control, the evaluation scheme in a course is subject to change, provided that there be timely communications to the students regarding the change.

Course outlines explain the rationale for the selection of assessment tasks (e.g. Quiz) in relation to learning outcomes.

All staff involved in teaching a course unit share a common understanding of assessment practices.

The process of marking and of combining individual task marks is explicitly explained in the unit outline.

PRINCIPLE 3: ASSESSMENT PRACTICES MUST BE VALID AND FAIR

This principle requires that:

Assessment tasks are authentic and appropriate to the respective discipline and or professional context.

Assessment incorporates rigorous academic standards related to the discipline(s) and is based on pre-determined, clearly articulated criteria with which students actively engage.



Students' assessment will be evaluated solely on the basis of students' achievement against criteria and standards specified to align with learning outcomes.

Assessment practices address issues of equity and inclusiveness to accommodate and build upon the diversity of the student body so as not to disadvantage any student.

There should be more than one assessment for each course.

In courses where failure to complete a specific assignment or activity, or failure to achieve a passing grade for that assignment or activity would prevent the student from passing the course, this stipulation must be stated clearly in the course outline. The assignment or activity in question, if it is assigned a percentage value, must be worth not less than 5% of the final course grade.

Students with disabilities have the right to request reasonable facilities in fulfilling the assessment requirements in a course in accordance with the SEUSL Policy for differently abled students.

Students, who produce a valid documented reasons (such as illness or family tragedy), cannot sit/submit a required assessment in a course on providing satisfactory proof of their inability, may apply in accordance with the Faculty procedures relating to deferred assessments for permission to undertake a deferred assessment or receive another type of assessment, provided the application is made within a timeframe that is in accordance with Faculty procedures. (Note: This is not applicable to end of semester examinations of the undergraduate studies).

Students who without a valid documented reason fail to submit/sit an assessment shall receive a grade of F (Fail) or Incomplete (I) for the Assessment.

Students who have already submitted an assessment cannot subsequently request for the assessment to be deferred.

PRINCIPLE 4: ASSESSMENT PRACTICES MUST BE CONTINUOUSLY IMPROVED AND UPDATED

This principle requires that:

Assessment tasks and outcomes are moderated through academic peer review and used to inform subsequent practice.

Assessments are regularly updated to ensure alignment with programme learning outcomes or graduate qualities.

3) Professional development opportunities that are related to design, implementation and moderation of assessment are provided to staff.

6.6. Language of Assessment

Students are permitted to use English only in completing any form of assessment other than assessments in courses in which acquiring proficiency in a language is one of the objectives or the course is taught in a language other than English

6.7. Result Grades

The University will award result grades as set out by the Faculties for their study programmes.

A student who completes a course for which only a pass or fail result is available will be recorded as having satisfied requirements of semester based system.

6.8. Academic concession due to illness, injury or mishap

The Faculty is committed to supporting students in their academic pursuits. Students may request academic concession in circumstances that may adversely affect their attendance or performance in a course unit or programme. Generally, such circumstances fall into one of two categories, conflicting responsibilities and unforeseen events.



Conflicting responsibilities include, but may not be limited to: representing the University, the Province or the Country in a competition or performance; and having responsibility for the care of a family member and or any other situation accepted to the Faculty Board and the Senate.

Unforeseen events include, but may not be limited to: ill health or other personal challenges that arise during a term

Students who intend to, or who as a result of circumstance must, request academic concession must notify through their Head of Department to the Dean as specified in the relevant section(s) of Faculty Student Handbook.

Special consideration is provided in circumstances where well-attested illness, injury or mishap occurs during a semester or at the time of an examination. It is an academic judgement which depends on the nature of the illness, mishap or injury and its impact in relation to assessment or examination.

Students with conflicting responsibilities have a duty to arrange their course schedules so as to avoid as much as possible any conflicts with course requirements. Students with such responsibilities are also required to discuss with their course instructor(s) and mentors at the start of each semester, or as soon as a conflicting responsibility arises, any accommodation that may be requested. Instructors may not be able to comply with all such requests especially if the academic standards and integrity of the course or programme could be compromised.

Students who, because of unforeseen events, are absent during the semester and are unable to complete tests or other graded work (continuous assessment only), should normally discuss with their instructors/ Lecturers how they can make up for missed work, according to written guidelines given them at the start of the course.

The academic concessions that may be granted include the following: permission to drop a course after the normal deadlines and/or deferment from the course. When student is ready to continue the academic work, documentation from a medical or counselling professional sufficient to satisfy the University that the student is ready to continue studies may be required before the student will be re- enrolled.

All requests for special consideration must be genuine and made in good faith. Attempts to use special consideration as a means of gaining an unfair advantage in an assessment must be rejected.

Making a request for special consideration that is not genuine or in good faith may lead to disciplinary action against a student.

A request for special consideration does not guarantee that the request will be granted.

Special consideration must not be granted for:

Balancing workloads from other units of study, disciplines or faculties;

Information and communications technology-related problems, except where they could not have been prevented, avoided or the effects minimized by reasonable diligence by the student; or

Jury service, military service, national sporting, religious or cultural commitments or other unforeseen events for which special arrangements may be provided in accordance with this policy.

Special consideration granted to one or more students should not disadvantage other students.

6.9. Student with a disability

Students with a permanent or temporary disability who have registered with the University's Welfare Division, and have satisfied the University's requirements for supporting documentation, may be eligible for reasonable adjustments and or accessible examination and assessment arrangements.

Welfare Division will determine the student's eligibility for adjustments and inform the student and faculty of the required reasonable adjustments.

Students wishing to apply for accessible examination and assessment conditions must make their application through Dean of the Faculty within specified timeframes.



- 5) Accessible examination and assessment conditions include, but are not limited to:
- Extra time for reading, writing, resting or toilet breaks;
 - Examination papers in alternative formats;
 - Use of assistive technology;
 - Using a designated room and experienced supervisors;
 - Using a separate room with assistive technology;
 - Re-scheduling and or spacing of examinations into the deferred examination period.

6.10. Review of Assessments by Student:

Subject to reasonable administrative arrangements and provided the request is made by a student within a reasonable time after the notification of a mark, every student has a right to consult any written OR formative assessment for which he/she has received a mark and a right to receive an explanation of this assessment from the Instructor/Examiner.

Provisions shall be made for undergraduate students to submit requests for verification of their examination marks and grades if they wish to do so, particularly for the end-of semester/ final examinations as per UGC Circular No. 978 (2012)

PART 3 - CONDUCTING EXAMINATIONS

6.11. Written assignments other than examinations

Submission of Written Assignments other than Examinations:

Academic members shall ensure that Students are provided with sufficient time to complete in-term written Assignments prior to the commencement of the final examination period.

Unless otherwise provided by the Unit/Faculty, the due date for in-term written Assignments shall be no later than the last day of classes

as specified in the faculty academic calendar for the particular semester.

IV. Penalties for late submitted assignments must be stated in the course outline if any available.

Plagiarism:

When the academic has reasonable cause to suspect that a student has represented the work of another person as his or her own, the faculty may take any reasonable means to verify the originality of the work including the use of text-matching software.

Necessary actions must be taken as specified in Academic Charter/ Honesty Policy.

6.12. Examinations

This has reference to the SEUSL Senate approved documents on examination procedures and guidelines (Please refer Appendixes IX and X for more details).

1) Pre-requisites to Examination:

A Student's right to take an examination is contingent on:

Being registered in the Course;

Being able to produce valid student identification before and during the examination; and

The fulfilment of any course requirements (e.g. required percentage of attendance, required minimum marks earned from continuous assessment/ sat/ submitted continuous assessments), for taking of the examination.

Nature:

Examinations shall be "closed book" examinations unless otherwise specified by the examiner.

3) Content:

The content of the examinations in a course shall be substantially changed each semester.

4) Language of Examination:

Examination questions shall be set in the language English or in other appropriate languages in which:

The Course is taught; or

The Student's proficiency is being assessed.



Invigilation/ supervision:

All written examinations other than take-home examinations shall be invigilated by the invigilator / supervisor or designate, or by an individual appointed by the University.

Use of Computers, Equipment, Tools or Aids, Electronic or Other devices by Students:

Use of computers and other equipment, tools or aids, electronic or other devices, during the course of an examination is prohibited unless expressly permitted by the

Where the use of items referred above is permitted in the course of an examination and when students shall comply with all restrictions imposed on such use.

Confidentiality of Examination Questions:

All examination questions are confidential and shall be returned to the lecturer/ invigilator / supervisor unless otherwise determined by the lecturer/U nit/Department/Faculty (confidential papers may be retained).

8) Procedures for conduct of examinations

The University/Faculty shall develop procedures governing the administration and conduct of examinations which shall include:

Seating arrangement for students;

The time constraints on entry to and exit from an examination room;

The circumstances for, and conditions under, which students may leave and re-enter an examination room;

The attire not to be a hindrance for student identification during the examination.

The personal items (electronic or other), if any, to which students may have access during the taking of an examination;

The interruption of any examination by an external event;

The administration of multiple-choice examinations.

Time durations, structure of the examination paper

6.13. Faculty student assessment procedures

Faculties may develop student assessment procedures (summative and formative) provided they are consistent with this Policy and Examination By- Laws of SEUSL.

6.14. Responsibilities for implementation of assessment policy

Senate is responsible for:

I. Ensuring that assessment practices comply with this policy; and

Ensuring that assessment practices and procedures are monitored and reviewed at the level of faculties in accordance with this policy, and that changes to assessment practices are made where appropriate as a consequence of such review.

Appointing principal examiners (setters, moderators, first and second examiners; external examiners for disciplines or courses and for the programme)

The Registrar is responsible for:

Overseeing the release of results to students; and

Overseeing the conduct of examinations.

Deans and Faculty Board are responsible for:

Ensuring that this policy is contextualized and implemented in all programmes and units for which the faculty is responsible;

Ensuring that faculty practices and standards in relation to assessment are consistent with this policy and any associated procedures; and

Appointing a responsible coordinator where the teaching of a course is shared by more than one department.



- IV. Recommending the senate principal examiners (setters, moderators, first and second examiners; external examiners for disciplines or courses and for the programme)
Heads of Departments are responsible for:
Ensuring that this policy is contextualized and implemented in all programmes and units for which the academic unit is responsible;
Recommending the Faculty Board principal examiners (setters, moderators, first and second examiners; external examiners); and
Appointing course in-charges / coordinators.
Unit coordinators and or principal examiners are responsible for:
Developing and implementing an assessment strategy which is consistent with this policy and any associated procedures;
Managing the moderation of assessment design and marking to ensure the validity and reliability of assessment within the unit;
Ensuring that assessment requirements for a unit are discussed and understood by all members of staff involved in teaching and assessment, including seasonal and casual teachers;
and
- IV. Monitoring and reflecting on student assessment outcomes and student feedback data to make changes to the assessment strategy for the unit in light of the review, as appropriate.
Unit lecturers and tutors are responsible for:
- I. Assessing student work fairly, consistently and in a timely manner;
Providing timely feedback which enables students to further improve their learning and performance wherever possible; and
Advising students in relation to expectations relevant to specific assessment tasks.
Students are responsible for:
Actively engaging with assessment tasks, including carefully reading the guidance provided, spending sufficient time on the task, ensuring their work is authentic and their own (whether individual or group work) and handing work in on time;
Actively engaging in activities designed to develop assessment literacy, including taking the initiative where appropriate (e.g. Asking for clarification or advice);
Actively engaging with and acting on feedback provided;
- IV. Providing constructive feedback on assessment processes and tasks through student feedback mechanisms (e.g. Student feedback surveys or student representation on committees); and
Familiarizing themselves with university policy and faculty procedures and
- VI. acting in accordance with those policy and procedures.



4 Quality Assurance policies and practices
4.2 Design and approval of programs

4.2.7 MUST

According to the implementation of CDIO approach, MUST follows general CDIO guidelines (translated manuals and guidelines can be found with the **QR-Code** or at <http://www.cdio.edu.mn/pages/10>) to design undergraduate and graduate courses. In addition, there are the general requirements of higher education design approved by the ministry of education and science. For the approval, the general academic council of MUST is the last main body to approve the programs. Regulation of the council can be found at Rule of the MUST academic council https://must.edu.mn/mn/khutulburiin_khoroo/ (only Mongolian version seems available). Before that the program shall be supported by the sub-academic council of each engineering school and other stakeholders such as professional associations.



Figure 7: Guideline for Design and approval of programmes at MUST

4.2.8 NUM

Guidelines for design and approval of programs can be found in the regulation under the title "Procedures of the general curriculum committee of the NUM" via the following QR-code or the link: <https://www.num.edu.mn/en/Home/Admission>



Figure 8: Link to the guideline for design and approval of programs of NUM

4.2.9 SAT

Documents are available, but only in Chinese.

4.2.10 IMUFE

Some parts of following documents (listed §2.1) contribute together for the design and approval programmes.

- Teaching Regulations and Implementation Standards
- Measures for the Administration of External Teachers
- Teacher's Self-edited Textbook Management Measures
- Textbook Management Measures
- Teaching Guideline
- Management Measures for Double Bachelor's Degrees and Minor Majors
- Regulations on the identification and handling of teaching accidents
- Regulations on Suspension, Transfer, Substitute and Make-up of Courses
- Constitution of Teaching Supervision Committee
- Academic Affairs Department Service Commitment Regulations
- Teaching Secretary Job Responsibilities



4.3 Student-centered learning, teaching and assessment

In the European Higher Education Area the following standard for student-centered learning, teaching and assessment is given:

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach. (ESG, 2015)

The following table shows at which institution a good practice example for student-centered learning, teaching and assessment exists. If an English version was available, it has been included in this collection and can be found on the following pages.

Table 6: Overview of existing examples of good practice for student-centered learning, teaching, and assessment.

Country	Institution	Good practice available
NO	NMBU	yes
DE	THOWL	yes
PL	UWM	yes
SL	UoP	yes
	RUSL	yes
	SEUSL	yes
MN	MUST	yes
	NUM	yes
CN	QUT	yes
	SIAT	yes
	IMUFE	yes



4 Quality Assurance policies and practices

4.3 Student-centered learning, teaching and assessment

4.3.1 NMBU

For each course the NMBU has anonymous student surveys where questions regarding to student-centered learning, teaching and assessment are raised. Lecturers and department heads will get the scores, which are taken into account when restructuring or changing courses. This process ensures the student-centered learning, teaching and assessment. This process also assures the quality of the content and structure.

4.3.2 THOWL

Pedagogical methods

Different forms of teaching are used at TH OWL (lecture, seminar practical, exercise). The teaching is supported by the learning platform eCampus (ILIAS). This offers an extensive range of learning materials, such as lecture recordings and scripts, exercises, instructional videos or internship instructions, which can be accessed regardless of time and place. In addition to the courses, you will also find interdisciplinary advisory services and offers such as language training or soft skills courses to improve learning and study techniques. In addition, digital learning rooms are available for joint learning in groups with various communication options.

Course evaluation and Module evaluation

Within two years, all courses must be evaluated at least once. The basis for the evaluation of courses shall be surveys of students by means of a questionnaire. In the case of courses taught by several teachers, it shall be made clear to which teacher the evaluation refers. In the case of module evaluations, the interaction and coordination of the individual courses of the module shall be inquired about.

Teaching Award

Excellent teaching is a trademark of the TH OWL. The university accords a very high level of importance to the quality of its teaching and to continuous quality improvement. Since 2009, the steering committee of the TH OWL has given out the teaching award to honor highly committed instructors and provide public recognition for their service. Instructors are nominated by their students.

4.3.3 UWM

In order to achieve high-quality education, an Internal Quality Assurance System is introduced. Education at the University of Warmia and Mazury in Olsztyn specifies principles of its functioning.

The integral elements of the System are:

- the University's mission and quality policy, defining objectives and an assurance strategy and improving the quality of education, including activities promoting the quality of teaching,
- institutional background and organizational structure, ○
- education quality documents,
- procedures for ensuring and improving the quality of education, taking into account the use of, application and dissemination of the best university, national and international patterns in the field of didactics,
- survey research.

Taking into account the development of the didactic process, by improving the quality of education, as well as taking into account national and international patterns and standards of education, and referring to the mission and program of the University's development, priority activities in the quality policy are:

- monitoring and verification of learning outcomes at all faculties and levels and education profiles, taking into account:
 - tools and methods for verifying the achievement of the intended learning / learning outcomes,



evaluation of the effectiveness of the selection of didactic tools and methods to achieve the intended goals learning / learning outcomes,
participation of labor market representatives in the definition and assessment of learning / learning outcomes suitability in professional practice,
monitoring the fate of graduates in order to test the convergence of the intended effects education / learning with the needs of the labor market,
mechanisms of corrective actions and improvement of the results verification process education / learning,

evaluation and improvement of the effectiveness of the System,
conducting a self-assessment of the functioning of the unit, with particular emphasis on the manner of implementation tasks provided for in the System's procedures,
linking education / learning with the social and economic needs of the country and the region, while increasing the level of preparation of graduates,
disseminating the idea of lifelong learning, the effect of which is acquisition by learners competence to perform tasks resulting from the formation of new professions and functions and roles in society,
ensuring the link between teaching and research,
increasing the subjectivity of students and doctoral students in the education process,
increasing the prestige, attractiveness and competitiveness of the University at home and abroad the educational market, by taking steps to obtain certificates and awards, awarded by domestic and foreign accreditation institutions,
improving the quality of the teaching process by improving the teaching competences of teachers in connection with the system of their motivation for pro-quality activities in the field of didactics.

4.3.4 UoP

In the UoP programme of study there are some courses which consists with design exercises, as a continuous assessment component in each course. Generally, these are guided design exercises conducted in a design office. As much as possible, students are given real life design problems after teaching the theory part related to each course. Students should carry out most of these design exercises individually except very few group (2/3 members) design exercises. The teaching staff members are available at these design classes to guide the students, when they come across with questions. At the end of the class students should submit their reports and the marks are given by the teaching staff, considering the approach of design, correct calculations, neat drawings etc. Further, at the end of the design course related to each subject, we conduct a viva voce for each individual student, to assess their understanding.

4.3.5 RUSL

The most faculties have revised their student evaluation strategies since they have shifted to Online Evaluation Procedures. More weightage has given to Continuous Assessments where the students could attend independent learning and obtain more marks based on their performances.

4.3.6 SEUSL

Every module is delivered through student-centered learning approach. Most of the lectures are done through two way learning process - in all the classes, small group discussions are always encouraged by the lecturers.

Every module has two components of assessments:

- continuous assessment (formative) and
- end of semester examination (summative).

The continuous assessment (CA) expects a student continuously engage in a participatory learning through undertaking assignments/quiz/laboratory exercises. Further to these traditional CA methods, some



modules have mini projects where students play a key role and are at the center of problem solving of a problem with engineering relevance.

4.3.7 MUST

In the past, MUST uses regular lecture, seminar and lab experiments for all courses and the courses designed in such a way. Every students would be evaluated after each courses and the learning was teacher centered. To encourage the students learning achievement, overall GPA over 3.6 point out of 4 is in the list of directory outstanding price which is usually the exemption from the tuition fee. This encouragement of the student's achievement is still continuing nowadays. Since 2016, MUST is implementing CDIO approach and every bachelor and master program was renewed in certain degree. In this CDIO approach, learning processes of student has changed, but no good report on the quality assessment and evaluation was done to clarify the achievement of the CDIO in MUST.

4.3.8 NUM

The School of Applied Sciences and Engineering successfully implemented CDIO standards for engineering programs in the last years and established a room for students to work. Another example is the Open Course Platform which allows students to work more independently. Currently, used more actively by the departments of mathematics and applied mathematics.

4.3.9 QUT

Students are compulsory to evaluate teachers at the end of semester. Each of the course teachers will be evaluated by the students and the grade of teacher will be used to analyze every teacher's teaching capability.

4.3.10 SIAT

SIAT pays attention to the practical skills of our students. In our professional courses, for example, the course on computer science, there is industrial practice module in the course design. Teachers and professionals from industry assign projects or problems in the real application to the students and provide them with guidance and help, and the students need to design the practical plan or solution based on their prerequisites. In this way, they take a proactive role in their learning process and actually apply the knowledge they learned. Their performance on the project makes up an important portion in the course assessment.

4.3.11 IMUFE

At the end of semester, student need to give his/her assessment/opinions/suggestions for all courses what he/she took in the semester, which is carried out online by survey. After the university/institute collects all the results from students, relative statistical data will be individually showed to the course teacher as one of feedback/reference for further improvement.

At the beginning of semester, syllabus/teaching plan will be checked. At middle of semester, a committee, insisted of senior teachers/teach management leaders will attend course for assessment.



4.4 Student admission, progression, recognition and certification

In the European Higher Education Area the following standard for student admission, progression, recognition and certification is given:

Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification. (ESG, 2015)

The following table shows at which institution regulations for student admission, progression, recognition and certification exists. If an English version was available, it has been included in this collection and can be found on the following pages.

Table 7: Overview about available regulations for student admission, progression, recognition and certification by project partners

Country	Institution	Regulation available
NO	NMBU	yes
DE	THOWL	yes
PL	UWM	yes
SL	UoP	yes
	RUSL	yes
	SEUSL	yes
MN	MUST	yes
	NUM	yes
CN	QUT	yes
	SIAT	yes
	IMUFE	yes

4.4.1 NMBU

Student Admission

Recruitment, information, admission and induction. The students' initial competence affects their learning path and the learning outcomes they will have achieved upon graduation. Initial competence includes both the general and specific academic competence students bring with them, including their motivation, ambitions and inquisitiveness.

4.4.2 THOWL

Regulations regarding the phases of the "student life cycle" can be found in the study program examination regulations. These are freely available to all interested parties on the TH OWL homepage. In the following, the study program examination regulations for the Master's program in Environmental Engineering and Modeling at the TH OWL will be discussed as an example.

Student Admission (Extract from number 47, 2020)

The prerequisites for admission to the program are:

(1)

proof of a bachelor's or diploma examination, or in exceptional cases of another final examination in environmental engineering with a standard period of study of at least seven semesters (210 credits) as well as proof of an overall final grade of 2.5 or better in the completed course of study. In exceptional cases, proof of a bachelor's degree, diploma or other final examination in a course of



study that includes a significant proportion of content from the above-mentioned course of study (comparable course of study), has a standard period of study of at least seven semesters (210 credits) and was completed with an overall final grade of 2.5 or better may also be accepted. The decision is made by the examination board.

or

proof of a Bachelor's or Diploma examination, or in exceptional cases another final examination, in the degree program Environmental Engineering with a standard period of study of at least six semesters (180 credits) and proof of an overall final grade of 2.5 or better in the degree program completed. In exceptional cases, proof of a bachelor's degree, diploma, or other final examination in another six-semester program (180 credits) that includes a significant portion of content from the environmental engineering program, as well as proof of an overall final grade of 2.5 or better in the completed program, may be accepted. In addition, an Anglechungssemester of 30 credits is required to ensure the required knowledge for the respective field of study. If professional experience is available after a completed bachelor's degree, it can be partially recognized upon application. The decision on this is made by the examination board.

In case of a change of the field of study in the study program Environmental Engineering and Modeling or the entry from a study program which lacks essential parts of the study program Environmental Engineering according to paragraph 2, the additional proof of up to 24 credits from the engineering subjects of the bachelor study program Environmental Engineering can be determined as proof to ensure the required knowledge. The decision on this is made by the examination board. If professional experience is available after a completed bachelor's degree, it can be partially recognized upon application. The decision on this is made by the examination board.

Essential parts of the environmental engineering course of study according to Paragraph 1 c) are credits in at least the following scope:

- 25 CR Natural science fundamentals (e.g. mathematics, chemistry, physics, ecology).
- 30 CR Engineering fundamentals (e.g. geotechnics, mechanics, design, process engineering, thermodynamics, MSR)
- 30 CR Course-specific subjects "Water and Recycling Management" or
- 30 CR course-specific subjects "Buildings and Energy
- 15 CR Bachelor's thesis with an engineering problem Total

The additional achievements are determined by notice. Upon application, they may be included in the certificate of the passed Master's examination; however, they shall not be taken into account when determining the overall grade and the total number of credits.

In the case of paragraph 1 letter (b) and (c), the additional achievements must be proven at the latest with the application for admission to the master's thesis.

Progression

The following figures show the course plans for the Master's degree in Environmental Engineering and Modeling for the two possible study disciplines.



4 Quality Assurance policies and practices

4.4 Student admission, progression, recognition and certification

Module	Module	SWS	CR	Semester/SWS		
				1	2	3
				L/E/P/S	L/E/P/S	L/E/P/S
Compulsory Modules¹⁾						
8701	UMPR	Environmental and Planning Law	4	4	3/-/-1	
8712	MA3	Mathematics III	4	7	2/2/-/-	
8713	MINF	Applied Computer Sciences for Engineers	4	6	2/2/-/-	
8720	IWW	Industrial Wastewater Management	4	6	2/1/1/-	
8721	MOGW	Modelling of Groundwater Flows	4	7	-/-/-4	
8702	PROM	Project Management	4	4		3/1/-/-
8732	PAWK	Project Course Water and Circular Economy	1	6		-/-/-1
Sum Compulsory Modules			25	40	20	5
Elective Modules						
2 EM of EM-Group 1			4	6		2/-/-2
In sum 2 EM of EM-Groups 2 and 3			8	14		variable
Sum Elective Modules			12	20		12
	MUIM	Master Thesis		25		x
		Colloquium		5		x
Sum Master Thesis / Colloquium				30		
Sum SWS			37			
Sum CR				90	30	30

L = lecture E = exercise P = practical course S = seminar SWS = hours per week CR = credits EM = elective module

¹⁾ In each of the modules with a module number an examination has to be taken.

Figure 9: Master program - Study Discipline Water and Circular Economy (WK)

Module	Module	SWS	CR	Semester/SWS		
				1	2	3
				L/E/P/S	L/E/P/S	L/E/P/S
Compulsory Modules¹⁾						
8701	UMPR	Environmental and Planning Law	4	4	3/-/-1	
8712	MA3	Mathematics III	4	7	2/2/-/-	
8713	MINF	Applied Computer Sciences for Engineers	4	6	2/2/-/-	
8722	IWW	Heating and Cooling Pumps	4	6	2/1/1/-	
8794	ESP	Energy Storage for Buildings and Districts	4	7	2/1/1/-	
8702	PROM	Project Management	4	4		3/1/-/-
8731	PAGE	Project Course Building and Energy	1	6		-/-/-1
Sum Compulsory Modules			25	40	20	5
Elective Modules						
2 EM of EM-Group 1			4	6		2/-/-2
In sum 2 EM of EM-Groups 4 and 5			8	14		variable
Sum Elective Modules			12	20		12
	MUIM	Master Thesis		25		x
		Colloquium		5		x
Sum Master Thesis / Colloquium				30		
Sum SWS			37			
Sum CR				90	30	30

L = lecture E = exercise P = practical course S = seminar SWS = hours per week CR = credits EM = elective module

¹⁾ In each of the modules with a module number an examination has to be taken.

Figure 10: Master programme - Study Discipline Building and Energy (GE)

Recognition



Examination results obtained in degree programmes at other German state or state-recognised universities, German state or state-recognised universities of cooperative education, or at foreign state or state-recognised universities are recognised upon request as long as there is no significant difference concerning the skills acquired to the achievements that are being replaced.

Upon request, other knowledge and qualifications can be recognised on the basis of submitted documents if this knowledge and these qualifications are equivalent in terms of content and level to the examination performances that they are to replace.

The examination board decides on recognition as defined in paragraphs 1 and 2, in cases of doubt after consulting the examiners responsible for the modules.

It is the responsibility of the requesting person to provide the required information concerning the achievement to be recognised. The documents must contain evidence supporting the statements made about the obtained examination performances and other knowledge and qualifications to be recognised. When transferring credits, the relevant degree programme examination regulation, the respective module description and the individual Transcript of Records or comparable document must be submitted, as well as a Learning Agreement if available. It is the responsibility of the examination board to prove that an application as per paragraphs 1 and 2 do not meet the recognition requirements.

Decisions as defined in paragraphs 1 and 2 must be made at the latest within 8 weeks after the submission of all application documents by the examination board.

On the basis of recognition as defined in paragraph 1, the university can and, if an application has been made, must place the applicant into an academic semester whose number results from the amount of ECTS credits acquired through the recognition in proportion to the overall number of the ECTS credits that can potentially be acquired in the respective degree programme. If the digit after the decimal point is less than five, the result is rounded down to the nearest whole semester. Otherwise the number is rounded up. The examination board is responsible for placement into a higher academic semester. In case of doubt, the examination board makes a decision after consulting the examiners responsible for the modules.

If academic and examination performances are recognised and transferred, the grades – assuming that the grade systems are comparable – must be carried over and used for the calculation of the overall grade. If the grade systems are not comparable, the note "passed" is carried over.

If the recognition of the achievements is declined, a decision must be issued concerning this including the reasons behind it.

If students switch from one degree programme of the OWL University of Applied Sciences and Arts to another degree programme of this university or if students pursue studies in an additional degree programme, the examination performances earned in modules of the previous degree programme are transferred to and recognised as examination performances in the new degree programme if the modules of the previous and the new degree programme have the same module numbers; this also applies for examination performances in additional modules. In case of failed attempts, the number of opportunities to retake examinations allowed per module is reduced by the number of failed attempts as per the degree programme examination regulation.

If students matriculated in a degree programme at the OWL University of Applied Sciences and Arts attempt an examination in a module that constitutes part of two degree programmes at the OWL University of Applied Sciences and Arts and this module has the same module number according to the respective degree programme examination regulation, the examination performance earned in such a module is transferred to the other degree programme. Examination attempts, including failed ones, are counted towards the remaining number of opportunities to retake examinations in the scope of both degree programmes; this also applies to examination performances in additional modules.

(11) Examination results and their credits may only be recognised once within a degree programme.

Certification

On the basis of the successful completion of the Master's examination, the academic degree "Master of Engineering", abbreviated as "M. Eng. is awarded.



4.4.3 UWM

**UNIVERSITY REGULATIONS
OF THE UNIVERSITY OF WARMIA AND MAZURY IN OLSZTYN**

I. GENERAL PROVISIONS

1

The University Regulations at the University of Warmia and Mazury in Olsztyn, further referred to as the “University” define the organization and course of studies as well as students’ rights and obligations.

Provisions of the University Regulations apply to full-time and part-time BA (undergraduate) studies, supplementary MA (graduate) studies and long-cycle MA studies.

Whenever the Regulations refer to:

University—it should be understood as the University of Warmia and Mazury in Olsztyn,

Rector - it should be understood as the Rector of the University of Warmia and Mazury in Olsztyn,

dean—it should also be understood as the deputy dean for students’ matters, director and deputy director for students’ matters of another unit of the University, to which a major is assigned, with the Rector’s authorization to perform specific activities,

faculty – it should also be understood as another unit of the University, to which a major is assigned,

studies without further specification—they should be understood as BA studies, supplementary MA studies and long-cycle MA studies,

level of education—it should be understood as BA studies, supplementary MA studies and long-cycle MA studies,

professional title—it should be understood as a title of Bachelor, Engineer, Master, Master Engineer or an equivalent title,

scientific title of professor, scientific degree of habilitated doctor or scientific degree of doctor

– it should be understood also as professor of arts, habilitated doctor of arts and doctor of arts,

act – it should be understood as the act of 20 July 2018 – Law on Higher Education and Science (Journal of laws from 2018, item 1668, as amended).

II. ORGANIZATION OF STUDIES

2

The academic year begins on October 1 and lasts until September 30 of the following calendar year and is divided into two semesters - winter and summer.

Each semester includes:

a 15-week period of didactic classes,

an examination session,

re-sit examination session,

In the case of studies starting from the summer semester of a given academic year, the first year of studies is carried out over two semesters, i.e.

first semester (summer) –in the academic year of commencing studies,

second semester (winter) – in the next academic year.

The framework organization of the academic year is determined annually by the Rector before it begins.

The Rector may establish additional days off from classes during the year and, if necessary, suspend classes on specific days and times.



The detailed organization of the academic year at the faculty, major, level and year of study is established by the dean in consultation with the faculty body of the Student Government, subject to sec. 7 and § 3 sec. 2 and 3.

It is possible to start classes earlier than in October, apart from classes at the first year of studies.

3

The curriculum, including syllabuses containing, *inter alia*: the purpose of education, description of content and learning outcomes, forms and conditions for passing individual subjects and internships, and description of acquired qualifications, are made available to students on the faculty website and using other information media adopted at the University.

The weekly timetable developed after consulting the faculty body of the Student Government shall be made available to students at least 7 days before the start of each semester, being posted on the dean's office notice board and on the faculty website.

A detailed plan of examination sessions is prepared by the faculty body of the Student Government in agreement with the teachers, approved by the dean and communicated to students at least 7 days before the start of the examination session being posted on the dean's office notice board and on the faculty website.

4

In order to improve the process of education, year tutors and tutors of scientific circles are appointed from among the academic teachers; tutors of student groups may also be appointed for full-time studies.

Year tutors and tutors of student groups are appointed and dismissed by the dean after consultation with the faculty body of the Student Government.

Tutors of scientific circles are appointed and dismissed by the dean after consultation with a representative of the dean for scientific circles.

Basic duties of a tutor include providing students with help, advice and consultations on matters related to their didactic and social problems, as well as providing opinions at the student's request or at the dean's request for individual matters related to the course of study.

Detailed tasks of year tutors, tutors of student groups and tutors of scientific circles are specified by the dean.

Year tutors also perform the function of scientific supervisors for persons admitted to studies as part of the procedure of confirming learning outcomes.

Persons admitted to studies under the procedure of confirming learning outcomes, implement the education process according to the individual organization of studies referred to in § 12.

Faculty Tutors of Disabled Students are appointed from among the academic teachers to organize and conduct activities aimed at ensuring equal opportunities for the implementation of the curriculum and study plan by persons with disabilities. The decision on this matter is made by the dean.

Detailed tasks of Faculty Tutors of Disabled Students are defined by the dean.

5

Studies at the University are conducted as BA studies, supplementary MA studies and long-cycle MA studies.

Studies are conducted according to specific curricula adjusted to learning outcomes for a given major, level and education profile as well as principles for the development of curricula by the Senate.

The curriculum may include sequential classes, i.e. subjects including knowledge, skills and social competences with learning outcomes assigned to them, the achievement of which allows them to



acquire knowledge in the areas specified for the subjects provided for in the curriculum of the next semester.

As part of the curriculum, the period of completing a subject/internship and the method of completing it are determined. Every subject/internship ends with an exam or credit.

Lectures are conducted by academic teachers with the academic title of Professor or holding the academic degree of habilitated doctor.

In particularly justified cases, after consulting the dean's council, the dean may entrust lectures to an academic teacher holding the scientific title of doctor.

In particularly justified cases, at the dean's request, approved by the dean's council, the deputy rector competent for education may entrust teaching classes related to practical professional preparation to a person with a title of master, master engineer or equivalent, having professional experience acquired outside the university, adequate for classes.

The course of studies is documented in semester periodic cards of student achievements prepared in the form of printouts from information systems and can be documented in subject completion reports prepared in the form of printouts of electronic data.

6

Studies at the University are conducted in a specific major, at a specific level and profile.

Education may take place within specific scopes of particular studies.

If there are several scopes of study, the student chooses one of them within the time limit set by the dean.

If organizational considerations do not allow admission of all interested persons to a given scope, the dean shall decide about the admission, taking into account, among others organizational capabilities, student interests and past study results.

When choosing a laboratory related to the scope of education and the diploma seminar, the provisions of sec. 3-4 shall apply.

Students undertake studies according to the curriculum in force in the academic year in which they started studying. Changes to the curriculum may be introduced no later than 5 months before the beginning of the academic year.

The provisions of sec. 6 do not apply to students repeating a semester or transferred from another university and continuing education after at least one year's leave. In this case, the student is required to complete compensatory courses to resolve differences in curricula. The dean decides about the scope, manner and deadline for completing compensatory courses.

Didactic classes at the University may be conducted in a foreign lecture language.

In the case referred to in sec. 8, knowledge and skills tests, as well as diploma exams, are conducted in the language of the lecture. Diploma dissertations may also be prepared in a foreign language.

Didactic classes during studies may be conducted using remote learning methods and techniques.

Didactic classes during studies, as well as credits and exams, may be conducted using alternative solutions facilitating the study for persons with disabilities referred to in § 18 sec. 8 and § 20 sec.

5. The methods used should take into account the degree and nature of a student's disability and the specificity of individual majors.

12. Students referred to in sec. 11 include:

persons with disabilities who have a valid disability certificate or equivalent document,

chronically ill persons who do not have a disability certificate, whose health situation is confirmed by medical documentation, submitted to the office for the disabled,

persons whose sudden illness or accident results in temporary inability to fully participate in classes, and these circumstances are confirmed by medical documentation submitted to the office for the disabled.



The use of alternative solutions must not lead to a reduction in the substantive requirements for students with disabilities.

The decision to apply specific alternatives to a student with a disability is made by the dean at the student's written request. The dean may consult the head of the office for disabled persons.

7

The University has a European Credit Transfer and Accumulation System (ECTS).

In the case of credits and exams, apart from grades, appropriate evaluation of learning outcomes is used.

One ECTS point corresponds to learning outcomes, which require an average of 25-30 hours of work for a student, the number of hours of student work includes classes organized by the university, in accordance with the curriculum and students' individual work.

Points are assigned for passing each of the classes and internships provided for in the curriculum; the number of ECTS points does not depend on the grade obtained, and the condition for granting them is that the student meets the requirements for achieving the assumed learning outcomes, confirmed by completing classes or internships, and preparation and submission of the diploma dissertation or preparation for the diploma examination.

TRANSFER AND RECOGNITION OF ECTS POINTS

8

Transfer and recognition of ECTS points allows education to be continued in the major to which the student is being transferred from another university or from a different major.

Transfer and recognition of ECTS points obtained by a student at an organizational unit of the University or at another university, including a foreign one, involves the transfer of learning outcomes expressed in ECTS points, also called student achievements.

The condition for transferring ECTS points obtained outside the home university, including foreign universities, in place of points assigned to the subjects included in the curriculum, is the confirmation of convergence of the obtained learning outcomes. The elements subject to verification also include the form and scope of classes and the manner of receiving credit.

The decision to transfer ECTS points is made by the dean at the student's request, after reviewing the student's documentation of the course of study carried out at another organizational unit of the University or at another university.

When making the decision to transfer ECTS points, the dean takes into account the learning outcomes obtained in another organizational unit of the University or at another university as a result of the implementation of classes and internships corresponding to the classes and internships specified in the curriculum at the student's major.

In the event of convergence of the results obtained, the student receives the number of ECTS points that is attributed to the learning outcomes obtained as a result of the implementation of relevant classes and internships at the University at the studies where the student is studying.

If the subjects or classes passed at another university do not have an assigned number of points - it shall be determined by the dean. The dean converts the assessment into the system used at the University.

In the event of differences in the curriculum, the dean specifies the conditions, date and manner of completing compensatory courses resulting from differences in the curricula.

If the student repeated a subject or semester before changing the university, major or form of study, these circumstances are taken into account from the point of view of the provisions of these Regulations, as if they had occurred while studying at the University or the major to which the student transferred.



IV. STUDENTS' RIGHTS AND OBLIGATIONS

9

A person admitted to studies acquires the rights of a student of the University at the moment of taking the oath, the content of which is specified in the University Statute. The student signs the oath, which is kept in the student's personal file.

A student commencing studies shall receive a student ID. The Student ID is a document certifying the status of a student.

The validity of the student ID is confirmed every semester by updating data in the electronic system and placing a hologram.

The Student ID is valid until the day of graduation, suspension in the student's rights or removal from the list of students, and in the case of graduates of BA studies - until October 31 of the year of graduation. After this time, the ID card is annulled by updating data in the electronic system.

A student who meets the conditions set out in separate regulations may additionally be issued an electronic document stored and presented using the public mobile application "mLegitymacja studencka" (mStudent ID), which is valid during the period of validity of the student ID.

In the event of the destruction or loss of the student ID, the student is required to immediately notify the University.

Students shall have the right to:

- acquire knowledge,
- develop their own scientific and artistic interests and use teaching rooms and devices for this purpose, use IT services offered within the financial and organizational capabilities of the University,
- participate in scientific, development and implementation work carried out at the University, subject to the consent of the managers of these works and on the conditions specified by them,
- associate in university student organizations (including scientific, sports, artistic and other) on the principles set out in separate provisions,
- material assistance, on the principles set out in the Regulations for student benefits,
- submit to the University authorities and faculties - through the Student Government bodies
remarks and postulates regarding curricula, organization of studies, social and living conditions and other matters related to the implementation of the didactic process,
- take advantage of consultations with the academic teacher regarding classes carried out,
- training in student rights and obligations,
- obtain prizes and awards in accordance with the rules for their granting,
- access the results of their own, evaluated final dissertation/examination.

A student may apply for:

- transfer to a different university, to a different major,
- a change of the form of studies,
- participation in student mobility programs,
- undertaking studies in more than one major,
- simultaneous implementation of more than one scope of studies within a major, level and profile or implementation of additional subjects at the University as well as other universities according to principles specified in § 11 and § 16,
- implementation of studies in the form of individual organization of studies according to principles specified in § 12.

The student's absence from classes may be justified in the case of:

- temporary inability to participate in classes caused by illness, confirmed by dismissal or a medical certificate,



personal summoning of the student to appear in person by the authority competent for universal defense, government administration or local government, court, prosecutor's office or police,
representation of the University in official events,
other important documented random events.

The student shall justify an absence with the lecturer immediately after the cause of the absence has ceased (but no later than within 7 calendar days from the day of its withdrawal), presenting documents confirming the circumstances referred to in sec. 9. The lecturer shall then determine the manner and deadline for completing compensatory courses in terms of the curriculum content.

In case of doubts as to the credibility and reliability of the justification of the student's absence from classes, including the documents presented by them, the decision to justify the absence is made by the dean.

At the student's request - a member of a collegial body of the University or a university/faculty committee, the dean or chairman of the committee, respectively, may justify their absence at the didactic classes taking place within the meetings of a given body or committee.

§10

The student is obliged to comply with the content of the oath and the regulations in force at the University.

In addition to the obligations specified in sec. 1, the Student is obliged to:

- participate in all forms of didactic and organizational classes,
- pass examinations, complete internships and other requirements provided for in the curriculum in a timely manner,
- prepare all dissertations respecting copyrights,
- immediately notify the dean in writing of resignation from further education,
- timely payment of fees for studies and educational services and other provided for by generally applicable law, in accordance with the principles set out at the University,
- immediately notify the dean's office about changes in personal data relevant to the course of studies, in particular name, surname and address,
- check information on the course of studies in the electronic system functioning at the University and immediately report any irregularities in the data contained therein,
- use the electronic mail system provided by the University in contacts with the University,
- justify absences from classes and completion assessments,
- respect University property.

11

A student may pursue additional subjects at the University or at another university outside the curriculum after prior notification and obtaining the consent of the dean and obtaining the consent of the receiving dean.

The dean of the faculty at which the student intends to carry out additional subjects may withhold his/her consent if organizational reasons prevent this.

V. INDIVIDUAL ORGANIZATION OF STUDIES

12

At the student's request, the dean may agree to the individual organization of studies, in relation to the student:

- pursuing studies at more than one major,
- pursuing studies in more than one scope within the major,
- with a disability,



particularly involved in social activities in the academic community,
in a difficult personal situation, recognized by the dean in consultation with the faculty
body of the Student Government,
being a member of the national sports team, the national team reserve or the
Universiade team, regardless of club affiliation,
undergoing part of their studies at another domestic or foreign university.

The Dean, at the student's request, agrees to the individual organization of studies in relation to:
pregnant students,
students who are parents,
admitted to studies within the procedure of confirming learning outcomes.

Individual organization of studies consists in setting individual deadlines for the implementation of didactic obligations arising from the curriculum. The individual organization of studies does not lead to an extension of the date of graduation.

Individual organization of studies does not release students from the obligation to participate in and pass courses and internships provided for in the curriculum.

The dean determines the rules and procedure of individual organization of studies for a period not longer than an academic year.

In the event of a student's violation of the established rules for the implementation of individual organization of studies or lack of progress in learning, in relation to decisions taken pursuant to sec. 1, the dean may withdraw consent to this mode of study.

VI. CHANGE OF UNIVERSITY, MAJOR AND FORMS OF STUDIES. STUDENT MOBILITY

13

A University student who intends to move to another university is required to:
notify the dean in writing, not later than 14 days before the proposed date of transfer, of the
name of the university where he/she intends to continue his/her studies,
submit the orientation checklist.

A person who has met the conditions specified in sec. 1, ceases to be a University student on the day of obtaining confirmation of admission from the receiving university.

14

After completing the first year of studies, a student at another university, including a foreign university, may apply for transfer to the University.

A University student may apply for a change of major or form of study.

The decision on the transfer, at the student's written request, is taken by the dean of the receiving faculty, indicating the semester and year of study.

The dean of the receiving faculty shall immediately notify the student's current university or dean of the faculty in which the student has been studying about entering him/her on the list of students.

The dean, when making a decision on transfer, decides on the recognition of completing subjects on the basis of transferring ECTS credits.

15

In deciding on a transfer to the University from another university, the following shall be taken into account, in particular:

compliance of the disciplines to which the major is assigned,
meeting the recruitment criteria, in particular, exceeding the point threshold applicable in recruitment to the major to which the student intends to transfer, in the year of recruitment of a given educational cycle,
results obtained during previous studies,



the possibility of recognizing learning outcomes obtained in the current course of study.

The dean refuses to transfer a student from another university, including a foreign one, as well as to change the major or form of study if:

organizational reasons prevent it, including a lack of places in student groups or the inability to realize program differences,

the student failed to complete the first year of studies,

the student is suspended,

disciplinary proceedings are pending against the student,

pending removal from the list of students at the current university.

16

A student may study in more than one major. Admission to parallel studies is carried out by recruitment, confirmation of learning outcomes or transfer from another university.

The basic major is the major previously started. When undertaking more than one major at the same time, the student shall designate the basic major.

A student may study at the same time in more than one scope of education of given studies (at a given major, level and profile) if they cover the same year of study.

Taking up parallel studies at more than one scope of education of a given major is subject to the dean's consent.

The dean may refuse to admit a student to an additional scope of education, if this is prevented by organizational considerations or if the previous credits were obtained late (this concerns majors in which the selection of the scope of education does not take place immediately after admission to studies).

17

A student, with the dean's consent, may pursue part of his/her studies at another university, including a foreign university, if the studies at this university concern the same field as the studies at the University.

A student leaving the University shall agree on the curriculum with the dean, taking into account the required learning outcomes, which after completing the classes included in the agreement together with the list of credits shall constitute the basis for obtaining credit for the period of study at another university.

Before the student's departure to another university, the dean shall determine the conditions, dates and manner of completing compensatory courses in terms of any curriculum differences by the student resulting from the divergence of curricula at the University and the university in which the student will pursue part of his/her studies.

A positively completed period of study at another university is credited at the University together with assigned ECTS points. Grades are rewritten on the University scale.

In the case of international mobility (e.g. Erasmus +), upon returning to the University, the student is required to provide the orientation checklist that finishes participation in the curriculum and confirms the achievements recognized by the mother unit. Changes in the curriculum implemented as part of international mobility, with the consent of the dean and the University administration unit competent for foreign mobility, may be introduced by the student within the dates specified in the given mobility program.

In the event of failure to obtain a credit for a subject included in the agreement on the curriculum at another university, the student shall complete the program differences indicated by the dean at the University.



VII. CONDITIONS AND FORM OF DIDACTIC CLASSES AND SEMESTER COMPLETION

18

The following scale of grades shall apply at the University:

- very good	(5.0)
- good plus	(4.5)
- good	(4.0)
- satisfactory plus	(3.5)
- satisfactory	(3.0)
- unsatisfactory	(2.0)

Unsatisfactory grade means failure to obtain credit or failure to pass an exam.

A semester is a grading period.

The condition of passing a subject or internship is that the student fulfils the requirements provided by the academic teacher or internship supervisor.

Credits are awarded by the person conducting classes or the subject coordinator on the basis of grades, activity and attendance.

The person conducting classes is obliged to provide students with information during the first classes and to provide in a place accessible to students pursuing this subject the following information:

description of the subject, including learning outcomes, curriculum and list of recommended literature,

rules of classes, specifying the required form of participation in classes, the method of ongoing control of teaching results, the mode and schedule of credits, including the manner and mode of announcing the results of the assessment of reports, tests, projects and other forms of credits, principles of justifying absences from classes, scope and form examination, the possibility of using auxiliary materials during tests, the principle of determining the total grade of the subject and other rules,

date and place of consultation.

A student participating in research or implementation works may be exempted from participating in some classes in the subject with which the work is thematically related. The decision on this matter is taken by the subject manager at the student's request assessed by the person supervising these works or the tutor of the scientific circle. The subject manager informs the head of the class unit and the dean about his/her decision.

A student with a disability, in justified cases, may apply for the adaptation of classes to individual needs arising from the type of disability, in particular to:

receive in writing (printed or electronic) didactic materials from the teacher,

record the course of classes on sound recording devices,

use specialized equipment enabling or facilitating education (e.g. magnifying glasses, enlargers, Braille notebooks, specialized computer programs),

change the form of receiving credit from written to oral or from oral to written,

extend the grading period,

other adaptations, resulting from the type of student disability.

A student who has not completed compulsory classes, but raises justified reservations as to the impartiality of the assessment or the method of receiving credit, has the right to submit an application to the head of the unit conducting the classes for a verification of knowledge commission. The application is submitted within 3 days of announcing the results of passing the classes. The head of the faculty organizational unit (institute, chair, department, clinic, study) may order a commission to verify the student's knowledge. The decision of the head of the faculty organizational unit may be appealed to the dean.



10. Knowledge is verified before the commission consisting of the head of the competent organization unit as the chairperson of the commission, the year tutor, two specialists in the subject and a representative of the Student Government. The academic teacher who graded the student whose knowledge is verified by the commission shall not participate in the procedure.
11. The grade given by the commission shall replace the verified grade.
12. A protocol is prepared concerning the verification and stored in the student's personal file.
13. The student admitted to the University within the procedure of confirming learning outcomes is released from the obligation to complete learning objectives which have been recognized in the process of confirming learning outcomes.

§19

The Head of the School of Physical Education and Sport may release the student from the obligation to participate in physical education classes requiring physical fitness on the basis of a medical certificate, with the simultaneous obligation to carry out substitute classes according to the offer prepared by the School.

At the request of a student actively participating in sports club classes, assessed by the coach of a given section, the head of the School of Physical Education and Sport may release him/her from the obligation to participate in physical education classes and pass them.

20

The student takes an exam after completing compulsory classes in a given subject.

The number of examinations in an academic year may not exceed 8, and not more than 4 per semester.

The examination is conducted by the academic teacher teaching a given subject or another specialist appointed by the head of the organizational unit. Information on a change in the academic teacher conducting the examination should be made immediately available to students.

The student is obliged to take examinations on the dates specified in the framework organization of the academic year and agreed with the examiners.

A student with a disability, in justified cases, may apply for an exam to be adjusted to the individual needs arising from the type of disability, in particular for:

- change of the form of the exam from written to oral or from oral to written,
- extension of the exam time,

- use of specialized equipment enabling proper transfer of knowledge (e.g. a Braille machine, computer equipped with screening or magnifying software),

- change of the examination room into a room accessible to people in wheelchairs,

- other adjustments, resulting from the type of student disability.

There are three exam dates for a given subject in one semester:

Date I,

Date II (re-sit I),

Date III (re-sit II).

These dates fall respectively in the summer or winter examination session (Date I) and in the autumn re-sit or winter re-sit examination session (Date II and III).

If an unsatisfactory grade is obtained during the exam on Date I, the student has the right to take two re-sit examinations, i.e. on Date II (re-sit I) and Date III (re-sit II) for each failed examination.

The student, on the terms set out by the examiner and with his/her consent, may take examinations before the session without losing the right to take each exam three times in the session. A negative result of the exam taken before the session is not registered.



A student taking an exam or tests is required to present a student ID or ID card upon request.

10. A student who failed to take the examination on the agreed date is obliged to immediately inform the examiner of the reason for his/her absence and provide the examiner with justification within a period not exceeding 7 days after the cause ceases to exist. If the examiner considers them to be sufficient, he/she shall set another date for the examination.

11. The student may appeal against the examiner's rejection of a justification within 7 days, to the dean, whose decision is final.

Failure to justify a student's absence on Date I or Date II is tantamount to missing these dates and the lack of assessment.

Failure to justify the student's absence on Date III results in a lack of assessment and failure of the subject.

21

At the student's request, submitted within 3 days of the date of the first re-sit examination, in which he or she raises significant reservations as to the impartiality of the assessment or the course of the examination, the second re-sit examination shall be conducted as a commission re-sit examination.

The commission examination should take place within 10 days from the date of submitting the application.

The Dean appoints a commission to conduct the examination before the commission, which consists of:

the dean (in exceptional cases an academic teacher authorized by the dean) as chairperson of the commission,

two specialists in the subject of the examination or related specialization,

year tutor,

representative of the Student Government.

The academic teacher who gave the grade being verified before the commission does not participate in the commission examination.

The person designated by the student as an observer may attend the sitting of the examination commission. The observer does not have the right to vote. An application for an observer's participation in the examination commission shall be submitted by the student to the dean of the faculty within the time limit specified in sec. 1.

A commission examination may be conducted orally or in writing. If a written form is used, the commission examination consists in checking the examination work by the commission.

A commission examination may be considered positive if at least 2/3 of the student's answers to partial questions are assessed as at least satisfactory.

A protocol of the examination is prepared and stored in the student's personal file.

The result of the commission examination is the final result.

22

The condition for passing a semester is that the student obtains credit and passes exams in all subjects and internships provided for in the curriculum for a given semester, i.e. obtaining a set limit of ECTS points.

Passing or failing a subject and internship shall be confirmed by an entry in the electronic system.

The semester card of the student's periodic achievements, prepared in the form of printouts of data from the electronic system, after the end of the exam session is signed by the dean making the entry for the next semester.

23

In relation to a student who has failed a semester, the dean, upon the student's written request submitted within 7 days after the end of the re-sit examination session, may issue a decision on:



conditional enrolment to the next semester with the need to repeat subjects for which the student has not received credit - applies to non-sequential subjects failed, or permission to repeat a semester with the need to repeat subjects for which the student has not received credit.

The dean may allow the subject(s) to be repeated in the event that:

the student has not repeated a given subject during the studies, unless the reason for repeated failure was a long-term illness or other important reasons duly justified, and the ECTS point deficit caused by failure to obtain credit for subjects, is not higher than the value of the sum of ECTS points awarded for two subjects with the highest point valuation in the failed semester.

The dean may authorize the repetition of a semester if the student has not repeated one of the semesters during the study period, unless the reason for the repeated failure was a long-term illness or other important reasons duly justified.

The dean, making the decision, determines the conditions for continuing studies.

Repetition of full-time subjects due to unsatisfactory results is payable. The rules for charging fees are set out in separate provisions.

Provisions of sec. 1 item 2 shall not apply to first-year students.

24

A student who repeats a given semester may obtain permission to participate in some classes of the next semester and to take credits and examinations to complete it, if the following conditions are met:

they do not violate the sequence of subjects set in the curriculum and the student has achieved learning outcomes that enable him/her to acquire knowledge in the areas specified for subjects envisaged in the study plan of the next semester,

ECTS points deficit caused by failure to obtain credit for subjects may not be higher than the value of the sum of ECTS points awarded for two subjects with the highest point valuation in the failed semester.

The decision in the case referred to in sec. 1 is taken by the dean in consultation with the head of the subject.

In the cases referred to in sec. 1, the dean sets a deadline by which the student is required to obtain credit or pass examinations in given subjects.

VIII. MODE OF COMPLETING AND PASSING STUDENT INTERNSHIPS

25

The rules, procedure and passing internships are defined in the faculty internship regulations, based on the curriculum defined by the Senate for a given major, level and profile of education.

Decisions on completing internships referred to in sec. 1, are taken by the dean or a tutor authorized by the dean who can:

give credit to a student for the internship based on the employer's certificate of completion and fulfilment of the requirements for the learning outcomes provided for the internship program,

recognize participation of a student in works of a scientific camp as an internship in part or in full, if the camp program corresponds to the requirements specified in the educational program for given internships,

release a student from specific internships, recognizing work performed by the student as internships, if its nature fulfils the requirements in terms of obtained outcomes provided for in the internship program,

dismiss a student from internships in the event of the student's violation of the employer's work regulations,



refuse to give credit for the internship, if the student failed to fulfil the established conditions for completing and passing the internship,

establish another form of internships in the case of disabled persons for whom their disability prevents them from completing it in the generally assumed form.

In relation to a student who failed to complete his/her internship, provisions of § 23 sec. 1 and § 26 sec. 2 item 2 and 3 shall apply respectively.

IX. REMOVAL FROM THE LIST OF STUDENTS

26

The dean shall remove a student from the list of students in the case of:

failure to undertake studies, i.e. in particular:

unjustified failure to take the oath by the person admitted to the studies by the end of the first full week of classes, or

failure to provide the proper medical certificate (if required by separate regulations), with the option of the dean extending the deadline for submitting the certificate at the student's written request,

resignation from studies,

failure to submit a diploma dissertation or take a diploma examination within the deadline, i.e. when a student who has obtained credits for all subjects and internships and has passed all the examinations included in the curriculum, failed to submit within the deadline specified in

31 sec. 3 or sec. 5 the diploma dissertation, and in the case of artistic faculties, in addition, did not receive a positive assessment of the artistic work, or did not pass the diploma examination within the prescribed period,

being punished with a disciplinary punishment in the form of expulsion from the University.

The dean may remove a student from the list of students in the event of:

confirmation of the lack of participation in compulsory classes, i.e. unjustified non-participation in compulsory classes provided for in the curriculum for a minimum of three weeks of classes per semester,

confirmation of the lack of progress in education, i.e. documented failure to obtain credit during a semester from tests of knowledge in a given subject, provided for in the curriculum. No academic progress in a given subject is reported by an academic teacher in the manner adopted at the faculty,

failure to obtain credit for the semester within the specified deadline,

failure to pay fees related to studies.

Removal of a student from the list of students due to his/her resignation from studies shall take place based on the student's written request submitted to the dean.

X. RESUMING STUDIES

27

Re-admission to the university of a person who has been removed from the list of first-year students takes place on the general principles of recruitment for higher education.

At the request of a former University student who has been removed from the list of students in the second year or higher, the dean, no later than 3 years after the date of removal, may agree for the student to resume studies from which the applicant was removed, provided that these studies are still conducted at the University, subject to sec. 7 and sec. 9.

When deciding on the resumption of studies, the dean determines the year and semester at which studies may be resumed, as well as the scope, manner and deadline for the student to complete compensatory courses arising from various curricula, taking into account the student's previous achievements with ECTS credits.



After resuming studies, the student studies according to the current applicable curriculum. Potential changes in the curriculum oblige students to complete compensatory courses to resolve differences in curricula, regardless of previous semesters for which they received credit. The person resuming studies may complete them, if he/she achieves the same learning outcomes as other students of a given year.

At the request of a student resuming studies, the dean may authorize participation in some classes of the next semester and take final credits and examinations, if they do not violate the set sequence of subjects.

In the cases referred to in sec. 5, the dean sets a deadline by which the student is required to obtain a credit or pass the exam in a given subject.

Resumption of studies is not allowed in the case of persons who have been disciplinarily expelled from the University.

Resumption of studies in the case of a person removed under § 26 sec. 2 item 4 may take place after payment of overdue fees related to studies.

The dean may allow for the resumption of studies for a given person not more than twice in a given major, level and profile.

In special cases, the Rector may agree to the resumption of studies, also for persons whose break in studies is longer than specified in sec. 2.

11. A student removed from the list of students of long-cycle MA studies from a major where, at the time of submitting an application for resumption of studies only two-level education is offered, may resume BA studies with the dean's consent.

XI. LEAVES

§ 28

A student may apply for:

sick leave - due to prolonged illness confirmed by an appropriate medical certificate,

special leave of absence:

for a pregnant student, for the period up to the day of birth,

due to important random situations, properly documented,

parental leave—for a student who is a parent, upon request submitted within 1 year from the date of birth of the child, the leave is granted for a period of up to 1 year, with the proviso that if the end of the leave falls during the semester, the leave is extended until the end of this semester,

special leave - for the period of referral to foreign studies.

A student may receive a leave in the amount of time specified as:

short-term (granted to students in connection with group trips in the country or abroad, organized by the university or student organizations) for a period shorter than a semester,

long-term, granted for one semester or a year (it does not apply to special leave).

A student of MA studies may obtain a long-term leave no more than twice, and a student of BA or supplementary MA studies once, excluding the leave referred to in sec. 1 item 2 letter a and sec. 1 item 3.

In the case of sick leave, a student may apply for one additional long-term leave, in addition to those listed in sec. 3.

29

A student applying for leave shall submit a request for leave to the dean, immediately following the circumstances justifying the leave.

In the case of sick leave, the student shall additionally attach a medical certificate confirming the need to grant such leave.



The decision regarding leave is made by the dean, with the provision that the consent for leave referred to in § 28 sec. 1 item 2 letter a and § 28 sec. 1 item 3 cannot be refused.

In the case of a student completing more than one major sick leave is granted by the dean competent for the major, upon immediate notification of the dean responsible for the additional major. The sick leave granted covers all majors.

During the leave, excluding sick leave, the student may, with the dean's consent, take part in some classes and take credits and examinations in these subjects.

If, up to the moment of applying for leave, a student has already taken certain exams, their result is taken into account after the student's return from leave.

Short-term leave does not release the student from the obligation to obtain credits and take examinations in the subjects included in the curriculum on time, in accordance with the timetable of a given semester. The student, in consultation with the teacher, sets the manner and deadline for completing compensatory courses.

A student returning from a long-term leave is obliged to inform the dean's office before the start of the semester.

A student returning from sick leave and completing a major where medical examinations are in force is required to present to the dean a medical certificate confirming his/her ability to study. In the case of incapacity to study, the student may apply for additional sick leave as referred to in § 28 sec. 4.

Granting long-term leave (also applies to special leave) may extend the planned date of graduation.

A student after the end of his/her leave studies according to the current curriculum, but cannot be treated from the point of view of the Regulations as a student repeating a year.

Granting leave is recorded in the student's documentation.

XII. BENEFITS, AWARDS AND DISTINCTIONS

30

A student may be granted benefits at the University on the principles set out in the Regulations for benefits for University students.

The conditions and procedure for granting and paying the ministerial scholarship and funded scholarships are governed by separate provisions.

Awards and distinctions may be awarded to the student when:

- he/she achieves high scientific, artistic and sporting achievements,
- he/she has significant achievements in the student scientific movement,
- he/she is active in student government or student organizations,
- in other recognized circumstances.

The student referred to in sec. 3 can be distinguished with:

- an award, diploma, congratulatory letter from the Rector or dean,
- an award funded by state institutions, scientific societies, social organizations and foundations, in accordance with the regulations applicable to these awards.

Detailed rules for awarding prizes and distinctions are set out in separate provisions.

A special form of distinction in a given academic year may be the award of the title of:

the best graduate:

- of the faculty,
- of the University,

the best student:

- of the faculty,
- of the University,

the best athlete of the University.



The rules and procedure for granting the titles referred to in sec. 6, are determined by Rector and dean, respectively.

The dean, after consulting the dean's council, may determine other forms of awards for students of a given faculty. The faculties cover the costs of awards with their own resources.

XIII. DIPLOMA DISSERTATION

31

The diploma dissertation applies to BA, supplementary MA, and long-cycle MA studies, subject to sec. 2.

The diploma dissertation does not apply to the majors specified in generally applicable provisions.

A student is required to submit the diploma dissertation in the dean's office in the form of a bound printout and in electronic form, and additionally an artistic work in the case of artistic majors, not later than by:

February 15 –in the case of studies ending in the winter semester;

June 30 –in the case of studies ending in the summer semester.

The dean, at the request of the teacher supervising the dissertation or at the student's request, may postpone the date of submitting the diploma dissertation, in the case of:

a student's long-term illness, confirmed by an appropriate medical certificate,

the inability to complete the dissertation within the applicable deadline for justified reasons beyond the student's control.

The deadline for submitting the dissertation in the cases referred to in sec. 4 may be moved not more than three months from the dates specified in sec. 3.

In the event of a prolonged absence of the teacher supervising the diploma dissertation, which could affect the delay in submitting the dissertation by the student, the dean is obliged to appoint a person to assume supervise the dissertation. A change of the teacher who supervises the dissertation in the last 6 months before the date of graduation may constitute the basis for extending the deadline for submitting the diploma dissertation, on the principles set out in sec. 4.

Postponing the deadline for submitting the diploma dissertation extends the period of graduation.

The number of copies of the diploma dissertation in the form of a printout and the number of artistic works in artistic fields shall be determined by the dean.

32

A student shall prepare a diploma dissertation or artistic work under the supervision of an authorized academic teacher. Such rights are held by an academic teacher with the academic title of professor or holding the academic degree of habilitated doctor. In justified cases, the dean, after consulting the dean's council, may authorize an academic teacher with the academic degree of doctor to supervise the diploma dissertation or artistic work.

The diploma dissertation should contain a title page, abstract and table of contents in Polish, as well as a title page and summary in a major foreign language.

The diploma dissertation may be written in one of the world languages, with the dean's consent.

The title page, abstract and table of contents in Polish should then be included in the presented dissertation.

In the case of studies conducted in a foreign language, the consent referred to in sec. 3 is not required if the dissertation is written in the language of lectures. The principle of translating the title page of the work, preparing an abstract and table of contents in Polish is binding.

If organizational reasons allow for it, the student shall have the right to choose an academic teacher under whose supervision he/she intends to complete a diploma dissertation or artistic work. The provision of § 6 sec. 4 shall apply accordingly.



Dissertation topics determined by the council of the institute or department (head of the independent institution) and approved by the dean should be announced and selected by students:

BA studies - one year before the date of graduation,
long-cycle MA studies - no later than 1.5 years before the date of graduation,
supplementary MA studies—in the first semester.

At the student's justified request, after consulting the previous supervisor, the dean may agree to change the person supervising the diploma dissertation or artistic work.

When determining the topic of the diploma dissertation, a student's scientific, professional and artistic interests as well as staff and organizational capabilities of the University should be taken into account.

A diploma dissertation may be deemed to have been created as part of a student research movement if the student's individual contribution to the preparation of the dissertation is significant and determinable.

All written diploma dissertations prepared at the University are subject to anti-plagiarism verification, subject to art. 76 clause 6 of the Act.

Copyrights to the diploma dissertation are regulated by separate provisions.

12. A student may submit a declaration of consent to the University providing access to a diploma dissertation for the purposes of scientific and research or didactic activities, according to a formula established at the university by separate provisions.

33

The diploma dissertations shall be evaluated by the supervisor and reviewer and, additionally at artistic majors, the artistic master of the work shall be evaluated by the supervisor and reviewer of the work. The reviewer of the work is appointed by the dean from a group of academic teachers in a given field. Such authorizations are held by an academic teacher with the academic title of professor or habilitated doctor.

The dean may appoint an academic teacher holding a doctoral degree as a reviewer of the work.

In the case of supervising a diploma dissertation or artistic work during long-cycle MA studies and supplementary MA studies by an academic teacher holding a doctoral degree, the dean shall appoint an academic teacher holding the academic title of professor or the academic degree of habilitated doctor as a reviewer of the work.

In the event of discrepancies in the evaluation of the diploma dissertation or artistic work, the dean shall decide about the admission to the diploma examination, after consulting the second reviewer appointed from among the authorized persons.

If the second reviewer's evaluation is also negative, the dean shall direct the student to repeat the semester, and a negatively evaluated dissertation cannot be the basis for graduation.

XIV. DIPLOMA EXAMINATION

34

The diploma examination applies to long-cycle MA studies, BA studies and supplementary MA studies, subject to majors for which separate provisions provide otherwise.

The condition of admission to the diploma examination is:

obtaining credit and passing examinations in all subjects and internships provided for in the curriculum,

obtaining at least a satisfactory grade from the diploma dissertation.

The diploma examination takes place before a commission appointed by the dean.



The rules for conducting and the scope of the diploma examination in individual majors are specified by the dean after consultation with the dean's council. The program scope of the examination should be consistent with the curriculum (2/3 major issues and 1/3 issues related to the scope of education).

The diploma examination may be taken in a major language of the world, with the dean's consent. The diploma examination protocol should then be accompanied by its translation into Polish.

In studies conducted in a foreign language, the consent referred to in sec. 5 is not required if the dissertation is written in the language of study. The diploma examination protocol should then be accompanied by its translation into Polish.

The provision of sec. 5 is not applicable in the procedure of conducting a diploma examination in the field of philology, in which neophilological scopes are implemented.

The diploma examination result may be considered positive if each student's answer to a partial question is assessed as at least satisfactory.

Grades listed in § 18 sec. 1 are used when assessing results of the examination.

10. The diploma examination may be conducted in the form of an open diploma examination at the request of a student or supervisor, subject to sec. 11.
11. The request referred to in sec. 10 submitted by the supervisor, should be accompanied by the student's written consent to use this form of exam.
12. The date of the diploma examination referred to in sec. 10 shall be made public, by posting information on the notice board in front of the dean's office or by other means normally adopted at the faculty.

In special cases concerning students with disabilities, the diploma examination may be conducted using alternative solutions referred to in § 20 sec. 5. The provision of § 6 sec. 14 shall apply accordingly.

35

The diploma examination should take place within a period not exceeding 3 months from the date of submission of the diploma dissertation.

In the event of extending the deadline for submitting the diploma dissertation, referred to in § 31 sec. 5, the diploma examination should take place not later than one month from the date of submission of the diploma dissertation.

The dean may set an individual date for the diploma examination for a student who has submitted the diploma dissertation before the deadlines specified in § 31 sec. 3.

36

If the diploma examination is not passed, i.e. an unsatisfactory grade is obtained from the diploma examination, or in the case of an unjustified failure to take this examination within the set deadline, the dean shall set the second date of the examination as the final one.

The second diploma examination may not take place earlier than after one month and not later than three months after the date of the first examination.

If an unsatisfactory grade is obtained from the diploma examination, the unsatisfactory grade from the first diploma examination shall be included in the final grade of the second diploma examination as one of the elements. An appropriate annotation is placed on the examination protocol.

If the diploma examination is not passed on the second date, the dean shall issue a decision on removing the student from the list of students.

5. Resumption of studies may take place on the principles set out in § 27.



Studies shall be completed after passing the diploma examination with at least a satisfactory result, excluding majors for which separate provisions provide otherwise.

The graduate receives a diploma of completion along with a supplement confirming obtaining appropriate qualifications with the specification of the professional title, in accordance with separate regulations.

The original graduation diploma shall be issued only in the Polish language.

The procedure for documenting education obtained is governed by separate provisions.

The basis for calculating the final result of studies includes:

the arithmetic average of grades for all examinations and credits for the evaluation of subjects not ending with an examination, obtained during the entire period of study. In the absence of a grade/grades for a subject/internship provided for in the curriculum of a given semester, or failure to enrol in a subject required for a given semester, 0 (zero) is used to calculate the grade average,

the final grade of the diploma dissertation,

the final grade for the diploma examination (for nursing and emergency medicine, the final grade for the diploma examination is the arithmetic average of the grades obtained from the theoretical and practical parts of the examination, adjusted in accordance with the principle set out in sec. 7),

the final grade of artistic exam (applies to artistic majors).

The study result consists of:

a total of:

0.6 of the grade specified in sec. 5 item 1,

0.2 of the grade specified in sec. 5 item 2, which is the average of grades from the diploma dissertation given by the supervisor and reviewer of the diploma dissertation, rounded in accordance with the principle set out in sec. 7,

0.2 of the grade specified in sec. 5 item 3

for all study levels, except for arts, medicine and veterinary medicine as well as majors of BA studies for which the curriculum does not provide for the completion of a diploma dissertation.

a total of:

a) 0.6 of the grade specified in sec. 5 item 1,

b) 0.2 of the grade specified in sec. 5 item 2, which is the average of grades from the diploma dissertation given by the supervisor and reviewer of the diploma dissertation, rounded in accordance with the principle set out in sec. 7,

c) 0.1 of the grade specified in sec. 5 item 3,

d) 0.1 of the grade specified in sec. 5 item 4

for arts majors,

grade specified in sec. 5 item 1 - for majors for which the education standard does not provide for a diploma examination,

a total of: 0.7 of the grade specified in sec. 5 item 1 and 0.3 of the grade specified in sec. 5 item 3 – for majors of BA studies for which the curriculum does not provide for the completion of the diploma dissertation.

The final result, subject to sec. 8 is rounded to the grade according to the principle:

- 1) up to 3.25 - satisfactory
- 2) from 3.26 to 3.75 - satisfactory plus
- 3) from 3.76 to 4.25 - good
- 4) from 4.26 to 4.50 - good plus



5) from 4.51 to 5.00 - verygood

8. The final result for majors for which the education standard does not provide for the diploma examination is rounded to the grade according to the principle:

1) to 3.20 - satisfactory

2) from 3.21 to 3.50 - satisfactory plus

3) from 3.51 to 4.00 - good

4) from 4.01 to 4.30 - good plus

5) from 4.31 to 5.00 - verygood

Rounding a grade specified in sec. 7 and 8 applies to an entry in the diploma and supplement. Other certificates contain the actual result calculated in accordance with sec. 6.

The diploma examination commission may increase the grade referred to in sec. 6 item 1 and 2 by 0.5 if the student received very good grades from the diploma dissertation and the diploma examination (at arts majors additionally from the arts examination) and during the last two years of studies obtained an arithmetic average from credits and examinations not lower than 4.0 calculated in accordance with the principle specified in sec. 5 item 1.

At majors for which the education standard does not provide for the diploma examination, the dean may increase the grade referred to in sec. 6 item 3 by 0.5 if the student in the last four semesters obtained an arithmetic average from credits and examinations not lower than 4.0 calculated in accordance with the principle specified in sec. 5 item 1.

XV. FINAL PROVISIONS

38

In other matters concerning the order and mode of studies, decisions shall be made by the dean.

The dean fulfils competences in the scope of individual decisions in student matters, including administrative matters, based on appropriate authorization of the Rector.

In matters exceeding the dean's competences, specified in these Regulations, decisions shall be made by the Rector.

39

A student shall have the right to appeal against decisions made by the dean based on these Regulations within 14 days from the day of receiving the decision.

The Rector's decision shall be final.

The Rector may change the dean's decision without an option to appeal.

The decision made in the first instance by the Rector cannot be appealed against, however a student unsatisfied with the decision may submit a request for reconsideration to the Rector.

40

The current provisions shall apply to pending proceedings and to requests submitted by students before the date of entry into force of these Regulations.

Agreed on with the Student Government.



Student Admission

In Sri Lanka, admission of UG students to state universities is done by a nationwide local examination through a z-score system. So that the university itself do not have any guideline for the student admission.

Progression, Recognition, Certification

Policy Name:	Assessment and Award of Qualifications, University of Peradeniya
Date of Approval:	27.02.2021 (approved at the 502 nd Meeting of the Council)
Approving Authority:	The Council of the University of Peradeniya
Administrative Responsibility:	The Senate, Faculty Boards, Board of Examiners
Monitoring Responsibility:	The Council, University of Peradeniya
Availability	An English version is available on the Internet via the following link: https://www.pdn.ac.lk/mainpg-contents/Policies/Policy%20No.%2005%20-%20Policy%20on%20Assessments%20and%20Award%20of%20Qualification%20(502nd%20council%20-%2027.02.2021).pdf

Overview

Assessment is a process of systematic collection, analysis, interpretation and communication of information about educational achievements of learners, measured against identified goals and criteria, for the purpose of providing formative feedback on learning and facilitating summative decision making on progression, certification or awards.

Review and Repeal of the Policy

The policy shall be reviewed and confirmed by the Council every 5 years to maintain its relevance. The Council shall possess the sole authority and power to exercise its discretion with respect to any or all of the clauses of this policy and to provide for any interpretation, modification or amendment to the policy that shall be made from time to time.

Scope and Application

This policy covers all assessment related processes and procedures of all study programmes offered by the University of Peradeniya, including those of Postgraduate Institutes (PGIs) affiliated to the



University of Peradeniya. It applies to all administrators, examiners, candidates and all support staff of the University.

In alignment with the national guidelines on higher education standards, the objective of the Policy on Assessment and Awards of the University of Peradeniya are to ensure that assessments,

are designed to promote student learning,

are designed to measure student achievement against intended learning outcomes in order to arrive at judgments and decisions that are valid and reliable,

are designed to produce feedback that is useful for student learning and for the Institution to evaluate relevant programmes,

are designed to ensure that the trust of the public and all stakeholders in the education process of the University is upheld,

are fair, transparent and equitable,

are aligned with relevant national guidelines and maintain the local standards on par with relevant international standards, and

are conducted and awards are recommended by all Faculties and PGIs having followed appropriate procedures and under the supervision and approval of relevant university authorities.

Key Policy Principles

A Overall process

The University shall institute procedures for designing, approving, monitoring and reviewing the assessment strategies for programmes and awards with the goal of maintaining academic standards through appropriate assessment practices.

The University shall institute credible procedures and guidelines for effectively conducting assessment processes.

The University shall follow relevant internal and external benchmarking in monitoring and maintaining academic standards measured through instituted modes of assessment.

The University shall review and amend assessment practices and regulations periodically as required to ensure that they remain fit for purpose.

The University shall ensure that students are assessed using criteria, regulations, and procedures, which are published in writing, in the print and/or electronic mode. These shall include, but are not limited to, the dates of importance, deadlines, formats for required work/assessment tasks, the weightage of the components in the assessment scheme, the method of marking (e.g. single marking, blind double marking, conference marking etc.), the procedures followed in the setting of exams/assignments, the procedures involved in returning graded work and releasing results, the provisions for appeal, the requirements for progression in the relevant study programme, and the due notice of dates, times and venues of written/oral examinations and other assessment tasks. This information shall be included in examination by-laws, programme manuals, student handbooks, study guides, schedules and internal circulars which are made available at the beginning of the courses to all students enrolled and the staff involved in carrying out assessments.

There shall be a clear delegation of responsibility of assessment related procedures within Faculties/Institutes/Centers the details of which are determined and communicated to respective individuals by way of by-laws, SOPs, internal circulars, ToRs, and letters of appointment.

The staff involved in assessments shall be competent to undertake their roles and responsibilities, and they shall have no conflicts of interest. Any existing conflicts of interest shall be declared by the relevant students and/or the staff members at the beginning of the relevant academic year.

The University shall ensure that any transfer of credits between the programmes within the University or with those of other universities is subject to prior approval of the Senate of the University of Peradeniya or is carried out in accordance with relevant prior arrangements/MoUs approved by the University.



Information on the mechanisms and procedures for the recognition of prior learning/ qualifications and inter-faculty and inter-institutional credit transfers, where relevant, shall be made available to prospective applicants.

There shall be a validated, quality assured system to support students with disabilities during assessments. Appropriate provisions shall be made for candidates with a formally recognized permanent or temporary disability during assessments. The University shall ensure that such assessments are made available online.

The University shall institute by-laws, guidelines, and SOPs on conducting e-assessments, including online remote assessment, which comprehensively address issues related to technology failures, candidate authentication, plagiarism and all forms of cheating, including contractual cheating.

The university shall institute a mechanism to adopt/introduce and monitor processes, procedures, rules, regulations, and by-laws to curtail emerging forms of assessment malpractices, especially those associated with remote and online assessments and using modern high-tech devices.

B Ensuring constructive alignment in designing curricula

The University shall ensure that the assessment strategies are aligned with and the designing of programme learning outcomes, course ILOs, teaching and learning strategies, and course content is guided by the relevant level descriptors as defined by the Sri Lanka Qualification Framework (SLQF), the requirements of relevant Subject Benchmark Statements (SBS), and the requirements stipulated by relevant national and/or international professional bodies.

The University/Faculty shall have a policy on weightage relating to different components of assessments in course specifications. Each scheme of assessment will set out the individual components of assessment and their respective weighting in the calculation of the final grade for the course.

The University shall ensure that the volume, timing, and nature of assessment tasks of study programmes enable valid and credible measurement of students' attainment of relevant programme outcomes.

C Setting and conducting of assessments

The confidentiality of examination materials is of utmost importance to the University. The University shall have by-laws, SOPs, and necessary infra-structure and services in place to ensure the security and confidentiality of examination materials and raw scores/marks at every stage of the assessment process (including e-assessments). These by-laws and SoPs shall ensure the secure storage and transfer of examination related materials, including assessment blueprints, questions, model answers, question papers, answer scripts, raw marks, mark sheets, and any other relevant material, and the secure communication among examiners/officials/offices. They shall also ensure that the discarding of any exam related materials follows properly established procedures and practices.

The University shall ensure that newly recruited academic and administrative staff is competent in following relevant standard procedures and guidelines related to the secure delivery of assessments at every stage of the process, before entrusting to them the relevant duties and responsibilities and allowing them to carry them out in an unsupervised manner.

The University shall have by-laws and procedures in place to effectively deal with any breaches in the security and confidentiality of assessments.

Students shall be provided with regular, appropriate, and timely feedback on formative assessments to promote effective learning and support their academic development.

The University shall adopt policies and regulations governing the appointment of both internal and external examiners. Such examiners will be provided with clear ToRs. The reports from external examiners shall be given due consideration by relevant examination boards in finalizing results and also for further improving the assessment processes.



The University shall ensure that assessment blueprints are used for each and every summative assessment at course level to ensure adequate coverage of content and programme outcomes and the use of appropriate assessment methods/tools to measure relevant outcomes.

The Faculties/PG Institutes/Centers shall adopt well defined marking schemes, moderation/scrutiny procedures, relevant forms of second-marking (open marking & blind marking), and procedures for recording and verifying marks, with a view to ensuring transparency, fairness, and consistency.

The University shall ensure the proper maintenance of standards with regard to assessments through appropriate procedures, which may include the involvement of external/independent second examiners, double marking, conference marking, and standard setting.

D Marking, grading and releasing of results

Summative & Formative assessments shall be conducted with rigor, honesty, transparency, fairness, and with due regard to confidentiality and integrity.

The University shall ensure that assessment results and decisions are documented accurately and systematically and the decisions of relevant assessment panels and examination boards are communicated to students within a stipulated time period.

Authenticated and approved results are communicated without undue delay and will be made available on the university/faculty website.

The University shall ensure the proper implementation and strict enforcement of examination rules and regulations, including those on academic misconduct, according to the relevant university policies and procedures.

The graduation requirements shall be ensured in the degree certification process, and the transcript shall accurately reflect the stages of progression and student attainments.

The University shall ensure a system to make available a comprehensive transcript that conforms, in scope and layout, to the principles agreed to by the Senate of the University. Further copies shall be made available from the registry on request (via online) and at a fee. Provisions shall be made available for current students to receive an interim transcript at any point upon request.

The University shall ensure that the degree awarded, including the name of the degree, complies with the national requirements as per SLQF (qualification descriptors, learning volumes, and level descriptors).

The University shall ensure that appeals against the outcome of any assessment are considered in accordance with the relevant provisions of the prevailing rules and regulation.

The University shall ensure that measures are taken immediately to rectify any erroneous results upon the detection.

Provisions shall be made available to cover any infringements of the rules and regulations

E Equity and equality in the assessment process

The University shall ensure that every student is provided with an equal opportunity to demonstrate their competencies.

Definitions:

Assessment criteria: Specific outcomes that are expected to be demonstrated in any particular assessment task

Intended Learning Outcomes (ILOs): Clear statements that indicate what students are expected to know or be able to do upon the completion of a lesson/unit /programme

Formative assessment: Assessments that are designed primarily to provide feedback to students on their progress against learning outcomes.

Summative assessment: Assessments that are typically but not necessarily

Course: a self-contained unit of study on a particular content with defined level, credit value, aims, intended learning outcomes, mode(s) of delivery, a scheme of assessment, and also pre- and co-requisites (if applicable)



4 Quality Assurance policies and practices

4.4 Student admission, progression, recognition and certification

Course Credits: the credit rating of a course, based upon the notional learning hours required for its completion and determined in accordance with relevant national frameworks

Award of Qualification:

Policy on Curriculum Planning, Development and Revision

Policy on Teaching and Learning

Related Acts, Rules, Regulations, Key Circulars (if any available):

Universities Act

SLQF

UGC circulars on assessment/re-corrections/credit policies

Examination rules and regulations of the University of Peradeniya

Guidelines for conducting examinations

Right to Information Act, No. 12 of 2017



4.4.5 RUSL

Rationale

Student assessment in the university is the process of evaluating students on what they know and understand and determines whether the students met the intended learning outcomes of courses. It is the bridge between teaching and learning. Hence, student assessment will help to inform teachers and students about the quality of the assessment process and the student learning experience. Student assessment policy should apply to evaluate all undergraduates by any form of assessment at the Rajarata University of Sri Lanka (RUSL) and it should be respected by all parties including students, academics, academic supportive and administrative staff of the faculties.

Definitions

Student assessment is defined as “any form of student activity in a course to which a grade is to be granted by the instructor/lecturer” (McGill University assessment policy, 2016).

Scope

This student assessment policy applies to all the students and academic staff of the RUSL.

Principles

Student assessments should be built on quality, validity, reliability, manageability, and fairness. University teachers would be able to incorporate these principles when planning, implementing and reviewing assessment processes.

Policy Statement

The purpose of this policy is to outline the process of assessing students to evaluate student learning outcomes and ensure that all student assessments are properly designed.

1. Purpose of Assessment

- To evaluate the standard of student performance in relation to the learning objectives of the courses
- To enhance, and improve the quality of student learning
- To reward the student efforts and achievements with an appropriate grade
- To provide necessary feedback to improve the quality of existing curriculum
- To improve the effectiveness of the teaching-learning process

2. Forms of Assessment

There are diverse methods to assess students and can be varied with the learning objectives.

- Written examination**- may consist of multiple-choice questions, structured (short answer) questions, and essays, where appropriate
- Written assignments** - may evaluate in the form of essay/s, report/s, case-studies, and portfolio/s
- Practical examination**- may consist of practical questions and evaluate by a practical paper, spot tests, a practical, where appropriate
- Practical assignments/projects** - may require to complete a practical assignment/s or a project designed to test students' abilities under given circumstances
- Presentations** - the student will be given a topic and required to make a presentation which will be concluded with a formal discussion
- Viva-voce examinations** – a panel of evaluators assesses the student/s according to the given answers

3. Assessment Requirements

Student assessment should be ensured following.



Valid– A valid assessment procedures precisely measure the knowledge, skills or understanding of the student.

Reliable –A reliable assessment procedure should be there to convey consistent results.

Fair– The assessment procedures should not be discriminate among/against student/s.

Reasonable – Assessment workload is reasonable with the context of work done and reflects the content of course.

Relevant– The assessment/s should be matched with the knowledge and skills gained.

Aligned– Assessment/s must align with expected learning outcomes.

Transparent– All assessments should be very clear to criteria/standards.

Feedback– Students should receive the feedback timely and better to indicate the way they can improve.

4. Timing and Weightage of Assessments

Students should be informed, about course objectives and learning outcomes, including the assessment requirements of the respective course on the first day of the lecture. Further, students should be aware of the assessment submission dates (due dates) and the contribution of each assessment to the final grade.

5. Submission of Assessments

Students are required to submit assessments at the time and date specified in the course. Course coordinator has the authority to decide about the penalty for those who submitted the assessment after the due date.

6. Special Considerations

Special consideration can be given to the students who are only proven a genuine need.

7. Moderation

Moderation guarantees that assessment is valid, reliable and fair. Hence, it is the responsibility of the course coordinator/s to ensure that internal/external moderation processes are maintained.

8. Second marking

Second marking assures that course coordinator marked the answers in a fair manner. It also cross-checked the total marks received by the student.

9. Review of Grades

A student can request to review his/her final grade awarded by a written request within 14 working days after releasing the final grade.

10. Academic record/transcript

All grades of the courses that student has followed during his/her degree program, normally appear on the student's academic record/transcript.

Related Legislations and Documentation

This policy should implement the following legislation and documentation.

Commission Circular 04/ 2015 of the University Grants Commission on “Strengthening of Internal Quality Assurance System in Universities and Higher Educational Institutions Through Internal Quality Assurance Units

Internal Quality Assurance By-laws, No....., 2017

Policy on “Learning and Teaching”, No....., 2019

Policy on “Student Assessment”, No....., 2019



4 Quality Assurance policies and practices

4.4 Student admission, progression, recognition and certification

Policy on “Course Study Programme Approval” No....., 2019

Policy on “Open and Distance Learning”, No....., 2019

Policy on “Information and Communication Technology” No....., 2019

Sri Lanka Qualification Framework (SLQF), 2015

Subject Benchmark Statements

Codes of Practices

Roles and Responsibilities

Conducting a fair assessment according to the course outlines is the responsibility of the course coordinator. Academic supportive staff and the administrative staff should participate in the evaluation process as necessary. Students should be responsible to achieve a better grade by active participation in the learning process.

Result boards meet in each faculty assure the final grades received by each student. Apart, the University Senate is responsible for approval to issue the results.



4.4.6 SEUSL

The Student Handbook of the Faculty of Engineering includes all phases of the student „life cycle“ and is available online with the following link:



http://fe.seu.ac.lk/downloads/SEU-FE-UG_Handbook_2020.pdf

Student Admission

Admission requirements for the degree programme are determined by the UGC in accordance with the government policy on university admissions. The minimum requirements are passes in Combined Mathematics, Physics and Chemistry at the GCE Advanced Level Examination.

Applicants with foreign qualifications referred for admission by the UGC may be admitted only with the consent of the Faculty, subject to approval by the Senate.

Figure 11: Regulations for admission, progression and recognition at SEUSL

Progression

The Common Core Programme conducted in the first academic year is common for all students at the Faculty of Engineering. There are 14 Compulsory modules and 01 Elective module to be completed in the Common Core Programme. The modules are subject to change by the Faculty with the approval of the Senate.

Semester 1	Module Code and Title		GPA	L	P	T	Evaluation (%)	
			Credits	(h/w)	(h/w)	(h/w)	CA	Exam
	ID 13002	Mathematics- I	3 C	3		1	20	80
	ID 11001	English-I	1 C			3	50	50
	CE 13001	Strength of Materials	3 C	2	1.5	1.5	20	80
	CS 13001	Introduction to Computing	3 C	2	3		50	50
	EE 13001	Principles of Electrical Engineering	3 C	2	1.5	1.5	20	80
	ME 13001	Applied Mechanics	3 C	2	1.5	1.5	20	80
	ME 12002	Engineering Drawing	2 C	1	3		50	50
	Total		18 C					

Semester 2	Module Code and Title		GPA	L	P	T	Evaluation (%)	
			Credits	(h/w)	(h/w)	(h/w)	CA	Exam
	ID 23003	Mathematics- II	3 C	3		1	20	80
	ID 21002	English-II	1 C			3	50	50
	ID 22001	Engineer in Society	2 C	2		1	20	80
	ID 21004	Introduction to Sinhala Language	1 E	1			20	80
	ID 21005	Introduction to Tamil Language	1 E	1			20	80
	EN 23001	Principles of Electronics	3 C	2	1.5	1.5	20	80
	ME 23001	Engineering Materials and Processes	3 C	2	1.5	1.5	50	50
	ME 22002	Presentation of Engineering Information	2 C	1	3		50	50
	ME 23003	Thermo Fluids	3 C	2	1.5	1.5	20	80
	Total		17C+1E					

Figure 12: Common Core Programme Modules (SEUSL)

A student should have satisfactorily followed the Common Core Programme, and should have got selected to a field of specialization to continue his / her studies. A student is deemed to have satisfactorily followed if he / she:

has obtained 80% attendance in each module offered based on the total number of **equivalent lecture hours** of the module, and

has sat for both End of Semester Examinations in Semester 1 and Semester 2, and has achieved OGPA ≥ 1.50 in the Common Core Programme.



The Faculty is at present offering the following fields of specialization viz Civil Engineering, Electrical & Electronic Engineering, and Mechanical Engineering. The fields of specialization are subject to change.

Admission to each field is limited and determined by the Senate on the recommendation of the Faculty based on the viability of providing facilities commensurate with quality standards.

While a place in at least one of the fields of specialization is assured for every student who successfully followed the Common Core Programme, it may not be possible to accommodate every student's first choice of field.

Streaming of a student into a field of specialization is based on available positions under different fields, and his/her preference and performance in the Common Core Programme.

In situations where the number of applicants for a field of specialization exceeds the number of places available in the Specialization Programme concerned, the places would be allocated based on the GPA obtained at his/her first attempt in the Common Core Programme modules [F-GPA] excluding the modules *Engineer in Society*, *English-I*, *English-II*, and *Introduction to Sinhala* or *Introduction to Tamil*.

In situations where two or more applicants with the same F-GPA compete for a vacancy of a particular field, the allocation of the field will be based on the performance in the modules, weighted as per credit rating, indicated against the field in question in Table

Transfer from a field of specialization would be permitted only in case: when a student may be offered a placement in the field of a preferred choice due to a vacancy available therein. Such a transfer would only be permitted within two weeks of assigning the fields.

Table 8: Tie breaking modules for field selection

Field of Specialization	Modules
Civil Engineering	CE 13001 Strength of Materials and ID 23003 Mathematics-II
Electrical & Electronic Engineering	EE 13001 Principles of Electrical Engineering, EN 23001 Principles of Electronics, and ID 23003 Mathematics-II
Mechanical Engineering	ME 13001 Applied Mechanics, and ID 23003 Mathematics-II

Recognition

Normally students are expected to complete their programs through modules taken at the South Eastern University of Sri Lanka. Students who wish to take a module elsewhere should obtain written permission from the Faculty of Engineering before registering for the module, to ensure that it is acceptable for credit.

It is the responsibility of the student to ensure that an official transcript of grades is forwarded directly to the Senior Assistant Registrar (Academic / Examination) of the South Eastern University of Sri Lanka in order that the appropriate grade to be recorded. To receive credit, normally a minimum grade of C- (equivalent to at least 45%) must be obtained for a module.

Certification

A candidate should satisfy the following requirements in order to be admitted to the BSc Engineering degree:

Successful completion of the Common Core Programme.

Securing a minimum of total of 150 Credits including minimum of 144 GPA Credits and 6 Non-GPA Credits from among the modules specified for the relevant field of specialization and the Common Core Programme. If a student secured more than 150 Credits with Optional / Elective modules, the relevant and best grades obtained up to 150 Credits will be used to calculate GPA. A minimum



4 Quality Assurance policies and practices

4.4 Student admission, progression, recognition and certification

OGPA of 2.00 in **the Specialization Programme**, Grade in any of the modules is not below D, and the Cumulative Credit Deficit (CCD) does not exceed 15.

$CCD = \sum ni di$ for all modules with grade of D, D+ or C- ;

where ***ni*** is the number of credits of a module in which the student has secured a grade of D, D+ or C-, and ***di*** is the deficit weightage, defined as 1 for a D, 2/3 for a D+ and 1/2 for a C-.

Credit requirements specified in the curriculum for the specialization as approved by the Senate, and

Completion of any other mandatory requirements prescribed by the Senate.



4 Quality Assurance policies and practices

4.4 Student admission, progression, recognition and certification

4.4.7 MUST

General procedure for admission can be found at the admission website (<https://elset.edu.mn/>) and each year, the policy for the admission is subject to change according to the orders of the ministry of education and science. All activities of student academic life are regulated by the following regulations.

Regulation of the bachelor programs can be found at https://must.edu.mn/media/uploads/files/bachelor_regulation_for_study.pdf while the regulations

for the examinations can be found at https://must.edu.mn/media/uploads/files/bachelor_regulation_of_examination.pdf

Regulations of the master programs can be found at https://must.edu.mn/media/uploads/files/master_and_phd_regulation_for_study.pdf while the regulation for the examination can be found here: https://must.edu.mn/media/uploads/files/master_and_ph.d_regulation_of_examination.pdf.



Bachelor
Program



Bachelor
Examination



Master
Program



Master
Examination

Figure 13: Regulations for Programs and Examinations for Bachelor, Master at MUST



4 Quality Assurance policies and practices

4.4 Student admission, progression, recognition and certification

4.4.8 NUM



Regulations of the admission which is quite changeable can be found under the title "2016-full time undergraduate admissions procedure of the NUM" with the following QR-code or the link:

<https://www.num.edu.mn/en/Home/Admission>

Figure 14: Link to regulations for student admission of NUM



Student progression, recognition, and certification can be found in the regulation under the title "Academic Policies and Procedures of the National University of Mongolia" via the following QR-code or the Link:

<https://www.num.edu.mn/en/Home/Admission>

Figure 15: Link to regulations for student progression, recognition and certification of NUM



4.4.9 QUT



Figure 16: Regulations for admission, progression and recognition at QUT

The guidelines for admission, progression and recognition of students can be found on the website, but only in Chinese (Link: <http://yjsh.qut.edu.cn/wdxz.htm>). A translation was done for this Compendium, which can be found in the sections below.

Student Admission

School profile

Qingdao University of technology is a multidisciplinary university focusing on engineering, with distinct characteristics in civil engineering, machinery manufacturing, environment and energy, and coordinated development of science, engineering, economics, management, grammar and art. It is the construction unit of the "111 plan" of the first batch of local colleges and universities in China, the first batch of national demonstration colleges and universities to deepen the reform of innovation and entrepreneurship education, a famous school with characteristics for the cultivation of applied basic talents in Shandong Province, and the first batch of high-level universities with "strong characteristics" in Shandong Province.

The University was granted the right to grant master's degree in 1993 and doctor's degree in 2005. It has 2 first-class disciplines authorized by doctor's degree, 2 first-class disciplines, post doctoral research mobile stations, 21 first-class disciplines authorized by master's degree and 11 master's authorized majors (categories). Three disciplines were selected as provincial first-class disciplines (including cultivation), civil engineering was approved as provincial peak discipline, and mechanical engineering was approved as provincial advantageous and characteristic discipline. Engineering ESI ranks top 1% in the world; 12 majors were selected into the national first-class undergraduate specialty construction sites, and 23 majors were selected into the first-class specialty construction sites in Shandong Province. It has 4 national teaching and scientific research platforms, including the national experimental teaching demonstration center and the national local joint engineering center, 26 provincial and ministerial scientific research platforms and 4 collaborative innovation centers, including the Ministry of education, Shandong Engineering Research Center and key laboratories.

The school implements the fundamental task of Building Morality and cultivating people, adheres to the science and engineering spirit of "indomitable, resolute, thick and brave undertaking heavy loads", adheres to characteristic development, connotation development and innovative development, trains high-quality talents with high quality, and serves the economic and social development based on Shandong and the whole country. Standing in a new historical position, science workers are shouldering new social responsibilities and historical missions, and advancing bravely towards the goal of building a high-level applied research university with distinctive characteristics.

2. Enrollment

In 2022, the university plans to recruit 1207 master's students (including 1095 full-time Master's students and 112 part-time master's students). The final enrollment is subject to the enrollment plan document officially issued by the Ministry of education. The proposed enrollment of Push Free students is subject to the enrollment confirmed by the final push free student system, The actual enrollment of each discipline (category) will be appropriately adjusted in combination with the enrollment plan officially issued by the Ministry of education, the number of first-class volunteers, the training quality of disciplines and majors, and the team of high-level excellent tutors.

The school plans to recruit 14 graduate students for the "retired college student soldiers" program, and the final enrollment number is subject to the enrollment plan document officially issued by the Ministry of education. The enrollment of the plan is determined by the school independently, and those who meet the conditions are welcome to apply.

Applicants for the national postgraduate entrance examination must meet the following conditions:

A citizen of the people's Republic of China.

Support the leadership of the Communist Party of China, have good moral character and abide by discipline and law.

The physical condition meets the specified physical examination requirements.

The academic level must meet one of the following conditions:

Fresh graduates whose academic qualifications are recognized by the state (including fresh graduates from ordinary colleges and universities, adult colleges and universities, adult higher academic education held by ordinary colleges and universities) and self-study examination and online education can graduate at that time. Candidates must obtain the undergraduate diploma recognized by the state or the certificate of overseas academic degree issued by the study abroad service center of the Ministry of education before admission in the current year (the registration date specified in the school admission notice), otherwise the admission qualification is invalid.

Persons with bachelor's degree recognized by the state.

Those who have completed 2 years (from graduation to the registration date specified in the school admission notice in the year of admission, the same below) or more after obtaining the national recognized higher vocational college graduation degree, as well as undergraduate

graduates with the national recognized degree, who meet the specific academic requirements of the school's training objectives for candidates, shall apply for the examination according to the identity of undergraduate graduates with the same academic ability. Candidates with the same educational level can only apply for majors that are the same or similar to their majors. Persons who have obtained master's or doctor's degrees. IV.

Graduate students who are currently a student must obtain the consent of their school before registering.

Those who apply for the postgraduate entrance examination of engineering management [Code: 125601] in the master of engineering management must meet the following conditions:

- (1) Meet the requirements of (I), (II) and (III) of the third entry conditions.
- (2) Personnel with more than 3 years of working experience after graduating from University; Or a person who has obtained a national recognized higher vocational college degree or a bachelor's degree, reaches the same educational level as a bachelor's degree and has more than 5 years of working experience; Or those who have more than 2 years of working experience after obtaining a master's degree or doctor's degree. Candidates with the same educational level can only apply for majors that are the same or similar to their majors.

Registration requirements for special subjects (categories)

In addition to the College of science and the College of Humanities and foreign languages, master's students who apply for admission to other colleges of our university with the same academic capacity must meet the above requirements and also meet the following conditions:

Be able to provide the learning certificates and transcripts of all required courses of undergraduate majors with the same and similar disciplines (categories) issued by the educational administration department of the University.

CET CET-4 scores above 425.

The first author has published academic papers related to the registered major in Chinese core journals.

Graduate students applying for all disciplines (categories) of the school of architecture and urban rural planning must meet the professional requirements proposed by the discipline (category) applying for examination. For details, see the remarks in the catalogue of enrollment majors.

6. Special requirements for "retired soldiers" program

Candidates applying for the special postgraduate enrollment plan of "retired college student soldiers" shall be college students who are enlisted and discharged from active service and meet the conditions for



postgraduate enrollment ("college students" refer to full-time graduates, current students and Freshmen in general colleges (including higher vocational colleges), postgraduates and second bachelor's degree, As well as ordinary College (Higher Vocational) graduates, current students and freshmen recruited by adult colleges and universities. When registering, candidates should choose to fill in the special plan for retired college student soldiers, and fill in their enrollment information before enlistment, enlistment, retirement and other relevant information as required.

7. Push to avoid relevant requirements

All disciplines (categories) and majors (fields) that can accept fresh undergraduate graduates as required can accept push exempt students. Candidates with the qualification of recommending exemption from examination must log in to the "national recommended excellent fresh graduates' exemption from examination for postgraduate information disclosure and management service system" (website: <https://yz.chsi.com.cn/tm>) Fill in the volunteers and take the second examination.

Examination registration

Registration includes online registration and online confirmation (on-site confirmation). All candidates participating in the postgraduate entrance examination must register online, confirm the online information and collect their own images and other relevant electronic information online or at the registration site, and pay the registration fee according to the regulations.

Candidates should log in to "China graduate enrollment information network" (public website: <https://yz.chsi.com.cn>, education website: <https://yz.chsi.cn>) Browse the registration instructions and register according to the online announcement requirements of the Ministry of education, provincial education enrollment and examination institutions, registration sites and the Graduate Office of the University; The online registration time is from October 5 to October 25, 2021, from 9:00 to 22:00 every day. The online forecast time is from September 24 to September 27, 2021, from 9:00 to 22:00 every day.

Online confirmation (on-site confirmation). After online registration, candidates shall perform online confirmation (on-site confirmation) as required within the time specified by the registration point. When confirming, they shall submit their resident ID card, academic degree certificate (fresh undergraduate graduates hold student card) and online registration number, which shall be checked by the staff of the registration point. Candidates applying for the special postgraduate enrollment plan of "retired college student soldiers" shall also submit their own "enlistment approval" and "exit from active service certificate".

Precautions

Candidates should carefully understand and choose to fill in the volunteers in strict accordance with the registration conditions and relevant policy requirements. In case of failure to meet the registration conditions and relevant policy requirements, resulting in subsequent online confirmation (on-site confirmation), examination (including preliminary and re examination) or admission, the consequences shall be borne by the examinee himself.

Candidates should accurately fill in personal online registration information and provide authentic materials as required. If the examinee fails to take the exam (including the preliminary examination and retest) or admit due to the wrong filling of online information or false information, the consequences shall be borne by the examinee himself.

After submitting the registration information, candidates should check whether they have passed the verification of student status (academic degree) in time. Those who fail to pass the verification should go to the authoritative certification authority of student status and academic degree in time, and submit or mail the certification report to the school research and recruitment office for verification before October 29. Otherwise, they will be deemed to have problems with student status and academic degree and be disqualified from applying for the examination.

When registering, candidates must correctly select the subject, research direction and examination subjects according to the professional catalogue.



The correspondence address, postal code and telephone number provided by the candidate must be accurate and valid before the completion of admission.

Examination date

December 25-26, 2021.

Specific place of examination

Determined and announced by each registration point.

11. Announcement of preliminary examination results

The school will publish the inquiry and review notice of the preliminary examination results on the website of the Graduate Office at the time specified by the Ministry of education, and the school will no longer send written transcripts.

12. Reexamination and admission

The school determines the school's retest score line according to the national retest score line, the number of online students of various disciplines (categories) and the enrollment quota, and notifies the candidates to participate in the retest online. Candidates who apply for the same or similar disciplines (categories) can apply for transfer to the disciplines (categories) with insufficient students in our school. The specific adjustment policy will be determined and announced according to the admission policy of the Ministry of education in that year. Candidates are requested to pay attention to the adjustment and retest notice on the website of the Graduate Office of our university after the announcement of the preliminary examination results. Candidates with the same academic level shall take two additional undergraduate courses when taking the second examination. Finally, the school will select the best candidates to be admitted according to the results of the preliminary and re examination and the political examination of the candidates; The school uniformly arranges the physical examination of the candidates to be admitted.

Learning style and school system

Learning style. There are full-time and part-time learning methods for Postgraduates in our university.

School system. The length of schooling of our master's students is 3 years.

Tuition

The tuition fee for the part-time master of architecture, engineering management and social work is 12000 yuan / year, and the tuition fee for the part-time master of accounting is 20000 yuan / year. The tuition fee for academic degree postgraduates is 8000 yuan / year; The tuition fee for Postgraduates of other professional degrees is 10000 yuan / year.

If there is any adjustment to the charging standard of each specialty, the documents of the superior department and the school shall prevail.

15. Scholarships

The university has established a graduate award system based on national scholarships, national grants, academic scholarships, special awards, three aid subsidies and relevant supporting policies and measures. Tel: 0532-85071680.

16. Campus distribution of Training College

Shibei Campus: School of architecture and urban rural planning, School of art and design

Jialingjiang Road Campus: School of civil engineering, School of mechanical and automotive engineering, School of environmental and municipal engineering, School of information and control engineering, School of science, School of management engineering, School of business, School of Humanities and foreign languages, School of Marxism

17. Others

With the approval of Shandong Provincial Department of education, our university has set up a special enrollment plan for joint training with scientific research institutions such as Institute of Oceanography, Chinese Academy of Sciences and Lanzhou Institute of physical chemistry, Chinese Academy of Sciences, which are distributed in disciplines and professions such as civil engineering, material science and Engineering, mechanical engineering and electronic information.



Please choose the learning form and employment mode according to your actual situation. In principle, our part-time disciplines (categories) only recruit targeted employment students.

The school implements a two-way choice system for teachers and students, and tutors and master students make two-way choices.

For details of enrollment, please log in to the website of our Graduate Office in time. If you have any questions about the reference book of the preliminary examination and the examination outline, please consult the enrollment colleges.

Contact information

[not included in this compendium]

Progression

Chapter 1 General Provisions

Article 1. In order to strengthen the training and management of postgraduates with master's degree (hereinafter referred to as postgraduates) and improve the training quality of postgraduates, in accordance with the "Regulations of the People's Republic of China on Degrees", "Interim Measures for the Implementation of the Regulations of the People's Republic of China on Degrees" and the Ministry of Education's "Regulations on Doing a Good Job in Full-time Master's Degrees" These regulations are formulated in accordance with the spirit of the documents such as Several Opinions on the Training of Professional Degree Graduate Students" and "Notice on Coordinating the Management of Full-time and Part-time Graduate Students" and in light of the specific circumstances of our school.

Article 2. These regulations are applicable to postgraduate students studying for academic and professional (including full-time and part-time) master's degrees in our school.

Article 3. The postgraduate education in our school aims to cultivate support for the leadership of the Communist Party of China and the socialist system, love the motherland, abide by laws and disciplines, be of high moral character, be healthy in body and mind, have solid basic theories and systematic expertise in the subject, and have the ability to engage in scientific research Talents who work or independently undertake professional and technical work.

Article 4. The training and management of postgraduates shall implement the school-academic secondary management model, and schools, colleges, and tutors shall be responsible for the division of labor within the scope stipulated in these measures.

The fifth. In the process of postgraduate training, schools and colleges should reasonably arrange various links such as course study, professional practice, scientific research, academic exchange, and social practice. Or the ability to independently undertake professional work in design and management.

Chapter 2 Study Period and Overall Arrangement

Article VI. The length of study for a master's degree is 3 years (two years for a master's degree in social work) , and the longest study period does not exceed 5 years.

Article 7. Disciplines that have the right to confer a master's degree shall, in accordance with these regulations, be combined with the

According to the actual situation of the subject (professional), formulate various postgraduate training programs in this discipline, and use this as the main basis for postgraduate training work. The formulation of the professional degree postgraduate training program should also meet the relevant requirements of the relevant professional degree education steering committee.

eighth. The personal training plan for postgraduates should be formulated according to the discipline training plan, and the course study, professional practice, scientific research and thesis writing stipulated in the training plan should be completed during the training period.

Article 9 Postgraduates who have completed the prescribed study content and dissertation and meet the requirements for dissertation defense can apply for dissertation defense. The dissertation defense application should be submitted 6 months before the defense. If the postgraduates fail to meet the



graduation requirements within the prescribed study period, they shall be implemented in accordance with the Regulations on the Management of Postgraduates of Qingdao University of Technology.

Chapter 3 Training Plan and Tutor Responsibilities

Article 10. Graduate students should generally select a tutor within one month after admission, and the tutor (group) responsibility system shall be implemented for their daily training work. The supervisor should guide the graduate students to formulate a practical personal training plan in accordance with these measures and the discipline (professional) training plan, combined with the personal situation of the graduate students. The personal training plan should clearly stipulate the elective courses (and links), the number of credits and the assessment methods.

Article 11. During the implementation of the plan, if changes are required due to special circumstances, graduate students must obtain the consent of their supervisors and make changes within the course selection period of each semester. The revised personal training plan will be signed by the supervisor and submitted to the college for the record.

Article 12. During the implementation of the plan, if the supervisor cannot normally perform his guiding duties due to the transfer of the supervisor's work, physical reasons, or disqualification of the supervisor, the graduate student can apply for a change of supervisor, and the application shall be made by the original supervisor, the supervisor to be accepted, and the college. After the approval of the supervisor (including transfer out and transfer into the college), it will be reported to the Graduate Office for approval. After the graduate student has opened the question and applied for a transfer to the tutor, he or she must discuss with the tutor whether the question needs to be reopened. Those who need to reopen the question should meet the eligibility requirements for the defense application. In principle, the replacement of postgraduate tutors is carried out within the same major.

Article 13. The tutor (group) shall be fully responsible for the daily training and education of postgraduates, including:

(1) Improve the ideological and political quality of postgraduates, enhance the sense of social responsibility, and pay attention to the humanistic care of postgraduates; (2) Instruct graduate students to abide by academic ethics;

(3) To cultivate graduate students' academic innovation ability and practical innovation ability;

To guide postgraduates to formulate personal training plans; to urge postgraduates to complete their study tasks ;

To guide and check the dissertation work of graduate students;

Propose the elimination of postgraduate students who cannot meet the training requirements.

Chapter 4 Course Study and Assessment

Article 14. Graduate courses are mainly composed of degree courses (public degree courses, professional degree courses), non-degree courses (public elective courses, professional elective courses and optional elective courses) and compulsory courses. Among them, the public courses are organized by the Graduate Office, and the rest of the courses are organized by the colleges.

Article 15. The postgraduate courses implement a credit system, and the requirements are as follows:

The total credits of academic master students shall not be less than 30 credits. Among them, the degree courses are not less than 16 credits, and the compulsory courses are not less than 3 credits. Compulsory courses include 1 credit for postgraduate academic and professional quality education, 1 credit for thesis opening, and 1 credit for academic activities.

For other specific credit requirements, each college will compile the "Basic Requirements for Master's Degrees in First-Level Disciplines" and the latest "Basic Requirements for Degree Authorization Review Application" and the requirements for the qualification evaluation of disciplines according to the subject evaluation group of the Academic Degrees Committee of the State Council, and continuously condense the characteristics of discipline training, and pass Development and revision of training programs and implementation.

The total credits of professional postgraduate students shall not be less than 32 credits. Among them, the degree courses are not less than 16 credits, and the compulsory courses are not less than 7 credits.



4 Quality Assurance policies and practices

4.4 Student admission, progression, recognition and certification

Compulsory courses include 1 credit for postgraduate academic and professional quality education, 1 credit for thesis opening, 1 credit for academic activities, and 4 credits for professional practice.

For other specific credit requirements, the colleges will continue to condense their majors according to the "Basic Requirements for Master's Degree in Professional Degree Category (Field)" formulated by the National Professional Degree Graduate Education Steering Committee, the latest "Basic Requirements for Degree Authorization Review and Application" and the qualification evaluation requirements for disciplines and majors. Cultivate characteristics and implement them through the formulation and revision of training programs.

Article 16. The basic requirements for the curriculum of the postgraduate training program are as follows. The training programs for each discipline (major) should include but not be limited to the following courses.

(1) Public degree courses (5 credits, compulsory)

Research on Theory and Practice of Socialism with Chinese Characteristics (2 credits, compulsory); Introduction to Dialectics of Nature (1 credit); Marxism and Social Science Methodology (1 credit); One must choose from two elective courses.

English: (2 credits, compulsory).

(2) Professional degree courses:

Basic theory courses, professional basic and professional courses, and related interdisciplinary professional courses.

Compulsory Links (3 credits or 7 credits) Graduate Academic and Professional Quality Education Course (1 credit)

Academic Regulations, Professional Ethics, and other postgraduate academic and professional quality courses.

Thesis opening: (1 credit)

Academic Activities : (1 credit)

Professional Practice: (4 credits, for professional graduate students only)

Article 17. In addition to the courses specified in this training plan, postgraduates can choose other related disciplines (major) graduate courses. With the consent of the tutor and the review of the college, they can be included in the elective courses of their own training plan and counted into the total credits of the training plan; they can also choose to take their own training. Other non-related disciplines (professionals) postgraduate courses outside the plan, with the consent of the supervisor, are counted as arbitrary elective courses and not counted into the total credits of the training plan.

Chapter 5 Dissertation Work

Article 18. The dissertation is an important part of the postgraduate training work. It should reflect the graduate student's ability to comprehensively apply scientific theories, methods and technologies to solve practical problems, and should demonstrate the author's academic values; the thesis should show that the author has extensively read relevant domestic and foreign literature. The number of literature readings and references should not be less than the requirements specified in the opening report. The dissertation must be completed independently, and the working time of the dissertation should not be less than one year.

The dissertation work includes the thesis topic selection, mid-term assessment, thesis review and defense.

Article 19. Essay topic

After admission, under the guidance of the supervisor, graduate students should select the subject direction as soon as possible, complete the topic selection of the thesis before the end of the third semester, and pass the opening report. The opening report includes the proposed dissertation topic, the basis for the topic selection, the research content, the key problems to be solved, the design of the research plan, the innovation, the planned progress, the expected results, etc.

The opening report meeting should be held openly within the scope of this discipline or related disciplines, and at least 3 experts with postgraduate guidance qualifications in relevant disciplines will be organized by each college to demonstrate the opening report. The expert group should focus on



demonstrating the innovation and feasibility of the topic selected by the reporter, and put forward specific opinions and suggestions on the research work of the topic.

The review comments are divided into two cases: pass and fail. If the opinion is approved, the postgraduate should revise it according to the opinions of the expert group. After being reviewed and approved by the supervisor, it should be submitted to the college in writing for the record; if the opinion is not approved, the postgraduate must open the thesis again within 3 months, and open the thesis twice. If the students fail to pass, the Academic Degree Evaluation Sub-Committee will make a suggestion to withdraw from the school in accordance with the Regulations on the Management of Graduate Students of Qingdao University of Technology.

The research direction and main content of the thesis submitted by graduate students when applying for a degree should be basically the same as the opening report. When the main research direction of the thesis changes, the thesis must be re-opened.

Article 20. Mid-term evaluation

In order to standardize the management of postgraduate education and ensure the quality of postgraduate training, in the fourth semester after admission, the college conducts a mid-term assessment of postgraduate students, mainly on the completion of their course studies, the progress of the thesis work, personal summary, supervisor evaluation, and assessment team interview evaluation, etc. comprehensive examination.

Graduate students should write a mid-term assessment report, and the supervisor (group) is responsible for convening an expert group composed of more than 3 experts with postgraduate guidance qualifications in relevant disciplines to conduct defense evaluation of the mid-term assessment report.

The mid-term examination results are divided into pass and fail. For those who pass, the postgraduates will be allowed to continue their dissertation work; for those who do not pass, the expert group will put forward rectification opinions and conduct another mid-term assessment within 6 months. The Graduate Management Regulations make a suggestion that students should withdraw from the school.

Article 21. Thesis review and defense

Graduate students can enter the dissertation review and defense stage only after they have obtained the necessary credits for each training link, passed the mid-term assessment, and completed the writing of the dissertation.

Dissertation evaluation, defense and degree application shall be carried out in accordance with the relevant regulations such as the "Qingdao University of Technology Postgraduate Dissertation Quality Supervision and Handling Measures".

Article 22. Academic ethics and norms

Graduate students must abide by academic ethics, abide by academic norms, respect the academic thoughts and research achievements of others, and must not engage in behaviors that violate academic ethics, and must not appropriate other people's work by improper means, and must not commit plagiarism or plagiarism. Dissertations and publicly published papers should reasonably use citations or cite other people's achievements, citing other people's achievements, academic viewpoints, experimental methods, materials, data, etc., should indicate the source, and prevent tampering, falsification, and selective use of experimental and observational data. For the research results completed during school or mainly using school resources, the signature of the unit should be Qingdao University of Technology.

Academic papers or other achievements related to the dissertation published in the name of "Qingdao University of Technology" during the study period should be reviewed and approved by the supervisor before posting or application, and the key content such as the name of the achievement and the signatory should be registered.

Academic misconduct caused by publishing academic achievements without the approval of the supervisor will be dealt with strictly according to the relevant regulations of the school.

Chapter VI Cultivation of Professional Postgraduate Students



Article 23. Professional postgraduate education is oriented to occupational needs and focuses on practical research and innovation and entrepreneurship. High-level applied professionals with good professional quality and international vision. Professional postgraduate education is different from academic postgraduate education in terms of training objectives, curriculum settings, teaching concepts, training models, quality standards and teaching staff construction, and it is necessary to highlight the characteristics of professional postgraduate education.

Article 24. Both internal and external tutors are encouraged to jointly guide, mainly on-campus tutors, and professionals with practical experience outside the school are invited to serve as off-campus tutors. Off-campus tutors are encouraged to give full play to their professional advantages and actively participate in the guidance of course teaching, practical process, project research and dissertation.

Article 25. The training plan should closely follow the professional characteristics and the needs of talent growth, and organically combine course learning with knowledge changes and practical requirements to the greatest extent, so as to improve the effectiveness and pertinence of the teaching content. The teaching methods of the course should be diversified. It can adopt various forms such as classroom participation, group discussion, case teaching, team learning, etc., highlighting case analysis, practical research and simulation training, and paying attention to students' awareness of problem discovery, problem research, problem solving and evaluation. and ability, strengthen the cultivation of practical ability, and strengthen the assessment of the ability and level of professional graduate students to use the basic knowledge and skills they have learned to solve practical problems.

Sufficient and high-quality professional practice is an important link in the process of professional postgraduate training. During the postgraduate study period, they must ensure that they have not less than half a year of professional practice teaching. Each training college should combine professional characteristics to establish various forms of high-quality practice bases on and off campus, actively attract industry or enterprises to participate, and cooperate to establish joint training bases; Teaching faculty to ensure that professional practice is carried out as planned and standardized.

The topic selection of the dissertation should come from applied topics or practical problems, and should have a clear professional background and application value. The form of the dissertation can take the form of research report, applied basic research, urban planning, architectural design, product development, case study, project design, literary review or artistic work. Among the dissertation reviewers and members of the defense committee, there must be experts with senior professional and technical titles in the relevant industry practice fields.

Chapter 7 Others

Article 26 Each college may, according to the characteristics of the discipline (major), put forward higher requirements than these regulations and report to the Graduate Office for the record.

The provisions of Article 27 shall be interpreted by the Graduate Office and will be implemented from the date of issuance. If there is a conflict with the national policy, the national policy shall prevail. Postgraduate [2005] No. 8) shall be repealed at the same time.

Recognition

Chapter 1 General Provisions

Article 1. In order to standardize the management of postgraduate training process, strengthen the responsibilities of postgraduate instructors, improve the postgraduate assessment and diversion mechanism, and improve the quality of postgraduate training, according to the State Council Academic Degrees Committee and the Ministry of Education "Opinions on Strengthening the Construction of Degree and Postgraduate Education Quality Assurance and Supervision System" (Degree [2014] No. 3), "Notice of the General Office of the Ministry of Education on Further Regulating and Strengthening the Management of Postgraduate Training" (Jiaoyan Office [2019] No. 1) and other documents, this method is specially formulated in light of the actual situation of our school.

Article 2. Postgraduate mid-term assessment (abbreviated as assessment, the same below) is a comprehensive assessment of ideological, political and moral quality, business learning performance,



scientific research innovation and practical ability, and health status after the completion of postgraduate coursework and entering the stage of dissertation work. assessment. The purpose of the assessment is to comprehensively check the completion of postgraduate training and establish a screening and diversion mechanism.

Article 3. These measures are applicable to full-time and part-time doctoral and postgraduate students who have obtained our school status.

Chapter 2 The basic content and requirements of the assessment

Article 4. The basic content of the assessment includes:

Ideological and Moral Assessment: Combined with the ideological and political performance and daily conduct of postgraduates, make a comprehensive evaluation of their political quality, academic attitude, moral cultivation, collective concept, organizational discipline, etc., mainly to assess whether their conduct has reached the goal of postgraduate training. Require.

Course learning assessment: It mainly assesses the implementation of the postgraduate personal training plan, the course completion status and the completion of other compulsory credits.

Assessment of scientific research innovation ability and dissertation progress: comprehensively examine the research quality and innovation ability of graduate students based on the research activities such as the opening of graduate thesis, project progress, academic exchanges, and dissertation publication.

Assessment of graduate students' practical innovation ability: In combination with the content, standards and requirements of professional practice in the professional degree graduate training program, it mainly assesses their practical innovation and ability to solve practical problems.

Each postgraduate training college may add other assessment contents on the basis of the above requirements according to the specific situation of the college.

Article 4. 3-year master students should complete the mid-term assessment in the fourth semester, 2-year master students should complete the mid-term assessment at the beginning of the third semester, and doctoral students should complete the mid-term assessment in the fourth semester of entering the doctoral study stage.

Those who cannot participate in the assessment as scheduled due to special circumstances such as going abroad, starting a business, suspending school, etc., should apply for the postgraduate student himself. After the approval of the supervisor (group) and the assessment team of the college, the application can be advanced or postponed (extended at most once), mid-term assessment and application The time interval between defense and defense shall not be less than half a year. Those who fail to participate in the mid-term assessment on time without approval will be graded as "failed" in the mid-term assessment.

Chapter III Assessment Organization and Implementation

Article 6. The mid-term assessment work is organized and implemented by each postgraduate training college. According to the basic requirements of the national degree of discipline (field), each training college formulates the implementation rules for mid-term assessment work according to the training orientation and training characteristics of the discipline (field), and specifies the specific assessment content, form and standard. Report to the Graduate Office for the record, and announce it to the graduate students in advance to ensure that the mid-term assessment work is "scientific, reasonable, open and fair".

Article 7. Each college has established a mid-term assessment leading group to be responsible for the mid-term assessment of the unit. The composition of the mid-term assessment leading group should at least include the chairman (dean) of the degree assessment sub-committee, the deputy dean and deputy secretary in charge of postgraduate work.

Article 8. The T-phase assessment team of each training academy should respond to the drama, including:

The mid-term assessment team for postgraduates shall have no less than 3 members, consisting of experts in relevant disciplines (fields) with doctoral and postgraduate supervisor qualifications.



4 Quality Assurance policies and practices

4.4 Student admission, progression, recognition and certification

There shall be no less than 5 members of the mid-term evaluation team for doctoral candidates, consisting of experts in relevant disciplines (fields) who have the qualifications to serve as tutors for doctoral candidates.

Encourage the employment of off-campus experts in this discipline (field) or similar disciplines (fields) and experts in related industry practice fields.

Article 9. The mid-term assessment team, under the leadership of the mid-term assessment leading group, implements the specific assessment work.

The mid-term assessment of the joint training of graduate students in the integration of science and education (integration of production and education) can be organized by the joint training unit of the integration of science and education (integration of production and education) under the condition that it is not lower than the mid-term assessment standards and requirements of schools and colleges.

Article 10. The degree evaluation sub-committees of each training college review the mid-term assessment results of each discipline (field).

Chapter IV Assessment Procedures

Article 11. The mid-term assessment of postgraduates shall implement the work system and assessment procedures of postgraduate application, review by supervisors (groups), school organization assessment, and recordation by the Graduate Office.

Article 12. Graduate students participating in the assessment shall conduct a comprehensive summary and evaluation of ideological and political performance, course learning, scientific research practice ability and other aspects since admission, and submit summary materials as required.

Article 13. According to the requirements of the mid-term assessment, the tutor (group) will carefully review the application materials of the postgraduate students under the guidance:

Examine the personal summary of the graduate student.

To check the ideological and political performance of postgraduates, course study, academic achievements, the opening and development of dissertation, etc.

Make comprehensive evaluation and assessment grade recommendations, and propose diversion and exit recommendations.

Article 14. The mid-term examination will be conducted by way of defense. The assessment team listens to the reports of the graduate students, comprehensively reviews the graduate students' academic performance and thesis opening reports, examines their scientific research quality and practical innovation potential, and makes a comprehensive evaluation and assessment grade based on the opinions of the supervisor (group).

If the postgraduates are unable to attend the mid-term assessment and defense meeting on time due to joint training abroad or abroad, they must submit a written application, the supervisor should sign the opinion, and after the examination and approval of the degree evaluation sub-committee of the training college, the online defense method should be adopted. conduct.

Article 15. The degree evaluation sub-committees of each training college are responsible for deliberating on the mid-term assessment opinions of the disciplines (fields), making decisions on the assessment results, and submitting the assessment results after no objection to the public (publication period of 3 days) to the Graduate Office. Preservation and archiving of good assessment materials.

Chapter 5 Grade Evaluation and Results Application

Article 16. The results of the mid-term assessment shall be graded according to four grades: A ("excellent"), B ("pass"), C ("correction within a time limit"), and D ("fail"). field) training requirements are determined.

If one of the following situations occurs, the mid-term assessment will be "failed":

Those whose ideological morality, scientific morality and academic conduct do not meet the requirements of school training;

Those who did not pass the 1st opening report and still fail to pass after modification; (3) Those who fail to meet the requirements in two degree courses, or fail to retake two courses in total;



Those who commit fraud, plagiarize or plagiarize the achievements of others, and are determined to violate academic ethics in accordance with the relevant regulations of the school;
Those who have been identified by the school as unsuitable for continuing training.

Article 17. According to the results of the mid-term assessment, implement screening and triage:

Those whose mid-term assessment grade is "Excellent" will be given priority to be recommended to participate in various postgraduate scholarship evaluations and other awards.

Those with an "excellent" or "pass" grade in the mid-term assessment can normally enter the next stage of postgraduate training.

If the mid-term assessment grade is "correction within a time limit", the assessment team proposes and applies in person. With the consent of the supervisor (group) and the college to which they belong, postgraduate students can reapply for the mid-term assessment within 6 months, but the two assessments still fail. Those who do not have a master's degree should stop studying for a master's degree, and the degree evaluation sub-committee of the college will make a recommendation for withdrawal according to relevant regulations; doctoral students can reapply for the mid-term assessment within 3 months. , the doctoral degree study should be suspended, and the degree evaluation sub-committee of the college will make a recommendation for withdrawal according to relevant regulations.

For those who have not obtained a master's degree in this major, but are suitable for master's degree training, after their application, the consent of their supervisor (group), and the review and approval of the degree evaluation sub-committee and the college they belong to, they will be returned to the master's level for training, and they will be trained according to the master's degree. The training requires the completion of the prescribed credits and the master's thesis, but in principle, the total training time cannot exceed the maximum study period for master's training.

For postgraduate students whose mid-term assessment grade is "failed", the Academic Degree Evaluation Sub-Committee will make a proposal for withdrawal according to relevant regulations.

Chapter VI Objection Handling

Article 18 - Postgraduates who have objections to the assessment results may file a written appeal to the training college they belong to within the period of publicity of the assessment results. reply within 5 working days.

Article 19 If the graduate student still has any objection to the reconsideration decision, he or she may file a written appeal to the Graduate Student Office within 3 days from the date of the announcement of the result.

Chapter VII Supplementary Provisions

Article 20. The postgraduate office is responsible for the interpretation of these measures and will be implemented from the date of issuance. If there is a conflict with the requirements of the national document policy, it will be implemented in accordance with the national document policy. The original "Implementation Measures for the Mid-term Assessment of Graduate Students of Qingdao University of Technology" (Qinggong Graduate Student [2006] No. 8) and "Relevant Regulations of Qingdao University of Technology on Mid-term Assessment and Proposal Report for Graduate Students of Engineering Master's Degree" (Qinggong Graduate Student [2005] No. 8)) are repealed at the same time.



4 Quality Assurance policies and practices

4.4 Student admission, progression, recognition and certification

4.4.10 SIAT

Documents are available, but only in Chinese.



4 Quality Assurance policies and practices

4.4 Student admission, progression, recognition and certification

4.4.11 IMUFE

Some parts of following documents (listed §2.1) contribute together for the student admission, progression, recognition and certification

2. Student Academic Early Warning Management Measures

Regulations on the Administration of Academic Degrees and Degree Certificates for Full-time College and Junior College Students

Undergraduate Major evaluation implementation measures

Bachelor's degree Award Implementation Rules

Unplanned Admissions Status Management Measures

Regulations on the Administration of Student Status of Students in General Higher Education

Management Measures for Double Bachelor's Degrees and Minor Majors

Student Status Information Change Management Measures

Regulations on Early Graduation for Undergraduates

Regulations on the Management of Exchange Students

Workflow for Graduation Certificate (or Degree Certificate)

Measures for the Implementation of Major Diversion of Full-time Undergraduate Students



4.5 Teaching staff

In the European Higher Education Area the following standard for teaching staff is given:

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff. (ESG, 2015)

The following table shows at which institution a good practice example for assuring teaching staff exists. If an English version was available, it has been included in this collection and can be found on the following pages.

Table 9: Overview of available examples of best practices for assuring project partner teaching staff

Country	Institution	Good practice available
NO	NMBU	yes
DE	THOWL	yes
PL	UWM	yes
SL	UoP	yes
	RUSL	yes
	SEUSL	yes
MN	MUST	yes
	NUM	yes
CN	QUT	yes
	SIAT	yes
	IMUFE	yes



4 Quality Assurance policies and practices

4.5 Teaching staff

4.5.1 NMBU

Regarding development of staff, the feedback from students, from the survey mentioned in the chapter 2.4.1 is taken into consideration. As well as feedback and collaboration from future employers.

4.5.2 THOWL

The Personnel and Organization Department is the central point of contact for all concerns and matters relating to employees at TH OWL.

Continuing education and training

THOWL employees have the opportunity to participate in an extensive continuing education and training program. This includes recurring events (e.g. English courses) and job-specific courses. Further education and training opportunities are also available by arrangement.

Employee review

Employee reviews have a long tradition at the THOWL; as early as June 2008, a large majority of the university administration received feedback that regular discussions between employees and their immediate supervisors can identify and resolve problems, misunderstandings and conflicts at an early stage, make it possible to plan training measures more closely in line with requirements, and support healthy leadership.

Stays abroad

It is not only our students who are mobile across national borders and gain new inspiration through stays abroad. Lecturers and employees from technology and administration can also spend up to one week abroad for teaching, further education and training measures through the "Erasmus+" program and thus actively participate in the internationalization of the THOWL.

4.5.3 UWM

All elements of the teaching process are analyzed and assessed:

- selection and quality of staff employed in research, teaching and teaching positions (monitoring the relationship between research and teaching activity of organizational units and the conducted and created fields of study / education levels and profiles),

- a system and program offer enabling academic teachers to raise qualifications,

- preparation of the criteria for selecting candidates (determining the expected competences from candidates) for higher education and doctoral school,

- developing, monitoring and updating study programs, postgraduate studies and others forms of training, doctoral school education programs and monitoring procedures and verification of the achievement of the intended learning / learning outcomes, including application requirements for:

 - constructing study programs and education programs, maintaining the adopted ones at the University of provisions and guidelines,

 - appraisal of the learning outcomes in line with the principles set out in the European The Credit Transfer and Accumulation System (ECTS) and the European Credit System for Vocational Education and Training (ECVET),

 - evaluation of study programs and education programs, including learning outcomes with the use of, among others: regularly obtained feedback from employers and other representatives of the socio-economic environment and external experts, as well as monitoring the progress and achievements of students,

 - offers of national mobility programs for students and doctoral students,

- documenting the course of studies from matriculation to the completion of the last semester studies, with the use of IT tools available in the University Service System Studies (USOS),

- preparation and execution of the diploma dissertation and submission of the diploma



examination, and preparation and execution of a doctoral dissertation with the use of an IT system anti-plagiarism,
internationalization of study programs, taking into account:
the scope of the offer in foreign languages addressed to Polish students and foreigners,
the number and scope of programs run jointly by foreign universities or institutions scientific,
the scope of foreign mobility programs for students and doctoral students,
learning resources and support measures for students and doctoral students in didactic areas, administrative and social, including: library and IT system of the University; system computerization of the University; verification of material resources, including teaching infrastructure and research units; academic entrepreneurship; professional promotion of students and graduates and support for students and doctoral students in domestic and foreign mobility programs,
assessing students, doctoral students, postgraduate students and participants of other forms training, with the necessity to publish criteria, regulations and assessment procedures,
information systems and publishing information for the purpose of acquiring and expanding the scope of self-knowledge on the functioning of the University, with particular emphasis on the characteristics of the process didactic (publishing, among others, study programs, syllabuses and learning outcomes, course of study procedures).

Actions to ensure the proper functioning, analysis and evaluation of the elements are standardized by procedures that are descriptions of specific procedures. The procedures contain:

purpose,
the subject and scope, delineating the area of operation of the procedure and indicating organizational entities and the process to which the findings of the procedure relate,
competences and responsibility of entities for actions in the process described by the procedure,
description of activities consistent with the purpose and scope of the procedure,
documents related to the procedure which it relates to, which is mentioned or with which it is connected, along with a description of the information system about their publication, storage and archiving,

attachments (e.g. reports, reports) for the development and presentation of additional data, allowing the procedure to be carried out.

4.5.4 UoP

At UoP recruitment of academic staff to each department is done by calling application through open advertisements of the staff positions in social medias. Once the applications are received, suitable candidates who is fulfilling the required qualifications are called for an interview with a selection panel consisting with the Vice Chancellor (Head of the institution), Dean of the Faculty, Head of the Department, a senior staff member in the relevant discipline of the applicant, a council member and few other members. At the interview the applicant has to answer for questions of selection panel members, do a presentation of his/her choice, give an impromptu speech of a given topic at the interview etc. By doing so, the selection panel judge the competence of the applicant in the recruitment. Once a new academic member is recruited to the institution, he/she must undergo 10 weeks' full time staff development programme conducted by the Staff Development Center of the university. This programme is a very good platform for the members to expose to the best practices of teaching and learning activities enhancing their abilities by learning new techniques etc.

4.5.5 RUSL

All the teachers should follow the Induction Program for Probationary Lecturers/Staff Development Course (duration of 150 hrs) that includes different components such as Trends and Future Scenarios of Higher Education and Professional Development, Enhancing Teaching Competencies, Enhancing



4 Quality Assurance policies and practices

4.5 Teaching staff

Research Competencies, Using New Information and Communication Technologies, Being more effective in the Administration/ Management Roles, Enhancing Counselling Competencies within three years period after the recruitment. This program is compulsory for all the new academics to obtain the confirmation of the post. Thereafter, the teachers are gradually trained for Curriculum Development process, Program and Institutional Review processes, Quality Assurance in Teaching and Learning process, Sri Lankan Qualification Framework process etc. through different workshops, seminars and training programs.

4.5.6 SEUSL

The Faculty has an Internal Quality Assurance Cell (IQAC) which manages all quality assurance practices in the faculty. The IQAC has a module portfolio development policy. This module portfolio will be initiated when a semester is planned and will complete its loop with the completion of final course review form. For each of the module delivery, staff members need to complete a student feedback form, peer review form, examination paper moderation form, and second examiners feedback form. Once all these completed they need to undertake an evaluation of their module delivery with the head of the department and complete the course review form. The competency of the staff is assured through rigorous selection process in the recruitment and CPD programs.

4.5.7 MUST

There several activities to capacity building for the already contracted teachers as lecturers. anyone, who completed their master degree and fulfilling the requirement can be a teacher if there is position open in the past. there for the university encourages the teachers to pursue the doctoral course and to do research to advance their skills. Since 2018, the regulation is enacted that teachers at MUST should hold PhD degree. Now teacher's without PhD degree and willing to continue their career at MUST is able to get opportunity for research leave with salary from MUST. Every after course at the end of semester, every teacher have to submit the general report for the semester work and it is evaluated by the director board consisting of head of departments. But the feedback for the report is not so effective. Lately, according to the quality assurance policy at MUST, things are going to get better and quality or competence assurance of teachers will be matured.

4.5.8 NUM

NUM has a teaching staff development program which is developed based on the survey of the teaching staff needs and proved in 2019. Teaching staff competencies are described in terms of research, teaching, and individual capacities. The program is composed of 4 main parts. First, the introduction (current situation analysis, staff needs survey, requirements and legal framework), second, the program mission, aims, principles of the implementation, third, activities, results, evaluation, and budget, fourth, implementation (hierarchical identification of the staff's competency, action plan, individual plan template, staff's training plan).

4.5.9 QUT

There is clear recruitment for teaching capability, and each of the teaching staff have to deliver a teaching demo of a course for evaluation.

New teaching staff must have to play a teaching assistant role for at lease one semester for

the course he/she is going to teach. In other word, new teachers are not allowed to teach a course independently before gaining enough experience.

Teaching certificate rule applied. A teacher has to participate a series of training and complete an exam to obtain the certificate.

Internal evaluation and quality control by fellow teachers

4.5.10 SIAT

The recruitment requirements for our teaching staff are rather selective. All teaching staffs need to hold a PhD degree in a relevant field; teaching or research experiences in well-known universities and



4 Quality Assurance policies and practices

4.5 Teaching staff

research institutions worldwide are preferred; recipients of important awards and talent plans are preferred as well; having the ability to undertake undergraduate and graduate course teaching; capability to carry out scientific research independently, and they should be able to find problems, solve problems and communicate and coordinate independently. Before the teaching staff giving courses, they are required to participate in the pre-teaching training for teaching staff in higher education institutions. The training includes courses on higher education theory, higher education psychology, professional ethics of teachers in higher education institutions, higher education laws and regulations, modern education technology, and teaching skills. After each course, the teaching staff needs to take an examination. By passing of all courses, the teaching staff need to go through the evaluation of education and teaching ability. After the procedures mentioned above, they can be awarded the qualification certificate for teachers at higher education institutions, and then qualified to conduct courses for undergraduate and graduate students (MSc, M.Eng till first year of Ph.D. Candidate).

4.5.11 IMUFE

For every semester, the IMUFE launch training courses and seminar for teachers on teaching relative staff, like skills, teaching technique etc..



4.6 Information management and public information

In the European Higher Education Area the following standard for information management and public information is given:

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities. (ESG, 2015)

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible. (ESG, 2015)

The following table shows at which institution a good practice example for information management and a programme website exists. If an English version was available, it has been included in this collection and can be found on the following pages.

Table 10: Overview of existing good practices of information management and the availability of a programme website of the project partners.

Country	Institution	Good practice available	Website available
NO	NMBU	yes	yes
DE	THOWL	yes	yes
PL	UWM	yes	yes
SL	UoP	yes	yes
	RUSL	yes	yes
	SEUSL	yes	yes
MN	MUST	yes	yes
	NUM	yes	yes
CN	QUT	yes	yes
	SIAT	yes	yes
	IMUFE	yes	yes



4.6.1 NMBU

Information Management

Each study program has a program council consisting of internal members, external members and student representatives. In addition, the NMBU have a teaching committee that is realtek's advisory body on study matters. The group consists of program council leaders and student representatives.

Website

Relevant information about the study program is publicly available and is collected on an internet page of the NMBU (e.g.: Link: <https://www.nmbu.no/course/THT271>).

THT271 Water & Wastewater Treatment: Basic Course

There may be changes to the course due to corona restrictions. See Canvas and StudentWeb for info.

Norsk emneinformasjon

Search for other courses here

Select other year

Velg

Showing course contents for the educational year 2021 - 2022 .

Course contents:

This course prepares graduates to apply water and wastewater treatment technologies in practice. This course forms a solid basis for the advanced course THT 310.

The course includes four study modules. The division into modules is based on the differentiation between "process" and "technology". The process produces the benefit; whereas technology provides the capability to deploy such a process and establish processes in the form of a system that is easy for operators to follow.

Module 1 introduces the subject:

- Global status and challenges in the water sector
- International, European, and Norwegian legislation in water supply and wastewater management
- Water and wastewater quality aspects and chemistry

Module 2 is about processes applied in both water and wastewater treatment:

- Physical, chemical, physical-chemical, and biological treatment processes

Modules 3 and 4 are about technologies used in water and wastewater treatment:

- Removal of particles and phosphates
- Natural organic matter removal
- Removal of organic matter and nutrients
- Membrane biological reactors
- Removal of dissolved solids
- Disinfection
- Industrial wastewater treatment
- Water-smart circular economy
- Residuals management, biosolids processing, treatment of sludges
- Dealing with emissions

Modules 3 and 4 include two parts of the course assignment: one on drinking water treatment and another on wastewater treatment.

In this course, you will be working on the application of the existing designs, selecting, and justifying the application of treatment processes and technological units. You will be able to follow-up one of your case-studies developed in this course (water or wastewater treatment) in the advanced course (THT 310) with detailed calculations

Course responsible:

Zakhar Maletskiy, Zakhar Maletskiy

Teachers:

Nazli Pelin Kocatürk Schumacher, Arve Heistad, Lars John Hem, Harsha Chandima Ratnaweera, Harsha Chandima Ratnaweera

ECTS credits:

10

Faculty:

Faculty of Science and Technology

Teaching language:

EN
(NO=norsk, EN=Engelsk)

Limits of class size:

60

Teaching exam periods:

This course starts in Spring parallel. This course has teaching/evaluation in Spring parallel, .

Course frequency:

Annually

First time:

2005V

Preferential right:

Ranking:

1. students who have the course as mandatory in their study plan
2. students on the following study programmes: M-VM, M-IØ and M-MAT
3. students with most ECTS credits

If there are not enough slots in group one the students will be ranked by their ECTS credits.

Learning outcome:

At the end of this course, graduates will be able to:

- define major challenges in the water sector and possible technological solutions
- list international, European, and Norwegian water and wastewater regulations
- recognise water and wastewater quality parameters as well as main water and wastewater treatment processes
- characterise water and wastewater quality
- describe the main technologies of water and wastewater treatment
- explain the chemistry and physics behind the main water and wastewater treatment processes
- identify the applicability of main water and wastewater treatment technologies
- choose applicable water and wastewater treatment technologies
- analyse water and wastewater treatment flowsheets
- categorise and compare unit processes
- evaluate the efficiency of water and wastewater treatment technologies
- synthesize water and wastewater treatment sequences

Learning activities:

Lectures, term papers, excursions to treatment facilities.

Teaching support:

Course responsible offers academic supervision during office hours, after appointment.

Syllabus:

Lectures and other notes given in Canvas

Norsk/Vann's lærebok Vann- og avløpsteknikk (in Norwegian), 800 NOK for students: through norskvann.no /e-book for

Applehttp://www.kemira.com/regions/sweden/se/media/handbok/bestÅallaboken/pages/default.aspx

http://www.kemira.com/regions/sweden/se/media/handbok/bestÅallaboken/pages/default.aspxKemira: About Water treatment, 2020 (pdf in Canvas)

Water Treatment: Principles and Design, 3rd Edition, MWH, 2012 (selected sections, partially provided in Canvas)

Wastewater Engineering: Treatment and Resource Recovery, Fifth Edition, by Metcalf & Eddy, Inc. 2013, (selected sections).

Prerequisites:

A basic course in chemistry, for example KJM100 (Chemistry)

Recommended prerequisites:

A basic course in microbiology is recommended, for example equivalent to BIO130 Microbiology.

Mandatory activity:

Excursions to treatment plants and term paper. Term paper shall be submitted as a written report and if needed also presented in the plenum.

Assessment:

3-hour written digital examination counts for 60% of the final mark. The exam may include MCQ and/or essay-type questions. The term papers will count for 40% of the final mark.

Nominal workload:

For a course of 10 credits, ca. 250 hours of work in total is normally to be expected. That means that in addition to structured teaching, ca. 6-7 hours of work must be expected per week.

Entrance requirements:

Special requirements in Science

Type of course:

Lectures: ca. 50 hours. Excursion: ca. 4 hours. Term papers.

Note:

The course is designed for Master's students in the Water and environmental technology program, 2-year MSc program on Sustainable water and sanitation, as well as other water-related courses (food sciences, etc).

Examiner:

The external and internal examiner jointly prepare the exam questions and the correction manual. The external examiner reviews the internal examiner's examination results by correcting a random sample of candidate's exams as a calibration according to the Department's guidelines for examination markings.

Allowed examination aids:

B1 Calculator handed out, no other aids

Examination details:

Combined assessment: A - E / F

Figure 17: Exemplary screenshot of the website of NMBU



4.6.2 THOWL

Information Management

Well-founded data on studies and teaching are essential in order to be able to implement targeted and systematic measures and recommendations for action and to ensure the high quality of studies at the TH OWL in the long term. In addition to regularly conducting course evaluations, TH OWL also conducts annual surveys of its first-year students, its undergraduates, and its graduates on topics such as study and teaching, labor market access, potential for improvement, and general satisfaction. There are evaluation regulations that govern all relevant aspects.

Website

Relevant information about the study program is publicly available and is collected on an internet page of the THOWL (Link: <https://www.th-owl.de/umwelt/studiengaenge/detail/umweltingenieurwesen-und-modellierung/>).

The screenshot shows the website for the Master of Engineering (M.Eng.) program in Environmental Engineering and Modelling. The page is annotated with blue boxes on the left and right, mapping website content to specific information categories:

- Name & aim of the study program:** Corresponds to the main title and introductory text of the program.
- Qualification profile:** Corresponds to the 'Qualifikationsprofil' section, detailing career perspectives and industry connections.
- Entry requirement:** Corresponds to the 'Zugangsvoraussetzungen' section, detailing the required Bachelor's degree and grade.
- Application deadline:** Corresponds to the 'Bewerbungszeitraum' section, detailing the application periods for different semesters.
- Focus / Deepening:** Corresponds to the 'Schwerpunkte/Vertiefungen' section, detailing the focus areas like Water and Waste, Buildings and Energy, and International Planning Tasks.
- Course of studies:** Corresponds to the 'Studienverlauf' section, detailing the structure and volume of the program.
- Facts about: Start, duration, type of study, language of instruction, ...:** Corresponds to the 'Faktencheck' section, detailing the program's duration, start date, and language.
- Student advisory service:** Corresponds to the 'Studienberatung' section, providing contact information for student advisors.
- Student admission:** Corresponds to the 'Zulassung' and 'Vorkursangebote' sections, detailing the admission process and pre-course offerings.
- Accreditation Institute:** Corresponds to the 'Akkreditiert durch' section, stating the program is accredited by AQAS e.V.
- Links to: Module handbook, current examination regulations, study plan, flyer:** Corresponds to the 'Dokumente' section, providing links to various documents like the module handbook, exam regulations, and study plan.

Figure 18: Exemplary screenshot of the website of THOWL

4.6.3 UWM

Information Management

Reports on self-assessment audits prepared by the University Team for Education Quality Assurance and the Education Quality Assurance Teams appropriate for faculties, local units - branches, university-wide units and schools are public and published respectively on the University website and the websites of organizational units.

Website

The UWM website provides all information regarding the activity in all aspects of the university's functioning, both in Polish and in English. There is a general list and a brief description of all fields of study in the main part of the university's website. There is an offer of study programs in Polish, English and Russian. Detailed information on the fields of study can be found on the faculty websites. You can find there, among others syllabuses for all subjects, current lesson plans.

The main website of UWM: [Uniwersytet Warmińsko-Mazurski w Olsztynie \(uwm.edu.pl\)](http://www.uwm.edu.pl)

Information for candidates: <http://www.uwm.edu.pl/en/study-at-uwm>

Faculty of Agriculture and Forestry, Information for students: [Student | Wydział Rolnictwa i Leśnictwa \(uwm.edu.pl\)](http://www.uwm.edu.pl/en/study-at-uwm/faculty-of-agriculture-and-forestry)

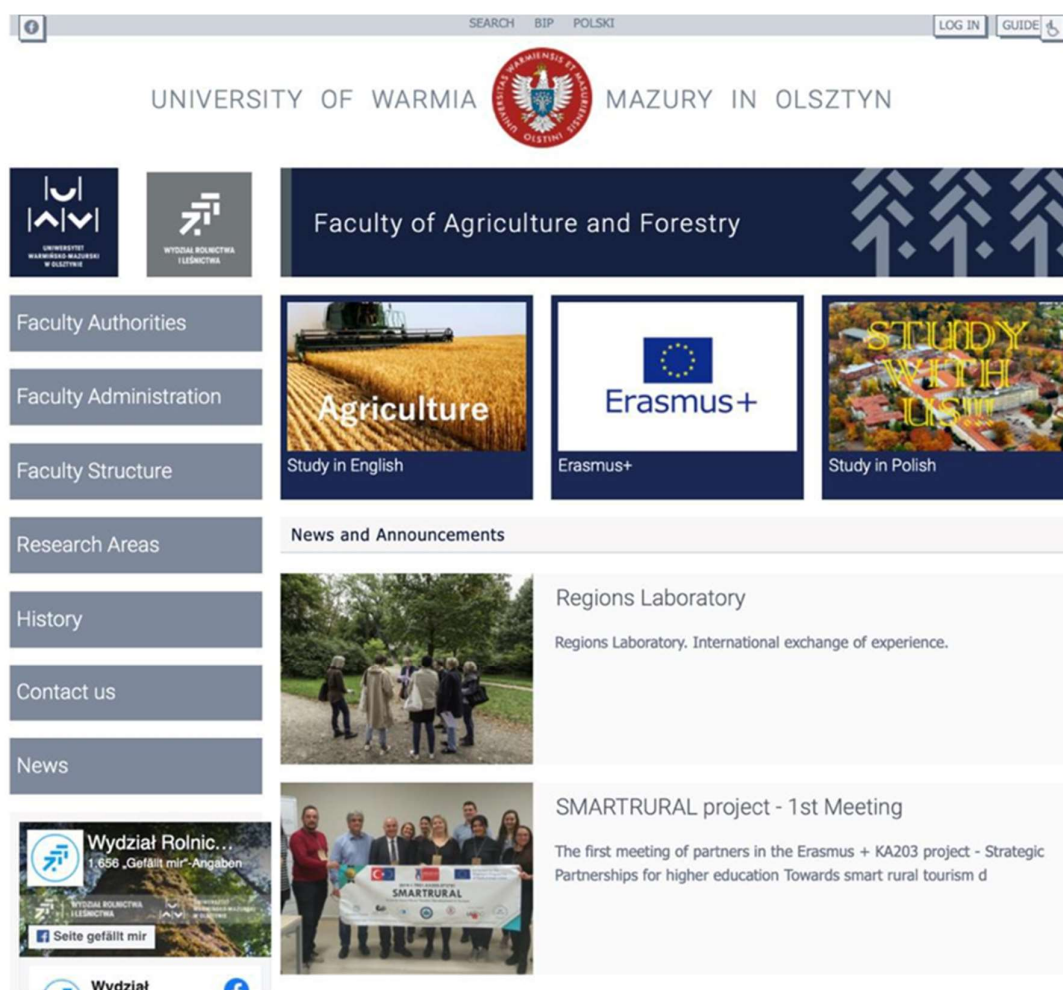


Figure 19: Exemplary screenshot of the website of UWM

4.6.4 UoP

Information Management

At UoP institutions/departments student feedback is collected for all the courses and teachers intending to improve the already performing activities by addressing the student feedback. In addition, the department regularly conduct student liaisons committee meetings chaired by the head of the department (HOD) with the students to get the feedback on academic matters. Further, peer evaluation is carried out within each semester for each teacher. In relation to course delivery, the student feedback on courses and teachers, and peer evaluations are regulated through the department quality assurance cell. The HOD go through the teacher and course evaluation of each course and peer evaluation of each teacher at the end of each semester, and discuss with teachers about necessary improvements. At the same time, the student feedback is compiled to a table at the end of each semester and actions taken by respective teaching panel is recorded. Then, student feedback on the subsequent semester is checked to see whether there is any improvement. In addition, the department get feedback from the industry by keeping its continuous relationship with the industry via department industry consultative committee (DICC). Through DICC, the department obtain the views from the industry about the undergraduate programme and try to implement the courses.

Website

Relevant information about the study program is publicly available and is collected on an internet page of the UoP (Link: <http://eng.pdn.ac.lk/civil/postgraduate/postgraduate.php>)



Figure 20: Exemplary screenshot of the website of UoP

4 Quality Assurance policies and practices
4.6 Information management and public information

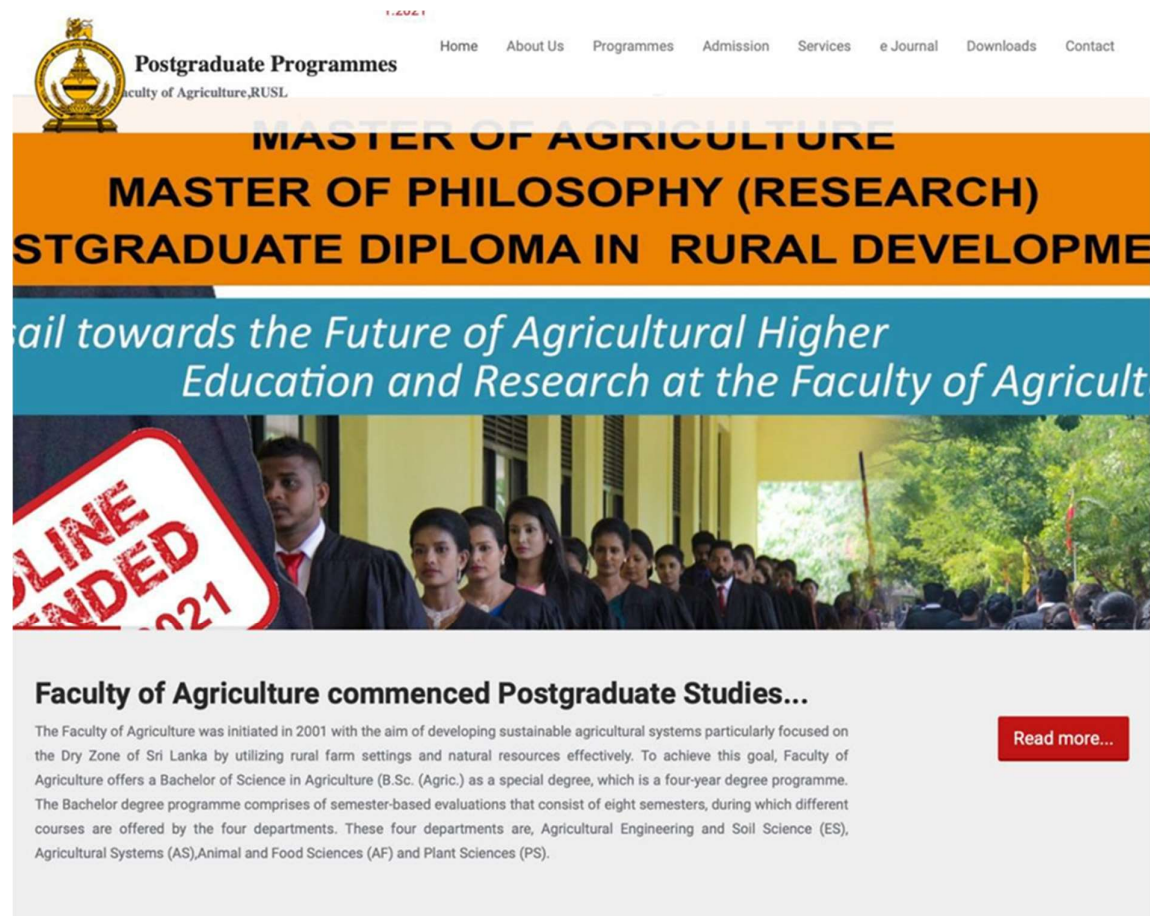
4.6.5 RUSL

Information Management

The expectations of the general public and others stake holders are taken during the Curriculum Revision Process which usually occurs in once in every five years. At the same time, when the convocation occurs, the view and opinions of passing out graduates are obtained through Questionnaire Surveys (Physical/Online modes), Alumni also plays very positive role in preparing new/revising curriculums. The reviewers comments also taken in Curriculum Revision process. The undergraduates opinions are usually taken into account in for effective management of different degree programs.

Website

Relevant information about the study program is publicly available and is collected on an internet page of RUSL (Link: <http://www.rjt.ac.lk>).



The screenshot displays the website for the Faculty of Agriculture, RUSL. At the top, there is a navigation menu with links for Home, About Us, Programmes, Admission, Services, e Journal, Downloads, and Contact. Below the menu, the text 'Postgraduate Programmes' is prominently displayed, followed by 'Faculty of Agriculture, RUSL'. A large orange banner lists the following programs: MASTER OF AGRICULTURE, MASTER OF PHILOSOPHY (RESEARCH), and POSTGRADUATE DIPLOMA IN RURAL DEVELOPMENT. Below this, a blue banner contains the text: 'ail towards the Future of Agricultural Higher Education and Research at the Faculty of Agricult'. A photograph shows a group of graduates in black gowns, with one holding a sign that says 'ONLINE ENDED 2021'. Below the photo, a news article titled 'Faculty of Agriculture commenced Postgraduate Studies...' is visible, with a 'Read more...' button to its right. The article text describes the faculty's history and programs.

Figure 21: Exemplary screenshot of the website of RUSL



4.6.6 SEUSL

Information Management

The faculty has internal processes and external evaluation mechanisms to manage programs. Internally, departments manage the program and internal quality assurance cell monitors the delivery of the program. It collects, analyse, and publish data on internal quality assurance practices that will give a good overview for the program monitoring and evaluation internally. The external evaluations are done by the regulatory bodies. They collect, analyse and use relevant information to grade the program effectiveness in the form self evaluation reports and visits the program. The feedback will be incorporated for further advancement of the program.

Website

Relevant information about the study program is publicly available and is collected on an internet page of SEUSL (Link: <http://fe.seu.ac.lk/dce/>).

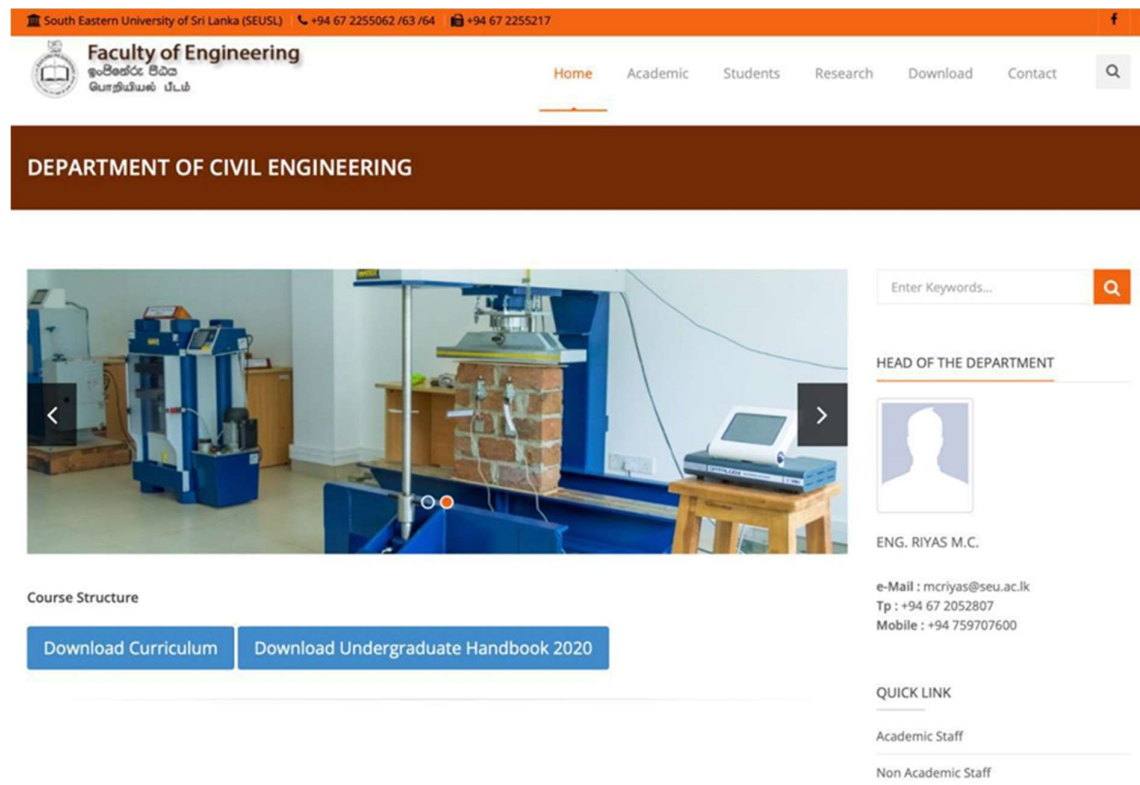


Figure 22: Exemplary screenshot of the website of SEUSL

4.6.7 MUST

Information Management

The most of university work goes hybrid way in online and paper based. Some of works are completely paper based where the signature or prove needed by individuals. MUST runs website where all information can be circulated but emailing server is not at the same platform. therefor information management is not completely connected to the email lists of employee. There are three main web pages for teachers, students and learning and all three interconnects at learning website where courses take place.

Website

Introduction to specific engineering educational programs are posted at the admission website temporarily during the admission period. There are no permanent information page for the program, but lists of the current programs can be found at the website of each engineering school, for example: <http://www.scea.edu.mn/en/page/445> .

At the internal webserver, all relevant information can be assessed by students and staff, but is not publically available.

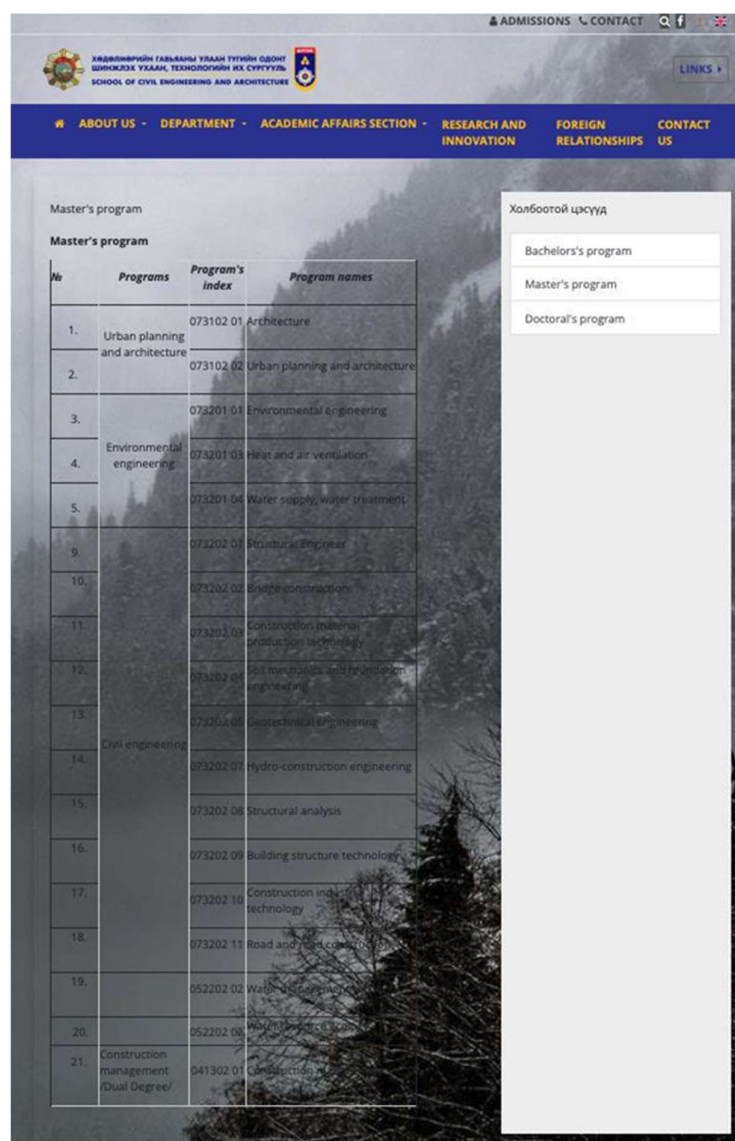


Figure 23: Exemplary screenshot of the website of MUST

4.6.8 NUM

Information Management

At the end of each course, students are able to evaluate the course and the results are delivered to the staff. According to the activation of the accreditation, departments established contact with employees and gradutors to track if the programs are matching their needs. The student and graduator department also organizes a survey among the 4th year students and gradutors to get feedback on the programs.

Website

Relevant information about the study program is publicly available and is collected on an internet page of NUM (Link: <https://www.num.edu.mn/academics>). Further information (e.g. program composition) is also publicly available on the internet.

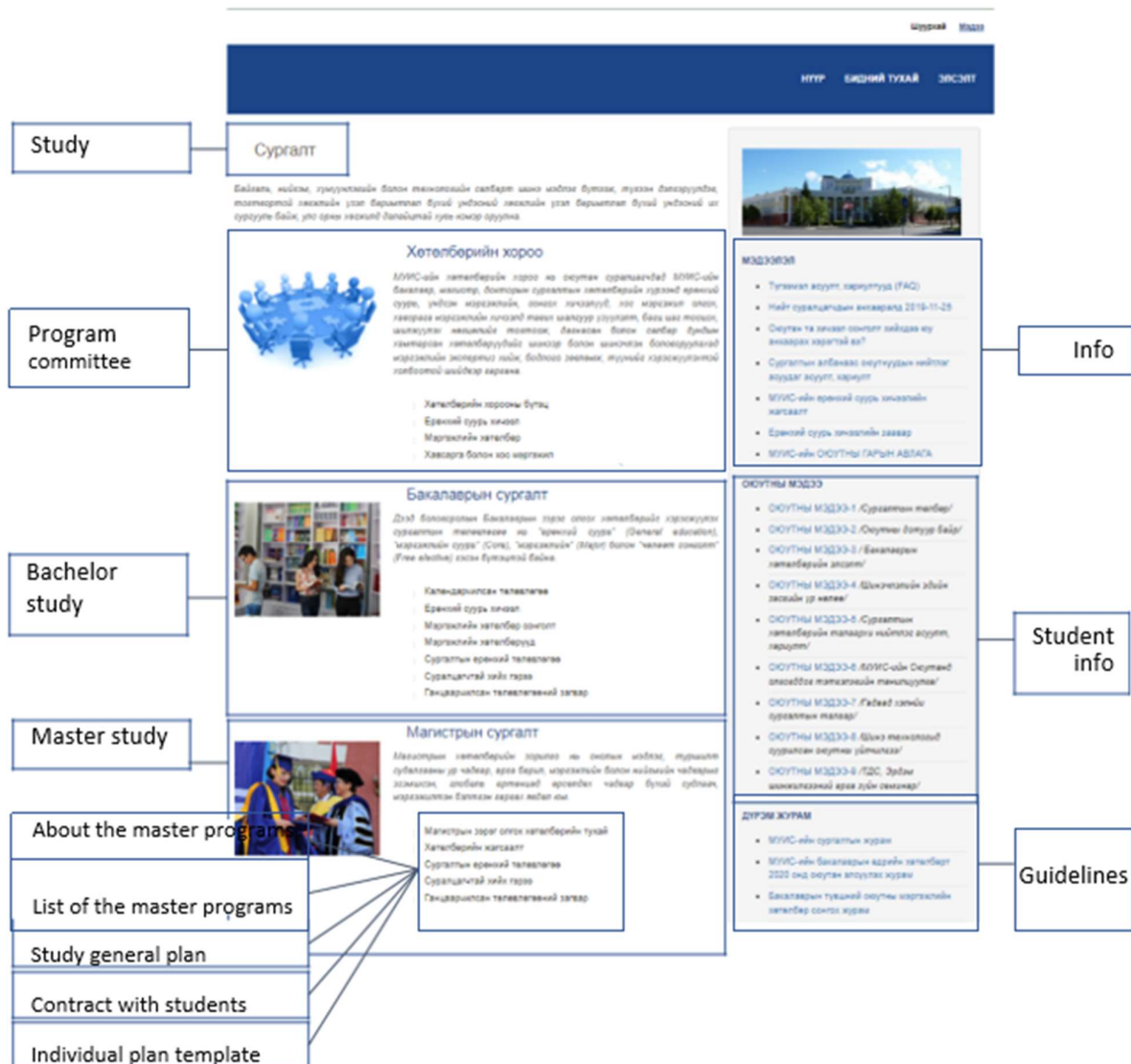


Figure 24: Exemplary screenshot of the website of NUM

4.6.9 QUT

Information Management

QUT analyze industry needs to update the course, and receive feedback from student job market.

Website

Relevant information about the study program is publicly available and is collected on an internet page of QUT (Link: <http://zhaosheng.qut.edu.cn/zvj/hjyszgcxy/jpskxygc.htm>).

给水排水科学与工程

专业概况

给水排水科学与工程专业是土木工程专业二级学科，是一门专注于水的社会循环及其相关问题的学科和专业。专业内容主要包括水资源保护及利用、水质净化、水污染控制、水的收集和输送，市政管网及建筑给排水技术。

专业1965年开始办学，1979年开始招生本科生，是山东省成立最早的给排水科学与工程专业。是国家级特色专业，多次均以优秀成绩通过建设部本科专业评估（认证）。2019年首批成为国家级一流本科专业建设点。2003年获批市政工程硕士点，2010年获批市政工程博士点。在《中国大学及学科专业评价报告》中本专业在中国大学本科专业排行榜中位列前七，为5★级水平。目前在校本科生有712人，已为社会培养了三千余名本科毕业生。

培养目标

本专业培养适应我国社会主义现代化建设需要，能为地方及区域经济建设服务，德、智、体、美全面发展，具有高度社会责任感和职业道德，具有扎实的自然科学与人文科学基础，具备计算机应用、外语读写及信息获取能力，掌握给排水科学与工程学科的理论知识，获得工程师专业素质训练，具有良好的沟通能力和持续学习能力，具有国际化视野和可持续发展理念，专业知识面广、实践能力强、综合素质高的应用型创新人才。本专业毕业生可在市政给排水工程、建筑给排水工程、水环境保护和水资源开发利用与管理等领域，承担规划、设计、施工、运营、管理、科学研究及技术开发等工作。毕业后能成为本专业业务骨干，并能够通过升学、继续教育或其它的终身学习途径拓展职业能力。

专业特色

40年的发展历程，专业不断践行“工学结合，多元育人”的办学理念。从多方面积极构筑专业底蕴，锤炼专业特色。

在培养方案上，强化实践教学的比重，理论实践结合强化了学生的应用能力，提高了学生的综合素养。建设了多个校企实践实训基地，同时校内建有模型仿真中心，作为学生认识实习、生产实习和科技创新基地。搭建学生和企业及社会的沟通桥梁，提高了学生应用创新能力，在全国科技竞赛中多次获奖。

师资力量

专业现有全职专任教师36人，其中博士生导师3人，特聘中国工程院院士1人，享受国务院政府特殊津贴专家1人，国家和省部级人才6人。副教授以上的教师比例为53%，具有博士学位的教师比例为72%，引进新加坡国立大学黄浩勇教授等5位高端外国专家作为客座教授参与本专业的教学任务。教师队伍年龄梯队合理，40岁以下教师占比50%。

专业负责人毕学军教授，博士生导师，山东省高等学校重点学科首席专家，享受国务院政府特殊津贴人员，先后荣获国家百千万人才工程、国家有突出贡献中青年专家、宝钢优秀教师奖、山东省优秀工作者、山东省有突出贡献的中青年专家等荣誉称号。

主干课程

专业核心课程有：水文学和水文地质学、给排水科学与工程概论、水质工程学、泵与泵站、水资源利用与保护、给排水管网系统、建筑给排水工程、水工艺设备基础、给排水工程仪表与控制、水工程施工、水工程经济。

学术科研

专业主要研究领域有污水处理及资源化、再生水回用技术、水质净化技术、输配水管网优化、膜处理技术等。近年来完成国家、省部级科研课题几十项，多项成果应用于南水北调等国家重大工程。在城市污水生物脱氮除磷与控制措施研究上获国家科技进步二等奖，在南水北调东线南四湖流域污染综合治理技术体系创新与应用上获山东省科技进步一等奖等多项奖励。

奖助学金

专业设立多种奖学金、助学金，奖优扶困，包括新生奖学金、新生助学金、国家奖学金、国家励志奖学金、国家助学金等，同时设立校友奖学金“水基金”，本专业学生奖学金覆盖率为40%。

升学就业

毕业生继续深造率约为30%，其中超过60%进入到哈尔滨工业大学、同济大学、浙江大学、复旦大学等双一流名校。每年有数名优秀学生通过推免获得哈尔滨工业大学、同济大学等大学的录取。

专业就业率长期保持在95%以上，近年来毕业生的供需比达到1:3左右，学生毕业后会进入设计院，大型建筑公司，环保公司，政府机关以及大专院校。

Figure 25: Exemplary screenshot of the website of QUT

4.6.10 SIAT

Information Management

The leaders of SIAT have “open days” every month to receive students and staffs. If one employee or student has her/his opinion and advice, they can make an appointment and talk to the leaders face to face. On the official website of SIAT, there is the contact information. If the public has any advice to SIAT, they can reach via email or telephone. As the establishment of the university of SIAT, there are actually three departments of administration to cover the lifecycle of teaching and studying activities in SIAT:

Dept of Education, responsible for all the external collaboration concerning the joint program of different level from bachelor to Ph.D. It worth noting that currently the annual vacancies for admission distributed by Chinese Academy of Science, to which SIAT is affiliated, are rather limited, therefore SIAT has commenced many joint programs with domestic and overseas university to attract more visiting students to join the research groups in SIAT;

Dept of Teaching Affairs: management for all teaching activities in SIAT;

Dept of Student Affairs: management for all studying activities in SIAT and administration for currently enrolled students.

Website

Relevant information about the study program is publicly available and is collected on an internet page of SIAT (Link: <https://english.siat.ac.cn/Education2017/Programs2017/>).

The screenshot displays the SIAT website interface. On the left, there is a navigation menu with options like Home, About us, Admissions, and University. The main content area features a banner for 'WAY TO INNOVATION' and sections for '2022 Chinese Student Enrolment', '2022 International Student Enrolment', and 'Postgraduate Programs'. A 'Majors' table lists various disciplines and their corresponding departments. To the right, a 'Scholarship' table provides details on different funding options, including the Chinese Government Scholarship and UCAS Full Scholarship. Below the tables, there are sections for 'Application Time', 'How to Apply', 'Materials Required', and 'Attachments'.

Level	Discipline	Major	
PhD	0703 Chemistry	0703Z1 Chemical Biology 070305 Chemistry and Physics of Polymers 070304 Physical Chemistry	
	0710 Biology	071010 Biochemistry and Molecular Biology 071005 Microbiology 071006 Nanobiology	
	0811 Control Science and Engineering	081104 Pattern Recognition and Intelligent Systems	
	0812 Computer Science and Technology	081203 Computer Applied Technology	
	0803 Optical Engineering	080300 Optical Engineering	
	Master	0703 Chemistry	0703Z1 Chemical Biology 070305 Chemistry and Physics of Polymers 070304 Physical Chemistry
		0710 Biology	071010 Biochemistry and Molecular Biology
		0811 Control Science and Engineering	081104 Pattern Recognition and Intelligent Systems
		0812 Computer Science and Technology	081203 Computer Applied Technology
		0813 Biomedical Engineering	081300 Biomedical Engineering

Scholarship	Level	Monthly Stipend (RMB)		Duration
		CAUCAS/SIAT	Supervisor	
Chinese Government Scholarship	PhD	3500	1000	3-4
	Master	2500	500	3
ANSO Scholarship for Young Talents	PhD	6000	1000	6-4
	Master	2000	1000	6-3
UCAS Full Scholarship	PhD	2500	1000	6-3
	Master	2000	1000	6-3
UCAS Partial & SIAT International Scholarship*	PhD	2500	1000	6-3
	Master	2000	1000	6-3

Fee & Expense

- Tuition fee: RMB 40,000/year for PhD (waived), RMB 30,000/year for Master (waived)
- Accidental Injury and Hospitalization Insurance premium: RMB 800/year (waived)
- Accommodation (colored rooms) fee: 400-1200 RMB/month (waived)
- Outpatient service fee is paid according to the insurance scheme of insurance company. Board expenses, travel expenses and other costs of experiments, meetings and training beyond the program curriculum are at the student's own expense.

Figure 26: Exemplary screenshot of the website of SIAT

4 Quality Assurance policies and practices
4.6 Information management and public information

4.6.11 IMUFE

Information Management

IMUFE is using online system (internal website) to collect, analyze for the effective management

Website

Relevant information about the study program is publicly available and is collected on an internet page of the IMUFE (Link: <https://www.imufe.edu.cn/jwc/>).

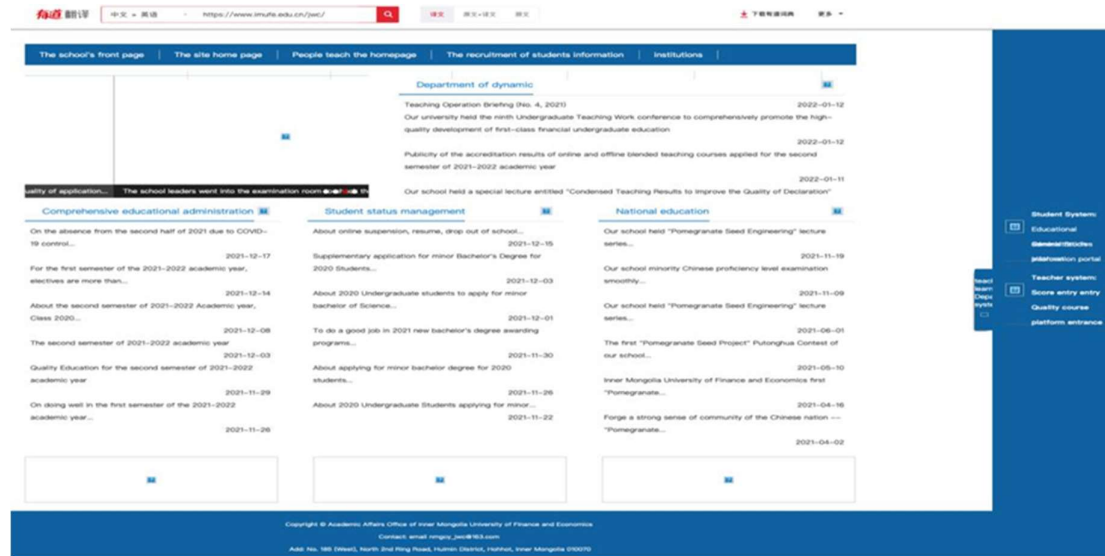


Figure 27: Exemplary screenshot of the website of IMUFE

4.7 On-going monitoring and periodic review of programs

In the European Higher Education Area the following standard for on-going monitoring and periodic review programmes is given:

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned. (ESG, 2015)

The following table shows at which institution a good practice example for on-going monitoring and periodic review of programmes exists. If an English version was available, it has been included in this collection and can be found on the following pages.

Table 11: Overview of existing good practices of on-going monitoring and periodic review of programs

Country	Institution	Good practice available
NO	NMBU	yes
DE	THOWL	yes
PL	UWM	yes
SL	UoP	yes
	RUSL	yes
	SEUSL	yes
MN	MUST	yes
	NUM	yes
CN	QUT	yes
	SIAT	yes
	IMUFE	yes



4 Quality Assurance policies and practices

4.7 On-going monitoring and periodic review of programs

4.7.1 NMBU

The study programs have a program evaluation every year which they must submit in the autumn. This is written by those on the program council. And each semester, the subjects have subject evaluation that students answer. Student counselors process these course evaluations and communicate this to the course coordinators. It is also the case that every five years the study program has such a periodic program evaluation where a group of external members assess the quality of the study program, interview different people and send us feedback on the study. The program council uses this to improve study, such as making changes to the study plan so that the study is still relevant to society.

4.7.2 THOWL

Course evaluation is part of teaching evaluation and means the regular and systematic collection, processing and feedback of data to assess the quality of courses and modules as well as their conditions by means of standardized procedures and instruments. Standardization includes the introduction of a university-wide evaluation software system and evaluation framework as well as instruments suitable for the respective object of evaluation. For the course evaluation, this is a mandatory questionnaire section, which can be supplemented by the departments with a special questionnaire section containing questions specifically tailored to their needs.

Objectives and purpose of teaching evaluation

Regular evaluation aims to identify examples of successful structures and procedures as well as any potential for optimization in good time and to take these into account in the continuous development of the objects of evaluation. To this extent, evaluation is an instrument of quality assurance and development.

Teaching evaluation serves to ensure and increase the quality and efficiency of both individual courses and the entire range of courses offered by a department or academic institution. It thus contributes to the long-term sustainable strategic development planning and profile building of the department/academic institution and the university. The aim of the university is to establish a culture of continuous review and development of the quality of teaching on a sustainable basis through the systematic use of appropriate measures and instruments of evaluation.

The results of the various teaching evaluations at the THOWL are used for the following purposes:

to ensure and increase the quality and efficiency of both individual teaching events and the modules and the entire range of courses offered by a department or academic institution and the university as a whole, as well as the services supporting teaching, studies and continuing education,

for profile building of departments and the University of Applied Sciences Ostwestfalen-Lippe,

to create transparency about the quality of teaching,

for constructive feedback to individual teachers regarding their teaching success,

to identify problem and perspective areas in courses, modules,

Supervision and examination of students,

to evaluate the individual teaching performance of the teaching staff and to use it in the

in the context of granting merit pay for special achievements in teaching, in the context of decisions on employment and as a criterion in deciding on the allocation of funds on the basis of outstanding teaching performance,

as a contribution to the design of quality assurance and promotion measures, e.g. in a target agreement.

Course Evaluation and Module Evaluation

The basis for the evaluation of courses shall be surveys of students by means of a questionnaire and in accordance with these regulations.

In addition to a general part with obligatory questions, the questionnaire may also include a special part to be designed by the department. The general and the special part shall be designed in such a



4 Quality Assurance policies and practices

4.7 On-going monitoring and periodic review of programs

way that the answers and evaluations cannot be assigned to specific or identifiable respondents or can only be assigned to specific or identifiable respondents with a disproportionate effort in terms of time, costs and manpower. The general and special parts shall contain at least the following characteristics:

the evaluation of the study content,
the evaluation of the teaching quality of all teaching staff,
the evaluation of the organization and supervision,
the self-assessment of student engagement, 5. the assessment of infrastructure,
the evaluation of the workload
the overall assessment.

The general part contains questions about the course and the teacher as well as the question about the study program. Subject semester, gender, type of university entrance qualification, nationality and/or mother tongue may only be asked if it is not possible to draw conclusions about individual participants in the student survey due to the small number of students.

The special section may also collect information on the respondent's field of specialization/module. This survey is only permissible if it is not possible to draw conclusions about the person in combination with the other data of the participant in the student survey.

The following data are processed by the teacher: 1. surname, first name, title

2. name of the course

course type

department/institute

location of the course

the data collected on the course by means of the questionnaire pursuant to para. 2 when questioning the students.

The course evaluation may additionally include an evaluation of the students by the teacher.

The course evaluation shall take place in the second half of the course (7th to 10th week of the semester). Within two years, all courses must be evaluated at least once. Courses that have a teaching evaluation index (BIL) below a critical value shall be evaluated each time it is conducted until the critical value is exceeded.

Course evaluation results shall be published and handled as follows:

The instructor shall receive the evaluation results for the courses he/she teaches promptly after the survey.

The complete results of the course evaluation are presented to the students by the instructor in the current semester in a timely manner and specific areas for improvement are discussed with them.

The department heads receive the evaluation results of all courses in the department and publish the aggregated results of the course evaluations internally at the end of each semester. (With comments from faculty, if applicable). As far as possible, the results of the course evaluations are accompanied by overviews of the assessed examination results.

The Study Committee of the department receives the evaluation results of all courses. In the case of negative evaluations of individual teachers, the Study Commission seeks discussion with the person concerned and works out measures to eliminate deficits together with him/her.

The aggregated and anonymized results of the course evaluations are also published in the quality report on teaching of the department, which is only to be prepared every three years. The quality reports on teaching of the departments are summarized by the responsible members of the Presidential Board for Studies and Teaching and for Quality Development into an overall report on teaching of the university.

4.7.3 UWM

The tasks of the University Team for Education Quality Assurance include:

- 1) preparation and improvement of university documents regarding the System:



4 Quality Assurance policies and practices

4.7 On-going monitoring and periodic review of programs

sample questionnaires for the evaluation of entities and areas of the didactic process, incl. grades quality of teaching activities carried out by the academic teacher and other teacher classes, monitoring of graduates 'careers, employers' opinions on study programs, etc.,

procedures for self-assessment of the functioning of the faculty and the unit university-wide, non-local unit - branch and school,

evaluation and improvement of the System and presenting it to the UWM Senate in Olsztyn, annually by 31 January of a given year, reports on the evaluation of the quality of education for the previous academic year along with a SWOT analysis, as well as presenting recommendations for actions to improve quality education and functioning of the System, supporting and monitoring the activities of the Teams for quality assurance in operation at faculties, university-wide units, non-local units - branches and schools.

The University Education Quality Assurance Team cooperates with the Quality Management Team Education Office and Education Quality Assurance Teams operating at faculties, university-wide units, non-local units - branches and schools in the area pro-quality activities, with particular emphasis on the tasks related to the development of tools evaluation and methods of improving the System. In order to effectively perform the tasks the University Team for Education Quality Assurance, in consultation with the Rector, may:

appoint permanent and ad hoc committees and expert teams, specifying the purpose of their appointment, composition and scope of activities and duration of operation,

invite experts from the University as well as from outside the University to permanent or ad hoc cooperation.

4.7.4 UoP

Monitoring of the degree programme with respect to programme objectives and intended learning outcomes is regularly done through external reviews by expertise. In addition, we obtain the Washington accord accreditation in every 5-year period. According to suggestions given and considering the feedback of industry personnel necessary course reviews are conducted periodically by revisiting the contents and delivery methods of the courses.

4.7.5 RUSL

Program Reviews of the University is generally conducted once in every five years by an external body (Quality Assurance Council (QAC) of University Grants Commission in Sri Lanka). The Self-Evaluation Report of the relevant programs are prepared by the senior academics of the faculty and submitted to QAC. Then QAC will appoint reviewers and conduct the Desk and Physical Evaluation and finally the Grade is given with the reviewers' comments and recommendations. Thereafter, the academics will prepare the relevant Action Plan to implement the recommendations of the reviewers. During the Program Review process, the views of stake holders and society expectations are well taken and screened.

4.7.6 SEUSL

The monitoring of program educational objectives (PEO) are assessed through graduate employability survey and feedback from the industry/other related stakeholders. The faculty has a Industry Consultative Committee (ICC) in which it regularly discusses the curriculum and the needs of the industry to match the demand. In the meantime, Program Objectives (PO) are assessed through internal assessment processes and quality assurance practices. Similarly at the Intended Learning



4 Quality Assurance policies and practices

4.7 On-going monitoring and periodic review of programs

Outcome (ILO) level assessments are conducted at the module level through the quality assurance practices. The faculty applies for the recognition of the degree program from the professional body (The Institution of Engineers Sri Lanka) for recognition and accreditation of the degree programs. It also applies for program reviews conducted by Quality Assurance Council of the University Grants Commission, Sri Lanka.

4.7.7 MUST

There are no regulation for doing periodic review of the program. If the professor in charge of the program has willing to do accreditation at national or international level, they do review for the program. Now this is changed according to the new quality assurance policy. Nevertheless, teachers usually reflects the feedback from students and improves the content of the course themselves.

4.7.8 NUM

NUM introduced the liberal art concept in 2014. At that time some programs defined their program objectives well, but some did not. Since that time, the requirements of the quality assurance of the programs become stronger. NUM strategy 2024 states that all programs have to be accredited at the national level. Currently, approximately 40% of the bachelor programs are accredited at the national level and only a few at the international level. Since 2014, the programs have mainly been updated by the accreditation processes.

4.7.9 QUT

We usually use third-party survey company to track the popularity of our graduate student, an index is that the proportion of median level engineer/manager after 5 years.

4.7.10 SIAT

After the end of each course, SIAT will send students attending the course a questionnaire on the evaluation of the course and the teaching staff. The contents include teaching attitude of the teacher, content of courses, teaching method, teaching effectiveness, and suggestions to the teacher, etc. While the results being received by Department of Teaching Affairs, the performance of the teaching staff will be evaluated based on the results, and feedback will be delivered to the teaching staff for making due improvements. SIAT also holds seminars on education issues from time to time, inviting education experts from different universities and institutions to evaluate our programs and provide their suggestions.

4.7.11 IMUFE

At the end of semester, student need to give his/her assessment/opinions/suggestions for all courses what he/she took in the semester, which is carried out online by survey. After my university/institute collects all the results from students, relative statistical data will be individually showed to the course teacher as one of feedback/reference for further improvement.

Classrooms in my institution are so called “smart classroom”, like equipped with video system which can give alive information on teaching effect online.



Bibliography

ESG. (2015). Standards and Guidelines for Quality Assurance in the European Higher Education Area. Brussels, Belgium.



Appendix

Survey

CCWater - WP2 - T2.2.1 - Compendium of quality assurance policies and practices

The aim of task T5.2.2 is to create a collection of policies and practices on quality assurance of all partner universities. Different aspects are to be included in the collection:

- Institutional policies for quality assurance;
- Processes for the design and approval of the programs;
- Practices to ensure student-centered learning, teaching and assessment;
- Regulations covering all phases of the student „life cycle“ (e.g. student admission, progression, recognition and certification);
- Competence assurance of teachers;
- Information management and public information about universities; ○
- On-going monitoring and periodic review of programs;

This short survey aims to help identify relevant practices and establish a comparable framework.

1. Institutional policies for quality assurance.

Does your institution have a quality assurance policy?

Yes No I don't know

2. Processes for the design and approval of the programs

Does your institution have a guideline for the design and approval of the programs?

Yes No I don't know

3. Practices to ensure student-centered learning, teaching and assessment

Please describe one example of good practice of how your institution ensures that programs of study are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach (4500 characters maximum):

4. Regulations covering all phases of the student „life cycle“

Does your institution have a regulation that covers all phases of the student life cycle (e.g. student admission, progression, recognition and certification)?

Yes No I don't know

5. Competence assurance of teachers

Please describe one example of good practice how your institutions assure themselves of the competence of their teaching staff, e.g. for the recruitment or development of staff (4500 characters maximum):

6. Information management and public information about universities



Please describe how your Institutions ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities (4500 characters maximum):

Does your institution publish information about their activities, including programmes on a website?

Yes No I don't know

7. On-going monitoring and periodic review of programs

Please describe how your Institution monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society (4500 characters maximum):

Thank you!

Thank you very much for participating the survey. Please click on the button "Abschicken" to complete this survey. The survey will be analyzed and further instructions will be sent by e-mail.

