SITE VISIT REPORT TEMPLATE
(programme evaluation)

staged on ............................................................................................. in the field of study
...........................................................................................

offered as part of ........................................ on the level of studies: ..........
area of education
with the profile\(^1\) ........ .... carried out in the form of ..................

at ...........................................................................................................

name of the academic unit\(^2\) and the higher education institution

by the evaluation panel of the Polish Accreditation Committee (Polish: Polska Komisja Akredytacyjna - PKA) composed of:
Chair: ................................................, PKA member;
members:

Brief information on the visit
The grounds of the site visit should be indicated (PKA’s initiative, minister’s request, HEI’s request, and whether it is the first or a subsequent visit (in the latter case information on the year in which it was staged and its results should be presented in Appendix no. 3).

Appendix no. 1 Legal basis of the site visit
Appendix no. 2 Detailed schedule of the site visit with the specification of the division of tasks between individual members of the evaluation panel.

1. The concept for the development of the field of study under evaluation formulated by the unit\(^3\).

1) The concept of education refers to the mission statement of the higher education institution and corresponds to the aims set in the strategy of the unit.

2) Internal and external stakeholders are involved in the process of defining the concept of education in the field of study concerned, including its profile, aims, outcomes and development prospects.

Commentary:

- evaluation of the degree in which the concept of education in the field of study under evaluation is linked to the mission statement of the higher education institution and the strategy of the unit.

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\(^1\) does not apply to education commenced in the period preceding the introduction of education profiles;
\(^2\) or inter-institutional unit, joint unit, organisational unit of an association of HEIs or a few academic units of a HEI in the case where they together offer education in the field of study under evaluation;
\(^3\) Section 1 – 8 and relevant subsections are consistent with the criteria stipulated in the Statutes of the Polish Accreditation Committee.
• evaluation of the participation of external and internal stakeholders in the process of defining the concept of education in the field of study under evaluation, programme level and profile, including the definition of educational aims and learning outcomes, and development prospects.
• evaluation of the degree of diversification and innovativeness of education offer and its flexibility.

Final evaluation 1 of general criterion 4.
Synthetic descriptive evaluation of the level of satisfying the detailed criteria
1).......  
2).......  

2. Coherence of the statement of expected educational aims and learning outcomes for the field of study under evaluation and a system for verifying their achievement developed and applied by the unit.

1) Expected learning outcomes, which refer to a given study programme, its level/cycle and profile, are in conformity with the requirements of the National Qualifications Framework (NQF) and the concept for the development of the field of study concerned. Expected learning outcomes for fields of study with practical profiles take into consideration labour market requirements or expectations of trade organisations enabling students to acquire qualifications necessary to practise a given profession. Expected learning outcomes for fields of study with general academic profiles take into consideration the requirements defined for a given area of study from which the field of study concerned stems. The statement of learning outcomes is published.
2) Learning outcomes for a given programme are easily understandable and assessable.
3) The unit applies a transparent system for the assessment of learning outcomes which makes it possible to verify stated educational aims and to assess the achievement of learning outcomes at each stage of education. This system is accessible to all.
4) The unit tracks its graduates’ careers on the labour market and makes use of findings to enhance the quality of the teaching/learning process.

Commentary:
• evaluation of the consistency of expected learning outcomes for a given field of study, specialisation, course, module, qualifications level and education profile with the requirements of the National Qualifications Framework (model learning outcomes or educational aims and learning outcomes indicated in education standards, including standards for initial teacher training stipulated by the minister responsible for higher education) and the concept for the development of the field of study concerned;

4 according to the adopted evaluation scale: greatly, fully, significantly, partially, insufficiently;
evaluation of the consistency of learning outcomes for a field of study and course/module. In the case of practical profiles, the evaluation focuses on the degree of responding to the requirements of the labour market and trade organisations, which enables students to acquire qualifications necessary to practise a given profession, and the scope of impact of graduates and employers' representatives on formulating learning outcomes. In the case of general academic profiles, on the requirements formulated for a given area of science, from which the field of study stems;

evaluation of the opportunities for achieving learning outcomes for a given field of study, course, module by attaining educational aims and detailed learning outcomes for education modules (individual courses, groups of courses) and placements (if provided for in the study programme);

evaluation of the accessibility of intended learning outcomes (if and how the description of learning outcomes is published);

evaluating if learning outcomes are easily understandable and assessable,

evaluating if the unit applies a transparent system for the assessment of learning outcomes which makes it possible to verify stated educational aims and if the system is accessible to all. Evaluating if the system involves all the categories of learning outcomes (knowledge, skills, social competencies) and provides for adequate methods of verifying them and allows for measuring and assessing the achievement of learning outcomes at individual stages, with placing special emphasis on the process of issuing diplomas. Verifying if the requirements are standardised. During the evaluation, the reasons for and the scale of dropping out, as well as the accessibility of information on the applied grading system should also be investigated. In the case of offering distance learning courses, it should include the assessment if the verification of achieved learning outcomes is ensured on ongoing basis, i.e. at least with the same frequency as it is the case with traditional courses, and if it allows for comparing them with intended learning outcomes. It should also be established if tests and examinations at the end of a given course are staged at the seat of the higher education institution;

evaluating the degree to which the unit monitors its graduates’ careers on the labour market and makes use of the findings to enhance the quality of the teaching/learning process, procedures and mechanisms allowing for investigating the careers of graduates and adapting the learning outcomes to the expectations of graduates of a given field of study and social and economic stakeholders (including the labour market), as well as the level of commitment/impact of representatives of such stakeholders on the development of learning outcomes structure. Analysing the efficacy of the activities taken by the HEI/unit in this scope;

in the case of a follow-up evaluation in a given field of study, the introduced changes should be evaluated and reference should be made to the degree of complying with the recommendations, if such were formulated, or the results of corrective measures taken. You should also evaluate the development process of a given field of study.

the terms used, such as: area of knowledge, field of science, scientific discipline, scientific degree and title, research and scientific activity, scientific output also stand for: area of arts, field of arts, artistic disciplines and degrees and titles in the scope of arts, and artistic activity and output.
Appendix no. 4  Evaluation of randomly selected theses written for the end of a given stage of study and of diploma theses.

Final evaluation 2 of general criterion^4.............

Synthetic descriptive evaluation of the level of satisfying the detailed criteria
1) ......
2) ......
3) ......
4) ......

3.  The study programme enables the achievement of expected learning outcomes.

1) The study programme enables students to achieve each of the stated educational aims of the programme and expected learning outcomes and the expected structure of the graduate’s qualifications.

2) Expected learning outcomes, programme contents, types of classes, and teaching and learning methods used make up a coherent whole.

Commentary:

• evaluating if the study programme enables the achievement of each of the expected educational aims and learning outcomes and the expected structure of the graduate’s qualifications. In the case of initial teacher training and fields of study for which teaching standards have been identified – the evaluation should also involve the meeting of requirements of respective standards;

• evaluating if expected learning outcomes, programme contents, types of classes, and teaching methods used make up a coherent whole;

• evaluating the duration of education, correctness of the selection of educational contents, forms of classes and teaching methods from the point of view of achieving learning outcomes stipulated for each course/module, including a module encompassing optional courses, and a qualifications level. In the case of using distance learning methods and techniques, evaluating if education aimed at acquiring practical skills is staged in real life conditions with face-to-face contacts between academic teachers and students;

• evaluating the consistency of adopted ECTS with regulations stipulating basic requirements in this scope; in the case of initial teacher training and fields of study for which teaching standards have been identified – the evaluation should also involve the meeting of requirements of respective standards;

• evaluating the correctness of the sequence of courses and modules stipulated in the study plan and programme;

• evaluating the consistency of the programme and scope of placements, the deadlines for staging them and selection of venues where they are staged with the educational...
aims and learning outcomes identified for such placements. Evaluating if the system for controlling and obtaining credit for placements allows for a possibility to acquire practical skills by students;

- evaluation of the organisation of the teaching process implemented as part of individual modes of education provided for a given field, level and profile of study programme in the context of opportunities for achieving forecasted educational aims and learning outcomes. Verifying the correctness of the organisation of education in a branch campus, if such units operate as part of a given unit. Evaluating the consistency of teaching forms in the case of courses forming the practically oriented modules (practical classes, including these in the working environment) with intended learning outcomes;

- evaluating the opportunities for the individualisation of education offered to gifted and disabled students;

- in the case of a follow-up evaluation of education quality in a given field of study, the introduced changes and their effects should be evaluated and reference should be made to the degree of complying with the recommendations given or the results of corrective measures taken. You should also evaluate the development process of a given field of study.

Final evaluation 3 of general criterion

Synthetic descriptive evaluation of the level of satisfying the detailed criteria

1)

2)

4. The number and quality of staff guarantees the achievement of educational aims set for the study programme.

1) The number of research and teaching staff and the structure of their qualifications enable the achievement of the stated educational aims of the programme concerned and the expected outcomes of its implementation.

2) Research achievements and teaching skills of staff, in particular staff members counted towards the minimum staffing requirement, are adequate for the programme implemented and expected learning outcomes. Where programmes are practically oriented, the teaching process involves teachers with practical experience related to a given field of study.

3) The unit pursues a staff policy encouraging skills enhancement and provides conditions for staff to develop their research and teaching competence and career through, among other things, exchanges with higher education institutions and research institutions within the country and abroad.

Commentary:

- evaluating if the number of research and teaching staff and the structure of their qualifications enable the achievement of the stated educational aims of the programme concerned and the expected outcomes of its implementation (Appendix no. 5 – Academic teachers teaching classes in the field of study under evaluation,
including these forming minimum staffing requirement. Part 1. Academic teachers forming minimum staffing requirement. Part 2. Other academic teachers);

- evaluating if research achievements and teaching skills of staff, in particular staff members counted towards the minimum staffing requirement, are adequate for the programme implemented and expected learning outcomes and in the case of practically-oriented programmes, if the teaching process involves teachers with practical experience related to a given field of study. Unambiguous assessment of meeting the requirements concerning minimum staffing requirement for the field, level and profile of study under evaluation;
- evaluating the stability of minimum staffing requirement (frequency of rotations);
- assessment of meeting the requirements concerning the relationship between the number of teachers forming minimum staffing requirement and the number of students in the field of study under evaluation;
- evaluation of the adequacy of teachers teaching classes in the field of study; evaluating the consistency of the areas of knowledge, fields of science and arts represented by individual academic teachers (and their professional experience in the case of practically-oriented profiles) with detailed learning outcomes for individual courses/modules. In the case of offering distance learning courses: evaluating the qualifications of academic teachers for teaching classes in this form;
- general evaluation of inspected classes (Appendix no. 6 – Information on inspected classes and their evaluation);
- evaluation of pursued HR policy and its consistency with the principles of development of the field of study under evaluation;
  - procedures and criteria for the selection and verification of academic teachers teaching classes in the field of study under evaluation;
  - a system for supporting the development of research and teaching staff, also by providing conditions for the development of research and teaching skills (research leaves, grants, placements, exchanges with other HEIs and research units at home and abroad), and evaluation of its efficacy;
  - opinions presented by academic teachers during a meeting with the evaluation panel, prospects for the development of the field of study and limitations in the context of its mission and strategy;
  - in the case of a follow-up evaluation of education quality in a given field of study, you should assess changes, their impact on achieved outcomes and quality of education, relate to the degree of complying with recommendations formulated during the previous evaluation and the results of corrective measures.

Final evaluation 4 of general criterion

Synthetic descriptive evaluation of the level of satisfying the detailed criteria
1) .......
2) .......
3) ........
5. The unit provides adequate teaching/learning and research facilities ensuring the achievement of expected learning outcomes and enabling the conduct of scientific research.

The higher education institution provides facilities which are necessary to achieve the final learning outcomes defined for the programme under evaluation, and which take into consideration the needs of disabled people.

Commentary:
- evaluating the level of adapting the teaching facilities used for the implementation of the teaching process in the field of study under evaluation to the possibilities for achieving the declared learning outcomes, in particular providing access to infrastructure that is indispensable due to specific character of the field of study (lecture rooms, specialist rooms and laboratories and their equipment, access to computers, Internet, specialist software, specialist databases, indispensable books, including book collections made available by other libraries, also virtual ones). In the case of finding shortcomings in this scope, you should indicate how these shortcomings can affect the quality of education and what learning outcomes will not be achieved;
- evaluation of facilities of the HEI where practically-oriented classes are conducted and the adequacy of the venues where placements are staged;
- evaluation of the degree of adapting the teaching facilities to the needs of disabled students;
- in the case of a follow-up evaluation of education quality in a given field of study, you should assess changes made, relate to the degree of complying with recommendations formulated during the previous evaluation and the results of corrective measures, as well as evaluate the impact of changes in the infrastructure on the possibility for the achievement of the stated educational aims and their quality.

Final evaluation 5 of general criterion
Synthetic descriptive evaluation of the level of satisfying the detailed criterion

6. The unit conducts scientific research within the academic area(s) to which the field of study of the programme under evaluation is assigned.

Results of scientific research conducted are used in the teaching/learning process. Where a general academically-oriented programme is offered, the unit enables students to participate in scientific research and acquire knowledge and skills which are useful in research work.

Commentary:
- the evaluation is obligatory only for second cycle degree programmes and long cycle programmes;
• evaluating the impact of research staged by the unit on the teaching/learning process, also on the shaping the teaching programme and individualisation of learning and evaluating the level of participation of students in research staged and the presentation/publication of its results;
• evaluating the impact on the teaching process of scientific and research cooperation with other HEIs and institutions being economic and social stakeholders;
• in the case of a follow-up evaluation of education quality in a given field of study, you should evaluate possible change in the degree of impact of scientific research on the development of the field of study.

Final evaluation 6 of general criterion

Synthetic descriptive evaluation of the level of satisfying the detailed criterion

7. The higher education institution provides students with adequate support in the learning process.

1) Student admission rules and procedures are transparent, take into consideration the principle of equal opportunities and ensure proper selection of applicants for the programme concerned,
2) The system for assessing student achievements is oriented towards the learning process, includes standard requirements, and ensures the transparency and objectivity in marking.
3) The structure and organisation of the programme under evaluation is conducive to in-country and international mobility of students.
4) The system for research, learning and financial support is conducive to the academic, social and professional development of students and to the effective achievement of expected learning outcomes.

Commentary:
• evaluating if admission rules allow for the selection of candidates displaying knowledge and skills indispensable for the achievement of intended learning outcomes in the teaching/learning process. Evaluating if they do not include regulations that discriminate a given group of candidates; evaluating the rules for establishing the pool of students to be admitted – with taking into consideration the relationship between the number of students to be admitted and the teaching potential of the unit and the quality of education;
• evaluating the correctness of establishing the workload and time indispensable for achieving the intended learning outcomes – general, specific and detailed ones (for the field of study, level and profile of qualifications, module of education);
• evaluating if the system for assessing students’ achievements is focused on the learning process, ensures transparency and objectivism of formulated evaluations and requirements stipulated therein are standardised;
• evaluating the possibilities for student mobility offered in the study plan and the organisation of the teaching process in the field of study under evaluation. Evaluating
measures to support students’ mobility, including these related with propagating knowledge on the ECTS system at home and abroad;

- evaluating the impact of international cooperation conducted by the unit on the possibility for achieving intended learning outcomes (student exchanges, students’ participation in research conducted as part of such cooperation);
- evaluating the system of scientific and teaching support provided to students of the field of study under evaluation, including providing assistance to students in the learning process: without the participation of academic teachers and with the use of distance learning techniques;
- evaluating the completeness of information included in syllabuses of individual courses and their usefulness for students in the learning process. Evaluating the usefulness of recommended teaching materials for the implementation of forecasted educational aims and learning outcomes;
- evaluating the mechanisms used to motivate students to achieve better learning outcomes and their efficacy;
- evaluating the extent of financial and social assistance offered to students of the field of study under evaluation. Evaluating the activity of the HEI/ unit aimed at supporting professional, cultural and social development of students;
- students’ opinions presented during a meeting with the evaluation panel, strengths and weaknesses of the teaching process presented by them, level of their satisfaction with the system of scientific, teaching, financial and social assistance.
- evaluating the level of satisfaction with the system of scientific, teaching, financial and social assistance and the method of investigating complaints submitted by students.
- in the case of a follow-up evaluation of education quality in a given field of study, the introduced changes and the results of corrective measures should be evaluated and reference should be made to the degree of complying with the recommendations formulated during the previous evaluation.

Final evaluation 7 of general criterion^4…………
Synthetic descriptive evaluation of the level of satisfying the detailed criteria
1)……
2) ……
3) ……
4) ……

8. The unit develops an internal quality assurance system geared towards achieving top education quality culture within the programme under evaluation.

1) The unit has developed a transparent structure for the management of the programme under evaluation and undertakes a comprehensive evaluation of learning outcomes on a regular basis. Results of such evaluations provide a basis for a review and revision of the study programme and methods for its implementation, geared towards enhancing the quality of the final outcomes of the programme concerned.
2) The process of assuring quality and developing a quality culture involves staff, students, graduates and other external stakeholders.

Commentary:

- evaluating activities aimed at ensuring quality education in the field of study under evaluation. Evaluating the transparency of the structure of managing the teaching process in the field of study under evaluation, including systematic and comprehensive approach to evaluations and analyses of the achieved learning outcomes which form the basis for improving the teaching programme, i.e. learning outcomes, study programme and methods of its implementation;
- evaluating the efficacy of internal education quality assurance system in the scope of making analyses of learning outcomes and mechanisms used for monitoring and improving the teaching programme. Evaluating the usefulness of the system for examining the consistency of the teaching programme in a given field of study and methods of its implementation with the forecasted (or model) learning outcomes or with teaching standards and expectations of the labour market. Evaluating the efficiency of the system in diagnosing weaknesses of the teaching programme.
- evaluating the system for disseminating information on the results of monitoring the quality of the teaching process and achieved learning outcomes and introduced changes;
- evaluation of the participation of external and internal stakeholders in the process of education quality assuring and measures taken by the unit to activate the participants and beneficiaries of the teaching/learning process to improve its quality. Evaluating the degree of students’ interest in the quality of education and their impact on the quality. Evaluating the role of students’ representatives in collective bodies of the HEI/unit and the representatives of the Students’ Parliament of the Republic of Poland in the process of optimising the achieved learning outcomes and adapting them to the current level of knowledge and requirements of social and economic stakeholders, including the labour market;
- in the case of a follow-up evaluation of education quality in a given field of study, you should relate to the degree of complying with the recommendations, if such were formulated, evaluate the corrective measures taken and their results;
- in the case of staging an evaluation of the field of study/ accreditation of a unit by a foreign accreditation institution – you should present a statement on the use of the results of such an evaluation for improving the quality of education.
Table no. 1 Evaluating the possibilities for the implementation of intended learning outcomes.

<table>
<thead>
<tr>
<th>intended learning outcomes</th>
<th>Study programme and plan</th>
<th>Staff</th>
<th>teaching infrastructure/library</th>
<th>Research activity</th>
<th>International activity</th>
<th>organisation of education</th>
</tr>
</thead>
<tbody>
<tr>
<td>knowledge</td>
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<td>skills</td>
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<td>social competencies</td>
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</tr>
</tbody>
</table>

+  - allows for full achievement of the intended learning outcomes  
+/− - gives raise to reservations - allows for partial achievement of the intended learning outcomes  
−  - does not allow for achievement of the intended learning outcomes

Final evaluation 8 of general criterion  
Synthetic descriptive evaluation of the level of satisfying the detailed criteria  
1).......  
2).......  

9. Summary

Table no. 2. Assessment of the degree of satisfying the programme evaluation criteria

<table>
<thead>
<tr>
<th>Item no.</th>
<th>Criterion</th>
<th>Degree of satisfying the criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>outstanding</td>
</tr>
<tr>
<td>1</td>
<td>concept for the development of the field of study</td>
<td></td>
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<tr>
<td>2</td>
<td>educational aims and learning outcomes and a system for their verification</td>
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<tr>
<td>3</td>
<td>study programme</td>
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<td>4</td>
<td>human resources</td>
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<tr>
<td>5</td>
<td>teaching infrastructure</td>
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</tbody>
</table>
Evaluating the possibilities for achieving the intended learning outcomes, for the development of the field of study under evaluation and for ensuring quality education, as well as indicating areas that do not give grounds for reservations, where internal education quality assurance system is highly effective as well as areas that require taking specific measures (the justification should relate to statements included in the report and include recommendations).

**Note:** if explanations presented in response to the site visit report or in the request for re-investigating the matter justify the modification of the evaluation, the report should be amended. You should briefly discuss the explanations, documents, and additional information on factors that have affected the evaluation (you should refer to each criterion individually and provide the final evaluation in Table no. 3).

Table no. 3

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Degree of satisfying the criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>outstanding</td>
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</tbody>
</table>

**Note:** you should mention only the criteria in relation to which the evaluation has changed

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6 The evaluation is obligatory for the second cycle and long cycle programmes only.
Appendix no. 1  Legal basis of the site visit

Appendix no. 2  Detailed schedule of the staged site visit with the specification of the division of tasks between individual members of the evaluation panel.

Appendix no. 3  Information on the results of the previous programme evaluation (or the evaluation of education quality if the previous evaluation was made based on the regulations binding until 30.09.2011).

<table>
<thead>
<tr>
<th>Academic year of the evaluation</th>
<th>Evaluation valid until (academic year stipulated in the Resolution)</th>
<th>Areas that require corrective measures</th>
<th>identified shortcomings/formulated recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>PKA Resolution No.</td>
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</table>

Appendix no. 4  Evaluation of randomly selected theses written for the end of a given stage of study and of diploma theses (Part 1: theses written for the end of a given stage of study; Part 2: diploma theses)

Appendix no. 5 – Academic teachers teaching classes in the field of study under evaluation, including these forming minimum staffing requirement.


1) Full name (year of birth)
   - Academic degrees and titles held
     - doktor (doctoral degree in.............. in the scope of ..........) year of award .................
       thesis title .................
     - doktor habilitowany (doctoral degree in.............. in the scope of ..........) year of award .................
       thesis title .................
   - profesor (professor in .................) year of award .................

   • Qualifications held that are equivalent with the title of a doktor habilitowany
     - date of notifying the Central Commission for the Academic Degrees and Titles on the rector’s decision

7 In the case of persons stipulated in art 9c (3) of the act, you should mention only the degree of a magister.
Annex no. 1 to Resolution no. 462/ 2012 of the Presidium
of the Polish Accreditation Committee of 25 October 2012.

- Date of commencing and form of employment at the HEI
  employed from ............... based on ............................,
  work time ........... the HEI is the main/ additional place of employment.
- Consent for being included in the minimum staffing requirement of ....... and information on all
  other minimum staffing requirements, in which a given academic teacher is included.
- Classes taught
  - number of hours (* actual / planned ............................)
  - type of classes (**) ....................................
*you should quote the number of hours taught personally by the teacher in the field of study under evaluation,
  actual hours shall apply to the previous academic year and the planned ones to the current academic year.
**you should quote the name of the course and the type of class taught in the field of study under evaluation.

- Research/ practical output or professional experience

- Conclusion:
  In the case of each academic teacher who is to form minimum staffing requirement, you should
  clearly indicate if they are included in the minimum or, if not, provide detailed justification for
  that.

Appendix no. 6 – Information on inspected classes and their evaluation.