



EUROPEAN
Higher Education Area

**National Report regarding
the Bologna Process
implementation
2012-2015**

Poland

Data entry: (VIII QUESTIONNAIRE DETAILS)

For which country have you completed the questionnaire?

Poland

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Contributors to the report:

- Government representatives "The survey has been consulted with several units of the Ministry of Science and Higher Education, including ENIC-NARIC"

Contributors to the report:

- Employer representatives ""

Contributors to the report:

- Student representatives ""

Contributors to the report:

- Academic and other staff representatives ""

Contributors to the report:

- Other representatives (please specify) "Some questionnaires were initially filled in by external experts selected by Eurydice national unit (questionnaire have been verified afterwards by BFUG representatives). Some organisations, including stakeholders, have been consulted (e.g. Polish Accreditation Committee, Foundation for the Development of Education System)"

Data entry: (I_Degrees_qualifications)

Welcome to the first part of the data collection for the Bologna Implementation report 2015 on degrees and qualifications. Please note that the reference year for this questionnaire is the academic year 2013/14. With regard to changes in legislation or higher education organisation and administration, the date of 30 April 2014 will be considered as the final cut-off point. Any changes that are planned to occur after this date will not be considered in the report. Please consult the guide to answering the questionnaire, as well as the glossary. If you have any questions, please send an email to data.collectors@ehea.info. In urgent cases you can also call Eurydice at +32 2 299 5024.

I.1. Do your higher education steering documents address demographic projections for your country?

Yes

I.1.1. How do these projections affect higher education policy planning?

"Higher Education Development Strategy until 2020" of 2010 and a number of other accompanying documents like "Conditions of future development of higher education in Poland – globalisation, demography and socio-economic changes in Poland" of 2009 commissioned by the Ministry of Science and Higher Education address the issue of the impact of the demographic changes on higher education.

Another quite recent, important document published by the Ministry of Science and Higher Education, i.e. "Szkolnictwo Wyższe w Polsce 2013", also reports on the expected demographic changes.

The anticipated impact is reflected in the draft of the new Act - Law on Higher Education to be enacted in 2014, including provisions allowing for attracting non-traditional students to HE by recognition of their prior learning. It is assumed that the number of students will drop by ca 30% in 2020 as compared to 2010. The biggest drop will occur in the number of fee-paying students in public and private HEIs. It is also anticipated that a number of smaller HEIs will disappear due to lack of candidates. Autonomous HEIs will have to reconcile their admissions policy, financial policy and new sources of funding, and possibilities offered under the new Act – Law on Higher Education with regard to admission of non-traditional candidates into higher education system, as well as seeking for more extensive cooperation with business and industry, aiming at maintenance of optimal recruitment numbers. The goal stipulated in the Strategy of Human Capital Development 2020 of the increased foreign student participation in Polish HE programmes of study from 1.4 in 2011 to 5% by 2020 can be also partly associated with the demographic changes.

I.2. Please indicate the types of higher education institutions that exist in your country.

- Universities
- Higher education institutions other than universities

I.2.1. Please specify

The Act – Law on Higher Education, Journal of Laws 2012, as amended, which came into force in October 2011, provides that the term "university" may be used in relation to a HEI which has the right to award the degree of "doktor" (third cycle qualification) in at least ten disciplines; the term "technical university" may be used in relation to a HEI which has the right to award the degree of "doktor" in at least ten disciplines among which at least six degrees of "doktor" in the area of technical sciences. The term "university" preceded by an adjective or adjectives indicating the HEI's profile may be used in relation to a HEI which has the right to award the degree of "doktor" in at least six disciplines out of which four should be related to the sciences embraced by a given profile; the term "polytechnic" may be used in relation to a HEI which has the right to award the degree of "doktor" in at least six disciplines out of which four should be in the area of technical sciences, the term "academy" may be used in relation to a HEI which has the right to award a degree of "doktor" in at least two disciplines.

I.3. Which of the following statements correspond to structural distinctions in your national higher education system?

- Higher education institutions are either academically or professionally oriented
- The profile of higher education programmes is either academic or professional
- Higher education institutions are either public or private
- Other distinction between higher education institutions or programmes (Please specify in the text field on the right!)
- None of the above

According to the Act referred to above, besides the above distinctions there is a division dependent on the competent Ministry supervising the HEI, i.e. military HEIs supervised by the Ministry of National Defence, artistic HEIs supervised by the Ministry of Culture and national heritage, state services HEIs supervised by the Ministry of Internal Affairs, medical HEIs supervised by the Ministry of Health, maritime HEIs supervised by a Ministry responsible for maritime economy. Besides there are a number of theological HEIs

I.3.1. What is the number of institutions in the categories identified?

Universities – 19, Technical universities – 18, universities of life sciences – 6, economic universities – 5, pedagogical universities – 6, medical universities – 9, maritime HEIs – 2, physical education HEIs – 6, artistic HEIs – 19, theological HEIs – 4, State Higher Professional Schools – 36, HEIs supervised by the Ministry of Internal Affairs – 2, HEIs supervised by the Ministry of National Defence – 5, non-public (private) – 307

I.4. Comments

Among 19 universities one is non-public but financed in the same way public HEIs are, among 6 pedagogical universities, one is non-public but financed the same way as public ones are, and there are 3, out of 4, non-public theological HEIs financed the same way as public ones are.

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS "73"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS "25"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS "2"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration ""

I.5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS "78"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS "20"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

240 ECTS "2"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

Other duration ""

I.6.1. Please specify

I.7. Please note that short cycle programmes are treated in a separate section below.

I.8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?

No

The structure (in terms of the number of ECTS) of the study programme does not depend on the profile, whether there are academically or professionally oriented (there are two profiles: general academic and professional – 'practical' – ones). First cycle study programmes leading to the award of the title of "inżynier" (engineer) last at least 7 semesters (which usually means that they require to obtain 210 ECTS) as compared to the first cycle study programmes leading to the award of the title of "licencjat" (bachelor) which last at least 6 semesters and require to obtain at least 180 ECTS. The data collected concern the number of the programmes which lead to the title of "inżynier" and "licencjat". The estimates concerning the "percentage of the first cycle study programmes are based on the assumption that almost all programmes (there are exceptions) leading to the title of "licencjat" require to obtain 180 ECTS, vast majority of the "inżynier" programmes require to obtain 210 ECTS) and small number of the "inżynier" programmes require to obtain 240 ECTS. The percentages of 1st cycle students enrolled in programmes is based on the estimates.

Comment regarding the question I.9: There are no legal obstacles to establish such a first cycle study programme, however no such programmes exist in practice.

I.9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?

No ▾

I.9.1. In which study fields do these study programmes exist?

I.9.2. What is the typical duration of these degree programmes outside the Bologna model?

I.9.3. What percentage of first cycle students is enrolled in these programmes?

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

60-75 ECTS ""

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

90 ECTS "25"

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

120 ECTS "75"

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

Other duration ""

I.10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

60-75 ECTS "0"

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

90 ECTS "25"

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

120 ECTS "75"

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

Other duration ""

I.11.1. Please specify

I.12. Do integrated/long programmes leading to a second cycle degree exist?

Yes ▾

I.12.1. Is the duration of the above programmes calculated in...

ECTS credits (or other credits)

I.12.2. What is the typical duration of these degree programmes?

At least 300 ECTS in the five-year system of study (10 semesters) and 360 ECTS in the six-year system of study (12 semesters). According to the regulations on standards of education (described in item I.12.3), the duration of programmes in dentistry is at least 300 ECTS, in pharmacy and veterinary medicine at least 330 ECTS and in medicine at least 360 ECTS. It has to be stated that the regulations concerning minimum duration of study programmes refer both to ECTS credits and years/semesters (the questionnaire does not give a possibility to choose such an option)

I.12.3. In which study fields do these study programmes exist?

According to the regulation on standards of education (on the basis of the Act – Law on Higher Education art 9b The Minister for higher education decides on the standards of education for veterinary medicine and architecture and, in agreement with the Minister for health, on the standards of education for the following study programmes: medicine, dentistry, pharmacy, nursing,

midwifery; study programmes for the above areas shall be elaborated accordingly) integrated/long programmes are offered in the following study fields: medicine, dentistry, pharmacy and veterinary medicine. According to the Minister's Regulation on the conditions of providing study programmes in the study fields and on levels, integrated /long programmes may be offered in medical analysis, law, canon law, psychology, theology, acting, conservation and restoration of the art objects, realization of film, television pictures and photography, directing, graphics, painting and sculpture.

I.12.4. What percentage of first cycle students is enrolled in these programmes?

Ca 14% of students are enrolled in long cycle programmes (they are not "first cycle students", but long cycle students who can graduate with the second cycle degree!)

I.13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

No

I.13.1. What is the typical duration of these second cycle programmes outside the Bologna model?

I.13.2. What percentage of second cycle students is enrolled in these programmes?

I.13.3. In which study fields do these study programmes exist?

I.14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?

No

I.14.1. What is the minimum duration of the Bachelor & Master together?

I.15. Comments

The data officially collected on the second cycle concern the number of programmes leading to obtaining the title "magister" (master) and "magister inżynier" (magister inżynier). The data provided in the question I.10 and I.11 are based on the estimates.

I.16. What percentage of first cycle programmes give access to at least one second cycle study programme?

100%

Ex definitione first cycle studies give access to second cycle study programmes.

I.16.1. Please provide a source for this information.

The abovementioned Act – Law on Higher Education

I.17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?

51-75%

63,48% (data for 2012)

I.17.1. Please provide a source for this information.

Ministry of Science and Higher Education' calculation based on GUS (Central Statistical Office) data.

I.18. What are the requirements for holders of a first cycle degree to access a second cycle programme?

I.18.1. All students...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

I.18.2. If other requirements apply and/or requirements apply only in some cases, please specify:

According to the Law on Higher Education, candidate to second cycle has to be a holder of degree of "magister", "licencjat", "doctor" or equivalent and fulfil recruitment criteria set by an institution. In contrary to the legal provisions on admission to first and long cycle programmes, the Law on Higher Education gives the higher education institutions flexibility when it comes to criteria of recruitment to second degree programmes.

I.18.3. Holders of a first cycle degree from a different study field...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

I.18.4. If other requirements apply and/or requirements apply only in some cases, please specify:

Depends on the admissions criteria in a given institution. Sometimes holders of a first cycle degree get extra points in the recruitment process. Apart from that some institutions organize additional courses (not as the admission requirement) for holders of a first cycle degree from a different study field or different institutions. If there is an entrance exam (a not infrequent practice) the same requirement will be related to all candidates regardless the study field

I.18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

I.18.6. If other requirements apply and/or requirements apply only in some cases, please specify:

Depends on the admissions criteria in a given institution, however if there is an entrance exam (a not infrequent practice) the same requirement will be related to the candidates coming from the same institution.

I.18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

I.18.8. If other requirements apply and/or requirements apply only in some cases, please specify:

Depends on the admissions criteria in a given institution, however if there is an entrance exam (a not infrequent practice) the same requirement will be related to the candidates coming from all programmes, regardless their profile.

I.19. What percentage of all second cycle programmes give access without further studies to third cycle studies?

100%
There are two options to be awarded a degree of "doktor" in Poland, either by taking part in the doctoral studies, launching the doctoral conferment procedure (przewód doktorski) and defending a thesis supervised by a supervisor or "free-lance" just by launching doctoral conferment procedure (this is an autonomous procedure and does not obligatorily depend on enrolment on a programme of doctoral studies) and defending a thesis supervised by a supervisor, without being enrolled into a doctoral study programme.

I.19.1. Please provide a source for this information.

The abovementioned Act - Law on Higher Education

I.20. What percentage of second cycle graduates eventually enter into a third cycle programme?

5.0000000000

I.20.1. Please provide a source for this information.

Data not available. Abovementioned figure is an estimate. Questionnaire technically does not allow to insert comment "not available"

I.21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

Yes, for some graduates

I.21.1. Please specify the criteria

According to the above mentioned Act - Law on Higher Education beneficiaries of the so called Diamond Grant, i.e. exceptionally talented graduates of first cycle study programmes and students who have completed third year of their integrated long cycle study programmes (not more than 100 successful applicants a year) do not need to be awarded their second cycle qualification to be admitted to the third cycle programme of study leading to the award of the degree of "doktor".

I.21.2. What percentage of third cycle students enter without a second cycle qualification?

0%

I.22. If you would like to make any additional comments on the progression between cycles, please provide them here

I.23. Do higher education steering documents mention doctoral education/training?

Yes

I.23.1. Please provide a reference to the relevant steering document(s):

Ia. The Law on Higher Education

I.24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Traditional supervision-based doctoral education ""

I.24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Structured doctoral programmes "95"

I.24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Professional doctoral programmes ""

I.24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Industrial doctoral programmes ""

I.24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Other "5"

I.24.1. Please specify which other types of doctoral programmes exist

There are two options to be awarded a degree of "doktor" in Poland, either by taking part in the doctoral studies, launching the doctoral conferment procedure (przewód doktorski) and defending a thesis supervised by a supervisor or "free-lance" just by launching doctoral conferment procedure (this is an autonomous procedure and does not obligatorily depend on enrolment on a programme of doctoral studies) and defending a thesis supervised by a supervisor, without being enrolled into a doctoral study programme. In the latter case the individual does not assume the status of a doctoral student. Structured doctoral programmes are definitely the prevailing model of doctoral education. Data on launched doctoral conferment procedures (przewód doktorski) do not differentiate between participants of "structured doctoral programmes" and "free-lancers" who could be also regarded as participants of "traditional supervision-based doctoral education". Above-mentioned figures are just estimates.

I.25. Do doctoral and/or graduate schools exist in your higher education system?

No

I.25.1. What are the main features of these schools and how many doctoral schools are there?

I.25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools

Please choose

I.26. What is the most common length of full-time third cycle (PhD) study programmes?

In theory / according to regulations: "According to the Regulation of the Minister of Science and Higher education of 12 December 2013 on the doctoral studies and doctoral scholarships they are not shorter than 2 years and not longer than 4 years"

I.26. What is the most common length of full-time third cycle (PhD) study programmes?

In empirical reality: "Ditto"

I.27. Are doctoral studies included in your country's qualifications framework?

Yes

I.28. Apart from doctoral degrees, are there other degrees /qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?

No

I.28.1. Please specify

What are the names of such degrees? ""

I.28.1. Please specify

What is the typical duration of programmes leading to such degrees? ""

I.28.1. Please specify

What is the purpose/function of those degrees? ""

I.29. Are ECTS credits used in doctoral programmes?

Yes, for taught elements only

I.30. Comments

Comment regarding item I.25: Doctoral schools sensu stricto do not exist in Poland. However a comparable, to doctoral schools, institution of organised doctoral studies occurs within the framework of the institutes of the Polish Academy of Sciences which do not offer first or second cycle degree study programmes but conduct third cycle, i.e. doctoral, study programmes.

Comment regarding item I.29: The respective Regulation of the Minister of Science and Higher Education, as amended in 2013, provides that the volume of a taught part of the doctoral programme including obligatory, optional courses and placements amounts to 30 – 45 ECTS. Optional courses amount to minimum 15 didactic hours, and at least 5 ECTS are assigned to the optional courses developing doctoral students' research and research-development skills. At least 5 ECTS are assigned to the optional courses developing doctoral students' academic teaching skills. Placements in the form of academic teaching practice cannot be shorter than 10 hour and longer than 90 hours annually.

I.31. In your system, do short cycle programmes linked to the first cycle of higher education exist?

No

I.31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)

I.32. How are short cycle HE programmes linked to the Bachelor-Master structure?

Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

I.33. Are short cycle programmes legally considered to be an integral part of your higher education system?

No, part of post-secondary education, but not part of higher education

I.34. Comments

1. Answers to the questions I.32 and I.33 should be disregarded as the answer to the question I.31 was "no". The questionnaire does not contain a filter which would allow for skipping questions I.32 and I.33.

The PQF, which is not yet officially adopted in the law, provides for the level 5 qualifications. However it has not been decided whether or not they will be awarded by HEIs as a qualification on completion of a short cycle.

I.35. Do your steering documents mention the concept of student-centred learning?

Yes

I.35.1. How do steering documents in your country define student-centred learning in higher education?

The concept as such is only briefly mentioned in the document entitled "Perspective of LLL", adopted in 2013 by the Government. The document however focus on paradigm shift putting a "learner" in the centre. Some tools serving student-centred learning are mentioned explicitly in the Law on Higher Education and ministerial regulations: learning outcomes, validation of learning outcomes, ECTS, QF, student evaluation of teaching.

I.35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?

- Independent learning** 0 1 2 3 4 5 No answer
- Learning in small groups** 0 1 2 3 4 5 No answer
- Training in teaching for staff** 0 1 2 3 4 5 No answer
- Assessment based on learning outcomes** 0 1 2 3 4 5 No answer
- Recognition of prior learning** 0 1 2 3 4 5 No answer
- Learning outcomes** 0 1 2 3 4 5 No answer
- Student/staff ratio** 0 1 2 3 4 5 No answer
- Student evaluation of teaching** 0 1 2 3 4 5 No answer
- Other** 0 1 2 3 4 5 No answer

I.35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)

- Independent learning** 0 1 2 3 4 5 No answer
- Learning in small groups** 0 1 2 3 4 5 No answer
- Training in teaching for staff** 0 1 2 3 4 5 No answer
- Assessment based on learning outcomes** 0 1 2 3 4 5 No answer
- Recognition of prior learning** 0 1 2 3 4 5 No answer
- Learning outcomes** 0 1 2 3 4 5 No answer
- Student/staff ratio** 0 1 2 3 4 5 No answer
- Student evaluation of teaching** 0 1 2 3 4 5 No answer

I.35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.

Periodical revision of student workload, assigning ECTS in consultation with the student representation, quality assurance process based on learning outcomes.

I.35.4. Please provide a reference for your steering documents on student-centred learning

http://www.men.gov.pl/images/mlodziez_zagranica/PLLL_2013_09_10za%C5%82_do_uchwa%C5%82y_RM.pdf

I.36. Comments

There are no document on "student-centred learning" as a concept but there are several Regulations by the Minister resulting from the above mentioned Act – Law on Higher education which explicitly mention different aspects of SCL: learning outcomes, QF for HE and its level and study area descriptors in terms of knowledge, skills and social competence, ECTS. Student evaluation of teaching is obligatory according to the Law on Higher Education (article 132) and is a key element of the internal QA systems.

I.37. In your country, do you use...

ECTS

I.37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)

I.37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)

I.38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?

- Percentage of higher education institutions** 100 % 76-99 % 51-75 % 1-50 % 0 % No answer
- Percentage of programmes** 100 % 76-99 % 51-75 % 1-50 % 0 % No answer

I.39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

I.39.1. Please specify

I.40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

I.40.1. Please specify

I.41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?

Yes

I.41.1. What is the number of hours per credit?

According to the Ministerial regulation: 1 ECTS = 25-30 hours, including taught part of the programme and individual work.

I.42. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

In all programmes

I.43. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through compulsory measures (law, regulations, etc.)

I.43.1. Does your country take specific support measures on the national level?

The practice is supported by the law. Until recently the team of Bologna experts supported the HEIs in this task offering seminars, workshops and consultations.

I.44. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through compulsory measures (law, regulations, etc.)

I.45. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

Compulsory Yes, for all academic staff Yes, for some academic staff No No answer
Voluntary Yes, for all academic staff Yes, for some academic staff No No answer

I.45.1. Please indicate the approximate percentage that participate

Data not available.

I.45.2. Please specify for which members of academic staff training programmes are offered

This is done mainly by the HEIs themselves (often by the HEI Quality Units) and mainly on voluntary basis. However, some number of trainings on learning outcomes and qualifications framework were organized by the Ministry at the central level.

I.46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

I.46.1. Please explain how, and provide a reference to further information

It is provided by the Act – Law on Higher Education and resulting regulations that the Internal Quality Assurance procedures developed in HEIs include provisions referring to the development of curricula based on learning outcomes and ECTS, and student assessment. Learning outcomes of each study programme are subject to approval by the respective Faculty Boards and institution's Academic Senate. It is provided that assessment methods and criteria must match learning outcomes. By way of external Quality Assurance procedures the Polish Accreditation Commission (by force of the above mentioned Act) is authorised to check whether learning outcomes for study programmes are adequately developed, assessed and documented.

I.47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here

I.48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?

The Diploma Supplement is issued...

- ...automatically to all students:by 100% of HEIs
- ...automatically to all students:by 76-99% of HEIs
- ...automatically to all students:by 51-75% of HEIs
- ...automatically to all students:by 26-50% of HEIs
- ...automatically to all students:by 1-25% of HEIs
- ...automatically to all students:by 0% of HEIs
- ...automatically to some students:by 100% of HEIs
- ...automatically to some students:by 76-99% of HEIs
- ...automatically to some students:by 51-75% of HEIs
- ...automatically to some students:by 26-50% of HEIs
- ...automatically to some students:by 1-25% of HEIs
- ...automatically to some students:by 0% of HEIs
- ...upon request:by 100% of HEIs
- ...upon request:by 76-99% of HEIs
- ...upon request:by 51-75% of HEIs
- ...upon request:by 26-50% of HEIs
- ...upon request:by 1-25% of HEIs
- ...upon request:by 0% of HEIs
- ...in certain fields of study:by 100% of HEIs
- ...in certain fields of study:by 76-99% of HEIs
- ...in certain fields of study:by 51-75% of HEIs
- ...in certain fields of study:by 26-50% of HEIs
- ...in certain fields of study:by 1-25% of HEIs
- ...in certain fields of study:by 0% of HEIs
- ...to no students :by 100% of HEIs
- ...to no students :by 76-99% of HEIs
- ...to no students :by 51-75% of HEIs
- ...to no students :by 26-50% of HEIs
- ...to no students :by 1-25% of HEIs
- ...to no students :by 0% of HEIs

I.48.1. Please specify to which students

I.48.2. Please identify the fields of study in which the Diploma Supplement is issued

I.49. Is the Diploma Supplement issued to graduates in the third cycle?

No

I.49.1. Please specify

I.50. Is there any monitoring of how employers use the Diploma Supplement?

No

I.50.1. Please provide the most recent results regarding the level of satisfaction of employers:

I.50.2. Please provide a reference to the source of this information:

I.51. Is there any monitoring of how higher education institutions use the Diploma Supplement?

No

I.51.1. Please provide the most recent results regarding the level of satisfaction of institutions:

I.52. In what language(s) is the Diploma Supplement issued?

Polish and English

I.53. The Diploma Supplement is issued...

free of charge

I.53.1. Please specify the categories of students

I.53.2. Please provide the amount and the reason for the fee

I.54. Comments

I.55. Do national higher education steering documents mention joint or double degrees?

Yes

I.55.1 Please provide a reference to the legislation and/or cite the relevant articles

The Act – Law on Higher Education mentions study programmes “provided jointly”:

Art. 168.

1. Degree programmes of the first and second cycle as well as long cycle programmes may be provided jointly by various higher education institutions, including foreign and other academic or research institutions on the basis of an agreement concluded between them.
2. Such an agreement may specify the fields and cycles of degree programmes to be provided jointly; however Polish academic units which are parties to the agreement, shall be required to have an authorization for the provision of degree programmes at cycles corresponding to those included in the agreement.
3. Graduates referred to in section 1 may be awarded a joint diploma in compliance with the requirements laid down pursuant to Article 167, section 3.

I.56. Does higher education legislation explicitly allow:

- Establishing joint programmes** Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Awarding joint degrees** Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Recognition of QA decisions on joint degrees** Yes No Legislation not clear Legislation does not mention joint degrees No answer

I.57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees** 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer
- Participate in joint programmes** 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer

I.58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...

- ...with a joint degree** >10 % >7.5-10 % >5-7.5 % >2.5-5 % >0-2.5 % 0 % No answer
- ...from a joint programme** >10 % >7.5-10 % >5-7.5 % >2.5-5 % >0-2.5 % 0 % No answer

I.59. Please estimate the share of joint programmes in the three cycles

First cycle (%) "5"

I.59. Please estimate the share of joint programmes in the three cycles

Second cycle (%) "75"

I.59. Please estimate the share of joint programmes in the three cycles

Third cycle (%) "20"

I.60. Do you have information about study fields in which joint programmes / joint degrees are most common?

No

I.60.1. Please explain briefly and mention/link to the source of this information

I.61. Comments

The figures under item I.59 and, as regards joint degrees in I.57 and I.58 should be disregarded as no data is available yet and no estimates can be made. The questionnaire does not allow for choosing the "data not available" option.

I.62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.

I1: The final NQF and the self-certification report can be consulted on a public website

I.62.1. Please provide the date when the step was completed.

05-15-2013



I.62.2. Is information on the development and/or revision of your NQF available through a national QF website?

Please choose.. ▾

I.62.3. Please provide the link to the website:

The link to the self-certification report: http://www.kwalifikacje.edu.pl/images/download/Publikacje/Raport_samopotwierdzenia_na_strone.pdf and referencing report of the PQF to EQF: http://www.kwalifikacje.edu.pl/images/download/Publikacje/Raport_referencyjny_PL_na_strone.pdf

The regulation on QF for Higher Education of 2nd of November 2011, covering in details two cycles, is available on the Ministry's website in the regulations section: http://www.nauka.gov.pl/g2/oryginal/2013_05/478e9241dfed3a0bcd4fb28792392a8.pdf

I.63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?

EQF level 4 or equivalent

I.64. Have you referenced your higher education qualifications against EQF levels?

Yes: first, second and third cycle qualifications have been referenced against EQF levels 6,7,8

I.64.1. Please provide a reference to official documents

Self-certification report http://www.kwalifikacje.edu.pl/images/download/Publikacje/Raport_samopotwierdzenia_na_strone.pdf

I.65. Have you referenced your short-cycle higher education qualifications against EQF levels?

No: there are no short-cycle qualifications in our system

I.65.1. Please provide a reference to official documents

I.66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?

Higher education institution whose decision is made without ENIC/NARIC centre advice

In the case of foreign HE qualifications HEIs make admission decision. Foreign HE qualifications are recognised automatically on the basis of international agreements or Law on Higher Education.

Qualifications giving access to HE in the home country as well as IB and EB are recognised automatically on the basis on regulation on nostrification. Decision confirming recognition is issued by the local educational authorities (wojewódzkie kuratorium oświaty).

Foreign HE qualifications – are recognised automatically upon international agreements or Law on Higher Education art. 191a, par. 3-4.

ENIC/NARIC advice is not required by national legislation but in practice HEIs often ask for it.

Recognition of periods of study – Law on Higher Education , art. 165 and 171.

I.67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?

Central (or regional) government authority (e.g. ministry) whose decision is made without ENIC/NARIC centre advice

Refer to the comment below as the questionnaire does not allow for multiple choice:

CENTRAL (or regional) government AUTHORITY (e.g. ministry) whose decision is made without ENIC/NARIC centre advice: In case of regulated professions recognition results from directive 2005/36/WE of European Parliament and the Council of 7 September 2005. The applicant submits a motion to the competent authority which issues decision on recognition of a qualification for professional purposes.

INDIVIDUAL EMPLOYERS in case of non-regulated professions. Employer makes a decision but they may ask for ENIC-NARIC advice.

In case of nostrification decision is made by the HIGHER EDUCATION INSTITUTION carrying out the procedure.

Legal basis in case of non-regulated professions:

- international agreements
- Law on higher education - art. 191a
- regulation on nostrification

I.68. Which of the following statements is specified in national legislation?

- | | |
|---|---|
| <input checked="" type="checkbox"/> Applicant's right to fair assessment of qualification | Not explicit statements in the legislation, but the existing procedures assure that assessment is fair. |
| <input checked="" type="checkbox"/> Recognition of qualification provided that no substantive differences can be proven | Yes, art. 191a par. 1-4 of the Law on Higher Education and regulations on nostrification. |
| <input checked="" type="checkbox"/> Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority | Yes, art. 191a par. 5 Law on higher education and relevant articles of the regulations on nostrification of academic degrees specify when recognition has to be refused. In the case of substantial difference holders of foreign qualifications are asked to make up for it and then may be issued a recognition decision. |
| <input checked="" type="checkbox"/> Where recognition is not granted or is granted only partly, the applicant has the right to appeal | Yes, applicant can appeal against the decision she/he disagrees with in accordance with the regulation on nostrification or in accordance to the administrative code. |
| <input type="checkbox"/> None of the above | |

I.68.1. Please provide a reference to the relevant legislation

- Law on Higher Education of 25th July 2005
- Law on Scientific Degrees and Titles and Degrees and Titles in the Area of Art of 14th March 2003.
- Regulation of the Minister of Education and Science of 6th April, 2006, on the Nostrification of School Certificates and Maturity Certificates Obtained Abroad (Journal of Laws No. 63, Item 443), in force since 28th April 2006.
- Regulation of the Minister of Science and Higher Education of 1st September 2011, on the Nostrification of Higher Education Diplomas Obtained Abroad
- Regulation of the Minister of Science and Higher Education of 8th August, 2011 on the Nostrification of Academic Degrees and Degrees In the Area of Art Obtained Abroad.
- International agreements

All legal acts are available on the following website: <http://www.nauka.gov.pl/en/recognition-of-academic-qualifications/legal-acts.html>

I.68.2. What measures exist to ensure that these legal statements are implemented in practice?

- Publication on recognition of foreign qualifications available on the website of Polish ENIC/NARIC centre
- Annual seminars on recognition of foreign qualifications organised by the Polish ENIC/NARIC centre
- Trainings for individual HEIs organised by the Polish ENIC/NARIC centre
- Publication of procedures and relevant regulation on the HET's website
- Internal Quality Assurance procedures
- Appeals procedures
- Promotion and information and training.

I.69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?

Qualifications from some countries are considered in the same way as the qualification in the national context

I.69.1. Please specify

on the basis of bilateral agreements or international agreements. If there is no bilateral or international agreements on the recognition of a qualification, then a process of nostrification must be instituted in the regional educational authority. However, qualifications giving access to HE in the home country as well as IB and EB are recognised automatically on the basis of regulation on nostrification.

I.70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context

Foreign qualifications giving access to second cycle programme in home country it gives access to second cycle programme in Poland.

A degree awarded by an institution operating in the education system of one of the EU, OECD or EFTA countries, upon completion of 3-year studies or first cycle studies with the nominal duration of min. 3 years - confirms possession of a first cycle degree in Poland.

I.70.1. Please specify

I.71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context

Foreign qualifications giving access to third cycle programme or the right to start doctoral proceedings in the country where it was awarded, gives its holder access to third cycle / doctoral studies or the right to start doctoral proceedings in Poland.

A degree awarded by an institution operating in the education system of one of the EU, OECD or EFTA countries, upon completion of second cycle studies or long cycle studies with the nominal duration of min. 4 years confirms possession of a second cycle degree in Poland.

I.71.1. Please specify

I.72. Do higher education institutions typically:

Other

I.72.1. Please explain

Higher Education Institutions typically

"make recognition decisions in faculties/departments and mainly by staff teaching in the particular programme".

In the case of academic recognition of foreign HE qualifications HEIs make admission decision. Foreign HE qualifications are recognised automatically on the basis of international agreements or Law on Higher Education.

In the case of nostrification of foreign qualification the recognition decision is made by the faculty council.

I.72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level

I.73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

- National legislation on recognition of foreign qualification
- Publication on recognition of foreign qualifications available on the website of Polish ENIC/NARIC centre
- Annual seminars on recognition of foreign qualifications organised by the Polish ENIC/NARIC centre
- Trainings for individual HEIs organised by the Polish ENIC/NARIC centre
- Publication of procedures and relevant regulation on the HET's website
- Internal Quality Assurance procedures
- Appeals procedures
- Promotion and information and training.

I.74. Comments

Data entry: (II_Quality_assurance)

II.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established

II.1.1. Please specify

II.2. What is the main outcome of an external review ?

A decision granting permission for the institution or programme to operate, or that is a pre-requisite for the institution or programme to operate

II.2.1. For each of the agencies, what is the main outcome of an external review?

II.2.2. Please specify

II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

In some cases

II.3.1. Please specify the normal impact of an external review

The level of State-budget subsidies for statutory activities, which are provided only to public higher education institutions (HEIs), is not determined by the outcome of an external review. However, recent (2011) amendments to the Law on Higher Education of 27 July 2005 have established a mechanism whereby the Minister of Science and Higher Education now grants 'pro-quality subsidies' to organisational units of both public and non-public HEIs which have received an outstanding rating (i.e. the highest of four ratings which can be given) as a result of external reviews conducted by the Polish Accreditation Committee (Polska Komisja Akredytacyjna, PKA, the national QA agency). Pro-quality subsidies are granted to a maximum of 25 units every three years and each receives over 400,000 euro in three years.

While making decisions on allocating funds for statutory activities of so called scientific entities (in particular Higher Education Institutions and their units, research establishments of the Polish Academy of Sciences and research institutes), the Minister is advised by the Scientific Entities Evaluation Committee which evaluates quality of research.

II.4. Does the agency cover:

All higher education institutions

II.4.1. Considered together, do the agencies cover:

II.5. Do the agencies cover:

II.5.1. Please specify:

II.6. What is the main focus of the external evaluations undertaken?

Institutions and programmes

II.6.1. Are all institutions included?

Please choose.. ▾

II.6.2. Please specify

II.6.3. Are all programmes in all cycles included?

Please choose.. ▾

II.6.4. Please specify

II.6.5. Are all institutions and all programmes included?

Yes

The question does not contain the forth logical option: all programmes, but some institutions - institutional evaluation is carried out under certain conditions:

Institutional evaluation was introduced by 2011 amendments to the 2005 Law on Higher Education. Although referred to as 'institutional evaluation' in the national legislation and the Polish Accreditation Committee's internal regulations, it does not actually cover an HEI as a whole but only one of its organisational units (e.g. the Faculty of Economic Sciences of the University of Warsaw). Institutional evaluations are conducted only at HEI units which either offer third-cycle (doctoral) programmes or fulfil both of the following conditions: 1) were not given a negative rating (the lowest of four possible ratings) as an outcome of a programme evaluation conducted by the Polish Accreditation Committee in the five years preceding an institutional evaluation; where a conditional rating was given, its justification did not concern the design or operation of the HEI unit's internal quality assurance system; 2) programme evaluations have already been conducted in most fields of study in which the unit provides first-cycle, second-cycle and / or long-cycle (Master's degree) programmes.

Programme evaluations cover all first-cycle, second-cycle and long-cycle (Master's degree) programmes. All third-cycle (doctoral) programmes are included in institutional evaluations.

II.7. Are the outcomes of Quality Assurance evaluations made available to the public?

All reports are publically available

II.8. Are the following issues typically included in external Quality Assurance Evaluations?

- | | | | | |
|-----------------------------|--------------------------------------|--------------------------|--|---------------------------------|
| Teaching | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Research | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student support services | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Lifelong learning provision | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> In some cases | <input type="radio"/> No answer |

Admissions processes	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> In some cases	<input type="radio"/> No answer
Student progression, drop-out and completion	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> In some cases	<input type="radio"/> No answer
Employability	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> In some cases	<input type="radio"/> No answer
Internal Quality Assurance / Management system	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> In some cases	<input type="radio"/> No answer
Recognition policy and practice	<input type="radio"/> Yes	<input checked="" type="radio"/> No	<input type="radio"/> In some cases	<input type="radio"/> No answer

II.8.1. Please specify

II.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents

The criteria for both institutional and programme evaluations are laid down in the Polish Accreditation Committee's Statutes and published on its website (<http://www.pka.edu.pl/>). The criteria for institutional evaluation cover: 1) the strategy of the HEI unit (incl. its link with the HEI's mission statement and strategy; a concept of education covering all three cycles and non-degree postgraduate programmes; and the involvement of external stakeholders in programme development and quality assurance); 2) effectiveness of the internal quality assurance system (all ESG included); 3) coherence of strategic educational aims and learning outcomes (LOs) defined for third-cycle and non-degree postgraduate programmes offered by the unit, and the system established to verify their achievement (incl. LOs; the relevance of programmes to labour market needs; the use of ECTS; and the assessment system); 4) staff, material and financial resources available to achieve strategic aims and LOs (incl. adequate resources and the financial policy to ensure their development); 5) research conducted by the unit (coherence between research and programmes; the impact of research on LOs achieved; participation of students in research, and research opportunities for students); 6) participation in national and international exchange programmes, and cooperation with national and international academic institutions, enterprises and other institutions; 7) research, learning and financial support available for students (incl. the support system; student self-government bodies and organisations; the system for considering complaints and resolving conflicts; special arrangements for the disabled); 8) coherence of internal regulations concerning the quality assurance process, and their compliance with the national legislation.

The criteria for programme evaluation include: 1) concept for the development of the programme under evaluation (incl. its link with the mission of the HEI and the strategy of the HEI unit concerned; the involvement of internal and external stakeholders in the development of the concept; diversity, innovativeness and flexibility of programmes); 2) coherence of educational aims and intended LOs, and the system established to verify their achievement (incl. LOs and their compliance with the National Qualifications Framework; the assessment system; graduates' career tracking and use of findings to enhance quality); 3) study programme and the achievability of intended LOs (incl. coherence between intended LOs, programme contents, types of classes and teaching methods; and the compliance of ECTS with regulations); 4) number and quality of teaching and research staff, and the achievability of educational aims of the study programme (incl. qualifications, skills and achievements of staff, and their link with programmes offered; staff policy and conditions encouraging staff development); 5) teaching / learning and research facilities available to ensure the achievement of intended LOs and the conduct of research (with needs of the disabled to be taken into account); 6) research conducted (incl. a link between research and programmes, and impact of research on the teaching / learning process and programmes); 7) support for students in the learning process (incl. admission procedures; student assessment; the structure of programmes facilitating mobility; and research, learning and financial support encouraging the development of students and the achievement of LOs); 8) internal quality assurance system for the programme under evaluation geared towards the establishment of a high quality education culture (incl. a regular and comprehensive assessment of LOs and review of study programmes and methods of their implementation, and the involvement of internal and external stakeholders).

II.8.3. Additional comments

II.1. A single independent national fully-fledged agency for quality assurance has been established, i.e. Polish Accreditation Committee (Polska Komisja Akredytacyjna, PKA). PKA is recognised by law as "an institution working independently for the enhancement of the quality of education". QA activities undertaken by PKA are determined by the Law on Higher Education and regulations adopted on its basis as well as PKA statutes. Answers to the following questions on external QA system concern evaluations undertaken by PKA.

However, there are also several so-called sectorial accreditation committees which focus first of all on peer review activities, i.e.: University Accreditation Committee, Accreditation Committee of Technical Universities, the Foundation of the Promotion and Accreditation of Economic Education, Accreditation Committee of HEIs of Art Studies. There is also a separate National Accreditation Council for School of Nursing and Midwifery functioning under the supervision of the Minister of Health.

Pursuant to the 2005 Law on Higher Education amended in 2011 and regulations adopted on its basis, PKA's evaluations take into account "certificates" issued by sectorial and branch bodies, including Polish sectorial accreditation committees.

Evaluation of quality of research is undertaken by the Scientific Entities Evaluation Committee (Komitet Ewaluacji Jednostek Naukowych, KEJN) the Minister's advisory body. The assessment concerns so called "scientific entities", i.e. Higher Education Institutions and their units, research establishments of the Polish Academy of Sciences and research institutes).

II.2. The questionnaire does not allow for the multiple choice; both answers are valid. In line with the Law on Higher Education and the Polish Accreditation Committee's mission statement, PKA is an institution working for quality enhancement in higher education. It seeks to combine a supervisory (compliance- or accountability-related) role and an advisory (quality enhancement) role. The former involves conducting mandatory external evaluations which lead to the accreditation of programmes and HEI units or a refusal to grant accreditation (the programme which has been given a negative rating is suspended or withdrawn by the Minister of Science and Higher Education by virtue of law; a negative rating given as a result of an institutional evaluation does not lead to any legal consequences, but PKA resumes programme evaluations in all fields of study where programmes are offered by the unit concerned). PKA's latter role is reflected in the overall design of its external evaluation processes which, as confirmed by the 2013 ENQA-coordinated external review of PKA, are geared, and do indeed contribute, towards quality enhancement.

II.8:

Teaching - Included in programme evaluations for first-, second- and long-cycle programmes, and in institutional evaluations for third-cycle and non-degree postgraduate programmes.

Research - The quality of research as such is not evaluated, but both programme and institutional evaluations cover, for example, the coherence between research conducted and programmes offered, the impact of research on / its contribution to the quality of programmes offered, and research infrastructure available to staff and students. Quality of research is evaluated by the Scientific Entities Evaluation Committee (Komitet Ewaluacji Jednostek Naukowych, KEJN) the Minister's advisory body. The assessment concerns so called "research units", i.e. Higher Education Institutions and their units, research establishments of the Polish Academy of Sciences and research institutes).

Lifelong Learning provision - Not explicitly included in programme or institutional evaluations. However, institutional evaluation covers the consistency between the strategy of the HEI unit and social & economic needs, in particular of the labour market, and the quality of non-degree postgraduate programmes offered to degree holders wishing to upgrade their qualifications or knowledge and skills.

Admission processes - Explicitly covered in programme evaluation. Though not explicitly mentioned in its criteria, institutional evaluation covers mainly admission processes for doctoral students.

Recognition policy and practice - Not explicitly included in the criteria for programme or institutional evaluations. BUT: The issue of recognition is considered while assessing admissions processes. ECTS is mandatory for all HEIs, but practice in credit mobility recognition is not subject to evaluation. With regard to degree-seeking mobility, both types of evaluations cover the issue of Diploma Supplements by HEIs as this is required by law.

II.15 (students' involvement in external QA):

- in the preparation of self-evaluation reports: There is no specific reference in the national legislation or PKA's regulations to how self-evaluation reports should be prepared or who should be involved in the process. Relevant arrangements are adopted by individual HEIs. Reports are usually produced by HEIs' QA bodies which include staff and students. The involvement of students in internal QA is encouraged by external evaluation insofar as the criteria for both programme and institutional evaluations take this aspect into account.
- in follow-up procedures: Students are not involved in cases where a follow-up process covers only selected specific aspects not directly relevant to students (e.g. those related to the number and qualifications of teaching and research staff, etc.). However, they are involved in decision-making through their representative in the PKA Presidium (see above).

II.16 (involvement of international peers experts):

- in governance structures of national QA agencies: international experts are members of the Polish Accreditation Committee's Advisory Board (which performs only an advisory function and has no decision-making powers).
- in the decision making process for external reviews: As full members of external evaluation panels, international experts co-determine the content of external evaluation reports. They are not involved in final formal decisions taken by the PKA Presidium (governing body).

II.18 (employers' involvement in external QA)

- as full members in external review teams: One representative of employers is obligatorily involved in each institutional evaluation. Employers' representatives are not involved in programme evaluations. However, some academic staff involved in programme evaluation teams combine academic competence with practical experience in a given area.

In follow-up: They are not involved in cases where a follow-up process covers only selected specific aspects not directly relevant to employers.

II.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of the initial and/or periodic external QA review?

Yes, all institutions are able to choose, but there are differences in the way the evaluation outcomes are treated compared to a/the national quality assurance agency

II.9.1. Please explain the differences

Comments concerning point 2.10: HEIs may apply to any QA agency to undergo an external evaluation on a voluntary basis, but the Polish Accreditation Committee is the only body which conducts mandatory evaluations and whose decisions are legally binding. Pursuant to the 2005 Law on Higher Education amended in 2011 and regulations adopted on its basis, PKA's evaluations take into account certificates issued and accreditations granted to HEIs by international and national sector / branch bodies conducting evaluations in selected academic areas and by QA / accreditation agencies registered in the European Quality Assurance Register for Higher Education (EQAR) and agencies with which PKA has concluded agreements on the recognition of accreditation decisions. Thus, for example, as part of the multilateral agreement MULTRA, PKA recognised a decision of the Accreditation Organisation of the Netherlands and Flanders (NVAO) accrediting a joint Master programme in Law and Economics provided by the Warsaw School of Economics in Poland and HEIs in Austria, Belgium, France, Germany, India, Italy, Israel and the Netherlands. No additional evaluation of the programme was undertaken by PKA which awarded its quality rating on the basis of the documentation received from NVAO.

II.9.2. Please specify which institutions are able to choose

II.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?

Other (e.g. the agency must be also a member of the European Association for Quality Assurance in Higher Education (ENQA))

PKA's evaluations take into account certificates issued and accreditations granted to HEIs by international and national sector / branch bodies conducting evaluations in selected academic areas and by QA / accreditation agencies registered in the European Quality Assurance Register for Higher Education (EQAR) and agencies with which PKA has concluded agreements on the recognition of accreditation decisions. So if the agency is listed in EQAR, the requirement is fulfilled but there are other optional requirements (e.g. agencies with which PKA has concluded agreements on the recognition of accreditation decisions)

II.10.1. How many higher education institutions have used this opportunity?

No data

II.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?

Other (e.g. the agency must be also a member of the European Association for Quality Assurance in Higher Education (ENQA)).

II.11.2. Please specify

Explained under item II.9.1

II.12. Additional comments

II.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:

Listed in EQAR

Member of ENQA

There is no specification within the current legislation or steering documents

Yes, for an application to EQAR

Yes, for the purpose of ENQA membership

Yes, for other purposes

An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place

No

II.15. Is there a formal requirement that students are involved

In governance structures of national QA agencies Yes, it is compulsory Yes, it is advised No In some cases No answer

As full members in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer

As observers in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer

In the preparation of self evaluation reports Yes, it is compulsory Yes, it is advised No In some cases No answer

In the decision making process for external reviews Yes, it is compulsory Yes, it is advised No In some cases No answer

In follow-up procedures Yes, it is compulsory Yes, it is advised No In some cases No answer

II.15.1. Please specify

II.16. Is there a formal requirement that international peers/experts are involved?

In governance structures of national QA agencies? YES, it is compulsory YES, it is advised NO In some cases No answer

As full members in external review teams YES, it is compulsory YES, it is advised NO In some cases No answer

As observers in external review teams YES, it is compulsory YES, it is advised NO In some cases No answer

In the decision making process for external reviews YES, it is compulsory YES, it is advised NO In some cases No answer

In follow-up procedures YES, it is compulsory YES, it is advised NO In some cases No answer

II.16.1. Please specify

II.17. Is there a formal requirement that academic staff are involved

In governance structures of national QA agencies? Yes, it is compulsory Yes, it is advised No In some cases No answer

As full members in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer

- As observers in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures Yes, it is compulsory Yes, it is advised No In some cases No answer

II.17.1. Please specify

II.18. Is there a formal requirement that employers are involved

- In governance structures of national QA agencies? Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures Yes, it is compulsory Yes, it is advised No In some cases No answer

II.18.1. Please specify

II.20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

II.20.1. Please specify these requirements and the relevant source

HEIs are required to have an internal quality assurance system in place by the relevant national legislation, including in particular the Law on Higher Education of 25 July 2005, as amended in 2011, and the Regulation of the Minister of Science and Higher Education of 5 October 2011 on the requirements for the provision of degree programmes in individual fields and at individual levels of study, as subsequently amended. Pursuant to the national legislation, an internal quality assurance system should cover all stages and aspects of the education process. In particular, it should take into consideration the following elements: all methods for the verification of learning outcomes achieved by students; teachers' performance appraisal (to be conducted at least every two years or every four years in the case of staff holding a professorial title and employed at an HEI on the basis of appointment), and feedback from students on teachers' performance of their teaching duties; and the monitoring of graduates' careers, with findings to be used for curricular improvements. The amended legislation has also explicitly entrusted the responsibility for the implementation and further development of internal quality assurance systems to Heads (Rectors) of HEIs.

II.21. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions

The general framework for internal quality assurance processes is set by the provisions of the national legislation mentioned in point II.20.1 and the criteria for external evaluations conducted by the Polish Accreditation Committee. However, within this general framework, HEIs are free to decide the focus of their internal quality assurance processes and adopt various detailed arrangements.

II.21.1. Please specify

II.22. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

II.22.1. Please specify

II.23. Is there a requirement for students to be involved in the preparation of self-evaluation reports?

- Yes
- No
- In some cases

II.23.1. Please specify

There is no specific reference in the national legislation or PKA's regulations to how self-evaluation reports should be prepared or who should be involved in the process. Relevant arrangements are adopted by individual HEIs. Reports are usually produced by HEIs' QA bodies which include staff and students. The involvement of students in internal QA is encouraged by external evaluation insofar as the criteria for both programme and institutional evaluations take this aspect into account.

II.24. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

In some cases

II.24.1. Please specify

The national legislation refers to the involvement of students in internal quality assurance systems only insofar as feedback from students (incl. doctoral students) should be taken into account in the assessment of teachers' performance of their teaching duties. Detailed arrangements related to the involvement of students are laid down by individual HEIs in their internal regulations and they often include students' involvement in decision-making related to the outcomes of internal evaluation.

II.25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

75 - 99%

II.26. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

75 - 99%

II.26.1. Please describe what kind of arrangements are in place.

Some relevant arrangements are laid down by national legislation. The legislation has established the National Qualifications Framework for Higher Education together with a description of generic learning outcomes (LOs) for first- and second-cycle programmes in eight broad academic areas; the LOs for the eight areas are generic enough to be suitable for various fields of study. HEIs' basic organisational units (e.g. faculties) authorised to award postdoctoral degrees (doktor habilitowany) may provide programmes in fields of study within academic areas and domains of science / fine arts corresponding to those where postdoctoral degrees are awarded, with fields and levels of study and LOs, which provide the basis for curricula, defined in a resolution of the HEI Senate. Other units may provide programmes based on model LOs defined in the legislation for seven fields until now (with the list being updated on an on-going basis) or on LOs adopted by the HEI Senate for other fields, but a decision of the Minister of Science and Higher Education (taken after consultation with the Polish Accreditation Committee) is required in this case. The regulations also stipulate what a curriculum should include (e.g. intended learning outcomes, ECTS values, methods for the verification of achieved outcomes, etc.), as well as the minimum number and qualifications of academic staff (so-called minimum staff resources), and staff/student ratios for the academic areas defined by law and foreign language studies. Curricula are adopted by the board of a basic organisational unit after consultation with the relevant student self-government body and in accordance with guidelines provided by the Senate of a public HEI or other collective body of a non-public HEI. Heads of basic organisational units are required to report on the outcomes of the education process to the boards of their units at the end of each academic year, and such reviews should provide the basis for improving curricula. The above-mentioned mandatory monitoring of graduates' careers is also intended to support curricular improvements.

While some HEIs began establishing their internal quality assurance (QA) systems a fairly long time ago, the process gained momentum in Polish higher education following 2011 amendments to the legislation. Thus, internal QA systems, including arrangements concerning programmes, are still at various stages of development at HEIs. Regardless of the progress made, most HEIs have more or less detailed procedures for the approval, monitoring and review of programmes defined in their internal regulations and involve in these processes their statutory bodies (Senates, deputy heads

and boards of units, student self-government bodies), as required by law, and, in many cases, specially appointed bodies (most frequently, Teaching / Academic Committees / Councils and QA bodies). Students are involved through their representatives in statutory and other bodies. Until recently the involvement of employers was quite limited, especially at HEIs which are 'academically' rather than 'professionally' oriented, but the last few years have seen a gradually increasing number of HEIs which involve them on a formal and regular basis (e.g. through newly established bodies such as Employers' or Experts' Councils).

As mentioned above, curricula are approved by boards of organisational units (e.g. Faculty Boards) which are composed of academic and non-academic staff and students (incl. doctoral students). Broadly speaking, the monitoring and review of existing programmes focus on their compliance with the legislation (incl. the National Qualifications Framework and various requirements concerning, for example, the allocation of ECTS credits or the minimum staff resources) and learning outcomes (e.g. the relevance of LOs, methods of achieving them and the extent to which they are achieved by students; student assessment methods). At some HEIs, where various QA mechanisms are part of an integrated or fully-fledged internal QA system rather than still functioning separately, the monitoring and review of programmes are also explicitly linked with the assessment of teaching / learning facilities and the quality of staff (covered by other ESG), and a greater emphasis is placed on the involvement of employers and the relevance of programmes to labour market needs.

Methods used to monitor programmes include, for example, on-going qualitative analysis of syllabuses by the relevant bodies, class observation, course evaluation surveys conducted among students and, as mentioned above, an annual assessment of outcomes of the education process initiated by the head of a basic organisational unit and involving the teachers concerned. Periodic reviews are usually undertaken every three to five years and based on findings from the monitoring process analysed by the relevant bodies and, though not yet to the same extent at all HEIs, on feedback collected from graduates and employers. Graduate tracking is being introduced by HEIs in line with the legislation amended in 2011. As mentioned above, employers are yet to feature more prominently in monitoring and periodic review processes, but a growing number of HEIs collect their feedback through specially established bodies or questionnaire surveys. Changes or modifications in programmes are made in accordance with procedures adopted by individual HEIs.

II.27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

75 - 99%

II.28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?

1 - 24%

Publication of outcomes of QA processes is the responsibility of Polish Accreditation Committee which provides with data on all outcomes of QA process regardless the rating is outstanding, positive, conditional or negative. External evaluations conducted by PKA show that HEIs do not publish critical or negative outcomes of QA processes. This was also confirmed by interviews with selected HEIs during the 2013 ENQA-coordinated external review of PKA. However, in the light of ESG, which do not determine which party is responsible for publication reports (standard 2.5; standard not guideline 1.7 does not mention publication of the reports), possible critical approach to the fact that institutions do not publish all outcomes themselves in the situation all outcomes are made public anyway by PAC is unjustified.

II.29. Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?

Sometimes

II.29.1. Please explain

As explained by the Polish Accreditation Committee, HEIs may evaluate their recognition policy and practice as part of their arrangements for international cooperation (e.g. recognition of study periods / credit mobility), but this is very rare as HEIs are not required to include recognition as a key element of their internal QA systems.

Data entry: (III_Social_dimension)

III. Policy background: In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communiqué, 18 May 2007).

III.1. How is the objective of widening participation reflected in steering documents of your country?

It is reflected through a set of concrete measures

III.1.1. Please indicate these measures in the form of bullet points:

Students with low personal/family income:

- Need-based grants (next to merit based grants. The 2011 Amendment of the Law on Higher Education changed the balance between funds dedicated to need-based and merit-based grants favouring financial need over merit. The balance has been shifted from 50%-50% to 60%-40%. The income threshold for assistance has been raised in 2011 by 30%.
- Student loans which has become more accessible for students with a low personal/family income since the State can guarantee up to 100% of the loan based on the income in a student's family and if students is deprived of parental care. The state subsidises 75% or more of interest rate.
- other forms: Tax benefits (for students' parents or guardians if families receive a care allowance) and family allowance (based on low income of parents or disability of a student)

Students with disabilities

- Grants for students with disabilities
- Changes in law on higher education allowing for subsidising the tasks of both public and non-public HEIs related to the "creation of conditions enabling full participation of disabled students and doctoral students in the educational process"

Students from rural areas

- Establishment of Higher Schools of Professional Education in medium-size towns (current number: 36) which supported easier access to HE of potential students from rural areas.

III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?

Yes, there are quantitative objectives WITH a reference to underrepresented groups of the student population (e.g. student with disabilities, mature students, disadvantaged students, male-female, etc.)

III.2.1. Please indicate which statement(s) best describe(s) your country-specific situation: The quantitative objectives are formulated in terms of...

- student population entering HE
- student population participating in HE
- student population completing HE
- graduates entering the labour market

III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

III.2.3. Please indicate which underrepresented groups are covered by the quantitative objectives, what they are and which period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Students with disabilities:Objective set and period covered

Students with disabilities:Policy document (reference and link)

Adults/mature students:Objective set and period covered

Adults/mature students:Policy document (reference and link)

Students from lower socio-economic background/lower socio-economic group:Objective set and period covered

Students from lower socio-economic background/lower socio-economic group:Policy document (reference and link)

Male/female (gender groups):Objective set and period covered

Male/female (gender groups):Policy document (reference and link)

Ethnic, cultural, religious or linguistic minorities (please specify):Objective set and period covered

Ethnic, cultural, religious or linguistic minorities (please specify):Policy document (reference and link)

Students living in specific geographical areas (e.g. rural areas):Objective set and period covered

Students living in specific geographical areas (e.g. rural areas):Policy document (reference and link)

Migrants:Objective set and period covered

Migrants:Policy document (reference and link)

Migrants' children:Objective set and period covered

Migrants' children:Policy document (reference and link)

Other groups:Objective set and period covered

Other groups:Policy document (reference and link)

III.2.4. Comments

III.2 The questionnaire does not allow for multiple choice in the question III which would be justified in case of Poland. Except from the abovementioned target with a reference to adult students, there are also quantitative objectives without reference to any underrepresented groups:

- regarding student population participating in HE: Strategy of the Development of Human Capital 2020 provides for the increased participation of students in the fields of technology, engineering and natural science from 24% to 30% of the student body.
- regarding graduates entering the labour market: The same document provides for the decreased rate of HE graduates' unemployment (according to the definition of a graduate by Central Statistical Office: "a person maximum one year after graduation who is under 30 years old") from 20,5 to 15% in 2020.

III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?

Yes

III.3.1. Please provide a short description of the mechanisms in place:

- Obligatory data collection by Central Statistical Office of Poland.

III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

Disability:At entry to HE	<input type="button" value="1 v"/>
Disability:During HE studies	<input type="button" value="1 v"/>
Disability:At graduation	<input type="button" value="1 v"/>
Disability:After graduation	<input type="button" value="0 v"/>
Labour market status prior to the entry to HE:At entry to HE	<input type="button" value="0 v"/>
Labour market status prior to the entry to HE:During HE studies	<input type="button" value="0 v"/>
Labour market status prior to the entry to HE:At graduation	<input type="button" value="0 v"/>
Labour market status prior to the entry to HE:After graduation	<input type="button" value="0 v"/>
Age:At entry to HE	<input type="button" value="1 v"/>
Age:During HE studies	<input type="button" value="1 v"/>
Age:At graduation	<input type="button" value="1 v"/>
Age:After graduation	<input type="button" value="0 v"/>
Type and level of qualification achieved prior to entry to HE:At entry to HE	<input type="button" value="0 v"/>
Type and level of qualification achieved prior to entry to HE:During HE studies	<input type="button" value="0 v"/>
Type and level of qualification achieved prior to entry to HE:At graduation	<input type="button" value="0 v"/>
Type and level of qualification achieved prior to entry to HE:After graduation	<input type="button" value="0 v"/>
Socio-economic background:At entry to HE	<input type="button" value="0 v"/>
Socio-economic background:During HE studies	<input type="button" value="1 v"/>
Socio-economic background:At graduation	<input type="button" value="0 v"/>
Socio-economic background:After graduation	<input type="button" value="0 v"/>
Gender:At entry to HE	<input type="button" value="1 v"/>
Gender:During HE studies	<input type="button" value="1 v"/>
Gender:At graduation	<input type="button" value="1 v"/>
Gender:After graduation	<input type="button" value="0 v"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At entry to HE	<input type="button" value="0 v"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):During HE studies	<input type="button" value="0 v"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At graduation	<input type="button" value="0 v"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):After graduation	<input type="button" value="0 v"/>
Religion:At entry to HE	<input type="button" value="0 v"/>
Religion:During HE studies	<input type="button" value="0 v"/>
Religion:At graduation	<input type="button" value="0 v"/>
Religion:After graduation	<input type="button" value="0 v"/>
Migrant status (migrants or migrants' children):At entry to HE	<input type="button" value="1 v"/>
Migrant status (migrants or migrants' children):During HE studies	<input type="button" value="1 v"/>
Migrant status (migrants or migrants' children):At graduation	<input type="button" value="1 v"/>
Migrant status (migrants or migrants' children):After graduation	<input type="button" value="0 v"/>
Other characteristics:At entry to HE	<input type="button" value="0 v"/>
Other characteristics:During HE studies	<input type="button" value="0 v"/>
Other characteristics:At graduation	<input type="button" value="0 v"/>
Other characteristics:After graduation	<input type="button" value="0 v"/>
Not applicable (no systematic monitoring at the given stage):At entry to HE	<input type="button" value="0 v"/>
Not applicable (no systematic monitoring at the given stage):During HE studies	<input type="button" value="0 v"/>
Not applicable (no systematic monitoring at the given stage):At graduation	<input type="button" value="0 v"/>
Not applicable (no systematic monitoring at the given stage):After graduation	<input type="button" value="0 v"/>

III.4.1. Please specify how ethnic, cultural, religious or linguistic minority status is taken into account:

III.4.2. Please specify which other student characteristics are taken into account in the monitoring:

III.4.3. Comments

Poland participates in the Eurostudent project which allows for collecting data concerning socio-economic background of student body.

III.5. Please specify who monitors the composition of the student body

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	<input type="text" value="0"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	<input type="text" value="0"/>
Ministry/governmental body:At entry to HE	<input type="text" value="1"/>
Ministry/governmental body:During HE studies	<input type="text" value="1"/>
Ministry/governmental body:At graduation	<input type="text" value="1"/>
Ministry/governmental body:After graduation	<input type="text" value="0"/>
Independent bodies/agencies:At entry to HE	<input type="text" value="0"/>
Independent bodies/agencies:During HE studies	<input type="text" value="0"/>
Independent bodies/agencies:At graduation	<input type="text" value="0"/>
Independent bodies/agencies:After graduation	<input type="text" value="0"/>
Other:At entry to HE	<input type="text" value="0"/>
Other:During HE studies	<input type="text" value="0"/>
Other:At graduation	<input type="text" value="0"/>
Other:After graduation	<input type="text" value="0"/>
No systematic monitoring:At entry to HE	<input type="text" value="0"/>
No systematic monitoring:During HE studies	<input type="text" value="0"/>
No systematic monitoring:At graduation	<input type="text" value="0"/>
No systematic monitoring:After graduation	<input type="text" value="0"/>

III.5.1. Please specify which other organisation monitors the composition of the student body

III.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved:

Basic rule is as follows: Higher Education Institutions collect data and submit to the Central Statistical Office of Poland which analyses data and publishes them in aggregated form. Apart from that HEIs also provide with data for the new electronic information system on higher education (POL-on), which has been introduced on the basis of the Amendment of Law on Higher Education that came into force on the 1st October 2011.

III.5.3. Comments

III.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?

...collect data on certain student characteristics	<input checked="" type="radio"/>	No legal restrictions apply to...	<input type="radio"/>	Some legal restrictions apply to...	<input type="radio"/>	No answer
...publish data on certain student characteristics	<input type="radio"/>	No legal restrictions apply to...	<input checked="" type="radio"/>	Some legal restrictions apply to...	<input type="radio"/>	No answer

III.6.1. Please specify which data cannot be collected or published and why.

Data which are published have to be of statistical nature, they cannot allow for identifying individual person.

III.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?

III.7.1. How are these results published?

Information is aggregated

III.7.2. Please provide details on where the results of the monitoring activities can be consulted.

Data are publicly available at the website of the Central Statistical Office of Poland <http://stat.gov.pl/obszary-tematyczne/edukacja/edukacja/szkoly-wyzsze-i-ich-finanse-w-2012-r-2,9.html>

III.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?

Yes, there is large – more than threefold – increase of the number of disabled students and fourfold when it comes to the share of students with disabilities in the total number of students (from 0,5% to 2%).

III.9. Please choose the statement that best describes your country-specific situation:

Individuals that meet standard entry requirements have...

a guaranteed right to higher education in ALL fields and they are commonly

accepted to the institution of their own (first) choice:Universities 0 ▼

a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities 0 ▼

a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities 0 ▼

a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities 0 ▼

a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:Universities 0 ▼

a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities 0 ▼

a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities 0 ▼

a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities 0 ▼

no guaranteed right to higher education:Universities 1 ▼

no guaranteed right to higher education:HEIs other than universities 1 ▼

III.9.1. Please specify which fields are excluded:

III.9.2. Comments

III.10. Please explain on what basis higher education institutions most commonly select students:

Level of achievement in standard entry requirements:Universities 1 ▼

Level of achievement in standard entry requirements:HEIs other than universities 1 ▼

Entry examinations for all programmes:Universities 0 ▼

Entry examinations for all programmes:HEIs other than universities 0 ▼

Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities 1 ▼

Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities 1 ▼

Other:Universities 1 ▼

Other:HEIs other than universities 1 ▼

III.10.1. Please specify which other criteria apply:

The senate may lay down detailed entrance rules to be applied to winners and finalists in international and national competitions, including competitions organized by the relevant higher education institution

III.10.2. Comments

Comments:

Access to a degree programme in a higher education institution shall be open to persons complying with the entrance requirements specified by a higher education institution and who:

1) hold a certificate of secondary education, if applying for admission to a first cycle programme or a long cycle programme, or

2) hold the degree of magister, licencjat , inżynier or an equivalent degree and fulfil the requirements laid down by the senate of a higher education institution, if applying for admission to a second cycle programme

Ad. 1) Admission to first cycle programmes and long cycle programmes shall be subject to the results of the secondary education examination. The senate of a higher education institution shall specify, which results of the secondary education examination shall provide the basis for admission to degree programmes. A higher education institution may set additional admission tests should it be deemed necessary to assess an artistic aptitude or physical fitness or other particular predispositions for a degree programme in a given field which falls outside the remit of the secondary education examination or when a candidate holds a foreign secondary education certificate . Any such tests may not include any subjects which lie within the remit of the secondary education examinations.

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 1 "Access to a degree programme in a higher education institution shall be open to persons complying with the entrance requirements specified by a higher education institution and who: 1) hold a certificate of secondary education, if applying for admission to a first cycle programme or a long cycle programme, or 2) hold the degree of magister, licencjat , inżynier or an equivalent degree and fulfil the requirements laid down by the senate of a higher education institution, if applying for admission to a second cycle programme Admission to first cycle programmes and long cycle programmes shall be subject to the results of the secondary education examination. The senate of a higher education institution shall specify, which results of the secondary education examination shall provide the basis for admission to degree programmes. A higher education institution may set additional admission tests should it be deemed necessary to assess an artistic aptitude or physical fitness or other particular predispositions for a degree programme in a given field which falls outside the remit of the secondary education examination or when a candidate holds a foreign secondary education certificate . Any such tests may not include any subjects which lie within the remit of the secondary education examinations. (Law on Higher Education, article 169"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 2 ""

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 3 ""

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 4 ""

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

III.12. The different routes are opening access to...

- {III_11_SQ001} all HEIs / HE programmes some HEIs / HE programmes No answer
- {III_11_SQ002} all HEIs / HE programmes some HEIs / HE programmes No answer
- {III_11_SQ003} all HEIs / HE programmes some HEIs / HE programmes No answer
- {III_11_SQ004} all HEIs / HE programmes some HEIs / HE programmes No answer
- {III_11_SQ005} all HEIs / HE programmes some HEIs / HE programmes No answer

III.12.1. For routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.

{III_11_SQ001}:% of students entering HE through this access route 100%
 {III_11_SQ001}:Official data based on central level monitoring, including surveys
 {III_11_SQ001}:Estimates 100%

{III_11_SQ001}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ002}:% of students entering HE through this access route
 {III_11_SQ002}:Official data based on central level monitoring, including surveys
 {III_11_SQ002}:Estimates

{III_11_SQ002}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ003}:% of students entering HE through this access route
 {III_11_SQ003}:Official data based on central level monitoring, including surveys
 {III_11_SQ003}:Estimates

{III_11_SQ003}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ004}:% of students entering HE through this access route
 {III_11_SQ004}:Official data based on central level monitoring, including surveys
 {III_11_SQ004}:Estimates

{III_11_SQ004}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ005}:% of students entering HE through this access route
 {III_11_SQ005}:Official data based on central level monitoring, including surveys
 {III_11_SQ005}:Estimates

{III_11_SQ005}:Impossible to say (no official data and impossible to estimate)

III.13.1. Please indicate the source of the official data:

III.13.2. Comments

III.14. Are there any incentives for higher education institutions to admit non-traditional students?

Yes ▾

III.14.1. Please indicate which incentives exist and how they operate.

Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

Legislation allows HEIs for providing part-time study programmes. Part-time programmes are provided in the extra-mural or evening forms therefore they are structured in more friendly way for adult learners who are already at the labour market, than full-time programmes. Public HEIs are also allowed to charge part-time students tuition fees.

III.15. Comments

III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualification(s) opening access to higher education?

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.
- Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.
- No, such programmes do not exist.

III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):

III.17. Comments

III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?

No, this is not possible (i.e. all HE candidates must hold a HE entry qualification).

New entry route to higher education for adult learners, especially the ones with professional experience, based on validation of learning outcomes achieved in prior learning is going to be introduced most probably already in 2014. Up to 50% of ECTS allocated to the programme will be granted based on the validation procedure which will shorten respectively the path towards obtaining HE qualification. The relevant draft amendment of the Law on higher education is being discussed in the Parliament.

III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):

III.19. Please choose the statement that best applies to your country-specific situation:

III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?

- Yes, steering documents refer to specific age requirements
 Yes, steering documents refer to requirements related to the duration of prior professional experience
 Yes, steering documents refer to other requirements
 No, there is no reference in steering documents to any requirements

III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:

III.20.2. Please also provide the full reference(s) to relevant document(s) here:

III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications):

Please choose

III.21.1. Please indicate the source of this information

Please choose

III.21.2. Please specify:

III.22. Comments

Draft amendment of the law on higher education being proceeded in the Parliament proposes a new entry route to higher education for adult learners, especially the ones with professional experience, based on validation of learning outcomes achieved in prior learning is going. Up to 50% of ECTS allocated to the programme will be granted based on the validation procedure which will shorten respectively the path towards obtaining HE qualification. According to the draft should have the relevant prior qualification and professional experience of 5 years (while applying for first-cycle degree programme) or 3 years (while applying for second-degree programme). The requirement related to prior professional experience will not concern the graduates from teacher training colleges (kolegium nauczycielskie – tertiary non-HE institution).

III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?

Yes

III.23.1. Please specify how this objective is defined:

Increasing the number of graduates from the STEM fields. It is supported by the scheme of the commissioned degree programmes which also focuses on the issue of completion.

III.23.2. Please also provide the full reference(s) to all relevant document(s).

Strategy of Human Capital Development

III.24. In your country, are targets set to measure progress regarding student retention and/or completion?

No

III.24.1. Please describe the targets:

III.24.2. Please also provide the full reference(s) to all relevant document(s).

III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?

Not applicable (No such objective exists in the country)

III.25.1. Please specify the groups of students that are targeted:

III.25.2. Please also provide the full reference(s) to all relevant document(s):

III.26. In your country, are there any specific measures to improve retention rates of first year students?

Yes

III.26.1. Please describe the measures:

The issue retention rates in STEM studies has been acknowledged in the framework of the scheme of commissioned degree programmes in STEM and compensatory classes, i.a. from maths, are offered. This measure is also undertaken by some institution in the framework of regular study programmes.

III.26.2. Please also provide the full reference(s) to all relevant document(s):

http://www.ncbr.gov.pl/gfx/ncbir/userfiles/_public/fundusze_europejskie/kapital_ludzki/ewaluacja/raport_psd_b_final.pdf (p. 41-44)

III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3-4 years for a bachelor degree)?

Yes, there are financial incentives encouraging students to complete their studies within a limited period of time

III.27.1. Please provide details on the incentives that exist in your country:

A student can be charged additional fees for classes repeated in the framework of full time degree programmes due to insufficient learning outcomes.

III.27.2. Please also provide the full reference(s) to all relevant document(s):

Law on Higher Education, Article 99

III.28. Does the improvement of completion/drop-out rates have an impact on HEIs' funding?

- Yes, within a funding formula
 Yes, as a performance-based mechanism
 No

III.28.1. Please provide details how:

III.28.2. Please also provide the full reference(s) to all relevant document(s):

III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?

No

III.29.1. Please provide details:

III.29.2. Please also provide the full reference(s) to all relevant document(s).

III.30. Comments

III.31. Are student completion rates systematically measured in your country?

- Yes, at the end of the 1st cycle
 Yes, at the end of the 2nd cycle
 No, completion rates are not measured

III.31.1. Please also provide the full reference(s) to relevant document(s):

Information system on higher education (POL-on) <http://polon.nauka.gov.pl/>

III.31.2. Comments

The new electronic information system on higher education (POL-on), which has been introduced on the basis of the Amendment of Law on Higher Education that came into force on the 1st October 2011, provides for the possibility of systematic measuring of completion rates. As for now it takes into account students who have been struck of the student registers during the last semester of his/her studies (which usually means graduation). Starting from 2014/2015 the system will allow for taking into account data on graduates in line with the definition of a graduate. Measuring the completion rate will be based on the true cohort method. The system is new therefore as for now it is not possible to provide with the data on completion rate.

III.32. In your country, are completion rates calculated for underrepresented groups of students?

Yes

III.32.1. Please specify for which underrepresented groups data is calculated:

The POL-on system allows for measuring the completion rates in relation to age, therefore it can be stated that it measures the completion rate of adult learners who are defined as the underrepresented group

III.32.2. Please also provide the full reference(s) to relevant document(s):

Information system on higher education (POL-on) <http://polon.nauka.gov.pl/>

III.33. Based on your official data, please provide the following information:

Completion rate of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	
Completion rate of 1st cycle programmes, most recent available year:Year	
Completion rate of 1st cycle programmes, most recent available year:not available	not available
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):not available	not available
Completion rate of 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	
Completion rate of 2nd cycle programmes, most recent available year:Year	
Completion rate of 2nd cycle programmes, most recent available year:not available	not available
Completion rate of 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Completion rate of 2nd cycle programmes 5 years earlier:Year	
Completion rate of 2nd cycle programmes 5 years earlier:not available	not available
Completion rate of programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	
Completion rate of programmes not divided into two cycles, most recent available year:Year	
Completion rate of programmes not divided into two cycles, most recent available year:not available	not available
Completion rate of programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	
Completion rate of programmes not divided into two cycles 5 years earlier :Year	
Completion rate of programmes not divided into two cycles 5 years earlier :not available	not available

III.34. Comments

III.35. Are student drop-out rates systematically measured in your country?

Yes, at the end of each year

The new electronic information system on higher education (POL-on), which has been introduced on the basis of the Amendment of Law on Higher Education that came into force on the 1st October 2011, provides for the possibility of systematic measuring of drop-out rates. In the framework of the system HEIs provide with the information on the students who have been struck of the student registers in particular semester. The system is new therefore as for now it is not possible to provide with the data on drop-out rate.

III.35.1. Please also provide the full reference(s) to relevant document(s):

Information system on higher education (POL-on) <http://polon.nauka.gov.pl/>

III.36. In your country, are drop-out rates calculated for underrepresented groups of students?

Yes

III.36.1. Please specify for which groups data is calculated:

The POL-on system allows for measuring the drop-out rates in relation to age, therefore it can be stated that it measures the drop-out rate of adult learners who are defined as the underrepresented group.

III.36.2. Please also provide the full reference(s) to relevant document(s):

Information system on higher education (POL-on) <http://polon.nauka.gov.pl/>

III.37. In your country, how are students who change study programme considered?

They are counted as "drop-outs" from the programme in which they enrolled

III.37.1. Please specify

III.38. Are data on drop-out rates publicly available in your country?

No

III.38.1. Please specify by which organisation and how frequently:

III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:

III.39. Based on your official data, please provide the following information:

Drop-out in first year of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	
Drop-out in first year of 1st cycle programmes, most recent available year:Year	
Drop-out in first year of 1st cycle programmes, most recent available year:not available	not available
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available	not available
Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	
Drop-out in 1st cycle programmes, most recent available year:Year	
Drop-out in 1st cycle programmes, most recent available year:not available	not available
Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Drop-out in 1st cycle programmes 5 years earlier:Year	
Drop-out in 1st cycle programmes 5 years earlier:not available	not available
Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	
Drop-out in 2nd cycle programmes, most recent available year:Year	
Drop-out in 2nd cycle programmes, most recent available year:not available	not available
Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Drop-out in 2nd cycle programmes 5 years earlier:Year	
Drop-out in 2nd cycle programmes 5 years earlier:not available	not available
Drop-out in programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	
Drop-out in programmes not divided into two cycles, most recent available year:Year	
Drop-out in programmes not divided into two cycles, most recent available year:not available	not available
Drop-out in programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	
Drop-out in programmes not divided into two cycles 5 years earlier :Year	
Drop-out in programmes not divided into two cycles 5 years earlier :not available	not available

III.40. Comments

There is possibility of providing analysis on this issue when the first cohort of students who were encompassed by the system while starting their studies will graduate

III.41. Note: While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological

guidance services.

III.42. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

III.42.1. Please specify

Career offices have been established at ca ¾ of HEIs. Next to career guidance, Ca ¼ of them provides students with psychological counselling.

III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?

Yes, advice is available to SOME prospective students

III.44. Information, advice and guidance services are provided to prospective HE students...

- by upper secondary schools:free of charge
- by upper secondary schools:for a fee
- by higher education institutions:free of charge
- by higher education institutions:for a fee
- by external services:free of charge
- by external services:for a fee
- by other service providers:free of charge
- by other service providers:for a fee

III.44.1. Please specify which other service providers offer information, advice and guidance services:

III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:

III.44.3. Comments

III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:

No

III.46. Are there any measures/incentives in your country encouraging HEIs to provide support for the transition of newly admitted students to higher education?

Yes

III.46.1. There are measures/incentives encouraging HEIs to provide...

- introductory courses
- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

introductory courses "A newly admitted student has a right to training on student's rights and obligation provided by the Students' Parliament of the Republic of Poland (PSRP) in collaboration with a student self-government at HEI. Funds necessary for exercising this responsibility of PSRP is provided by the Ministry of Science and Higher Education (Law on Higher Education, articles 170 and 203a)."

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

tutoring or mentoring programmes ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

support to acquire learning skills and/or organisational skills ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

other measures / incentives ""

III.46.3. Comments

III.47. In your country, is public funding allocated to improve career guidance services in HEIs?

- Yes, to career guidance services for current students
- Yes, to career guidance services for graduates/alumni
- No

III.47.1. Please provide the details here:

The activities of career offices (they are established at circa ¾ of Higher Education Institutions) which provides with guidance for students and graduates are funded mostly from the HEI budget (including public HEI which allocate respective part of the budget to the career office

Apart from that:

- The establishment of an academic career offices can be supported with resources from the Labour Fund
- Career offices are supported in the frameworks of the projects funded from EU structural funds.

III.47.2. Please also provide the full reference(s) to relevant document(s):

Report by Ombudsman for Graduate Affairs on Career Offices: http://www.rgnisw.nauka.gov.pl/g2/oryginal/2014_04/a6209ec0d9ee2ebb9d13f934c76125ec.pdf

III.48. In your country, are there any career guidance services targeting underrepresented groups of students?

Yes ▼

III.48.1. Please provide the details on such services here:

Some Career Offices offer tailored career guidance for disabled students.

III.48.2. Please also provide the full reference(s) to relevant document(s):

Report by Ombudsman for Graduate Affairs on Career Offices: http://www.rgnisw.nauka.gov.pl/g2/oryginal/2014_04/a6209cc0d9cc2cbb9d13f934c76125cc.pdf

Data entry: (IV_Fees_support_portability)

IV. The focus of the questions is on all first and second cycle students and is not limited to full-time daytime students. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

IV.1. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind? (Contributions to student unions are not included!)

Yes

IV.2. Which home students at public higher education institutions have to pay fees?

- 1st cycle All students Specific groups of students No students No answer
2nd cycle All students Specific groups of students No students No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

1st cycle:Most common amount	No data on "most common amount" of tuition fees. The tuition fees at non-public HEIs and, only as regards part-time studies, at public HEIs usually range from 400 EUR to 5 000 EUR depending on an institution and its location, field of study, mode of study and language of provision.
1st cycle:Minimum amount	No limits
1st cycle:Maximum amount	No limits as regards tuition fees are imposed. However tuition fees charged from part-time students at public HEIs, according to the Law on Higher Education, may not be greater than the costs incurred in introducing and delivering the programme Ministerial regulations set the maximum limits as regards administrative fees (e.g. "recruitment" fee, fee for student ID) and they are very low (e.g 17 PLN, i.e. circa 4 EUR, for student ID in electronic form)
2nd cycle:Most common amount	No data on "most common amount" of tuition fees. The tuition fees at non-public HEIs and, only as regards part-time studies, at public HEIs usually range from 400 EUR to 5 000 EUR depending on an institution and its location, field of study, mode of study and language of provision.
2nd cycle:Minimum amount	No limits
2nd cycle:Maximum amount	No limits as regards tuition fees are imposed. However tuition fees charged from part-time students at public HEIs, according to the Law on Higher Education, may not be greater than the costs incurred in introducing and delivering the programme Ministerial regulations set the maximum limits as regards administrative fees (e.g. "recruitment" fee, fee for student ID) and they are very low (e.g 17 PLN, i.e. circa 4 EUR, for student ID in electronic form)

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

1st cycle:Most common amount
1st cycle:Minimum amount
1st cycle:Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

2nd cycle:Most common amount
2nd cycle:Minimum amount
2nd cycle:Maximum amount

IV.4. Which of the following criteria determine whether a student has to pay fees?

- Need
 Merit
 Part-time/Full-time/Distance learning
 Field of study
Public/non-public institutions

IV.5. Concerning fees, are international students treated differently in your country from home students?

Yes

IV.6. Which amount of fees do international students pay in the first and second cycle?

1st cycle international students:Most common amount	"The tuition fees range from EUR 2000 to 6000 per year and depend on the institution and study program (for MBA programs: about EUR 8000-12,000 per year)." Source: http://www.go-poland.pl/tuition-fees
1st cycle international students:Minimum amount	Full-time studies (in Polish language) at public higher education institutions (HEIs) are free of charge for foreigners who commence studies in Poland on terms applicable to Polish citizens (have been granted a residence permit to settle in Poland, hold refugee status granted by the Republic of Poland, have been granted temporary protection in the territory of the Republic of Poland, are a migrant worker, EU/EEA national or a member of an EU/EEA migrant worker family, have been granted an EU long-term residents residence permit, are a EU/EEA citizen with the right of permanent residence) and students from the third countries who hold the Card of the Pole (Karta Polaka). Obviously, international students spending a mobility period in Poland in the framework of Erasmus programme are not charged fees. In the framework All other foreigners are required to pay tuition fees of no less than: EUR 2000 per year for first, second and long cycle studies at public HEI (according to the ministerial regulation). Fees at non-public HEIs are established by the institution itself.
1st cycle international students:Maximum amount	-
2nd cycle international students:Most common amount	"The tuition fees range from EUR 2000 to 6000 per year and depend on the institution and study program

(for MBA programs: about EUR 8000-12,000 per year)." Source: <http://www.go-poland.pl/tuition-fees>

Full-time studies (in Polish language) at public higher education institutions (HEIs) are free of charge for foreigners who commence studies in Poland on terms applicable to Polish citizens (have been granted a residence permit to settle in Poland, hold refugee status granted by the Republic of Poland, have been granted temporary protection in the territory of the Republic of Poland, are a migrant worker, EU/EEA national or a member of an EU/EEA migrant worker family, have been granted an EU long-term residents residence permit, are a EU/EEA citizen with the right of permanent residence) and students from the third countries who hold the Card of the Pole (Karta Polaka). Obviously, international students spending a mobility period in Poland in the framework of Erasmus programme are not charged fees. All other foreigners are required to pay tuition fees of no less than: EUR 2000 per year for first, second and long cycle studies at public HEI (according to the ministerial regulation). Fees at non-public HEIs are established by the institution itself.

2nd cycle international students:Minimum amount

2nd cycle international students:Maximum amount -

IV.7. Who defines the fee amounts?

- 1st cycle home students** HEIs HEIs, within limits set by government Government Other No answer
- 2nd cycle home students** HEIs HEIs, within limits set by government Government Other No answer
- 1st cycle international students** HEIs HEIs, within limits set by government Government Other No answer
- 2nd cycle international students** HEIs HEIs, within limits set by government Government Other No answer

IV.7.1. Please specify

Home students:

Tuition fees are defined by public HEI themselves but, according to the Law on Higher Education, they may not be greater than the costs incurred in introducing and delivering the programme. Ministerial regulations set the maximum limits as regards administrative fees.

International students:

Full-time studies (in Polish language) at public higher education institutions (HEIs) are free of charge for foreigners who commence studies in Poland on terms applicable to Polish citizens (have been granted a residence permit to settle in Poland, hold refugee status granted by the Republic of Poland, have been granted temporary protection in the territory of the Republic of Poland, are a migrant worker, EU/EEA national or a member of an EU/EEA migrant worker family, have been granted an EU long-term residents residence permit, are a EU/EEA citizen with the right of permanent residence) and students from the third countries who hold the Card of the Pole (Karta Polaka). Obviously, international students spending a mobility period in Poland in the framework of Erasmus programme are not charged fees. All other foreigners are required to pay tuition fees of no less than: EUR 2000 per year for first, second and long cycle studies at public HEI (according to the ministerial regulation). Fees at non-public HEIs are established by the institution itself.

IV.8. Comments

IV.2:

General rule: Full time students at public HEIs do not pay a tuition fee. Part-time students at public HEIs (as well as all students at non-public HEIs) do pay fees. Public HEIs do not charge registration fees apart from small administrative fee, so called "recruitment fee" (most common amount is approximately 20 EUR). Apart from that students at public HEIs, according to the Law on Higher Education may be charged fees for the following arrangements:

- the repetition of specific courses within full-time degree programmes resulting from unsatisfactory learning outcomes,
- the provision of programmes in a foreign language,
- Non-degree postgraduate programmes and in-service training courses
- Other administrative fee (student ID, diploma) – the maximum amount is defined in the ministerial regulations and is very low (e.g 17 PLN, i.e. circa 4 EUR, for student ID in electronic form)

IV.5

Full-time studies (in Polish language) at public higher education institutions (HEIs) are free of charge for foreigners who commence studies in Poland on terms applicable to Polish citizens (have been granted a residence permit to settle in Poland, hold refugee status granted by the Republic of Poland, have been granted temporary protection in the territory of the Republic of Poland, are a migrant worker, EU/EEA national or a member of an EU/EEA migrant worker family, have been granted an EU long-term residents residence permit, are a EU/EEA citizen with the right of permanent residence) and students from the third countries who hold the Card of the Pole (Karta Polaka). Obviously, international students spending a mobility period in Poland in the framework of Erasmus programme are not charged fees. All other foreigners are required to pay tuition fees of no less than: EUR 2000 per year for first, second and long cycle studies at public HEI (according to the ministerial regulation). Fees at non-public HEIs are established by the institution itself.

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.

IV.10. Please shortly describe what kinds of student financial support are offered in your country.

Public grants:

- 1) maintenance grant,
- 2) grant for students with disabilities,
- 3) merit-based grant for an outstanding student, awarded by a rector,
- 4) merit-grant for outstanding achievements awarded by the minister,
- 5) assistance grants

Preferential student loans. The state subsidises 75% or more of interest rate. State can guarantee up to 100% of the loan based on the income in a student's family and if students is deprived of parental care. Student can receive 600 PLN per month.

A „Diamond grant" for the top 100 undergraduate students to conduct research leading directly to the doctoral degree

Other grants which may be offered by local government authorities as well as by natural person and by body corporate who are neither State- nor local government administered bodies corporate.

Student discounts – students are entitled to a 50% reduction in urban public transport fares. Students under the age of 26 are entitled to 51% reduction in railway and bus transportation fares.

IV.11. Please shortly describe what student financial support arrangements from your home country can students use if they study abroad.

All above mentioned arrangements can be used by a student abroad in the framework of credit mobility. Public grants are distributed by Higher Education Institutions for their students and all of them can be used in the framework of credit-mobility. Student loans which are available for students of home institutions can be also used in the framework of credit mobility. There is no possibility of using Polish student financial support arrangements in the framework of degree mobility.

IV.12. Do at least some students receive public financial support in the form of grants/scholarships?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.13. What is the proportion of students receiving grants/scholarships by cycle?

% of students receiving grants:First cycle 22,5%

% of students receiving grants:Second cycle 22,5% (according to the data for 2013 provided initially by the Central Statistical Office; the is no distinction between data for the first, second and long cycle)

IV.14. Can students use grants/scholarships for studying abroad?

All grants are portable

IV.15. Are there any additional requirements for using the grant/scholarship abroad?

No

IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.

Citizenship:Grant 1

Citizenship:Grant 2

Citizenship:Grant 3

Citizenship:Grant 4

Residency:Grant 1

Residency:Grant 2

Residency:Grant 3

Residency:Grant 4

Recognised HEIs/programmes only:Grant 1

Recognised HEIs/programmes only:Grant 2

Recognised HEIs/programmes only:Grant 3

Recognised HEIs/programmes only:Grant 4

Course load (e.g. full-time):Grant 1

Course load (e.g. full-time):Grant 2

Course load (e.g. full-time):Grant 3

Course load (e.g. full-time):Grant 4

Only certain countries:Grant 1

Only certain countries:Grant 2

Only certain countries:Grant 3

Only certain countries:Grant 4

Only certain study programmes (e.g. where mobility is mandatory):Grant 1

Only certain study programmes (e.g. where mobility is mandatory):Grant 2

Only certain study programmes (e.g. where mobility is mandatory):Grant 3

Only certain study programmes (e.g. where mobility is mandatory):Grant 4

Equivalency condition:Grant 1

Equivalency condition:Grant 2

Equivalency condition:Grant 3

Equivalency condition:Grant 4

Programme not available in the national system:Grant 1

Programme not available in the national system:Grant 2

Programme not available in the national system:Grant 3

Programme not available in the national system:Grant 4

Other:Grant 1

Other:Grant 2

Other:Grant 3

Other:Grant 4

IV.16.1. If there is more than one type of grant, please specify:

IV.16.2. Which other requirements exist?

IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).

5% (Data by the Ministry of Science and Higher Education; <http://www.nauka.gov.pl/komunikaty/informacja-w-sprawie-liczby-udzielonych-kredytow-studenckich-w-roku-akademickim-2013-2014-wedlug-stanu-na-dzien-31-marca-2014-r.html>)

IV.19. Can students use loans for studying abroad?

All loans are portable

IV.20. Are there any additional requirements for using the loan abroad?

No ▼

IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.

Citizenship:Loan 1	0 ▼
Citizenship:Loan 2	0 ▼
Citizenship:Loan 3	0 ▼
Citizenship:Loan 4	0 ▼
Residency:Loan 1	0 ▼
Residency:Loan 2	0 ▼
Residency:Loan 3	0 ▼
Residency:Loan 4	0 ▼
Recognised HEIs/programmes only:Loan 1	0 ▼
Recognised HEIs/programmes only:Loan 2	0 ▼
Recognised HEIs/programmes only:Loan 3	0 ▼
Recognised HEIs/programmes only:Loan 4	0 ▼
Course load (e.g. full-time):Loan 1	0 ▼
Course load (e.g. full-time):Loan 2	0 ▼
Course load (e.g. full-time):Loan 3	0 ▼
Course load (e.g. full-time):Loan 4	0 ▼
Only certain countries:Loan 1	0 ▼
Only certain countries:Loan 2	0 ▼
Only certain countries:Loan 3	0 ▼
Only certain countries:Loan 4	0 ▼
Only certain study programmes (e.g. where mobility is mandatory):Loan 1	0 ▼
Only certain study programmes (e.g. where mobility is mandatory):Loan 2	0 ▼
Only certain study programmes (e.g. where mobility is mandatory):Loan 3	0 ▼
Only certain study programmes (e.g. where mobility is mandatory):Loan 4	0 ▼
Equivalency condition:Loan 1	0 ▼
Equivalency condition:Loan 2	0 ▼
Equivalency condition:Loan 3	0 ▼
Equivalency condition:Loan 4	0 ▼
Programme not available in the national system:Loan 1	0 ▼
Programme not available in the national system:Loan 2	0 ▼
Programme not available in the national system:Loan 3	0 ▼
Programme not available in the national system:Loan 4	0 ▼
Other:Loan 1	0 ▼
Other:Loan 2	0 ▼
Other:Loan 3	0 ▼
Other:Loan 4	0 ▼

IV.21.1. If there is more than one type of loan, please specify:

IV.21.2. Which other requirements exist?

IV.22. Additional comments on public grants and loans

Important comment to question IV.14 and IV.19

Grants and loans are portable in the framework of credit mobility only. They are not portable in the framework of degree mobility. Grants are distributed by Higher Education Institutions themselves (they are obviously financed from the general budget for higher education) and there is no system possibility to make them portable when it comes to the degree mobility.

IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.

IV.24. Is there any additional public financial support for studying abroad?

No ▼

IV.25. What kinds of additional public financial support are available for studying abroad?

Grants/scholarships for...

1st cycle credit mobility:Study costs/ fees abroad (host institution)

1st cycle credit mobility:Travel costs

1st cycle credit mobility:Living cost difference

1st cycle credit mobility:Language courses

1st cycle credit mobility:Other

2nd cycle credit mobility:Study costs/ fees abroad (host institution)

2nd cycle credit mobility:Travel costs

2nd cycle credit mobility:Living cost difference

2nd cycle credit mobility:Language courses

2nd cycle credit mobility:Other

1st cycle degree mobility:Study costs/ fees abroad (host institution)

1st cycle degree mobility:Travel costs

1st cycle degree mobility:Living cost difference

1st cycle degree mobility:Language courses

1st cycle degree mobility:Other

2nd cycle degree mobility:Study costs/ fees abroad (host institution)

2nd cycle degree mobility:Travel costs

2nd cycle degree mobility:Living cost difference

2nd cycle degree mobility:Language courses

2nd cycle degree mobility:Other

IV.25.1. Please specify which other additional public grants/scholarships are available:

IV.26. Higher loans for...

1st cycle credit mobility:Study costs/ fees abroad (host institution)

1st cycle credit mobility:Travel costs

1st cycle credit mobility:Living cost difference

1st cycle credit mobility:Language courses

1st cycle credit mobility:Other

2nd cycle credit mobility:Study costs/ fees abroad (host institution)

2nd cycle credit mobility:Travel costs

2nd cycle credit mobility:Living cost difference

2nd cycle credit mobility:Language courses

2nd cycle credit mobility:Other

1st cycle degree mobility:Study costs/ fees abroad (host institution)

1st cycle degree mobility:Travel costs

1st cycle degree mobility:Living cost difference

1st cycle degree mobility:Language courses

1st cycle degree mobility:Other

2nd cycle degree mobility:Study costs/ fees abroad (host institution)

2nd cycle degree mobility:Travel costs

2nd cycle degree mobility:Living cost difference

2nd cycle degree mobility:Language courses

2nd cycle degree mobility:Other

IV.26.1. Please specify which other additional public loans are available for studying abroad:

IV.27. Additional comments

IV.28. Are there any specific eligibility criteria for receiving additional public financial support?

IV.29. Please specify the eligibility criteria for receiving additional public financial support.

If there are more types of additional support, please add them in the text field below.

Need-based criteria:Grant/loan 1

Need-based criteria:Grant/loan 2

Need-based criteria:Grant/loan 3

Need-based criteria:Grant/loan 4

Merit-based criteria:Grant/loan 1

Merit-based criteria:Grant/loan 2

Merit-based criteria:Grant/loan 3

Merit-based criteria:Grant/loan 4

Course load (e.g. full time):Grant/loan 1

Course load (e.g. full time):Grant/loan 2

Course load (e.g. full time):Grant/loan 3

Course load (e.g. full time):Grant/loan 4

Criteria based on field of studies:Grant/loan 1

Criteria based on field of studies:Grant/loan 2

Criteria based on field of studies:Grant/loan 3

Criteria based on field of studies:Grant/loan 4

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4

IV.29.1. If there is more than one type of grant or loan, please specify:

IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:

IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:

Portal <http://www.go-poland.pl/> provides with some information on scholarship offer dedicated to international students who to study in Poland.

IV.31. Additional comments

It is quite weird that only additional support for outbound mobility is taken into account in data collection which makes public financial support for inbound mobility ignored.

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

Other

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

Public grants – similar arrangements to the ones available for students of first, second and the long cycle. Doctoral students are entitled to: maintenance grant; grant for students with disabilities; merit-based grant for an outstanding student, awarded by a rector; merit-grant for outstanding achievements awarded by the minister; assistance grants

Loans (loans scheme is dedicated on the same rules to students and doctoral students)

Doctoral scholarship

Doctoral scholarship at an increased level

Other grants which may be offered by local government authorities as well as by natural person and by body corporate who are neither State- nor local government administered bodies corporate.

Grant schemes of National Science Centre: “Preludium” (dedicated to pre-doctoral researchers about to embark on their scientific career) and “Etiuda” (scholarships for PhD candidates)

Discounts: Doctoral students under the age of 35 are entitled to 51% reduction in railway and bus transportation fares. At a number of towns doctoral students are entitled to reduction in urban public transport fares.

IV.34. Please explain any differences in the fees that third cycle candidates are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

There different rules concerning tuition fees charged from doctoral students. Part-time doctoral students, the same as students of the first, second and long cycle, are charged tuition fees, regardless the type of institution. However when it comes to the full-time doctoral programmes, doctoral students at non-public HEIs also may be not charged tuition fee (costs of full-time doctoral programmes at non-public HEIs are in this case subsidized from the “pro-quality grant”). The full-time doctoral student can be charged fee for the repetition of specific courses within full-time doctoral programmes resulting from unsatisfactory learning outcomes.

Doctoral student is entitled to the similar grant and loan schemes as a student of first, second and the long cycle. Doctoral students are entitled to the same public grants as students. The same concerns loans. Apart from that full-time doctoral students may be entitled to a doctoral scholarship. The minimum amount of a doctoral scholarship may not be lower than 60% of the minimum basic pay of an asystent as regulated by the legislation on the remuneration of academic staff. 30% of doctoral students at HEIs are potentially entitled to “doctoral scholarship at an increased level” which are funded from the “pro-quality subsidy”. “Doctoral scholarship at an increased level” is treated separately from the “doctoral scholarship” and is available also for the doctoral students which have not been granted the doctoral scholarship.

Doctoral students are also entitled to the additional support for mobility dedicated to conducting research in an institution abroad (programme “Mobilność Plus”).

IV.35. Additional comments on doctoral education

Data entry: (V_Employability)

V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?

Yes

V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).

A new law on higher education which came into force on the 1st of October 2011 introduced the following changes related to the issue of employability (<http://isap.sejm.gov.pl/DetailsServlet?id=WDU20110840455>):

- New approach based on Qualifications Framework for Higher Education and learning outcomes (including knowledge, skills and competences relevant to the labour market) introduced
- New model of quality assurance based on learning outcomes and acknowledging the issue of employability
- More diversity as regards profiles: a new professional ("practical") profile with more flexibility regarding the teaching staff: involvement of employers/practitioners in shaping curricula, in teaching, and in assessing its outcomes
- Higher Schools of Professional Education obligated to create special councils with representatives of the regional authorities and the regional business community (konwenty)
- Higher Education Institutions are obliged to track their graduates' career patterns.
- The Ombudsman for Graduate Affairs was appointed Ombudsman shall act in order to reduce barriers to graduate careers in professions corresponding to degree programmes completed.

Further improvements related to the issue of employability in the proposal of Amendment of the Law on higher education: (draft proposal being debated in the Parliament; the draft and its justification available here: <http://www.sejm.gov.pl/sejm7.nsf/druk.xsp?nr=2085>):

- Validation of learning outcomes achieved in prior learning - new entry route to higher education for adult learners (in the context of lifelong learning), especially the ones with professional experience.
- More diversification of Higher Education, based on already implemented profiles: general academic and professional ("practical") ones. HEI units not having authorisation to grant the "doktor" degree will be obliged to choose professional ("practical") profile of the programmes provided. 3-month obligatory traineeships for students of professional ("practical") study programmes.
- Proposal of new central tracking system (next to tracking carried out by HEI since 2011 HEIs which is more and more important element of internal quality assurance system) in order to get reliable and comparable data on graduates' employment outcomes – important information for public opinion, especially potential students and their parents (different goal than when it comes to tracking by HEIs). It will be based on administrative data: matching database of graduates with anonymized data from the Social Insurance Institution

Strategy of the Development of Human Capital 2020 focuses to large extent on improvements of graduates' skills, especially the skills relevant to the labour market

(<http://www.mpips.gov.pl/praca/strategie-i-dokumenty-programowe/strategia-rozwoju-kapitalu-ludzkiego-skl-projekt-z-31072012-rt>). The following guidelines should be mentioned:

- Introduction of central graduates tracking system
- Stimulating more diversification within higher education system especially by increasing the number of high quality professional ("practical") study programmes
- Increasing employability value of the first cycle degree
- Promotion of matching professional experience with studying
- Increasing the number of graduates from STEM programmes

V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?

Yes

V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).

Draft amendment of the Law on higher education: (draft proposal being debated in the Parliament; the draft and its justification available here: <http://www.sejm.gov.pl/sejm7.nsf/druk.xsp?nr=2085>) contains the proposal of validation of learning outcomes achieved in prior learning - new entry route to higher education for adult learners (in the context of lifelong learning) especially the ones with professional experience. The level of participation of adults in education and training is assessed as insufficient. The validation procedure will contribute to achieving the goal provided for in the Strategy of the Development of Human Capital 2020 (increased participation of the adult people in education and training from at least 4.4% in 2011 to at least 10% in 2020).

V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?

Yes

V.2.1. Are there initiatives in labour market/skills forecasting on national level?

Yes

V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?

Yes

V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).

Studies dedicated to the scheme of the commissioned degree programmes in STEM fields (labour market/skills forecasting) and recently proposed Skills Development Programme.

Project www.prognozowaniezatrudnienia.pl (labour market forecasting) – preliminary results has been released, most probably the new system will provide with the opportunity to labour market forecasting on regular basis.

V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Yes

V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).

The labour market/skills forecasting is used in the framework of the scheme of commissioned degree programmes in STEM fields and recently proposed Skills Development Programme

V.3. In your country, are employers involved in higher education planning and management?

Yes

V.3.1. How are they involved?

Curriculum development in higher education

Employers have to be involved Employers can be involved Employers are not involved No answer

Teaching

Employers have to be involved Employers can be involved Employers are not involved No answer

Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions

Employers have to be involved Employers can be involved Employers are not involved No answer

Participation in governing bodies of HEIs

Employers have to be involved Employers can be involved Employers are not involved No answer

V.3.2. Please provide the details and the source of evidence here.

CURRICULUM DEVELOPMENT: both answers - "have to be" and "can be" should be marked (the questionnaire does not allow for multiple choice which would be reasonable as the answer can depend on the type of HEI or programme). Taking into account employers' opinion while shaping curricula is one of the criterion of the programme accreditation. HEIs involve actively employers in the process more and more often, especially as regards professional ("practical") profile. Source: regulation on the condition of the programme and institutional assessment (<http://isap.sejm.gov.pl/DetailsServlet?id=WDU20112071232>)

TEACHING: both answers - "have to be" and "can be" should be marked. Employers/ practitioners have to be involved in teaching when it comes to the new professional ("practical") profile and can be involved as regards the "general academic" profile. Source: regulation on the condition of provision of degree programmes. (<http://isap.sejm.gov.pl/DetailsServlet?id=WDU20112431445>)

PARTICIPATION IN DECISION-MAKING BODIES: both answers - "can be" and "have to be" could be marked. Representatives of employers are obligatory the members of the General Council for Science and Higher Education – a representative body for academic community which deals i.a. issues related to qualifications framework. Source: Law on higher education <http://isip.sejm.gov.pl/DetailsServlet?id=WDU20051641365>

PARTICIPATION IN GOVERNING BODIES OF HEIs: HEIs can create konvents - special councils, whose members include i.a. representatives of regional authorities and regional business communities. Higher Schools of Professional Education are obliged to establish such councils. Source: Law on higher education <http://isip.sejm.gov.pl/DetailsServlet?id=WDU20051641365>

V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.

V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?

Yes

V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).

EU funds: new programme launched in 2013 by the Ministry of Science and Higher Education and National Research and Development Centre (a governmental agency), aimed at supporting higher education institutions in providing internships programmes for students in cooperation. The pilot edition of the new programme will fund at least three months traineeships at companies for approximately 10 000 students. The budget for the pilot edition is PLN 50 million (ca. EUR 12 million) (mentioned i.a. in the Eurydice report entitled Modernisation of Higher Education in Europe: Access, Retention and Employability (p. 71))

V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?

Yes

V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).

There are the first examples of dual degree programmes provided jointly by a university and a company, e.g. Poznań University of Technology and Volkswagen (<http://www.naukawpolsce.pap.pl/aktualnosci/news,395912,politechnika-poznanska-uruchamia-studia-dualne.html>)

V.4. Within the European Union, Directive 2013/55/EU on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study programmes (these programmes lead to the following professions: doctor/specialised doctor, midwife, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect).

In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?

No, higher education institutions are autonomous beyond the scope of Directive 2005/36/EC (if this Directive applies)

V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).

The minister's regulations on standards of education (described in the questionnaire on degrees and qualifications) concern only those study programmes which lead to obtaining qualification included in the Directive 2005/36/EC and they also contain requirements as regards practical training. There are also a few other regulations concerning access to certain professions which also tackle the content of study programme (e.g. teacher, surveyor) and HEIs try to follow them so a graduate is authorized to pursue a profession.

Draft amendment of the Law on higher education, being debated in the Parliament, proposes 3-month obligatory traineeships for students of professional ("practical") study programmes.

V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.

1st cycle 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer
2nd cycle 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer
1st and 2nd cycle combined 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer

V.4.2.1. Please provide the source information here.

65% in 2013 according to the Study on Human Capital in Poland ("Bilans Kapitału Ludzkiego") http://bkl.parp.gov.pl/system/files/Downloads/20140523082725/Raport_badanie_studentow_IVedBKL.pdf?1400826481 (p. 63). On the one hand this number encompasses students who take part in non-obligatory traineeships, on the other hand the survey was carried out also among the students at the first or the second year of their studies so the ones who still have a chance to have a traineeships during studies.

V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?

Yes, in some higher education institutions/programmes

V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

- The reform of 2011 introduced a new professional ("practical") profile. "Practical" study programmes should be more focused on practical training. HEIs which choose to provide the programme in the "practical" profile have more flexibility regarding the teaching staff. Practitioners should be involved in shaping curricula and teaching. Since 2012 a new performance-based funding scheme ("pro-quality grant") has given possibility for additional funding for those HEIs who propose the best ways of implementation of new rules based on learning outcomes and qualification frameworks, including achieving practical skills through quality work-placement and practical training.

- New programme launched in 2013 by the Ministry of Science and Higher Education and National Research and Development Centre (a governmental agency), aimed at supporting higher education institutions in providing internships programmes for students in cooperation with industry. The pilot edition of the new programme will fund at least three-month traineeships at companies for approximately 10 000 students. The budget for the pilot edition is PLN 50 million (ca. EUR 12 million) (mentioned i.a. in the Eurydice report entitled Modernisation of Higher Education in Europe: Access, Retention and Employability (p. 71))

- The programme of commissioned degree programmes in STEM fields. Organizing quality traineeships is one of the requirements to get funding.

V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?

Yes

V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).

The 2011 reform has obliged HEIs to track their graduates' career paths.

V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?

- Yes, within a funding formula
 Yes, as a performance-based mechanism
 Yes, within a different funding mechanism (please specify)
 No

V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).

V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?

Yes

V.6.1. Are there tracer studies conducted on national level?

Yes

V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.2. Are there tracer studies conducted on regional level?

Yes

V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.4. Are there tracer studies conducted on institutional level?

Yes

V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.

NATIONAL LEVEL: Surveys on the situation of graduates on the labour market at the national level, including the Study in Human Capital in Poland (Bilans Kapitału Ludzkiego) and studies dedicated to the scheme of the commissioned degree programmes. The abovementioned new central tracking system is intended to be operational in 2015. Regularity depends on the survey. E.g. By 2014, in the framework of the Study on Human Capital, "the Polish Agency for Enterprise Development (Polska Agencja Rozwoju Przedsiębiorczości, PARP) in collaboration with the Jagiellonian University will trace – in five rounds of research – how the structure of competences is changing in the labour market." (Study on Human Capital in Poland, <http://en.bkl.parp.gov.pl/project>. Sample depends on the survey. Reports: Study on Human Capital reports in English: <http://en.bkl.parp.gov.pl/reports->

REGIONAL LEVEL: Regional (voivodship) Employment Services usually have capacity to provide information based on the data on the registered unemployed. In some regions analyses are undertaken every year and results are presented in publications.

INSTITUTIONAL LEVEL: According to the actual regulations HEIs are obliged to track their graduates' career paths. According to the Law on Higher Education 3 and 5 years after graduation. Some HEI track also e.g. half a year or one year after graduation. A sample depends on an institution. Results can be presented in different forms, e.g. as reports for HEI leadership and structures of internal QA system.

V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Yes

V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).

According to regulation on the condition of the programme and institutional assessment (<http://isap.sejm.gov.pl/DetailsServlet?id=WDU20112071232>) HEI shall use the outcomes of institutional tracking in the internal Quality Assurance.

Data entry: (VI_Lifelong_learning)

VI.1. Do steering documents for higher education in your country contain a definition of lifelong learning?

Yes

VI.1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):

The document entitled "Perspektywa uczenia się przez całe życie" (The perspective of LLL) does not provide the definition of LLL as such but it formulates the definition of the LLL policy which may provide tips on how LLL is understood. It is a document of 2013 prepared by the Interministerial Team on Lifelong Learning, appointed by the Prime Minister in 2010, and it functions as the fundamental strategic document outlining solutions serving lifelong learning in Poland. Lifelong learning policy consists in promoting and supporting high quality learning in all age groups, different forms and places and on validation of learning outcomes acquired in qualification systems; it places a learner in the centre of the process, and effectiveness of the process is measured by competences and qualifications irrespective of how they have been achieved. It is realised in cooperation with the government, local self-government, employers, employers' organisations, civic organisations, and educational and training institutions and organisations.

VI.1.2. Please explain the common understanding of lifelong learning in higher education in your country:

VI.2. Is lifelong learning a recognised mission of higher education institutions?

Yes, all institutions

VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:

Formal education offered by HEIs (also to individuals from other cohorts than the traditional 18-25) is also recognised as LLL, thus each HEI treat teaching and learning (didactics) alongside with the so called third mission (outreach to the society) as the essence of their activity.

VI.2.2. Please provide details on the institutions for which it is/it is not a recognised mission:

VI.2.3. If necessary, please provide comments here:

VI.3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.

Formal HE programmes provided under flexible arrangements	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input checked="" type="radio"/> % impossible to provide <input type="radio"/> No answer
Non-formal courses open to all (e.g. languages)	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input checked="" type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer
Preparatory courses for HE entrance examinations	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input checked="" type="radio"/> % impossible to provide <input type="radio"/> No answer
Professionally-oriented upgrading of already achieved qualifications	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input checked="" type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer
Tailor-made provision for industry	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input checked="" type="radio"/> % impossible to provide <input type="radio"/> No answer

VI.3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?

Yes

VI.3.2. Please specify which forms and provide % of HE institutions involved.

Universities of the Third Age are quite popular form of lifelong learning dedicated mainly to retired members of the community. They are very often supervised by HEIs or act under patronage of a HEI. Dozens of Polish HEIs are involved in this type of activity.

VI.3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.

According to data of the Ministry of Science and Higher Education, in 2013 148 Higher Education Institutions (ca. 33%) offered non-formal courses open to all, and 204 HEIs (ca. 45%) offered professionally-oriented non-degree post-graduate programmes of study (studia podyplomowe), i.e. study programmes lasting not less than 2 semesters and assigned not less than 60 ECTS. The Law provides that this form of studies may be offered by HEIs, research institutes of the Polish Academy of Sciences, research institutes, or jointly and by Centre of Post-graduate Medical Education. Non-degree post-graduate study programmes may be provided in these subject areas in which at least one regular programme of study, be it first cycle or second cycle, is offered. In other cases non-degree post-graduate studies may be delivered upon permission of the Minister. Eligible candidates admitted to such programmes of study are among those who have been awarded at least the first cycle qualification. HEIs also may offer professionally-oriented courses or trainings either tailor-made for industry or developed otherwise of different duration. As a rule they are not assigned ECTS.

VI.4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No

VI.4.1. Please explain these restrictions.

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

General public higher education budget (%) "72.4"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Special budget for lifelong learning (%) "0"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from students (%) "15.5"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from business and industry (%) "0"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Other (%) "12.1"

VI.5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.

Category "other" refer i.a. to private contributions from business and industry (it's not possible to provide data separately for this category), funds from gmina budget and other public funds. Participation of unemployed can be, under certain conditions, subsidized from the Labour Fund.

VI.5.2. If you have any further comments regarding this section, please provide them here:

Abovementioned data refer to structure of revenues from teaching activity in Higher Education Institutions (Central Statistical Office, data for 2012). The category "lifelong learning" is not acknowledged separately in official data collection on funding.

COMMENT REGARDING FOLLOWING QUESTION VI.6: HEIs offer, taking advantage of their autonomy and power to organise teaching and learning in the following way provided in the Minister's Regulation on the conditions that must be satisfied by HEIs Rules of study, the so called Individual Study Paths (Indywidualny Tok Studiów), whereby a student is entitled to choose his/her own study path and pace, subject to the approval of respective DOS or tutor, which in a way satisfies the criteria of flexible provision. Provision regulating the organisation of ISP (ITS) and access thereto must be regulated in the Rules of study of HEL.

VI.6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?

No, there is no specific focus in HE policy on promoting the flexible provision of HE studies/programmes

VI.6.1. Please provide a short description of specific policy measures that exist in your country.

VI.7. Which of the statements on student statuses best describes the situation in your country?

There are several student statuses (e.g. 'full-time', 'part-time', etc.)

VI.7.1. Please explain what student statuses exist in your country and how you define them.

according to the Act - Law on higher education the two statuses are full-time and part-time. Study programme offered in these modes of study has the same learning outcomes and ECTS allocated to the programme, but the time and intensity of delivery is different. In case of part-time studies its duration may be semester or two-semester longer than its equivalent offered in the full-time mode.

Traditionally, subject to the decision of the HEI, not regulated by the Law, part-time studies are offered in the extra-mural or evening forms. Extra-mural programmes are offered solely during the week-ends, evening studies take place in the afternoon or evening. Part-time studies are as a rule fee-paying studies.

VI.7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.

VI.7.3. Please indicate which fees apply to students studying part-time.

Students studying part-time pay (or are likely to pay) higher fees for the same volume of study (i.e. the same number of credits) than students following typical study arrangements. In public HEIs participation in full-time study programmes is free-of charge, whereas part-time students pay tuition fees. In non-public HEIs participation in both full-time programmes and part-time programmes is subject to tuition fees.

VI.7.4. Please indicate which fees apply to de facto part-time students.

VI.7.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.

Students studying part-time are eligible for the same amount of financial support for the same volume of study (i.e. the same number of credits) as students following typical study arrangements. Under the Act – Law on higher education both full-time students and part-time students (i.e. irrespective of their status) are eligible to the same financial support.

VI.7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.

VI.8. Are there any higher education programmes in your country designed as 'part-time' programmes?

No

VI.8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.

VI.9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?

Higher education institutions have autonomy to decide but most of them offer part-time studies or other alternative forms of study

VI.9.1. If you have any further comments regarding this section, please provide them here:

VI.10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?

Yes

RPL is not taken into account toward fulfilment of a higher education study programme yet upon the relevant legislation. Provision on RPL is included in the draft of the new Law on Higher Education to be adopted in 2014 and will cater for fully-fledged RPL procedures and mechanisms this way attracting more non-traditional students to the HEIs. Presently upon arbitrary decisions of deans (Directors of study), the competence having been inscribed into the Rules of study in HEIs, prior learning may be recognised. As a rule, subject to HEI regulations, foreign language skills, PE or IT skills acquired outside formal education are accredited towards the programme.

VI.10.1. Please choose the statement that best applies to your country-specific situation.

HE institutions can autonomously decide whether they will provide relevant procedures

VI.10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.

Recognition of non-formal and informal learning can only lead to a limited number of credits (please use comments to specify the maximum amount of credits)
See the comment to the question VI.10

VI.10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.

Please also specify whether this possibility is commonly used in practice.

VI.10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.

Deans (directors of study) are competent authorities to recognise prior learning. The power is subject to internal HEIs' regulations.

VI.10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?

No

The matter will be regulated in the new Act – Law on Higher Educations and resulting Minister's regulations on RPL. The draft law provides that prior learning may be recognised towards a study programme delivered in the HEL. The respective learning outcomes may be validated in relation to the learning outcomes of the study programme. An individual eligible for RPL under the Law must have GCSE (matura) and at least five years of professional experience. No more than 50% of the ECTS assigned to the study programme may be recognised.

VI.10.4.1. Please specify these requirements.

Specific age requirements (please specify)

Requirements related to the duration of prior professional experience (please specify)

Other (please specify)

VI.10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies)?

There are no official data and it is impossible to provide estimates

VI.10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).

VI.10.5.2. Please indicate the source and the reference year.

VI.10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?

There are no official data and it is impossible to provide estimates

VI.10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.

VI.10.6.2. Please indicate the source and the reference year.

VI.10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.

VI.10.6.3. If you have any further comments regarding this section, please provide them here:

VI.11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?

Yes ▼

VI.11.1. Please specify what they are.

The need to requalify or upgrade qualifications indicated by the employers.

Data entry: (VII_Internationalisation_mobility)

7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes

7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education
- Concrete measures for implementing internationalisation of higher education

7.1.2. Please specify:

The Resolution no 104 of the Council of Ministers' of 18 June 2013 on the adoption of the Strategy of Humana Capital Development 2020: Strategy of the Development of Human Capital 2020 p. 74 provides for the increased foreign student participation in Polish HE programmes of study from 1.4 in 2011 to 5% by 2020, and increase of the rate of Polish students having had international experience of at least three months duration be it in the form of participation in the programmes of study or placements. <http://www.mpips.gov.pl/praca/strategie-i-dokumenty-programowe/strategia-rozwoju-kapitalu-ludzkiego-srkl—projekt-z-31072012-r>

The above mentioned Strategy for the Development of Human Capital 2020 provided for the implementation of tools stimulating increase of (international) mobility of students and staff which will have positive impact on the quality of teaching and increase, by means of international mobility, the range of students' experience and networking opportunities in case of staff, which is indispensable for effective and high quality research. The following programmes constitute examples of such tools provided by...the Ministry: Top 500 Innovators, Mobilność Plus. Except from the statements in the Strategy, Ministry of Science and Higher Education undertakes measures aiming at increased foreign student participation in Polish HE, especially the "Ready Study, Go Poland" programme and the new portal for candidates from abroad available currently in English, Portuguese, Ukrainian, Russian and Chinese <http://www.go-poland.pl/> which respectively improves information about study programmes.

7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution
- Specific Department in the Ministry responsible for Higher Education
- Agency for the internationalisation of higher education
- Stakeholder organisations
- Other

7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

Department of International Cooperation of the Ministry of Science and Higher Education Department, Department of Innovation and Development, formerly Department of Strategy. <http://www.nauka.gov.pl/wspolpraca-z-zagranica-2014/> Main areas of activity: recognition of foreign qualifications for academic and professional purposes, bilateral cooperation, multilateral cooperation, foreign students in Poland, summer courses of the Polish language, cooperation with DAAD, OECD Global Science Forum, Nato programme "Science for Peace and Security", CEPEUS, EU Strategy for Baltic region, formal admissions decisions, cooperation with Poles broad and the Polonia, scholarship programmes, mobility of student and staff, international promotion of the Polish HE.

Foundation for the Development of the Education System <http://www.fise.org.pl/>; main activities: FRSE has been Polish National Agency for the EU educational programmes. Nowadays it serves as a Erasmus+ national agency, promotes and supports innovation, mobility and development. However it has no ambition to develop internationalisation strategy although it supports all internationalisation efforts in HEIs, managing EU funds devoted thereon

Conference of the Rectors of Academic Schools in Poland <http://www.krasp.org.pl/>; Students' Parliament of the Republic of Poland (PSRP) <http://www.psrp.org.pl/pl/>. Among main activities: "inspires international cooperation and mobility and actively participates in international student organizations".

7.3. Does your country have a formal national strategy for internationalisation of higher education?

No

7.3.1. Please provide a reference and link to the document (if available, also in English):

7.3.2. Has the impact of the strategy been assessed?

Please choose..

7.3.2.1. Please specify by whom, and provide a reference/link:

7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

51-75%

7.3.3.1. Please provide a source for this information:

The information comes from Foundation for the Development of Education System the Polish National Agency for Erasmus + (formerly NA for Erasmus.) 327 Polish HEI (ca 70%) had Erasmus University Charter valid in the academic year 2013/2014 which means that they formulated their Erasmus Policy Statement, i.e. a form of internationalisation strategy focussing mainly on the European dimension of their international activity. Erasmus Charter for Higher Education 2014 – 2020 has been granted to 277 Polish HEIs (55%) which means that they have updated and/or upgraded their internationalisation strategy.

7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

51-75%

7.3.4.1. Please provide a source for this information:

The percentage refers to international student mobility which is the most popular form of internationalisation. Source: Foundation for the Development of Education System, NA for Erasmus + (formerly Erasmus). Out of 327 HEI which had EUC 257 have been engaged in mobility projects executed under LLP – Erasmus.

7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility:Outgoing mobility increased

Credit mobility:Incoming mobility 5%

Degree mobility:Outgoing mobility increased

Degree mobility:Incoming mobility 5%

7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

No

7.4.1.1. Please specify:

7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

No

7.4.2.1. Please specify:

7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?

Yes

7.5.1. Please specify:

There is a budget on promotion of Polish HE system and its offering internationally.

7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?

Yes

7.6.1. Please name and describe them:

An internationalisation index (calculated on the basis of the number of international students and doctoral incoming to a HE and the number of outgoing students and doctoral students from the HE l)...is one of the elements of the formula used to calculate the didactic subsidy for HEIs (the amount allocated yearly to HEIs for teaching) Regulation of the Minister of Science and Higher Education of 2013.

7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?

No

7.7.1. Please explain this funding, and how it is allocated:

7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?

Yes, this is required by legislation

7.8.1. Please provide a reference:

The Act – Law on Higher education Article 118a

7.9. Do any higher education institutions have campuses abroad?

Yes

7.9.1. How many campuses do your higher education institutions have abroad?

8.0000000000

7.9.2. In which countries do they have these campuses?

8 campuses of 5 Higher Education Institutions are located in: Lithuania, Great Britain, Ireland, Austria and Czech Republic.

7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?

No

7.10.1. Please provide:

The percentage of HEIs offering MOOCs (%) ""

7.10.1. Please provide:

The number of MOOCs currently offered (1,2,3 n) ""

7.11. Does your country have main regions of operation for international student mobility?

Yes

7.11.1. Which are the main regions of operation for student mobility?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand
- Other

7.11.2. Please specify

Specifically Eastern Partnership countries.

7.11.3. Does your country have main regions of operation for joint/double degrees?

Yes

7.11.4. What are the main regions of operation for joint/double degree programmes?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.5. Please specify

7.11.6. Does your country have main regions of operation for campuses abroad?

Yes

7.11.7. What are the main regions of operation for campuses abroad?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.7.1. Please specify

7.11.8. Does your country have main regions of operation for international cooperation in research?

Yes

7.11.9. What are the main regions of operation for international cooperation in research?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.9.1. Please specify

7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?

No

7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.1.1. Please specify

7.12. Comments:

7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.1.1. Please specify:

7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:

- Funding
- Recognition
- Language
- Curriculum/study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.2.1. Please specify:

7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:

- Specific study cycles Yes No No answer
- Specific fields of studies Yes No No answer
- Credit mobility Yes No No answer
- Degree mobility Yes No No answer

7.14.1. Please specify:

Specific study cycles: third cycle

According to data from Eurostudent, the obstacles to outgoing mobility ranked above should be put in the following order funding, personal and family life, language barriers

7.15. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

Better information, in particular development of the dedicated portal <http://www.go-poland.pl/> which provides information HEIs and on all study programmes delivered in foreign languages in the Polish HEIs.

7.16. Has your country monitored the effects of these measures/programmes?

No

7.16.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.16.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.16.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.17. Comments:

7.18. Do you have a central website which provides information about all mobility schemes for national and international students?

Yes

7.18.1. Please provide a link to the website:

<http://www.go-poland.pl/>

7.18.2. Is the website linked to Bologna website?

No

7.19. Do your national institutions/agencies responsible for internationalisation:

Provide information exclusively on national programmes and higher education institutions

7.19.1. Please provide a link to such information:

7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?

No

7.20.1. Do students have to pay additional fees?

No

7.20.2. Are there any other differences? Please specify:

According to the Law on Higher Education, Public Higher Education Institutions MAY charge fees for the provision of programmes in a foreign language.

7.21. Comments:

7.22. Since 2012, has your higher education minister participated in:

- the 2012 Bologna Policy Forum
- other bilateral and/or multilateral ministerial dialogues
- international events other than ministerial meetings

7.22.1. Please specify with which countries:

EHEA countries as well as countries from outside the EHEA, e.g. China, South Africa, Brazil.

7.22.2. What were the main higher education issues addressed in these events?

7.23. Comments:

7.25. Are there national policy goals regarding staff mobility in higher education?

Yes ▼

7.25.1. Please specify and provide reference:

Strategy for the Development of Human Capital 2020 provided for the implementation of tools stimulating increase of (international) mobility of students and staff which will have positive impact on the quality of teaching and increase, by means of international mobility, the range of students' experience and networking opportunities in case of staff, which is indispensable for effective and high quality research. The following programmes constitute examples of such tools provided by the Ministry: Top 500 Innovators, Mobilność Plus.

7.26. Are there any national mobility programmes for higher education staff?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Technical staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.26.1. Please provide details and a link for further information on relevant programmes

RESEARCHERS: "The "Mobility Plus" Program is a competition-based initiative addressed to scientific and academic staff as well as Ph. D. students willing to conduct research in top research and academic centres abroad." <http://www.nauka.gov.pl/en/international-cooperation/mobility-plus.html>
The „Top 500 Innovators – Science – Management – Commercialization” program, cofounded by the European Union within the European Social Fund. The overall goal of the program is to raise qualifications of Polish scientists, researchers and technology transfer employees in fields of cooperation with private sector, research management and commercialization of the research results by organizing 9-weeks-courses at the best world universities.

DOCTORAL CANDIDATES: "The "Mobility Plus" Program is a competition-based initiative addressed to scientific and academic staff as well as Ph. D. students willing to conduct research in top research and academic centres abroad." <http://www.nauka.gov.pl/en/international-cooperation/mobility-plus.html>

OTHERS - TECHNOLOGY TRANSFER EMPLOYEES: The „Top 500 Innovators – Science – Management – Commercialization” program, cofounded by the European Union within the European Social Fund. The overall goal of the program is to raise qualifications of Polish scientists, researchers and technology transfer employees in fields of cooperation with private sector, research management and commercialization of the research results by organizing 9-weeks-courses at the best world universities

7.27.1. Does your country define quantitative targets for any incoming staff mobility?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Technical staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.27.1.1. Please specify any targets that exist:

Strategy for the Development of Human Capital determines policy goals regarding the staff mobility but does not define quantitative targets.

7.27.2. Does your country define quantitative targets for any outgoing mobility?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Teaching staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer

Others Yes No No answer

7.27.2.1. Please specify any targets that exist:

Strategy for the Development of Human Capital determines policy goals regarding the staff mobility but does not define quantitative targets.

7.28. For each staff group, is information collected on participation rates in mobility?

- Researchers Yes No No answer
- Teaching staff Yes No No answer
- Doctoral candidates Yes No No answer
- Technical staff Yes No No answer
- Administrative staff Yes No No answer
- International officers Yes No No answer
- Guidance counsellors Yes No No answer
- Others Yes No No answer

7.28.1. Which organisation(s) collect this information? Please provide a link.

Data on migrant status of staff members are collected

7.29. Are there any mechanisms to reward staff who participate in mobility?

- Career development advantages Yes No No answer
- Financial benefits Yes No No answer
- Non-financial benefits Yes No No answer
- Other Yes No No answer

7.29.1. Please specify how staff who participate in mobility are rewarded:

.

7.30. Is there a website which provides information about all international mobility schemes for staff?

No

7.30.1. Please provide a link:

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Immigration restrictions "6"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Recognition issues "4"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Language issues "1"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of funding "3"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Administrative burden "7"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of personal motivation and interest "5"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Incompatibility of pension and/or social security systems "2"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Legal issues "8"

7.31.1.1. Additional comments:

Abovementioned order is partly random one. There is no data which would justify solid estimates in this area. However, following external experts opinion, three main obstacles can be indentified, i.e. language, lack of funding, incompatibility of pension and/or social security systems.

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Immigration restrictions "8"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Recognition issues "4"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Language issues "3"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of funding "2"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Administrative burden "6"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of personal motivation and interest "1"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Incompatibility of pension and/or social security systems "5"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Legal issues "7"

7.31.2.1. Additional comments:

Abovementioned order is partly random one. There is no data which would justify solid estimates in this area. However, following external experts opinion, three main obstacles can be identified, i.e. lack of personal motivation and interest, lack of funding, language issues.

7.32. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

Information and promotion

7.33. Has your country monitored the effects of these measures/programmes?

No

7.33.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.33.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.33.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration: