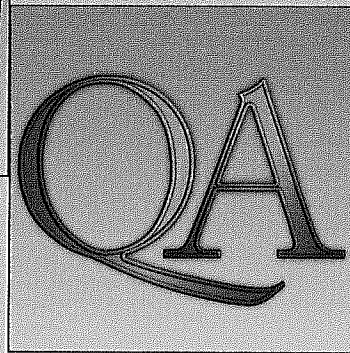
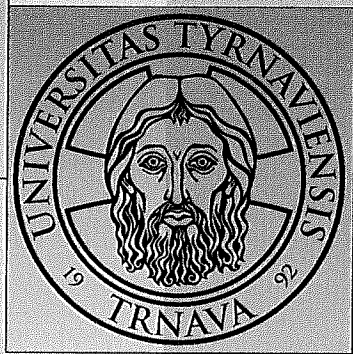


*Internal Quality  
Assurance System  
in Higher Education  
at Trnava University  
in Trnava*



Adriana Krupová

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## ***INTRODUCTION***

In modern times, universities normally try to convince the public of their reputation. It is a legitimate effort, as they face the fierce competition of other domestic as well as foreign institutions, and they also need to attract applicants to their programmes. However, the most valuable universities also keep in mind that the essential issue is what they are, not what they claim to be. To be a university providing personal formation and education at the same time, as well as sending graduates into life not only full of information and expert abilities but also as personalities capable of sorting and using this information suitably for the benefit of other people, is not a simple task. To have a value orientation and stability, to perceive and point out to students a non-relativized existential dimension of life, often means a great amount of expended energy in the midst of misunderstanding.

The functioning of a university as an extraordinarily complex organism requires a systematic structuring of the rules of behaviour concerning academic staff, scientists, students, administrative employees, the activities of all university bodies, management and control; the regular evaluation of students and employees, and the fulfilment of national as well as international evaluation criteria and requirements. It is necessary in the building of a functional university system to protect values, human approach, and the principles of suitable education and scientific activities. The only currently available lawful way towards these goals is to create a synergy of the values of honest labour, wise and altruistic people and the system, currently called the internal quality assurance system. Complex information on this system, built at our university, is provided by the comprehensive and valuable publication you are holding in your hands.

May, 2014

prof. Marek Šmid, PhD.  
Rector of Trnava University in Trnava

## **1. IMPLEMENTATION OF INTERNAL QUALITY SYSTEM AT TRNAVA UNIVERSITY IN TRNAVA**

The vibrant life of an academic environment is constantly confronted with changes and new requirements. The quality of education in the university environment is nowadays an issue significantly resonating at universities in the Slovak Republic, and its solution by means of implementing internal quality systems is supported by both the Ministry of Education, Science, Research and Sport of the Slovak Republic and the European Union.

Recent amendment to Act No. 131/2002 Coll. on Higher Education, particularly Section 87a<sup>1</sup>, obliges universities to elaborate, implement, and use a functional internal quality assurance system of higher education (hereinafter referred to as "quality assurance"), which is adapted in more detail to the conditions of the individual bodies of a university in the internal quality systems of these bodies. The main objective of an internal quality system is to develop the significance of quality and its assurance in the activities of a university and faculty. The internal quality system needs to be regulated by the university internal norms, covering the policy in the sphere of assuring the quality of higher education and the procedures of a university in the quality assurance sphere. The "procedures" are based on European Standards and Guidelines for Quality Assurance in European Higher Education (ESG),<sup>2</sup> with the goal to create a fully functional European dimension of quality assurance. These standards and guidelines were adopted by the European Association for Quality Assurance in Higher Education (ENQA) on the grounds of the requirement of the Ministers of the signatory states of the Bologna Declaration (Berlin Communiqué, September 19, 2003). An important fact is that ESG is not focused on "what" should be done but on "how" to let universities decide. ESG strongly points out that the primary responsibility for quality assurance is on the universities themselves, not on external institutions (ministries or accreditation committees). Universities therefore need to choose own processes of internal quality assurance.

As university practice has shown thus far, one of the most suitable means to develop quality and increase efficiency and performance with the help of quality tools in an academic environment is the Common Assessment Framework (CAF model). The CAF model is recommended as a tool of quality management techniques application. The main purpose of the CAF model is to provide a simple and easily usable concept of evaluation of public administration organisations in the European Union countries. The CAF model results from the assumption that an organisation achieves, and respectively wants to achieve exceptional results in performance, a relationship to citizens, students, employees and society on the grounds of leadership, strategy and planning, employees, partnerships and processes. It provides a view of an organisation from various angles and analyses the state of an organisation at the same time. Principles like orientation to users, efficiency in public administration environment, innovation, ethics, effective partnerships with other organisations and social responsibility have a significant potential to result in the opening of new opportunities of further university development.<sup>3</sup>

It is an important fact in this regard that the CAF model criteria also include ESG descriptors<sup>4</sup>:

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<sup>1</sup> Act No. 131/2002 Coll. on Higher Education

<sup>2</sup> ENQA, 2005. *Standards and Guidelines for Quality Assurance in the European Higher Education Area*. Brussels: ENQA, 2005. ISBN 952-5539-04-0

<sup>3</sup> HRNČIAR, Miroslav. *Systémy manažérstva kvality vo vzdelávaní*. Ružomberok : VERBUM, 2012, p. 18.

<sup>4</sup> The author of this table is doc. Ing. Miroslav Hrnčiar, PhD.



EUROPEAN QUALITY ASSURANCE STANDARDS AND GUIDELINES	CAF								
	C1	C2	C3	C4	C5	C6	C7	C8	C9
(1) Principles and procedures of quality assurance	1.1 1.2 1.4	2.1 2.2 2.3 2.4		4.3					
(2) Approval, monitoring and regular evaluation of study programmes and academic degrees				4.2	5.1 5.2 5.3	6.1 6.2			9.1 9.2
(3) Evaluation of students						6.1 6.2			
(4) Quality assurance of academic staff	1.3		3.1 3.2 3.3				7.1 7.2		
(5) Study resources and resources to support students				4.2 4.5 4.6		6.2			
(6) Information systems				4.4			7.2		
(7) Public information				4.1				8.1 8.2	

As further stated in the provision of Section 87a Par. 8 of the Act on Higher Education, the internal quality system shall be evaluated by the Accreditation Committee via complex accreditation. If the Accreditation Committee finds deficiencies in the internal quality system or its implementation, the Ministry, on the grounds of a proposal of the Accreditation Committee pursuant to Section 84 Par. 4 letter f), determines a time for the elimination of the said deficiencies by the given university, and also requests the Accreditation Committee to ensure the verification of their elimination. If such deficiencies are serious according to the statement of the Accreditation Committee within the complex accreditation of activities, and a university does not eliminate them in a determined term, the Ministry, following the statement of the Accreditation Committee regarding the verification of their elimination, will submit a bill to abolish the given public university to the government.

Tnava University in Tnava has a wealth of experience in the sphere of quality management on the grounds of a quality management system. EUA international evaluation took place at the University already in 2007, and in 2009, the University participated in the preparation of implementing a complex quality management system - CAF, following the recommendation of the Ministry. In 2010, the University participated in the Awards for Quality competition, organised by the Slovak Office of Standards, Metrology and Testing. In the same year, the University participated in a project funded by the EU structural funds named, "*Streamlining of a university administration and management using information technologies*", including a part named "*Support for quality culture principle*". Within this project, questionnaire-based research and meetings regarding the quality management system for senior managers were carried out with the participation of 60 university employees, and resulted in the publication named "*Implementation of Quality Management System at Tnava University in Tnava*".

In the 2012 - 2015 University development concept<sup>5</sup> adopted in January, 2012, the University management included the issue of "quality" among its top three priorities and engaged in implementing "*The complex model of internal system to ensure the quality of Trnava University according to SR and EU quality standards and criteria*". In line with this goal, the Rector of the University established The Council of Trnava University in Trnava for Quality Assurance at the beginning of 2013, of which he is the chairman. The statute of this Council was adopted at the same time<sup>6</sup>, and the instruction of the Rector of Trnava University in Trnava on assuring the quality of provided higher education at Trnava University was issued.<sup>7</sup>

Within a conference named "*Support for quality culture principles at universities*", arranged by Catholic University in Ružomberok and held on April 11 - 12, 2013 in Bešeňová, representatives of Trnava University had the opportunity to present the selected implementation procedure and functionality of the internal quality system at Trnava University in Trnava.

The Slovak Academic Association for International Cooperation (SAAIC) arranged a national seminar named "*Internal quality assurance systems*", which was held on April 25, 2013 in Bratislava. Its results showed that the obligation to implement internal quality systems is fully in accordance with the plan of the European Higher Education Area, thus creating, besides others, a so called "university Schengen Area". The Ministry of Education, Science, Research and Sport of the Slovak Republic has not obliged universities to implement a particular quality management model, but let each university decide on this issue itself, based on its consideration of focus and specific features.

The Rector's Advisory Board of Trnava University in Trnava approved the Regulation No. 1/2014 of the Rector of Trnava University in Trnava on quality assurance in higher education at Trnava University in Trnava at its meeting in June, 2013.

In December 2013, following a proposal of the Accreditation Committee and a statement of university representative authorities, the Minister of Education, Science, Research and Sport of the Slovak Republic approved the evaluation criteria for the internal system of assuring the quality in higher education (Chapter 7).<sup>8</sup> On the grounds of these conditions, the Regulation No. 1/2014 of the Rector of Trnava University in Trnava, assuring the quality of higher education at Trnava University in Trnava, was amended and finally approved by the Rector's Advisory Board of Trnava University in Trnava in January 2014 (Chapter 8).<sup>9</sup> We can state that the internal quality system of Trnava University in Trnava is created on the grounds of European Standards and Guidelines (ESG), generally binding legal regulations of the Slovak Republic, in line with State accreditation and evaluation criteria, criteria adopted in declarations regarding the internal system of quality assurance, the criteria of the complex quality management system under the European CAF model, the criteria of Academic Ranking and Rating Agency (ARRA), and the guidelines regulating the implementation of European Credit Transfer and Accumulation System (ECTS Label) and Diploma Supplement (Diploma Supplement Label).

The given guideline of the Rector of the University obliges faculties and university departments to fulfil the stipulated goals at an application level in accordance with the specific features of individual faculties and departments, to evaluate their activities from

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<sup>5</sup> *Development Concept of Trnava University for the years 2012-2015*; Trnava, 2012.

In <http://www.truni.sk/sk/zasadne-dokumenty>

<sup>6</sup> <http://dokumenty.truni.sk/vnutorny-system-kvality>

<sup>7</sup> <http://dokumenty.truni.sk/vnutorny-system-kvality>

<sup>8</sup> <https://www.minedu.sk/schvalenie-kriterii-hodnotenia-vnutorneho-systemu-zabezpecovania-kvality-vysokoskolskeho-vzdelavania/>

<sup>9</sup> The Regulation is available on the intranet of the university website.

the viewpoint of fulfilling the goals of the internal quality system at least once per calendar year, and to adopt efficient measures supporting quality enhancement.

Following the approval of the Regulation of the Rector of the University, faculties and departments of the University adopted their own implementing regulations in spring 2014, comprising a summary of goals, strategies and indicators to ensure the functionality of the guidelines.<sup>10</sup> At the same time, faculty boards for quality assurance were established, where students are also represented, similar to the University Board for Quality Assurance.

Decisive factors supporting quality at universities include:

- strong international orientation (not only in research but also in teaching: common study programmes, foreign students and teachers, mobility programmes),
- sufficient financial and human resources (including individual development plans of teachers),
- clear division of powers and responsibilities regarding quality assurance, including the participation of students and potential employers,
- strong and enthusiastic management at all management levels of the University.<sup>11</sup>

Trnava University has been successful in coping with the decisive factors supporting quality at universities, and thus in maintaining the position of an institution representing a concentration of the resources of science and education and the professional expertise of people based on traditional values. The impact of Trnava University is not only growing within Slovakia, but it also has a broader European dimension, particularly fulfilled within the frameworks of structured international and transfrontier cooperation within the European Union. An unconcealed ambition of our *alma mater* is the constant improvement and enhancement of its built position, which is also directly supported by the amendment to the Act on Higher Education effective since January 2013 and related outcomes also defined in our work.

In developing our own internal quality system, Trnava University has taken into account the uniqueness of the academic environment, with recognition of the fact that the university system of quality contributes to the quality process of the institution, but it does not cover the scientific, research and educational specificities of each faculty.

We consider the internal quality assurance system be the system which shows that the institution carries out all the steps necessary for the student, the public and the State had a reasonable confidence that Trnava University is an open, transparent institution, with clearly defined procedures for providing education at the appropriate level, not only in accordance with the legislation of the Slovak Republic, but also with the standards of the European Union and it provides education at the level comparable with the best universities in the European Higher Education Area.

We are convinced that investment in the enhancement of education quality by means of creating a strong and functional system of quality is a means of better communicating with applicants for study, students, as well as their prospective employers. Benefits also include a clear definition of the rules supporting the scientific and academic growth of the university teachers, which results in the overall development of a knowledge society and eventually satisfaction with provided education at all hierarchical levels of its evaluation.

*Note: The following documents in individual chapters are chronologically arranged in the order of their creation, publication or approval.*

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<sup>10</sup> The executive regulations of faculties and university workplaces are available on their respective websites.

<sup>11</sup> LESÁKOVÁ, Dagmar. Zabezpečovanie kvality v agende vysokoškolskej politiky krajín Bolonského procesu. In *ACADEMIA*, year XXIII, 1/2012, pp. 2-5.

## **2. ACT NO. 131/2002 COLL. ON HIGHER EDUCATION**

### **Section 87a Internal Quality System**

- (1) The University is responsible for assuring the quality of provided higher education.
- (2) The University must have an elaborated, implemented, used and functional internal quality system, which is adapted in more detail to the conditions of individual university segments in the internal quality systems of these bodies.
- (3) The main objective of an internal quality system is to develop the significance of quality and its assurance in the activities of a university and a faculty.
- (4) An internal quality system regulated by an internal regulation of a university includes
  - a) university policy in the sphere of assuring the quality in higher education (hereinafter as "quality assurance") and
  - b) university procedures in the sphere of quality assurance.
- (5) University policy in the sphere of quality assurance includes
  - a) basic tools for achieving the main goal of an internal quality system,
  - b) characteristics of the relationship between higher education and research, development or artistic and other creative activities at a university,
  - c) the organisation of an internal quality system,
  - d) the division of responsibilities of university bodies in the sphere of quality assurance.
  - e) characteristics of the inclusion of students in an the internal quality system,
  - f) ways of implementing, using, monitoring and re-evaluating the principles of a university in the sphere of quality assurance.
- (6) Procedures in the sphere of quality assurance are elaborated and implemented in the following spheres:
  - a) creation, approval, monitoring and regular evaluation of study programmes,
  - b) criteria and rules of evaluating students,
  - c) quality assurance of university teachers,
  - d) ensuring material, technical and information resources to support the education of students, corresponding to the needs of study programmes,
  - e) collection, analysis and usage of information necessary for the effective management of study programmes,
  - f) regular publication of topical, objective, quantitative and qualitative information on study programmes and their attenders.
- (7) The provisions of Subsections 4 - 6 are equally related to internal quality systems of individual university bodies.
- (8) If the Accreditation Committee finds deficiencies in the internal quality system or its implementation within the complex accreditation of a university's activities, the Ministry, on the grounds of a proposal of the Accreditation Committee pursuant to Section 84 (4) letter f), determines a period of time for their elimination by the given university, and also requests the Accreditation Committee to ensure the verification of their elimination. If such deficiencies are serious according to the statement of the Accreditation Committee within the complex accreditation of activities and a university does not eliminate them in a determined term, the Ministry, following the statement of the Accreditation Committee regarding the verification of their elimination, submits to the government a bill to cancel the given public university or to withdraw state approval of a private university, or a respective ministry submits a bill to cancel a state university."



### ***3. EUROPEAN STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA***

#### **ESG Descriptors for Internal Quality Assurance**

##### **ESG 1 - Principles and Procedures of Quality Assurance at TU**

- The most important components of implementation of the education quality policy.
- The most significant means and tools of monitoring and revising the education quality policy.
- Reconnection of education and research.
- Definition of responsibilities of departments, faculties and workplaces in the field of quality assurance.
- Involvement of faculty students in education quality assurance.

##### **ESG 2 - Approval, Monitoring and Regular Assessment of Study Programmes and Academic Degrees (Including Education Outputs)**

- Elaboration and publication of explicitly determined education outcomes.
- Creation of study programmes and their content.
- Availability of proper teaching material resources.
- Formal procedures for study programme approval by another authority not implementing a teaching process in question.
- Monitoring of study growth and students' outcomes.
- Regular assessment of study programmes.
- Involvement of students in activities focused on the assessment of study programmes.
- Establishment of various forms of education.
- Regular feedback from employers, market representatives.

##### **ESG 3 Assessment of Students**

- Assessment of students by their teachers representing subject matter of administrative verification and inspection securing correctness of procedures.
- Assessment of students in individual courses is implemented in a way enabling the measurement of defined education outcomes.
- Assessment of education outcomes of students in courses takes into consideration the particular purpose of a course - knowledge, skills and competences.
- Clear grading and assessment criteria have been determined and published.
- Assessment is performed in line with unified procedures defined at a university.
- Assessment of students is performed by persons who comprehend assessment significance within the study growth of students for the acquisition of knowledge and skills connected with their planned qualification.
- Clear rules concerning the absence of students due to sickness and other mitigating circumstances have been determined.

##### **ESG 4 Quality Assurance of Teaching Staff**

- The teacher as a bearer of knowledge and experience for the sharing of knowledge in the course they teach.
- Universities define such methods for recruitment of their personnel and selection procedures that are to secure that a necessary minimum level of required capabilities of all new employees shall be proved by documents.
- The opportunity to develop and extend the professional skills and knowledge of teachers.
- The teacher as a bearer of efficient methods and procedures for the sharing of knowledge in the course they teach.
- Teachers should receive feedback on their teaching performance.

- The opportunity to develop and extend the professional skills and knowledge of teachers.
- Self-assessment of teachers (knowledge, abilities and competencies).
- A System of work for teachers with low performance (the opportunity to improve) and a System excluding teachers, who have been non-productive over a long period of time, from the teaching process.

#### **ESG 5 Education Resources and Resources to Support Students**

- Availability of education resources for the support of education of students (material resources: libraries, computer equipment + human support: tutors, consultants and supervisors).
- Student feedback on teaching resources and other supporting mechanisms.
- Regular monitoring, revision and improvement of the efficiency of supporting services for students.
- Easy availability of education resources and supporting mechanisms.
- Regular monitoring, revision and improvement of the efficiency of supporting services for students.

#### **ESG 6 Information Systems**

- The scope of study advancement and the success rate of students.
- Information systems for monitoring the quality of teachers.
- Key indicators of a university's performance.
- The employability of graduates.
- Satisfaction of students with their programmes.
- Student population profile.

#### **ESG 7 Public Information**

- Offered study programmes: publishing information regarding study programmes.
- Conferred academic degrees.
- Expected education and study outcomes.
- Procedures for the assessment of teaching, study and grading.

#### **4. INSTRUCTIONS OF THE RECTOR OF TRNAVA UNIVERSITY ON QUALITY ASSURANCE IN HIGHER EDUCATION PROVIDED AT TRNAVA UNIVERSITY IN TRNAVA**

(1) Pursuant to Section 87a of Act No.131/2002 Coll. on Higher Education (hereinafter referred to as the "Act"), Trnava University in Trnava is responsible for the quality assurance of provided higher education, and is obliged to have a developed, established, used and working internal quality system, which is adjusted to the conditions of individual bodies of the University in the internal quality systems of these bodies. The main objective of the internal quality system is the development of quality significance and its assurance in the activities of the University and the faculty.

(2) Quality management activities at the level of the Rector's office, all faculties and TU workplaces will continue in order to create an internal quality assurance system of higher education (hereinafter referred to as "quality assurance") in line with current legal regulations and international standards, and on the basis of an implemented quality management system at TU.

(3) Time schedule of tasks enabling the achievement of this objective:

- Adoption of Quality Board Statutes and the establishment of the Quality Board of TU  
*March, 2013*
- Publication of the quality management system manual at TU within the project  
*March, 2013*
- Analysis of the current state and preparations of the self-evaluation report  
*March – April, 2013*
- The establishment of current quality identifiers arising especially from subsections 5 and 6 of Section 87a of the Act, European standards and guidelines, criteria issued by the Accreditation Board  
*April, 2013*
- Analysis and creation of the self-evaluation report  
*May, 2013*
- Publication of the internal regulation of TU regulating the internal quality system of TU  
*June, 2013*
- Publication of the document "Establishment of the Quality Management System at TU" within the project  
*July, 2013*

(4) The activities of the quality management system are to be participated in by the representatives of the Rector's office, all faculties and the University workplaces, who are to form the assistance team – the Quality Board of TU appointed by the University Rector on the grounds of proposals submitted by the University bodies.

(5) All scientific research, scientific research and academic, and administrative staff of Trnava University are obliged to provide detailed information to Trnava University Quality Board members and cooperate with them within their competencies.

prof. doc. JUDr. Marek Šmid, PhD., m.p.  
Rector of Trnava University in Trnava

Trnava, February 27, 2013

## **5. STATUTES OF THE BOARD OF TRNAVA UNIVERSITY FOR QUALITY ASSURANCE IN HIGHER EDUCATION**

### **Clause 1 Introductory Provision**

The Board of Trnava University of Trnava for Quality Assurance (hereinafter referred to as the "Quality Board") shall represent a consultative body of the Rector of Trnava University in Trnava in the field of quality assurance of provided higher education (hereinafter referred to as "quality assurance") in line with Section 87a of Act No. 131/2002 Coll. on Higher Education (hereinafter referred to as the "Act") established by means of a resolution of the Rector of Trnava University in Trnava as of March 1, 2013.

### **Clause 2 Primary Tasks and Activities of the Quality Board**

(1) The Quality Board shall prepare, check, assess, and coordinate the creation, implementation and use of an internal quality system of provided higher education adjusted to the conditions of individual University bodies in their internal quality systems.

(2) The Quality Board shall also:

- a) coordinate the establishment, use, functionality, and implementation of the quality management system at Trnava University in Trnava,
- b) propose to the Rector remedial and preventive measures connected with the creation, assessment and revision of the internal quality system, and submit ideas for its improvement aimed at increasing the quality and performance of the managed systems,
- c) check the efficiency of all activities concerning the quality assurance and quality management system of Trnava University in Trnava.

(3) Activities of the Quality Board shall be managed by the statutes and schedule of quality assurance procedure and the creation of a quality management system at Trnava University in Trnava. The creation of the quality management system of Trnava University in Trnava and its implementation into a management practice at all levels of Trnava University in Trnava management in the integrally comprehended system shall be carried out by trained and qualified internal employees of the University, with the help of recognised consultants for the creation of quality management systems, and also by use of regular systemic assessment of a level and concord of gradual steps leading to the set objective. These managed and coordinated activities of the Quality Board shall result in the establishment of an internal quality system in line with subsections 4, 5 and 6 of Section 87a of the Act, and shall achieve harmonisation of the University management system within the requirements of international standards for the field of the quality management system.

(4) Activities of the Quality Board shall be coordinated by a quality coordinator. They are responsible for the time and content schedule of implementation of the quality assurance system at Trnava University in Trnava. In line with the requirements of the Rector of Trnava University in Trnava, they shall prepare and provide information on quality assurance at Trnava University in Trnava to consultative, self-governing and other University bodies.

### **Clause 3 Structure of the Board**

(1) Quality Board members shall be appointed and dismissed by the Rector of Trnava University in Trnava. Representatives of faculties shall be appointed by the Rector on the grounds of proposals by the deans of faculties.

(2) The Rector is the chairman of the Quality Board. As a rule, Quality Board members shall be: University vice-rectors, University bursar, Quality coordinator, representatives of faculties, representatives of the University workplaces, and experts from the field of quality management systems.

#### **Clause 4 Quality Board sessions**

- (1) The session of the Quality Board shall be summoned by the chairman when required.
- (2) The Quality coordinator shall have the right to invite representatives of individual organisational units to the Quality Board meetings, in cases where an issue under discussion falls within their authority.
- (3) The implementation team for the quality management system implementation shall be established by the Quality Board.
- (4) Members of the Quality Board shall be obliged to participate in the Quality Board sessions and fulfil the tasks which it assigns.

#### **Clause 5 Principles Related to the Quality Board**

The Quality Board's positions and activities shall be regulated by the Act and internal regulations of the University, containing policies and procedures of the University in the field of quality assurance. These statutes and management documentation shall be gradually elaborated within the requirements of the internal quality system and quality management system.

#### **Clause 6 Bindingness of Decisions**

- (1) The Quality Board of the University shall methodically manage and coordinate the Quality Boards of the faculties.
- (2) Decisions adopted by the Quality Board in the field of quality assurance and the management of the quality management system shall be binding for all employees of Trnava University in Trnava.

#### **Clause 7 Final Provisions**

- (1) These statutes have been discussed by the Quality Board and shall come into effect on the day of its approval by the Quality Board.
- (2) Changes and amendments to these statutes shall be discussed and approved by the Quality Board.

prof. doc. JUDr. Marek Šmid, PhD., m. p.  
Rector of Trnava University in Trnava  
Chairman of the Quality Board

Trnava, March 6, 2013



## **6. STATUTES OF TRNAVA UNIVERSITY IN TRNAVA**

### **Clause 39 Internal Quality System**

(1) The University shall assure the quality of provided higher education and has its own developed, established, used and working internal quality system, which will be adjusted to the conditions of individual bodies within the internal quality systems.

(2) The creation, implementation and use of the internal quality system shall be prepared, checked, assessed and coordinated by the Quality Board of the University in line with its statutes.

(3) The internal quality system of the University shall be regulated by the Act and special internal regulations of the University, containing policies and procedures of the University in the field of quality assurance.

The Statutes of TU will come into force on the day of its registration by the Ministry of Education, Science, Research, and Sport, i.e. on May 20, 2014, and into effect on the day of the delivery of the decision on its registration to the University, i.e. on May 27, 2014.

prof. JUDr. Soňa Košičiarová, PhD. m. p.  
Chairman of the Academic Senate  
Trnava University in Trnava

prof. doc. JUDr. Marek Šmid, PhD. m. p.  
Rector of Trnava University in Trnava

## **7. ASSESSMENT CRITERIA OF THE INTERNAL QUALITY ASSURANCE SYSTEM IN HIGHER EDUCATION**

On December 3, 2013, on the grounds of a draft of the Accreditation Board, the consultative body of the Government of the Slovak Republic, and after bodies representing universities expressed their statements, assessment criteria of the internal quality assurance system in higher education were approved.

The criteria in question shall be applied when commenting on an internal quality assurance system in higher education pursuant to Section 87 (7) in connection with Section 84 (3, 4), and Section 87a of Act No. 131/2002 Coll. on Higher Education and on Changes and Amendments of Some Acts as amended. The Accreditation Board shall assess an internal regulation of a university regulating an internal quality system and materials concerning its application, which are submitted once every six years within the complex accreditation of activities of a university.

(1) This document shall contain criteria applied when commenting on an internal quality assurance system in higher education (hereinafter referred to as the "internal quality system"). Pursuant to Section 82 (7) of Act No. 131/2002 Coll. on Higher Education and on Changes and Amendments of Some Acts as amended (hereinafter referred to as the "Act"), the draft criteria were elaborated by the Accreditation Board. After bodies representing universities expressed their statements, the Ministry of Education, Science, Research, and Sport of the Slovak Republic approved the criteria.

(2) The abbreviation IQSC (Internal Quality System Criteria) shall be used as the shortened name of a set of criteria contained in this document.

(3) The Accreditation Board shall assess the internal regulation of a university regulating an internal quality system and materials concerning its application, which are submitted once every six years within the complex accreditation of activities of a university.

(4) When evaluating an internal quality system of a university, the Accreditation Board shall assess:

- a) the policy of a university in the field of quality assurance in higher education,
- b) the procedures of a university in the field of quality assurance,

(5) When evaluating a policy of a university in the field of quality assurance in higher education, the following attributes shall be assessed:

- a) the primary tools for achievement of the main objective of an internal quality system,
- b) the characteristics of the relation between higher education and research, developmental,
- c) artistic, or other creative activity at a university,
- d) internal quality system organisation,
- e) the distribution of responsibilities university bodies in the field of quality assurance,
- f) the characteristics of involvement of students in an internal quality system,
- g) the means of establishment, use, monitoring, and reassessment of principles of a university in the field of quality assurance.

(6) When evaluating procedures of a university in the field of quality assurance, the following attributes shall be assessed:

- a) the creation, approval, monitoring, and regular assessment of study programmes,
- b) the criteria and principles of the assessment of students,
- c) quality assurance of university teachers,
- d) assurance of material, technical and information resources supporting the education of students and corresponding to study programme requirements,

- e) the collection, analysis and application of information required for the efficient management of study programme implementation,
- f) the regular publication of up-to-date, objective, quantitative, and qualitative information on study programmes and their graduates

Attribute/criterion	Indicators
<b>Attribute:</b> Policy of a university in the field of quality assurance in higher education	
<b>IQSC Criterion - A1:</b> Primary tools for achievement of the main objective of an internal quality system	The internal quality system objectives of a university and tools for their achievement are clearly formulated. These objectives and tools shall be adequate to the mission of a university. They shall be transparent, publicly available, realistic, stimulate development, and contain a feedback mechanism enabling the entrance of the main groups of participants of university life within and without. From the point of view of content, these objectives and tools shall be related to IQSK A2 - IQSK A6.
<b>IQSC Criterion - A2:</b> Characteristics of the relation between higher education and research, developmental, artistic, or other creative activity at a university	<ol style="list-style-type: none"> <li>1. The link of a university to its objectives and its classification in the system of universities shall define its relation between education and research, developmental, artistic, or other creative activity. The aforesaid relation shall be based on the outcomes of research, developmental, artistic, or other creative activity of a university.</li> <li>2. A university shall have developed procedures for the transfer of outcomes of original research into the teaching process.</li> </ol>
<b>IQSC Criterion - A3:</b> Internal quality system organisation	<ol style="list-style-type: none"> <li>1. A university and its parts shall have a developed internal quality system, unequivocally determined relations and transfer of information between its individual units.</li> <li>2. A university shall regularly assess the efficiency of its internal quality system.</li> </ol>
<b>IQSC Criterion - A4:</b> Distribution of responsibility of university bodies in the field of quality assurance	A university shall have an unequivocally determined division of responsibility and power of all university bodies involved in quality assurance.
<b>IQSC Criterion - A5:</b> Characteristics of involvement of students in an internal quality system	A university shall have developed procedures for the involvement of students in the activities of higher education quality assurance.
<b>IQSC Criterion - A6:</b> Means of establishment, use, monitoring, and reassessment of principles of a university in the field of quality assurance	A university shall have developed procedures for the implementation, use, monitoring, and reassessment of principles of a university in the field of quality assurance.

Attribute/criterion	Indicators
<b>Attribute:</b> Procedures of a university in the field of quality assurance in higher education	
<b>IQSC Criterion - B1:</b> Creation, approval, monitoring, and regular assessment of study programmes	<ol style="list-style-type: none"> <li>1. A university shall have developed efficient system of creation, approval, monitoring, and regular assessment of its study programmes.</li> <li>2. A university shall have developed formal procedures and a time schedule of periodical assessment (internal and external) of individual modules and study programmes from the point of view of objectives and expected education outputs.</li> <li>3. A university shall enable the participation of students, representatives of employees and other respective organisations on the creation, approval, monitoring and assessments of a study programme.</li> </ol>
<b>IQSC Criterion - B2:</b> Criteria and principles of assessment of students	<ol style="list-style-type: none"> <li>1. A university shall have developed transparent and publicly available criteria and principles of assessment of students, supporting the achievement of education objectives and expected education outcomes.</li> <li>2. A university shall have determined and implemented an efficient, clearly formulated and consistent policy for the selection, processes, powers and responsibilities of the members of testing and assessment boards.</li> <li>3. A university shall publish and observe the principles and requirements for the advancement to higher study levels and academic degree conferring.</li> <li>4. A university shall regularly assess the success rate of provided higher education, students' outcomes, involvement of students in research, developmental, artistic and other creative activity, mobility programmes, and other university activities.</li> </ol>
<b>IQSC Criterion - B3:</b> Quality assurance of university teachers	<ol style="list-style-type: none"> <li>1. A university shall have unequivocal principles and requirements for quality assurance of university teachers, qualification promotion of teachers, and assessment of the level of capability of all new teachers.</li> <li>2. A university shall have a developed mechanism of the application of the outcomes of assessment of teachers by students and other academic staff.</li> <li>3. A university shall provide to its academic staff opportunities for further development and improvement of their pedagogical capabilities.</li> </ol>
<b>IQSC Criterion - B4:</b> Assurance of material, technical and information resources supporting the education of students and corresponding to study programme requirements	<ol style="list-style-type: none"> <li>1. A university shall regularly assess the assurance of material, technical and information resources supporting the education of students in its study fields (libraries, laboratories, PC rooms, information systems, etc.)</li> <li>2. A university shall support cooperation with external nonschool entities when securing material and human resources, supporting the education of students and corresponding to the requirements of study programmes.</li> </ol>

Attribute/criterion	Indicators
<b>Attribute:</b> Procedures of a university in the field of quality assurance in higher education	
<b>IQSC Criterion - B5:</b> Collection, analysis and application of information required for the efficient management of study programme implementation	<ol style="list-style-type: none"> <li>1. A university shall have developed systems for collection, analysis and application of information required for the efficient management of study programmes implementation.</li> <li>2. A university shall have a developed information system for the collection of data on quality, successfulness and profiles of students, performances and outcomes of students, and employment of graduates in the job market.</li> </ol>
<b>IQSC Criterion - B6:</b> Regular publication of up-to-date, objective, quantitative, and qualitative information on study programmes and their graduates	<ol style="list-style-type: none"> <li>1. A university shall regularly publish up-to-date information (quantitative, and qualitative) on its offered study programmes and education outputs.</li> <li>2. A university shall publish quantitative and qualitative information regarding the graduates of its study programmes.</li> </ol>

Bratislava, December 3, 2013

Dušan Čaplovič, m. p.  
 Minister of Education, Science, Research  
 and Sport of the Slovak Republic



## ***8. REGULATION NO. 1/2014 OF THE RECTOR OF TRNAVA UNIVERSITY ON QUALITY ASSURANCE IN HIGHER EDUCATION AT TRNAVA UNIVERSITY***

Pursuant to Section 87a of Act No. 131/2002 Coll. on Higher Education and on changes and amendments to some acts as amended (hereinafter referred to as "Act") I hereby issue responsible for Trnava University in Trnava (hereinafter referred to as "University") and its bodies this Regulation on Quality Assurance in Higher Education:

### **Clause 1 Introductory provisions**

(1) The University is heading to the highest quality under comparable universities in the European environment, as confirmed by obtaining an indicator of European credit transfer system (European Credit Transfer System - ECTS label) and an indicator of the supplement to a diploma (Diploma Supplement - DS label) awarded by Directorate General Responsible for Education and Culture of the European Commission. The quality of the University in the area of Slovak higher education is also manifested by a good long-term evaluation of its faculties by Academic Ranking and Rating Agency (ARRA). In the heart of the University and its bodies are students, teachers and staff as individuals. Activities of the University therefore do not only concentrate on teaching and science, but also on the education of a man, linking scientific research with the education of students, developing mutual sense of community, of belonging to the university, internationalization, as well as a shared responsibility and partnership between all groups of its members. The University places emphasis on continuous improvement of learning and working conditions. The primary motivation for students is their consciousness, that the University is based on mental and spiritual principles own to the Slovak culture and is also closely linked in science, education and training to a high number of foreign universities, that they actively study in stable, coherent, logically structured, monitored and regularly evaluated study programmes guaranteed by quality experts, what ensures the best created assumptions for the opportunity to find jobs on domestic and foreign labor markets. In relation to these objectives, it is guaranteed to all persons equal and effective protection against discrimination on grounds of race, color, sex, language, religion, political or other opinion, national or social origin, property and birth.

(2) The University, in addition to continuously improving the quality of higher education, deals also with other quality of services, using all the tools of Total Quality Management (TQM), which are suitable for application in an academic institution.

(3) The University shall be responsible for ensuring the quality of higher education provided. The University has a developed, implemented, used and functional internal quality system of its own. This system is further adapted to the conditions of the individual University bodies in their internal quality systems.

(4) The main objective of the internal quality system is the development of the importance of quality and its assurance in activities at the University and its faculties.

(5) The internal quality university system is designed on the basis of European Norms and Standards (ESG), generally binding legal regulations of the Slovak Republic, within the meaning of National Accreditation and Evaluation Criteria, the criteria used to refer to the internal quality assurance system, the criteria of a comprehensive quality management system according to the European model of CAF (Common Assessment Framework), ARRA criteria and regulations governing the implementation of ECTS and DS labels.

(6) The internal quality system is governed by the University internal regulation, which includes:

- a) University policy in the area of quality assurance in higher education (Cl. 2-8);
- b) University procedures in the area of quality assurance in higher education (Cl. 9 and 15).

## **Clause 2**

### **University policy in the area of quality assurance in higher education**

(1) Management of the University and its bodies is mainly to create the best conditions for a responsible decision-making and peaceful working atmosphere all of its bodies in order to protect their perspective. Long-lasting focus of the University management is to provide teachers and university and faculties staff with the opportunity to operate in adequate material and social conditions, and thus obtain a good incentive to encourage others in the light of their own and unique dignity and usefulness. A key factor is good, open, two-way and versatile communication of all University bodies. Important motivating factor is also the effort of constantly fairer evaluation and remuneration of teachers and university staff based on the results of the work, which is already reflected in the current merit pay. This motivating factor is one of the key criteria concept of an internal quality assurance system, which is one of the priorities in the development of the University. At the same time, differences in the possibilities of individual departments and the principle of solidarity are taken into account, which is the key to the unity and strength of the University status.

(2) The management of the University and its bodies is carried out in a process management system of the University and its management staff. Form and method of this management are governed by the internal rules of the University and its bodies.

(3) In accordance with the *Long-lasting Design of Trnava University* and the *Development Concept of Trnava University for the years 2012-2015*, the fundamental objectives of the University and its bodies include increasing the quality not only in science, research, education and training, but also in the University management, physical environment and technical properties, as well as in improving the overall quality of life of students and staff.

(4) From the *Development Concept of Trnava University for the years 2012-2015*, which includes the priorities and goals of the University, result further annual plans of the University whose performance is continuously monitored and evaluated in sessions of the Rector of the University during the calendar year, in order to meet deadlines for their fulfillment. Performance of these tasks is evaluated in the annual reports of the University.

(5) The University defines its priorities in the areas for achieving quality, effective management and protection of values.

(6) The University has created and implemented a comprehensive model of its own internal quality assurance system, which is based on current standards and criteria for quality research and education in the Slovak Republic and the European Union. In the internal quality systems of the University and its individual bodies a continuous quality improvement strategy is being applied.

## **Clause 3**

### **Essential tools to achieve the main objective of the internal quality system**

Essential tools of the University and its bodies to achieve the main objective of the internal system of quality assurance in education are: establishment, implementation, monitoring and optimization of the tasks in the management system under Clause 2 of this Regulation, the criteria and standards set out in the procedures of this Regulation (Cl. 9-

15) and criteria of a comprehensive quality management system (Cl.8) under conditions of the University.

#### **Clause 4**

##### **Characteristics of the relationship between higher education and research, development or artistic and other creative activities at the University**

(1) The basic mission of the University is to provide higher education in accredited bachelor's, master's and doctoral programmes. The basic mission of the University in science is mainly to carry out basic and applied research and development, utilize the latest knowledge of science and technology in the education of students and involve them in creative scientific research and artistic activities and in this context to perform its own editorial and publishing activities. Thus, the mission of the University, which is part of a common European higher education and research, is contributing to the development of education, nurture and spread knowledge of science and culture, thereby fostering the development of a knowledge society. As a strategic option, the University has selected the modern concept of education comparable in content with leading foreign universities, respecting the Bologna process, which considers the provision of education and scientific research as interdependent objectives and activities of the University. Faculties have developed procedures for transmitting the results of their own original research into the teaching process.

(2) The close relationship and the link between education and research, developmental, artistic or other creative activities is consistent with the status and integration of the University in the system of higher education. This principle is applied in all basic documents of the University and its faculties, mainly in the objectives of its activities.

(3) The University and its faculties regularly carry out and evaluate the transmission output of scientific, research and artistic activities in the educational process within the curricular development, content of the information sheets for individual subjects and textbooks, as well as in the context of engaging students of the second and third level of higher education into project solutions and practice at clinics.

#### **Clause 5**

##### **Organization of internal quality system**

(1) By the decision of the Rector as of March 1, 2013, in accordance with Section 87a of the Act on Higher Education, there was created Board of Trnava University for Quality Assurance (hereinafter referred to as " Quality Board" ), which is an advisory body to the Rector in the area of quality assurance in higher education. Under the Statute of the Board of Trnava University for Quality Assurance, the Quality Board shall coordinate the implementation, use, functionality and implementation of the Quality Management System of the University, propose to the Rector of the University corrective and preventive actions related to building, evaluation and correction of the internal quality system, give proposals of improvements with the aim of developing the quality and performance of control systems, control over the economic efficiency of all activities within the scope of quality assurance and quality management system of the University and regularly evaluate the effectiveness of the internal quality system.

(2) The Rector of Trnava University is the chairman of the Quality Board, members of the Board are generally vice-rectors of the University, the University bursar, quality coordinator, representatives of faculties, students, representatives of University workplaces, experts in quality management systems. The Board's activities are coordinated by the coordinator of the quality, who is responsible for time and material

schedule for the implementation of quality assurance at the University. The Board prepares and provides information on quality assurance at the University to advisory, self-governing and other bodies as required by the Rector of the University.

(3) Pursuant to the *Instructions of the Rector of Trnava University on Quality Assurance in Higher Education Provided at Trnava University* as of February 27, 2013 all scientific research, scientific research and teaching and administrative staff of the University are obliged to provide the members of the Quality Board with necessary information and cooperate with them in the context of their competence.

#### **Clause 6**

##### **Division of responsibilities of the University bodies in the field of quality assurance**

(1) At the University level it is the Rector who is responsible for the quality assurance, at the Faculty level it is the Dean.

(2) The advisory body of the Rector in the field of quality assurance is the Quality Board.

(3) The advisory body of the Dean in the field of quality assurance is the Faculty Quality Board formed by the Dean. The Dean is the chairman of this Board and he also appoints its members.

(4) The Quality Board methodically manages and coordinates the faculty Quality Board. Decisions taken by the Quality Board in quality assurance and quality control management system are mandatory for all employees of the University.

#### **Clause 7**

##### **Characteristics of the involvement of students in internal quality system**

Members of the Quality Boards are, in addition to staff, also student representatives who are involved in the implementation of quality management system. The student members of the Quality Board may propose corrective and preventive actions related to building, evaluation and correction of internal quality system (involvement in the management, improvement of substance or form of study programmes) and to submit suggestions for improvement to increase the quality and performance of control systems. Direct engagement of students in the process of regular review and monitoring of curricula ensures the timeliness and significance of individual programmes. In addition, institutionalized participation of students in co-responsibility for the activities of the University and its bodies is a revitalizing element for the University; for students it is a motivating factor and for teachers and University staff it is a means of alleviating their multidimensional activity.

#### **Clause 8**

##### **Methods of implementation, use, monitoring and reviewing policies of the University in quality assurance**

(1) Process and quality of the University management is one of the key elements that affect the quality of scientific and educational activities and also significantly affects the identity and integrity of the University. Optimization of management and decision-making processes are constantly improved, particularly the mechanisms and setting new directions in response to the current competitive environment of the Slovak and European universities in line with European criteria and quality standards in science, research and education.

(2) The use, monitoring and periodic evaluation of the quality of education in the University environment is linked not only to the criteria and standards contained in the quality assurance procedures set out in this Regulation and other serious internal regulations of the University and its faculties, but also in terms of a comprehensive quality management system, which ensures management policy within the internal quality system for the University and its functionality.

(3) University bodies evaluate their activities in terms of meeting objectives of the internal quality system at least once per calendar year and take effective measures to help increasing quality.

(4) The Dean of the faculty and the director of the University body shall submit to the Rector of the University, within four months after the end of the reporting year, the evaluation report referred to in paragraph 3, with proposals for measures to remedy the deficiencies, after the approval of this report by the Dean's Advisory Board. Based on the evaluation reports of the faculties, the University prepares the annual evaluation report with the proposal of measures to eliminate the deficiencies about fulfilling the objectives of the internal quality system, which is submitted by the Rector to be approved by the Rector's Advisory Board.

(5) The University supports the principle of a culture of quality implementation of the CAF, which has been adopted as a tool of TQM. This model is an appropriate framework for sets of standards, procedures and guidelines for quality assurance supported by the European Network for Quality Assurance in Higher Education (ENQA). Suitability of this model for public institutions also lies in the possibility of monitoring and evaluating other selected quality indicators and opportunities for active involvement of the University staff in identifying measurable indicators of quality.

(6) The performance of the internal system of quality is ensured through the development and evaluation of the self-evaluation report and the adoption and implementation of the Action Plan for Improvement of quality assurance at the University, which is generally prepared and evaluated every two years. Action Plan for Improvement is, for the management of the University and its bodies, a tool to supplement information essential to the strategic planning. It represents an integrated plan for the University to increase the performance of the organization as a whole.

(7) The survey of employees' satisfaction with the level of management, communication, financial security, financial emuneration, motivation, career opportunities and application within the defined objectives is based on an anonymous questionnaire on employees' satisfaction, which is annually completed by the creative and administrative staff of the University (Appendix No.1). Its evaluation is used as a tool of management control for each level of management.

(8) Information relating to a comprehensive quality management system is disclosed and publicly available on the University website.

## **Clause 9**

### **Practices in quality assurance**

(1) The University is committed to the development of culture, which recognizes the importance of quality assurance in higher education. To achieve this objective, the University develops and implements a strategy of continuous improvement of quality levels. The University has developed procedures for quality assurance and their application in the following areas:

- creation, approval, monitoring and regular evaluation of study programmes,
- criteria and rules for students assessment,



- quality assurance of university teachers
- provision of the material, technical and information resources to support student learning needs appropriate to the study programme requirements,
- collection, analysis and use of information necessary for effective management of the implementation of study programmes,
- disclosure of the current, objective, quantitative and qualitative information on study programmes and their graduates.

(2) Procedures of the University in improving the quality of education are published and publicly available on the University website.

### **Clause 10**

#### **Creation, approval, monitoring and regular evaluation of study programmes**

(1) In the field of study programmes and their content there are, at all the faculties, clearly defined procedures, responsibilities and timetable for the formulation, approval, monitoring and periodic evaluation of study programmes in terms of objectives and expected learning outcomes. Faculties monitor and then take into account the needs of social practice in the development of a new curriculum in line with national accreditation and evaluation criteria. Study programmes clearly define descriptions, expected learning outcomes, graduate's profile and the possibility of their employability. This information is published on the faculty website.

(2) Guarantor of the study programme is a major bearer of responsibility for the creation of the study programme at the faculty. Guarantor of the study programme collaborates in the development of curriculum and content of all the courses with their coordinators in order to meet the desired graduate's profile. In assessing the suitability of a guarantor, the faculty takes into account the real responsibility for the study programme, i.e. whether they have real opportunity to influence the quality of the implementation and development of the study programme, their competence, teaching and scholarly or artistic profile and the results of scientific research and artistic activities guaranteeing the scientific quality and whether they are really committed and active in guaranteeing curriculum.

(3) The sum of final students' theses in the first and second level of study, supervised by a member of the University staff, shall not exceed the amount of ten in one academic year.

(4) Guarantor of a study programme evaluates and ensures the availability and quality of suitable learning resources for students and for each accreditation of a study programme they update the list of potential employers who can assess the content and level of knowledge of the graduates.

(5) Guarantor of a study programme is employed at the University for the statutory weekly working time and is assigned to the faculty where the study programme is carried out. Guarantor's sum of working hours of working time within the universities shall not exceed 69 hours of working time per week. In assessing the proposed guarantor of the study programme, their age in terms of state accreditation and evaluation criteria is also taken into account.

(6) The structure of the study programme, the content of different courses and forms of teaching ensure compliance characteristics of the respective university studies with at least three fifths of the content of the study programme devoted to each field of study. Structure and content of the course shall be evaluated regularly in the annual modification of information sheets of study plans.

(7) Study programme is discussed by the Senate and is approved by the Scientific Council of the Faculty. Under *the Statute of Trnava University in Trnava* in the negotiation of the Scientific Council of the Faculty on this proposal are invited student representatives determined by the student part of the Academic Senate of the faculty concerned.

(8) Courses updating is based on the draft amendments proposed to the heads of departments, and to the guarantors under the requirements of disciplines development, needs of practice, research results, the reflection of interest in courses and qualification profile according to teachers. Changes in study programmes which must comply with the criteria for accreditation of higher education programmes, are approved by the Scientific Council of the Faculty.

(9) The creation, approval, monitoring and evaluation of new programmes and changes in curricula are those involving also external members of the scientific councils of faculties and the Scientific Council of the University, as well as external members of the Trade Union committees and employers' representatives.

(10) The University and its faculties make the ability to conduct a study programme on a full-time or part-time study, in attendance method characterized by daily attendance at lectures and seminars and a distance method, in which the educational activities make no direct personal contact between teachers and students, as well as a combination of both methods.

(11) Monitoring the level of knowledge and skills development of students of a study programme takes place at the faculties before, during, and after completion of individual learning activities. Specification of procedures is specified in Cl. 11 of this Regulation.

(12) Detection and evaluation of the level of students' knowledge and skills are subject to negotiation of departments of the faculties under the auspices of study programmes guarantors, college meetings of the deans of faculties, individual meetings with faculty management with the heads of departments and the negotiations of the Rector's Advisory Board. Information is generally evaluated 2 times during the academic year, especially after the end of the examination period.

## **Clause 11**

### **The criteria and rules for the evaluation of students**

(1) The University perceives the evaluation of a student as one of the most important elements in higher education, as the results of the evaluation are essential to the future employability of the students. Evaluation provides the University with valuable information on the effectiveness of teaching and the complexity and quality of student support.

(2) University faculties have established and published on the website clear criteria for the evaluation of students, rules and conditions for advancement to higher levels of study and the award of the degree. Teacher is required at the beginning of the semester to publish a detailed course syllabus and conditions for obtaining credits, which cannot be changed during the semester. The faculty also publishes the percentage balance of continual and final assessment.

(3) The University uses, in the provision of higher education in the fields of study and programmes at bachelor's, master's and doctoral levels of study, the following assessment options:

a) evaluation of student performance, in accordance with the Act No. 614/2002 Coll. on Higher Education, the Ministry of Education on the credit system of study, and in accordance with the internal regulations of the University and its faculties: Faculty of

Philosophy and Arts, Faculty of Education, Faculty of Health Sciences and Social Work, Faculty of Law and Faculty of Theology;

b) specific assesment of doctoral candidates taking place regularly once a year for all faculties in each field of study and programme in which the faculty has accredited university studies in the third level. Faculties have established their own system of annual evaluation of the doctoral candidate, involving not only all the relevant PhD degree programme candidates, but also their respective supervisors and guarantors of a study programme. It is an institutionalized meeting (PhD candidates conference) which, among other things, intends to implement the objective assessment of the achievements of scientific activity of a doctoral candidate and compare them with the results of other respective doctoral degree programmes. Once a year the supervisor of a PhD student must process the annual evaluation, which analyzes their teaching, scientific research and artistic activity and it is a tool to determine the further direction of his scientific training (Appendix No. 2).

(4) Evaluation of students' performance within their study is carried out by a continuous assessment of the study results during the learning period of study and the final examination for the period of study, whereas the faculties have a fully established way of state examinations and theses assessment.

(5) Form of control of study results may be written, oral, practical, or may be conducted in any combination of these forms.

(6) Analysis of the complexity and relevance of different forms of tests are carried out at the advisory boards of the deans of faculties, where they further prepare and after the implementation assess the relevant examination period in a given academic year.

(7) In the area of combining effective student evaluation results for the desired and defined learning outcomes the level of knowledge of students is assessed by the evaluation degrees from excellent to unsatisfactory (A - FX). Evaluating the success of passing the course since its introduction to the last update is published in the information form.

(8) The elaboration of learning outcomes involves the guarantors of individual study programmes and coordinators of the courses of the given study programme. Learning outcomes of individual courses are published in the information sheet in the *Modular Academic Information System (MAIS)*.

(9) Methods and possibilities of the assessment of acquired knowledge and development of students' skills are subject to sessions of individual members of faculty departments, where less experienced teachers (e.g. PhD students who do not have teaching qualification and experience, assistants who start teaching) are guided by experienced academic staff and where the control and verification of the correctness of students' knowledge assessment procedures are evaluated.

(10) Faculties have established principles for the collection, processes, powers and responsibilities of the members of the examination and assessment committees.

(11) Faculties have established rules regarding the absence of students presence in the learning process due to health or other reasons.

## **Clause 12**

### **Quality assurance of higher education teachers**

(1) The University and its faculties oversee strictly to a university teacher was the bearer of quality and transmitter of knowledge and experience in the subjects they teach. In accordance with the internal regulations of the *University Policy tender for filling posts of*

*university teachers, jobs for researchers, professors and associate professors and chief officers at Trnava University*, the faculties shall ensure compliance with the minimum criteria subject to appropriate education and training, while generally define other investigation criteria for a potential teacher.

(2) Assessing appropriate staffing for the University is based on the principle that the provision of teaching in any university degree programme must have a sufficient number of university teachers in employment on the established weekly working time, for these together with the coordinator manage and continuously maintain the quality of the educational process and ensure the development of the study programme. The minimum condition to meet this criterion is, that in implementing the study programme, at least three university teachers in the position of associate professor or professor are involved, and these are in employment at the University for the statutory weekly working time, and they are not in such employment relationship with any other university (or in any other similar employment in a higher education institution abroad).

(3) Compulsory and compulsory elective courses are provided mostly by university teachers who are employed at the University for the statutory weekly working time. It is required that these university teachers have their own scientific research or artistic outcomes in the field of study in which study programme graduates receive education.

(4) Lectures, and, by analogy, other important forms of teaching in accordance with the specificities of the field of study (hereinafter referred to as the "lectures") are given by university teachers at the functional position of professor or associate professor, and in parts also by assistant professors/lecturers. Lectures in the core curriculum, i.e. the part that fills the contents of the field of study, are given only by professors or associate professors.

(5) In order to ensure an individual approach to students, the faculties emphasize a sufficiently high number of teachers in proportion to the number of students in the first and second level of study of a full-time and part-time form. The quality of the teaching staff of the Faculty is ensured by the increasing the number of professors and associate professors of the total number of all teachers, by the support of qualification growth of university teachers, as well as the number of students of the first and second level of study of a full-time and part-time form of study. All of these indicators are regularly monitored and evaluated at the University.

(6) Guarantors and co-guarantors of individual study programmes at the University are rewarded in terms of norms to guarantors and co-guarantors approved by the Rector's Advisory Board. The funds for this purpose are set aside in a fund to study programmes guarantors, which, under *the Rules of Management of the University*, are created by the faculties of the grant allocation for the financial year.

(7) The University has developed a mechanism using results of the evaluation of teachers by students and other teachers' evaluation of the academic staff. In the field of obtaining information feedback to the teachers' practice, one of the means at the University and its faculties is anonymous questionnaire (Appendix No. 3), mapping indicators of the quality of education, which allows to obtain feedback from the students. It provides opportunity to further analyze the quality of a teacher, streamline teaching and didactic and social competence of a teacher in order to increase their own satisfaction with the performance in the educational process, as well as student's satisfaction with the quality of teaching. With the teachers, who indicated negative results, the Dean conducts an individual interview.

(8) Teaching process is also monitored by the course observations. These are held for beginning teachers (under five years of teaching experience) and PhD students involved in teaching, at least once per semester. The criteria used for the teacher observed are

mainly content, quality of presentation of relevant professional issues, teaching skills, schedule adherence, compliance with the teaching time and the use of appropriate teaching resources. The evaluation criteria are listed in the record of observation (Appendix No. 4). Results of the course observations are appropriate to the supervisor employee for assessing the quality of the teaching process executed by the teacher observed and for the adoption of specific measures in case of deficiencies.

(9) The evaluation of teachers and scientific research staff is carried out at the faculty for the previous calendar year each April of the following year, while mainly the teacher's particular teaching process, scientific research, artistic, grant and publications are evaluated.

(10) The University provides opportunities for continuing education of teachers in the form of specialized education, especially in developing and improving their teaching skills, language, information and communication competence.

### **Clause 13**

#### **Provision of material, technical and information resources to support student learning appropriate to study programmes needs**

(1) To support the students' educational and scientific activities, the University and its faculties provide them with a wide range of material and technical resources, as well as information resources. The University encourages cooperation with external entities outside the school in providing material and human resources to students learning support corresponding with the content of study programmes.

(2) From the point of view of the availability of additional resources to students learning support, the activity of study consultants who provide consulting and advisory services is important. They guide studying at various study groups, monitor problems and needs of students and communicate with the relevant vice-dean, head of department or guarantor in regular meetings.

(3) The system of internal distribution of funds, generated by the *Rules of University management*, is set up so that from the grants the University creates and fills the Fund for the Implementation of Key Activities to Support Education, such as the Fund for Procurement and Replenishment of Library Collections, the Fund for the Development of Information Infrastructure and Services, the University Fund for Financial Security Editorial Plan, and the like. PhD students studying full-time at the University can also apply for internal grants to finance expenditure scientific projects under the *Principles of awarding grants to Trnava University in Trnava*.

(4) Education is also supported by an automated integrated library- information system within the library collections and selected library-information departments of faculties and departments. Tool to search in these collections is particularly online catalogue. Within the library-information system also the publications of scientific and teaching staff of the University is being processed and made available. Other important sources of information are electronic information resources, to which the user's access is provided by the University library.

(5) Teachers and students use the University Modular Academic Information System MAIS, which is an effective tool for managing the processes of teaching and learning agenda, ie a complex processing of recruitment, management and documentation of credit study. The University creates conditions for distance forms of education through e-learning systems and EKP system Moodle and Adobe Connect virtual university. For efficient and secure electronic communication of teachers, students and university staff an e-mail system Academic Zimbra Collaboration Suite is used.



(6) The University has established the Students Support Center, which aims to help and support students of all faculties in the fields of psychotherapy and social therapy, support for students with special needs, legal advice and sports activities.

(7) The University has established the Language Centre as part of the Centre for Further Education. The Language Centre aims at creating conditions for increasing students' foreign language competences and skills.

(8) The University produces generally available academic environment and adequate study conditions for students with special needs without compromising the requirements of their academic performance. There is a university coordinator for students with special needs, who methodically manages and coordinates the activities of faculty coordinators for students with special needs.

(9) Tools to support students learning are continuously assessed in advisory and self-governing bodies of the University and its faculties.

(10) Students feedback, related to the efficiency and availability of supporting material, technical and information resources in all faculties is determined primarily through a questionnaire on the quality of education (Appendix No. 3).

#### **Clause 14**

#### **Collection, analysis and use of information necessary for effective management of the implementation of study programmes**

(1) The University uses several tools for monitoring and evaluating the implementation of quality programmes. The obtained information is used to improve the quality of the educational process and the adoption of specific measures in case of deficiencies.

(2) Students express ideas on the quality of study programmes through a bank of ideas and a questionnaire on the quality of education (Appendix No. 3). Inputs received from the bank of ideas are evaluated at least 2 times a year; questionnaires are evaluated at least once a year.

(3) The University provides feedback from our graduates in the evaluation of programmes directly and through the association of the University graduates (ALUMNI).

(4) The internal evaluation of the quality of study programmes is carried out also in the process of making regular self-evaluation report, compiling an improvement action plan and creating documents for accreditation and assessment of study programmes.

(5) In the external environment, the evaluation of key performance indicators of the University annually takes place mainly through the ARRA, which evaluates the results and progress of individual faculties, as well as by the amount of subsidy granted by the Ministry of Education, Sciences, Research and Sport of the Slovak Republic, reflecting the University's teaching performance, but also its success in scientific research and artistic activity. An important indicator of the University performance is its comprehensive accreditation and receiving of ECTS and DS labels.

## Clause 15

### Publication of current, objective, quantitative and qualitative information on study programmes and their graduates

(1) The University considers the provision of objective and impartial information in the field of education and when presenting the University by offering higher education of high quality, promoting good learning environment and learning programmes as a key element of a stable quality assurance in education.

(2) The University and its faculties use, in communicating with the public and in publishing of information, mainly the University website and websites of faculties, as well as printed materials such as leaflets and brochures distributed to target groups, especially high school students.

(3) The University has developed effective tools for publishing and updating complete range of learning opportunities and degree programmes on the public portal of the University and its faculties, in the ECTS portal, in MAIS and the central portal of the Ministry of Education, Science, Research and Sport of the Slovak Republic (University Portal). Information sheets of the courses are published in MAIS in the Slovak and English languages. Admission requirements, the number of students admitted, the cost and difficulty of courses in study programmes, graduate profile and more current information on the study is published on the websites of the faculties. The results of the questionnaires on students' satisfaction and on the quality of education system are published twice a year at the University intranet, and at faculties Intranet.

(4) Final graduates' theses and their reviews are annually published in the Central Register of theses.

(5) A major source of current quantitative and qualitative information on accredited programmes, educational opportunities, university graduates, degrees conferred, the involvement of students in research, development, artistic and other creative activities, is the *Annual Report of Trnava University in Trnava*. The number of students and graduates in different fields and programmes is registered in the Central Register of students and this information is also included in the annual reports of the University and its bodies.

(6) From the point of view of the attractiveness of study at the University, several indicators are regularly monitored and analyzed and these inform about the overall interest of prospective students. The ratio of the number of registered candidates for the planned number of posts, number of students enrolled to the number of admitted students and foreign students in the total number of full-time students are being followed.

(7) The University supports the mobility of students and teachers as an important tool for strengthening the quality of the study and at the same time it is considered an important means of internationalization of education. The University has long focused on increasing the number of students sent to foreign study programmes within ERASMUS, SAIA mobilities, as well as on the basis of partnership agreements on cooperation with other universities, while these numbers are regularly monitored and published.

The University and its bodies are working closely with the association ALUMNI that appeals to graduates, organizes them for various events, training, lifelong learning, consulting services and other activities. That is also the way of obtaining information about the employability of graduates, as well as feedback regarding the fulfillment of study programmes.

(8) In order to make up closer links between the labor market and the University and its faculties, through a questionnaire on graduates' employment (Appendix No. 5), and in cooperation with relevant government institutions, they regularly monitor and annually evaluate the average employment rate and employability of its graduates.

**Clause 16**  
**Final provisions**

- (1) Faculties regulate quality assurance in higher education by their own internal rules, which must comply with this Regulation.
- (2) This Regulation shall enter into force and effect on its statement on the official notice board of the University.

In Trnava, on

.....  
prof. doc. JUDr. Marek Šmid, PhD., m. p.  
Rector of Trnava University in Trnava

List of appendices:

- No. 1 QUESTIONNAIRE ON EMPLOYEES' SATISFACTION
- No. 2 PhD STUDENT ANNUAL EVALUATION FORM
- No. 3 QUESTIONNAIRE ON STUDENT EVALUATION OF THE QUALITY OF EDUCATION
- No. 4 RECORD OF OBSERVATION
- No. 5 QUESTIONNAIRE ON GRADUATES' EMPLOYMENT

Regulation No. 1/2014 of the Rector of Trnava University in Trnava on Quality Assurance in Higher Education at Trnava University in Trnava was approved by the Rector's Advisory Board on January 28, 2014 and published on the official notice board of the University on .....

## QUESTIONNAIRE ON EMPLOYEES' SATISFACTION

For individual questions a respondent shall mark with a cross the option that best meets their evaluation (value of 0 means that you evaluate the subject area neutral or do not know to express it). The evaluation be more justified, use the place at the end of the questionnaire, if necessary.

### I. IDENTIFICATION

1. **Gender:**  female  male
2. **Age:**  
 under 30 years  under 40 years  under 50 years  under 60 years  over 60 years
3. **Length of employment at the University:**  
 up to 1 year  up to 5 years  up to 10 years  more than 10 years
4. **Employment status:**  
 academic staff  scientific research staff  other/administrative staff
5. **Workplace:**  
 Faculty of Philosophy and Arts  Faculty of Education  Faculty of Health Sciences and Social Work  Faculty of Theology  Faculty of Law  
 Rectorate and other Trnava University workplaces

### II. COMMUNICATION

1. **Is there a regular evaluation of performance in your workplace for the given period (e.g., semester, academic year)?**  
 no  rather no  I don't know  rather yes  yes
2. **Are you satisfied with the atmosphere at your workplace?**  
 no  rather no  I don't know  rather yes  yes
3. **Are you satisfied with the cooperation among your workplace bodies/departments?**  
 no  rather no  I don't know  rather yes  yes
4. **Are you satisfied with the level of communication superior – subordinate?**  
 no  rather no  I don't know  rather yes  yes
5. **Do you consider the atmosphere at the University be open and friendly?**  
 no  rather no  I don't know  rather yes  yes
6. **Do you consider the atmosphere at the faculty be open and friendly?**  
 no  rather no  I don't know  rather yes  yes
7. **Do you consider the atmosphere at the University body/department be open and friendly?**  
 no  rather no  I don't know  rather yes  yes
8. **Are you clearly communicated your tasks?**  
 no  rather no  I don't know  rather yes  yes

### III. AWARENESS

1. **Are you aware of the mission of the University?**  
 no  rather no  I don't know  rather yes  yes
2. **Are you aware of the mission of our faculty?**  
 no  rather no  I don't know  rather yes  yes
3. **Are you satisfied with the possibility of being engaged in fulfilling the mission of the University?**  
 no  rather no  I don't know  rather yes  yes
4. **Are you satisfied with possibility of being engaged in fulfilling the mission of the faculty?**  
 no  rather no  I don't know  rather yes  yes

5. **Are you well informed about what is happening at the faculty?**  
 no       rather no       I don't know       rather yes       yes
6. **Are you well informed about what is happening at the University body/department?**  
 no       rather no       I don't know       rather yes       yes
7. **Do you know who shall you ask for a specific request for the provision of information?**  
 no       rather no       I don't know       rather yes       yes
8. **What source do you get much information about what is happening at the University from?**  
 website       meetings       immediate communication with the superior  
 other (specify sources) .....

#### IV. MANAGEMENT

1. **Are you satisfied with the support from the immediate superior?**  
 no       rather no       I don't know       rather yes       yes
2. **Are you satisfied with the feedback you get from the work performed?**  
 no       rather no       I don't know       rather yes       yes
3. **Are you satisfied with the common organization of work in your department?**  
 no       rather no       I don't know       rather yes       yes
4. **Are you satisfied with the competences you have gained?**  
 no       rather no       I don't know       rather yes       yes
5. **Are you satisfied with the level of responsibility that binds to the tasks entrusted to you?**  
 no       rather no       I don't know       rather yes       yes
6. **Do you consider the acceptance of the realization of your proposals sufficient in comparison with other employees in your position?**  
 no       rather no       I don't know       rather yes       yes
7. **Is the equality in terms of gender, age, ethnicity, sexual orientation, religion, disability, applied at the faculty?**  
 no       rather no       I don't know       rather yes       yes
8. **Is there a regular evaluation of the activities of your department for the given period (e.g. semester, academic year, calendar year)?**  
 no       rather no       I don't know       rather yes       yes
9. **Does the faculty support the development of your personality by further education, e.g. by planning and organizing educational activities focused on management skills?**  
 no       rather no       I don't know       rather yes       yes
10. **How does the faculty support/create conditions for internal and external mobility of employees? (state a degree of support)**  
 no       rather no       I don't know       rather yes       yes
11. **How does the faculty support/create conditions for sending employees on foreign business trips?**  
 no       rather no       I don't know       rather yes       yes
12. **How does the faculty support/create conditions for receiving foreign guests? (state the level of support)**  
 no       rather no       I don't know       rather yes       yes

#### V. SATISFACTION AND MOTIVATION

1. **Are you satisfied with meeting particular work motives?**  

Financial remuneration	<input type="checkbox"/> no	<input type="checkbox"/> rather no	<input type="checkbox"/> I don't know	<input type="checkbox"/> rather yes	<input type="checkbox"/> yes
Moral appreciation	<input type="checkbox"/> no	<input type="checkbox"/> rather no	<input type="checkbox"/> I don't know	<input type="checkbox"/> rather yes	<input type="checkbox"/> yes
Possibility of career growth	<input type="checkbox"/> no	<input type="checkbox"/> rather no	<input type="checkbox"/> I don't know	<input type="checkbox"/> rather yes	<input type="checkbox"/> yes

Social politics	<input type="checkbox"/> no	<input type="checkbox"/> rather no	<input type="checkbox"/> I don't know	<input type="checkbox"/> rather yes	<input type="checkbox"/> yes
Interesting job	<input type="checkbox"/> no	<input type="checkbox"/> rather no	<input type="checkbox"/> I don't know	<input type="checkbox"/> rather yes	<input type="checkbox"/> yes
Stability and job security	<input type="checkbox"/> no	<input type="checkbox"/> rather no	<input type="checkbox"/> I don't know	<input type="checkbox"/> rather yes	<input type="checkbox"/> yes
Authorities and responsibilities	<input type="checkbox"/> no	<input type="checkbox"/> rather no	<input type="checkbox"/> I don't know	<input type="checkbox"/> rather yes	<input type="checkbox"/> yes
Atmosphere at the workplace	<input type="checkbox"/> no	<input type="checkbox"/> rather no	<input type="checkbox"/> I don't know	<input type="checkbox"/> rather yes	<input type="checkbox"/> yes
Other .....	<input type="checkbox"/> no	<input type="checkbox"/> rather no	<input type="checkbox"/> I don't know	<input type="checkbox"/> rather yes	<input type="checkbox"/> yes

**Identify the order of three main working motives (Assign them numbers 1-3, with 1 being the most important motif)**

Financial enumeration	<input type="checkbox"/>	Moral appreciation	<input type="checkbox"/>
Possibility of career growth	<input type="checkbox"/>	Interesting job	<input type="checkbox"/>
Stability and job security	<input type="checkbox"/>	Authorities and responsibility	<input type="checkbox"/>
Atmosphere at the workplace	<input type="checkbox"/>	Social politics	<input type="checkbox"/>
Other .....	<input type="checkbox"/>		

**2. Do you have a decent working conditions?**

Workplace equipment	<input type="checkbox"/> no	<input type="checkbox"/> rather no	<input type="checkbox"/> I don't know	<input type="checkbox"/> rather yes	<input type="checkbox"/> yes
Sanitary facilities	<input type="checkbox"/> no	<input type="checkbox"/> rather no	<input type="checkbox"/> I don't know	<input type="checkbox"/> rather yes	<input type="checkbox"/> yes
Dining facilities	<input type="checkbox"/> no	<input type="checkbox"/> rather no	<input type="checkbox"/> I don't know	<input type="checkbox"/> rather yes	<input type="checkbox"/> yes
Working hours	<input type="checkbox"/> no	<input type="checkbox"/> rather no	<input type="checkbox"/> I don't know	<input type="checkbox"/> rather yes	<input type="checkbox"/> yes
Access to Information Technologies	<input type="checkbox"/> no	<input type="checkbox"/> rather no	<input type="checkbox"/> I don't know	<input type="checkbox"/> rather yes	<input type="checkbox"/> yes
Decent classrooms	<input type="checkbox"/> no	<input type="checkbox"/> rather no	<input type="checkbox"/> I don't know	<input type="checkbox"/> rather yes	<input type="checkbox"/> yes

**3. Are you satisfied with the approach to employees' personal problems?**

no     rather no     I don't know     rather yes     yes

**4. Are you satisfied with the approach of the University to modernization and changes?**

no     rather no     I don't know     rather yes     yes

**5. Does , in your opinion, the faculty apply a single system approach to professional development of employees and their career?**

no     rather no     I don't know     rather yes     yes

**6. If you liked to change jobs, what reasons would you take into consideration?**

Better financial enumeration	<input type="checkbox"/>	Importance of the job position	<input type="checkbox"/>
Local accessibility	<input type="checkbox"/>	Profitability for the family	<input type="checkbox"/>
Better team of colleagues	<input type="checkbox"/>	Better job organization	<input type="checkbox"/>
Social advantages and politics	<input type="checkbox"/>	Other .....	<input type="checkbox"/>

**7. Would you like introducing of the mailbox of ideas for employees?**

no     rather no     I don't know     rather yes     yes

**8. Would you like the option of direct evaluation of superiors?**

no     rather no     I don't know     rather yes     yes

**9. Notes and comments:**

**PhD STUDENT ANNUAL EVALUATION FORM**

Faculty: .....  
Department (institute): .....  
External educational institution: .....

**PhD STUDENT ANNUAL EVALUATION**

- a) in a full-time form of study
- b) in a part-time form of study

PhD student's name .....  
Date of entrance into doctoral study .....  
Department: .....  
Specialization: .....  
Supervisor: .....

**I. EXAMINATIONS COMPLETED**

(completed and non-completed prescribed exams and fulfilling requirements in the relevant academic year, the number of credits achieved)

**II. DISSERTATION THESIS**

(date of completion and description of preparation, expected date of a thesis defence)

**III. DISSERTATION THESIS**

Topic of thesis:  
State of development:  
Potential difficulties:  
Expected date for a thesis defence:

---

**IV. OVERALL EVALUATION OF A PHD STUDENT**

Supervisor's conclusions:

PhD student's statement:

Date: .....

.....  
PhD student's signature

IT IS PROPOSED TO

**CONTINUE – EXCLUDE – PROLONG PhD STUDY PROGRAMME**

Supervisor:

.....  
signature

---

Decision of the Dean of the faculty:

.....  
.....  
.....

Date .....

.....  
signature

## QUESTIONNAIRE ON STUDENT EVALUATION OF THE QUALITY OF EDUCATION

Dear students,

based on a permanent effort to improve the quality of study programmes, get feedback on teachers' performance, as well as improve effectiveness and accessibility of supportive material, technical and information sources for students of Trnava University in Trnava, we kindly ask you to complete the questionnaire on students' satisfaction. The questionnaire is anonymous. Its results, as well as reactions with respect to potential comments, will be announced on the University website.

Parts **A** and **B** shall be completed only once, part C, which is concerning the evaluation of teachers' performance, can be completed repeatedly for different teachers.

Due to our interest to gain complex information resulting in improving the education at Trnava University, we kindly ask you to complete all three parts of the questionnaire (**A**, **B** and **C**).

### Part 'A' – Satisfaction with the quality of instruction

*Correct answers be marked with a cross:*

Gender:	Male	Female			
Study degree:	Bc.	Mgr.		PhD	
Form of study:	Full-time		Part-time		
Year of study:	1.	2.	3.		
Faculty:	Faculty of Philosophy and Arts	Faculty of Education	Faculty of Health Sciences and Social Work	Faculty of Theology	Faculty of Law

	strongly agree	agree	disagree	strongly disagree	don't know
I am satisfied with the decision on a study programme.					
My decision was influenced by the familiars, family and friends.					
My decision was influenced by a good promotion and publicity of the faculty.					
I decided for the study due to the information that the faculty is easily being mastered.					
I decided for the study due to information that the faculty has high demands for the study.					
I am satisfied with the number of lectures.					
I am satisfied with the number of seminars.					
I am satisfied with the number of self-solved tasks (projects, seminar works).					
I can comment on the content of study programmes.					
I can communicate with teachers via Internet.					
It is easy for me to contact the academic staff of Trnava University.					
I am satisfied with the presence of teachers during office hours.					
Other comments:					

Thank you for completing!



## Part 'B' – Satisfaction with material, technical and information sources

Correct answers be marked with a cross:

Gender:	Male	Female			
Study degree:	Bc.	Mgr.	PhD		
Form of study:	Full-time		Part-time		
Year of study:	1.	2.	3.		
Faculty:	Faculty of Philosophy and Arts	Faculty of Education	Faculty of Health Sciences and Social Work	Faculty of Theology	Faculty of Law

	strongly agree	agree	disagree	strongly disagree	don't know
I am satisfied with the access to information technologies and the possibility to use Internet in the buildings of Trnava University.					
I am satisfied with the availability of study literature (in the library, on the website).					
Study literature is current and adequate.					
I am satisfied with the opening hours in the University library.					
I am satisfied with the office hours at the Study Affairs Office at the Rectorate.					
I am satisfied with the employees' approach at the Study Affairs Office at the Rectorate.					
I am satisfied with the office hours at the Study Affairs Office at the faculty.					
I am satisfied with the employees' approach at the Study Affairs Office at the faculty.					
Non-academic staff of Trnava University are helpful to meet students' requirements.					
My requests are solved without undue deadline extension.					
It is easy for me to meet non-academic staff of Trnava University.					
I am satisfied with the the way of being informed about the studies.					
I can comment on any processes occurring at the University.					
I am satisfied with the accommodation facilities provided by Trnava University.					
I am satisfied with the possibility of dining facilities at Trnava University.					
I am satisfied with cultural and sports events provided by Trnava University.					
I am satisfied with the offer provided by the Students Support Centre.					
I am satisfied with the offer provided by the Language Centre.					
I am satisfied with the quality of advice concerning studies.					
My study expectations at Trnava University have been met.					
I would apply again for the study in my field.					
I would apply for the study at Trnava University, but in a different field.					
Other comments:					

Thank you for completing!

## Part 'C' – Teacher performance evaluation

Correct answers be marked with a cross:

Gender:	Male	Female			
Study degree:	Bc.	Mgr.	PhD		
Form of study:	Full-time		Part-time		
Year of study:	1.	2.	3.		
Faculty:	Faculty of Philosophy and Arts	Faculty of Education	Faculty of Health Sciences and Social Work	Faculty of Theology	Faculty of Law

Teacher evaluated (name, surname):

.....

Course: .....

	strongly agree	agree	disagree	strongly disagree	don't know
The teacher clearly communicates the requirements for students (exam and study requirements).					
The teacher has a well-organized teaching time (punctuality).					
The teacher is well-prepared for the instruction.					
The teacher clearly informs about his course in the study information sheet.					
The teacher clearly brings the curriculum.					
The teacher asks students for work outside the instruction.					
The teacher supports students' active and critical thinking.					
The teacher is willing to discuss the problems within the office hours.					
The teacher's approach to students is fair.					
The teacher explains the link between the theory and practice.					
I consider the teacher be an expert for the given course.					
What was the most inspirational part of the instruction? What helped you the most in the study?					
What suggestions do you have for improving the instruction of a given course?					

Add evaluation of another teacher:

YES	NO
-----	----

Thank you for completing!

#

# RECORD OF OBSERVATION

The observer circles the option that best meets their evaluation. If necessary, a closer explanation of their evaluation can be substantiated at the end of the questionnaire.

- Scale: 1 equals to the evaluation 'excellent'  
2 equals to the evaluation 'very good'  
3 equals to the evaluation 'good'  
4 equals to the evaluation 'poor'  
5 equals to the evaluation 'insufficient'

## I. Identification

1. Teacher

.....

2. Observer (guarantor/coordinator)

.....

3. Semester/academic year

.....

4. Field of study

.....

5. Level of study

.....

6. Grade

.....

7. Form of study

.....

8. Name of the course

.....

9. Binding force of the course: compulsory, compulsory elective, selective

.....

10. Method of instruction: lecture, practice, seminar, practical training

.....

11. Date of observation

.....

## II. Evaluation

1. Content evaluation of the teacher's instruction    1       2       3       4       5

.....

2. Formal evaluation of the teacher's instruction    1       2       3       4       5

.....

3. Evaluation of the observation in words

.....

.....

.....

.....

4. Teacher's comments to the evaluation

.....

-----  
Teacher's signature

-----  
Observer's signature

## QUESTIONNAIRE ON GRADUATES' EMPLOYMENT

### Faculty of Philosophy and Arts

- List of study programmes Bc., Mgr., PhD degree, full-time, part-time form of study

### Faculty of Education

- List of study programmes Bc., Mgr., PhD degree, full-time, part-time form of study

### Faculty of Health Sciences and Social Work

- List of study programmes Bc., Mgr., PhD degree, full-time, part-time form of study

### Faculty of Theology

- List of study programmes Bc., Mgr., PhD degree, full-time, part-time form of study

### Faculty of Law

- List of study programmes Bc., Mgr., PhD degree, full-time, part-time form of study

### Graduates: age

- A, under 25 years      B, under 30 years      C, under 35 years      D, under 40 years  
E, under 45 years      F, under 50 years      G, under 55 years      H, under 60 years  
I, over 60 years

### Graduates: gender

- A, female      B, male

### You evaluate the knowledge and skills you acquired during the studies at Trnava University as:

- A, excellent      B, above average      C, average      D, below average      E, poor

### Are you employed in the field which was the subject of your study at Trnava University?

- A, yes, I am employed right in the field which I studied at Trnava University  
B, no, I am not employed right in the field which I studied at Trnava University. I am employed in a related field  
C, I am employed in the field that is not related to my studies at Trnava University  
D, I am unemployed

### I am unemployed due to:

- A, I cannot find the job in the field I studied      B, I am voluntarily unemployed      C, other

### Do you speak the English language at B2 level? (ability to speak and write the language without much trouble, have rich vocabulary)

- A, yes      B, no

### Can you speak any other language at the advanced level? (except the English language and your mother tongue) – more options are possible

- A, German      B, Russian      C, French      D, Spanish      E, Portuguese  
F, Hungarian      G, Polish      H, other

### Did you improve your language competences in the Language Centre of Trnava University?

- A, yes      B, no

### Because of my education I feel optimally prepared for the employment in the field I studied at Trnava University.

- A, strongly agree      B, agree      C, disagree      D, strongly disagree      E, no attitude

### I was satisfied with the studies at Trnava University?

- A, strongly agree      B, agree      C, disagree      D, strongly disagree      E, no attitude

**How do you evaluate the faculty of Trnava University where you studied, according to the given criteria?**

*On this five point scale evaluate the studies at Trnava University according to the selected criteria:  
A very satisfied; B, satisfied; C, I cannot say; D, dissatisfied; E very dissatisfied*

The quality of teaching .....

The content and structure of the study .....

University facilities .....

Academic reputation .....

Studies aimed at practice .....

Reputation of the University among employers .....

Cooperation of the University with companies, organizations .....

Availability and willingness to help from the part of teachers .....

International orientation .....

University life .....

Administration of the University .....

Accommodation facilities .....

**Are you interested in the job position abroad?**

A, yes

B, no

C, I cannot say

D, I work abroad

**Would you be willing to move house in Slovakia because of a job offer?**

A, yes, I would be willing to move

B, no, I would not be willing to move

C, I cannot say

**What options did you use when looking for a job?**

A, faculty collaboration with companies, organizations

B, advertising vacancies

C, a website focused on career

D, periodicals focused on career

E, personal contacts

F, previous experience in a company

G, other

**Did you have an opportunity to meet some potential employers during your study at the Faculty?**

A, yes, I had this opportunity

B, no, I did not have this opportunity

**Be filled in only by those who are currently employed:**

**Is it needed to command a foreign language in your current job?**

A, yes, it is necessary

B, no, it is not necessary

**Was the knowledge of a foreign language condition for your current job?**

A, yes, it was a condition

B, it was not a condition

Thank you for completing!

## **9. CHRONOLOGY OF THE IMPLEMENTATION OF INTERNAL QUALITY ASSURANCE SYSTEM IN HIGHER EDUCATION AT TRNAVA UNIVERSITY IN TRNAVA**

- 2007 – involvement in international EUA evaluation, the introduction of elements of process management
- 2009 – preparation for the implementation of the model of a Comprehensive Quality Management System – CAF
- 2010 – The self-evaluation report of Trnava University according to the model CAF and the involvement of the University in the contest 'Prices on Quality' and getting the project financed by the structural funds of the European Union "Streamlining the Governance and Management of the University Using Information Technologies", containing part of the "Support for the Principle of Quality Culture"
- 2012 – Concept of development of Trnava University for 2012-2015, the inclusion of the topic "quality" between the three main priorities of the University. Accepted objective - to prepare "a comprehensive model of the internal quality assurance system at Trnava University in accordance with the standards and quality criteria in Slovakia and the European Union"
- 2013 – implementation of Section 87a of Act No. 131/2002 Coll. on Higher Education
- establishment of the Quality Board of Trnava University
  - approval of the Statute of the Board of Trnava University for Quality Assurance
  - issuance of the Instruction of the Rector of Trnava University ensuring the quality of higher education provided at Trnava University
  - approval of Regulation No. 1/2014 of the Rector of Trnava University on Quality Assurance in Higher Education Provided at Trnava University
- 2014 – adjusted the Regulation No. 1/2014 on Quality Assurance in Higher Education provided at Trnava University (adjusted according to evaluation criteria of the internal quality assurance system in higher education, issued by the Ministry of Education, Science, Research and Sport of the Slovak Republic)
- creation of faculty regulations on quality assurance in higher education
  - design of the self-evaluation report of Trnava University according to the model CAF

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